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ABSTRACT. This article describes the different stressors and anxieties that can haunt new librarians. It also addresses the various ways that new librarians can cope with location, emotional and work-related stressors. The article is broken into four different categories of stress; some stressors have been more explored than others. The research is based on an extensive review of the literature and the writer's own experience as a new librarian.

Introduction

It's no surprise that new careers are stressful, and the profession of librarianship holds no exception. Stress, as defined by Charles Bunge (1987) "is a person's physiological and psychological reaction to a challenge or demand that is placed on him or her" (p.50). As many recent LIS graduates enter into the field of librarianship they may have a vague understanding of the profession but unknown variables can catch new librarians by surprise and inevitably lead to stress. Most research tracks the types of stressors that librarians deal with over an extended period of time. Several studies have used the Maslach's Burnout Inventory to evaluate librarian's level of stress and have reported positive claims (Affleck, 1996; Becker, 1993). However, burnout is less likely to affect new librarians. Herbert Freudenberger (1974) claims that job burnout may take as long as one year to develop. New librarians are, however, impacted by the same type of overlapping stressors that can eventually lead to burnout for the experienced librarian. The difference is how new librarians encounter these new elements. New librarians will have less prolonged exposure to the workplace environment, which holds advantages and disadvantages for the impacts of different types of stressors.

Although there is not much research that examines stress and new librarians, I have used personal experience and have reviewed relevant literature to assess the four main categories of

stress for new librarians. The categories that are raised most often within the research is the stress encountered as a result of the workplace culture and the pressure that librarians place on themselves. The culture of a 'new' workplace is stressful because of the pressures of learning new policies, procedures and personalities. As librarians encounter these new resources, experiences, and people, they may also feel the pressure to prove their competence. With the ever-evolving library, new librarians may over-extend their commitments toward the library. Or, on the opposite end of the spectrum, new librarians may feel so much pressure that self-doubt affects their willingness to take on any kind of unfamiliar responsibility.

Two categories that lack significant research coverage is job relocation stress, and crossover stresses that affect new reference librarians who may over empathize with their patrons. A person's wellbeing involves experiences beyond just the workplace. A new environment at work and at home can create a sense of longing for familiarity. If a new librarian is lonely or unsettled at home, the feeling can carry over into his or her work life. In a similar way, crossover examines how stress carries over between people. New librarians may consider the reference interaction a failure if people walk away still feeling stressed about their research. Depending on the empathy level of the new librarian, he or she may begin to feel the patron's anxieties. This article seeks to uncover how a new work culture, self-expectation, job relocation, and crossover can all attribute to new librarians' stress levels. Most importantly, the article will explore how new librarians can cope with these various stressors.

New Work Culture

Learning the new policies, procedures, and personalities of a new workplace can easily begin to feel overwhelming. A qualitative study by Mazzola, Schonfeld, and Spector (2011)

placed occupational workplace stress into the categories of interpersonal conflict, work overload, and situational/organizational constraints. Despite differing occupations, genders and countries most people's primary stressors could be placed into at least one of these categories (Mazzola et al., 2011). Similarly, librarians can potentially encounter difficult co-workers, unpredictable amounts of work, and organizational systems that may seem unclear or counterintuitive. The problem with a new workplace forms when, as Oud (2008) writes, new librarians' job expectations differ from the actual reality. If new librarians mentally prepare for something totally different, reality shock will force these librarians to reevaluate their expectations. In the data of a study conducted by Iuliano, Royster, Johnson, Larrivee, and Diver (2012) several new librarians reported feeling that a mentor could form helpful realities. If not equipped with a proper mentor to ease into the new experience, it may take longer for a new librarian to adjust. The more librarians need to readjust their expectation, the longer it may take to adjust to a new work environment (Oud, 2008). Depending on the length of adjustment, new librarians may doubt their ability to 'fit in' which adds a whole new element of stress.

Co-workers have the ability to provide a great system of support (Duchame, Knudsen, & Roman, 2008), but can also serve as a source of stress. In Bunge's (1987) study, 800 surveyed librarians ranked co-workers as the sixth highest source of stress, and supervisors and management was ranked as number three (Bunge, 1987). During my first few months as a new librarian another new colleague and I wanted to submit a proposal about the reference team's restructured organization system. Another more experienced librarian kindly collaborated with us to fill in our knowledge gaps. There are several projects that I encountered within the first year that would have been twice as difficult and stressful without the guidance of someone who was more experienced in the workplace. Berry and Reynolds (2001) claim that without peer

support, librarians are missing out on a critical learning resource. While some co-worker personalities may not blend together well, isolation from this resource may lead to a stressful disadvantage.

Adjusting to a new environments and new people is only one part of the stress in this new work culture. Shupe and Pung (2011) believe that librarians may also struggle to identify how their particular position responsibilities fit into the greater organizational system. Shupe and Pung (2011) classify the phenomena into the categories of role ambiguity, role overload, or role conflict. Role conflict and ambiguity are frequently cited within the stress literature (Caputo, 1999; Farler & Broady-Preson, 2012; Ghorpade, Lackritz, & Singh, 2011; Nawe, 1995). Research by Ghorpade, Lackritz, and Singh (2011) predicts that role conflict can lead to depersonalization, and role ambiguity can lower new librarian's sense of accomplishment. Without a clear understanding of an assigned role, efforts to fulfill job responsibilities can become blurred and not enjoyable.

Self-Expectation

When a librarian begins at a new workplace, he or she may question their competency and ability to fulfill expectations. According to a study by Sare, Bales, and Neville (2012) many new Library and Information Science graduates wish they had been challenged more during their graduate education. Starting a job with self-doubt about one's training and knowledge can hinder confidence. Laura Saunders' (2012) analysis of librarian job postings found that librarians are now required to have a range of technological skills, and competencies to qualify for a new position. A newly hired librarian may make many promises of their knowledge and abilities but educational gaps can make a librarian feel self-conscious. While being surrounded by many

experienced librarians can be a great learning experience, it can also feel daunting for a new librarian who may not have as many publications/presentations, or knowledge of library best practices. Evaluating oneself negatively can lead to "inefficacy and diminished personal accomplishment" (Harwell, 2008, p.381). My first few months in my new position presented me with a range of new resources and information-delivery techniques, this exposure forced me to reevaluate my introductory competence level. Oud's (2008) findings show that only 5% of new librarians in her study reported that they felt confidence in their work when they first began. Berry and Reynolds (2001) comment on the pressures that come with the label of librarian; being the one who is supposed to hold all the answers can feel overwhelming. It can place a lot of unnecessary pressure on a new librarian who must to admit to themselves that it is impossible to have all the answers, especially at the start of a new career.

With the constant evolution of libraries; new librarians are entering with a fresh outlook, but may not always be familiar with the trends that are most pertinent to their new workplace. Job ad studies show that workplaces are looking for individuals that can communicate and have digital experience (Shupe & Pung, 2011). New librarians may struggle to interpret the amount of digital skills needed for their position and may even over-assert their knowledge in an effort to look good. This could easily become a proof-of-skill trap for new librarians, causing unnecessary stress. Riley-Huff and Rholes (2011) reviewed job-readiness in their study about librarians and technology skills. Their survey showed that several librarians felt the stress of trying to keep up with evolving technology, or had frustrated feelings of not gaining enough experience during their LIS education. John Edge (2011) agrees that the fast pace of change in technology is stressful, but openness to change is critical. As expectations for these qualifications continue, new librarians may feel pressed to prove themselves in a tech-heavy climate. If they did not

previously acquire these skills during their education, they may put stress upon themselves to prove their tech-savvy worth. Or they may struggle to keep up. If new librarians feel like they lack control they may stress about the future of their job or other factors that are out of their control (Farler & Broady-Preston, 2012). A librarian who is just beginning their career may feel lost before they ever have an opportunity to gain a solid grasp.

Job Relocation

While some librarians find jobs close to home, others must face the stress of relocating to an unfamiliar area far from friends and family. Relocating for a job holds many potential anxieties: homesickness, loss of support networks, and the overall stress that accompanies transitioning to a new area. In 1943, Abraham Maslow sought to explain the phenomena of human need through his Theory of Motivation. He claimed that several basic needs must be met before a person can begin to think about building relationships and their own esteem (Maslow, 1943). Sornam and Muruganantham (2006) agree, stating that basic needs must be satisfied in order to satisfy emotional and social needs. Upon moving to the area where I currently reside, my first priority was to find a safe place to live. I visited fourteen different places before I finally made a decision. Once that comfort was established, loneliness in this new space soon followed. Physiological and safety needs are essential building blocks prior to addressing personal needs such as relationships, esteem, and eventually self-actualization (Maslow, 1943). Once human needs are satisfied at home, new librarians are better equipped to handle stress at work. Without security and satisfaction at home new librarians may find it difficult to adjust to the new workplace (Sornam & Muruganantham, 2006). New librarians must accept that relocation may threaten some essential needs, which will further delay the realization of esteem and self-actualization needs.

Most of the literature on stress does not go into much detail about how relocating can develop elements of stress. Robin Martin (1999) defines job relocation as "the process of a simultaneous job and geographical move" (p.231). According to the Occupation Outlook Handbook (2012), librarian positions are predicted to grow by only 7% in the years 2010-2020, and with a competitive market, new librarians may not always have the option of selecting their ideal location. When I graduated with my Masters in Library and Information Science I applied to nearly 100 jobs; selective location filtering mattered less each time an application was sent. While some people are more than willing to uproot their lives for a new career, they may not be fully aware of the stress that can accompany relocation. Martin (1999) sites a study that found over 50% of surveyed participants felt stress for up to six months post relocation. Jeffery Riemer (2000) claims there are two different forms of stress that often accompany job relocation-operational stress and emotional stress. Operational stress occurs when people have to find new routines and ways of operating in a new place (Riemer, 2000). Emotional stress refers to the emotional strain that people encounter as pressures are put on their family life, or as feelings of homesickness begin (Riemer, 2000). Adjustments will need to be made for any job transition, but Riemer (2000) claims that the emotional stress that accompanies relocation can be unpredictable and long-lasting, especially with feelings of homesickness.

Homesickness is not often addressed as a critical element of stress; however, it may affect the mood and behavior of a new librarian. Humans, according to Watt and Badger (2009), have a need to belong and will strive to form social bonds. Each time a person moves, he or she may endanger these bonds. When I moved for my current position, I traveled four hours each month to reconnect with friends and family. Not only did this travel put a strain on my efforts to connect with people in the nearby area it also was stressful to cover the cost of gas. Watt and

Badger (2009) found that the level to which people feel accepted affects their degree of feeling homesick. Riemer's (2000) study on job relocation found that most people do eventually adjust, but some never accept their new surroundings as home. Adjustment to a new home and community is unlikely to be addressed at work; supervisors are primarily concerned with how librarians are adjusting to their new workplace. Although life at home may affect a librarian's work performance, inquiry about this area of stress may seem too personal or out of the supervisor's control.

Crossover Stress

Crossover happens when situational strains are transmitted to affect the state of another person within close proximity or relationship to the affected person (Bakkar, Westman, & Emmerik, 2009; Zimmerman, Dormann, & Dollard, 2011). Early research on crossover focused on work-to-family stress transmission, but research has now extended to co-worker as well as service relationships (Bakkar et al., 2009; Zimmerman, et al., 2011). Zimmerman et al (2011) studied 13 German car dealerships to observe the occurrence of crossover within service occupations. The study claims that crossover often begins at the start of the service-related conversation. Positive interaction can affect people positively (Zimmerman et al., 2011), thus it makes sense that the opposite must be true. Many studies on stress and librarianship report that patrons can be a source satisfaction and stress (Bunge, 1987; Nawe, 1995; Sheesley, 2001). Within my first few months on the reference desk I often felt stressed after helping students who left themselves only a day to complete a ten page paper. As a new librarian, I did not want to fail the student; after all, I wanted to prove the value seeking out a librarian for help. Another example of crossover occurred while I helped a student with a difficult question, I could not find information related to the research and I could tell the student was frustrated. This particular

incident is an example of self-doubt, but the stress of the patron weighed on me for the rest of the day. I dealt with the prolonged aggravation of trying to find information for the student, even after he walked away looking frustrated and stressed.

Studies of crossover show that some people's sense of emotion may be more susceptible to the crossover effect than others (Bakkar et al., 2009). This person is described as empathetic and caring (Bakkar et al., 2009). In 2011, Jenny Bronstein conducted several open-ended interviews with academic reference librarians who described the importance of being empathetic within their profession. One librarian said, "You need a lot of empathy to do this job…we need to relate to the patron as a human being…" (Bronstein, 2011, p.799). Katelyn Angell (2011) stresses the importance of understanding and identifying with patrons; empathy is necessary to reach this level of service. New librarians, according to Sare et al. (2012), report feeling most satisfied in a job that allows them to serve others and benefit society. Often, the ability to accomplish service for the benefit of others requires some level of empathy with patrons. Over-empathizing for the troubled patron could easily lead to stress through crossover.

Coping

Suggestions for coping in the workplace can vary almost as much as stressors in the workplace. One of the most frequently cited coping mechanisms for librarian stress is self-awareness (Bunge, 1987; Farler & Broady-Preston, 2012; Nawe, 1995; Sornam & Muruganantham, 2006). Without knowing the roots of stress, librarians will not know how to readjust their lives. When I was feeling an abundance of fatigue as a new librarian I thought it was due to a lack of sleep. Even after I adjusted my sleep schedule, my fatigue persisted; I was un-aware of how much stress was affecting other aspects of my life. Bakkar et al. (2009) report

that social comparison can be used to adjust emotions and regulate. If new librarians want to gauge their stress levels, they can compare themselves to other librarians.

Aside from being self-aware of stress there are ways that new librarians can improve the way they feel. Sornam and Muruganantham (2006) link aspects of adjustment to health, emotion, social development, and home. More specifically find a sense of belonging (Watt & Badger, 2009), make sense of the new workplace surroundings (Sare et al., 2012), make time for physical activity (Toker & Biron, 2012), and practice time-management (Mazzola et al., 2011). Creating a balance between work, relaxation, and overall practices of well-being can help reduce stress through adjustment. Sornam and Muruganantham (2006) describe a well-adjusted person as a person who is self-aware, respectful, aspiring toward healthy growth, satisfied with basic needs, not negative, flexible, and realistic (Sornam & Muruganantham, 2006, p. 202-203). Adjustment can take time. Patience is one of the most important lessons to learn as a new librarian. Oud's (2008) study found that many adjustments could take up to 6-9 months. Sare et al. (2012) found that some new librarians form their identity so heavily around their role as a librarian that it becomes part of their self-actualization.

Studies have found there are also certain ways that librarians can help one another. Bunge (1987) suggests encouragement and support. McDevitt and Jones (2013) recommend team activities such as being part of workshop, especially workshops on stress. Team-oriented activities help new librarians feel connected and less alone. Positive support should come not only from peers, but also from management (Lowenthal, 1990). Without being queued, my supervisor often stops me in the hallway and asks me how work is going. I know how busy her schedule can be, but she always makes time to listen. Supervisors should create a healthy atmosphere in which new librarians are able to discuss their issues. Mazzola et al. (2011) found

that most academics tend to cope with a problem in the workplace by talking to their boss or taking direct action. The more a person feels connected to the library for which they work the better he or she will be able to deal with stress. Organizational socialization, according to Oud (2008), happens when organizational interaction allows a person to collect the knowledge, skills, attitude, and behavior needed to be successful. Many libraries use mentorship to create this socialization (Oud, 2008). Mentors can remind new librarians of their progress and relieve anxieties about uncertainties of workplace protocol. New librarians can also help one another. To alleviate possible stressful feelings of self-expectation, Leong and Vaughan (2010) recommend the support of a new professionals group. New professionals groups can provide reassurance and a voice to new librarians who may need reassurance from others who are also new.

Conclusion

Although there are many articles tracking the stress of general librarianship, little is known about the effect of stress on new librarians. This article tracks my own analysis of stressors on new librarians, but further exploration is necessary if burnout is to be prevented in the future. Job relocation and crossover stress are also stress categories that have limited exploration. These categories are less likely to affect experienced librarians, but experienced librarians could expose new insights into the evolution of librarian stressors. While the label of 'new librarian' is temporary and fluid it's a stage of librarianship that is deserving of research recognition. Experiences of new librarians will help library scientists better understand the experiences of librarians in the future.

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