Chinese Immigrant Academic Librarians' Experiences and Perceptions of Career Advancement in New Zealand

（新西兰中国移民学术图书馆员对于职业展望的经验与感受）

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Submitted to the School of Information Management,

Victoria University of Wellington

In partial fulfilment of the requirements for the degree of Master of Information Studies

October 2018

Abstract

Research Problem

For many professionals, career advancement is an important goal and part of their professional life. Nevertheless, due to the ever-competitive nature of the workplaces, the prosperity of advancement is limited as the availability of resources and positions are always scarce in any given organization including the library field. Many international studies suggest that job advancement prosperity is generally even more limited for Chinese immigrants as a minority group that work and live in Western countries such as New Zealand, where the host country's culture, value, and language are very different from those of their own country. This study has been set out to explore Chinese immigrant academic librarians' experiences and perceptions of career advancement in New Zealand, which is an area that has yet to be studied in this country.

Methodology

This study applies a basic qualitative research design using semi-structured interviews with seven Chinese immigrant academic librarians from four different tertiary institutions about their experiences and perceptions of career advancement in their workplaces.

Findings

The findings show that initially, the participants did not have much interest in the library field per se and that it was due to external factors that they ended up working for academic libraries. Four major reasons were identified as to why librarianship was not a popular first choice of profession, they are, an unsatisfactory salary level, a lack of marketing of library qualifications and jobs by academic libraries, stereotypical views of librarians, and a lack of understanding of the local culture among Chinese immigrants. However, most of the participants eventually develop certain intrinsic motivation for the profession while working. They also developed objective and subjective goals such as getting promoted and becoming role models. In terms of challenges and advantages, the findings show that English proficiency and a lack of understanding of the local culture were the two major challenges facing Chinese immigrant librarians. On the other hand, being able to speak two languages was a major advantage that the participants had. On the personal level, most of the participants believed that their open-mindedness to new technology and good personal attributes such as being communicative and

friendly were the factors that helped them thrive, whereas having a lack of confidence and assertiveness were the major negative personal factors that they had. On the organizational level, most of the participants believed that their libraries treated them fairly and that they had an equal chance when it comes to promotion. Finally, the participants used various career advancement strategies to push forward their career such as self-promotion.

Implications This study suggests that Chinese immigrants must actively seek information regarding the library field in order to gain a full picture of the profession. It is recommended that immigrant librarians should pay close attention to getting a position within the field that could stimulate their intrinsic motivation. Then, they should develop certain objective and subjective career goals and align the goals in the same direction towards career advancement. They should implement various career advancement strategies where appropriate in an attempt to achieve the goals that they set out to achieve. Immigrants must know that certain culturally learned behavior tend to have a negative influence on their career because the culture between the West and the East is different. These may include, but not limited to, not being assertive to speak up and not asking for help in the fear of losing one's face. Also, English proficiency and a lack of understanding of the local culture are likely to be challenges that they would need to overcome while pursuing career advancement. Moreover, Chinese immigrant librarians tend to have some advantages compared to their Kiwi counterparts, for example, they are likely to be bilinguals. They should embrace any advantages they have. Finally, immigrant librarians must constantly upskill themselves in the areas that the library profession deems important.

Keywords: Academic libraries, Chinese immigrant, experiences and perceptions, career advancement, objective goals, subjective goals, challenges, advances, personal factors, organizational factors, career advancement strategies

Acknowledgments

This study cannot be completed without the help of many supportive people. Therefore, I would like to give my deepest appreciation to them.

First and foremost, my sincere appreciation goes to my supervisor, Dr. Chern Li Liew, for her consistent support, knowledge, guidance, tolerance, and help during the entire process.

Next, I would like to thank all of my participants who kindly agreed to take part in this study and share their experience and wisdom with me. Without their contribution, this report was not possible.

I am also grateful to have my manager and co-workers for they were always willing to cover my shift when I needed a day-off for my research report.

I must also thank the modern technology such as fiber internet for making the life of a researcher so much easier.

Last but not least, my deepest appreciation goes to my family and friends for being my most important extrinsic motivation of all time.

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1.0 Introduction

1.1 Introduction and Research Problems

For many professionals, career advancement is an important goal and part of their professional life. Nevertheless, due to the ever-competitive nature of the workplaces, the prosperity of advancement is limited as the availability of resources and positions are always scarce in any given organization (Clarke & Patrickson, 2008). This prosperity is generally even more limited for Chinese immigrants as a minority group that work and live in Western countries, where the host country's culture, value, and language are very different from those of their own country (Hyun, 2005).

An overseas study revealed that although internationally, the overall employment rates of Asian immigrants have increased, they are generally stuck in entry-level positions (Greenhaus, Callanan, & Godshalk, 2010). The number of them holding intermediate or high-level positions in most fields are still underrepresented on the whole. Hyun (2005) refers to this as the bamboo-ceiling phenomenon. This phenomenon is usually caused by two major factors: personal factor and organizational factor. Personal factor encompasses many aspects regarding a particular individual such as one's ability to speak English, education background and his/her ability to apply career advancement strategies (Laud & Johnson, 2012). Whereby organizational factor refers to the structure of an organization, and its awareness and willingness to help its employees with career progression.

Unfortunately, New Zealand is also not immune to the bamboo-ceiling phenomenon. Zhao (2006) in his Master's thesis studied the job seeking experiences of Chinese international students in New Zealand and found that at the personal level cultural differences and language barriers, as two major obstacles, prevented many of them from getting a promotion or even getting a job. At the organizational level, subtle discriminations further hindered their career advancement prosperity. The results that Zhao discovered guided this research to its fundamental question: What are Chinese immigrants' experiences and perceptions of career advancement prosperity in the academic library field in New Zealand? After an extensive search for studies related to this topic, unfortunately, it was discovered, to the best of the

author's knowledge, that no such research has been carried out yet in New Zealand. Therefore, this is an important research gap in the library field that should be filled.

1.2 Research Objectives

The overarching objective of this study is to explore how Chinese immigrants who came to New Zealand with a distinctive cultural and language background working as academic librarians feel about their career advancement prosperity.

More specifically, this research has the following objectives: 1) to understand the motivation of Chinese immigrants choosing academic librarianship as a career in New Zealand; 2) to explore Chinese immigrants' career goals; 3) to raise awareness of the common advantages and challenges that Chinese immigrant librarians faced while pursuing career progression; 4) to identify both organizational and personal factors that have contributed either positively or negatively to their career advancement; and 5) to explore the career advancement strategies that Chinese immigrant librarians applied while pursuing career advancement.

1.3 Possible Contributions to the Field

Apart from the major contribution, which is to fill the research gap, this study will help understand why Chinese immigrants chose academic librarianship as a career in New Zealand so that other Chinese immigrants might be encouraged to enter this professor in order to deal with the increasingly diversifying society. It is also hoped that by raising awareness of the advantages and challenges that Chinese immigrant librarians commonly faced while pursuing career advancement, inexperienced immigrant librarians could be alerted to the challenges that they might also face during their career so that they could find out in advance how they might overcome the challenges. Finally, by exploring the career advancement strategies that have been used by the participants to advance their career, it is hoped that inexperienced immigrant librarians might be able to apply these strategies where appropriate to advance their professional career.

1.4 Definition of Terms

Career advancement: It is based on two measures: objective goals and subjective goals (Laud & Johnson, 2012). Objective goals are concerned with tangible and visible manifestations of an individual's advancement at work such as promotion, income, title, influence, and power. These are common standard across many professions including librarianship. However, subjective goals are personal criteria regarding advancement and success at the workplaces such as self-actualization. For example, Le (2016) in her study found that all of her participants had a strong motivation to make changes at their libraries, and the only way for them to realize their goals was to become the head of the library. In this case, the participants had a subjective goal, which was to make a difference, but the way to realize it was through promotion, which was an objective goal.

Career advancement strategies: Methods, tactics, and strategies that can be applied to advance a person's career goals (Greenhaus, Callanan & Godshalk, 2010).

Chinese immigrant academic librarians: People who define themselves as Chinese ethnically and came to New Zealand as an immigrant that is currently working at an academic library in New Zealand.

2.0   Literature Review

2.1 Why People Choose Librarianship as a Profession

Although people choose to enter librarianship for all kinds of reasons, a few common reasons can be found across existing studies. Carmichael (1992) surveyed 482 male librarians and found that more than 56% of the participants ranked their love of books and reading as the top driven reason. Interestingly, Hussey (2009) echoed Carmichael (1992). Hussey (2009) studied the motivations of minorities and immigrants choosing librarianship as a career and found that many participants entered librarianship because they loved books or the atmosphere of the library. Comfortable, safe and friendly were the common words they used to describe their experience with the library environment. Some participants indicated that they had positive experiences with librarians, and it led them to become librarians themselves (Hussey, 2009).

Other immigrants indicated that they were more likely to become librarians if they see librarians of their own ethnicity who could provide help in their first language (Espinal, 2004; Hussey, 2009; Love, 2010). Darby (2005) and MacAdam and Nicols (1998) supported this idea and said that people from under-represented groups are more reluctant to use libraries if they do not see librarians of their own ethnicity. Love (2010) found that one of the major reasons why it had been difficult to recruit minority librarians in universities was that minority students did not visit the library often because they did not find enough librarians of their own ethnicity. The fewer minority students visiting the library, the lesser chance they would develop an interest in becoming librarians, and hence, it is a vicious cycle.

Self-actualization is another common motivation as to why people choose to enter librarianship. Self-actualization refers to one's desire and tendency to realize one's potential to achieve specific individual goals in a job (Maslow, 1970; Weiten, 2010). People who chose librarianship driven by this motivation are usually passionate about the job. They believe that their contributions can make a difference. For example, Scherdin (1994) carried out a study and many respondents indicated they could use their talents to make significant contributions to the library field. Whitten and Nozero (1997) found that those who came from a teaching background chose academic librarianship because they liked teaching and wanted to continue passing on knowledge and information literacy to others (Houdyshell, Robies, & Hua, 1999; Hussey, 2006). Finally, Le (2016) conducted a research paper studying the characteristics of Asian American academic library leaders and discovered that all of them entered the profession with an important goal in mind, that is, they wanted to use their ability to lead and their potentials to make a change.

In comparison, there are some major reasons why people do not want to pursue librarianship. First, many people indicated that the salary level of librarianship was a major source of dissatisfaction (Deeming & Chelin, 2001). Others said librarianship was "extremely unattractive in terms of either material or psycho-social rewards" (Genoni & Greeve, 1997 p. 301). Second, gender stereotypes prevented many males from entering this profession. Carmichael (1992) found that many people associated male librarians with negative stereotypical images such as lack of ambition and effeminate. Finally, for Chinese immigrants, cultural stereotypes regarding librarianship discouraged people from entering this profession.

Such stereotypes include seeing librarianship as a low skilled and low paid job. It is very common to find Chinese parents demanding their children to become engineers or doctors rather than librarians, for there is no comparable social recognition, nor an equal level of salary (Xu, 2011).

2.2 Career Advancement Issues Facing Asian Minorities

Although the overall employment rates of Asian minorities have increased in many Western countries, their career advancement prosperity is generally more limited compared to the dominant group (Hyun, 2005). A New Zealand study shows that Chinese immigrants generally have higher qualifications in their given fields and work diligently. However, they tend to remain stagnant in entry-level positions compared to their Caucasian counterparts (Yao, Thorn, Duan, & Taskin, 2015). More specifically, 80% of their participants had a university qualification and were reasonably good with English, but all of them were employed in non-managerial positions, which suggests there may be a significant waste of Chinese immigrants' talents. Hyun (2005) referred to this as the bamboo-ceiling phenomenon and suggested that it was a common phenomenon in almost every field in the U.S. Lum (2005) said for two decades, the number of Asian minorities in leadership positions had not changed, and they were still underrepresented (Tan, 1998; Zhou 2012).

Both personal and organizational factors influence the bamboo-ceiling phenomenon. In terms of personal factors, there are two major reasons. First, many Chinese immigrants have language barriers (Zhao, 2006). As English is not their first language, they often struggle with English language proficiency. Consequently, many choose and stay in technical related positions where English is less important. Nonetheless, management positions often require one to have communication and negotiation skills, and thus, English proficiency is a basic requirement. Zhao (2006) found that many Chinese immigrants working in New Zealand had a common problem of understanding Kiwi jokes and slangs, and others said no matter how good their English was, they could not speak and write like a native person, which prevented them from relating effectively to their Kiwi colleagues. In the academic library context, Le (2016) pointed out that Asian librarians do not publish enough peer-reviewed journals due to various reasons,

and language is often a reason. As a result, they often do not meet the requirement to become high-level leaders in academic institutions.

Second, cultural conflict is another reason. Chinese and many other Asian cultures have been influenced by Confucius philosophy for thousands of years (Hyun, 2005), and many of the concepts clash with the current Western culture. In many instances, Western employees come across Chinese immigrants as anti-social, quiet, less likely to contribute, less likely to take initiatives and lead, geeky, and difficult to relate to, especially after work. In turn, Chinese immigrants are less likely to make friends and build a social network to acquire important information regarding promotion (Cho, 2014). Chinese were taught by Confucius philosophy to keep their heads down, be quiet and work hard, and by doing so, they believe their supervisors will see their diligence and wisdom, and eventually, they will be valued and promoted. Many Chinese immigrants are also very family orientated, which means less time for socialization after work, but more time for family (Hyun, 2005). Self-promotion, in the Chinese culture, is generally regarded as a moral defect. Even if one has achieved something, he/she should always be humble, and downplay oneself in order to praise the contributions made by others (Hyun, 2005). This cultural understanding is particularly problematic in Western organizations where self-promotion in front of one's manager is sometimes necessary and appropriate (Hyun, 2005). These personal factors have negative influences on immigrants' advancement chances at the organizational level in a Western context.

2.3 Academic Library and Minority Employees' Career Progression

In terms of organizational factors, many overseas studies suggest that historically libraries have not been doing a great job of helping minority employees with career advancement. In the U.S, many academic libraries actually supported minorities for human rights and equal treatment. However, ironically, some of these libraries had the worst record of employing and promoting minority librarians themselves (Le, 2016). Ingles et al., (2005) pointed out that minorities were underrepresented in Canadian academic libraries, and that they were more underrepresented in the senior-level. This statement was echoed by Ruan and Xiong (2008), Zhou (2012), and Liu (2000) who indicated that many Asian immigrants stuck on entry-level positions in academic libraries in the U.S. As a result, academic libraries have been less successful in attracting

immigrants to enter the profession compared to other sectors (Smith, 2008). Howland (1999) stated that minority librarians often complained that they could not move beyond entry-level positions. No New Zealand study has been found.

However, in recent years, in the U.S, many academic libraries have begun to realize that diversity is not only an issue of political correctness, but it is also about empowerment and opportunity. They have espoused strong commitments to diversity and leadership development for minority and immigrant librarians (Smith, 2008). Kumaran (2015) says that in terms of diversity in academic libraries, it "does not mean just hiring them (immigrants) at low-level positions and expecting them to adapt and blend in, but providing them with the right opportunities to learn, train, truly integrate and ultimately having them in the right places to do the right jobs" (p.435). If minority librarians are not given the chance to take on challenging projects and positions, they will never receive the experience required to apply for higher position, and if they cannot apply for higher positions, they will lose the drive in librarianship and will be stuck on entry-level positions, and it is a vicious cycle (Kumaran, 2015). True diversity is a process, in which an institution learns to understand, accept, respect, facilitate and embrace other cultures (Kumaran, 2015).

Smith (2008) explained that the way for an academic library to embrace diversity is to create a culture that truly embraces diversity. She, therefore, purposes a framework that differentiates four types of organizations with regard to how they deal with diversity. The first type is called the unconscious organization. This type of organization has little or no regard for diversity (Adkins, 2016). Minorities are expected to be totally assimilated and to take on the beliefs and values of the dominant culture without questioning. A typical unconscious academic library has predominantly white females that hold the key leadership and administrative positions, whereas minorities stay in low-level positions only for political correctness and meeting the law (Smith, 2008).

The second type is referred to as the aware organization. In an aware academic library, employees' culture differences are merely recognized, however, the organization still expects its employees to follow the cultural values and practices of the dominant group under the

assumption that the dominant group's viewpoint is universally applicable and able to work effectively across all cultures (Smith, 2008).

The third type is called the accepting organization, in which employees' identity and cultural differences are encouraged. Minorities are embraced to use their cultural knowledge and contribute. Diversity is stressed on the organization strategic plan. Structurally, there are people from various cultural background in the middle and high-level leadership positions, and the upper management seeks perspectives and contributions from employees of different cultural background. Cultural knowledge and respect are promoted, and cultural bias is largely reduced (Smith, 2008; Adkins, 2016).

Finally, in terms of the blended organization, the cultural dynamic is truly pluralistic. Employees are expected to challenge the dominant norm, build mutual respect and contribute equally to the construction of values and norms of the organization with different cultural perspectives. Academic libraries with the blended culture routinely practice cultural awareness by providing workshops on conflict resolving and cross-culture communication skills development; by providing development chances to minorities such as leadership training; and by conducting ongoing cultural audits asking for feedback and building support system across all levels (Smith, 2008; Adkins, 2016). In short, "the blended organization highlights the importance of maintaining and sustaining cultural awareness through structural changes in organization life. Beyond the moral issue, diversity in the workplace is based on the simple and sober recognition that we need each other to grow our libraries, our profession, and our colleges and universities" (Smith, 2008. p.152).

2.4 Career Advancement Strategies

Finally, despite the fact that Chinese immigrants often need to face extra challenges while pursuing career advancement, some immigrants managed to climb up the ladder by applying career advancement strategies. It is critical, therefore, to examine existing studies on career advancement strategies.

Using both theoretical and empirical studies, Greenhaus, Callanan, and Godshalk (2010) summarised and classified a variety of strategies used by employees from different fields into seven broad categories and referred to as the "*seven broad types of career strategy*".

The first type of the seven broad types of strategy is called attaining competence in one's current job (Greenhaus, Callanan & Godshalk, 2010). This means to perform one's job effectively. This is the most fundamental and important element for career advancement in any job including librarianship. By being effective, this means one needs to acquire and develop skills relevant to one's job and be good at those skills and be efficient at performing job tasks. In Le (2016)'s study, all of her participants had a strong will to serve and lead, so they worked hard and put lots of effort into perfecting their job skills and building a strong foundation for their leadership in the future.

The second strategy is called putting in extended hours (Greenhaus, Callanan & Godshalk, 2010). As the name suggests, this strategy involves employees willingly commit extra time and energy into the job.

Skill development is the next strategy. This strategy is concerned with developing competence in work-related skills in order to perform one's job more effectively. To develop and enhance skills, it requires employees to actively pursue higher qualifications and education and attend training and workshops. It shows the management that you are willing to upgrade yourself for the job. For those immigrants having English as a second language, one of the most important steps they should take is to improve their English language proficiency in reading, writing and especially in speaking and communication (Le, 2016). For those immigrants who want to lead, they need to learn to assume leadership roles (Le, 2016; Hyun, 2005). It means that Asian immigrants should break away from the Confucius logic of being humble and not to show ambition, but to actively exhibit the desire to move into the management. Immigrants can actively seek leadership training and education programme, and communicate the ambition to the management so that managers know that you are willing to take management responsibilities, and when a position becomes available, take the opportunity and apply for it with confidence.

The fourth strategy is referred to as opportunity development (Cousell, 1999). By Counsell's interpretation, it means strategically allowing others to know one's interests and aspirations. Le (2016)'s study echoed this strategy and called it visibility seeking. Essentially, both involve applying strategies to make oneself stand out and known to the management. For example, Le (2016) suggests that immigrants working in academic libraries should try to publish scholarly publications, speak up in meetings and presentations, and actively take on projects in order for the management to make an impression of you and to see you as someone ready to take the career to the next level. Many studies suggest that one is more likely to be given the chances for promotion by doing so.

Network building is the fifth strategy identified by Greenhaus, Callanan, and Godshalk (2010). Network is significant because it is an important source of formal and informal information channel. Having a wide network may allow a person to learn information regarding job availability days and even weeks before others do. Network may also positively influence one's career advancement directly. Research shows that most organizations have a tendency to promote internal staff, and when a promotion chance becomes available, having other employees especially one's line manager to put in a few good words to the management will increase the likelihood of this individual being promoted compared to other competitors who may have similar experiences and qualifications, but do not have the same network power. Kumaran (2015) indicated that libraries can empower minority librarians by encouraging them to build up minority leadership network.

Another strategy identified by Greenhaus, Callanan, and Godshalk (2010) is called building one's image and reputation or impression management. Impression management means to strategically manipulate one's image and behavior to create a desirable impression of oneself. This is not necessarily suggesting one to put on a mask and fake it. It means one should attempt to present the best side of him/her in the workplace. For example, Hyun (2005) indicated that it is important for Asian immigrant librarians to break away from the stereotypical images that their Western counterparts often have about them such as lack of leadership skills, passive and lack of initiation. Immigrant librarians should deliver the appearance of confidence,

acceptability, success, competence, and efficiency. They also should demonstrate the willingness and skills to lead and initiate projects.

Finally, the last type of strategy summarised by Greenhaus, Callanan, and Godshalk (2010) is called engaging in office politics. They proposed four specific tactics in engaging in office politics, they are ingratiation, intimidation, self-promotion, and supplication.

Ingratiation means one attempts to flatter and offer favors to others in order to make oneself likable and trade for reciprocal gain (Greenhaus, Callanan & Godshalk, 2010). Many view ingratiation as a manipulative tactic that creates unfair competition and favoritism and hence, is detrimental to an organization. In fact, research shows that moderate level of ingratiatory and reciprocal behavior is a normal part of the human social interaction. It services as a social glue and helps to build positive relationships in the workplaces (James, 2013).

Intimidation involves making threats or signaling power to punish others (Greenhaus, Callanan & Godshalk, 2010). Often a superior in power may exercise this tactic on subordinates. Rather than intimidating others, Asian immigrants should learn to be assertive when appropriate (Huyn, 2005). In Asian culture, one way to avoid interpersonal conflict is by bearing with an unfair treatment at the expenses of their own interests. Therefore, others may easily take advantage of them. Thus, Asian immigrants should learn to be assertive and stand up for themselves when necessary in the workplaces.

Self-promotion refers to an individual seeking recognition by promoting oneself with regard to achievement, qualifications, and abilities. Self-promotion is appropriate and necessary in Western organizations when it is not excessive (Hyun, 2005). As mentioned, in Asian culture, self-promotion is considered a moral defect. Asian culture believes that if a person has good abilities, one does not need to promote oneself, for others will know through their own observations. However, this has been criticized by Le (2015) and Hyun (2005) because this concept is not necessarily true in Western cultures, whereas blowing one's own horn is

sometimes necessary. Thus, Asian librarians are encouraged to be confident at showing their performance and achievement and promote themselves when appropriate.

Finally, supplication means to show one's vulnerability and look for help (Greenhaus, Callanan, & Godshalk, 2010). This is not to suggest that one should intentionally fake one's incompetence at work and take advantage of other people's kindness. However, if a person is new and inexperienced, and is truly going through a learning stage, he/she ought to be humble and learn by asking the experienced colleagues. A common issue with Asian immigrants is that in order to save their face and avoid being seen as incompetent, even when they encounter problems that require help or teamwork they have a tendency not to ask for help (Hyun, 2005). In Western organizations, however, asking for help is regarded as a normal part of the learning curve that every new employee needs to experience. Thus, Asian immigrants should not regard asking for help as a sign of incompetence especially in academic libraries where life-long learning is prevalent.

This study will apply the '*seven board types of strategy*' as the framework. The study is set out to discover what kind of strategy the participants in this study used to advance their career. Together with Smith's diversity framework, this case study will be able to provide a thorough analysis of both personal and organizational factors that contributed to Chinese immigrant academic librarians' career advancement in New Zealand.

3.0   Research Design

3.1 Research Methodology

There are two major methodologies in the field of social science: quantitative studies and qualitative studies. Qualitative studies are often carried out under an interpretive paradigm underpinned by the epistemological idea that everything is constructed by the perceptions and experiences of humans (Quang, 2015). Thus, qualitative studies are interpretive and descriptive using linguistic components. Interpretive qualitative researchers usually look for rich narrative data from people to gain an in-depth insight into stories, perceptions, perspectives, experiences, and phenomenon mainly through deep and attentive interviews and observations (Punch, 2009).

They are passionate about people's subjective views on a particular subject within a given context in which these people live and experience (Crotty, 1998).

Qualitative studies further divide into a number of specific designs (Merriam, 1998). This study applies a basic design. First, Merriam (2009) explained that researchers who wish to gain an in-depth understanding of how participants perceive and interpret their experience within a given context should apply a basic design. This study fits Merriam's explanation as it aims to gain an in-depth understanding of Chinese immigrant academic librarians' experiences and perceptions of career advancement. Next, as mentioned numerous times, this topic has not yet been explored in New Zealand, and therefore, little is known. This also fits the fact that a basic design is very suitable for exploring an area which is little known (Merriam, 2009). Finally, other qualitative designs do not fit the objectives of this study. For example, this study intends to keep the identity of the participants and their organizations protected at all times, which does not fit the fact that in a case study design, the organization needs to be reviewed. On the other hand, this study intends to apply existing frameworks to explain the data, and will not attempt to form its own theory. Therefore, it is not a grounded theory design (Mutch, 2005). For these reasons, a basic design is the most appropriate design for this study.

3.2 Participants, Recruitment and Sample

Before recruiting any participants, a researcher must first determine who the appropriate participants are and where these participants will come from (Mutch, 2005). As mentioned, for the objectives of this study the participants will be those immigrants that came to New Zealand who define themselves as Chinese and are currently working at an academic library.

In terms of recruitment, after VUHEC approved this study, a recruitment email was sent blindly to academic library employees who had a Chinese surname and were currently working for one of the universities in New Zealand. The researcher went to each of the university library staff website to find the email address of these employees. Attached to the email were a few documents including the PIS form, the recruitment advertisement, the actual question list, and the consent form. Potential participants were asked to voluntarily contact the researcher to arrange an interview. Due to the size and nature of this study, this study aimed to find at least

seven participants. Eventually, two participants contacted the researcher via email and the rest was introduced through the connections of the two participants.

3.3 Date Collection and Interviews

This study used semi-structured interviews with seven Chinese immigrant academic librarians from four different tertiary institutions about their experiences and perceptions of career advancement in their workplaces. (Please see Appendix for the actual interview questions). A semi-structured interview has a list of pre-set questions, but the participants are freely allowed to expand on their thoughts. A semi-structured interview not only allows a researcher to gather rich information from the participants without being over controlling, but it also allows the researcher to set a boundary so that the interviewees do not deviate from the topic too far (Mutch, 2005). This way, the interviews are more likely to yield results according to the goals that are set out to achieve. One-on-one interviews were carried out in various places such as library meeting rooms decided by the participants. Each of the interviews took between 40 and 60 minutes.

3.4 Ethical Considerations

Prior to conducting any research, a researcher must demonstrate that he/she will carry out the research in a high moral, ethical and professional manner (Neuman, 1997). First of all, a researcher should comply with the rules set out by the ethics committee. This study obtained VUHEC's approval on The 15th Day of May 2018.

Confidentiality: All the participants were informed that they reserved the right to confidentiality that their identity would not be revealed in the study, nor in any publications or presentations related to this study. They would be given a pseudonym. In addition, the real name of the library and the mother organization that they work for also would not be mentioned. A pseudonym would be given to their libraries and organizations too.

Participation and consent (PIS, Consent): Participation in this study was completely voluntary. The participants were notified that they reserved the right to decide whether or not they wish

to participate. They would also reserve the right to withdraw from the interview at any time. They could also withdraw information they had provided within 3 weeks after the data collection was completed. All the participants needed to read and agree to the terms and conditions on the PIS and consent form before taking part.

Data care and usage: The participants were informed that a voice recorder would be used to record the interviews. It would be transferred to a hard drive for transcription. The hard drive would be kept in a secure place at the researcher's home. It would be destroyed after a certain period of time. During this period only the researcher's supervisor and the researcher were able to access the data. The participants reserved the right to have a copy of the transcription in order to check the accuracy.

3.5 Trustworthiness

Trustworthiness refers to the quality of a study (Marshall & Rossman, 1999). Quantitative researchers use validity and reliability to evaluate the trustworthiness of a study, but both concepts cannot be applied to qualitative designs as qualitative designs cannot be fully replicated, nor can be generalized (Gall et al., 2010). Thus, qualitative researchers use transferability, dependability, confirmability, and credibility to evaluate the trustworthiness of a study.

Transferability in qualitative research is understood as "user generalizability" (Merriam, 1998, p. 221). It means that whether a study is applicable depends on the readers' own judgment. In other words, the research provides qualitative findings with rich information and results, from which the readers must draw conclusions and application for themselves (Lincoln & Guba, 1985). This rule also applies to my research report as the readers have to see for themselves whether the results are applicable to their own workplaces.

Since qualitative research cannot be fully reproduced (Gall, et al., 2010), researchers need to establish the dependability of their studies by presenting how they arrived at their results. This can be done through presenting "the research design and its implementations, describing what

was planned and executed on a strategic level and the operational detail of data gathering, addressing the minutiae of what was done in the field" (Shenton, 2004, p 71-72). My study has present all of the procedures mentioned by Shenton in this methodology chapter and therefore the dependability of this study is achieved.

Confirmability is established by explaining the ways in which the selection of participants, the collection and analysis of the data was conducted (Mutch, 2005). My study ensured the confirmability by presenting detailed information and description of the process which I undertook to select and recruit my participants, the recruitment criteria applied, the methods I use to gather data, and the tool I applied to interpret the data in this chapter.

Finally, credibility means "you have used some way of ensuring that your findings resonate with those in, or who are familiar with, the case or setting" (Mutch, 2005, p.111). My study had many different participants sharing their experience about the same institution and therefore more than one source was used. The participants reserved the right to read the transcripts to make sure that nothing was incorrectly transcribed or interpreted (Merriam, 1998).

3.6 Data Analysis

A thematic analysis method was used to interpret the participants' data. Thematic analysis involves a number of steps. First, I transcribed the recorded data and looked for keywords, phrases, concepts, and themes appeared on it, which is called coding (Glaser, 1978). I used different colors to highlight the linguistic components and classified them into different categories for future comparison. Then, I labeled the highlighted categories and refined the categories into themes to see if they provided answers to the research questions I had set out to gather, this process is called axial coding (Neuman, 1997). I repeated the process until all transcripts were completed. Finally, to make the themes more valid and robust, I tried to find the most outstanding examples for each of the themes from participants' interview data. This is called selective coding (Neuman, 1997). This step allowed me to interpret the themes and data with the framework and literature to provide meaningful explanations.

3.7 Limitations

Only seven participants took part in this study, and therefore, the small size of this study means that the results cannot be generalized. Thus, as mentioned before, the readers must draw conclusions from the results for themselves.

4.0 Findings

This section will present the results of this study derived from analyzing the interview data using the thematic analysis method.

4.1 Basic Demographic Data of the Participants

In total, seven participants took part in this study. Four of them (PA; PC; PF; and PG) work for the same academic library (ALB1) and three of them (PB; PD; and PE) work for three other libraries respectively (ALB2; ALB3; and ALB4). Six of the participants are female and one is a male (PD). In terms of age, PA is between 20 and 30. PB, PC, PD, and PG are between the age of 30 and 40. Lastly, PE and PF are between 50 and 60. All of the participants came to New Zealand from China and they all speak Mandarin as their first language and English as their second language. The participants have various positions and titles ranging from Library Assistant to Team Leader, with one participant working on an entry-level position, one on senior management level, and the rest are all on middle-level positions.

4.2 Themes

4.2.1 Theme I: Librarianship Not the First Choice

The participants were asked to provide the reasons why they decided to enter the profession. Surprisingly, none of the participants studied library science as their major.

When I came to here (New Zealand), I am studying the Bachelor of International Communication… I went to Auckland University until completed my Master's degree in Translation. (PB)

Bachelor of Commerce majoring in Accounting and Finance (PD)

My major was history (PF)

Nor did any of them choose librarianship as their first choice of profession.

Because it's (library study) not my major… not what I studied. I didn't think become a library staff in the first place. (PC)

I didn't specifically wanted to become an academic librarian. (PG)

So why did they end up working for academic libraries? A few participants such as PG and PC wanted a job that was less stressful than their previous jobs and a librarian job felt like a good choice for them with regular working hours, standard salary and a more relaxed workload.

Being two of the oldest and most experienced immigrants, both PE and PF indicated that they did not have much choice when they first migrated to New Zealand some 20 years ago, so they had to look for a job to support the family.

As an immigrant you have to find a job to support yourself and your family. So whenever an opportunity popped up, you have to grab it. (PE)

For both PB and PD, they could not find a job relevant to their major after graduation, but both of them were already working for the library as causal staff at their universities. Thus, with this experience they applied for the library job and got accepted.

Nevertheless, it should be noted that even though the library career may not be the participants' first choice. Most of them turned out to like the job for various reasons, for example, many participants eventually obtained a position within the library which was related to their major and experience, so that they felt they still could use their abilities.

(I am now a) subject librarian for the business and IT (department)… I suppose business is also related to my major as well so I could also use my skills and things I have learned from my degree too. (PD)

My background in my homeland, I was a lecturer in tertiary education. So it make sense to work an academic work (PF)

Because I studied International Communication, you know, when you are working at a learning team you have to communicate with students… (I am a) bilingual, so I can use my language ability to help them (students) to solve the problem. (PB)

4.2.2 Theme II: Reasons Why Librarian Career Not Popular

All of the participants believed that compared to other professions such as Accounting, fewer Chinese immigrants enter librarianship as a career. Four major reasons were stood out.

Firstly, many participants indicated that compared to other professions, librarians' salary level was lower.

So pay is not very high… not like IT and accounting (PE)

… The majority of Chinese students here are doing accounting degrees and that's because it's probably good pay and probably easier to find a job. (PF)

Secondly, many participants pointed out that universities and the Ministry of Immigration did not promote library qualifications nor library jobs to immigrants. PA said that she did not know that library qualifications existed when she was overseas, and she did not believe that librarianship was on the immigration skilled job shortlist. She believed that most Chinese students come to New Zealand for migration and if librarianship was not deemed a skilled job by the New Zealand government, then immigrants would not enter the profession. And this actually led her to believe that the librarian professions in New Zealand maybe intentionally reserved for domestic employees.

Interestingly, although PB pointed out that librarianship was on the skilled work short list, but it's only for the senior librarian level, not for the entry-level library assistant position, PB also believed that the profession was more reserved for domestic people as immigrants were not provided with enough information regarding the job.

PA, PB, PC, and PD all believed that the libraries and universities in New Zealand did not sell or promote the librarian profession to immigrants sufficiently and that that was what they needed to focus on if they were to attract more immigrants to enter the profession.

One thing I do realise is our employer don't put much effort about promoting the librarian profession … to the Chinese students. (PD)

… for international students marketing area, I don't think lots of people know librarian. (PB)

I think if more university offer the library qualification, maybe a way to attract more Chinese or more people to enter the library career… I feel the Chinese people, if they have choice to study the library (degree), they possibility will apply for the job (library job). (PC)

Furthermore, a few participants believed that some immigrants had a stereotypical view of librarians thinking that the job was low-skilled, or that it was not going to survive in the current world.

When I talk to my Chinese friends… they always think that in business … they can build huge success… they had a theory which the library will disappear… I told them we not only a place for storing books. (PD)

Many people don't understand what librarians are doing… they think we just issuing books. (PF)

Because in China… even here in Western society, people think librarian equal books. (PG)

Lastly, two participants believed that library jobs require librarians to have good English communication skills and a good understanding of the local Kiwi and Maori culture, both of which might be stopping Chinese immigrants from entering the profession.

Because library job involves a lot of cultural knowledge, so if you grow up in a different culture, it's quite hard to survive in this environment. (PE)

4.2.3 Theme III: Higher Positions and Self-Actualisation

In terms of objective goals, 5 participants indicated that they wish to move up to a higher position in the future.

In terms of subjective goals, self-actualization was the major driven factor. Self-actualization is very versatile as each participant had their own personal goals that they would like to achieve through promotion.

PD, for example, wished to become a team leader in his library, and his subjective goals were that he wanted to be a role model for Asian librarians and that he wanted to challenge himself by taking on more responsibilities.

(I want to be) a model of Asian librarian…not just staying in the comfort zone, try to step out of it and try to take more. (PD)

PA indicated that she wanted to become a library manager because she believed that the services in her library could be improved and that the only way to achieve this was by becoming a manager who would then have more say and power.

Some things I want to make a change… as a higher level staff you will get more voice heard and you can improve the service and to do some change to make the whole library to serve the faculties and students better. (PA)

Others wanted to move to a different position because they felt that their abilities and potentials could be better used.

In the future… I still want to be a subject librarian… I think I really want to work in academic area… like a subject area, education. (PB)

Two participants PC and PE, on the other hand, said that they did not have any objective goals, but both had a similar subjective goal. PC said she was happy with her current position. She believed she was a traditional Chinese woman that family and life balance was more important than her work. PE indicated that she just wanted to do her current job well and enjoy her life.

4.2.4 Theme IV: English Proficiency and Cultural Differences vs Bilingual and Cultural Similarities

Overwhelmingly, every participant indicated that English proficiency and cultural differences were the major challenges being an immigrant working and pursuing career advancement in their workplaces.

…Definitely the key things are English and cultural differences. (PF)

…language barriers and also the culture. (PG)

Challenge is… you have to keep improving your English… and if you want to be a librarian, then you have to be part of that culture. (PE)

I think the language is the first reason. Second reason is the confident… can they understand what I am talking about?... I just don't want to lose face… in the Chinese culture face is very important. (PB)

More specifically, although all of the participants believed they spoke fluent English, as they were not native speakers sometimes they still had difficulties understanding the native speakers.

…even though I might speak fluent English…sometimes my Kiwi colleagues might talk too fast… I might not be able to understand what they say. (PD)

Also, having an accent or not having enough vocabulary was another language issue that made their jobs more challenging.

Like accent… in workshop, sometimes you have to be really careful to speak slowly, make sure your students understand you. (PC)

Because we (don't) have vocabulary not enough not like Kiwis (PF)

In terms of cultural differences, many participants indicated that they could not relate well to them in social interactions because as immigrants they did not share the same popular culture nor common topics with their Kiwi counterparts.

You do need to know the Kiwi common topics like sports and I am not good on that… when people start talking about sports to me, you feel uncomfortable because you won't be able to answer the questions… also the novels you read before, movies you watched… (PF)

PE echoed PF, she indicated that cultural differences did bring some inconvenience to her job.

The culture is quite complex and they involve a lot of traditions and their literature and their popular culture… when they mention something, you should know what they are talking about… I didn't grow up in this culture, even if they asked me kid books, I never heard of. (PE)

Despite the fact that all of the participants faced the same challenges, all of them also had the same advantages, they are, being able to speak two languages and being able to culturally relate to Asian international students.

Being able to speak Chinese means Chinese immigrant librarians could provide high-quality bilingual services to their students, which was something their Kiwi co-workers could not provide.

I think the main thing being a Chinese immigrant is we have such a large group of Chinese students… So if you can speak Chinese or another language it is such a help for you to provide good services to them. (PF)

Well, because for tertiary education we face many international students, a lot of them are Asian and Chinese, so speaking Chinese I can be able to communicate with them… because they are suing Chinese laptops or computers my Kiwi colleagues won't be able to help them. (PD)

PF also indicated that sometimes international students, not just Chinese, who were around her age came to talk to her about their personal life because they believed that PF shared the same cultural background as well as experience living in a foreign country with them. Thus, PF believed that being able to understand and provide personal help to other immigrants was another advantage.

4.2.5 Theme V: Open-Mindedness and Good Personality vs a Lack of Confidence and Assertiveness

Two common personal factors which had positive contributions to many participants' career advancement were open-mindedness to new technology and having a good personality.

It was pointed out by many participants that the library field is actually one of the most rapidly changing profession in this information age. Everyday new technology is changing how various services are being delivered in the library. Therefore, being creative and proactive in learning and implementing new technology is deemed to be one of the most important positive personal factor.

My personality… I am quite open to new technology and new things. I am not a person who is afraid of new technology… (PA)

PA's previous manager particularly valued her creativity in new technology and created a 10-minute special time for her in every team meeting to share new ideas regarding technology. PA also believed that new technology was a way to change people's stereotypical view of the library.

(New technology is) very very important! A lot of people in our community including the students and faculties think that librarians are old fashion, so if you want to break this kind of stereotype, we need to serve our students with better technology. (PA)

PD echoed PA pointing out that he was proactive at using new technology for teaching.

New technology… I am really the first person within my team to introduce Padeller… Padeller is an online discussion whiteboard which facilitator would put some of the questions or resources on the site and then students can use go to the site and put up their answers… I am proactive about finding what online discussion tools can be used for teaching. (PD)

On the other hand, PE pointed out that if one was not interested in new technology, the person might not be able to survive the librarian job.

It is (new technology) very important, because library, everything is moving into a new era with new technology… so you have to change accordingly… You don't have enough technology, you will be dismissed or fired or get redundant. (PE)

Apart from being open-minded to new technology, having a good personality was another important factor. Although different participants had different ideas about what constitutes a

good personality, a few attributes such as being communicative, friendly, trustable and being a team player were commonly mentioned.

There were a few people there with the same qualification and same background but in the interview they (the panel) just felt that I am the one who would fit better in the team… they felt that I am easy going, I have good personality and good character… sometimes, knowledge and capability will tell if you are capable of doing the job, but your personality will tell whether you are going to fit in the team. (PE)

In terms of negative personal factors, not being confident to speak up in meetings or for oneself and not being assertive enough have been commonly mentioned. Some participants believed that it was because of their passive personality, others believed that it was partly due to their English ability, and still, others believed that it was due to the Chinese culture in which they were taught to keep their heads down and retreat from conflict especially when a higher status person was involved.

you know, as a migrant, you know because of language I am not confident … so like at meetings you just try not to say anything, and I don't speak up for myself. (PE)

I am not confident enough to hold my own opinions and sometimes I give up my own opinions when people judge me… I think my personality is too soft… in our culture we have always been educated that we need to be polite, listen to other people, higher status people, and always be nice. (PA)

Before I am very scared to talk with my manager, when I see him I want to run away… but currently, they came to see me, I am like oh you are just another person, why would I be scared… we just have different opinion, that's fine, but the thing is we are equal. (PB)

4.2.6 Theme VI: Diversified Workforce under Equal Treatment

With respect to diversity and minority employees' career progression, Apart from PB who works for ALB2, all the other participants believed that their libraries were supportive of diversity.

Most participants indicated that their libraries had a diversified workforce including Chinese and other librarians from different ethnicities.

I feel yes, because we have more and more Chinese people recruited, and also find other nationalities. So I feel it's pretty diverse work environment. (PC; ALB1)

We do hire Asians, we do have Kiwis and we do have Sri Lankan and few Indians… whole range of diversity actually. (PD; ALB3)

We have in every department and even in every subject, we have Chinese librarian… she (PE's manager) prefers a person from minority because that they will have a diverse workforce, instead of just Kiwis. (PE; ALB4)

Although most participants believed that diversity means having a diversified workforce, PD also indicated that his library also had a few minority librarians holding higher positions.

We have some (minority) employees in higher positions… even though not many but we do have a few including myself. (PD; ALB3)

Nevertheless, not everyone had a positive experience. PB did not believe that her library was supportive of diversity and said that there was subtle discrimination against her.

I think currently our team, we don't have many ethnic groups… depend on the manager, some people have discrimination. (PB; ALB2)

She believed that due to her English accent, her library initially did not want to hire her for a prominent position and instead they gave it to a less experienced native speaker.

They never say you are Chinese so we don't hire you, but I can feel… I think (they) still want local speakers. (PB; ALB2)

In terms of helping minority employees with career progression, all of the participants indicated that their libraries offered professional development opportunities and funds for them to attend workshops and conferences. However, the development opportunities were available to every employee. There was not a single library that had any special programme aimed at minority employees.

I think the organization is doing all the progression equally. They didn't specifically target the minority like Chinese, but they offer equal opportunities to everyone. Like there is a leadership programme that everyone can apply for. (PA; ALB1)

Nothing special, everyone is equal. (PB; ALB2)

I don't think there is special programme for that (Minority employee progression)… there is professional development fund which offer to all the employees. (PC; ALB1)

Just like go to conference and go to training as one of the employees you can just request to go some conference. It's just the same policy for everyone, not just you are Chinese you can go or you are Maori. It is based on what you are doing. (PE; ALB4)

Interestingly, this does not suggest that the participants thought that their libraries were not being supportive. On the contrary, when they were told about the special programmes for minority employees that were offered by some of the libraries in the US, most of the participants although did not reject to the idea, they tended to suggest that equal treatment was better. They did not want to be treated differently from the dominant group.

Some of them believed that they could deal with their work just as effectively as the locals and therefore did not need any special treatment. Others believed that anything related to special treatment might cause political correctness issues.

I think I want to be treated just like everyone else. (PA; ALB1)

That would be good (Having a special programme for minority employees)… but at my professional level, I don't want to be regarded as different from the local people, I mean I want to be same. (PE; ALB3)

Well, it's personal. Some people may not like to be kind of classified like you are migrant, you are from a different culture. (PF; ALB1)

There might be employment law against that (having a special programme for minority employees) that you can't do anything special for small group of people… I am not sure if it's ok to have special programme. (PC; ALB1)

Finally, most participants believed Chinese immigrants had an equal chance when it comes to promotion. A few believed that overall it was harder for Chinese to get promoted, but not so much to do with the libraries, but more to do with their personal aspects such as not having enough confidence.

I think it's equal as long as you are keen to be a leader… but I think the common situation is that most of the Chinese immigrants, they tend not to manage people because of the language barriers and cultural differences. (PE)

I won't say Chinese staff won't get promoted, they do, but also it really depends on their English skills. Like I do have few friends… first of all their English is not fluent, second of all they are not willing to step out of their comfort zone. So I mean it's really hard for them to get promoted. (PD)

4.2.7 Theme VII: Advancement Strategies

In terms of career advancement strategies, a variety of strategies was employed by the participants to advance their career.

One of the most commonly recommended strategies by almost every participant was work-related skills development. The participants often referred to this strategy as upskilling oneself.

The ability to learn new things. Upgrade yourself (PB)

If there is any opportunity pops up like conference or seminar or session anything I can grab to develop my skills and capabilities I would always try… upskilling yourself (PE)

More specifically, work-related skills include anything that the participants deemed important for their work advancement. However, three major areas were technological skills development, knowledge development, and English writing and speaking skills development.

In terms of technological skills development, many participants stressed the importance of following closely the new technological trend in the library field in today's digital age. Most of them studied new technology by actively attending conference, workshops, and seminars or through self-learning.

Technical skills like lots of applications for library services, we are moving into future direction, we might use online learning tools, you need to know like how to design and application and so on… I think the institution will provide us some opportunity to learn…you need to do some online learning using resources at work… sometimes you have to learn it yourself, figure things out yourself, but if you get opportunity you must attend. (PE)

Regarding knowledge development, many participants pointed out that having or studying towards a Master's degree in Library Studies (MIS) was very useful in enhancing one's overall understanding of the library field. It was seen as a good qualification to gain if one wants to move up.

My manager told me if you want to promote yourself, it's better to get your library qualification. (PB)

The knowledge as well. Like you know, after I studied my Master's degree… I learned some theory and also some case study… it enhanced my abilities in the library area… I think both side, the experience and plus your qualification… combine together can build up yourself career-wise. (PB)

I think first of all, its study… you need more knowledge, upgrading yourself… so for me I studied MIS to improve (PG)

As a senior manager, PB indicated that she had to have more knowledge than her staff, otherwise she felt that no one would respect or listen to her.

The thing is if you only know a little, how can you ask your staff to respect you? Because you are on manager level, you have to know lots of information, much more than your staff. (PB)

Lastly, English writing and speaking were also deemed important by many. PD, for example, suggested using a software called Grammarly to check the writing especially when it comes to CV or report. Both PE and PA suggested Chinese immigrant should not to stay in their own groups but try to communicate as much as possible with the local English native speakers to improve their English as well as cultural understanding.

Apart from the three major skill areas, leadership or management skills development has been mentioned by a few participants. PD was at the point where he was ambitious to become a team leader in the near future, and therefore, not only he had completed an introduction leadership paper with LIANZA but he was willing to take the advanced paper soon.

PB being a senior manager also indicated that she would like to take a management paper in order to learn more about staff and services efficiency.

I lack of… like how to organise people in an efficient way… how can you choose the (right) people and how can you use them in the good way?... I am applying to take one workshop at the end of this year to build up my management skills. (PB)

Apart from work-related skills development, another strategy that was quite commonly mentioned was network building. Many participants indicated that maintaining good relationships with co-workers not only within the immediate department but with people from other departments was important too. By doing so, they would be able to gain various information about job availability, news about the organization and news about the trend. Socializing with co-workers after work such as going to bars or joining staff organizations was common ways to achieve network building suggested by a few participants such as PG, PC, and PA.

Moreover, opportunity development and self-promotion were another two strategies being used by some participants to push forward their career. Opportunity development involves strategically allowing others to know one's interests and aspirations for a particular job. Both PA and PD used this strategy when they applied for a higher position. PA suggested that she paid close attention to the job availability in her library, and when a position that she wanted became available, she immediately contacted the person who was in charge of the position and

asked lots of questions regarding the job. By doing so, she believed that it was a way to show her interests in the job, and at the same time, she could receive extra information about the job which otherwise would not be available to her by only reading the description.

I always contact the person who is in charge of that position. I will normally ask a lot of questions about the job or what kind of skills they want and explain my skills as well…I think, firstly, you will leave them a good impression that you are very interested in and you are very keen on the position. You know, one position maybe receive hundreds of applications, how can you make yourself outstanding … Only you ask you get more answers, don't let the job description stops you applying a job. (PA)

PD also used this strategy. He indicated that he too contacted the employer who was in charge of a position that he wanted. However, PD also revealed that he was responsible for hiring library assistants and he paid close attention to how the applicants wrote their CV and cover letters as well as how they performed in the interviews. When there was something that he felt valuable, he would pick it up and put it into his own CV and use it in his interviews.

In terms of self-promotion, it means an individual seeking recognition by promoting oneself with regard to achievement, qualifications, and skills. This strategy was highly recommended by PB who was very concerned about how she could promote herself to the management. She pointed out that some managers observed their employees and others would not. For those that would not, promoting oneself to them was important because otherwise, the work that one had done would go unnoticed.

PB further indicated that the best way to promote oneself was by bringing an issue together with the solutions for the issue to the manager.

How can I promote myself? I think the reason is like I said to you before, you have to tell the manager … what you have already done for the organization. And I think the best thing you need to do is solving problem… because you know, every manager, they don't want you to always bring the problem to them… you have to tell them the solution… For example, when I meet any difficult situation, my way is I always think about what's the best way to solve the problem. I give option 1, option 2, and option 3 and after that I give to my manager 'here is my thinking, which option you think is the best and you tick'. So I am not just brining the issue to the manager, also the solution. (PB)

Supplication was another strategy which was used by a few participants. This strategy involves genuinely asking for help from others and providing help back to others. PC, for example,

believed that by doing so, it would maintain good professional relationships with her co-workers.

Even for some terminology I don't understand, I will try to find out myself first. If not I will ask others…I think it's pretty good, because people are willing to help me and I am willing to help others too, so that's mutual help. (PC)

PC also realized that in the Chinese culture, people usually do not wish to bring trouble to others and asking for help also could be perceived as losing face. However, she thought it was better to break away from this dogmatism for better work efficiency.

I know the Chinese culture sometimes… when there is a problem, they try … even myself try to figure out myself, but maybe it's good to ask for help to get the right answer and do the job right at the first time. (PC)

Finally, other strategies that were recommended by a few participants include being assertive and putting in extra work hours.

You should be able to say no… if isn't your job responsibility… just remember to balance yourself, you can't put yourself into too much stress…if you not capable to do something you should tell people (PC)

I am willing to take extra steps… sometimes I had to work evening shifts…and normally my evening shifts are until 12 o'clock (PD).

5.0   Discussion

In this chapter, the findings will be analyzed in accordance with the objectives of this study with reference to the relevant literature and framework.

The overarching objective of this study is to explore how Chinese immigrants who came to New Zealand with a distinctive cultural and language background working as academic librarians feel about their career advancement prosperity. More specifically, this research has the following objectives: 1) to understand the motivation of Chinese immigrants choosing academic librarianship as a career in New Zealand; 2) to explore Chinese immigrants' career goals; 3) to raise awareness of the common advantages and challenges that Chinese immigrant librarians faced while pursuing career progression; 4) to identify both organizational and personal factors that have contributed either positively or negatively to their career

advancement; and 5) to explore the career advancement strategies that Chinese immigrant librarians applied while pursuing career advancement.

5.1 Transition from Extrinsic Motivation to Intrinsic Motivation

The very first objective of this study is to understand what motivated Chinese immigrants to choose the academic library field as their career in New Zealand. The data supplied by the participants in this study revealed an interesting gap in the existing studies that most of them only explored people's intrinsic motivation for choosing the library field. Intrinsic motivation can be defined as motivation to achieve something resulting from an individual's internal drive and the drive is directly related to the achievement (Ormrod, 2012). However, what the existing studies did not explain was whether librarianship was their participants' first choice of profession. This is important because intrinsic motivation does not apply to those who did not choose librarianship in the first place as they did not have any intrinsic motivation for the profession per se.

In this study, all of the participants revealed that librarianship was not their first choice of profession, so when they initially entered the profession, it was due to various extrinsic reasons. Extrinsic motivation means an individual's motivation to achieve something resulting from external factors other than the individual him/herself, and that the motivation is not directly related to the achievement per se (Ormrod, 2012). As presented in the findings, all of the participants had a degree, but none of them was in the library field. All of them had or were looking for a job in their own field at one stage. It was mostly because either they could not find a job in their own field, or that they wanted to change their jobs, or that they had no other options that they ended up working for academic libraries. In other words, getting a job and an income was their extrinsic motivation when they initially decided to enter the library filed, rather than having any intrinsic motivation for the library profession per se.

Unfortunately, this finding tends to suggest that the library field was not a popular first choice among Chinese immigrants. The participants in this study indicated that there were four major reasons for this: an unsatisfactory salary level, a lack of marketing and promotion of library qualifications and jobs, negative stereotypical views of librarians, and a lack of English skills

and understanding of the local culture among Chinese immigrants. Upon a closer analysis, these factors may be interrelated. More specifically, stereotype is a set of biased or over-generalized mental images and concepts about a particular group of people. These biased views could easily be formed when people only receive one-sided information without seeing the full picture (Babad, 2009).

One could imagine that Chinese immigrants might already have existing negative stereotypical views of the library field before coming to New Zealand due to culturally formed concepts (Xu, 2011). And when they came to New Zealand, they could not receive enough information regarding the library field as none of the universities, academic libraries or the Immigration of New Zealand realized the importance of marketing the library field to immigrants. As a result, Chinese immigrants could not receive the full picture about the library field in New Zealand believing maybe the market was reserved for the local employees. And when they compared the salary level of the library field to other more popular professions such as IT, they might further form the impression that library jobs were low-skilled and that there would be no chance of migrating. Lastly, because they did not have a good understanding of the local culture nor spoke fluent English, it is not surprising that they would rather choose to enter other professions, which less involve communication. It is, therefore, an interrelated vicious cycle.

However, if universities could do more marketing and promotion of the library field to immigrants showing them the variety of jobs that they could apply for within the field that requires various skills not just English skills, and that the salary level varies, and that librarian jobs are in fact on the Immigration skilled shortlist, stereotypical views about the library field then may be reduced and that immigrants' extrinsic motivation might transit into intrinsic motivation eventually so that more immigrants could be attracted to the field.

Furthermore, it should be noted that although initially, the participants of this study did not have any intrinsic motivation for the librarian profession per se, eventually after working in the field, most of them did develop intrinsic motivation for the job, especially when they found a position within the library field which was related to their major and experiences. Eggen and Kauchak (2013) indicated that intrinsic motivation can be reinforced when an individual finds

passion in the job. When their career further developed, some participants became more ambitious. Their ambitiousness mostly comes from self-actualization, which will be discussed in the next section.

5.2 Align Objective and Subjective Goals toward the Same Direction

In terms of objective goals, most of the participants wished and made plans to move up to a higher position. However, none of them wanted to get promoted just for the sake of promotion. Self-actualization played a major role in explaining what was really driving the participants to get promoted. For example, one participant wanted to set a good example for Asian librarians through getting a team leader position. One participant wanted to make changes in her library and therefore, she wanted to become a manager to gain more say and decision power. This tends to show that the participants' objective goals were more of a tool for them to achieve their subjective goals, which was the more significant motivation.

However, without achieving their objective goals, it appeared that they could not achieve their subjective goals. Therefore, it is a bidirectional relationship. This finding is also consistent with Le's (2016) study, in which she found that Asian American academic library leaders all had a self-actualization goal in mind which was to use their abilities and potentials to make a change and the way to achieve that was to get promoted. The similarities across the two studies tend to suggest that immigrant librarians who wish to seek further career advancement and become leaders tend to have very similar mindsets, goals, and pathways.

However, it should be noted that self-actualization is a neutral term as it stands for any personal goals or beliefs that are deemed important by an individual. In addition, not every subjective goal has a positive effect on objective goals when career advancement is concerned. This is mostly revealed by one of the participants who indicated that she did not want to get promoted as she believed she was a traditional Chinese woman who deemed family and life balance more important than work. In this instance, her subjective goal was to maintain a work and life balance and her self-actualization lies in fulfilling the role of a traditional Chinese woman, which does not have a positive effect on promotion as far as career advancement is concerned.

This finding tends to conclude that if a person wants to achieve higher objective (subjective) goals in the library field, then he/she could develop certain subjective (objective) goals based on self-actualization that could ultimately drive him/her to achieve the higher objective (subjective) goals that he/she sets out to achieve. In other words, align objective and subjective goals in the same direction towards career advancement.

5.3 Face the Challenges and Embrace the Advantages

It is clear that English proficiency and a lack of cultural understanding were the two major challenges facing Chinese immigrant librarians. These findings are highly consistent with the findings found by Zhao (2005) and Chan (1999).

English learning is relatively more difficult for Chinese people than for many other people such as French. This is because the Chinese language belongs to the Sino-Tibetan language family which is very different from the West Germanic family based languages in which English belongs (Cook & Bassetti, 2011) The writing style, pronunciation, and grammar are all very different. Thus, influenced by their mother language, it is not surprising that it takes more effort for Chinese immigrants to become proficient at English language (English as a second language, 2017).

In terms of cultural understanding, China and the West are very different in terms of history, tradition, philosophy, value, popular culture and politics (Zhao, 2006). It is not surprising that Chinese immigrants who were born and lived in China in their early life would find difficult to relate to their Kiwi counterparts who do not share the same cultural background with them. As contemporary Chinese immigrants share the same cultural and language background, they tend to face the same issues living and working in Western countries such as New Zealand.

As a result, this study suggests that immigrant librarians may need to improve their English proficiency and cultural understanding if they do not feel confident about those. Although discussions about English learning is beyond the scope of this study, researchers found that

learning English through social and daily communication with native speakers tend to have positive effects on second language learning, which is consistent with the suggestions made by some of the participants. Also, by having conversations with the native speakers about the local and popular culture, second language learners would be able to gain better cultural understanding too. This theory is referred to as 'social practice second language learning' (English as a second language, 2017).

In terms of advantages, all of the participants considered being able to provide bilingual services to their clients was unique. This is consistent with Love's (2010) finding that immigrant librarians value their ability to provide services in their first language. Also, Love (2010) and Hussey (2009) found that international students are more likely to use the library if they could get help from librarians who could speak their first language. Not only that this study also proves Love's finding, but it would argue that being bilingual is even more important in the New Zealand tertiary education field as Asian international students consist the largest international student group. Thus, as they are one of the most important clients for New Zealand tertiary education, meeting their needs is very important from a business point of view. In addition, being able to understand Asian international students' difficulties means that immigrant librarians could provide empathy to them, which can also be counted as part of high-quality services that libraries can provide. Empathy is the ability to understand the feelings of another person (Ormrod, 2012). In turn, students who received such service would more likely to use the library and thus, it would be a positive cycle for the students, the librarians, and the libraries. Immigrant librarians, therefore, should be advised to embrace these advantages.

5.4 Personal Factors

It was found that both open-mindedness to new technology and having a good personality were considered by many participants as the major positive personal factors they had.

The importance of following the technological trend in today's library field has been stressed by many researchers as the 21st-century libraries are moving forward to digital and online services based technological delivery model, and it is one of the most rapidly changing field in terms of technology advancement (Iglesias, 2017). The finding shows that immigrant librarians

were well aware of this fact and that they kept an open mind to adapt to the change. Apart from a few participants who were naturally interested in technology, the pressure also comes from redundancy. This further shows that in the current library field, keeping a flexible mind about and willing to learn new technology tend to have a positive influence on librarians' career advancement, whereas refuse to adapt to the new trend would have negative, if not detrimental, influence on their career advancement.

Furthermore, having personal attributes such as being communicative, friendly, easy going, and trustable are important in the library field especially when the job involves customer services and teamwork (Mossop, 2016). Thus, the finding of this study is consistent with the literature. The participants who talked about these attributes mostly held a position that involved some type of client services work or teamwork, thus it could be said that having the attributes mentioned by them do contribute positively to high-quality frontline library services, and in turn, will positively affect frontline services librarians' career advancement.

In terms of negative personal factors, a lack of confidence and assertiveness were identified as the major factors that had a negative influence on the participants' career advancement.

Confidence is defined by Mackay (2007) as 'the disposition to consider oneself as competent to cope with the challenges' (p.249). Thus, when a person does not believe that he/she is competent to cope with certain challenges, he/she then does not have the confidence. The finding suggests that a lack of English speaking skills made the participants feel less confident to speak up in meetings and in turn, their voices were not heard and that they were not visible to their managers. Mackay (2007) believes that confidence is not always related to a person's real ability, it is more often an inner evil making a person believe that he/she cannot cope with a challenge. Thus, apart from improving English speaking, like Hyun (2005) and Le (2016) suggested that immigrant librarians should break away from the lack of confidence belief and be brave to speak up in meetings, which is also the first step toward confidence building.

In terms of lack of assertiveness, the finding is consistent with Hyun (2005)'s finding that Asian immigrants have been influenced by Confucius philosophy to keep their heads down and avoid any conflict between oneself and a person of higher status. Assertiveness is defined by Mackay (2007) as 'asking for what you want or speaking up for yourself' (p.267). This is especially important in Western organizations because not being assertive would often result in a person's voice being ignored. One participant vividly described how she used to be afraid of voicing herself in front of her manager. Chinese society is a far distance society in terms of power distance (Han and Altman, 2009; Wei et al., 2010). Thus, it is natural to avoid voicing oneself when having opposite views to the person who has more power in the fear of being retaliated especially in the workplace. However, the same participant learned to conquer this culturally formed concept and eventually started voicing herself and the result turned out positively. This is also consistent with Hyun (2005)'s suggestion of breaking away from the typical Asian mentality. In fact, Mackay (2007) indicated that assertiveness is often rewarded in Western organizations as it is seen as a quality that managers should have in order to challenge their superiors or subordinates for the benefit of the company.

5.5 Organisational Factors

The findings of this study tend to suggest that most of the libraries demonstrated their supportiveness of diversity and minority employees' career progression comparable to what Smith (2008) defined as the accepting or the blended organization.

However, PB's library (ALB2) was an exception because although she was a senior manager in her library, which is one of the factors that Smith takes into account when examining whether a library is diversified, that is, whether minority employees hold above entry-level positions. PB indicated that her library only had a very few immigrant librarians including herself and that there was subtle discrimination against her due to her accent. PB also believed that she had to work much harder to get to her current position than her Kiwi counterparts and that some managers in ALB2 did not like immigrants and therefore tended not to promote them to higher positions with her as the only exception. Unfortunately, ALB2's hierarchy chat was not available to the researcher. Thus, there was no way to cross-examine PB's view, which is a limitation. However, as this study is about the perceptions of the participants, PB is entitled to

her views about ALB2 and her views show that ALB2 is not as supportive of diversity compared to other ALBs, and it is less immune to the bamboo-ceiling phenomenon (Hyun, 2005).

On the contrary, four participants (PA; PC; PE and PG) all work for the same library - ALB1. Thus, this is the largest sample group. All of them believed that ALB1 was supportive of diversity, mostly because there were lots of Chinese and other minority employees in ALB1. Upon further analysis of ALB1's hierarchy chat, which was available to the researcher, it was found that three of the participants PA, PC, and PE were on middle-tier positions and PG was on entry-level position. This indicates that ALB1 did not just hire immigrant librarians for the sake of political correctness (Smith, 2008). According to the hierarchy chat, on the senior management level, it was still predominately being denominated by white male and female, whereas there were some minority leaders in the junior management level including a Chinese immigrant. However, this is not to suggest that ALB1 had a bias against minority employees because all of the four participants believed that they had an equal chance to get promoted. Also, they did indicate that ALB1 stressed the importance of diversity and respect on its strategic plan and that ALB1 often provided workshops on diversity. Thus, ALB1 demonstrated many aspects of what Smith (2008) would refer to as the accepting or blended organization. Both ALB3 and ALB4 are similar to ALB1 and thus will not be discussed in detail.

One interesting finding is that although none of the ALBs provided any special support programme to immigrant employees' career progression, when the participants were introduced to the empowerment programme specifically designed for minority librarians that some of the US libraries offered in order to prepare their minority librarians for career advancement as part of the blended organization's cultural dynamic strategies (Smith 2008; Adkins, 2016). Most of the participants neither really prefer this to take place in New Zealand nor believed that they needed it. It is either because they were concerned about political correctness, or that they wanted to be treated equally as everyone else. Perhaps, this is mostly because the participants did not feel that they were unequally treated by their libraries in any way. Therefore, they did not see the need for a special empowerment programme.

5.6 Combine Career Advancement Strategies

The final objective of this study is to find out what career advancement strategies that the participants used to advance their career using Greenhaus, Callanan, and Godshalk (2010)'s *"seven broad types of career strategy"* as the framework. Overall, various strategies have been used by the participants to advance their career. Thus, it is by combining multiple strategies that one would bring about the best results in career advancement.

From the findings, it is evident that work-related skill development, which is concerned with developing competence in work-related skills in order to deal with one's job more effectively was the most commonly used strategy by the participants (Greenhaus, Callanan, and Godshalk, 2010). The participants identified four areas that they had already developed or would like to put effort into developing were technological skills, knowledge base, English proficiency, and leadership skills. These findings are very consistent with the studies carried out by Le (2016), Mai (2011) and Hyun (2005) mentioned previously. Both technological skills and English proficiency have already been discussed. However, the participants kept bringing up these two areas as they were very essential. The participants were all very aware of how important it was to upskill their technological skills in order to deal with the rapid services delivery model change in the current library field (Iglesias, 2017). Otherwise, not only that they would not get promoted, but it might have a detrimental impact on their career such as getting fired. In terms of English proficiency, most Chinese immigrants tend to have some degree of difficulty in English as it is not their first language. And as the library field involves communication with different parties on a daily basis, English proficiency is a basic requirement (Le, 2016). It is not surprising then both technological skills and English proficiency were deemed the most essential areas for development. Using every resources and time available to the participants provided by their organizations was the most commonly recommended strategy to achieve the development, which also matches with Pantry and Griffiths' (1999) idea that librarians should fully exploit the resources and money that they are entitled to offered by their institutions for their skills development. Self-study was also recommended if organizational resources are not available or not enough. However, regardless of an individual's preferred style of learning, to put simply, immigrant librarians must upskill themselves in these two areas in order to survive and advance their career in today's library field.

In terms of knowledge base and leadership skills development, although compared to technological skills and English proficiency, both are less essential, these are extra merits to have if one wants to eventually move up into management roles. This is evident by the fact that the participants who identified these two areas were mostly already in or planning to apply for management positions and that when they talked about these two areas, they always associated them with promotion rather than survival. This also matches with Hyun (2005) finding that having extra work-related qualifications tend to show that the person is preparing to take his/her career to the next level. The importance of having a Master's degree in Information Studies in the library field has been stressed. This finding tends to suggest that similar to other professional jobs, librarianship also requires employees, especially those who are preparing for a transition into senior roles to have a Master's degree to gain a wider knowledge base of the field (Pantry & Griffiths, 1999). Thus, for those who would like to move up in the future, obtaining a MIS degree would definitely contribute positively to their career advancement.

Opportunity development was another board type of strategy that has been used by some participants. This strategy essential involves finding an opportunity to leave an impression of oneself to others (Cousell, 1999; & Le, 2016). From the findings, one participant PA cleverly used this strategy by contacting the person in charge of a position that she wanted demonstrating her skills and aspirations for the job subtlety. As a result, she eventually became the best candidate as she had already inserted a good impression of herself to the panel that she was more passionate and knew more about the job than anyone else. As can be seen in PA's instance, not only that she found an opportunity to leave a good impression of herself, but also she used impression management tactics. In fact, when impression management and opportunity development strategy are combined, a person's positive image can be maximized (Oguntoyinbo, 2014). Impression management can be understood as strategically presenting the best side of oneself in the workplace. This could mean presenting oneself as competent at and passionate about a job as PA did. And if a person can find an opportunity, again like PA did, to insert that impression into a manager's mind, the successful rate of this person getting promoted will be greatly increased (Child & Warner, 2003).

However, it should be noted that psychology research shows that consistency is the ultimate impression management strategy because inconsistent behavior will eventually stand out. People form their first impressions based on shallow information regarding a person such as the visual, auditory and verbal clues. In other words, what does this person look like and what does this person say about him/herself. Based on this information people will form a mental schema about this person, which is a set of images of the person. However, over time if this person behaves in a way that is different from the original mental schema, people will be altered to it (Bond & DePaulo, 2006). In other words, impression management is not about encouraging people to fake one's image as it will only work in the short term. And when a manager finds out that the person is not really who he/she says he/she was, it would not be surprising to see that the person's career advancement would be negatively affected. Thus, immigrant librarians can combine opportunity development and impression management strategies together to increase the likelihood of getting promoted. However, these strategies should only be used to gain more attention when he/she is truly interested in and has the skills for the job.

In addition, in PD's instance, he found opportunities to absorb positive interview and CV writing techniques that other people had, and then he put those to his own advantage. This fits Bandura's (1986) social learning theory that people learn things vicariously. In other words, people learn from observing other people's behavior and the consequences associated with such behavior (Zimbardo, Johnson, & McCann 2012). Thus, this finding tends to suggest that paying attention to people's strength and mistakes in the workplace is a good strategy to strengthen oneself and to avoid making the same mistakes that others have already made, which will make a person's career advancement smoother. After all, not every learning has to go through a trial and error process (Greene, 2012).

Self-promotion was another recommended strategy. This is one of the five sub-tactics within the boarder category, which is called, engaging in office politics. Self-promotion focuses on letting others know about the achievement, qualifications, and skills that one has (Greenhaus, Callanan, and Godshalk, 2010). An interesting finding from this study is that unlike the common belief that Chinese immigrants generally do not promote themselves as self-promotion is considered a moral defect in the Chinese culture (Hyun, 2005). Some of the

participants in this study not only actively promoted themselves, but they did not see self-promotion as a moral defect. This is most likely due to the fact that the participants who promoted themselves have already lived and worked in New Zealand for a long time and therefore, they understood that self-promotion in Western organizations is appropriate and necessary as otherwise, one's achievement could go unnoticed (Hyun, 2005).

One of the participant PB shared her story about self-promotion where she would bring a problem together with at least three solutions for the problem to her manager and let her manager make the final call. This finding tends to show two important aspects. One is that problem solving is an essential skill that a librarian must have as librarian jobs involve day-to-day problem solving and improvise situations (Mai, 2010). Secondly, PB was using indirect self-promotion strategy rather than direct self-promotion. Direct self-promotion can be understood as displaying to people one's achievement directly. Nurit (2010) indicated that direct self-promotion even in Western societies is generally being perceived positively only in interviews. However, if a person directly promotes him/herself in the workplace, he/she could easily be perceived as bragging, which would only have a negative influence on that person's image. In other words, indirect self-promotion works more effectively in non-interview situations. In PB's case, she did not brag about her ability to solve problems, instead, she indirectly showed it to her manager by giving the solutions and then providing her manager with the courtesy to make the final call. As Welsh (2001) pointed out that career strategists are more skillful at showing people that they "walk the talk" not "talk the talk".

Networking building was another commonly used strategy by some of the participants to advance their career. The findings confirmed the idea that network is an important source of formal and informal information channel (Cousell, 1999). As one participant vividly indicated that he knew that a position would come up before others and that he gave that information to his closest co-worker for an early preparation. This also tends to confirm the idea that an employee's likelihood of getting a promotion is increased if he/she has strong network power compared to other competitors who may have similar experiences and qualifications but do not have the same network power (Hyun, 2005).

Finally, supplication was another tactic within the engaging in office politics category that was used by a few participants. This tactic involves asking for help from others (Greenhaus, Callanan, & Godshalk, 2010). An interesting finding which is consistent with the literature presented earlier is that Chinese immigrant librarians in this study also had the tendency not to ask others for help in the fear of presenting issues to others or causing shame on themselves (Hyun, 2005). However, as Hyun (2005) suggested that asking for help is part of the learning curve in Western organizations and therefore, Chinese immigrant librarians should break away from the idea of 'losing face' or not bringing issues to others for the sake of harmony in order to learn and perform their jobs more efficiently just like PE did in this study.

6.0   Conclusion

This study was designed to explore Chinese immigrant academic librarians' experiences and perceptions of career advancement in New Zealand. It applied a basic qualitative research design using semi-structured interviews with seven participants from four different tertiary institutions.

The findings show that initially, the participants did not have much interest in the library field per se and that it was due to external factors that they ended up working for academic libraries. Four major reasons were identified as to why librarianship was not a popular first choice of profession, they are, an unsatisfactory salary level, a lack of marketing of library qualifications and jobs by academic libraries, stereotypical views of librarians, and a lack of understanding of the local culture among Chinese immigrants. However, most of the participants eventually develop certain intrinsic motivation for the profession while working. They also developed objective and subjective goals such as getting promoted and becoming role models. In terms of challenges and advantages, the findings show that English proficiency and a lack of understanding of the local culture were the two major challenges facing Chinese immigrant librarians. On the other hand, being able to speak two languages was a major advantage that the participants had. On the personal level, most of the participants believed that their open-mindedness to new technology and good personal attributes such as being communicative and friendly were the factors that helped them thrive, whereas having a lack of confidence and assertiveness were the major negative personal factors that they had. On the organizational

level, most of the participants believed that their libraries treated them fairly and that they had an equal chance when it comes to promotion. Finally, the participants used various career advancement strategies to push forward their career such as self-promotion.

6.1 Implications

Based on the findings of this study, implications could be made for both Chinese immigrant librarians and academic libraries.

The findings suggest that due to a lack of marketing of the library jobs and qualifications, immigrants often did not receive a full picture of the field and therefore, it reinforced their stereotypical views of the profession thinking that librarian jobs were reserved, low paid, and not viable as far as migration was concerned. To change that, academic libraries could invest more resources and money into marketing the field showing immigrants that there are various positions within the field requiring different skills with different salary levels, and showing them that some of the library positions are on the immigration skilled profession shortlist. By doing so, the likelihood of attracting more immigrant librarians would surely be increased.

For Chinese immigrants, they must actively seek information regarding the library field in order to gain a full picture of the profession. It is recommended that immigrant librarians should pay close attention to getting a position within the field that could stimulate their intrinsic motivation. Then, they should develop certain objective and subjective career goals and align the goals in the same direction towards career advancement. They should implement various career advancement strategies where appropriate in an attempt to achieve the goals that they set out to achieve. Immigrants must know that certain culturally learned behavior tend to have a negative influence on their career because the culture between the West and the East is different. These may include, but not limited to, not being assertive to speak up and not asking for help in the fear of losing one's face. Also, English proficiency and a lack of understanding of the local culture are likely to be challenges that they would need to overcome while pursuing career advancement. Moreover, Chinese immigrant librarians tend to have some advantages compared to their Kiwi counterparts, for example, they are likely to be bilinguals. They should

embrace any advantages they have. Finally, immigrant librarians must constantly upskill themselves in the areas that the library profession deems important.

6.2 Future Suggestion

The findings of this study are based on the perceptions of only a handful of Chinese immigrant librarians and therefore, the study cannot be quantified. In the future, a mixed method design may be carried out to gain more information from more participants regarding this topic. By doing so, not only that qualitative information can still be obtained, but the results would become quantifiable. Once, the results could be generalized, the study would be able to help more people regarding career advancement within the library field in New Zealand.

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Appendix 1: Participant Consent Form

Participant Consent Form

Research Project Title: **Chinese Immigrant Academic Librarians' Experiences and Perceptions of Career Advancement in New Zealand** (新西兰中国移民学术图书馆员对于职业展望和晋升策略的经验与感受)

Researcher: Sang Hu (Chris), School of Information Management, Victoria University of Wellington

I have been given and have understood an explanation of this research project. I have had an opportunity to ask questions and have them answered to my satisfaction.

I understand that I may withdraw myself (or any information I have provided) from this project, without having to give reasons, by e-mailing husang@myvuw.ac.nz within three weeks after the interview.

I understand that any information I provide will be kept confidential to the researcher and their supervisor, the published results will not use my name, and that no opinions will be attributed to me in any way that will identify me or the institution that I mention.

I understand that the data I provide will not be used for any other purpose or released to others other than those stated in the information sheet.

I understand that, if this interview is audio recorded, the recording and transcripts of the interviews will be erased within 2 years after the conclusion of the project. Furthermore, I will have an opportunity to check the transcripts of the interview.

Please indicate (by ticking the boxes below) which of the following apply:

☐ I would like to receive a summary of the results of this research when it is completed.

☐ I agree to this interview being audio recorded.

Signed:

Name of participant:

Date:

Appendix 2: Participant Information Sheet

Participant Information Sheet

Research Project Title: **Chinese Immigrant Academic Librarians' Experiences and Perceptions of Career Advancement in New Zealand** (新西兰中国移民学术图书馆员对于职业展望和晋升策略的经验与感受)

Researcher: Sang Hu (Chris), School of Information Management, Victoria University of Wellington

As part of the completion of my Master's Degree in Information Studies, this study is designed to understand how Chinese immigrants that came to New Zealand with a distinctive cultural and language background and work as academic librarians in an academic library feel about their career advancement.

More specifically, this research has the following objectives: 1) to understand the motivation of Chinese immigrants choosing academic librarianship as a career in New Zealand; 2) to explore Chinese immigrants' career goals; 3) to raise awareness of the common advantages and challenges that Chinese immigrant librarians faced while pursuing career progression; 4) to identify both organisational and personal factors that have contributed either positively or negatively to their career advancement; and 5) to explore the career advancement strategies that Chinese immigrant librarians applied while pursuing career advancement.

Victoria University requires, and has granted, approval from the School's Human Ethics Committee.

I am inviting people who define themselves as Chinese ethnically and who came to New Zealand as an immigrant that are currently working in an academic library in New Zealand to participate in this research. Participants will be asked to take part in a 40-minute to 1 hour interview. Permission will be requested to record the interview, and a transcript of the interview will be sent to participants for checking prior to analysis.

Participation is voluntary, and you will not be identified personally in any written report produced as a result of this research, and the organisation that you are working for will also not be identified, including possible publication in academic conferences and journals. All material collected will be kept confidential, and will be viewed only by myself and my supervisor Dr. ChernLi Liew, School of Information Management. The research report will be submitted for marking to the School of Information Management, and subsequently deposited in the University Library. Should any participant wish to withdraw from the project, they may do so within three weeks after the interview by sending me an email message at husang@myvuw.ac.nz, and the data collected up to that point will be destroyed. All data collected from participants will be destroyed within 2 years after the completion of the project.

If you have any questions or would like to receive further information about the project, please contact me at husang@myvuw.ac.nz or telephone 0210749681, or you may contact my supervisor Dr. ChernLi Liew, School of Information Management at Room 411, Rutherford House 23 Lambton Quay.
Telephone: 04 4635213
Email: chernli.liew@vuw.ac.nz.

Sang Hu (Chris)

Appendix 3: Interview Questions

Basic demographic data are as follows:

- *What is your name?*

- *Country origin*

- *First language/second language*

- *Age range*

- *Work history in New Zealand as an academic librarian*

- *Length of employment as an academic librarian at this library*

- *Position/Current position/level*

- *Highest position held at this library/How long did it take to get to this level*

Specific interview questions addressed by this study are as follows:

- *Why did you decide to become an academic librarian in New Zealand?*

- *What can be done by the library to attract more Chinese immigrants to enter this profession?*

- *Do you have any objective and/or subjective goals in your career? What are they?*

- *What are some of the challenges and advantages, being an immigrant, you have faced while pursuing career advancement?*

- *What are some of the specific personal factors that have contributed positively and/or negatively to your advancement?*

- *Is your organization supportive with regard to diversity and employees' career progression?*

- *In general, do you think it's harder for Chinese to get promoted in this organization?*

- *Have you used any career advancement strategies to improve your chances of objective advancement? Give some examples.*

- *If you were to suggest three most effective career advancement strategies for an inexperienced Chinese librarian, what would they be?*

- *Are there any suggestions or improvements you would like to see for yourself and/or in your organization with respect to helping Chinese employees with career advancement?*