

# Appendix G

## Outline of Categories

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### I. Goals or Aims of the Interaction

#### A. Librarian Goals

1. Problem definition (9L)
  - a. Defining, clarifying user's goal (8L)
  - b. Surface structure versus deep structure (5L)
  - c. Defining user's background and current state (4L)
  - d. Help user understand assignment (2L)
  - e. Help user reformulate problem (1L)
  - f. Determining amount of information needed (1L)
2. Developing strategies for solving the problem (7L)
  - a. Assist user in finding information (4L)
  - b. Information delivery (3L)
  - c. Determine possible expansion areas for research (3L)
  - d. Answer the question (3L)
  - e. Referral (2L)
  - f. Help user formulate differing approaches (2L)
  - g. Get user started in right direction (2L)
  - h. Help user complete assignment (1L)
  - i. Information access (1L)
3. Enablement (6L)
  - a. Help user become independent in finding information (5L)
  - b. To educate the user (2L)

- c. Help user learn to evaluate the information or source of information (2L)
  - d. Help user understand information systems (1L)
  - e. Help user understand organization of libraries (1L)
  - f. Stretch user intellectually (1L)
  4. Developing positive attitude toward library program (1L)
  5. Gaining user's confidence (1L)
  6. Composite of above goals (3L)
  7. Goal dependent upon context of question
    - a. Varies by type of library (2L)
    - b. Varies by type of user (2L)
    - c. Varies by type of question (1L)
- B. User Goals
1. Developing strategies for solving the problem (26U)
    - a. To find someone to assist, help, give direction in finding information (15U)
    - b. Information access, to find information (13U)
    - c. To get started (4U)
    - d. Find information in the fastest way (2U)
    - e. To make the librarian understand, listen to need (2U)
    - f. Information delivery (2U)
    - g. To find out various options (2U)
    - h. To get the right answer (2U)
    - i. To find a book (1U)
    - j. To get a referral (1U)
    - k. To pinpoint sources, zero in (1U)
  2. Enablement, to help become independent (2U)
  3. Goal depends on context (1U)

## II. Facilitators: Qualities That Enhance Goals, Communication

- A. Librarian's perception of user characteristics that facilitate goal achievement
1. Content factors
    - a. Knowledge base (7L)
      - i. General knowledge (5L)
        - (a) Intellectually suited, bright (4L)
        - (b) Able to comprehend (3L)

- (c) Possess broad knowledge (2L)
  - (d) Have good language skills (2L)
  - (e) Ability to follow directions (1L)
  - (f) Knowledge of English language (1L)
  - (g) Organized thoughts (1L)
  - (h) Quickly apply learning (i.e., computer searching) (1L)
  - ii. Specialized knowledge (5L)
    - (a) Knowledge of library science
      - (i) Understands research process (2L)
      - (ii) Overall sense of how the library works (1L)
    - (b) Knowledge of information need
      - (i) Know exactly what they are looking for (2L)
      - (ii) Planned how to approach question (1L)
      - (iii) State what they are looking for (2L)
2. Relational Factors
- a. Attitude (10L)
    - i. Positive attitude toward librarians, positive history (3L)
    - ii. Positive attitude toward task (10L)
      - (a) Serious (2L)
      - (b) Motivated (2L)
      - (c) Assertive (2L)
      - (d) Persistent (2L)
      - (e) Patient (2L)
      - (f) Has realistic expectations (2L)
      - (g) Confident (1L)
  - b. Relationship quality (10L)
    - i. Enthusiastic, interested in learning, curious (8L)
    - ii. Good communication skills (2L)
      - (a) Willing to self-disclose, openness (3L)
      - (b) Honest, direct (2L)
      - (c) Good listener (1L)
      - (d) Not defensive, apologizing for question (1L)
      - (e) Responsive (1L)
      - (f) Trusts the librarian (1L)
        - (i) In confidential matter (1L)
        - (ii) Uncomfortable topics (1L)
    - iii. Accepts help from librarian (4L)

- (a) Accepts authority of librarian (3L)
- (b) Recognizes that librarian is there to help (2L)
- iv. Process oriented (8L)
  - (a) Willing to give enough time (3L)
  - (b) Takes responsibility to ask for more help if needed (3L)
  - (c) Determined to accomplish goal (1L)
  - (d) Not afraid to dig in (1L)
  - (e) Proactive (1L)
  - (f) Can handle options for search (1L)
- B. Librarian's perceptions of librarian characteristics that facilitate goal achievement
  - 1. Content factors
    - a. Knowledge base (11L)
      - i. General Knowledge (4L)
        - (a) Broad liberal arts foundation, broad general knowledge (2L)
        - (b) Has analytic skills (2L)
        - (c) Has a multicultural background (1L)
      - ii. Specialized knowledge (11L)
        - (a) Subject knowledge (3L)
          - (i) Knowledge of subject of question (3L)
          - (ii) Holds subject master's degree (1L)
        - (b) Library knowledge (8L)
          - (i) Can think of different options (3L)
          - (ii) Knowledge of library collection (3L)
          - (iii) Holds master's in library science (1L)
          - (iv) Knowledge of structure of information (1L)
          - (v) Experienced (1L)
          - (vi) Keeping current with advances in the field (1L)
          - (vii) Asks the right questions (1L)
        - (c) Knowledge of tools, information sources (4L)
      - b. Information access, ability to network with other librarians (1L)
    - 2. Relational factors
      - a. Attitude of librarian (9L)
        - i. Positive attitude toward user (5L)

- (a) Patient (2L)
- (b) Friendly (1L)
- (c) Reassuring (1L)
- (d) Sweet (1L)
- (e) Treats people equally (1L)
- (f) Empathetic, sympathetic (1L)
- (g) Remains objective and free of hostility (e.g., with problem user) (1L)
- (h) Able to set priorities (e.g., phone, line of users) (1L)
- ii. Positive attitude toward task (6L)
  - (a) Curious about everything (3L)
  - (b) Genuinely interested in working with people (2L)
  - (c) Identifies with user, takes queries as own (2L)
  - (d) Has perseverance (1L)
  - (e) Likes what they are doing (1L)
  - (f) Enjoys teaching people (1L)
  - (g) Professional (1L)
  - (h) Likes people (1L)
  - (i) Excited, dynamic (1L)
- b. Relationship quality (9L)
  - i. Good communication skills (3L)
    - (a) Good listener (5L)
    - (b) Intuitive (4L)
    - (c) Good people skills (3L)
    - (d) Able to read people, catch social cues easily (3L)
    - (e) Flexible, sensitive to situation (being humorous or serious as the occasion merits) (3L)
    - (f) Receptive and open (2L)
    - (g) Ability to make the user feel comfortable (2L)
    - (h) Builds rapport (1L)
    - (i) Gives verbal encouragement (1L)
    - (j) Digests user's need quickly (1L)
    - (k) Thinks quickly (1L)
  - ii. Process oriented (6L)
    - (a) Invites user to return if additional help is needed (1L)
    - (b) Takes time to explain sources and systems (1L)

- (c) Willing to give extra help to those who need it, coddles user (1L)
- (d) Motivates user to dig more (1L)
- (e) Does not overload users with information (1L)
- (f) Helps users "avoid hassles," steers them through system (1L)
- (g) Nurtures users (1L)
- c. Approachability (3L)
  - i. Exhibits positive nonverbal behavior (1L)
    - (a) Looks people in the eye (1L)
    - (b) Nods (1L)
    - (c) Leans forward (1L)
    - (d) Smiles (1L)
  - ii. Not stuck to the desk (1L)
- C. User's perceptions of librarian characteristics that facilitate goal achievement
  - 1. Content factors
    - a. Information related (18U)
      - i. Information delivery (6U)
        - (a) Gives efficient, quick service(2U)
        - (b) Specific (1U)
      - ii. Information access (3U)
        - (a) Is an information advocate, does whatever's necessary to help user gain access to needed information (2U)
        - (b) Makes referral (2U)
      - iii. Filling information need (11U)
        - (a) Accompanies user to source (8U)
        - (b) Makes sure user finds information (4U)
        - (c) Thorough (3U)
      - iv. Product oriented (2U)
        - (a) Helps to expand topic (1U)
        - (b) Gives opinions on how to complete assignment in addition to information (1U)
    - b. Knowledge base (11U)
      - i. Specialized knowledge (2U)

- (a) Knowing how to help even if not knowledgeable in subject (1U)
  - (b) Resourceful (1U)
  - ii. Knowledge of information retrieval tools (9U)
    - (a) Knowledge of sources, materials (9U)
    - (b) Current with new sources (2U)
2. Relational factors
- a. Attitude (2U)
    - i. Positive attitude toward user (23U)
      - (a) Helpful (17U)
      - (b) Pleasant, nice (10U)
      - (c) Friendly (4U)
      - (d) Patient (3U)
      - (e) Attentive to user needs, caring (3U)
      - (f) Respectful, courteous (3U)
      - (g) Understanding (1U)
      - (h) Cooperative (1U)
      - (i) Does not question user's need for help (1U)
    - ii. Positive attitude toward task (8U)
      - (a) Interested in helping (8U)
      - (b) Enjoys job (1U)
      - (c) Persistent (1U)
      - (d) Professional (1U)
  - b. Relationship quality (16U)
    - i. Good communication skills (1U)
      - (a) Personable (3U)
      - (b) Makes user feel comfortable (2U)
      - (c) Receptive (1U)
      - (d) Sense of humor (1U)
      - (e) Rapport building, previous interactions (1U)
    - ii. Enthusiastic (2U)
    - iii. Process oriented (13U)
      - (a) Takes time to explain systems and sources (9U)
      - (b) Makes extra effort to help user (4U)
      - (c) Willing to work together with user (1U)
      - (d) Makes sure user understands what to do (1U)

- c. Approachability (2U)
  - i. Gives nonverbal acknowledgment (i.e., eye contact) (1U)
  - ii. Gets up from behind desk (1U)
- D. Perceptions of information technologies as facilitators to goal achievement
  - 1. Librarian perceptions
    - a. Content factors (11L)
      - i. Impact on search process (9L)
        - (a) Easier to find information (6L)
        - (b) Need to teach both how to search and subject access (4L)
        - (c) Increased breadth and depth of information (2L)
        - (d) Increased options (1L)
        - (e) Increased efficiency of search (1L)
        - (f) Utilizes subject knowledge plus computer knowledge (1L)
        - (g) Users get more complete information (1L)
      - ii. Impact on information retrieval (3L)
        - (a) Increased accessibility through networks (2L)
        - (b) Users get faster retrieval (1L)
        - (c) Increased amount of information available on computer (1L)
    - b. Relational factors, impact of technology on relationship (9L)
      - i. Labor-intensive, interacting more, increased role (4L)
      - ii. Users comfortable with computers (3L)
      - iii. Effect on basic interaction
        - (a) Not affected basic interaction (2L)
        - (b) Changed entire interaction (1L)
      - iv. Effect on duration of interaction
        - (a) Increased time (3L)
        - (b) Spend less time with user (1L)
        - (c) Amount of time spent varies with context of interaction (1L)
        - (d) Different kind of time (1L)
      - v. More exciting for user (2L)



- vi. Some users learn it on their own (1L)
- vii. Reduces user frustration (1L)
- 2. User perceptions
  - a. Content factors (4U)
    - i. Librarian knowledgeable about computerized systems (2U)
    - ii. Librarian demonstrates how to work computer (2U)
    - iii. Computer is big time-saver (1U)
  - b. Relational factor, computer is fun (1U)

### III. Barriers: Characteristics That Impede Goals, Communication

#### A. Librarian's perception of user characteristics that are barriers to goal achievement

- 1. Content
  - a. Knowledge base (7L)
    - i. General knowledge, has language barrier, international students (1L)
    - ii. Specialized knowledge (6L)
      - (a) Library knowledge (2L)
        - (i) Ignorant of the basic library structure (2L)
        - (ii) Lacks understanding of the research process (1L)
        - (iii) Has had no library training (1L)
      - (b) Lack of knowledge about information need (5L)
        - (i) Does not understand assignment (3L)
        - (ii) Not prepared (2L)
        - (iii) Has incorrect or incomplete information (2L)
        - (iv) Does not know what they want (1L)
        - (v) Gives librarian too much information (1L)
      - (c) Inability to articulate need (4L)
        - (i) Asks general questions when wanting specific answers (1L)
        - (ii) Articulates need inappropriately (1L)
  - 2. Relational factors
    - a. Negative attitude (8L)
      - i. Negative attitude toward librarian (8L)
        - (a) Impatient (6L)

- (b) Fearful, timid (4L)
  - (i) Fears looking stupid (5L)
  - (ii) Fears bothering librarian (1L)
  - (iii) Sees librarian as threat, authority figure (1L)
  - (iv) Fears institution (2L)
- (c) Insecure, helpless, acutely dependent (4L)
- (d) Angry, hostile (3L)
- (e) Arrogant (2L)
- (f) Obnoxious, nasty (2L)
- (g) Holds negative preconceptions about librarian (1L)
  - (i) Negative history (1L, 1U)
  - (ii) Expects librarian not to care (1L)
  - (iii) Expects librarian to be unprofessional (1L)
  - (iv) Expects to be frustrated (1L)
- (h) Closed-minded (1L)
  - (i) Disrespectful (1L)
- ii. Negative attitude toward task (5L)
  - (a) Resentful (4L)
    - (i) Resents library assignment (3L)
    - (ii) Resents being queried (1L)
    - (iii) Resents library policy (1L)
  - (b) Reluctant (2L)
  - (c) Not interested (2L)
  - (d) Not serious about studies (1L)
- b. Relationship quality (10L)
  - i. User rejects librarian (7L)
    - (a) Disregards information given by librarian (5L)
    - (b) Does not permit librarian to help (1L)
    - (c) Interrupts (1L)
  - ii. User lacks self-disclosure (4L)
    - (a) Surrogate—doing someone else's work (3L)
    - (b) Disguised question—pretense of being more knowledgeable (1L)
    - (c) Disguised question- sensitive subject such as job search, medical question (3L)
  - iii. Poor communication skills (2L)
    - (a) Inattentive (2L)

- (b) Lacks people skills (1L)
- iv. Not process oriented (6L)
  - (a) Looks for easiest way to complete assignment and get out (4L)
  - (b) Waits until the last minute to do assignment, procrastinates (3L)
  - (c) Does not want to spend necessary time (3L)
  - (d) Overly concerned with final product rather than learning process (2L)
  - (e) Not understanding that librarian needs information to make interaction successful (1L)
  - (f) Expects to be handed everything (1L)
  - (g) Unwilling to learn (1L)
- B. Librarian's perception of librarian characteristics that are barriers to goal achievement
  - 1. Content factors
    - a. Knowledge base (5L)
      - i. Specialized knowledge (3L)
        - (a). Poor grasp of subject of query (2L)
        - (b). Doesn't know collection (1L)
      - ii. Inexperienced (1L)
      - iii. Unprepared (1L)
      - iv. Not up to date (1L)
      - v. Knowledge of information retrieval tools (3L)
        - (a) Poor grasp of electronic sources (3L)
        - (b) Unfamiliar with specialized sources, especially business and legal (1L)
  - 2. Relational factors
    - a. Negative attitude (8L)
      - i. Negative attitude toward user (6L)
        - (a) Unresponsive, cold (2L)
        - (b) Insecure, threatened by the question (2L)
        - (c) Forbidding (1L)
        - (d) Prejudiced (1L)
          - (i) Racist (1L)
          - (ii) Ageist (1L)
        - (e) Treats user as helpless (1L)

- (f) Condescending (1L)
- (g) Rides roughshod over users (1L)
- (h) Treats user or question as unimportant (1L)
- (i) Rude (1L)
- (j) Avoids user (1L)
  - (i) Shy, private, (1L)
  - (ii) Became librarian to hide (1L)
- ii. Negative attitude toward task (7L)
  - (a) Impatient (3L)
  - (b) Lacks pride in profession (2L)
  - (c) Lazy (1L)
  - (d) Uninterested (1L)
  - (e) Does not like what they are doing (1L)
  - (f) Unnerved by pressure (1L)
  - (g) Not motivated (1L)
- iii. Physically attracted to user (1L)
- b. Relationship quality (7L)
  - i. Poor communication skills (4L)
    - (a) Monotone presentation (1L)
    - (b) Lacks people skills (1L)
    - (c) Overly enthusiastic (1L)
    - (d) Interrupts waiting users with phone reference questions (1L)
    - (e) Eccentric (1L)
    - (f) Unprofessional (1L)
  - ii. Not process oriented (5L)
    - (a) Not persistent (3L)
    - (b) Gives minimal help, points (3L)
    - (c) Not willing to invest time (2L)
    - (d) Gives answer without teaching the process (1L)
- c. Approachability (3L)
  - i. Negative nonverbal behavior (1L)
    - (a) Points (2L)
    - (b) Does not move (1L)
    - (c) Does not nod (1L)
    - (d) Does not look receptive (1L)

- (e) Has body language that tells user you're crazy or stupid (1L)
  - (f) Stares (1L)
  - ii. Avoids user contact (1L)
- C. User's perception of librarian characteristics that are barriers to goal achievement
  - 1. Content
    - a. Information related (1U)
      - i. Lack of information delivery, tries to substitute inappropriate or unwanted material to pacify user (1U)
    - b. Knowledge base (2U)
      - i. Specialized knowledge (2U)
        - (a) Lacks subject knowledge (1U)
        - (b) Lacks knowledge of computerized systems (1U)
  - 2. Relational factors
    - a. Negative attitude (10U)
      - i. Negative attitude toward user (9L)
        - (a) Evades user (4U)
          - (i) Not wanting to get involved (2U)
          - (ii) Does not take user's request seriously (1U)
          - (iii) Questions user's need for help (1U)
        - (b) Resists user (4U)
          - (i) Impatient (2U)
          - (ii) Puritanical, refusing to do "user's work" (1U)
          - (iii) Sour (1U)
          - (iv) Not caring about what user wants (1U)
          - (v) Cold (1U)
        - (c) Resists interaction (4U)
          - (i) Has had a bad day (3U)
          - (ii) Has personality conflict (2U)
          - (iii) Stressed out (2U)
      - ii. Negative attitude toward task (6U)
        - (a) Begrudging attitude, acting as if request is inconvenient (5U)
        - (b) Not interested (1U)
        - (c) Does not want to be librarian (1U)

- b. Poor relationship quality (9U)
  - i. Poor communication skills (7U)
    - (a) Shows disrespect, rude (4U)
    - (b) Abrupt (3U)
    - (c) Comes on strong, belittles user (2U)
    - (d) Condescending (1U)
    - (e) Sarcastic (1U)
    - (f) Elicits defensive behavior from user (1U)
    - (g) Not intuitive (1U)
  - ii. Not process oriented (5U)
    - (a) Gives minimalist help, answers surface question (4U)
    - (b) Not willing to give time to help (3U)
    - (c) Reluctant to search for material not readily available (2U)
- c. Lack of approachability (15U)
  - i. Has negative nonverbal behaviors (12U)
    - (a) Points rather than shows user to source (4U)
    - (b) Distracted, inattentive, preoccupied (4U)
    - (c) Negative paralanguage: sigh, moaning, groaning, tone of voice (3U)
    - (d) Negative facial, eye expression, blank stare (3U)
    - (e) Sits, does not get up from desk (3U)
    - (f) Looks annoyed (2U)
    - (g) Lacks eye contact (2U)
    - (h) Eats or drinks (1U)
    - (i) Talks to somebody (1U)
    - (j) Not smiling (1U)
    - (k) Watches clock (1U)
- D. User's perceptions of user's characteristics that are barriers to goal achievement.
  - 1. Content factors (1U)
    - a. Lack of knowledge base, systems related, uncomfortable with computers (1U)
  - 2. Relational factors
    - a. Negative attitude toward librarian (3U)
      - i. Fears looking stupid (2U)
      - ii. Has poor attitude, wiseass (1U)

- iii. Fears library, librarian (1U)
- b. Negative attitude toward task (2U)
  - i. Wants to get resources and get out (1U)
  - ii. Procrastinates, leaves things for the last minute (1U)
- E. Perceptions of information retrieval technologies as barriers
  - 1. Librarian's perceptions
    - a. Content factors (7L)
      - i. Negative impact on search process (4L)
        - (a) Makes users want more and more (1L)
        - (b) Strains librarian resources, takes more time, more users, less librarians (1L)
        - (c) Computer terminals unavailable, being used (2L)
        - (d) Changed entire interaction, more intensive (1L)
      - ii. Negative impact on information retrieval (2L)
        - (a) Users inaccurate with retrieval (1L)
        - (b) Even users who are computer smart don't understand how to search (1L)
      - iii. Negative impact of maintenance routines (4L)
        - (a) Provides librarians with administrative burden (hardware and software support) (2L)
        - (b) Needs to deal with technological breakdown (2L)
    - b. Relational factors (3L)
      - i. Fosters user dependence on librarian (1L)
      - ii. Made reference interview more difficult, increased user expectations (e.g., full text) (2L)
  - 2. User's perceptions
    - a. Content (3U)
      - i. Librarian uncomfortable with computers (2U)
      - ii. Librarian lacks knowledge of computerized systems (1U)
      - iii. Librarian resists technological change (1U)
      - iv. Computer hardware may malfunction (1U)
      - v. User uncomfortable with computers (1U)
- F. External constraints that form barriers to goal achievement
  - 1. Lack of time (7L,4U)
  - 2. Lack of resources (8L,1U)
    - a. Materials in collection, but missing from shelves (2L)
    - b. Information available only in foreign language (1L)

- c. Material too difficult for user (1L)
- d. No information available, poor assignment (1L)
- 3. Distracting level of activity in library (5L,2U)
  - a. Busy, line of users waiting (3L,2U)
  - b. Phone ringing (3L)
  - c. Number of librarians on duty (1L)
  - d. Interruptions (1L)
- 4. Uncomfortable physical facility, environment (1L,2U)
  - a. Library hot and stuffy (1U)
  - b. Physical arrangement of sources poor (1L)
  - c. Noisy, no quiet study area (1U)