

Jeanine R. Cali. Law Firm Librarian Requirements: A Content Analysis of Skills and Qualifications. A Master's paper for the M.S. in L.S. degree. April, 2000. 32 pages. Advisor: Evelyn H. Daniel.

This research project examined job requirements advertised in the *Washington Post* from 1991 to 1999. Through the unobtrusive research method of content analysis, 146 advertisements were collected. After the postings were examined, a data collection sheet was created, and a list of variables developed. The headings of education, experience, skills, database familiarity and knowledge were examined.

These advertisements reflect the needs and requirements of employers over the past decade. As such, these findings are indicative of the changing requirements and responsibilities of the law firm librarian. Changes in the legal market make it essential for law firm librarians to proactively respond to change and provide competitive legal services. More push-technologies, online tools, and interpersonal skills are needed to meet user needs. The findings of this study indicate that the requirements for law firm library jobs reflect the changing functions of the law firm library.

Heading:

Law librarians -- Job Analysis

Law Firm Librarian Requirements: A Content Analysis of Skills and
Qualifications

by
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Introduction

Rapid changes in information technology continue to alter the way information is published, accessed, organized and disseminated, and, as a result, the library profession has had to reevaluate its role in this process. Similarly, the legal market has had to reassess the way in which it conducts business. Working in a global marketplace, firms must compete in a fast-paced environment where clients expect to communicate through electronic networks around the world. In order to stay competitive, firms have had to adopt knowledge management and business techniques that make use of the Internet and other information technologies in order to sell their product: specialized legal knowledge.

In light of these changes, library administrations, students and professionals interested in working and competing in this environment should be informed as to what employers require of their library professionals. Have the job requirements for law firm library positions changed, and if so, what trends have developed in regard to the type of knowledge, skills, and experience required for such jobs? No studies have been performed to determine how the job requirements of law librarians have changed during the 1990s. To explore this topic, this paper will examine jobs for law firm librarians advertised in the

Washington Post from 1991 to 1999. Library administrators, students and professionals alike can benefit by making curricula and career decisions based on knowing what qualifications and skills are required by the legal market.

Literature Review

Many studies have been conducted to track the effects of new information technology on the job requirements of librarians. Much of the work has focused on library automation and other technologies that affect the skills demanded in academic library positions (Xu, 1996; Zhou, 1996). However, some research has focused on technology and its effects on the requirements sought by special libraries (Perry, 1991; Smith, 1997). Most of the studies indicate that technology is changing how libraries serve their users and the skills and experience librarians need to perform in a rapidly changing environment.

The Internet has become an essential business, medical and legal information gathering tool and has been the focus of many studies. A study conducted by Aida Smith (1997) explored the Internet's impact on health sciences libraries by examining position advertisements in *MLA News* between the years 1991 and 1995. Not surprisingly, the percentage of positions requiring internet skills increased during the five-year period of the study, and reflects the growing importance of these skills for health science librarians. It should also be noted that the earliest requested internet skills was knowledge of e-mail. Overall, Smith's study revealed that the Internet had an impact on the health

sciences libraries by changing the desired qualifications of prospective personnel to include internet skills and experience.

The current information market has made it essential for all professionals to possess strong computer skills. The librarian must thrive in an automated environment in order to best perform his/her role as information specialist. Yuan Zhou (1996) conducted a study to analyze the trends in demand for computer-related skills for academic librarians from 1974 to 1994. This study examined 2,500 employment advertisements found in *American Libraries* for academic librarian positions. Zhou found that “[the] possession of computer-related skills has changed from an incidental issue to a major qualification for all types of academic library positions” (p. 270). Furthermore, Zhou found that the qualification most frequently specified in the advertisements of all types of positions is knowledge of, or experience with, automated systems, online searching and bibliographic utilities.

To trace the impact of automation on job requirements, Hong Xu (1996) compared and analyzed job advertisements from 1971 to 1990. After analyzing the results of job descriptions, he found that “bibliographic utilities and computer databases have allowed duties once performed by professional catalogers and reference librarians (such as copy cataloging and ready reference) to be executed at a lower organizational level” (p. 10). While this new technology led to an increased need for librarians to have both computer skills and administration experience, Xu’s study revealed that managerial and

administrative skills were more highly required in technical service positions, when automation was initiated in the library environment.

Xu's finding supports Malinconico's (1989) theory that the library profession needs *socio-technical* leadership to guide the changes in library organizations that result from the introduction of new information technologies. Malinconico (1992) states that this type of leadership is needed because libraries increasingly employ both librarians and other information professions to help their organizations succeed in today's electronic environment. He singles out the emergence of high-capacity, private, organizational telecommunication networks and increased demand to access subject-specific databases through online catalogs as the drivers of the changes that affect how libraries provide information services. As Malinconico points out, these changes have made libraries more visible and have given them access to sophisticated technical capabilities. To handle these technologies many librarians turn to central computing departments for help (p. 229).

Malinconico (1992) believes that the use of computer departments is advantageous because it ensures the integration of the library's systems with the other information handling systems employed by the library's parent organization. The downside to this relationship is that a library's ability to determine and define its information services can be limited by a centralized computing department control. To strengthen the library's relationship with other information departments and to ensure the library's input in choices of information services by the parent organization, Malinconico stresses the need

for librarians to possess well-developed communication and problem solving skills, and a thorough understanding of management issues (p. 226-229).

Similarly, new and advancing information technologies are changing the way law firms are organized and managed. Clients expect to communicate with firms electronically, and they demand accountability in a way which focuses on service to the customer. Since our society is transitioning from a manufacturing-base to an information-base, particular emphasis has been placed on customer service. As a result of this shift, firms are being asked to measure their performance and to have their leaders accept accountability for their work. These trends have produced new forms of work such as end-user computing, work teams, flattening of managerial hierarchies, and job sharing (Byrne, 1998). The Internet, in turn, has changed library users' perceptions of how information should be delivered. As a result, law librarians have had to reassess the way in which they serve their firms. Online catalogs, automated systems, electronic access and push-technologies are now an essential part of the law library.

The transition from paper to electronic sources to retrieve and store information has increased the pace at which legal information is disseminated. In order to compete, law firms are turning to their information specialists to keep track, store, organize and repackage vital information in a usable manner. On-line searching skills combined with a specialized management knowledge have become a necessary requirement of law librarians (Nobis, 1999). In 1991, Tobi Brimsek published a study of special library job requirements. Through a content analysis of special library job advertisements in the *Washington Post*

from 1983-1989, Brimsek found that seventy percent of all the jobs listed required a MLS, fifty percent required some kind of experience, expressed in terms of years of experience, work experience in a special library environment, skills involving knowledge-based experience such as research or cataloging, and management/supervisory background. In addition, the study found that two components of special library position posting were subject expertise/knowledge and on-line searching skills. Overall, these requirements appeared in over one-quarter of all jobs in special libraries in the *Washington Post* during this time frame.

In addition to these technological and legal environmental changes, organizations of all types are accepting the concept of knowledge management (KM) as a way to conduct business. Knowledge management is a concept that emerged after many businesses downsized and reorganized their management structures (DiMattia & Oder, 1997). As a result, they discovered that many years of valuable information and expertise possessed by former employees were lost. To protect themselves against reoccurrences of these losses, businesses have turned to KM to collect, manage, organize, and distribute in a usable format the tacit knowledge of individuals. In turn, librarians, who have perfected these skills over many years of experience, increasingly enact initiatives to position themselves and the law librarianship profession as central to the administration of this new management concept. As DiMattia and Oder point out, “business literature suggests that knowledge management – led by a chief knowledge officer – provides librarians with a vital role” (p. 34).

In order for a knowledge management program to work, information must be identified and united from an immense pool of sources, most of which are not published in the traditional sense. A key part of the librarian's role is to make this information accessible to the user in an efficient manner (Robinson, 1999). Intranets and knowledge-driven databases have been adopted by the legal community to achieve these tasks. It is advantageous for librarians to become proficient with these technologies. Many acknowledge the advice of Malinconico (1989), who states "Managers who wish to introduce new technologies into the activities of established organizations, regardless of how small, must be aware of both the technical and social dimensions of the changes new technologies create, and they must be prepared to devote considerable effort to managing the attendant organizational changes" (p. 143).

To further promote the library professional's role in KM and guide library schools and students to what the marketplace seeks, the Special Libraries Association issued a report on the "Competencies for Special Librarians of the 21st Century" (1996). Personal and professional competencies are listed in the report. Professional skills include knowledge in the areas of information resources, information access, technology, management and research, and the ability to use these areas of knowledge as a basis for providing library and information services. Personal skills represent the attitudes and values that enable librarians to work efficiently, communicate well, participate in continuing educational programs throughout their professional careers, and demonstrate value-added contributions to their work, employers and the profession.

Technology has had a significant affect on the requirements for librarians working in academic, public and special library settings. Similarly, law librarians have been affected by these changes in a number of ways. As Robinson (1999), Byrne (1998), and Nobis (1999) point out, the emerging information society has changed the way law firms do business, and as a result, the law library professional must respond by being a central figure in implementing new technologies and promoting the organization's information management program. This study builds on previous content analysis work done in regard to requirements posted in job advertisements. The focus is on the law firm setting.

Methodology

A standard method of investigating changes and trends in library positions is job advertisement analysis. As Xu (1996) points out, job postings reflect the current needs and desires of employers at certain times and under certain social conditions. Job advertisements specify positions and list the required qualifications. Since many advertisements rank preferred requirements, these postings are indicative of the changing duties and responsibilities of the profession.

Content analysis, as noted by Berelson (1971), "is a research technique for the objective, systematic, and quantitative description of the manifest content of communication" (p. 18). It can be applied to most forms of communication, although predominately it is used to analyze written communication. Content analysis is essentially a coding operation in which communications "are coded or classified according to some conceptual framework" (Babbie, 1998, p. 313). The benefits of this type of analysis are that it is unobtrusive and it allows the researcher to observe the communications at times and places that are most convenient. Since it is unobtrusive, content analysis seldom has any effect on the subject being studied. The researcher may conduct observations without fear that the attention will bias the subject, something that would be difficult if the

researcher were observing the scene out in the field (Budd, Throp & Donohew, 1967). As with any research method, content analysis has its disadvantages as well. It is limited to the examination of recorded communications. As Babbie points out, communications, whether oral, written, or graphic, “must be recorded in some fashion to permit analysis” (p. 318).

Job advertisements posted in the *Washington Post* from 1991 to 1999 were analyzed for this study. In total, 146 job advertisements were examined. The job advertisements were numbered and then analyzed line by line, with relevant content listed under specific headings.

The *Washington Post* was the single source publication for this content analysis due to its recognition as a key source for law library job advertisements, its standardized advertising format and its wide distribution. Brimsek (1991) found that one of the most heavily advertised jobs in the *Washington Post* in her study was law firm librarian. A brief analysis of law firm library postings in the *New York Times*, *Los Angeles Times* and *Chicago Tribune* ensured that the *Post's* advertisements were similar to other major national newspapers.

A sample of law firm library postings in the *Washington Post* from 1991 to 1999 was collected. This time frame was selected in order to track changes and trends in the job requirements of law librarians over the last decade. Job advertisements were collected based on a quarterly selection. Rotation of coverage was used to ensure that a sampling of job advertisements throughout the year was collected. As a result of this method, the January, April, July, and October months of 1991, 1994 and 1997 were examined, followed by the

February, May, August, and November months of 1992, 1995, and 1998. The March, June, September, and December months of 1993, 1996, and 1999 were also examined. As a result of this rotation, four months of job advertisements per year were collected.

To be included in this study, an advertisement had to have a clear indication that the job was for a full-time professional position in a law firm setting. Any advertisement that did not meet this requirement was excluded. Also, any non-U.S. and duplicate advertisements were eliminated.

A pilot study of a sample of job advertisements was conducted to identify various types of requirements that appear in job postings. Based on the preliminary results, a coding system was created to tabulate required qualifications, skills or competencies, and frequency of occurrence. Individual competencies were categorized into the following headings: education, experience, skills, database familiarity and knowledge. A data collection sheet was created with these headings. See Appendix A and B for an example of the data collection sheet and coding schema.

The experience heading was sub-divided to account for individual variables, expressed in number of years, type of library environment, and type of knowledge-based experience. Specifically, the knowledge-based experience category included the variables: cataloging, reference/research, systems, inter-library loan, technical services, supervisory and computer experience.

The heading of skills included interpersonal and professional ability if specifically listed in a job advertisement. Interpersonal skills included

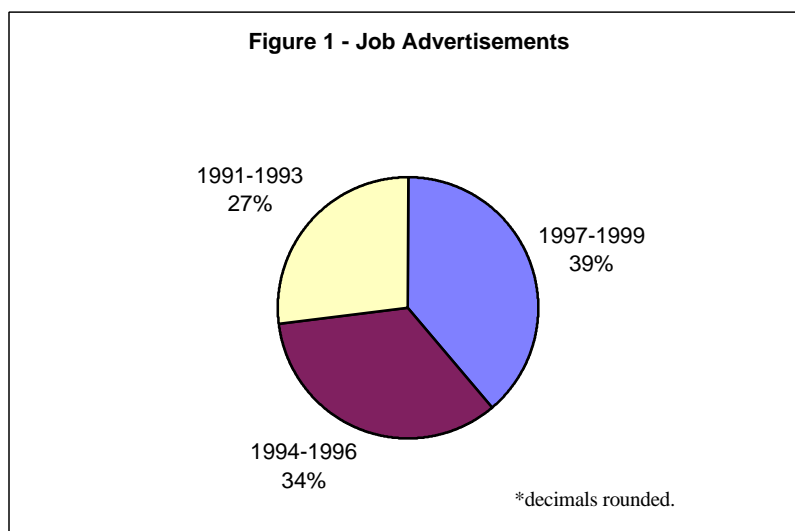
communication (written and verbal), interpersonal, organizational, and leadership. Professional skills included MS Office, database searching, database management, cataloging, bibliographic instruction and inter-library loan.

Variables that relate to specific database knowledge were also collected. These variables fell under the heading of database familiarity and included Westlaw, Lexis, Dialog, Legislate, Dow Jones, CourtLink, OCLC and the Internet. Finally, knowledge was also used as a heading and included the variables foreign-language, subject/practice area, automated systems and legal publications.

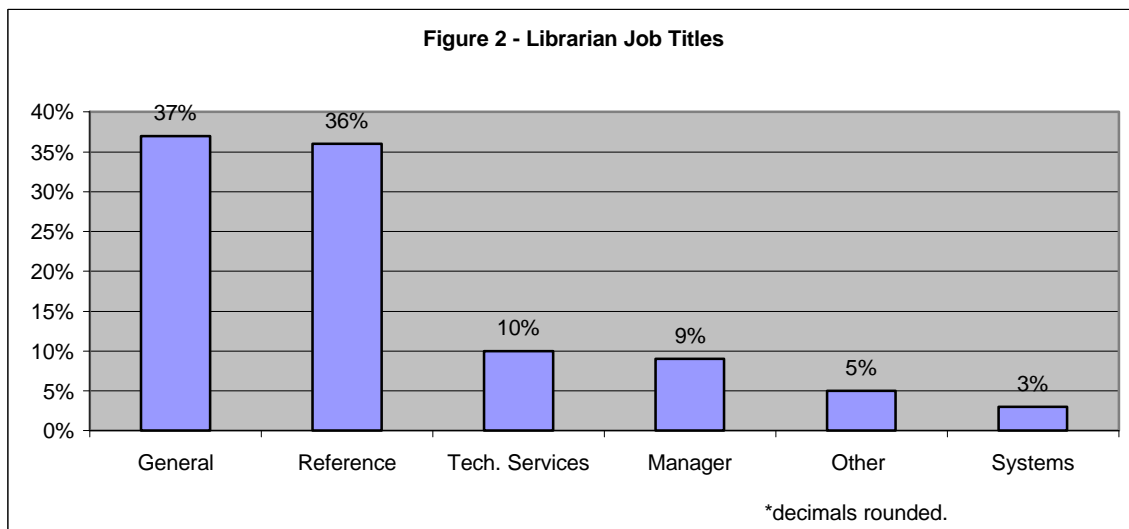
After the data were collected and coded, they were placed in a machine-readable file and analyzed by use of the Statistical Package for the Social Sciences (SPSS). Frequencies and cross-tabulations were used to provide descriptive statistics.

Findings

A total of 146 full-time professional law firm library positions sampled from 1991-1999 comprise this study. The number of positions advertised increased over time. As can be seen from Figure 1, a total of forty advertisements from the sample were posted from 1991 to 1993 (27.39%), forty-nine postings were listed for the years 1994 to 1996 (33.56%), and a total of fifty-seven advertisements appeared between 1996 and 1999 (39.04%).



Of the 146 postings, the term “reference librarian” appeared in 53 advertisements. The term “general librarian” occurred in 54 advertisements. Other job title categories were: technical services librarian - 12 ads; manager - 13 ads; systems librarian - four ads; cataloger - three ads; and other - seven ads. Figure 2 displays the types of librarians sought in the job advertisements as a percentage of the 146 records.



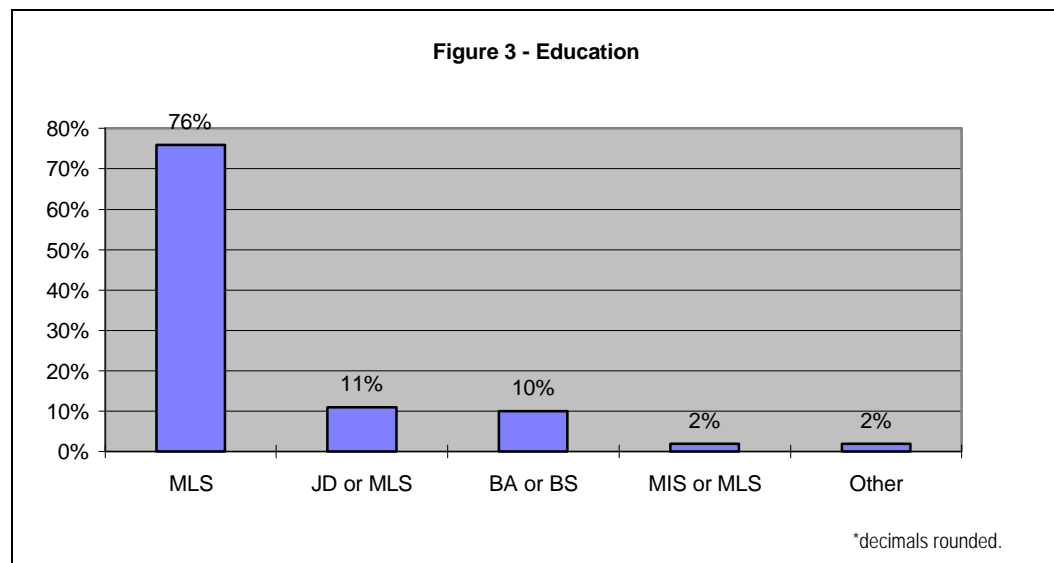
Education

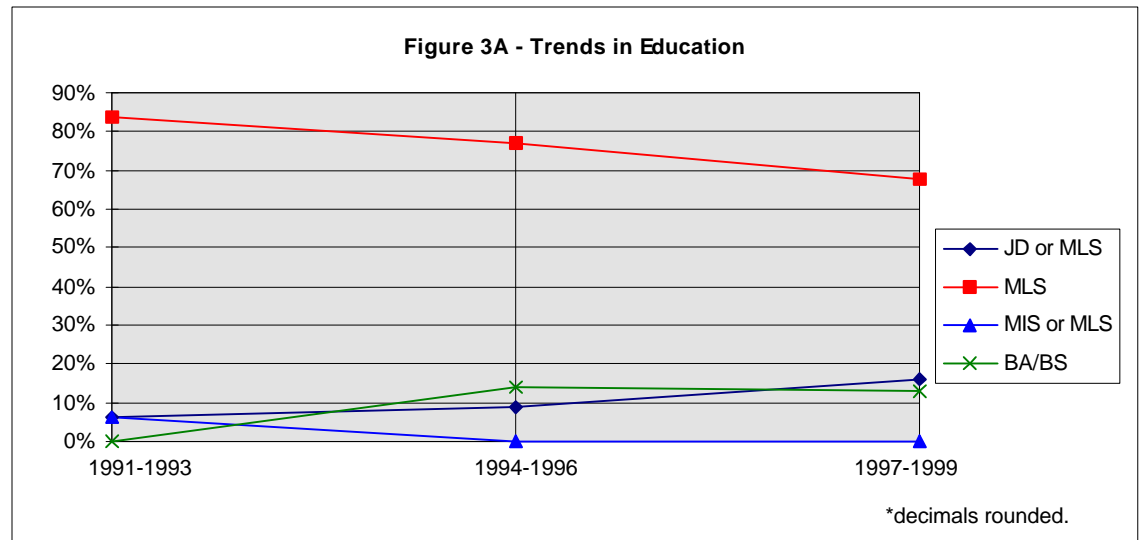
Education was the first major category examined (see Figure 3). Of the 146 job advertisements, 113 advertisements (77.39%) specified an educational qualification. Of that total, the ALA-accredited MLS degree was identified 86 times. Interestingly, the MLS degree was cited less during the latter part of the decade. It declined from 84% of the records citing education requirements in 1991-1993 to 77% in 1994-1996 to 68% in 1997-1999.

The second most frequently cited category stipulated either an ABA-accredited JD or ALA-accredited MLS degree; this appeared in 12 advertisements. Unlike the MLS requirement, the requirement of JD or MLS increased markedly toward the latter part of the decade. There were 16% of the records citing an education requirement between 1997 and 1999, up from 9% during 1994-1996 and 6% during 1991 to 1993. The BA/BS degree requirement

appeared in a total of 11 advertisements. Of the eleven postings, none were from 1991 to 1993, 14% of the advertisements analyzed from 1994 to 1996 citing an educational requirement stipulated the BA/BS. BA/BS showed a slight decrease to 13% of educational requirement postings between 1997 and 1999. Two advertisements during 1991 to 1993 specified the requirement of wither MIS or MLS.

As expected, this data shows that the MLS requirement is the most heavily required educational background demanded in the law firm librarian listings under analysis. These findings directly correspond to Tobi Brimsek's (1991) results regarding the requirements of special librarian positions. In Brimsek's study, the MLS requirement was the most heavily cited educational qualification, occurring in 70% of the job advertisements.

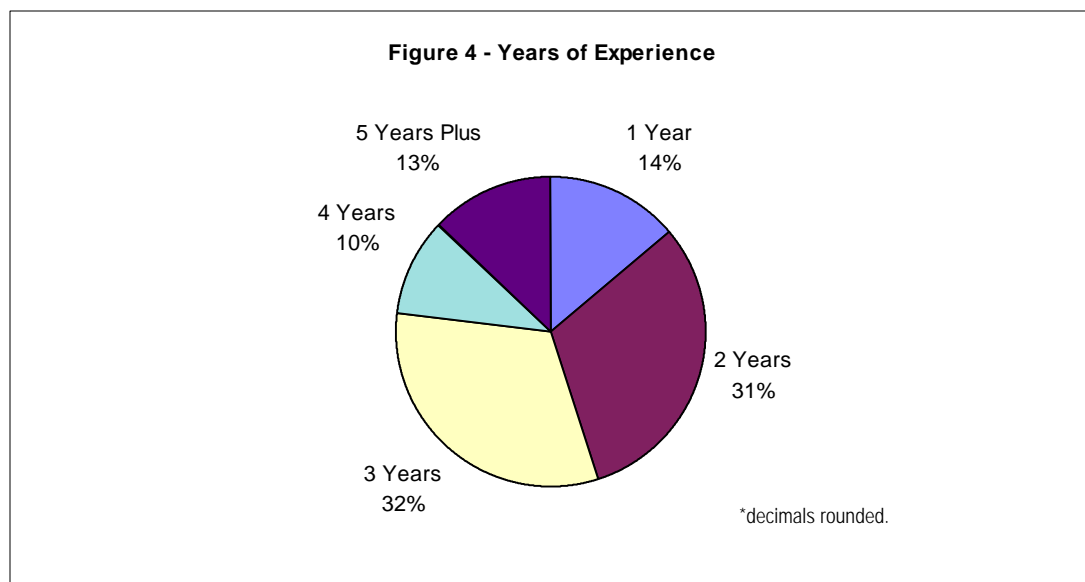




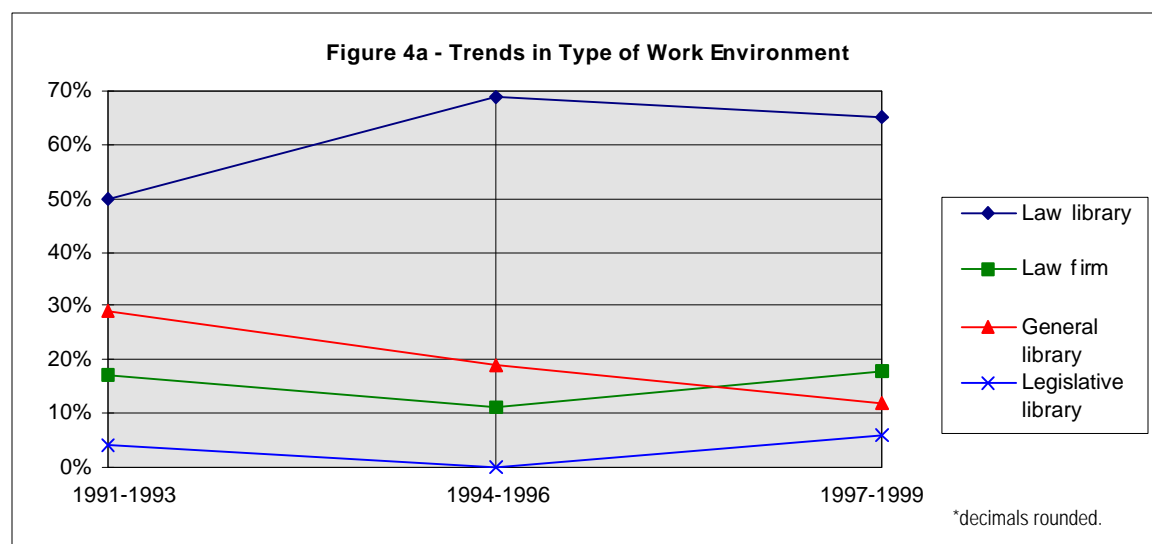
Experience

Experience was listed in several ways. The main categories were years of experience, type of work environment, and type of work experience. Generally, some type of experience was required in 107 advertisements (73.28%). This percentage is higher than Brimsek's findings (1991). Brimsek found that, on average, 50% of the study's job advertisements required some type of experience.

As can be seen in Figure 4, years of experience were required in 71 advertisements (48.6%). Of that total, the number of years specifically mentioned appeared as follows: 1 year – ten occurrences; 2 years – 22 occurrences; 3 years – 23 occurrences; 4 years – seven occurrences; five years and above – nine occurrences.



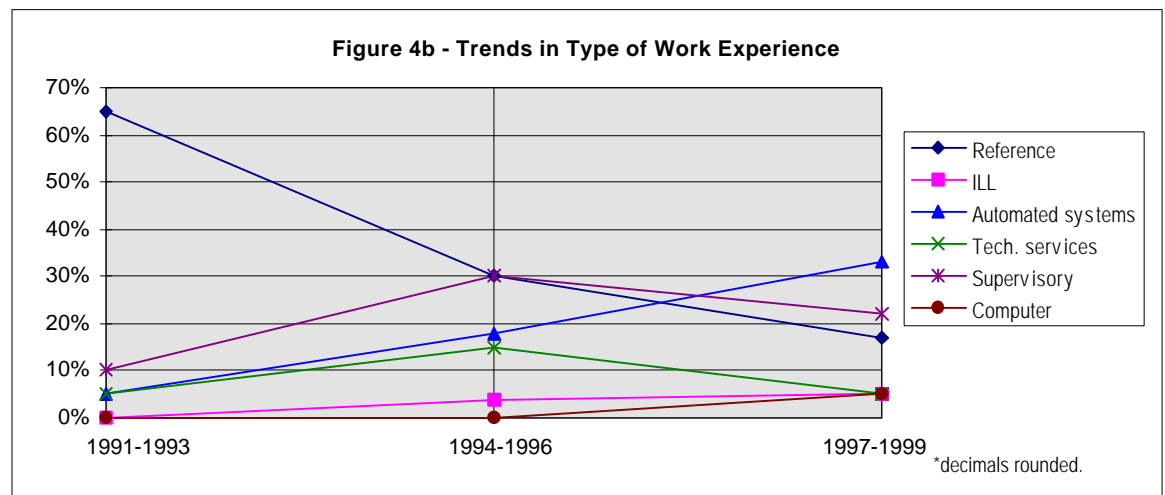
Experience in terms of type of environment was the next category examined. Sixty-seven advertisements cited experience within a specified setting as a requirement for employment. Law library experience was the most heavily cited type of environment required with 41 occurrences. Following was general library experience occurred 14 times. Other environments required were law firm experience (ten occurrences) and legislative library experience (two occurrences). Figure 4a deals with trends as it relates to type of environment. The requirement for experience in law libraries and general library settings was less during the latter part of the decade, mirroring a decline in postings citing any experience requirement.



Type of experience was cited 65 times. The most frequent type of experience to occur was reference/research experience. This category was required in 24 job advertisements. The second most frequently cited requirement in this category was supervisory/management experience with 14 occurrences, followed by automated systems experience with twelve occurrences. Rounding out the category were the following: technical services experience – six occurrences; cataloging experience – four occurrences; inter-library loan experience – two occurrences; computer experience – one occurrence; and other types of experience – two occurrences.

Figure 4b represents trends in requirements from 1991 to 1999 expressed as type of work experience. Mentions of cataloging and reference experience decreased. Technical services and supervisory experience both fluctuated in terms of number of occurrences. Inter-library loan experience increased as a requirement from 1994 to 1999. The most consistent marked increase in terms

of required experience was automated systems work. This requirement was listed a total of 12 times, with 50% of those occurrences listed between 1997 and 1999 (this is 33% of the total records citing types of work experience). Automated systems was cited as a requirement more than any other type of experience by 1999, replacing reference and supervisory experience in the period 1994-1996.



Skills

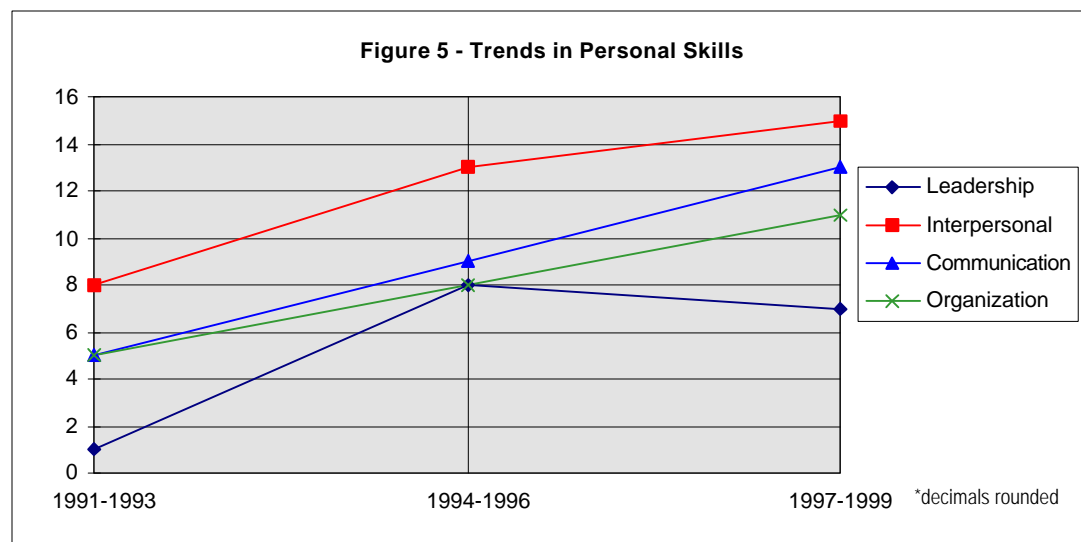
In total, some type of skill was required in 87 of the 146 advertisements (59.58%) The two main categories in this section are personal and professional skills.

Personal Skills

Overall, personal skills were listed 103 times (occasionally, more than one personal skill per posting was listed). Interpersonal skill was the most heavily requested personal skill, occurring 36 times while communication skills occurred 27 times. Organizational skills were required 24 times while leadership skills occurred 16 times.

Working with those figures, it was found that all of the personal skills examined increased in number of occurrences from 1991 to 1999 (Figure 5). The number of communication, interpersonal and organizational skills required consistently increased in number of occurrences. The only category to experience a slight decrease was leadership (from eight occurrences during 1994 - 1996 to seven occurrences during 1996 - 1999).

All of these findings support Malinconico's (1989, 1992) theory that the library profession needs *socio-technical* leadership to guide the changes in library organizations which are a result of new information technologies. The findings in this study indicate that interpersonal and communication skills are the most important personal qualifications of law firm librarians.

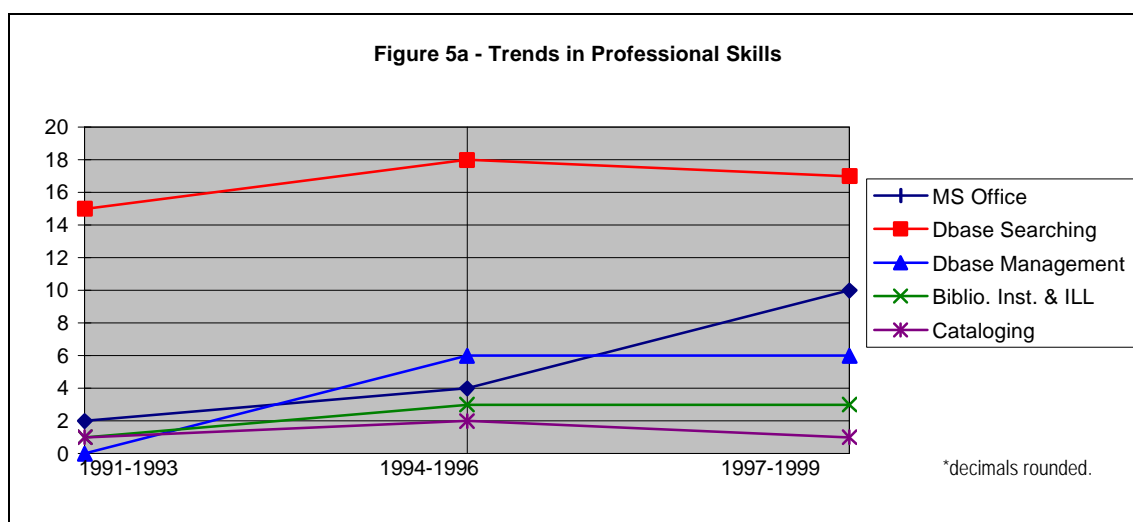


Professional Skills

The second category examined under skills was professional ability. Overall, some type of professional skill was expected 90 times (occasionally, more than one personal skill per posting was listed in the 87 ads that required either a personal or professional skill). The sub-categories of professional skills investigated were MS Office, database searching, database management, cataloging, bibliographic instruction and inter-library loan. The most heavily cited professional skill was database searching with 50 occurrences, followed by MS Office skills with 16 occurrences. Rounding out the category was database management with 12 occurrences, bibliographic instruction and inter-library loan with seven occurrences, and cataloging with five occurrences.

Both DiMattia & Oder (1997) and Nobis (1999) write about the needed requirements of law librarians. They state that on-line searching skills combined with special technology management skills are essential qualifications for

librarians working in today's legal environment. This study's findings support their statements. Although the number of database searching skills requirements have slightly decreased from 1991 to 1999 as a professional skill requirement, it still dominates the other professional skills. Database management skills displayed a significant increase in the middle of the decade while steadying off in the last three years of the 1990s. MS Office showed a marked increase over the same time period.



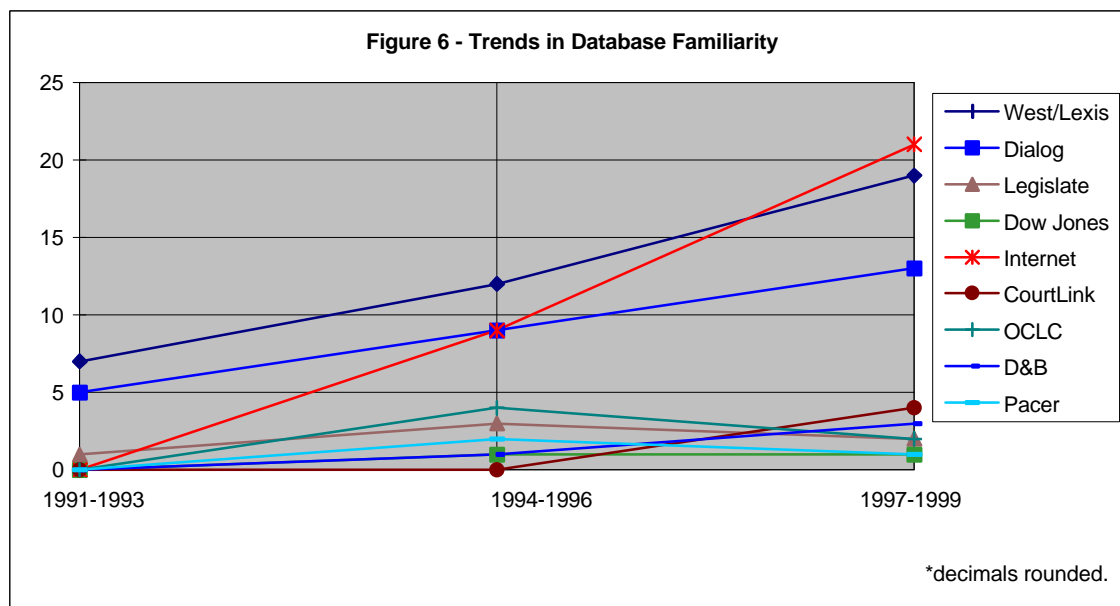
Database Familiarity

The next heading investigated was database familiarity. Database familiarity occurred 128 times in this study. Familiarity with Westlaw and Lexis-Nexis was identified 38 times while Internet knowledge was listed 30 times. Dialog was required 27 times while OCLC and Legislate familiarity both occurred six times each. Rounding out this heading was CourtLink – four occurrences;

D&B – four occurrences; Pacer – three occurrences; Dow Jones – two occurrences; and other – eight occurrences.

Not surprisingly, expertise in Westlaw and Lexis-Nexis, the two biggest publishers of legal information, increasingly was demanded in the years covered by this study. As can be seen in Figure 6, the biggest increase in requirement occurrences was internet knowledge. Internet expertise was required 30 times, with nine occurrences in 1994-1996, and 21 occurrences between 1997 and 1999. Other databases, such as Dow Jones, CourtLink, D&B, and Orbit, experienced steady increases in requirement occurrences. The only database to display a decrease during this time was Legislate.

These results correspond with Aida Smith's (1997) findings on the Internet's impact on health sciences library positions. Like Smith's study, this investigation found that the percentage of demand for internet skills increased between 1991 and 1999. The numbers of occurrences found in this study reflects the growing importance of internet skills for law firm library positions.

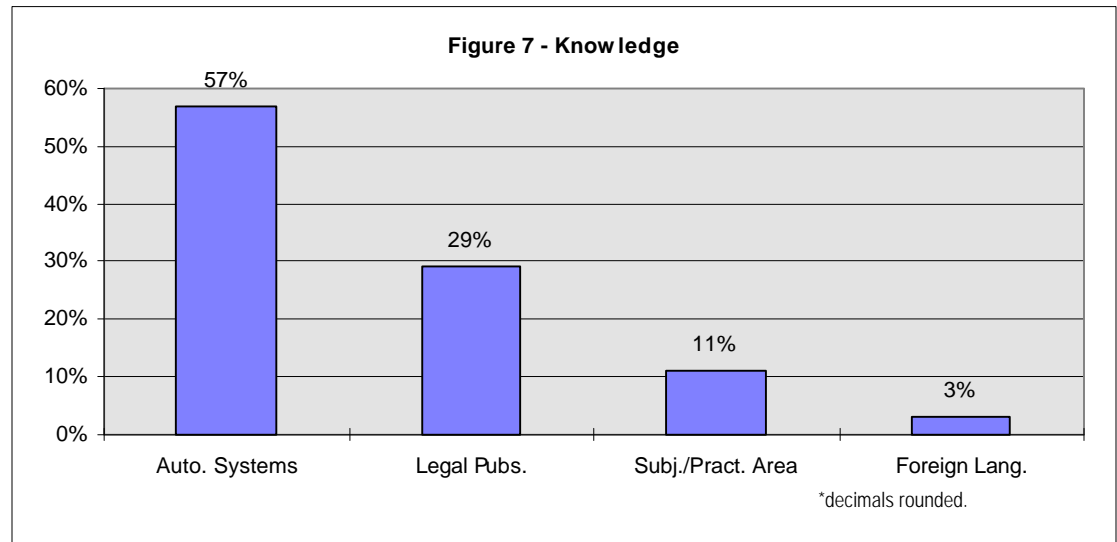


Knowledge

Knowledge was the last heading analyzed. The categories studied under this heading were foreign-language, subject/practice area, automated systems, and legal publications. In total, some category of knowledge was required 28 times. As can be seen in Figure 7, the most frequently required type of knowledge from 1991 to 1999 was automated systems familiarity which occurred 16 times. The second highest occurring requirement in this heading was legal publications expertise with eight occurrences. The other categories required were subject area – three occurrences; and foreign language – one occurrence.

Trend analysis using this category's data marked one decrease in automated systems from 1997 to 1999. All other categories showed no significant changes.

The results regarding automated systems knowledge correspond to Zhou's (1996) findings. Similar to this study, Zhou's investigation found that the qualification most frequently specified in the job advertisements for academic librarians was, among other experience, knowledge of automated systems.



Conclusions

This research project examined job requirements advertised in the *Washington Post* from 1991 to 1999. Through the unobtrusive research method of content analysis, 146 advertisements were collected. After the postings were examined, a data collection sheet was created, and a list of variables developed. The headings of education, experience, skills, database familiarity and knowledge were examined.

These advertisements, which specify positions and required qualifications, reflect the needs and requirements of employers over the past decade. As such, these findings are indicative of the changing requirements and responsibilities of the law firm librarian. The results of this study indicate that a core group of requirements consistently appear in the advertisements throughout the nine year time frame. These qualifications include the MLS degree, interpersonal, communication, management, online research and reference skills; automation and computer experience; and knowledge of Westlaw, Lexis, Dow Jones and the Internet. Leadership and management skills both experienced great increases in occurrences between 1994 and 1996 but surprisingly decreased slightly in numbers in 1997 to 1999.

Interestingly, the MLS degree was cited less often by the end of the decade while the language calling for a JD or MLS appeared more often during the same timeframe. It will be of interest to see if such a trend continues over the next few years.

The majority of the 71 advertisements that called for experience in terms of years stated two or three years of experience. Most of the advertisements that called for experience in a particular environment cited law library experience.

In summary, the findings of this study indicate that the requirements for law firm library jobs reflect the changing functions of the law firm library. More push-technologies, online tools, and interpersonal skills are needed to meet the user's and firm's needs. Automated systems replaced reference and supervisory experience as the most often cited type of experience by the end of the 1990s.

As past studies and this investigation indicate, information technology is changing the way in which libraries serve their users. As a consequence of this rapidly changing environment, the skills and experience required of librarians have changed. Similarly, law firms have changed the way in which they are organized and managed to meet client expectations. Clients demand to communicate with their legal counsel electronically, and demand a rapid dissemination of information pertaining to their cases. To respond to these demands, law firm libraries provide online catalogs, automated systems, electronic access, and other push-technologies to help their organizations succeed.

The value of the previous research conducted on this subject is the promotion of the library profession through informing library schools and professionals as to what requirements academic institutions and for-profit organizations demand. Similarly, the findings of this research will help library science students plan their course work to include the study of skills and knowledge that law firm employers seek before graduation. Additionally, library professionals can use this information to determine what skills are necessary to stay competitive in a rapidly changing legal market.

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Appendix A

DATA COLLECTION SHEET

I. POSTING INFORMATION

ID No. _____ Issue [yr/month/date/page] _____|_____|_____

II. POSITION INFORMATION:

Title: _____

Position Type:

Admin/Management	Public Services	Technical	Other

III. SITE INFORMATION:

Site Name: _____ State: _____

IV. REQUIREMENTS:

Education:

JD	JD /MLS	MLS	MIS	BA/BS	Other

Experience:

Years	Environment	Cataloging	Reference	ILL	Automation Systems	Supervisory/Mgmt	Other

Interpersonal skills:

Communication	Interpersonal, Independent, Teamwork	Organization, Detailed, Planning	Leadership, Motivated	Other

Professional Skills:

MSOffice (spreadsheets, word processing, etc.)	Online (dbase, CDroms) Searching, Research	Cataloging (Marc, Classification, AACR2)	ILL	Biblio Instruction	Supervisory/ Mngmt	Other

Online Database Skills:

Westlaw	Lexis	Dialog	Legislate	Dow Jones	D&B	Orbit	CourtLink	Other

Knowledge:

Foreign language	Subject/Practice Areas	Systems/Automation

Appendix B

CODING SHEET

1. **Job Title**
 1. Reference librarian
 2. Technical services librarian
 3. Manager/ Head librarian
 4. General librarian
 5. Systems librarian
 6. Other

2. **Position Type**
 1. Admin/Management
 2. Public Services
 3. Technical Services
 4. Other

3. **Education**
 1. JD or MLS
 2. MLS
 3. BA/BS
 4. MIS or MLS
 5. Other

4. **Years of Experience**

5. **Environment**
 1. Law library
 2. Law firm
 3. General library
 4. Legislative library

6. **Type of Experience**
 1. Cataloging
 2. Reference/research
 3. ILL
 4. Automation/Systems
 5. Tech Services
 6. Supervisory/Management
 7. Computer
 8. Other

REQUIRED

Interpersonal Skills

7. **Communication**
8. **Interpersonal**
9. **Organization**

10. Leadership

11. Other

Professional Skills

12. MS Office

13. Database Searching

14. Database Management

15. Cataloging

16. ILL

17. Bibliographic instruction

18. Computer

19. Other

Database Familiarity

20. Westlaw/Lexis

21. Dialog

22. Legislate

23. Dow Jones

24. Internet

25. Court Link

26. OCLC

27. Pacer

28. D & B

29. Other

30. Knowledge

1. Foreign language
 2. Subject/Practice Areas
 3. Systems/Automation
 4. Legal Publications
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