

LIBRARIANS' IMAGE AND IDENTITY
A Research Proposal
about
the professional community
of Poletti library

Ma/MSc International Information Studies
University of Northumbria
University of Parma

Assignment for the Module BP101
Independent Study Module for Information Studies 2
Module Tutor: Anna Maria Tammaro



Patrizia Ponzoni
Università degli Studi di Parma

TABLE OF CONTENTS

1. INTRODUCTION.....3

 1.1. PROBLEM STATEMENT.....3

 1.2. AIMS AND OBJECTIVES.....4

2. BACKGROUND INFORMATION.....5

 2.1. THE LIBRARY SYSTEM OF MODENA.....5

 2.2. THE POLETTI LIBRARY.....5

3. LITERATURE REVIEW.....6

 3.1. IMAGE, IDENTITY AND THE CALIMERO SYNDROME.....6

 3.2. GAINING THE LOST GROUND.....7

 3.3. WORKING TOGETHER: VARIETY IS RICHNESS.....7

 3.4. SOME CONSIDERATIONS.....8

4. METHODOLOGY.....9

 4.1. CASE STUDY APPROACH.....9

 4.2. RESEARCH TECHNIQUES.....10

 4.2.1. QUESTIONNAIRE.....10

 4.2.2. OBSERVATION.....11

 4.2.3. INTERVIEW.....11

 4.3. PARTICIPANTS.....13

 4.4. SUGGESTED ANALYSIS.....14

 4.4.1. QUESTIONNAIRE.....14

 4.4.2. OBSERVATION.....14

 4.2.3. INTERVIEW.....14

 4.5. ETHICAL IMPLICATIONS.....15

5. ANTICIPATED OUTPUTS.....16

6. TIMETABLE.....17

REFERENCES.....18

1. INTRODUCTION

1.1. PROBLEM STATEMENT

The poor image librarians have been suffering from, seems to be a persistent topic in librarianship literature.

The fiction describes librarians always as shy, introverted, unsociable and sometimes unpleasant persons, hidden behind thick glasses and shrouded in the mystery of "erudition".

Stereotypes are somehow or other connected with the reality: for many decades librarians have put up with this wrong image, without trying to change it.

This negative vision is also a consequence of our lack of visibility.

To achieve a good image, librarians must develop a strong sense of identity.

The purpose of the present research is to analyze the situation of a small library, the Poletti library, discovering how professionals see themselves, starting from the idea that visibility and dignity should be values of our daily life.

1.2. RESEARCH AIMS AND OBJECTIVES

AIMS

- To provide a realistic and concrete picture of librarians' identity, referring to a specific context.
- To understand librarians' ideas about themselves and their organization, with reference to:
 - the concept of "professional community";
 - the importance of lifelong learning in their working life;
 - ethical rights and duties of the profession;
 - the cooperation and sharing of competences into the organization.

OBJECTIVES

- To provide a correct and concrete description of the staff of Poletti Library.
- To discover librarians' honest opinion about themselves and their organization.
- To determine the role of a special library in a city like Modena.
- To study the influence of Poletti's staff on the organization and on the cultural life of the city.
- To investigate if there is a connection between rank, economic position and individual professional perception.

RESEARH QUESTIONS

- What does it mean being librarians in a special library in Modena?
- How librarians of Poletti conceive themselves?
- Do librarians of Poletti perceive themselves as active parts of their organization and of the cultural life of the city?
- Considering the Poletti library as a work and social organization, is the professional identity strong and shared by the staff?

2. BACKGROUND INFORMATION

2.1. THE LIBRARY SYSTEM OF MODENA

Modena has developed a flexible Library System which physically covers all the territory; virtually, it takes part of the provincial and national on line catalogue.

According to Leombroni and Poggiali (1996), in the 90s in Italy we witness the "breakthrough" phenomenon: a radical simplification of mediation structures, in the name of citizens' rights and administrative transparency; the first civic nets have been realized. It was a precious occasion but, according to Rosa (1995), some libraries lost it, risking social exclusion. Modena Systems took the opportunity, improving its central role in the city.

2.2. THE POLETTY LIBRARY

The eminent architect of Modena, Luigi Poletti (1792-1869) left all his books and plans to his city, which opened the library in 1872 in a "strategic" position, inside the Museums Palace, one of its most important cultural centres.

Its complete denomination is "*Civic Library of Art and Architecture*", emphasizing its two fundamental characteristics:

- *at the administrative level, it's subject to the authority of the City Council.*

According to Diozzi (2003) and Montecchi and Venuda (1999), the phrase "Civic Library" is born in the 80s to designate all those libraries which, also in the diversity of their heritages and services, had a strong connection with their city.

- *It is a "Special Library" which focuses its heritage and services in the art and architecture fields.*

Although Gorman (1984) asserts that the phrase "Special Libraries" is a "misnomer", because every library is special and unique, looking at the Italian situation we think that a specific definition is still important.

According to IFLA presentation¹, special libraries are defined as:

"libraries with specific kinds of service functions and subject specialities, such as art, biological and medical, different sizes, different users".

¹ The Web Site of the division is available at:
<http://www.ifla.org/VII/d2/dsl.htm> (Accessed: 30 November 2005).

3. LITERATURE REVIEW

3.1. IMAGE, IDENTITY AND THE CALIMERO SYNDROME

According to Ifla Report (1995), we use the term "image" to mean "the way in which the outside world sees the organization" and "identity" to identify "the way in which the organization sees itself".

A good image is very important for an organization: it's a form of fruitful advertising, making easier to recruit good quality people.

As said in the introduction, and according to Dyer (2003), stereotypes and commonplaces always originated from something partially true.

According to Rasetti (2002), librarians suffer from the Calimero Syndrome²: as the black and unlucky chick, they adopt a plaintive and passive attitude of renunciation. We cry because we don't have money, administrators don't appreciate our work, bureaucracy stops our ideas, users don't deserve our efforts.

Crocetti (1994) polemically asserts there aren't librarians satisfied of their work!

According to Cram (1996), there is a sort of "vicious circle": we deplore our lack of visibility but we don't react, cherishing our negative image.

Rasetti (2002) explains the great error of Italian librarians: we didn't understand the fundamental relation between promoting our library and promoting ourselves.

Cram (1991) confirms that:

"we worry more about our libraries than we do about ourselves. We promote them, dead things as they are, while ignoring or at best only briefly unknowledging those who make libraries and their services live".

Although Tavoni (2002) asserts that there should be no doubts about the librarians' dignity, Di Domenico (2004) writes about the urgency of vigorous values, great ideals, certain motivations and strong coherence.

Libraries world has radically changed: according to Tamaro (1996) and Fourie (2001), to survive we must accept this change, becoming active parts of it and adopting a free and conscious spirit of

² Calimero is a cartoon, a dirty little chick, which in the 60s advertised a well-known detergent, deploring its sad fate with a funny querulous voice.

adaptability, making our "attitude of mind" (Lancaster, 1997) more flexible.

As Cram (1991) declares, we are lucky, working in a profession which facilitates the development of self esteem: we must be able to find it, in our daily working life.

3.2. GAINING THE LOST GROUND

According to Petrucciani (1999), when we consider the librarianship history, we must remember the centre are men and women, not institutions.

The idea of a more realistic and active collaboration with the international community is already present at the AIB (Italian Librarians' Association) Congress of 1956, but only in theory. Society has recognized the fundamental role libraries can play, but paradoxically the 70s represent a "standstill" of Italian tradition, with a consequent isolation from the international community.

From 1980, the urgency to keep up to date with technological development absorbed all our efforts, but there is no excuse for having relegated to a second position, the revaluation of libraries as crucial reference points for the community.

As Lazzari states (1997), finally in the 90s, Italy seems to discover again the social and educational potentiality of libraries. In 1997, the deontological code³ has been passed with different sections of right and duties to user and to profession, developing a stronger professional pride. It's the first great step (Mazzitelli, 1996), towards a more conscious identity as real professional community, at national and international level.

We must be positive, we are late, but we are gaining the lost ground.

3.3. WORKING TOGETHER: VARIETY IS RICHNESS

According to Minardi (1999), the economic, government and university reorganization, made libraries integrated parts of broader organizations. Crivello (1999) underlines that this fluid work situation requires diligence and inventiveness, to experience new organizational styles.

As Santoro (2002) asserts, librarian today is a real knowledge

³ The complete text is available at: <http://www.aib.it/aib/cen/deocod.htm> (Accessed: 30 november 2005).

manager.

Already in 1999, Santoro wrote about the urgency to recognize our reality: quoting Montali (1999), there was a great quantity of "no-structured" workers in our libraries (part time students, volunteers, conscientious objectors). In 2006, we're working in the same situation.

Librarians are often compelled to accept these workers by law and concrete needs, but, according to Menetti and Del Corno (1999), they should be able to understand how students and volunteers could improve their organization, considering them not as simple "labourers" but as precious collaborators.

Our libraries must learn how to grow through the cooperation of different competencies.

3.4. SOME CONSIDERATIONS

Minardi (1999) asserts that in Italian librarianship, the passage from the idea of "occupation" to "profession" is not already completed.

Some past researches have demonstrated that the Italian situation is very different, depending on the region.

In 2002, Menna conducted an inquiry among librarians of Bologna, describing a very positive picture: the achieved level of professional awareness was considerable. Comparing the situation to what happens in other Italian regions, Bologna seems to be only an "exception". Also, according to Ingrosso (2002) the urgency of lifelong learning is recognized at theoretic level, but not developed at the practical one.

What about Modena? What about a special library in a city which is changing its politic, economic and cultural directions?

Will the professional community of Poletti Library confirm the general "poor" trend described by literature, or will we discover a further "exception" to the Italian situation?

4. METHODOLOGY

The purpose of our research is to understand how Poletti librarians conceive themselves, and their motivations.

The general approach will be mainly qualitative, although we will use also quantitative methods to gather some background informations about library and staff.

According to Powell and Connaway (2004):

"qualitative methods are appropriate when the phenomena under study are complex, social in nature and do not tend themselves to quantification.(...) Qualitative research tends to give more attention to the subjective aspects of human experience and behaviour".

We will analyze opinions, feelings, personal conceptions, so our subject is not numerically measurable and interpretable.

4.1. CASE STUDY APPROACH

- Yin (1994) defines the case study approach as follows:

"an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly defined".

Our research refers to a specific context, but it will be focused on different persons, with different experiences, ideas and lives, with a only one common characteristic: the same workplace.

- Leedy and Ormrod (2001) describe case study as:

"a type of qualitative research in which in depth data are gathered relative to a single individual, program or event, for the purpose of learning more about an unknown or poorly understood situation".

Regarding to past researches, we want to study Poletti from a new point of view: many times administrations are focused on the users' opinions and needs, we will study the same reality considering exclusively the staff.

- Harrison (1987) suggests case study to investigate organizational structures and functions or organizational performance.

Poletti Library is a part of complex system, it is a complex organization. We will study it in this way, and not only as a service.

- According to Powell and Connaway (2004), case study belongs to a small number of subjects to be investigated.

All the staff, more or less 10 persons, will be involved in our investigation, quite apart from contractual conditions.

The greater disadvantage of the case study is that the investigation of a small case doesn't offer grounds for establish reliability or generality of findings. We will try to assure reliability through triangulation of techniques.

For all these reasons, according to our aims, case study seems to offer advantages that might not be achieved with other approaches.

4.2. RESEARCH TECHNIQUES

Carrying out case studies, a number of data collection techniques are usually employed. We will use questionnaire, observation and interview.

4.2.1. QUESTIONNAIRE

- According to Bell (2003), questionnaires are considered a relatively inexpensive and easy way of collecting data saving time.

For the researcher, money and time are very influential elements, so this is a good way to reduce problems.

- Powell and Connaway (2004) underlines some advantages of this technique: it tends to encourage frank answers by guaranteeing respondent's anonymity and by partially eliminating interviewer's bias.

Because of our purpose, respondents' honesty and coherence are fundamental to obtain satisfactory outputs. Moreover, being the investigator a member of the same staff, the use of techniques which reduce the risk of subjectivity to a minimum is essential.

- According to Nicholas (2000), questionnaire is very useful to gather quantitative data, but it's a big difficult to use it referring to qualitative ones.

We will use questionnaire mainly to gather quantitative data through structured questions; we will use some scaled responses to obtain a general qualitative overview which will be investigated by interviews.

4.2.2. OBSERVATION

- According to Powell and Connaway (2004), "to observe means to watch attentively in a scientific or systematic manner. (...) observational methods are central to much qualitative research".

During our investigation, the true interpretation of staff behaviour will be fundamental.

- Gorman and Clayton (1997) asserts that through observation the researcher has the possibility to move beyond the selective perception of people, obtaining a direct, objective and unfiltered view.

Oppenheim (1992) confirms that, while interviews and questionnaires are suitable ways to explore the subjects' view of their actions, observation allows researcher to understand the external behaviour.

We will use these technique because we know that there are issues which goes beyond conscious actions and which could be crucial for our study.

- The most important limitation is the difficulty of correctly interpreting events and behaviours.

We will develop a framework to guide our observations, improving accuracy. Observation activity will be strictly connected with interviews to improve credibility.

Observation will take place in the Poletti Library.

Participants will be asked to take part to the study before observing them.

The researcher will be only an external observer.

4.2.3. INTERVIEW

- According to Guala (1991), compared to the several stages of the research process, the interview is decidedly determined from our aims and purposes; its role is to go into specific areas turning out from questionnaires.

The face to face interview represents the most important stage of our study.

- Yin (1994) considers interview as one of the most important

sources of information in qualitative research; Nicholas (2000), adds that it's the best technique to investigate feelings and behaviours, that is our aim.

- The more frequent problem is that interviewer must have a careful preparation to ask questions, attempting to create a friendly, nonthreatening atmosphere; we must avoid that our personality affects the quality of information.

To reduce the risk, we will prefer to adopt structured interview, defined by Kumar (1999) as follows:

"the investigator asks a pre-determined set of questions, using the same wording and order of questions as specified in the interview schedule"

To limit the possible sense of constrain which a rigid sequence of questions can generate, we will be willing to add comments and informations that respondents think important, making interview more flexible (saving time at the end of our structured interview, to ask neutral questions such as: Anything else? Any other reason? Would you tell me more about this topic?).

We will avoid the focus group technique: we are looking for a no stressing atmosphere, in which respondent must feel free to express personal opinions, and the group could influence the honesty and natural flow of the conversation.

So, participants will be interviewed in individual sessions which are also easier to control and manage than focus groups.

Every interview will last not more than one hour and it will take place in the participant's office.

Particularly during this stage, the pilot activity will be very important. We will show, after a short time, the trascript of the answers to the interviewed, to discuss it, notifying any change or clarification.

The table below relates research objectives to research techniques:

<i>Objectives</i>	<i>Lit.Review</i>	<i>Questionnaire</i>	<i>Observation</i>	<i>Interview</i>
To provide a correct and concrete description of the staff of Poletti Library		X	X	X
To discover librarians' honest opinion about themselves and their organization	X	X	X	X
To determine the role of a special library in a city like Modena	X	X		
To study the influence of Poletti's staff to the organization and to the cultural life of the city	X	X		X
To investigate if there is a connection between rank, economic position and individual professional perception	X	X	X	X

4.3. PARTICIPANTS

All the persons working in Poletti Library at the moment of our study, will be involved in the research: librarians, librarians assistants, cataloguers, collaborators, volunteers.

Questionnaires will be submitted to all; observation activity will include all the people. Interviews will be limited to one representative person of every area of the library.

4.4. SUGGESTED ANALYSIS

According to Denzin and Lincoln (1998), the methodological triangulation allows us to aim at reliability. Our study will be based on different research techniques and their results will be complementary. The pilot activity, looking for a global vision and shared themes, will be carried out during all the research process.

We suggest to analyze the collected data from every source as explained below.

4.4.1. QUESTIONNAIRE

Data collected through this technique will be mainly quantitative.

As Guala (2000) suggests, we will use spreadsheet with columns in which the analysed answers, transformed into categories, will be settled: answers to closed questions will be probably processed through Excel and converted into numerical data.

According to Powell and Connaway (2004), graphics are very useful to present information more clearly and succinctly than words. Pie charts, flowcharts and tables will be used, to make data more recognizable in the text.

The collected qualitative data will be analyzed with reference to results of observations and interviews.

4.4.2. OBSERVATION

The researcher will analyze facial expressions and body languages.

The researcher will take notes on a arranged form, which will include preliminary informations about the observed, any issues referring to attitudes and reactions to particular situations, participant's comments and researcher's interpretation.

The collected data will be organized into specific thematic sections (the same categories used for interviews and questionnaires).

4.4.3. INTERVIEW

Before conducting interviews, a general schedule of reference will be prepared.

Interviews will be recorded and audiotapes will be transcribed. This operation is time consuming but, according to Bell (2003) and Guala (1991), it's essential to the analysis and to the consequent feedback.

A word process will be used to make the internal search of recurrent words, phrases, names easier and faster. Collected data will be catalogued in thematic units, in order to group answers referring to the same topic.

To gain reliability, a feedback with the respondent will be adopted: the answers given during the first interview will be discussed in a second meeting. This is a very useful technique to assure respondents really think what they have initially said.

4.5. ETHICAL IMPLICATIONS

According to Schutt (1999), and Sieber (1992), if an investigation includes questions about attitudes or behaviours that are generally considered to be private, the researcher must proceed carefully, ensuring that respondent's rights are protected.

Our study is about a very "delicate" topic: it's completely devoted to human feelings and opinions.

A cover letter will precede our investigation, presenting our purpose and explaining reasons and aims of our research, in order to guarantee to respondents that all the information will be confidential and that the collected data will be used only for the study.

Before interviews, we will always ask the participants the permission to record the conversation. The same permission will be asked before observing activity.

5. ANTICIPATED OUTPUTS

- Some inquiries about users' needs and level of satisfaction have been carried out in the past and the Poletti Library periodically conducts similar investigations. It will be the first time that a specific study will focus only on the staff, its expectations and opinions. This research will be something new in librarianship tradition of our city.

- Thanks to this study, we will have a scientific overview about librarians' and information professionals' identity of a particular institution. Our city is changing its face, focusing on a renewed civic sense: the analysis of a historical library will perfectly confirm this general trend.

- The analysis of the professional community of Poletti Library could be an important starting point to make all librarians of Modena more aware about their professional dignity. Also, a greater consciousness of librarian's role to the society could be an unlosable opportunity to reinforce the image of Italian librarians to the international librarianship world.

- Library System of Modena is improving its services and its image. An investigation about how an important part of it organizes and manages its staff is the first fundamental step to make services to the community more satisfactory and efficient. A satisfied worker, works better: it's a universally recognized principle, shared by great companies and industries. The cultural world must adopt it too, to survive to the private competition.

6. TIMETABLE

The research project will be carried out between February 2006 and September 2006, during 8 months.

The table below shows the previewed planning of the various activities, following the logical order of the research process:

Tasks	1m	2m	3m	4m	5m	6m	7m	8m
Reviewing the research proposal ⁴	X							
Redefining the research questions, aims and objectives	X							
Literature Review	X	X	X	X	X	X	X	
Preparing the questionnaire	X	X						
Distributing questionnaires		X	X					
Preparing the observation reference form		X						
Observation activity			X	X	X	X	X	
Drawing up interview schedule				X	X			
Interviewing participants					X	X		
Analysis of questionnaires data				X				
Analysis of observations data				X				
Analysis of interviews data						X	X	
Interviews feedback							X	
Combinated analysis of questionnaires, observations, interviews data							X	X
Pilot activity	X	X	X	X	X	X	X	X
Writing report							X	X

⁴ Some preliminary activities, such as choosing the unit of analysis and selecting the sites and the sampling, have been included in the revision of the proposal, referring to the already developed research design. The revision of the proposal will be carried out following tutor's corrections and suggestions.

REFERENCES

Bell, J. (2003) *Doing your research project: a guide for first-time researchers in education and social science*. Buckingham: Open University Press.

Biorcio, R. & Pagani, S. (1997) *Introduzione alla ricerca sociale*. La nuova Italia Scientifica.

Cram, J. (1991) Self, love and joy and satisfaction in librarianship. *Australian Public Libraries and Information Services*, 17, p. 4-7.

Cram, J. (1996) No permission needed: librarians and the PPC factor. *Australian Special Libraries*, 29 (2), p. 39-47.

Crivello, C. (1999) Personale strutturato e non nelle biblioteche: un'occasione per il cambiamento? *Bibliotime*, 2 (1). Available at: <http://www2.spbo.unibo.it/bibliotime/num-ii-1/crivello.htm> (Accessed: 15 December 2005).

De Gregori, L. (1947) Il bibliotecario. *Rivista delle biblioteche*, 1 (1), p. 3-13.

Denzin, N.H. And Lincon, Y.S. (1998) *The landscape of qualitative research: theories and issues*. Thousand Oaks: Sage.

Di Domenico, G. (2004) Recensioni e segnalazioni. *Bollettino AIB*, 4, p. 503-506.

Diozzi, F. (2003) *Glossario di biblioteconomia e scienze dell'informazione*. Milano: Editrice Bibliografica.

Dyer, J. (2003). *Seeing ourselves as others do*. Available at: http://www.liscareer.com/dyer_service.htm (Accessed: 10 December 2005).

Gorman, G.E. and Clayton, P. (1997) *Qualitative research for the information professional: a practical handbook*. Library Association Publishing.

Gorman, M. (1984). Some thoughts of an anti-informationist in 1984. Illinois: Special Libraries Association, Illinois Chapter.

Guala, C. (1991) *Posso farle una domanda? L'intervista nella ricerca sociale*. La Nuova Italia Scientifica.

Guala, C. (2000) *Metodi della ricerca sociale: la storia, le tecniche, gli indicatori*. Carocci.

Harrison, M.I. (1987) *Diagnosing Organizations*. Newbury Park, CA: Sage.

IFLA (2002) *Il servizio precario pubblico: linee guida IFLA/UNESCO per lo sviluppo, preparate dal gruppo di lavoro presieduto da Philip Gill per la Section of Public Libraries of IFLA*. Roma: AIB.

IFLA (1995) *The image of the library and information profession: how we see ourselves, an investigation. A report of an empirical study undertaken on behalf of IFLA's Round Table for the Management of Library Associations*. München: Saur (Ifla Publications, 71).

Ingrosso, R. (2002) Indagine sui corsi e sui metodi di formazione continua nelle biblioteche universitarie italiane: information technology e identificazione dei bisogni. *Bibliotime*, V (1). Available at: <http://didattica.spbo.unibo.it/bibliotime/num-v-1/ingrosso.htm>. (Accessed: 20 November 2005).

Kumar, R. (1999) *Research methodology: a step-by-step guide for beginners*. Sage.

Lancaster, F.W. and Sandore, B. (1997) *Technology and management in library and information services*. London: Library Association.

Lazzari, G. (1997) L'urgenza del codice deontologico. *Bollettino AIB*, 1, p. 5-6.

Leedy, P.D. and Ormrod, J.E. (2001) *Practical Research: Planning and Design*. Upper Saddle River, NY: Merrill Prentice Hall.

Leombroni, C. and Poggiali, I. (1996) Biblioteche e reti civiche: un'alleanza per la libertà. *Bollettino AIB*, 3, p. 291-304.

Mazzitelli, G. (1996) *La missione del bibliotecario*. Bollettino AIB, 1, p. 5-6.

Menetti, A. and Del Corno, G. (1999) Soggetto, complemento, predicato: per un'analisi logica o illogica del lavoro in biblioteca. *Bibliotime*, 2 (1). Available at: <http://didattica.spbo.unibo.it/bibliotime/num-ii-1/menetti.htm> (Accessed: 3 December 2005).

Menna, M. (2002) *Analisi organizzativa di un sistema*

professionale: il caso dei bibliotecari dell'Ateneo bolognese. *Bibliotime*, 5 (1). Available at:
<http://didattica.spbo.unibo.it/bibliotime/num-v-1/menna.htm>
(Accessed: 2 December 2005).

Minardi, E. (2003) Il bibliotecario nella società dell'informazione. *Bibliotime*, 1 (5). Available at:
<http://didattica.spbo.unibo.it/bibliotime/num-vi-1/minardi.htm>
(Accessed: 25 November 2005).

Minardi, Everardo (1999) Da occupazione a gruppo professionale: gli operatori dei servizi bibliotecari tra tecnologie dell'informazione e nuovi pubblici, *Bibliotime*, 2 (1). Available at: <http://www2.spbo.unibo.it/bibliotime/num-ii-1/minardi.htm>
(Accessed: 6 December 2005).

Montali, R. (1999) Ma chi sono i bibliotecari? Ancora sulle diverse tipologie del personale impiegato nelle biblioteche pubbliche, *Bibliotime*, 2 (2). Available at:
<http://didattica.spbo.unibo.it/bibliotime/num-ii-2/montali.htm>
(Accessed: 25 November 2005).

Montecchi, G. & Venuda, M. (1999) *Manuale di Biblioteconomia*. Milano: Editrice Bibliografica.

Moore, N. (1987) *How to do research. The complete guide to designing and managing research projects*. Library Association Publishing.

Moriello, R. (2000) *Bibliotecari nella fiction: presentazione di "Librarians"*. Available at:
<http://www.aib.it/aib/congr/c46/s37c.htm3> (Accessed: 2 December 2005).

Nicholas, D. (2000) *Assessing information needs: tools, techniques and concepts for the Internet age*. 2nd ed. Aslib/Imi.

Oppenheim, A.N. (1992) *Questionnaire design, interviewing and attitude measurement*. Pinter Publishers.

Petrucciani, A. (1999) Professionalità e deontologia del bibliotecario: il contributo di Virginia Carini Dainotti e il dibattito degli anni sessanta e settanta. *Bollettino AIB*, 4, p. 399-421.

Rasetti, M.S. (2001) La sindrome di Calimero. Lamenti e alibi di bibliotecari al di qua del muro del pianto. *Biblioteche oggi*, 19 (2), p. 16-22.

Rasetti, M.S. (2002) Promozione della biblioteca e promozione del bibliotecario. Come una "materia complementare" può assumere un ruolo strategico. *Biblioteche oggi*, 20 (9), p. 6-17.

Rosa, F. (1995) *La biblioteca come servizio pubblico locale*. Gorle, Bergamo: CEL.

Salarelli, A. (2005) Il bibliotecario sopraffatto. *Bibliotime*, 1 (8). Available at: <http://didattica.spbo.unibo.it/bibliotime/num-viii-1/salarell.htm> (Accessed: 15 November 2005).

Santoro, M. (1998) Personale strutturato e personale non strutturato: quale interazione nelle biblioteche? *Bibliotime*, 1 (3). Available at: <http://www2.spbo.unibo.it/bibliotime/num-i-3/santoro.htm> (Accessed: 10 November 2005).

Santoro, M. (1999) Metastrutturazione di un dibattito. *Bibliotime*, 2 (1). Available at: <http://www2.spbo.unibo.it/bibliotime/num-ii-1/santoro.htm> (Accessed: 10 November 2005).

Santoro, M. (2002) Librarian Power. *Bibliotime*, 5 (1). Available at: <http://didattica.spbo.unibo.it/bibliotime/num-v-1/editoria.htm> (Accessed: 10 November 2005).

Schutt, R.K. (1999) *Investigating the Social World: the Process and Practice of Research*. Thousand Oaks: Pine Forge Press.

Sieber, J. (1992) *Planning Ethically Responsible Research: a guide for students and Internal Review Boards*. Sage.

Solimine, G. (2004) L'irrinunciabile qualità del lavoro dei bibliotecari. *Bollettino AIB*, 3, p. 255-256.

Tavoni, M.G. (2002) E' proprio vero che l'unione fa la forza? *Bibliotime*, 5 (3). Available at: <http://www2.spbo.unibo.it/bibliotime/num-v-3/tavoni.htm> (Accessed: 15 November 2005).

Yin, R.K. (1994) *Case Study research: design and methods*. Sage.