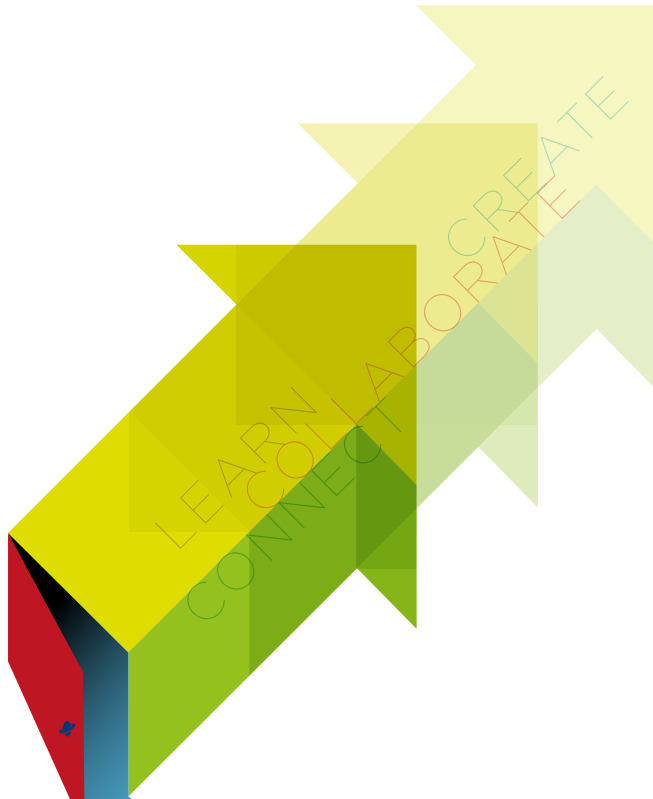


Victorian Public Libraries:
Our Future, Our Skills
Research Report



Project team

The Victorian public libraries: Our future, our skills research, survey and analysis was designed and conducted by Dr Gillian Hallam, Adjunct Professor at the Queensland University of Technology.

Web www.gillianhallam.com.au
Telephone 0423 373 547
Email g.hallam@qut.edu.au

Project management

Debra Rosenfeldt, Harlinah Teoh, Robyn Ellard and Jayne Cleave, State Library of Victoria

Editorial, design and layout

Sharon Mullins, State Library of Victoria;
Jane Thompson; ektavo Pty Ltd

Project workgroup

Natalie Brown, Greater Dandenong Libraries
Joseph Cullen, Eastern Regional Libraries Corporation
Nerida Dye, Gannawarra Library Service
Leneve Jamieson, State Library of Victoria
Anne-Maree Pfabe, Monash Public Library Service
Chris Wade, State Library of Victoria
Troy Watson, Moonee Valley Libraries

Published by

State Library of Victoria
328 Swanston Street
Melbourne Victoria 3000
Australia
Telephone +61 3 8664 7000
slv.vic.gov.au

Inquiries can be addressed to:
Public Libraries and Community Engagement Division,
State Library of Victoria

This report is available on the Public Libraries
Victoria Network website
plvn.net.au

© 2014 State Library of Victoria and Public Libraries
Victoria Network.

This publication is copyright. No part may be reproduced
by any process except in accordance with the provisions
of the *Copyright Act 1968*.

ISBN 978-0-646-92303-1

Contents

02	Executive summary
06	Introduction
08	Section 1: Research methodology
11	Section 2: Research subjects
11	Individual survey
11	Management survey
12	Demographic data
20	Summary
21	Section 3: Analysis of the research findings
21	Foundation skills
29	Professional skills
40	Behavioural skills
47	Hidden talents
48	Section 4: Priority skills for the future
49	Current strengths of public library staff
52	Skills for the technology environment
55	Skills for the Creative Library
58	Skills for the Community Library
60	Strategies for the future
62	Section 5: Conclusions and recommendations
67	References
	Appendices
71	Appendix 1: Detailed analysis of all skills
135	Appendix 2: Literature review and environmental scan
185	Appendix 3: Skills framework for Victorian public libraries
197	Appendix 4: List of Victorian public library services
199	Appendix 5: Map of Victorian public library services
201	Appendix 6: Skills survey questionnaire - Individuals
209	Appendix 7: Skills survey questionnaire - Management

Executive summary

02

The research study *Victorian public libraries: Our future, our skills* represents a key part of the program of Statewide Public Library Development Projects delivered by the State Library of Victoria between 2011 and 2014 in partnership with Public Libraries Victoria Network (PLVN), the peak body for Victoria's 47 public library services. The overarching objectives of this project were:

- to develop a framework to articulate the core competencies required by the public library workforce for the 21st century
- to conduct a skills audit of Victorian public library staff in order to collect evidence of the current skills and to anticipate future skills requirements
- to deliver a report that analyses the audit findings and makes recommendations on training needs and strategies to prepare for the future delivery of public library services in Victoria.

The study built on the 2008 report *Workforce sustainability and leadership: Survey, analysis and planning*, developed for the State Library of Victoria and PLVN, in which three types of workplace skills were delineated: cognitive (or Foundation), technical (or Professional) and Behavioural skills.

Following industry discussion and review, a framework comprising 59 skill sets within the three distinct skills areas was finalised in October 2013. The skills audit, which comprised an Individual survey and a Management survey with questionnaires directly based on the skills framework, was undertaken between late November and December 2013. This report presents the analysis and interpretation of the data collected through the two surveys.

The research subjects for the *Our future, our skills* study were all staff and managers employed in public libraries in Victoria. Forty-seven library services, including metropolitan, outer metropolitan and regional library services, were invited to participate. The overall response rate of 45% for the Individual survey was excellent: 1334 valid responses were received, from 96% of all library services in the state. The research findings therefore reflect the views of almost half of the Victorian public library workforce. The respondents to the Management survey were a representative sample of senior library managers, with 78 responses received from 79% of the library services in Victoria.

Section 1 of this report comprises an overview of the research activities, describing the research population, the development of two survey instruments and the data collection processes.

Section 2 is a review of the demographic information about the research participants, which provides a representative snapshot of the current public library workforce in Victoria.

Section 3 is an analysis of the aggregated data gathered in through the surveys that provides insights into the three areas of the skills framework: Foundation, Professional and Behavioural skills. Specific attention is paid to the quantitative data that presents the respondents' views of the most important skills, both now and in five years' time; the least important skills; and levels of confidence utilising the various skills.

Qualitative data about the value of the diverse skill sets in public libraries, and about the skills areas where respondents felt they would benefit from development and support, is also reviewed.

Section 4 is an analysis focusing on the skills required to support the broader strategic context of public libraries. The recent study *Victorian public libraries 2030* considers two future scenarios: the Creative Library and the Community Library, each of which depicts different social environments in which public libraries may have to operate, providing a hypothetical context for public libraries to consider their strategic options. The dynamic technology environment is acknowledged to be a key driver for both these paradigms. One critical strategic objective relates to the need for a well-trained and experienced workforce that is highly valued by all stakeholders. The research findings from the *Our future, our skills* project are interpreted through the lenses of the Creative and the Community scenarios.

Section 5 outlines the research conclusions and concludes with a series of recommendations to potentially guide future strategic and operational activities that can support the development of a highly skilled and engaged public library workforce across Victoria.

The findings relating to all 59 skills in the framework are described comprehensively in Appendix 1. Further supporting documents appear in the additional appendices.

Key findings

The questionnaires were designed to examine, from the perspective of staff and managers, the perceived importance of the three skills areas – Foundation skills, Professional skills and Behavioural skills – and to determine the level of confidence of staff utilising the individual skills.

The four Foundation skills most commonly viewed as most important, both currently and in five years' time, were literacy, cultural literacy, digital literacy and local awareness. Views were divided, however, about the value of some of the 21st-century skills such as financial literacy, political literacy, health literacy and environmental literacy, which arguably may contribute to a deeper understanding of community issues.

In relation to Professional skills, the five competency areas that Individual respondents most commonly viewed as 'extremely important' in their current roles were information seeking; the role of information and libraries in society; information services; lending services; and promoting library collections, services and programs. Managers also felt that collection development was a critical skill. The broad range of skills needed for the management and administration of library services was also regarded as important by Management survey respondents. Creative making, generation of professional knowledge through research, and managing metadata were viewed as the least important skill sets. It was noted, however, that in the future higher levels of skills would be required in the areas of community development, new areas of library programming for diverse audiences and the management of digital resources. It was felt that aspects of the skills traditionally used in collection development and information organisation and access would become less important with increased reliance on digital services.

Executive summary

04

Behavioural skills may be regarded as less role-specific than Foundation and Professional skills, and therefore more generic. The skill sets that were most commonly rated 'extremely important' were customer engagement, ethics and values, empathy, teamwork, self-management and flexibility. Management respondents included leadership as an extremely important skill area. The skills rated as least important by Individual respondents related to the more 'organisational' perspective of Behavioural skills: building partnerships and alliances, political and business acumen; as well as leadership, professional engagement, and written communication. The skills that were rated as less important by Management respondents tended to relate to the more 'personal' perspective: lifelong learning, critical reflective practice and non-verbal communication; along with professional engagement and written communication.

Some of the challenges facing the public library sector over the next few years are encapsulated in the comparison between the skill sets that library managers believe are going to be important for the future, and Individual respondents' reported levels of confidence in utilising these skills. A comparison between these two data sets contributes to a preliminary gap analysis for future skills development.

It was found that staff will have to significantly improve their digital and media literacy skills if libraries are going to successfully adapt to the changing technology environment. Information and communications technology (ICT) skills will be needed to increase capabilities in ICT policy and planning, systems management, ICT support, social media and mobile applications, as well as digital resources management. Digital literacy is also important in the context of the Creative Library, along with cultural literacy. In addition, library staff will require training and development

in cultural programming, creative making and literacies and learning. If staff are to develop and deliver high-quality programs and services for the Community Library, they will need to acquire new skill sets in the areas of community development; for example, community needs analysis, community engagement and community relationships. Both future scenarios will depend on the ability to build strong partnerships and alliances with other agencies, which in turn is underpinned by the need for political and business acumen.

There is a clear sense that, in the future, libraries will need to adopt a more outward-looking role than they have traditionally done. It was noted that the gap between the anticipated importance of skills and the confidence levels of staff was greatest in those Professional skills that may not be considered 'traditional' library skills, but which reflect the evolving socio-economic and technological trends that are leading to significant changes in user needs and expectations.

Public libraries have the opportunity to build a culture of learning and development to ensure that members of staff are well-trained and have the right experience to confidently deal with the challenges of the future. The *Our future, our skills* project has the potential to build on successful training activities such as the Frontline and Leadership programs and to provide the impetus for new workforce development strategies to address future skills needs.

This report presents two commendations to recognise good practice and a series of recommendations to potentially guide future strategic and operational activities that can support the development of a highly skilled and engaged public library workforce across Victoria.

Commendations

The Workforce Leadership and Learning Workgroup of the State Library of Victoria and PLVN is commended for:

1. driving and supporting the *Victorian public libraries: Our future, our skills* research project and for fostering a wider understanding of the importance of skills and competencies in the public library sector
2. developing and running a range of statewide staff development activities such as the Frontline and Leadership programs.

Recommendations

1. The State Library of Victoria and PLVN, through the Workforce Leadership and Learning Workgroup, develop a set of priorities to ensure that the Victorian public library sector is well positioned for the delivery of future-focused programs and services; these may include:

- disseminating the research findings from the *Our future, our skills* project to its constituents
- developing a workshop program to explore and share understandings about the characteristics, behaviours and strategies that underpin a culture of learning and development in public libraries
- establishing a set of measurable and achievable key performance indicators for staff development in the public library sector, to be monitored and evaluated through the introduction of appropriate metrics
- liaising with other national and state bodies in the public library sector to advocate for a review of the Australian Library and Information Association (ALIA) *Core knowledge, skills and attributes* policy statement, to ensure that it appropriately reflects contemporary skills requirements in public libraries
- liaising with library and information science (LIS) education and training providers to prioritise the formal education and training requirements for public library staff.

2. The skills framework developed for the *Our future, our skills* project is used as a multi-purpose workforce planning tool:

- to raise awareness among public library staff about the importance and value of the range of skills which underpin high-quality public library practice
- to advocate on public library workforce issues with local government stakeholders
- to review staffing structures and to align the skills requirements with public library programs and services
- to review current position descriptions and staff capability documents for public library staff
- to support the recruitment of high-calibre public library staff
- to support performance planning and review processes in public libraries.

3. A training and development framework be developed for Victorian public libraries:

- to define and establish a staff development program that is aligned with the public library sector's strategic direction and priorities
- to set up an online resource to extend the reach of training and development activities, using eLearning activities for facilitated (group) and independent (individual) learning
- to develop a program of collaborative and participative training activities, structured around key themes or streams (for example, technology environment, Creative Library, Community Library)
- to develop a statewide peer mentoring program to support knowledge exchange and skills development across and between library services
- to encourage staff exchanges and job swaps to support knowledge exchange and skills development across and between library services.

Introduction

06

The research study *Victorian public libraries: Our future, our skills* represents a key component of the 2011–2014 Statewide Public Library Development Projects program delivered by the State Library of Victoria in partnership with Public Libraries Victoria Network (PLVN), the peak body for Victoria’s 47 public library services. The research activities sought to identify the current and future skill sets needed by the public library workforce and to make recommendations on strategies to address any skills gaps that were identified. The project was coordinated by the Public Libraries Group at the State Library of Victoria, with a project reference group comprising members of the Workforce Leadership and Learning Workgroup of the State Library of Victoria and PLVN.

The overarching objectives of the project were:

- to develop a framework to articulate the core competencies required by the public library workforce for the 21st century
- to conduct a skills audit of Victorian public library staff in order to collect evidence of the current skills and to anticipate future skills requirements
- to deliver a report which analyses the audit findings and makes recommendations on training needs and strategies to prepare for the future delivery of public library services in Victoria.

The first stage of the project involved consultation with key stakeholders in order to contextualise the project and to inform the scope of a literature review and environmental scan (Appendix 2). The process for the literature review involved a wide and deep search of the professional literature, including monographs, journal articles, conference papers and web resources. The principal focus of the literature review was ‘competencies for the library and information professions’, whereby ‘competencies’ were defined as ‘the skills, knowledge, experience, abilities and aptitudes possessed by individuals, whom an organization employs in order accomplish agreed-upon objectives’ (Gonzalez, 2010).

The literature search sought to identify academic research and professional discussion about the

knowledge, skills and attributes that are required by the library workforce, with specific attention paid to the public library sector within the context of rapid change. Existing skills frameworks developed by the professional bodies serving the library and information profession were also located.

The 2008 report developed for the State Library and PLVN, *Workforce sustainability and leadership: Survey, analysis and planning*, was of particular interest. In this research project, three areas of workplace skills were delineated (Mounier, 2001):

1. cognitive skills – foundation or general skills obtained on the basis of general citizenship (for example, literacy, numeracy, general education competence)
2. technical skills – the skills associated with the purchase of labour on the open market to perform particular tasks (for example, the ability to operate machinery/technology, recognised trade or professional skills)
3. behavioural skills – personal skills associated with labour’s ability to deal with interpersonal relationships and to perform in the context of authority relations on the job (for example, communication, empathy, reliability, punctuality).

This overarching model was adopted for the literature review and environmental scan, with the structure of the discussion built around these three skills areas. The changing world is driving the need for an increased focus on contemporary cognitive skills, or Foundation skills, which are also described as 21st-century skills. In order for citizens to successfully participate in and contribute to a dynamic society, a new range of literacies is required: information literacy, media literacy, digital literacy and technological literacy combine to form a new metaliteracy. In order for public libraries to remain relevant and meaningful in the future, staff will need to demonstrate these 21st-century skills.

Technical skills – or Professional skills, as they are termed in this study – may be more familiar to library workers: traditionally, education and training in the library and information science (LIS) field has

led to proficiency in the relevant Professional skills. Professional associations have developed their own LIS frameworks to define the typical areas of professional practice; for example, the Australian Library and Information Association (ALIA) *Core knowledge, skills and attributes* policy document, which guides the curricula of LIS education programs. As discussed in the literature review, some critics argue that LIS education practice fails to meet the workforce requirements of the contemporary public library sector.

The final skills area, Behavioural skills, has been widely discussed in the professional literature. Many employers state that they wish to appoint staff who have the personal and interpersonal skills that are pertinent both to the LIS profession and to the wider employment environment, particularly communication skills, teamwork and collaboration skills, adaptability and flexibility. The literature review explores the richness and diversity of Behavioural skills that are required by the 21st-century library worker.

The extensive professional discourse on the future of public libraries has been distilled through the literature review to focus on the core knowledge, skills and attributes that staff need today, and the emergent skill sets that they will need in order to engage with diverse user groups and to support new service models. The literature review and environmental scan directly informed the development of the skills framework (Appendix 3), which was used to direct the investigation into the current and future skills requirements of public library staff.

Section 1 of this report is an overview of the research activities, describing the research population, the development of the questionnaires for the Individual survey and the Management survey, and the data collection processes.

Section 2 is a review of the demographic information about the research participants, which provides a representative snapshot of the current public library workforce in Victoria.

Section 3 is an analysis of the aggregated data gathered in through the surveys that provides insights into the three areas of the skills framework: Foundation, Professional and Behavioural skills. Specific attention is paid to the quantitative data that presents the respondents' views of the most important skills, both now and in five years' time; the least important skills; and their levels of confidence utilising the various skills. Qualitative data about the value of the diverse skill sets in public libraries, and about the skills areas where respondents felt they would benefit from development and support, is also reviewed.

In section 4 the focus moves to relate the research findings to the strategic framework presented in the *Victorian public libraries 2030* report to consider how the skills of the public library workforce measure up to the scenarios of the Creative Library and the Community Library. The skills demanded by the dynamic technology environment, acknowledged as a key driver for both these paradigms, are also considered in relation to the research findings.

Section 5 summarises the perceived skills gaps and concludes with recommended strategies to help Victorian libraries prepare for the future. The findings relating to all 59 skills in the framework are described comprehensively in Appendix 1: Detailed analysis of all skills.

Section 1: Research methodology

The *Our future, our skills* project involved a number of qualitative and quantitative research activities, including stakeholder interviews, a literature review and environmental scan, the development of a skills framework, a series of focus groups and a skills audit of the public library workforce in Victoria. This section of the report describes and reviews the research approaches associated with the skills audit.

Skills framework

In October 2013 the *Our future, our skills* framework (Appendix 3) was affirmed by the project reference group as the foundation for the research activities. It had been reviewed by representative library staff in a series of 15 focus groups held across Victoria between 16 and 20 September 2013. The framework includes ten Foundation skills, 30 Professional skills and 19 Behavioural skills. The different skill sets are reviewed in Sections 3 and 4 of this report, with a comprehensive discussion in Appendix 1.

Research population

The research subjects for the study were all staff and managers employed in public libraries in Victoria. Forty-seven library services, including metropolitan, outer metropolitan and regional library services, were invited to participate in the project. A list of the Victorian library services is presented in Appendix 4, and a map indicating the groupings of metropolitan, outer metropolitan and regional services is provided in Appendix 5. Communication with individual libraries was coordinated by the Public Libraries Group at the State Library of Victoria.

Research instruments

Two survey instruments were developed for the skills audit: the Individual survey (Appendix 6), which was completed by individual staff in different library services; and the Management survey (Appendix 7), which was open to selected senior staff with managerial responsibilities and an understanding of the strategic direction of their library service. The questions in the Individual survey focused on the individual staff member's own skills as utilised in their present

role, while the questions in the Management survey examined the relevance of various skills to the library service as a whole.

The Individual surveys were made available to all staff employed in Victorian public libraries, as prospective respondents, through an online platform. The technical components of the tool involved an Oracle database platform supporting the online questionnaires, which were created using the APEX development tool. Given the length of the questionnaires, the survey tool was designed to allow respondents to answer the questions progressively, rather than all in one session.

Individual survey

The Individual survey comprised four sections:

- Demographics
- Foundation skills
- Professional skills
- Behavioural skills.

In the Demographics section, respondents were asked about their gender, age group, educational qualifications, industry experience and employment arrangements. In the three skills sections, respondents were required to indicate, for each individual skill:

- the importance of the skill to their current role
- the anticipated importance of the skill to their role in five years' time
- their current level of confidence applying the skill.

An explanation of the scope of each skill area was provided, as well as descriptors that typically represent the area of practice. There were two open questions at the end of the section that offered respondents the opportunity to provide an indication of where they might benefit from support and training, and to comment further on the skills area. At the conclusion of the survey, respondents were invited to indicate how they believed their role might change over the coming five years, and to outline any 'hidden talents' they had that might be of value to the library service.

Management survey

The Management survey was more condensed than the Individual survey and asked only two questions for each of the skill areas:

- the importance of the skill to the library service today
- the anticipated importance of that skill to the library service in five years' time.

Descriptors were again provided for each skill. Library managers had the opportunity, through open questions, to give their views on why there might, or might not, be any change over the coming five-year period. Respondents could also offer general comments about the three skills areas.

Pilot testing

The draft survey instruments were made available for pilot testing between 2 and 12 November 2013. The online questionnaires were reviewed by a small representative sample of library staff, at different band levels, employed by different library services in Victoria. Some of the pilot testers had participated in the focus groups, while others had not. Some minor adjustments to the questionnaires were made in response to feedback from the pilot group.

Data collection process

The survey was open from 13 November 2013 to 20 December 2013. Survey respondents were required to register for the survey using their work email addresses and were then sent a system-generated password that enabled them to access the questionnaire. They were encouraged to change the system password to a personal password to ensure secure access.

Each library service appointed a service representative to act as a liaison point to promote the survey and to encourage staff to participate in the research. It was hoped that library staff could be prepared for the survey activities through staff meetings or workplace discussions about the goals of the research, but it appeared that many people were sent the survey link without any prior notification. Members of the Public Libraries Group at the State Library were able to monitor library services' survey completion rates, and were committed to liaison activities to help increase response rates.

The research team worked closely with the project team to respond to any technical issues encountered. The stability and technical performance of the online platform were monitored closely throughout the survey period. The main problems reported were systems issues associated with firewall settings in a small number of library services; solutions and workarounds were provided to resolve the difficulties.

Research quality

This study was underpinned by the principles of research quality to ensure that the overall study design and the research questions resulted in reliable and valid research findings. The reliability of the research design was considered in the development and testing of the survey instrument. The vocabulary used throughout the survey was kept consistent and descriptors were provided for each competency area to assist the respondent to relate the skills to their work role. Potential respondents were required to use their work email addresses to register for the survey: the systems developer was able to monitor the registrations received to ensure there were no duplicate registrations. Incomplete surveys were excluded from the analysis; where a single respondent had completed the survey twice, it was verified that the answers provided to the questions were the same, and one of the surveys was removed from the dataset.

Detailed attention was paid to the validity of the research design throughout the process of developing the skills framework, which was informed by stakeholder interviews and an extensive literature review and environmental scan, and was subsequently reviewed and revised by the project reference group. The framework was tested in a series of 15 focus groups hosted by various library services in metropolitan, outer metropolitan and regional areas. The focus-group activities involved 133 participants, representing all levels of the workforce in small, medium and large library services and corporations as well as library educators from the higher education and the vocational education and training (VET) sectors.

Section 1: Research methodology

The skills framework was further tested at the annual conference of the Queensland Public Library Association (QPLA), where delegates participated in a session to generate their own ideas about the Professional skills and the Behavioural skills required in public libraries, and then ranked the perceived level (low, medium or high) of current skill development in the workforce. See the commentary in Section 5 for further details.

Specific attention was paid to the language of the survey tools and the terminology used, to ensure that it was not too academic, or confusing or misleading. Some minor changes were made to the wording as a result of feedback from the focus groups; nevertheless, a small number of survey respondents commented that the surveys contained some jargon, which was found to be distracting.

An analysis of the comments provided in the Individual survey revealed that a very small number of respondents experienced cognitive difficulty in envisioning their role in five years' time, which may suggest that in their responses to the second question their focus shifted away from themselves as the research subject and towards the library service as a whole. Care was taken with the responses to those questions to ensure that misunderstandings were avoided when interpreting the data.

Respondents were advised that their involvement in the survey was completely voluntary and that they could withdraw at any time without penalty. The research data collected remained anonymous and confidential; email addresses were replaced with sequential numbers to ensure respondents' complete anonymity in the data analysis.

The margin of error for the Individual survey was calculated to be 3.7%; it was higher for the Management survey, given a smaller sample size, at 8.9%. The profile of the research subjects is discussed in detail in the following section.

Section 2: Research subjects

This section of the report introduces and describes the research subjects of both the Individual survey and the Management survey. The Individual survey included a number of demographic questions in order to capture an overview of the current makeup of the Victorian public library workforce. Several questions specifically emulated questions posed in the 2007 study developed for State Library and Public Libraries Victoria Network (PLVN), *Workforce sustainability and leadership: Survey, analysis and planning*, allowing some direct comparisons of the two datasets to be made.

Individual survey

A total of 1457 Victorian public library staff registered to undertake the Individual survey. Five people did not actually answer any questions after completing their registration, and a further 118 respondents commenced but only partially completed the survey. These respondents answered between 6% and 89% of the questions but, as they failed to provide critical quantitative data about Foundation, Professional or Behavioural skills, their responses were excluded from the analysis. Some respondents completed all of the questions about the skills but contributed no qualitative data in the form of comments; it was determined that the figure of 90% completion, with responses to all closed questions about skills, would be recognised as a valid survey response. The analysis and interpretation of the research data was therefore based on 1334 valid survey responses.

The response rate (that is, the percentage of staff members who submitted valid survey responses) varied considerably across different library services. Due to organisational factors, no responses were received from two services. The lowest response rate was 7% of total staff; the highest was 100%. The average response rate was 45%. Table 1 provides an overview of the levels of response, with the response categories described as low (0%–39%), medium (40%–69%) and high (70%–100%).

Table 1. Level of response from library services

Level of response	No. of library services	Percentage of library services
Low (0%–39%)	17	38%
Medium (40%–69%)	18	40%
High (70%–100%)	10	22%
Total	45	100%

It was found that 44.3% of all responses were submitted by staff in metropolitan library services, compared with 31.3% in outer metropolitan library services and 24.4% in regional library services.

Management survey

Selected senior staff at each public library service were invited to complete the Management survey. They were required to indicate their manager status when they registered as a user of the survey tool, which then provided them with authorised access to the second survey instrument. While a total of 79 managers commenced the Management survey, one response was considered invalid as it was only partially completed. The analysis and interpretation of the Management survey is therefore based on 78 valid responses.

Managers from 37 library services contributed to the research through the Management survey: single responses were received from 19 libraries, while each of the remaining 18 library services provided between two and six Management responses. No responses were submitted by ten library services. It was found that 33.7% of responses were submitted by managers in metropolitan library services, 44.2% in outer metropolitan library services and 22.1% in regional library services.

Section 2: Research subjects

Demographic data

The demographic questions in the first part of the Individual survey focused on respondents' gender, age, educational attainment and industry experience. These questions were aligned with the questions asked in the *neXus* survey (Hallam, 2008), which examined the characteristics of the Australian library and information profession in order to inform workforce planning strategies for the future.

Gender

The public library workforce in Australia is predominantly female and the survey responses revealed close alignment with general industry figures, with 86.3% female and 13.5% male respondents for the current Victorian study. One response was recorded as 'Other' and one respondent did not provide an answer. This is similar to the gender ratio for library workers across Australia noted in the 2008 *neXus* survey and in national industry data collected by the Australian Bureau of Statistics (ABS) in the 2011 census, as presented in Table 2.

Table 2. Gender ratio of library workers

Source	Female	Male
<i>Our future, our skills</i> (Victoria)	86.3%	13.6%
<i>neXus</i> survey (Australia)	85.5%	14.5%
Librarians (Australia; ABS)	83.1%	16.9%
Library technicians (Australia; ABS)	85.2%	14.8%
Library assistants (Australia; ABS)	89.6%	10.4%

While six of the smaller libraries recorded 100% female respondents, this was countered by the figures from a further six libraries with a higher ratio (21%–40%) of male respondents.

Age profile

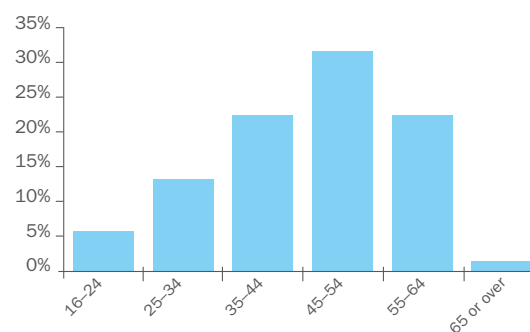
It has been widely reported that the library and information services profession reflects an older demographic profile. The responses from the Individual survey represented, overall, a good spread of ages across the various age groupings, as shown in Table 3.

Table 3. Age profile of respondents
Individual survey responses

Age	No. of responses	Percentage of responses
16–24	73	5.5%
25–34	190	14.2%
35–44	310	23.2%
45–54	427	32.0%
55–64	309	23.2%
65 or older	21	1.6%
Not answered	4	0.3%
Total	1334	100.0%

The breakdown of respondents by age is presented graphically in Figure 1.

Figure 1. Age profile of respondents
Individual survey responses



While there were some library services with a significantly older workforce – seven services recorded over 30% of the staff being aged 55 years and older – it was interesting to note that elsewhere a younger workforce was evident. It was found that in 13 library services over half the staff were younger than 45 years of age.

Educational attainment

Respondents were asked to indicate the highest educational qualification they had completed. Only 14.8% reported that they had no qualifications beyond high-school level; just over a quarter (26.1%) had vocational qualifications; and 59.0% had university degrees, with over one-third of all respondents (37.4%) holding postgraduate qualifications. The distribution of the highest educational qualifications completed is presented in Figure 2.

The ABS census data indicates that educational attainment is a significant attribute of the library and information services sector. Figure 3 compares the education levels of library workers (Australia) and of all occupations (Australia) as

reported in the ABS 2011 census data with the education levels of survey respondents.

The data gathered in the current study indicates that respondents have a relatively high level of educational achievement, with a far greater proportion of people holding postgraduate qualifications than is reflected in the ABS census data. In 2011, the then Department of Education, Employment and Workplace Relations requested customised data about the library workforce for the Job Outlook website, drawn directly from the 2011 ABS census data. As statistics are presented for three categories of employment (librarians, library technicians and library assistants), the data was averaged for the grouping 'library workers' in the comparative chart shown in Figure 3.

Figure 2. Highest educational qualifications completed
Individual survey responses

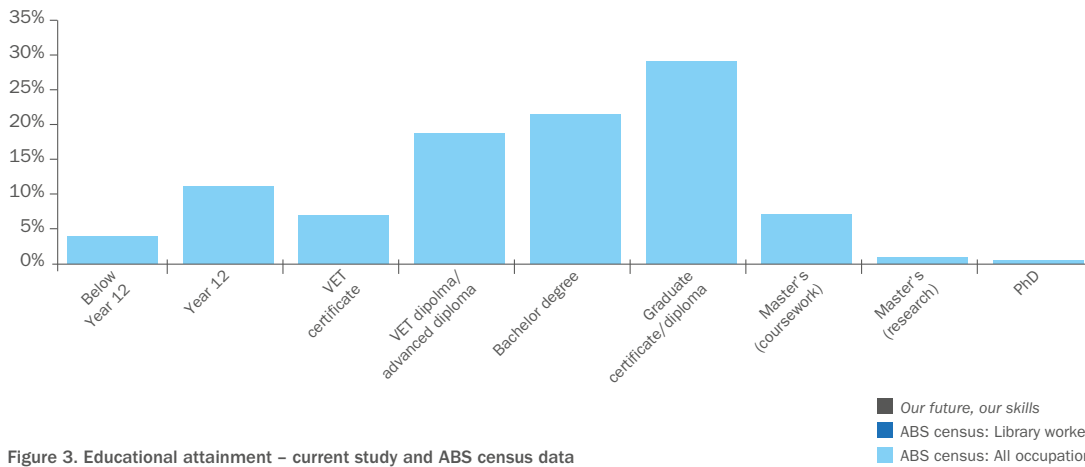
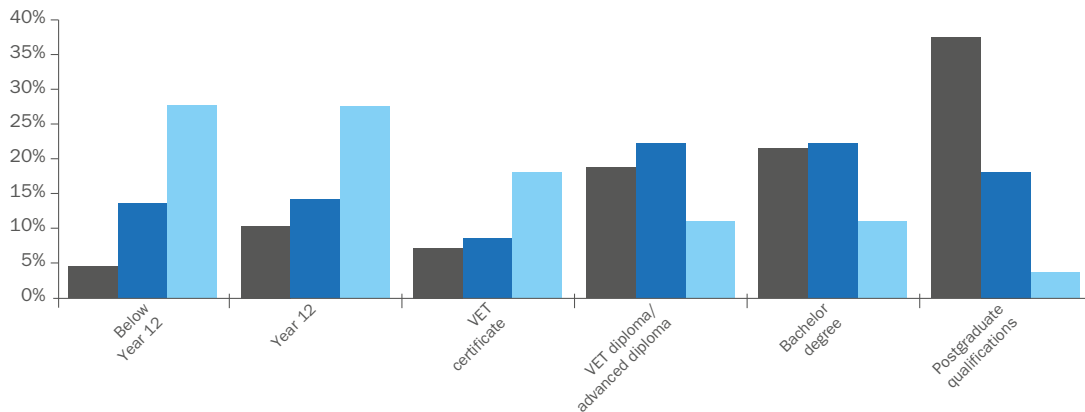
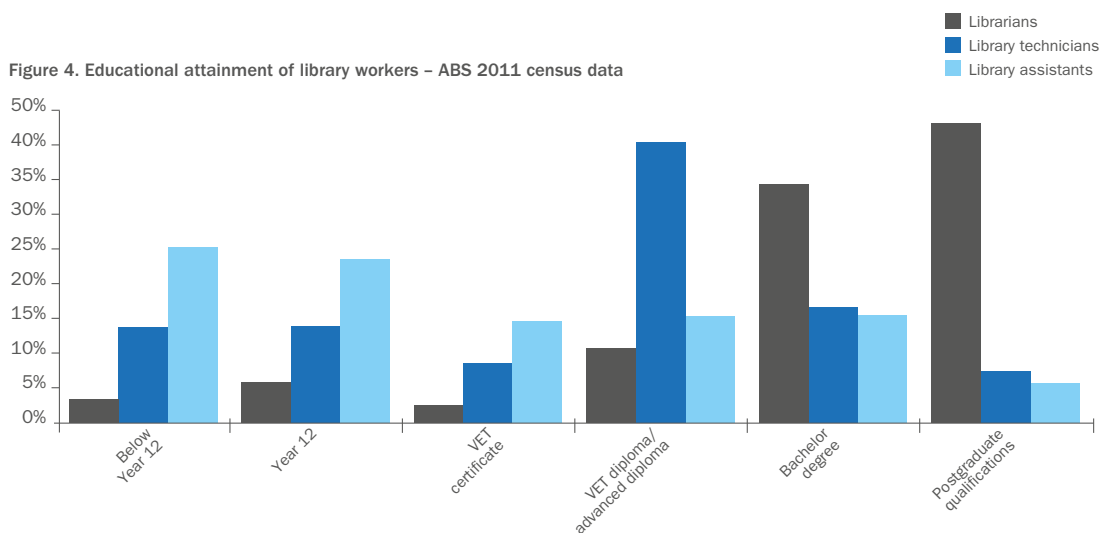


Figure 3. Educational attainment - current study and ABS census data



Section 2: Research subjects



An overview of the educational qualifications of the three separate categories of library workers – librarians, library technicians and library assistants – is presented in Figure 4.

This data can be compared with the data collected in the survey activities undertaken by the University of Sydney’s Workplace Research Centre in late 2007 as part of the State Library of Victoria/PLVN Workforce Sustainability and Leadership project (Table 4).

It was noted that 65.2% of the 2007 survey sample held tertiary qualifications, compared with 59.0% of respondents in the current study. In the 2007 results, 21.5% of respondents held VET qualifications, compared with 26.1% in 2013. Respondents with no post-secondary training accounted for 13.3% of respondents in 2007 and 14.8% in 2013 (Figure 5).

As the sampling methods differed in the two studies, the findings cannot be compared exactly.

Table 4. Educational attainment of respondents, 2007 and 2013

Educational attainment	2007 survey (no.)	2007 survey (%)	2013 survey (no.)	2013 survey (%)
Did not complete high school	17	3.5%	59	4.4%
Completed high school (VCE or equivalent)	47	9.8%	139	10.4%
TAFE certificate	32	6.7%	98	7.4%
TAFE diploma/advanced diploma	71	14.8%	251	18.8%
Undergraduate degree	94	19.6%	288	21.6%
Graduate certificate or graduate diploma	112	23.3%	391	29.3%
Postgraduate degree	107	22.3%	108	8.1%
Total	480	100.0%	1334	100.0%

However, these figures appear to be in keeping with anecdotal reports that the number of tertiary-qualified staff in the public library sector is decreasing – particularly the number of staff with postgraduate qualifications (22.3% in 2007, 8.1% in 2013) – while the number of vocationally qualified staff has increased.

Almost one-third (31.2%) of all respondents in the *Our future, our skills* study reported that they were currently studying or had plans to study towards further formal qualifications in the next two years (Table 5).

Figure 5. Level of educational qualifications, 2007 and 2013

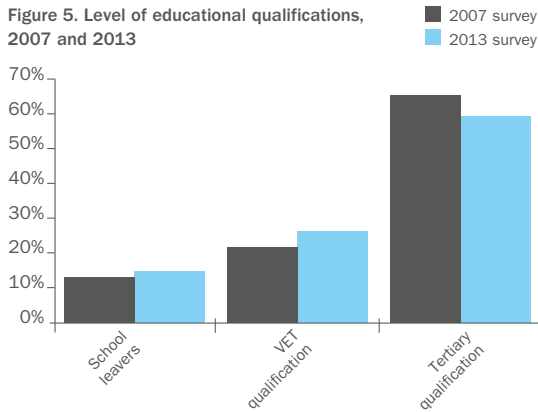


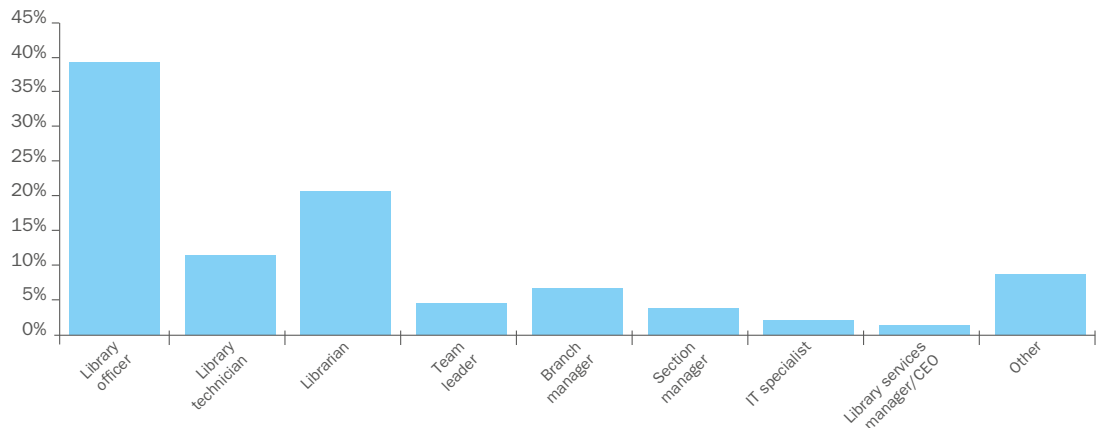
Table 5. Respondents currently studying or planning to study in the next 2 years

Prospective qualification	No. of respondents	Percentage of respondents
High school (VCE or equivalent)	6	0.4%
TAFE certificate	37	2.8%
TAFE diploma/advanced diploma	72	5.4%
Undergraduate degree	107	8.0%
Graduate certificate or graduate diploma	88	6.6%
Master's degree (coursework)	78	5.8%
Master's degree (research)	13	1.0%
PhD	13	1.0%
Total	414	31.0%

These figures reveal that a significant proportion of the Victorian public library workforce is eager to continue to undertake formal learning activities, covering the spectrum from completing high school through to attaining a PhD.

Section 2: Research subjects

Figure 6. Terms that best describe respondents' position titles (2013)



Industry experience

In terms of the current positions held by respondents, 39.5% reported that the job title 'library officer' best described their role; 10.9% were library technicians and 20.7% were librarians. Others indicated that they were team leaders (4.9%), branch managers (6.8%), section managers (4.0%), library service managers or CEOs (1.7%), or IT specialists (2.2%). Around 9% (n=124) of respondents provided their own position title (Figure 6). Around half of these included the word 'officer' (for example, administrative officer, customer service officer, event officer) or

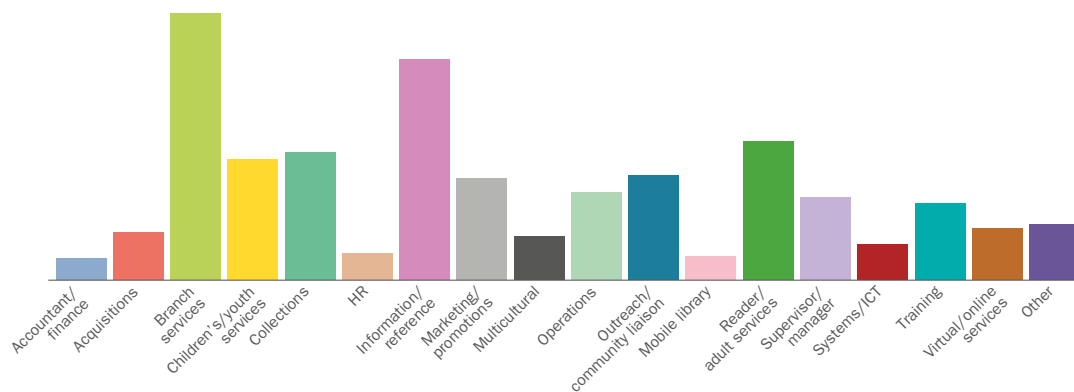
'coordinator' (n=19); while others indicated their area of activity (for example, marketing, local history, children's services, youth services, website), or highlighted their specific profession (for example, journalist, graphic designer). Twenty-eight people indicated that they held multiple roles within a single library service or across different library services.

Table 6 presents the data collected in 2007 as part of the State Library of Victoria/PLVN *Workforce Sustainability and Leadership* project, along with data collected in 2013 for the current study.

Table 6. Survey respondents by position, 2007 and 2013

Position held	2007 respondents (no.)	2007 respondents (%)	2013 respondents (no.)	2013 respondents (%)
Library officer	142	29.8%	527	39.5%
Library technician	58	12.2%	146	10.9%
Librarian	171	35.9%	276	20.7%
Team leader	n/a	n/a	65	4.9%
Branch manager	9	1.9%	91	6.8%
Section manager	37	7.8%	53	4.0%
IT specialist	12	2.5%	29	2.2%
Library service manager/CEO	25	5.3%	23	1.7%
Other	22	4.6%	124	9.3%
Total	476	100.0%	1334	100.0%

Figure 7. Distribution of keywords to describe respondents' current roles



Respondents were further asked to select keywords from a given list to indicate which were the most relevant to their current role. A total of 4542 keywords were selected, and a further 162 added independently in a free text field. The number of keywords allocated to the roles varied, ranging from one single area of practice (for example, 'virtual/online services'), to as many as 13 keywords for a single respondent. Figure 7 is a graphic representation of the keywords respondents aligned with their roles. 'Branch services' (n=744) and 'information/reference' (n=623) feature strongly, followed by 'reader/adult services' (n=398), 'collections' (n=364), 'children's/youth services' (n=342) and 'outreach/community liaison' (n=306).

Smaller numbers of keywords were allocated to 'mobile library' (n=64), and to managerial functions; for example, 'accounts/finance' (n=70) and 'human resources (HR)' (n=84). The distribution of keywords illustrates the wide range of activities that staff are involved in within the public library context.

An examination of the free text comments revealed a possible element of confusion on the part of some respondents, as some people added terms which could have been appropriately categorised under the keywords already provided. 'Cataloguing' and 'interlibrary loans' were added as more descriptive attributes for 'collections'; and 'customer service' was allocated as a generic keyword by a number of people, without relating it directly to any of the categories of keywords presented.

Many of the comments highlighted the complexity of people's work as they covered a variety of roles and responsibilities in the library:

Difficult question to answer as although some words describe the work I do, they may not describe my prescribed role. I also do some collections work, outreach when needed, reader/adult services and youth advisory, library displays, roster and HR work, branch support. IT work with patrons, among other stuff.

May come under branch services. Toddler time presenter, Vic Roads Officer, V-Line Officer, Tourism Officer, Home Library, Council Services Officer.

My current role involves serving customers on the 'service desk' (half of my time) the other half processing Interlibrary loans, processing incomplete and damaged items that customers may have returned, chasing overdue items with reservations, and any other general 'debt' recovery.

Specific activities performed by senior managers were also added in the free text fields:

Governance and policy development, organisational development, project management such as library redevelopments and new constructions, change management.

Strategic planning, policy development, leadership, human and financial resource management, stakeholder relations and management.

Section 2: Research subjects

Almost half of the respondents (46.0%) reported that their role was primarily front-of-house, compared with 18.1% who worked primarily back-of-house. Just over one-third (35.8%) worked in positions that were equally front- and back-of-house. Marginally more people were employed in a part-time capacity (45.0%) than in a full-time capacity (42.1%), and 12.1% held casual positions. As shown in Table 7, there was a fairly even distribution across employment bands, with 80.2% of respondents falling into Bands 3, 4 and 5.

In the comments, some people (n=10) stated that their appointment fell within more than one band, depending on the duties performed, while others (n=5) were categorised as juniors or trainees. Three respondents reported that they were not aware of their employment band.

A comparison was again made with the demographic data collected in the 2007 survey, as noted in Table 8.

The relative distribution of the survey responses are illustrated in Figure 8, with the data for 'not answered' or 'other' excluded from the analysis.

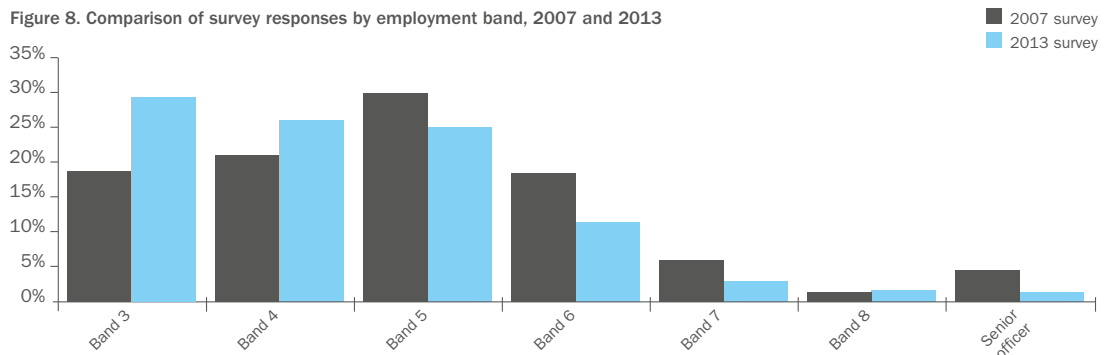
Table 7. Survey respondents by employment band

Band	No. of respondents	Percentage of respondents
Band 3	391	29.3%
Band 4	346	25.9%
Band 5	334	25.0%
Band 6	155	11.6%
Band 7	43	3.2%
Band 8	21	1.6%
Senior officer	17	1.3%
Not answered	1	0.1%
Other	26	1.9%
Total	1334	100.0%

Table 8. Survey respondents by employment band, 2007 and 2013

Band	2007 survey (no.)	2007 survey (%)	2013 survey (no.)	2013 survey (%)
Band 3	88	18.5%	391	29.3%
Band 4	100	21.0%	346	25.9%
Band 5	140	29.4%	334	25.0%
Band 6	87	18.3%	155	11.6%
Band 7	29	6.1%	43	3.2%
Band 8	7	1.5%	21	1.6%
Senior officer	21	4.4%	17	1.3%
Not answered	n/a	n/a	1	0.1%
Other	4	0.8%	26	1.9%
Total	476	100.0%	1334	100.0%

Figure 8. Comparison of survey responses by employment band, 2007 and 2013



It can be seen that in 2007 there was a higher response rate from staff in Bands 5, 6 and 7, while in 2013 there was a greater engagement with the research among staff in Bands 3 and 4. It is not possible to determine whether, in absolute numbers, a higher proportion of staff is now employed in Bands 3 and 4 in Victorian public libraries, but anecdotal evidence gathered in the stakeholder interviews and focus groups inferred that this may be the case. This scenario would render the ratio of respondents in the different bands as representative of the workforce overall.

The *Our future, our skills* survey revealed that the public library workforce is well established: over half of the respondents had worked in Victorian public libraries for over a decade, with almost one-quarter (23.9%) having over 20 years' service (Figure 9). Nevertheless, it was also noted that there was a good proportion of newer staff entering the library sector, with over one-quarter

(27.2%) having worked in public libraries for only five years or less.

Some library services were characterised by staff with lengthy careers in the library sector: at one larger library service, 71.2% of respondents had worked in libraries for over ten years. Where respondents had been working in libraries for over ten years (50.1%, n=678,), it was found that there was relatively little movement: 43% of these respondents stated they had been in the same position for over ten years.

The length of time respondents had been employed in their current position was compared with the data for Victoria and the data for public libraries (all states and territories) collected in the *neXus* study in 2007. There is an overall consistency to the pattern of employment, with the current study underscoring the continuity of tenure within library services (Figure 10).

Figure 9. Length of time working in public libraries in Victoria

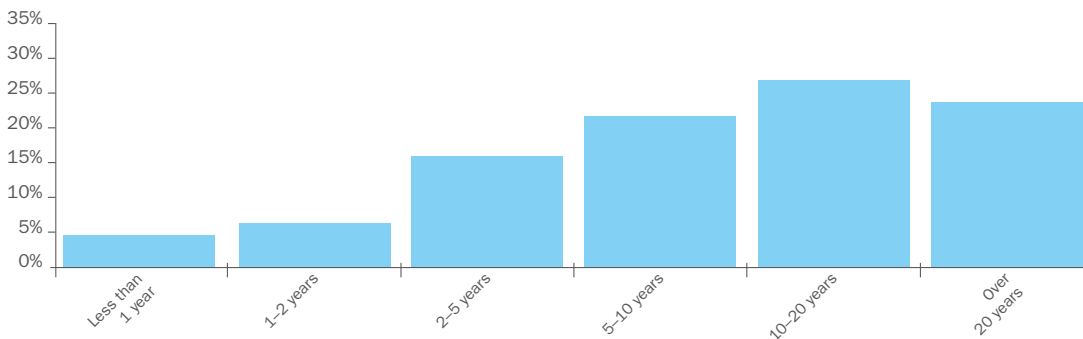
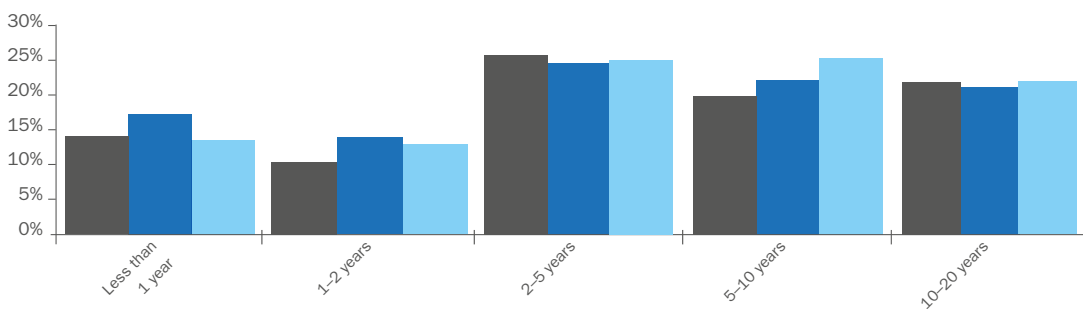


Figure 10. Length of time in current position – *neXus* study and *Our future, our skills* study



Section 2: Research subjects

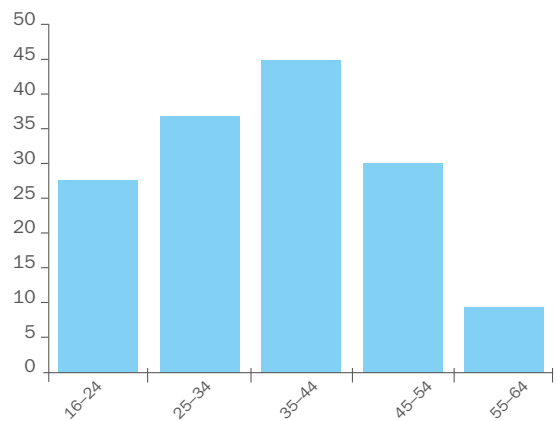
An exploration of the data relating to the 150 respondents who had been in the public library sector for a relatively short time (that is, two years or less) confirmed a pattern, reported anecdotally, of mature-age entry into the library and information profession. Only 18.7% of new entrants into the public library sector were under 25 years of age (that is, their work in the library represents their first career). In contrast, many people enter the library workforce as part of a career-change process: over half of all new entrants (56.7%) were over 35 years of age, and one-quarter (26.7%) were over 45 years (Figure 11).

An exploration of the data relating to those who had been in the public library sector for a relatively short time (that is, two years or less; n=150) confirmed a pattern, reported anecdotally, of mature-age entry into the library and information profession. Only 18.7% of new entrants into the public library sector were under 25 years of age.

Summary

The demographic information gathered in the *Our future, our skills* project provides a snapshot of the current workforce of Victorian public libraries, focusing specifically on the personal profile through gender, age, educational attainment and industry experience. The reporting requirements for this project were principally to present the research findings as aggregated data; however, the demographic information can be used as a valuable filter to drill down into the data - for example, to compare the responses provided by staff in different positions or employment bands.

Figure 11. Age profile of respondents working in public libraries for less than 2 years



Section 3: Analysis of the research findings

The design of the Individual survey questionnaires (Appendix 6) and the Management survey questionnaire (Appendix 7) was informed by the *Our future, our skills* framework (Appendix 3). Respondents in the Individual survey were asked to answer three questions for each of the competency areas:

- How important are the skills to your current role?
- How important do you think these skills will be in the same role in 5 years' time?
- How confident do you feel in your ability to apply these skills in the work that you do?

In the Management survey, managers were asked to consider the importance of the skills within the context of the library service as a whole:

- How important are the skills are to your library service currently?
- How important do you think these skills will be to your library service in 5 years' time?

A five-point Likert scale was used to measure both the levels of importance (ranging from 1 'not at all important' to 5 'extremely important') and the levels of confidence (ranging from 1 'not at all confident' to 5 'very confident'). Following the series of questions about the various competencies, respondents had the opportunity to highlight where they felt they might need support to become more confident, and to comment further on the skills. The comments added a deeper, richer aspect to the quantitative data gathered through the demographic and skills-focused questions.

In this section of the report, the principal findings relating to Foundation skills, Professional skills and Behavioural skills are discussed in order to draw out the key highlights and to paint a picture of the main trends for the future. A detailed analysis of each of the itemised skills included in the skills framework, together with comparisons between the data collected in the Individual survey and the data collected in the Management survey, is presented in Appendix 1: Detailed analysis of all skills.

Foundation skills

The questions on Foundation skills were drawn directly from Section A of the skills framework (Appendix 3). The skills framework includes ten specific skills that are presented as individual competency areas, amplified through a series of knowledge and skills descriptors:

1. literacy
2. numeracy
3. digital literacy
4. cultural literacy
5. political/civic/citizen literacy
6. financial/economic/business/entrepreneurial literacy
7. health literacy
8. environmental literacy
9. local awareness
10. global awareness.

Foundation skills are what the Institute of Museum and Library Services refers to as '21st century skills' (IMLS, 2009); that is, the range of skills that enable people to function in and contribute to the workplace and the community. These skills have been described as encompassing the diverse literacies required for effective communication and collaboration in an increasingly online world (UNESCO, 2013). Drawing on the premise that these skills are integral to modern life, it is apparent that library staff will require an appropriate level of skill to ensure that public libraries play a meaningful role in supporting the skills development of their users in the wider community.

Section 3: Analysis of the research findings

Figure 12. Foundation skills: responses for 'extremely important' (currently) Individual and Management survey responses

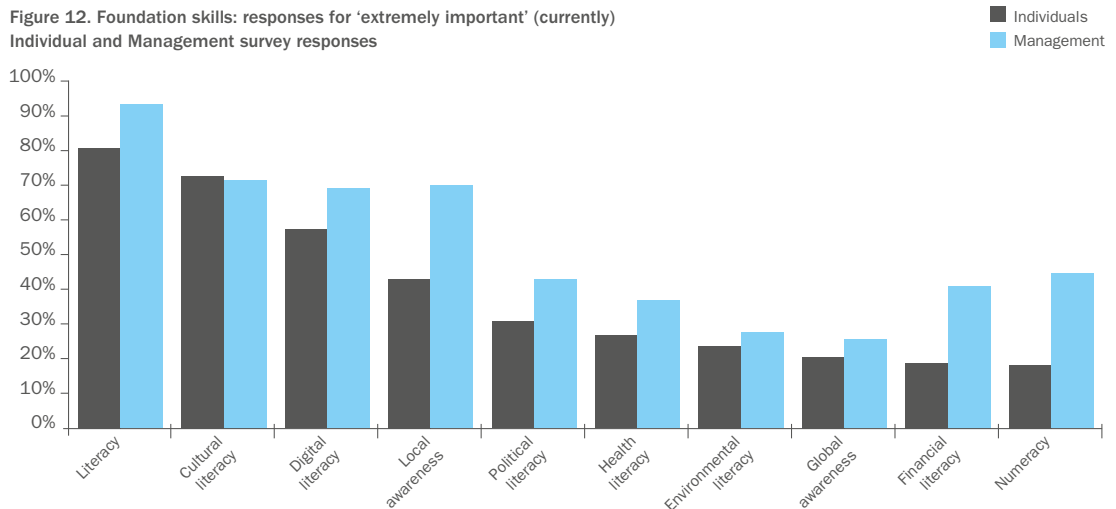


Figure 12 summarises the relative importance of the Foundation skill sets for both research cohorts, presented in descending order by the number of Individual respondents assigning Likert scale 5 ('extremely important'). It is important to note the distinction between the Individual and Management viewpoints: Individual respondents have provided their view of the importance of the skill sets to their own work role, while the managers have presented their understanding of the importance of the skill sets to their public library service as a whole.

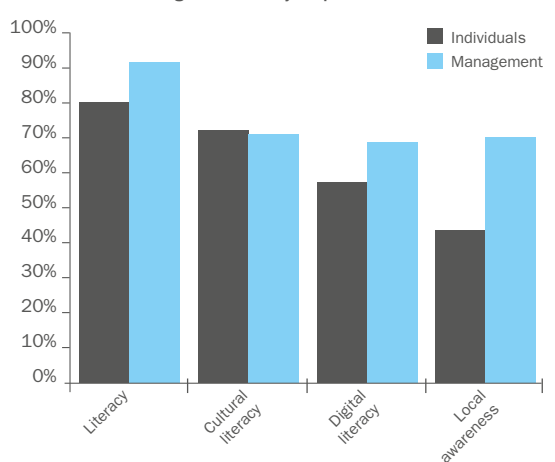
These ten Foundation skills have been examined from the perspective of respondents' estimation of their value: which skills are most important, which are least important, and which will become increasingly important. The value of these skills to public libraries is discussed, then further contextualised through Individual respondents' reported level of confidence in using these skills and the areas they identified as ones in which they would benefit from support in building their skills.

Most important Foundation skills

The four most important Foundation skills for public library staff at the current time, as identified by the number of respondents who stated that they were 'extremely important' (Likert scale 5) to their present role at work, were

identified as literacy, cultural literacy, digital literacy and local awareness. Respondents to the Management survey also identified these as being the most important skills for the library service as a whole, although managers tended to rate the skills more highly than the individuals did. Managers believed literacy was of the greatest importance (92.3% reported 'extremely important'), while the remaining three skills were ranked fairly equally around at 70% (Figure 13).

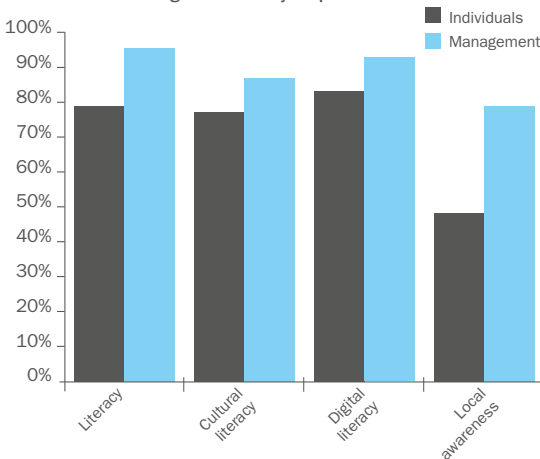
Figure 13. Most important Foundation skills (currently) Individual and Management survey responses



The skills relating to local awareness were significantly more valued by Management respondents (70.5%) than by Individual respondents (44.1%).

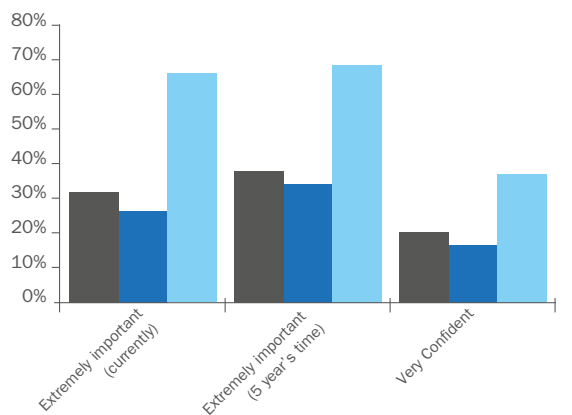
Respondents to both the Individual and Management surveys indicated that literacy, cultural literacy, digital literacy and local awareness would remain the Foundation skills most significant to work in public libraries in the future (with the time scale of five years), although it should be noted that, once again, library managers weighted the skills more heavily than the individual staff did (Figure 14).

Figure 14. Most important Foundation skills (5 years' time) Individual and Management survey responses



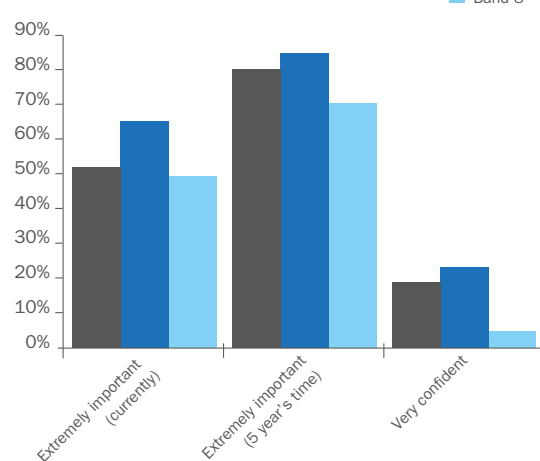
It was possible to review the data collected through the different lenses of staff level (Band), age profile and category of library service (metropolitan, outer metropolitan or regional). Staff in Band 3 (n=391), for example, reported that many of the Foundation skills were of lesser importance to their particular role in the library than did respondents in Band 8 or Senior Officers (n=38) - as is illustrated in the data on the Foundation skill political literacy (Figure 15). Over two-thirds of Band 8 respondents stated that political literacy was a valuable skill in the work they did, compared with one-quarter of Band 3 respondents. Band 8 respondents also reported higher levels of confidence utilising the skills.

Figure 15. Political literacy: comparison of all respondents, Band 3 and Band 8/Senior Officer respondents Individual survey responses



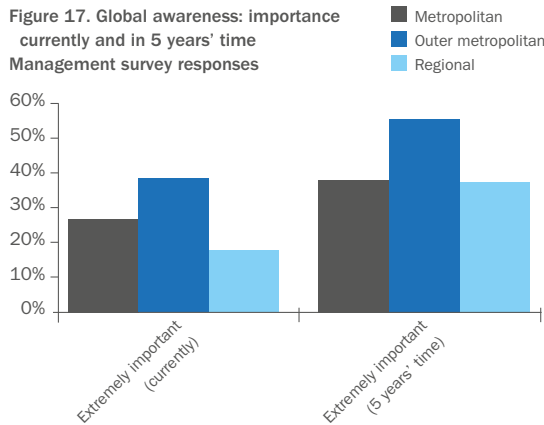
It was interesting to compare the data for digital literacy skills in the responses from those in Band 3 (n=391), Band 6 (n=155) and Band 8 (n=21): these skills were valued more highly by Band 6 than by Band 3 or Band 8 respondents. The number of people reporting high levels of confidence in applying the skill varied considerably, ranging from 23.2% of Band 6 staff to only 4.8% of Band 8 staff (Figure 16).

Figure 16. Digital literacy: Comparison of Band 3, Band 6 and Band 8 respondents Individual survey responses



Section 3: Analysis of the research findings

Figure 17. Global awareness: importance currently and in 5 years' time
Management survey responses



Considerable granularity in the perceived importance of the different Foundation skills was noted when the data was analysed from the angle of the Management respondents in the different categories of library service: metropolitan (n=26), outer metropolitan (n=17) and regional (n=34). While there was a common pattern in the importance of 'core' skills of literacy and numeracy, quite significant differences emerged in other areas; for example, global awareness (see Figure 17). Managers in regional libraries did not consider global awareness to be very important (only 17.6% rated it as 'extremely important'), compared with managers in outer metropolitan libraries (38.9% of whom rated it 'extremely important'). Looking to the future, however, all managers felt that the skill area would become

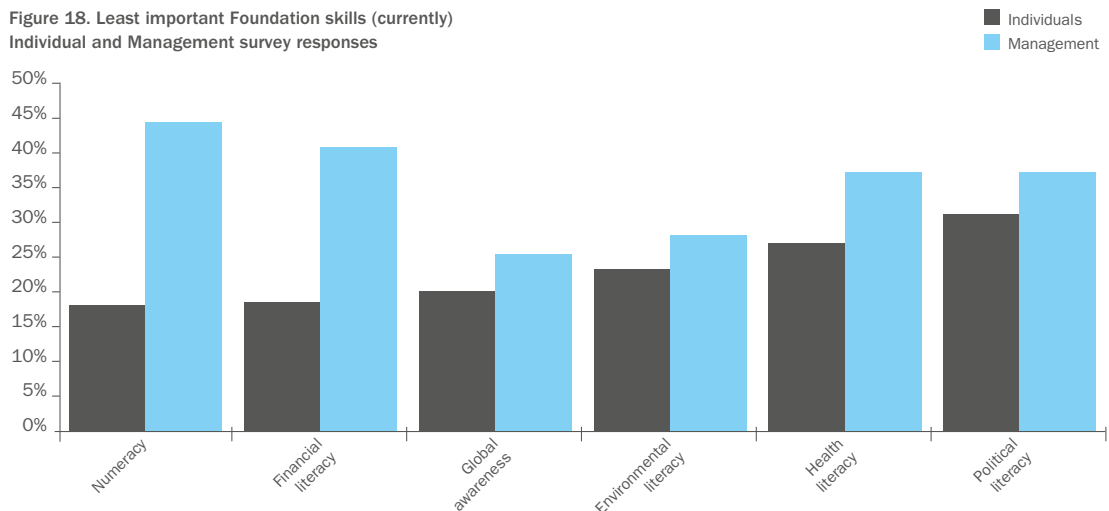
more valued: managers in metropolitan libraries and regional libraries shared similar views on its projected importance (around 38.0% in each service type rated it 'extremely important'), while a far higher number (55.6%) of managers in outer metropolitan libraries rated it 'extremely important'. This data may well reflect the different demographics of the users served by the libraries, with many multicultural communities located in the outer suburbs.

While it goes beyond the scope of the present report to undertake a deeper analysis of all the data from the perspectives of the diverse respondent groups, these examples demonstrate the potential value of critically reviewing the findings using different demographic filters.

Least important Foundation skills

Individual respondents noted that the following skills were the least important to their current positions: numeracy, financial literacy, global awareness, environmental literacy, health literacy and political literacy. It was apparent that library managers valued these skill sets more highly than the library staff themselves did, with a considerable difference recorded in the data pertaining to numeracy (rated 'extremely important' by 18.2% of Individual respondents, compared with 44.9% of Management respondents) and financial literacy (rated 'extremely important' by 18.7% of Individual respondents and by 41.0% of Management respondents); see Figure 18.

Figure 18. Least important Foundation skills (currently)
Individual and Management survey responses



Increasing importance of Foundation skills

Respondents in the Individual survey were asked to rate the importance of Foundation skills from the perspective of their own role and position in the library; it was inevitably found that not all skills were required by every staff member:

Many of the questions are not relevant to my current position.

Some of these skills are not required at my level of the organisation but are important for others in managing our library service.

On the other hand, respondents in the Management survey regarded all Foundation skills to be relevant to the library service, with no data collected to indicate that a skill was 'not at all important' (Likert scale 1) and very few (n=12) regarding any skill as 'not very important' (Likert scale 2).

The three Foundation skills that library staff believed would increase significantly in importance for their jobs over the coming five years were digital literacy, environmental literacy and global awareness. Library managers determined that the three main skills that would become far more important for the library service in general were, in order of significance, digital literacy, health literacy and environmental literacy. Indeed, the area of digital literacy was singled out by many as 'the most important' Foundation skill in a fast-changing world. Comments noted the importance of teaching digital literacy to others, and of staff upskilling for their own professional practice. A number of comments were made about the problematic nature of some 'technically illiterate' staff members, who were seen to be 'just getting by with new technologies' or have, over time, become 'deskilled'. Digital literacy will be discussed in more detail in Section 4.

Value of Foundation skills in public libraries

There was a strong feeling that the full range of Foundation skills was indeed valuable for staff working in public libraries:

Having seen the list, I believe every foundation skill is crucial for people who work with the community (e.g. library staff). This will ensure staff

behave professionally and appropriately and also ensure that staff who work with the community make informed and intelligent choices.

There was support for the idea that public library staff required a good 'general knowledge', not only as 'passive knowledge' but also to be able to actively share information with library users:

An understanding of literature, films and other cultural materials should be a general-knowledge skill that any librarian should have.

As prime sources of information it is essential that we are not only on top of the latest developments, have some familiarity with current affairs, sciences, technologies and devices, but also able to impart sources and knowledge, in a clear [and] unbiased manner.

Some respondents highlighted the critical nature of these skills for their work:

All are extremely important to my role.

These skills are relevant and essential to my job.

They are completely necessary... they are foundation and you can make your foundation stronger, which helps you understand more complex situations better and easier.

In the fast paced world of digital technology and communication many of these skills are being overlooked. They are the vital, grounding skills required for all social, educational, recreational life pursuits and a stronger importance needs to be made to reconnect with these skill sets.

Other respondents felt, however, that a relatively superficial familiarity with the skill areas was sufficient for many staff:

A passing familiarity in each is usually sufficient, with a higher expectation upon Literacy and Numeracy.

I believe that our role as library officers does not require us to have a firm grasp of all issues in the world/community, just a firm grasp of how to locate that information if it is required.

Significantly, it was noted that Foundation skills were in themselves dynamic entities and that staff would benefit from having 'refresher opportunities'.

Section 3: Analysis of the research findings

All of our Foundation skills require frequent updating and practice.

Always good to update skills in an ever changing environment.

I think the development of all the above mentioned foundation skills should be ongoing as we increasingly work in a global context.

The feedback received from a number of respondents indicated that the concept of Foundation skills was one that they had never really given much attention to, perhaps taking it for granted. As the survey activities had in themselves piqued their interest, they felt that it could be helpful for all staff to be more aware of the skills:

Prior to this survey, I wasn't aware of the concept of Foundation skills.

I believe staff should be given regular Foundation skill training sessions to ensure we are all delivering a particular level of service in the community.

Nevertheless, one library manager noted that staff may be already using Foundation skills without necessarily valuing them as a particular 'skill set':

Many of the foundation skills are already being used without staff necessarily recognising that they are using these skills.

There could be merit in making staff more aware of these skills:

There will be staff in our service who will not comprehend why Foundation skills are critical. It may be worth having some sort of online training about those skills for library staff.

Some comments highlighted that it was the individual's personal responsibility to grow and develop:

It's hard to 'learn' foundation skills, a lot of things are learnt from everyday living and reading and media access.

It is important to keep improving on foundation skills and general knowledge to enrich my personal and professional life.

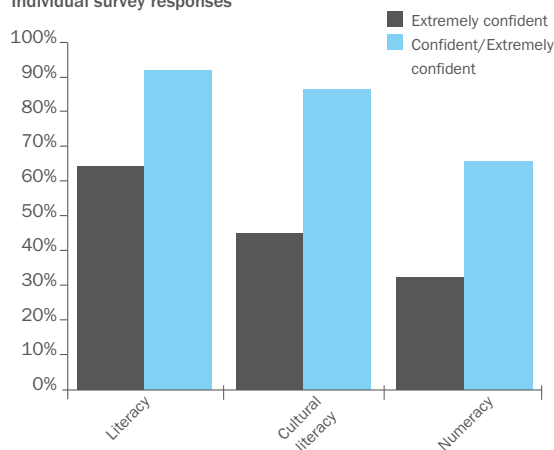
Some managers believed that, as Foundation skills could not be 'taught', the library's recruitment processes were critical in making sure that the skills were brought into the library service.

Staff confidence levels utilising Foundation skills

Individual staff were asked to indicate the level of confidence they felt in utilising the different skills in their work, with an option to declare that a given skill set was not actually relevant to their role. 'Not relevant to my role' responses were collected for all of the skill areas, albeit in very low numbers for the skill areas of literacy (n=2), digital literacy (n=5) and cultural literacy (n=6). The highest number of 'not relevant to my role' responses were recorded for skills in financial literacy (n=259), environmental literacy (n=125), and health literacy (n=123).

The three areas where staff felt most confident were literacy, cultural literacy and numeracy. Figure 19 shows the responses of 'extremely confident' (Likert scale 5) and the aggregated responses for the categories of 'confident' (Likert scale 4) and 'extremely confident' (Likert scale 5).

Figure 19. Highest levels of confidence, Foundation skills Individual survey responses



There was consistent data relating to low levels of confidence, with between 8.0% and 9.5% of respondents noting a lack of confidence across all the other Foundation skills; that is, digital literacy, political literacy, financial literacy, health literacy,

environmental literacy, local awareness and global awareness. The lowest levels of confidence were recorded for financial literacy, with 13.0% of respondents indicating that they were ‘not at all confident’ (Likert scale 1) or ‘not very confident’ (Likert scale 2).

There was also a clear pattern of respondents stating that they were neutral about their level of confidence utilising Foundation skills, with around one-third of all respondents rating their confidence level as 3 on the 5-point Likert scale.

It was interesting to review the data relating to digital literacy from the perspective of the age of respondents. It was found that while greater levels of confidence were recorded for those with a younger age profile, the percentage of those aged 55 and older who reported that they were very confident (Likert scale 5) was in fact higher than the percentage of those in the 45-to-54 age group (Figure 20).

Figure 20. Digital literacy: Responses for ‘extremely confident’ – comparison by age profile
Individual survey responses

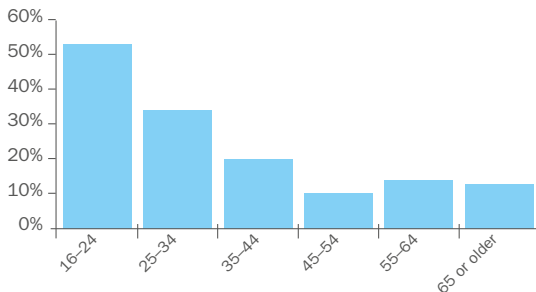
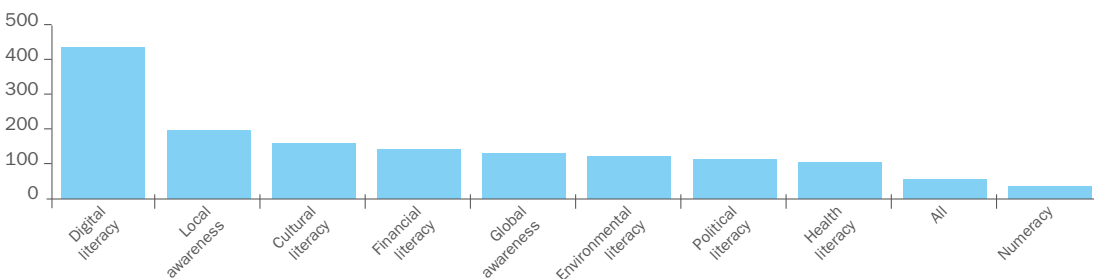


Figure 21. Areas for support to build confidence, Foundation skills
Individual comments



Support for the development of Foundation skills

The survey provided an open-ended question to allow respondents to list any specific areas in which further support could help them become more confident (Figure 21).

In the Individual survey, people were very generous with their comments on where training and support could be beneficial in developing Foundation skills. Over 4.0% of respondents stated that they would benefit from training in all ten Foundation skills. The theme of digital literacy, technology, social media and mobile devices resonated through the comments, with 440 respondents listing this as an area where they needed training (see also Section 4 of this report). There was a strong sense that people knew they needed to acquire new skills, but that they were not sure how to acquire the skills – either because they did not have access to new technologies and devices, or because they felt excluded from formal training opportunities due to their part-time or casual employment status.

There was considerable interest in developing higher levels of skill in the areas of local awareness and cultural literacy. It was noted that a community focus is becoming ever more important in the public library sector:

I feel that working for local government and living in a multicultural society, employees should be well informed of different cultures and socio-economic diversity, and that council has a duty of care to continue to educate their staff [on] both national and global influences in our community.

Section 3: Analysis of the research findings

Local awareness – libraries are shifting to be more community centred – i.e. places of social inclusion – community space for recreating. I think developing local awareness is essential, as the public library needs to thrive within the local community – responding to their needs.

This theme is also explored in greater depth in Section 4.

Library staff were keen to develop a deeper understanding of the traditions and the needs of the multicultural community:

Some training in cultural awareness would be of use to give a broader overview of different cultures which I may not have had a previous awareness of. It could be useful also to be given some information in the form of a talk about the cultural makeup of the local community and the challenges they face.

More training in cultural awareness: how certain ethnicities and minority groups engage with services, how to better facilitate these groups within our community.

The interest in training and development in other literacies was also directly related to supporting the communities serviced by the library. In the area of health literacy, for example, respondents wanted to learn how to better understand and support their customers in matters relating to mental health, child development, Asperger's syndrome, and so on. Some people felt that the library service could collaborate with other agencies – educational or community organisations – to develop a relevant professional development program.

Respondents considered the skills they required not only from a personal perspective, but also from the perspective of being able to transmit skills to others; for example, the development of numeracy skills in children, or the use of online tools by older people. It was acknowledged that library staff need to have – and to model – contemporary skill sets.

Technology changes rapidly and constantly and we need to keep up, not just so we can help patrons and answer questions but also so we can communicate with our patrons effectively and using currently popular means.

While many people felt that they were competent in the core Foundation skill areas such as literacy and numeracy, they felt they could benefit from acquiring practical skills that could be applied in the workplace. Examples of this include extending numeracy skills for budgeting and statistical analysis, and improving literacy skills in order to write persuasive documents (such as reports, project briefs or business cases) for different audiences.

Foundation skills: summary

There was a strong interest in the Foundation skills dimension of the skills framework.

Individual respondents believed that these skills were important for their jobs and managers highlighted the value of these skills to the library service overall. The comments provided by library managers underscored the overarching value of Foundation skills now and into the future, particularly given the changing environment in which public libraries operate. Specific drivers for change relate to the increasing complexity of our world and the impact of federal, state and local government decisions. Anticipated changes included:

- digital technologies
- digital publishing
- participative knowledge creation
- evolving user behaviours
- socio-cultural demography
- levels of literacy and numeracy skills in society
- immigration policies
- an ageing population
- economy
- employment patterns
- the local economy
- community awareness of their place in the world
- political/civic literacy
- financial literacy
- health literacy
- environmental literacy.

The one constant within the library world appeared to be 'constant change'. One manager focused on the challenges that had to be faced at the whole-of-service level:

All the (Foundation) skills will be highly important in 5 years as they are now. Whether they are important for all roles, however, is the point of difference. I believe that there will be an increasing need for frontline staff to have a greater understanding of the later listed skills than now, as they will be delivering more programs to the community. This will require greater understanding of the differences people have in order to deliver an inclusive program.

This message was amplified by another manager:

I think all of these skills have been very important for many years. However they have not been regarded as so important by the majority of our staff. The skills will barely change, however it will be more apparent how they are needed as there is dislocational change brought on by digitisation, electronic resources and the changes to publishing.

At a strategic level, the views of library managers recognise the role of Foundation skills in enabling the public library to service and respond to the needs of all aspects of society:

Library managers need to be abreast of general trends in society and how to interpret and analyse these trends in order to advocate for the importance of public libraries to the community and how to position public libraries as essential to the overall wellbeing of communities.

The concept of community is arguably key to the future of the public library: comments from Management respondents indicate the local library will become 'more local, more focussed in the community that it sits in', with the inherent need to understand 'the historical, geographic, social and cultural characteristics' in order to develop and deliver relevant collections, services and programs. Staff therefore need the skills to be well positioned to both anticipate and respond to changing community needs. These issues are examined in Section 4 of the report.

Professional skills

The Professional skills area in the skills framework (Appendix 3) was informed by the literature review and environmental scan (Appendix 2) undertaken as a preliminary part of the *Our future, our skills* project. The Professional skills were drawn from a range of existing competency frameworks relevant to the LIS workforce, including, but not limited to, the Australian Library and Information Association (ALIA) policy document *Core knowledge, skills and attributes*. The ALIA policy encompasses seven professional skill areas as well as 17 employability skills and attributes.

For the *Our future, our skills* project, 16 primary competency areas were identified; several of these were then broken down into a number of subordinate skill sets, relating to the following fields of practice:

1. information and libraries in society
2. information and communication technologies (ICT)
 - 2.1 ICT policy and planning processes
 - 2.2 ICT systems in the library
 - 2.3 social media and mobile applications
3. ICT support
4. information management
5. information organisation and access
 - 5.1 bibliographic records
 - 5.2 metadata schema
 - 5.3 lending services
6. information seeking
7. collection management
 - 7.1 collection development
 - 7.2 acquisitions
 - 7.3 managing digital resources
 - 7.4 collection maintenance
8. information services
9. literacies and learning
10. cultural programming
11. creative making
12. community development
 - 12.1 community needs analysis
 - 12.2 community engagement
 - 12.3 community relationships
13. management and administration
 - 13.1 library policy and planning
 - 13.2 library operations

Section 3: Analysis of the research findings

- 13.3 performance monitoring and evaluation
- 13.4 library finances
- 13.5 library staffing
- 14. marketing
 - 14.1 marketing the library
 - 14.2 promoting library collections, services and programs
- 15. project management
- 16. generation of knowledge.

In the development of the skills framework for the *Our future, our skills* project, this extensive range of Professional skills was considered to be representative of the traditional and emerging functions performed by the staff of public libraries, including both front-of-house and back-of-house activities. It must be stressed that there are multiple areas of professional specialisation within a library service, so not all staff in a given library service will need the same levels of expertise. The following discussion focuses on the respondents' estimation of the value of these Professional skills: which are most important, which are least important, and which will increase or decrease in value over the next five years. Attention is also paid to the reported levels of staff confidence in utilising the skills, and to the scope for training and development to build the skills.

Most important Professional skills

The different viewpoints of respondents were considered in the analysed data: in the Individual survey, people were asked to consider the importance of the different Professional skills to the actual role they played in the library; in the Management survey, respondents considered the needs of the whole library service. Most notably, these two perspectives stood in counterpoint in the area of the skills relating to management and administration: these are discussed separately.

An interesting picture emerged of the skills that were considered 'extremely important' (Likert scale 5) for Individual respondents' roles (figures 22A and 22B). Most skills were ranked higher by Management respondents than by Individual respondents.

Five skill areas stood out as the most important Professional skills for public library staff at the current time, as identified by the number of respondents who stated that they were 'extremely important' (Likert scale 5) to their present role at work:

- information seeking – the ability to help customers find relevant information
- information and libraries in society
- information services – the ability to provide information services to diverse customer groups

Figure 22a. Professional skills: responses for 'extremely important' (currently) Individual and Management survey responses

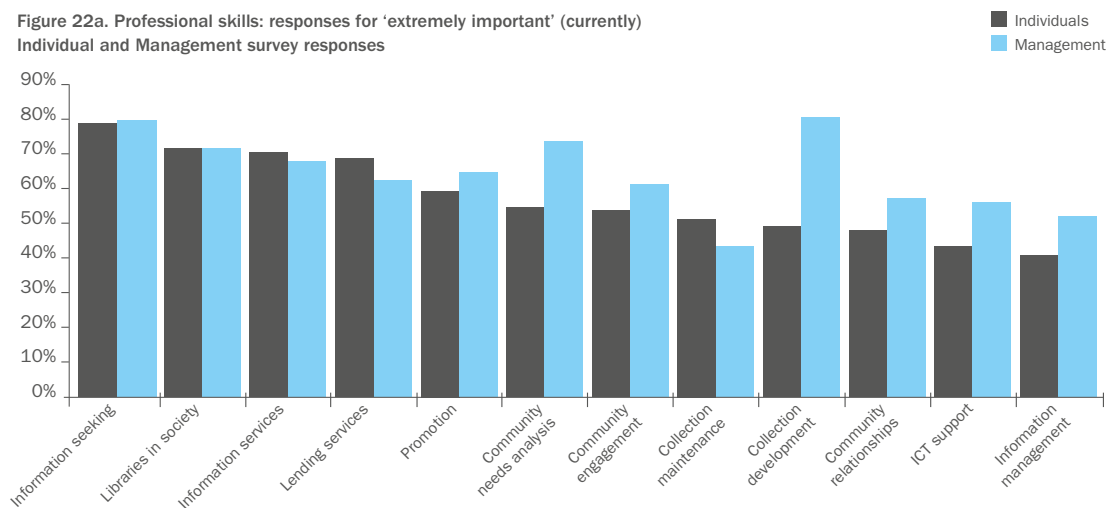
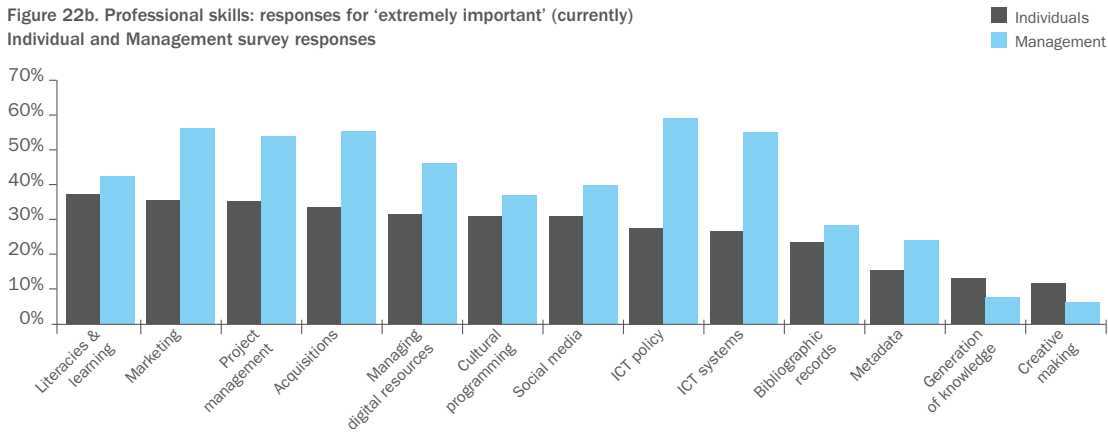


Figure 22b. Professional skills: responses for 'extremely important' (currently)
Individual and Management survey responses



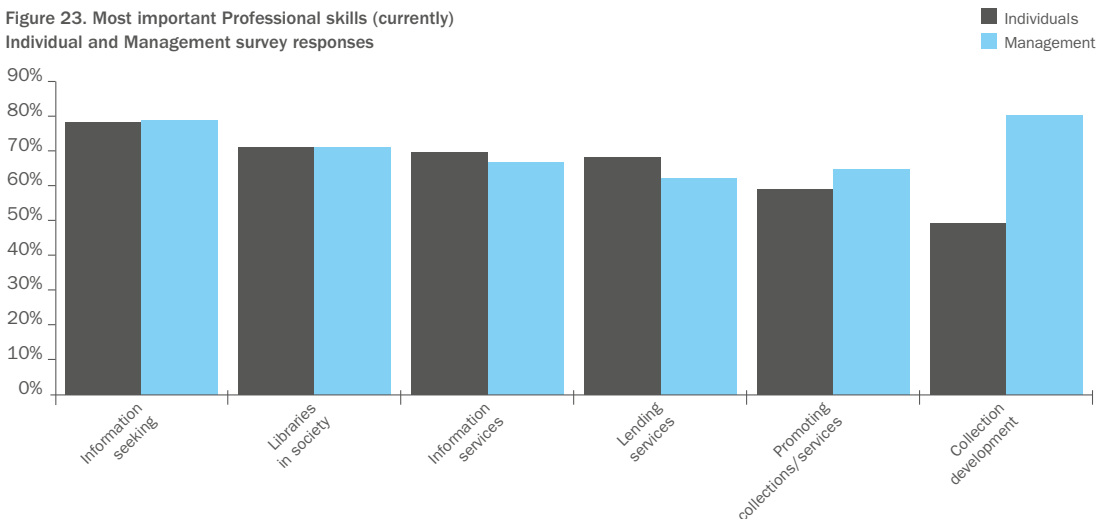
- lending services
- promoting library collections, services and programs.

'extremely important' by 80.8% of Management respondents, but by only 49.5% of Individual respondents.

These five competency areas may be regarded as the core of traditional public library services: each one was ranked as 'extremely important' by over 60% of all Individual respondents. The data gathered in the Management survey was closely aligned with the individual responses, demonstrating that these skill sets are indeed critical for the library service as a whole (Figure 23). One anomaly was noted in the context of collection development, which was considered

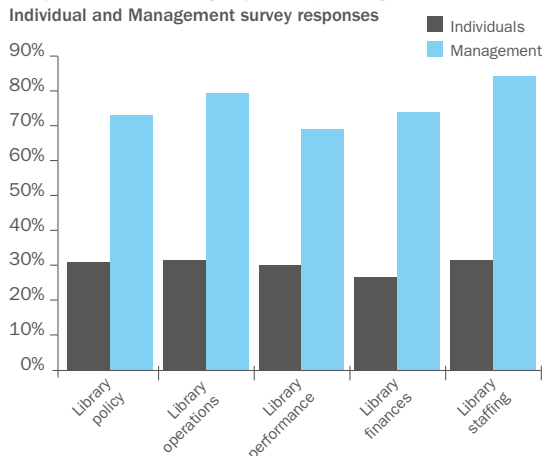
The management and administration of libraries involves a discrete grouping of skills: library policy and planning, library operations, performance monitoring and evaluation, library finances and library staffing. Less than one-third of respondents in the Individual survey believed that these skills were important to their roles; indeed a large number (between 30% and 50%) indicated that these skills were not at all relevant to their roles. On the other hand, Management

Figure 23. Most important Professional skills (currently)
Individual and Management survey responses



Section 3: Analysis of the research findings

Figure 24. Management and administration skills: responses for 'extremely important' (currently) Individual and Management survey responses



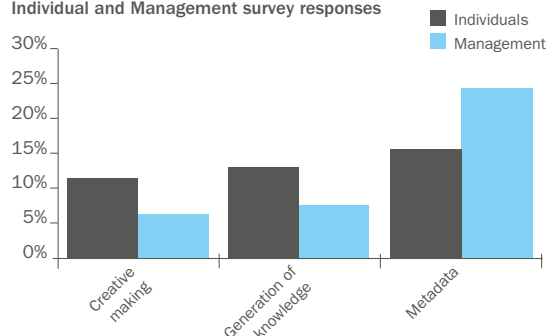
respondents stated that these skills were highly relevant to the library service as a whole (Figure 24).

It was found that the Individual respondents who did rank management and administration skills as 'extremely important' tended to be senior employees, but they represented all the different library roles. Compared with staff in the lower employment bands, senior staff were clearly more confident in utilising these managerial competencies. It was concerning, however, to note that a small number of Management survey respondents did not view management skills (for example, library finances, staffing and operational management) as being relevant to their library service.

Least important Professional skills

Views about the three least important Professional skills required by library staff were shared by respondents in both surveys: creative making, generation of knowledge (research activities) and the use of metadata for information organisation and access. Management respondents rated two of these skill areas lower in importance than Individual respondents did: 6.4% of managers ranked creative making as 'extremely

Figure 25. Least important Professional skills (currently) Individual and Management survey responses



important', compared with 11.7% of Individual respondents; and 7.7% of managers ranked generation of knowledge as 'extremely important', compared with 13.3% of Individual respondents (Figure 25). However, managers (24.2%) were more likely than staff members (15.6%) to believe that skills in the creation and management of metadata were important to the library's work.

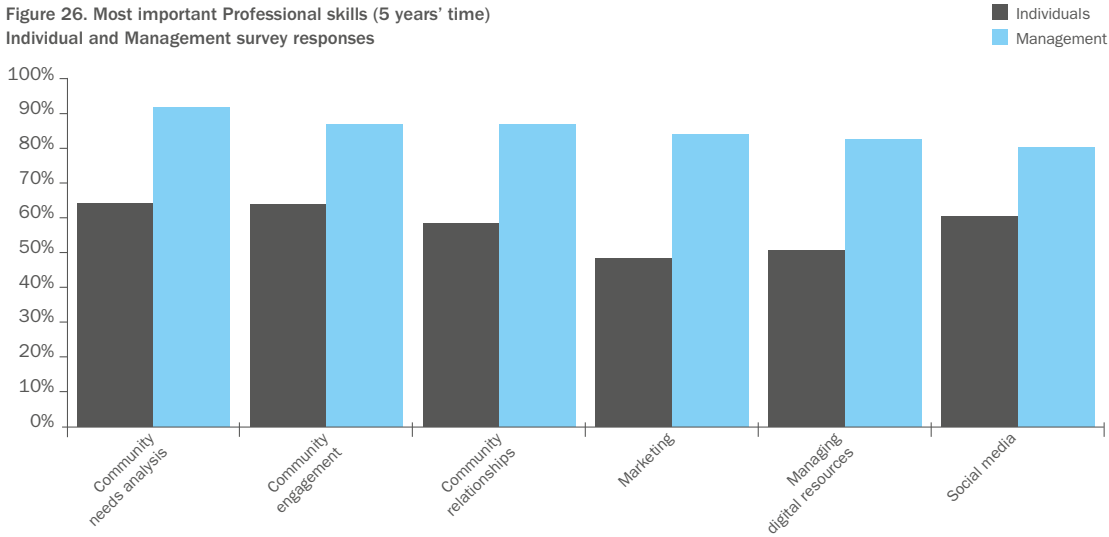
Increasing importance of Professional skills

Respondents felt that, with the exception of lending services, the skill-areas that were identified as the most important currently would continue to be valued in the future. Individual respondents continued to rank the following skills highly:

- information seeking
- information and libraries in society
- information services
- promoting library collections, services and programs.

Small increases in anticipated importance were noted for the areas of ICT policy and planning, ICT systems and ICT support. In terms of the skills that would be of greatest value to the library service as a whole, Management respondents focused strongly on community development, marketing the library, and technological developments.

Figure 26. Most important Professional skills (5 years' time) Individual and Management survey responses

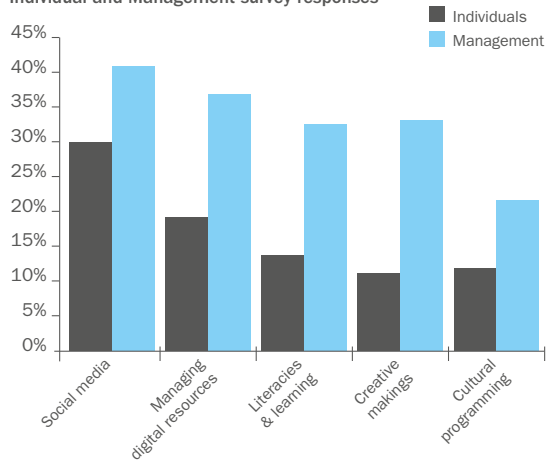


Substantial jumps in anticipated significance were noted for skills in five competency areas (Figure 27):

- social media
- managing digital resources
- literacies and learning
- creative making
- cultural programming.

The level of the increase anticipated by Management respondents was considerably higher (between 33.3% and 41.1%) than that anticipated by Individual respondents (between 11.2% and 29.9%). This may have been the result of the difference in viewpoints between the two research cohorts: library managers considered the importance of the skills to the whole service, and individuals considered the skills utilised in their own work roles. Another reason may be that library managers have more opportunities to engage in strategic debate about developments in the public library sector, while individual staff members focus on more operational issues at the local level. A number of respondents commented on the absence of discussion about 'big picture' issues at work.

Figure 27. Increasing importance of Professional skills Individual and Management survey responses



Library managers anticipated that, in the future, skills in the area of Community development would become very important (Figure 26); for example, 92.3% of Management respondents rated community needs analysis as being extremely important in the future, 87.2% rated community engagement, and 87.2% community relationships.

Section 3: Analysis of the research findings

Figure 28. Increasing importance of Community development skills Individual and Management survey responses

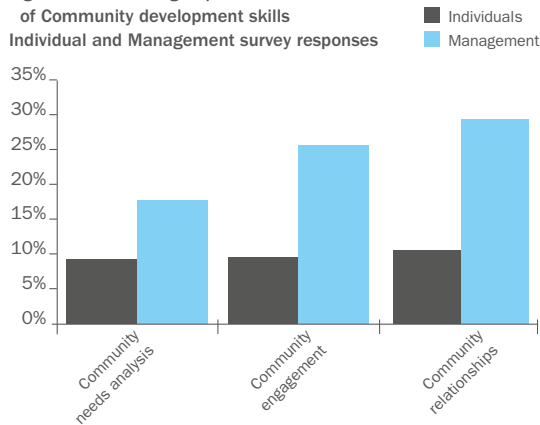
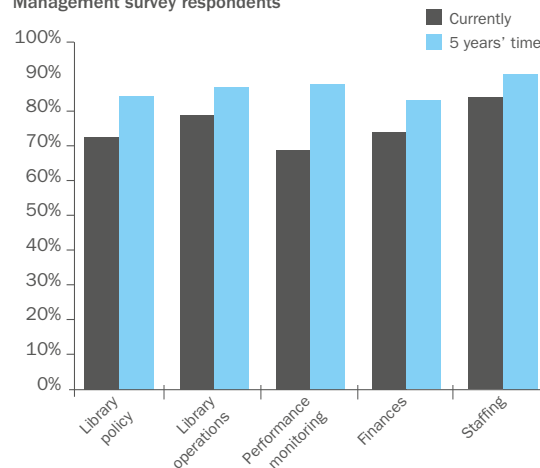


Figure 28 illustrates the sharp increase in importance anticipated over the five year period, with library managers suggesting increases for these three skill areas of 17.9%, 25.7% and 29.5% respectively.

There were also differences in the views about management and administration skills. As noted earlier, many Individual respondents highlighted that these skills were not relevant for their positions in the library, although some people indicated that they would need to acquire managerial skills as their career progressed. This data relating to managerial competencies is analysed from the perspective of Management respondents only, and shows a slight anticipated increase in the importance of all skill areas. Figure 29 shows the responses received for Likert scale 5, indicating the rating of ‘extremely important’, both currently and in five years’ time.

Figure 29. Management skills: responses for ‘extremely important’ currently and in 5 years’ time Management survey respondents



There was a clear sense that it would become more important for library services to partner with other not-for-profit agencies, which would inevitably require higher-level skills for tasks such as managing grant applications, project administration and report writing. Library managers made reference to the increasing ‘professionalisation’ of the library workforce, anticipating that a greater percentage of staff would be expected to have strong managerial, community development and applied technology skills. This was likely to lead to a change in the range of staff employed in libraries, with staff qualified in different disciplines contributing their experience.

Decreasing importance of Professional skills

While respondents reported that most Professional skills would increase in importance in the coming years, there were a number of skills that Management respondents believed would become less important over time:

- information organisation and access
- bibliographic records
- lending services
- collection management
- collection development
- acquisitions
- collection maintenance.

It was noted in the Management survey that manual skills for circulation and shelving would decline in importance given the wider adoption of eResources and self-service loans processes. Individual respondents agreed that the value of lending services would diminish, noting an anticipated decline of 10.9%, compared with Management respondents’ expectations of a more significant drop of 21.8%. Library managers pointed out that as ‘processing tasks’ such as cataloguing and book maintenance were reassigned to centralised or outsourced services, many clerical jobs would disappear. Individual respondents, on the other hand, were more conservative and indicated that they believed that there would be little change over time and that their jobs were safe.

Value of Professional skills in public libraries

Comments provided by the respondents in the open questions revealed considerable consternation about the notion of Professional skills and the way they were currently viewed within the public library sector itself:

I feel that the profession is undervalued and skills and qualifications are often not recognised.

Concerns were expressed by a number of people about employment practices in their library service, highlighting flat organisational structures, staffing ratios, and the value placed on education and training compared with experience in the workplace. Tensions between 'qualified' and 'unqualified' staff were evident:

I am disappointed with the direction taken in devaluing the professional role of qualified librarians. Allowing unskilled staff to perform the same duties as librarians is counterproductive...

There are many library officers who have more than ten years workplace specific experience but are overlooked in favour of staff who have done more study...

As a library officer, I feel that other staff with a higher level of library-specific tertiary qualifications are always given preference for any task to do with long-term projects... Unfortunately there is no way to be promoted without further study...

Some staff felt that their own skill sets were redundant or that they were becoming 'de-skilled':

I would say that my professional skills have quite possibly declined a little over the last 5 years or so, simply due to the fact that the current role is necessarily very broad-brush and there is not much time for career, knowledge or skills development.

In many ways I believe my skills far outweigh the scope of the position that I currently am employed in.

There was a strong sense, particularly among Band 3 staff, that they did not require any specific Professional skills:

Most of these professional skills are not relevant to my role at present or in the foreseeable future.

Some respondents noted that the narrow view of the role of front-of-house staff was a handicap that limited opportunities for the library service to make its mark in the community. Specifically, they felt ill-prepared to handle the ICT support roles that users expected them to play, particularly as troubleshooters for digital services and mobile devices:

[Training] is often not offered to Band 3 staff, but as front-of-house staff we need to feel more confident in carrying out the aims of the service.

[I need the skills to deal with] the increased focus of ICT in our daily work and the expectations that the public has regarding our knowledge being at the forefront, rather than the current trend of lagging behind.

Some respondents were concerned about an uneven playing field within the public library sector:

In small council libraries, it is often difficult to nurture the value of professional library skills. Until small libraries are recognised as equal in importance to the communities they serve as large libraries are, the level of professional skill employed will remain undervalued.

Respondents were vocal in highlighting their belief that their Professional skills were valued by library users and that they found it very rewarding to be able to assist people with the whole range of library services. They were motivated to learn more about how customers find the information they need and how library staff might help guide them to it. Nevertheless, there was also a level of frustration that opportunities to develop meaningful services for customers were constrained by organisational (council) policy and infrastructure: while customers came to the library with the expectation of accessing online resources and getting help with technology, they were often presented with 'inferior' internet connections and wifi installations, or were faced with firewalls that blocked social media applications:

It's sometimes difficult to create meaningful engagement and experiment creatively within the bucketloads of bureaucratic council policy... we operate within.

Section 3: Analysis of the research findings

It was recognised that library staff needed to keep abreast of new developments and new tools. The research findings made it evident that public library staff will in future require a broader range of Professional skills than those currently mapped to the ALIA core skills and that form the basis of LIS education and training. It was anticipated that the current notion of Professional skills will contribute to a demand for a broader range of staff with non-LIS skills that can be contextualised within the library:

I think that professional skills do not link these days automatically with a library qualification. Many of the skills needed in many roles are sometimes best gathered in other places and then applied in a library setting.

Professional skills may come from other people who have not traditionally worked as library professionals in the past, such as teachers, IT professionals, community development workers etc.

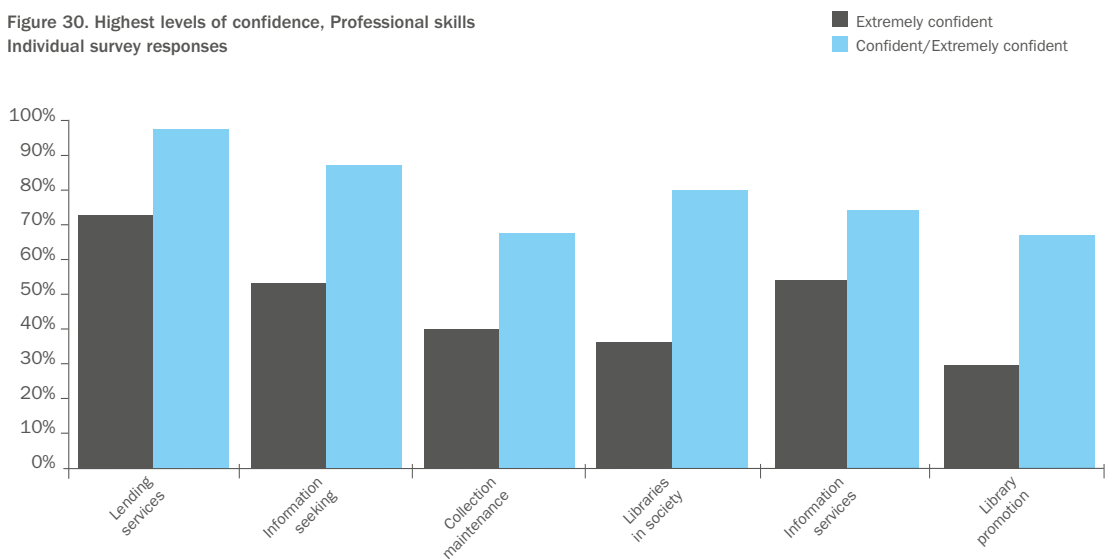
One respondent in the Management survey drew attention to the fact that some library managers were in fact taking on responsibility for larger portfolios within the local government setting, which has the potential to enhance the position and profile of the library. These library managers therefore had their own developmental needs, particularly for higher levels of financial and project management skills.

Staff confidence levels utilising Professional skills

Individual survey respondents were asked to indicate the level of confidence they felt in utilising the different Professional skills in their work, with a five-point Likert scale covering the range ‘not at all confident’ (Likert scale 1) to ‘very confident’ (Likert scale 5). There was also the option to indicate that the given set of skills was not relevant to the person’s role (Likert scale 0). ‘Not relevant to my role’ responses were received for every single Professional skill. The skills that attracted the highest proportion of ‘not relevant’ responses (that is, between 48% and 54% of respondents) were: manage library finances (n=719); manage library staffing (n=651); create and maintain metadata schema (n=648); generation of knowledge (n=642); and creative making (makerspaces) (n=612).

It was not surprising to note the correlation between the skills that respondents regarded as currently the most important to their roles in the library and those in which they expressed the highest levels of confidence. Figure 30 presents the data for the Professional skill areas in which the highest levels of confidence were recorded. This chart shows the responses for ‘very confident’ (Likert scale 5) and the combined responses for Likert scales 4 and 5 to aggregate the concepts of ‘confident’ and ‘very confident’.

Figure 30. Highest levels of confidence, Professional skills Individual survey responses



In the three skills areas relating to community development (community needs analysis, community engagement and community relationships) it was found that around one-quarter of all respondents felt neutral about their level of confidence, with between 24% and 28% recording Likert scale 3. Similar figures were noted for library policy and planning, and marketing.

Support for the development of Professional skills

The Individual survey included an open question asking respondents to consider the areas where they would appreciate support to develop new skills. It was apparent from the responses that some staff felt that there may be opportunities emanating from the *Our future, our skills* project:

I lack a lot of skills... There is always room for improvement in our skills... I need technology development, information management and teaching skills... This is the only time I have been asked for my input!

So many future possibilities

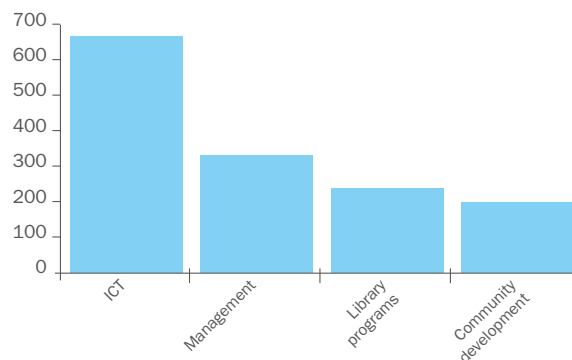
Other respondents were less positive about the value of training, and some were despondent about their situation:

I would not benefit because my workplace and my role does not encourage learning new skills so in having more knowledge I would be more discontent in my current role where my current skills are not utilised or appreciated.

I feel as though the majority of skills listed aren't really relevant to what I currently do, so while I would benefit from learning them, in my current role they are impractical.

Ideas about training and development were wide-ranging. The majority of comments referred directly to the specific competency areas listed in the skills framework. Some were eager to have development opportunities in all areas (n=32), while others provided details about their specific development requirements. Training and development needs were mapped to the fields of ICT, management, library programming and community development (Figure 31).

Figure 31. Areas for support to build confidence, Professional skills Individual comments



Each of these skill areas can be broken down into the more detailed skill sets that are presented in the *Our future, our skills* framework (Table 9).

Table 9. Areas for support to build confidence, Professional skills Individual comments

Skills areas	No. of respondents
Information and communication technologies (ICT)	295
ICT support/troubleshooting	212
Social media and mobile applications	97
ICT policy	31
ICT systems	29
Management and administration	41
Library policy and planning	16
Performance monitoring and evaluation	26
Marketing	109
Promotion of collections, services & programs	57
Project management	81
Library programs and services	41
Cultural programming	77
Literacies and learning	53
Creative making (makerspaces)	140
Community development	86
Community needs analysis	33
Community engagement	46
Community relationships	36

Section 3: Analysis of the research findings

ICT skills were recognised as critical for library staff, with a very real demand for troubleshooting skills so that libraries can provide one-on-one technology assistance to individuals:

This one rates off the scale: troubleshoot ICT problems in the library. Training needs to be ongoing and staff need to be confident and happy to provide it. Staff need to be free to provide this during shifts and not see it as a distraction from other duties. A patron recently compared IT help in the library unfavourably to an Apple Store.

The areas of marketing and promotion were considered important, particularly in terms of online marketing, via the website and other digital media channels:

I would like more training in marketing, in particular from a digital perspective.

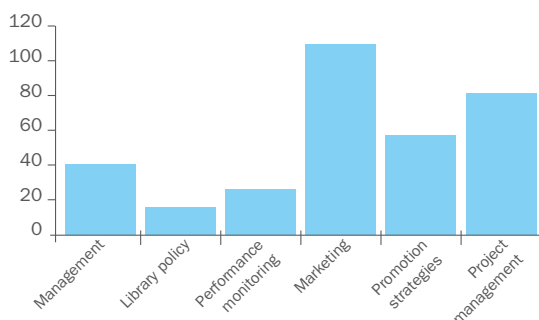
I need more information on marketing and branding digital resources.

Even though the generation of knowledge was viewed as relatively unimportant by most of the workforce, a few respondents were keen to develop skills in research:

Modern research methods (developing a research topic). Would like to be able to advance understanding about public library issues and challenges, and to effectively market libraries to government, community and business stakeholders.

Staff who wished to advance their career indicated that they require management skills, including library finance, staffing and performance evaluation. The specific management skills that were highlighted as targets for development are presented in Figure 32.

Figure 32. Areas for support to build confidence, management skills
Individual comments



Some respondents felt that management skills were organisation-specific, so they mentioned the value of localised training and mentoring as potential development strategies:

I would benefit from programs designed to give me hands-on experience in management decision making, policy and processes.

I feel that I have the basics, but it would be good to be able to build on these. On-the-job training, having a mentor at times would be good.

Further analysis of the training and development required to meet the Victorian public library sector's strategic goals is presented in Section 4.

Professional skills: Summary

The questions about Professional skills produced many comments in the final open-ended question in this section of the survey, with a range of positive and negative issues raised. Some respondents were concerned about the lack of opportunity for training, which they felt was due to budget constraints, to employment conditions (for example, part-time or casual appointments). Several people mentioned that the survey had ignited their interest in learning more about 'big picture' issues: they felt too tied to operational matters without any opportunity for discussions within the library service about developments in other libraries or in the library sector more broadly. There was a clear desire to see staff encouraged to become more outward-looking in order to be more aware of what was happening more broadly in the library sector; to be able to consider the critical socio-demographic and economic challenges facing libraries; and to become aware of potential strategies for new programs and services:

It is all too easy to become so involved in the day-to-day parts of our roles that we lose sight of the need to change, adapt, develop new services, fill new needs and keep libraries relevant to a wide range of groups and individuals within our communities.

Sometimes it feels that we just deal with the here and now... I do find that we don't talk a lot about the bigger issues within the branch where I work.

Some respondents stated that they would like to have the opportunity to learn from others and to broaden their professional horizons:

An experience of how other countries and societies [do things] would enrich the skills base for my type of work.

Others were feeling overwhelmed: at the service level they felt as if they were only treading water in a very fast current, with no time or energy to develop and advance either themselves or the library service. Despite this, they realised that it was critical to anticipate and respond to user expectations in the dynamic world of digital resources. They stressed the imperative for library roles to accommodate the changing demands of library users and for staff to update their skills on an ongoing basis to remain relevant – or indeed to increase relevance – to the communities served:

It is time to re-set the skill requirements for library staff. While we recognise it – it seems we keep advertising and selecting similar people. I'd like to see a mix of technology/JB HiFi people with the traditional librarian. I'd love this thought to occupy the broader library networks' mind/point of view.

The role of libraries and the needs and expectations of patrons are constantly changing and if we do not continue to learn, adapt and evolve we will become obsolete, outdated and irrelevant.

We need to be proactive in changing roles and titles of professional staff to meet rapid changes.

One respondent in the Management survey felt that libraries were currently challenged by the disruptive nature of 'a period of ICT transition' and that the population served by libraries, as well as the staff in libraries, would ultimately become more embedded in technology. The need for change would be a constant factor of life, but the inevitable improvements in the usability of technology would allow staff to dedicate more time to specific programs and to individual client needs.

Outstanding practitioners of the future will fundamentally focus on people and how they relate to the technology, rather than focus on the technology and then try to fit the user's needs around it.

It was acknowledged that some library services were already doing a very good job in encouraging staff development:

[This] library is proactive in extending and renewing all professional skills required for my position. I consider myself competent in all required professional skills.

We have an environment that fosters professional development which I appreciate greatly.

Nevertheless, there was a call for for the library sector to regard ongoing staff development as a natural part of professional life, just as it is for those working in the health and education sectors:

Teachers are expected to continue key professional development throughout their careers. It should be the same for qualified librarians.

In conclusion, there was a keen recognition that the environment in which libraries operate is changing dramatically and that this requires a re-evaluation of services and resources, accompanied by a re-focusing of the Professional skills required to develop, manage and deliver a vibrant, relevant and successful library service. Industry qualifications arguably need to be reviewed and redesigned – not only to be properly aligned with contemporary practice, but also to drive innovative practice in the future. One library manager stressed the fact that Professional skills could not exist in isolation:

Professional skills within the library industry will continue to revolve around the soft skills of communication, customer service and people-related management and interaction.

These soft skills, or Behavioural skills, are examined in the following section of the report.

Section 3: Analysis of the research findings

Behavioural skills

The third area of workplace skills in the *Our future, our skills* framework is Behavioural skills. Behavioural skills relate to an individual's intrinsic abilities to act autonomously, to deal with interpersonal relationships and to contribute productively in the workplace. The framework presents 19 Behavioural skills:

1. ethics and values
2. oral communication
3. written communication
4. non-verbal communication
5. customer engagement
6. empathy
7. teamwork
8. leadership
9. self-management
10. flexibility
11. creative thinking
12. critical thinking
13. problem solving
14. political and business acumen
15. building partnerships and alliances
16. critical reflective practice
17. lifelong learning
18. mentoring and coaching
19. professional engagement.

This list was informed by the extensive literature review (Appendix 2) undertaken as a preliminary part of the *Our future, our skills* project and by detailed discussions with stakeholders.

The ALIA policy document *Core knowledge, skills and attributes* presents a number of Behavioural skills under the heading 'Employability skills and attributes'.

Figure 33 summarises the relative importance of the Behavioural skill sets for both research cohorts, presented in descending order by the number of Individual respondents assigning 'extremely important' (Likert scale 5).

As in the earlier discussions on Foundation skills and Professional skills, the analysis of Behavioural skills focuses on respondents' estimation of the value of specific skills: which are most important, which are least important, and which will become increasingly important. This discussion also explores the value of these skills to public libraries; the confidence levels of staff utilising these skills; and the areas where staff have identified the need for support in building their skills.

Most important Behavioural skills

Individual respondents were asked to consider the range of Behavioural skills to determine the level of importance of each skill to their current role, while Management respondents considered the importance of the skills to the library service.

Figure 33. Behavioural skills: responses for 'extremely important' (currently) Individual and Management survey responses

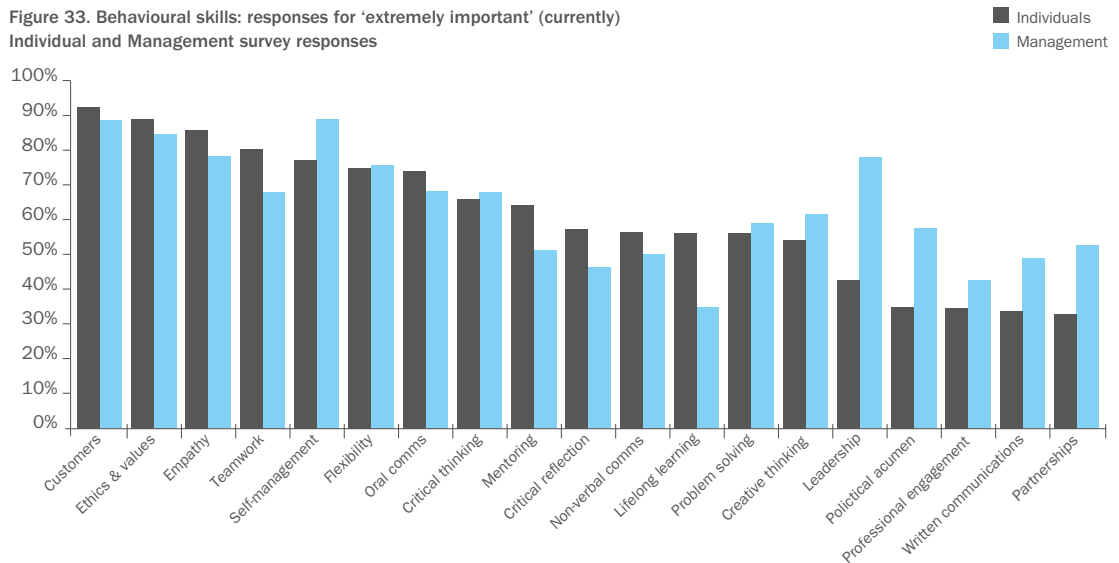
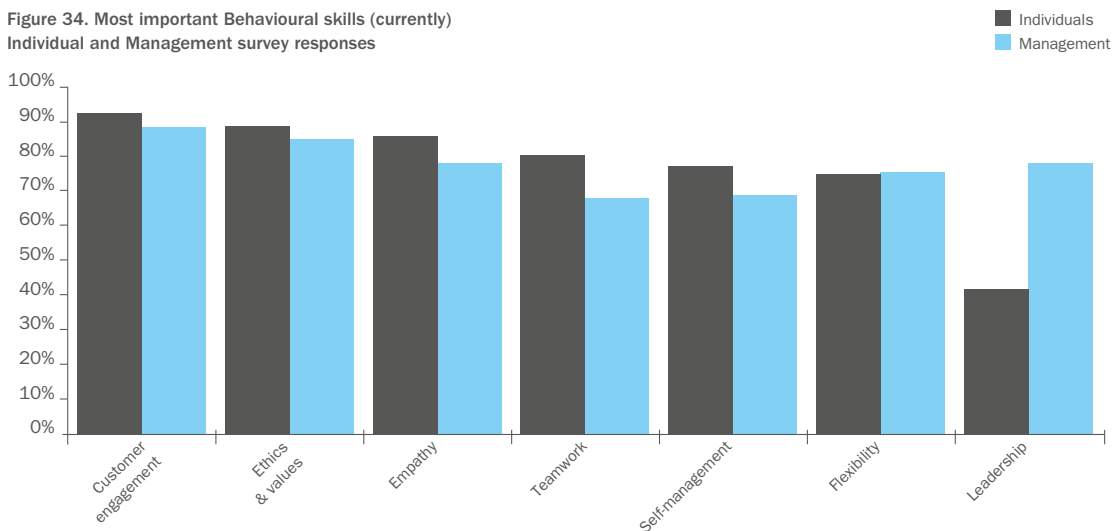


Figure 34. Most important Behavioural skills (currently)
Individual and Management survey responses



It was found that individual staff members and library managers held a shared view of the importance of six specific Behavioural skills:

- customer engagement - the ability to provide high standards of customer service
- ethics and values - the ability to act professionally and maintain ethical values
- empathy - the ability to show understanding and sensitivity towards other people
- teamwork - the ability to work productively with others in a group
- self-management - the ability to act responsibly and to achieve personal goals
- flexibility - the ability to respond positively to change.

The proportion of Individual responses ranking a skill as 'extremely important' (Likert scale 5) ranged from 92.4% for customer engagement to 74.8% for flexibility. Individual respondents generally tended to rank the current importance of these Behavioural skills slightly higher than Management respondents, although library managers scored flexibility marginally higher (Figure 34). Management respondents also regarded leadership as 'extremely important' (78.2%)

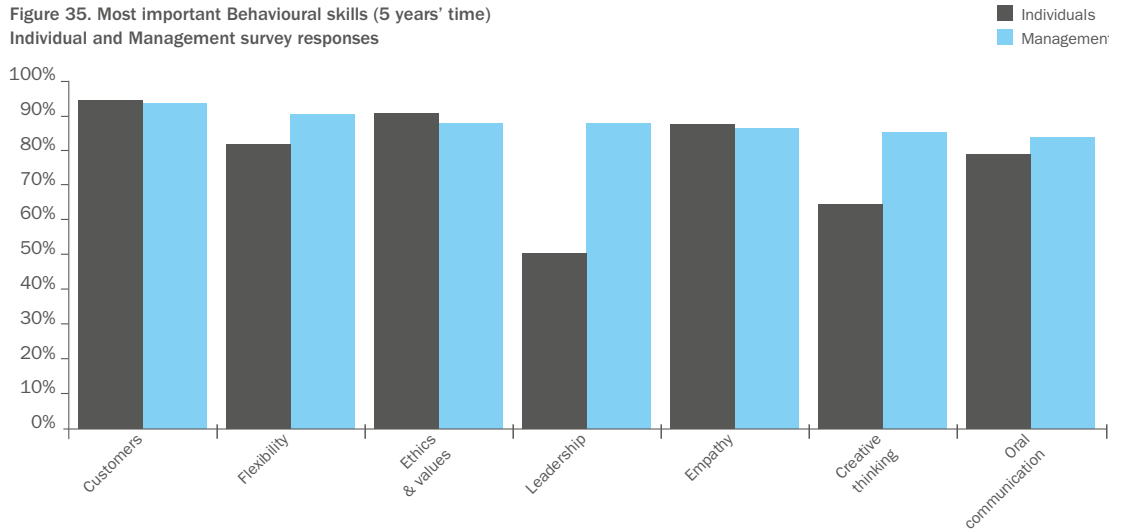
to the library service, compared with 42.3% of Individual respondents who considered it relevant to their current role.

Individual respondents believed that these six skill sets would continue to be important into the future, with a slight trend upwards for each one. In addition, respondents believed that the following Behavioural skills would also increase in importance:

- oral communication - the ability to present and discuss information with colleagues and customers
- creative thinking - the ability to apply creative and innovative thinking
- critical thinking - the ability to think clearly and rationally about a problem
- problem solving - the ability to use creative strategies to resolve a problem
- building partnerships and alliances - the ability to identify and develop partnerships to gain support for the library.

Section 3: Analysis of the research findings

Figure 35. Most important Behavioural skills (5 years' time) Individual and Management survey responses



The seven Behavioural skills anticipated to be most important in five years' time are presented in Figure 35.

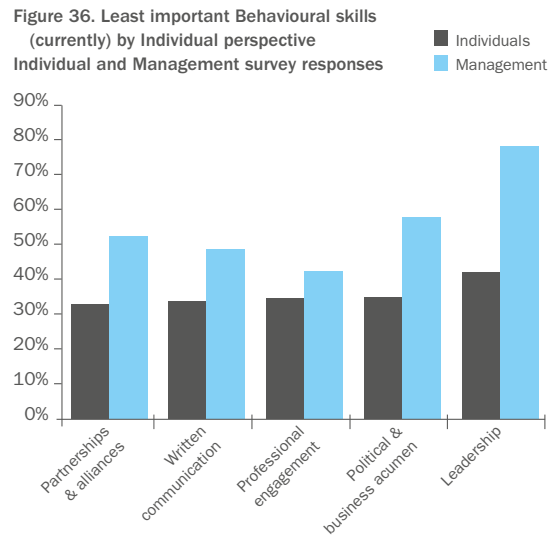
Least important Behavioural skills

The survey data revealed that the five Behavioural skills Individual respondents rated least important to their current roles were:

- building partnerships and alliances - the ability to identify and develop partnerships to gain support for the library
- written communication - the ability to prepare written documents for a range of audiences
- political and business acumen - the ability to understand the political and business environment in which the library operates
- professional engagement - the ability to develop strong links with the library and information profession
- leadership - the ability to exercise strong leadership.

All five skills areas were all ranked as more important by Management respondents than by Individual respondents (Figure 36). These skill sets also attracted the largest number of Individual responses for 'not relevant to my role' (Likert scale 0).

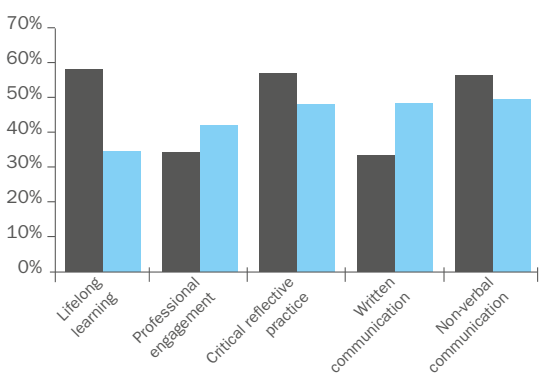
Figure 36. Least important Behavioural skills (currently) by Individual perspective Individual and Management survey responses



Interestingly, from the Management perspective, the five Behavioural skills least important (Likert scale 0) to library service were:

- lifelong learning – the ability to learn how to learn in all facets of life (personal, educational and professional)
- professional engagement – the ability to develop strong links with the library and information profession
- critical reflective practice – the ability to develop a greater level of self-awareness about your attitudes and your performance
- written communication – the ability to prepare written documents for a range of audiences
- non-verbal communication – the ability to use and interpret non-verbal cues.

Figure 37. Least important Behavioural skills (currently) by Management perspective
Individual and Management survey responses



Individual respondents weighted lifelong learning, critical reflective practice and non-verbal communication more heavily than Management respondents (Figure 37). The importance of written communication and professional engagement were not rated highly by either cohort of respondents.

Increasing importance of Behavioural skills

Individual respondents did not expect there to be much change in the importance of Behavioural skills to their roles over the coming five years. Those skills currently regarded as the least important were considered likely to become a little more valued: building partnerships and alliances (13.2% increase), creative thinking

(10.3%), professional engagement (8.4%), political and business acumen (8.1%) and leadership (7.1%). These views were echoed by library managers, who anticipated that skills in building partnerships and alliances and demonstrating political acumen would become increasingly relevant to future library practice. This theme will be discussed further in Section 4.

Value of Behavioural skills in public libraries

In the open comments question respondents stressed that Behavioural skills were central to the effectiveness of the team and the quality of customer service:

I believe positive organisational behaviour amongst all staff has a positive impact on the workplace for everyone in the organisation and thus creates a high standard of service to patrons.

The way we interact with colleagues and the general public is still the most important factor in how our services are rated.

Some Individual respondents were sensitive to some of the challenges presented by non-positive behaviours in the workplace and highlighted the need for strategies to encourage honest, open communication:

Communication is always an issue identified by staff and the inability to see other people’s points of view can create misunderstanding and a culture of mistrust.

It’s often the case that problem behaviours are identified and rather than respond to/address the problem, staff learn to ‘work around’ the perceived eccentricities of colleagues/patrons.

A number of comments made direct reference to the challenges staff faced with ‘difficult customers’ using library services:

Need support in regard to more and more ‘difficult and threatening’ patrons. A recommended program for regular debriefing sessions never eventuated.

Some people argued that while some skills could be taught, personalities could not be changed; others believed that behaviours were in fact learned and could be changed in order to adapt to

Section 3: Analysis of the research findings

situations. Having an awareness of the impact of a given behaviour was an important first step, but it was also necessary to understand and appreciate individual differences:

I think it is important, when working in a team, for staff to understand personality differences and that as individuals we are unique. Completing a Myers Briggs personality test at a conference once gave me great insight into how different we all are when working on a project together...

I think we all bring a different skill set of behaviours to the library profession. As a co-ordinator I try to draw out some of the unique behaviours of my staff so that we can optimise the customer experience.

This means that a deeper understanding of personality and behaviour could be built into both recruitment and staff development practices:

Personality identification training, team building opportunities need to be more important in training and development.

Interview techniques/skills are essential so that we attract the right people, then the opportunities need to exist within the organisation and the wider industry to support and keep the right people in the industry.

Overall, respondents felt that the list of Behavioural skills were all relevant for libraries today and into the future:

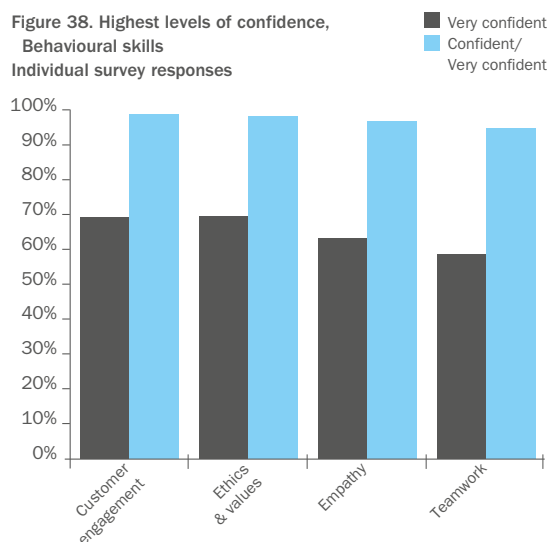
Developing cultures that are positive, constructive, creative, [is], I think, fundamental to the future of public libraries... we need to develop an industry that is people friendly and respectful of others as colleagues and customers.

The comments provided through the surveys underscored the importance of staff having an awareness of the impact that behavioural traits may have on both the internal and external dimensions of the library service. Several respondents reported that they found the opportunity to review the range of Behavioural skills and to reflect on their value in the library workforce very constructive and meaningful.

Staff confidence levels using Behavioural skills

As with the two other skills areas, Foundation skills and Professional skills, respondents in the Individual survey were asked to state how confident they felt in making use of their Behavioural skills. The areas where library staff felt most confident (Likert scale 5) were customer engagement, ethics and values, empathy, and teamwork. These were also noted to be the four most important Behavioural skills for individual staff members. Figure 38 shows the responses for 'very confident' (Likert scale 5) and the combined responses for Likert scales 4 and 5 to aggregate the concepts of 'confident' and 'very confident'.

Figure 38. Highest levels of confidence, Behavioural skills Individual survey responses



Respondents were also given the option to indicate that the given set of skills was not relevant to their role (Likert scale 0). Given the generic value of Behavioural skills, there were considerably fewer 'not relevant to my role' responses than for the various Professional skills. Significant 0-values for this question were noted for only five skill areas: the five least important skills were directly aligned with reported areas of low confidence (Likert scales 1 or 2); see Table 10.

Table 10. Behavioural skills: responses for 'not relevant to my role' and areas of low confidence
Individual survey respondents

Skills areas	Not relevant (%)	Not confident (%)
Building partnerships and alliances	30.3%	10.6%
Written communication	18.4%	5.6%
Professional engagement	14.5%	13.2%
Leadership	13.8%	6.5%
Political and business acumen	11.1%	12.6%

Around one-third of respondents felt neutral (Likert scale 3) about their level of confidence utilising three of the skill sets: political and business acumen (33.4%), professional engagement (31.7%) and building partnerships and alliances (28.0%).

Support for the development of Behavioural skills

In line with the investigations into Foundation skills and Professional skills, respondents in the Individual survey were invited to highlight any areas where they would benefit from support for further skills development. Once again, respondents were very open about the range of training activities they would like to participate in. A small number of people would happily accept training in all areas (n=5); a few others were cynical about the possibility of ever attending any development programs. At the other end of the scale, a couple of respondents indicated that they did not require any training, as they already felt very confident about the quality of their behavioural skills.

More broadly, there was an expressed interest in regular training activities that focus on highly personal behavioural traits, in order to encourage ongoing communication about the value of positive behaviours, and to reduce the potential for problem behaviours or festering misunderstandings in the workplace. Some respondents suggested that they would benefit from informal activities that could help them develop better skills in emotional intelligence, stress management and work-life balance.

The need for a supportive management team to be 'positively influential' in building a strong organisational culture that fosters 'positive, constructive and creative behaviours' was specifically discussed.

One area singled out by a number of respondents was the need for staff to have the appropriate skill set to deal with 'difficult people' or 'extreme circumstances'. The scope of training should include not only strategies to manage health and safety issues, but also the ability to blend these with a sense of empathy:

Training to assist frontline staff with dealing with patrons with behavioural/drug/personality/psychological issues... Also dealing with refugees who may have had traumatic experiences which affect their behaviour and that of their children...

More training on being emotionally sensitive to patrons when difficult situations arise...

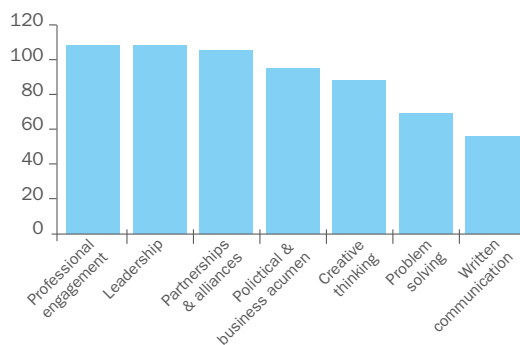
We occasionally have socially challenged people in the library doing 'unacceptable practices'. It would be beneficial [for staff] to have the skills to adjust their attitudes in a welcoming way, so that [these customers] can continue to use the library. Some library staff are not welcoming of all our patrons and they could embrace all people with a friendly smile.

Proposed professional development strategies were characterised by a preference for informal, personal activities: mentoring and coaching were highly valued, with one respondent indicating that it could be very useful for selected staff to learn how to set up and manage an in-house, or cross-institutional, mentoring program. Professional networking was also highlighted as a valuable strategy, with library staff appreciating interaction with colleagues across the library sector, although a few respondents reported that they lacked confidence in this area and would welcome the chance to learn some effective networking skills.

Section 3: Analysis of the research findings

Beyond this, there was a reasonable distribution of the skills that could be the focus of development and training (Figure 39), with the main themes of interest reflecting those areas where respondents had already reported low levels of confidence and where there was an expectation of significant increases in importance.

Figure 39. Areas for support to build confidence, Behavioural skills
Individual comments



On one hand, the themes encompassed the 'big picture' issues of gaining a stronger understanding of the library sector as a whole and of how public libraries fit into the broader context of the cultural sector (galleries, archives and museums) and the wider world of local government:

I would like more opportunities to identify and develop partnerships within the community, and I would like to develop a greater understanding of the library service's position within council, and of the political and business environment in which council operates. I hope in the future to work more closely with community organisations and council.

On the other hand, some themes for development related to the more immediate personal capabilities of thinking more creatively in order to be able to devise innovative approaches to service design and enterprising solutions to problems. The ability to write engaging and impactful documents in all media was seen as a critical area for development, in terms of it being a crucial element of developing influential alliances with new stakeholders.

Behavioural skills: Summary

The narrative responses provided by the respondents in both the Individual and Management surveys helped illustrate the diverse Behavioural skills required within the specific context of public library work. Most respondents agreed that all of the Behavioural skills included in the skills framework were essential in a rapidly changing environment where staff were expected to deliver high-quality customer service, be responsive to change, be very self-aware and be creative and critical thinkers. At the same time, however, a library service may be viewed as a complex entity that needs to be both 'predictable' and 'venturesome'. These conditions can impact directly on the dynamics of the workplace:

There is an interesting contradiction between the need for some skills such as creativity and flexibility with change, and the routine nature of the frontline circulation work. How does this operate for staff who may have a personal preference for static, procedural driven tasks - and we still need these in order to have stable rostering for customer service - but we work in an environment where there will be an increasing change to the nature of the roles required?

Library managers noted the challenging environment in which public libraries operate: reduced budgets would inevitably stimulate different operational strategies; creativity would be required in order to develop innovative collaborative relationships with other agencies. This would in turn require all parties to have a high level of political awareness. At the other end of the spectrum, the communities served by the library will become increasingly diverse, so staff need to demonstrate highly developed interpersonal skills, empathy and emotional sensitivity, both personally and as a team:

All these skills are critically important as they are the foundation for effective relationships, sound strategies and a successful operation, as the demands on libraries and all public operations become increasingly complex.

Managers emphasised that Behavioural skills should be discussed more openly in the workplace, in performance reviews and in recruitment activities.

Hidden talents

Individual respondents were asked to provide some insights, if they wished, into any 'hidden talents' they might have. The answers received painted a rich picture of a workforce with varied skills across an extensive range of activities:

- communications and media
 - advertising and marketing
 - journalism, web and social media
 - public speaking and facilitation
 - radio and sound engineering
- community development and volunteer management
- creative skills
 - arts and crafts, textile arts and costume design
 - creative writing
 - music, theatre and dance
 - visual arts and graphic design
- emergency management first aid
- foreign languages
 - Arabic, Bosnian, Croatian, Czech, Danish, Dutch, French, German, Greek, Hindi, Indonesian, Italian, Lebanese, Malay, Mandarin, Norwegian, Polish, Russian, Serbian, Slovak, Spanish, Swedish, Tamil
- history
 - local history and archaeology
- project management
- research
 - market research and online research strategies
 - research methods
- science
 - agriculture and gardening
- sport
 - yoga and martial arts
- teaching
 - eLearning
- technology
 - digital arts
 - programming.

Many of the respondents acknowledged the potential for libraries to maximise the opportunities for program and service development by tapping into a workforce with such a diverse range of skills:

I would love to use [my skills] in more library projects and community engagement opportunities.

I believe my skills can make a positive impact on the library service when it comes to marketing new resources/services to the public/patrons.

I possess mainly creative and technical talents. They have been called upon in the past, which is really great when you can incorporate aspects of life that you're passionate about into your workplace.

Library staff have a clear sense that they are equipped and motivated to develop and deliver engaging programs in their communities. While a few people indicated that they were strongly encouraged to explore and use their skills, others were concerned that barriers lay with library managers who were not interested in any future-focused ideas.

Section 4: Priority skills for the future

48

Victorian public libraries 2030 was a significant impetus for the *Our future, our skills* project. Through a process of stakeholder interviews and collaborative workshops, the *Victorian public libraries 2030* project team led a thought-provoking exploration into the future to consider the ways in which society might evolve over the next 15 years or so. The study sought to identify what social attitudes and behaviours might emerge, to envisage how community needs and wants might change, and to conceptualise the potential public library scenarios that might lie ahead. Importantly, the report invites those involved in the public library sector in Victoria to begin to think strategically about ways in which 'public library staff, programs and facilities can be better equipped to adapt and innovate to meet changing community needs towards 2030 and beyond'. The *Victorian public libraries 2030* strategic framework therefore represents a planning tool for the future to ensure that public libraries maximise the opportunity and capacity to maintain – and indeed increase – their relevance to the communities they serve.

The *Victorian public libraries 2030* report built on the contemporary role of the public library as a community hub, presenting a roadmap to help library staff navigate this changing world and to plan for ways to engage with the interwoven social trends of creativity, collaboration, mental engagement, learning and community connection.

The *Victorian public libraries 2030* framework proposed four strategic objectives to guide the future prosperity of public libraries, focusing on effective advocacy; the allocation of adequate funding; user access to relevant library products, services and programs; and the availability of flexible library facilities and resources. To accomplish the optimum outcomes, future planning requires the relationships between the four strategic objectives to be properly sequenced: strong advocates help secure the funding required to design and deliver relevant programs and services, which are in turn strengthened by the provision of appropriate facilities and resources.

The Creative and the Community libraries

Two principal concepts emerged from the *Victorian public libraries 2030* exploratory process. The Creative scenario and the Community scenario were outlined in the *Victorian public libraries 2030* report:

In the Creative scenario there is a fundamental shift in society's aspirations as the desire to consume declines and a creative culture emerges in its place. In this scenario more and more people are seeking to explore, develop and express their creativity. We also see a decline in individual and organisational competition, and a rising interest in collaboration, both on a personal and professional basis.

In the Community scenario we see the combined effect of economic, social and technological change, as industries and social norms are disrupted and traditional gatekeepers lose their relevance. Rapidly changing social dynamics lead to sustained high unemployment, feelings of social displacement, and the desire to reconnect with the local community. In this scenario there is a need to continually acquire new knowledge and skills as people feel the impact of the transformation from a local, physical economy to a global virtual one.

The attributes of these two scenarios were distilled into five key social trends:

- creativity – the desire to unlock, express, develop and record creative interests
- collaboration – the willingness to partner, cooperate and share with others
- brain health – the need for lifelong mental engagement, stimulation and care
- dynamic learning – the need to continually learn new knowledge and skills to participate fully in a rapidly changing environment
- community connection – the desire for stable and trusted relationships with people and places of common interest.

These library facilities and resources should be sufficiently flexible to adapt to changing community needs, regardless of how these might actually evolve within the context of the future Creative and Community scenarios.

In the Foreword to the *Victorian public libraries 2030* report, it was stressed that the achievement of these four strategic objectives would depend on the knowledge, skills and attitudes of the library workforce: 'Of course, a workforce of well-trained, experienced and valued public library staff will be at the heart of our success'. Workforce issues therefore represent the fifth strategic objective, responding to some of the concerns regarding public library staffing that had been identified in earlier studies, including the *Libraries building communities* (SLV, 2005), *Connecting with the community* (SLV, 2008) and *Tomorrow's library* (MAC, 2012) initiatives.

This particular strategic objective is regarded as an imperative 'to develop a flexible and inclusive culture that attracts and retains people with the right skills and attitude to deliver public library products and services into the future'. The research findings from the *Our future, our skills* study have been reviewed and interpreted within this broader strategic context of public libraries in Victoria, firstly to determine the extent to which the workforce might be ready and prepared for the alternative Creative and Community futures outlined in the *Victorian public libraries 2030* report, and secondly to consider what strategies might be introduced to ensure that the workforce is composed of staff who are indeed 'well-trained, experienced and valued'.

Current strengths of public library staff

The data collected through the *Our future, our skills* research activities presents a picture of the skills and attitudes that public library staff have today, as well as their level of confidence applying these skills in their current roles. An examination of the areas where Individual respondents report feeling 'very confident' provides valuable insights into the skill areas where staff feel that they are well-trained and experienced. A comparison can also be made with Management respondents' views on the anticipated importance of the same skills for the library service in five years' time.

Table 11 lists those skill areas where more than one-third of all Individual respondents reported feeling 'very confident' (Likert scale 5), the percentage of Individual respondents who felt that way, and the percentage of managers who anticipated the skill set being 'extremely important' (Likert scale 5) for the library service in five years' time.

Table 11. Individual respondents' confidence levels for library skills and Manager's expectations for the skills to be 'extremely important'

Skill set	Individuals 'very confident' (%)	Managers 'extremely important' in 5 years (%)
Foundation skills		
Literacy	64.5%	96.2%
Cultural literacy	45.6%	87.2%
Professional skills		
Information and libraries in society	36.1%	75.9%
Lending services	72.1%	41.0%
Information seeking	53.5%	80.8%
Collection maintenance	40.4%	42.3%
Information services	35.7%	79.5%
Behavioural skills		
Ethics and values	67.8%	87.2%
Oral communication	42.4%	83.3%
Customer engagement	68.8%	93.6%
Empathy	61.7%	85.9%
Teamwork	57.3%	82.1%
Self-management	49.1%	76.9%
Flexibility	45.1%	89.7%
Critical thinking	35.4%	79.5%
Mentoring and coaching	42.2%	62.8%

Staff members had a strong understanding of the role that libraries play in society and they had good experience in the core services offered by the library (that is, providing information services, helping customers find information, keeping the library collection in good condition and undertaking routine lending services).

Section 4: Priority skills for the future

Figure 40. Gap analysis: Foundation and Professional skills
Managers' expectations ('extremely important') and Individual confidence ('very confident')



They also felt comfortable with their levels of literacy and cultural literacy.

The data relating to the Foundation skills and Professional skills in Table 11 is presented graphically in Figure 40 to illustrate the correlation between (a) the skills in which Individual respondents are 'very confident' and (b) the anticipated importance of the same skills for the library service, as reported by Management respondents. It should be noted that high confidence in some skill areas may not in fact be aligned with the future value placed on the application of the skills in the workplace. For example, almost three-quarters of Individual respondents indicated that they were 'very confident' in undertaking routine lending services, but only 41% of managers felt that the skills would be 'extremely important' in the future.

The data relating to these Foundation skills and Professional skills is further shown in the format of a spidergram (Figure 41).

High levels of confidence were also recorded for a number of Behavioural skills, demonstrating the respondents' reported strengths in areas where staff interact with library users, such as ethics and values, customer engagement and empathy. A positive workplace culture was evident in the responses relating to teamwork and the ability to share knowledge and experience with colleagues (Figures 42 and 43).

From the data a picture emerges of a confident and competent workforce delivering the library services that have long been valued by users. The respondents' reported strengths tend to reflect the core knowledge and skills presented in ALIA's policy document *The library and information sector: Core knowledge, skills and attributes*, which is used to guide the professional and vocational education programs in this country.

Figure 41. Gap analysis: Foundation and Professional skills
Managers' expectations ('extremely important') and Individual confidence ('very confident')

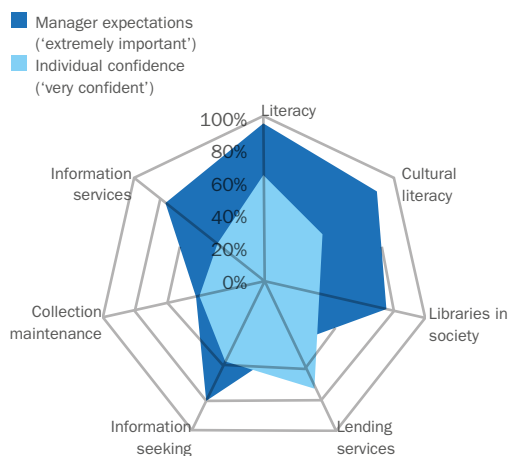
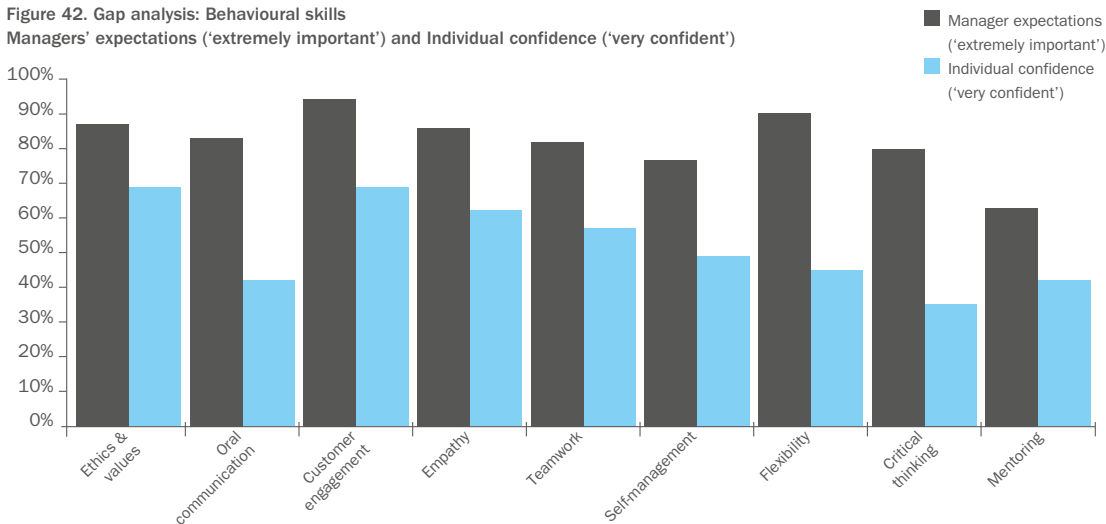


Figure 42. Gap analysis: Behavioural skills
Managers' expectations ('extremely important') and Individual confidence ('very confident')



The *Victorian Public Libraries 2030* report stresses, however, that the status quo cannot continue: changing community attitudes and behaviours will have a significant impact on the role libraries play and on the programs and services they deliver. Inevitably, the ability to successfully adapt the current public library model and move to an alternative paradigm that is relevant to the evolving information and

learning needs of different communities will depend on the competence and confidence of those working in the sector. Public libraries will face the critical challenge of transitioning effectively and smoothly from a passive, product-based model to one that can deliver dynamic, service-based experiences. Public library staff will need to become actively engaged with the evolving social trends of creativity, collaboration, mental engagement, learning and community connection.

Figure 43. Gap analysis: Behavioural skills
Managers' expectations ('extremely important') and Individual confidence ('very confident')



One of the primary drivers for societal change will inevitably be the continuing influence of technology, as acknowledged in the *Victorian public libraries 2030* report: 'technological advancements and improved access to technology continue to enable scientific breakthroughs and new social behaviours to emerge'. The Creative Library scenario is underpinned by developments in information and communications technologies, while the push towards globalisation, which is directly linked to the adoption of new technologies, influences the Community Library scenario. As the *Victorian public libraries 2030* report presents only limited commentary about the skills required by staff working in future public library scenarios, this study has examined the research data to consider how the findings relate to three strategic perspectives: the technology environment, the Creative Library and the Community Library.

Section 4: Priority skills for the future

Skills for the technology environment

The data collected through the *Our future, our skills* surveys revealed a very keen awareness among public library managers and staff of the challenges presented by the fast-changing technology environment. The skills required to function productively in this environment include a mix of Foundation skills, Professional skills and Behavioural skills. Without doubt, the fundamental Foundation skill required by library staff is digital literacy. Staff in all roles and at all levels will increasingly need to demonstrate high levels of digital literacy as they apply their information skills and media skills in a dynamic online world. They will need the capabilities to:

- critically evaluate dynamic content
- use diverse format types and delivery modes
- produce original content in multiple media formats
- share information in participatory environments
- embrace new technologies
- respect privacy, information ethics, cyber safety and intellectual property issues.

In the context of public libraries today, Management respondents ranked digital literacy as the fourth most important Foundation skill (69% rated it 'extremely important'). Literacy, cultural literacy and local awareness skills were identified as the three principal Foundation skills for contemporary library staff, with literacy viewed as the paramount skill. It was overwhelmingly apparent, however, that in five years' time digital literacy skills would be just as important as traditional literacy skills, with 94% of managers rating this skill set as 'extremely important' and the remaining 6% rating it as 'important'. An enormous increase in significance was also anticipated by Individual respondents, with those rating it as 'extremely important' jumping from 58% to 84% for the five-year time frame. It was recognised that all library staff would quickly need to become fluent in the area of digital literacy.

Within the area of Professional skills, the skills framework includes a range of competencies relating to the management of ICT in libraries,

including the ability to contribute to the library's ICT policy and planning processes and to develop and manage ICT systems in the library – for example, hardware and software support, network management, web and intranet development, responsibility for library management systems and an appreciation of the value of usability testing. Beyond this, the ability to integrate social media and mobile applications into library operations and to comprehend the user experience is becoming more important. While some staff require high-level ICT skills in order to plan and coordinate the library's ICT infrastructure, it was found that front-of-house staff are already facing the challenges of providing ICT support to library customers to help them to resolve problems associated with online services and mobile technologies.

Managers noted the growing importance of the skills required to contribute to ICT policy and planning and to develop and manage ICT systems in the library. These skills were regarded as 'specialised': only around one-quarter of Individual respondents indicated that the skill area was important to their current work profile, but the figure rose to about 40% when they considered their the requirements of their role in five years' time. Much more dramatic was the anticipated increase in importance of the ability to integrate social media and mobile applications into library operations: the proportion of Management respondents who rated the skills as 'extremely important' leapt from 40% to 80%, and the figure for individual staff members also doubled, from 30% to 60%.

It is anticipated that operational ICT skills will become mainstream competencies. Library staff are expected to provide ICT support to customers: 44% reported that it was already critical to their role, with 63% recognising its future relevance. Managers echoed this movement within the context of the skills across the library service, with the value increasing from 56% to 74%.

Respondents anticipated that more staff will become involved in the management of digital resources over the next five years, with Individual 'extremely important' response rates rising from

31% to 51% and Management response rates increasing more dramatically, from 46% to 83%. Interestingly, although the creation and maintenance of metadata schema may be considered integral to the organisation and provision of access to digital information resources, the anticipated importance of metadata and linked data skills in public libraries was not rated highly (16% rising to 23% for Individual respondents, and 24% rising to 32% for Management respondents).

Behavioural skills also come under scrutiny: the dynamic and ever-evolving technology environment demands flexibility, with staff encouraged to respond positively and confidently to constant change and to willingly accept new work assignments and job responsibilities. Creative thinking and problem solving are likely to become essential skills in a less predictable world: public library staff will need to be able to seek out and promote new ideas and to test novel approaches to resolving operational issues. A commitment to lifelong learning will be an imperative, with staff prepared to take responsibility for their ongoing learning and professional development through avenues of both informal and formal learning.

As 75% of Individual respondents reported that flexibility was already a key Behavioural skill they use in their current roles, the anticipated future increase (to 81%) in importance was in fact small. Nevertheless, compared with their staff, library managers felt more strongly about the need for flexibility across the library service as a whole, with the ‘extremely important’ response rate increasing from 76% to 90%. Management respondents were also more emphatic about the growing value of creative thinking, critical thinking and problem solving, with the ‘extremely important’ response rates noted as 85%, 80% and 76% for these three skills, compared with the figures of 64%, 70% and 62% for Individual respondents.

While ICT will clearly make a significant impact on library operations in the coming years, one major area of concern for public libraries was staff members’ present levels of confidence in utilising

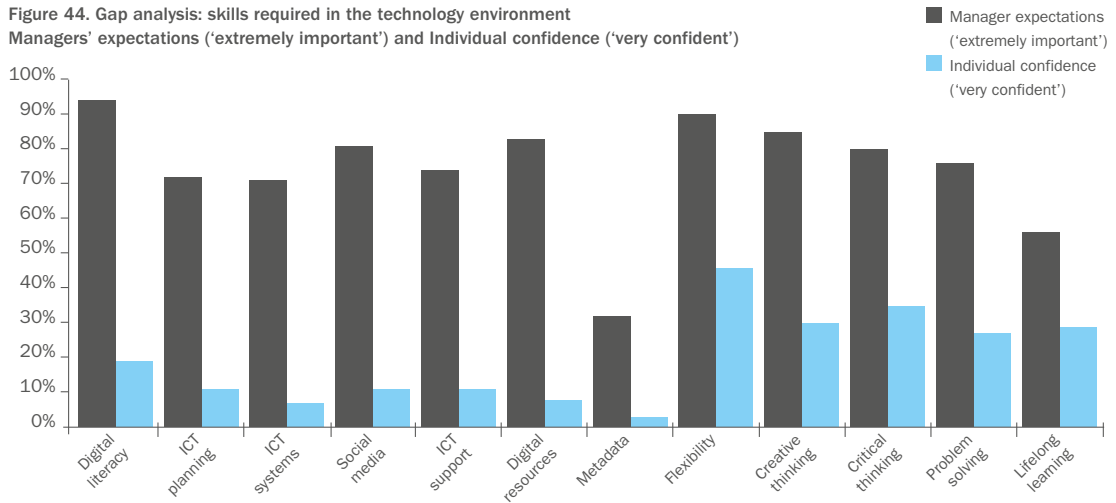
the various skill sets. Table 12 presents the data relating to the ‘very confident’ responses in the Individual survey, compared with Management respondents’ expectations for the same skill sets to be ‘extremely important’ in five years’ time. It must be stressed that although not every staff member will require the same level of technical skills (for example, not everyone will need to be able to develop and manage ICT systems in the library), the library service as an entity will require high levels of ICT proficiency to meet customer expectations in terms of the resources, services and programs available to them.

Table 12. Individual respondents’ confidence levels for skills relevant to the technology environment and Managers’ expectations for the skills to be ‘extremely important’

Skill set	Individuals ‘very confident’ (%)	Managers ‘extremely important’ in 5 years (%)
Foundation skills		
Digital literacy	18.9%	93.6%
Professional skills		
ICT policy and planning	10.5%	71.8%
ICT systems management	6.9%	70.5%
Social media and mobile applications	11.3%	80.8%
ICT support	11.3%	74.4%
Management of digital resources	8.3%	83.3%
Metadata	3.1%	32.1%
Behavioural skills		
Flexibility	45.1%	89.7%
Creative thinking	30.2%	84.6%
Critical thinking	35.4%	79.5%
Problem solving	26.5%	75.6%
Lifelong learning	28.9%	56.4%

Section 4: Priority skills for the future

Figure 44. Gap analysis: skills required in the technology environment
Managers' expectations ('extremely important') and Individual confidence ('very confident')



The gap between managers' expectations for the future importance of the different skill areas and the number of staff who stated that they felt 'very confident' (Likert scale 5) about utilising the skill in their current role is depicted in Figure 44. Relatively strong levels of confidence are recorded for Behavioural skills, but the confidence levels are currently extremely low in the area of Professional skills relating to ICT in libraries.

Figure 45. Gap analysis: skills required in the technology environment
Managers' expectations and Individual confidence

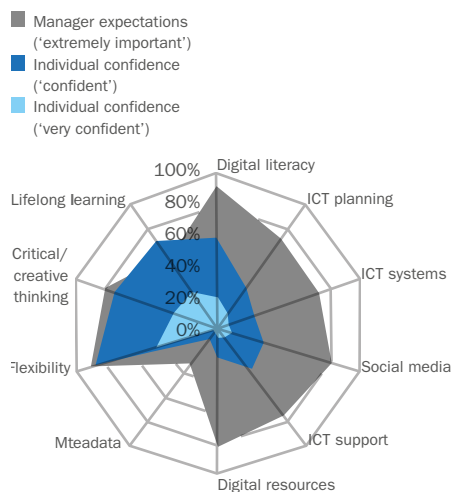


Figure 45 presents the Foundation skills and Professional skills data as a spidergram: Management respondents' expectations for the library's future skills requirements (grey) are contrasted with Individual respondents' current levels of confidence. The graph shows both medium and high levels of confidence by presenting the aggregated responses for 'confident' and 'very confident' (Likert scale 4 and 5; mid blue), as well as the specific data for 'very confident' (Likert scale 5; light blue).

Figure 45 illustrates that while the current reported skill level appears to be low – especially in relation to Professional skills – there is a small kernel of staff with the appropriate skill sets, and a further group of staff who feel their skills are developing well. Importantly, opportunities may exist within the workforce to draw on the skills of these people to contribute to informal staff development activities; for example, through work shadowing and mentoring.

It is essential that public library staff commit to the process of skills development to be able to perform at a high level in the dynamic technology environment. As few areas of the future public library are likely to remain untouched by ICT developments, there is a clear sense that the entire workforce will need to upskill if staff are to operate productively in the world of electronic information and help members of the community

develop their own digital literacy skills. It was noted in the study that, in current situations where customers seek one-on-one technology support as a core library service, members of staff with low levels of digital literacy are regarded as a significant organisational risk, with specific concerns expressed about staff who are considered 'technically illiterate', 'underskilled' or 'just getting by with new technologies'.

The demand for support in the development of ICT skills is high: one-third of all Individual respondents specifically stated that they would benefit from becoming more digitally literate, and half singled out ICT training as essential:

This one rates off the scale: troubleshoot ICT problems in the library. Training needs to be ongoing and staff need to be confident and happy to provide it. Staff need to be free to provide this during shifts and not see it as a distraction from other duties. A patron recently compared IT help in the library unfavourably to an Apple Store.

Training and development activities to address current low levels of digital literacy and ICT skills should be regarded as a high priority for the Victorian public library sector.

Skills for the Creative Library

The future Creative Library, as outlined in the *Victorian public libraries 2030* report, is heavily influenced by technology, particularly through the application of participative and collaborative tools to create and share digital resources in a range of media formats. The main socio-economic drivers for the Creative scenario are:

- the rise of a creative culture
- increasing social collaboration
- challenging economic conditions
- increasing philanthropy
- declining material want
- telecommuting becoming mainstream
- a rise in volunteering
- an increasing awareness of lifelong brain health.

Accordingly, the Creative public library has been described as an active learning centre, community arts studio, brain gymnasium, and collaborative

work space. As staff of the Creative Library become 'facilitators of creative development, expression and collaboration', they will need the skills and abilities to run a broad selection of creative and learning programs that contribute to building the inventive capacity of the community. In this environment public library staff will be required to use a variety of skills to manage and coordinate both internal and external resources in order to:

- facilitate content sharing
- connect people
- teach new skills
- nurture untapped talent
- produce, record and edit creative content
- host business collaboration
- manage people
- coordinate multiple diverse activities within the library and across different stakeholder groups.

The skills relevant to the Creative Library can be mapped to all three fields of the skills framework: digital literacy and cultural literacy as key Foundation skills; cultural programming, creative making, and literacies and learning as Professional skills; and creative thinking, problem solving, customer engagement, building partnerships and alliances, and lifelong learning as important Behavioural skills. At the same time, a wider range of Professional skills should be considered, as staff in the Creative Library will need to draw on their understanding of the ICT environment and their skills in information seeking, eResource management, information services, project management, marketing and promotion.

Cultural literacy involves an appreciation of the diverse backgrounds, beliefs and lifestyles of different community groups, as well as their cultural interests and practices. The research findings revealed that almost three-quarters (72%) of Individual respondents use cultural literacy skills in their current roles and believe that it is likely to continue to be important into the future (78%). Management respondents are also very aware of the value of cultural literacy to the library service as a whole (72%) and highlighted its increasing future significance (87%).

Section 4: Priority skills for the future

The Professional skills required in the Creative Library will be underpinned by ICT expertise, but will focus on discovery, creativity, innovation and learning within the context of library programming and services. Respondents envisage that the importance of cultural programming will increase over the coming five years, with ‘extremely important’ responses rising from 31% to 43% for Individual respondents, and from 37% to 59% for Management respondents. The skill set relating to creative making, including the ability to run makerspaces in the library, received mixed responses. The ‘makerspace’ was an unfamiliar concept to some respondents, with almost half (46%) indicating that it is irrelevant to their current role. Managers, however, recognise that the skills relating to creative making are likely to rise in significance for the library service, moving from a very low ‘extremely important’ response rate of 6% to 40% in five years’ time.

Looking to the future, respondents indicated that the skills associated with literacies (literacy, media literacy and digital literacy) and learning (the principles of learning, teaching and pedagogy) would be drawn on as library staff increase their role in the design, delivery and evaluation of learning programs for diverse individuals and groups in the community. The perceived importance of these skills increased from 37% to 51% for Individual respondents and from 42% to 76% for Management respondents.

Given the Creative Library’s connections with the ever-evolving technology environment, the Behavioural skills of creative thinking, problem solving and lifelong learning will play a critical role. In addition, skills in customer engagement and building partnerships and alliances will enter the spotlight. High-quality customer service is already regarded as a key component of successful, responsive public libraries and respondents did not consider this likely to change in the future. Customer engagement skills are ‘extremely important’ to the current roles of 92% of Individual respondents, increasing marginally to 94% in five years’ time. The figure for Management respondents rose from 89% to 94%.

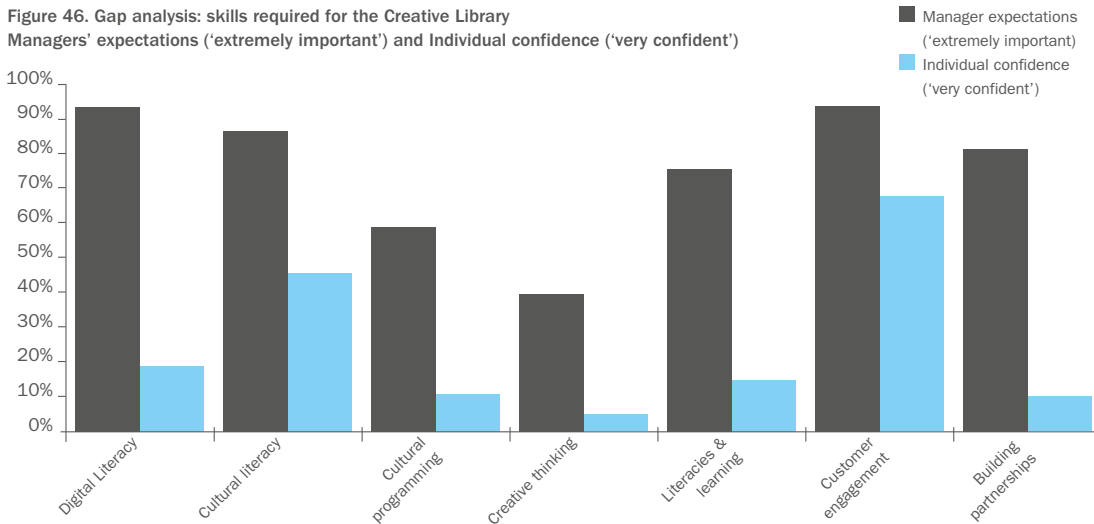
Library staff do not relate as positively as their managers to the skills associated with the process of building and sustaining partnerships and alliances with external agencies. Around one-third of Individual respondents indicated that these skills are significant to their present role, and 46% stated that they expect it will become more significant in the next five years. Library managers place far greater emphasis on the value of these skills to future service models, with an increase from 53% to 82%.

Table 13 correlates Individual respondents’ current confidence levels with Management respondents’ expectations about the future importance of the specific areas of competency required for the Creative Library. High levels of confidence recorded for customer service and cultural literacy contrasted strongly with low levels of confidence recorded for the areas of literacies and learning, cultural programming, creative making, and building relationships and alliances.

Table 13. Individual respondents’ confidence levels for skills relevant to the Creative Library and Manager’s expectations for the skills to be ‘extremely important’

Skill set	Individuals ‘very confident’ (%)	Managers ‘extremely important’ in 5 years (%)
Foundation skills		
Digital literacy	18.9%	93.6%
Cultural literacy	45.6%	87.2%
Professional skills		
Cultural programming	11.1%	59.0%
Creative making	4.9%	39.7%
Literacies and learning	15.1%	75.6%
Behavioural skills		
Customer engagement	68.0%	93.6%
Building partnerships and alliances	9.6%	82.1%

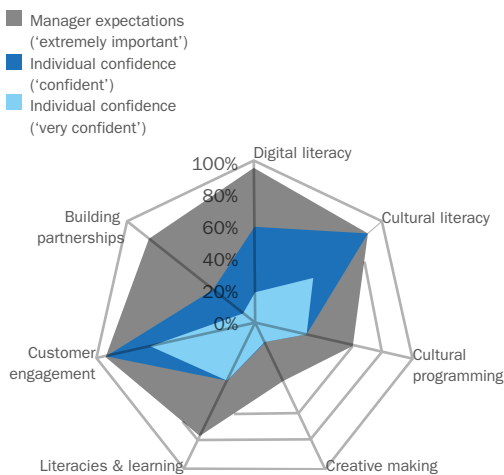
Figure 46. Gap analysis: skills required for the Creative Library
Managers' expectations ('extremely important') and Individual confidence ('very confident')



The gaps between current confidence levels and the perceived future importance of these different skill sets are presented graphically in Figure 46.

In Figure 47, Management respondents' expectations for future skill sets are compared with two sets of confidence data from Individual respondents: high levels of confidence (Likert scale 5) and the combined levels of 'confident' (Likert scale 4) and 'very confident' (Likert scale 5).

Figure 47. Gap analysis: skills required for the Creative Library
Managers' expectations and Individual confidence



These graphs highlight the areas where skills development is essential if Victorian public libraries are to achieve the aspiration of meeting the expectations of a creative community:

There needs to be more emphasis on... cultural activities and creative opportunities like makerspaces in how future librarians are instructed in the role of libraries, and in professional development activities for all staff.

While Frontline, a program of staff development activities focusing on customer service, has already been very successful, and there is a strong base for cultural literacy skills in Victorian public libraries, further training opportunities should be identified in order to advance the sector's understanding of the design, delivery and evaluation of Creative Library programs that specifically target learning needs in different communities.

Section 4: Priority skills for the future

Skills for the Community Library

The second scenario discussed in the *Victorian public libraries 2030* report is the Community Library. The socio-economic and demographic factors that were identified as potentially contributing to the Community scenario include:

- economic contraction
- the decline of traditional gatekeepers
- the continuous need to re-skill and relearn
- the rise of suburban villages
- social displacement
- telecommuting becoming mainstream
- the rise of an entrepreneur culture
- an increasing awareness of lifelong brain health.

The Community Library has been referred to as 'a learning village', with the potential to play a central role as community learning centre; gathering place; brain gymnasium; repository, documenter and disseminator of local knowledge; and local business hub. As outlined in the *Victorian public libraries 2030* report, the responsibilities of public library staff in this environment are broad: to develop community capacity by connecting people who have either similar interests or complementary skills, staff will need to be:

- knowledge navigators
- teachers
- brain trainers
- interpreters
- community connectors.

The effective management and coordination of internal and external resources will again be integral to the success of the library.

The essential competencies for staff of the Community Library can be drawn from all three fields of the *Our future, our skills* framework. Foundation skills significant to the library service include local awareness, to comprehend the socio-demographic and cultural characteristics of the different populations who use the library services, as well as those of non-users. The spectrum of 21st-century literacies support staff's understanding of the lifestyles, behaviours and consumer choices relevant to the immediate community.

While the staff who deliver programs and services in the Community Library will continue to draw on some of their more traditional skill sets (for example, information seeking, resource management, people management, project management, and marketing and promotion), the most critical Professional skills are those relating to community development. The field of community development encompasses community needs analysis (for example, through socio-demographic analysis, community profiling and community mapping); community engagement, especially in relation to issues of social inclusion; and establishing productive relationships with other community groups and volunteers. This last skill set is closely aligned with the Behavioural skills relating to building partnerships and alliances across the public and private sectors, which in turn are augmented by political and business acumen in order to contextualise the environment in which the library operates. Other Behavioural skills such as effective communication, customer engagement and empathy continue to be important.

As the public library is already regarded as a valuable community institution, it was not surprising to find that that local awareness was identified as an important dimension of the Individual respondents' current work profile, with 44% stating that it is 'extremely important' to their role. This figure increased slightly to 49% for future roles. The skill set is undeniably significant for the library service as a whole: 71% of library managers reported that it is already 'extremely important' (Likert scale 5), and 80% anticipated that it will be in the future. However, the perceived importance of the various 21st-century literacies (political literacy, health literacy, environmental literacy and economic literacy) is lower. Managers believe that these literacies contribute to a deeper understanding of the local community, and 55% believe they will be 'extremely important' in five years' time.

Around half of Individual respondents reported that skills in community development are already very important in their role, and anticipate slightly higher levels importance in the future (around 10% increase). Once again, Management

respondents acknowledged that these areas are likely to become far more relevant to future library services, with 92% rating skills in community needs analysis as ‘extremely important’ in future, and 87% rating both community engagement and community relationships ‘extremely important’.

Behavioural skills were rated as having relatively low levels of importance at the current time. Around one-third of Individual respondents reported that competence in building partnerships and demonstrating political acumen is relevant to their present position, although the relevancy was likely to increase over the next five years. Management respondents concurred: they indicated that the value of skills in building partnerships will increase from 53% to 82%, and political acumen from 58% to 73%.

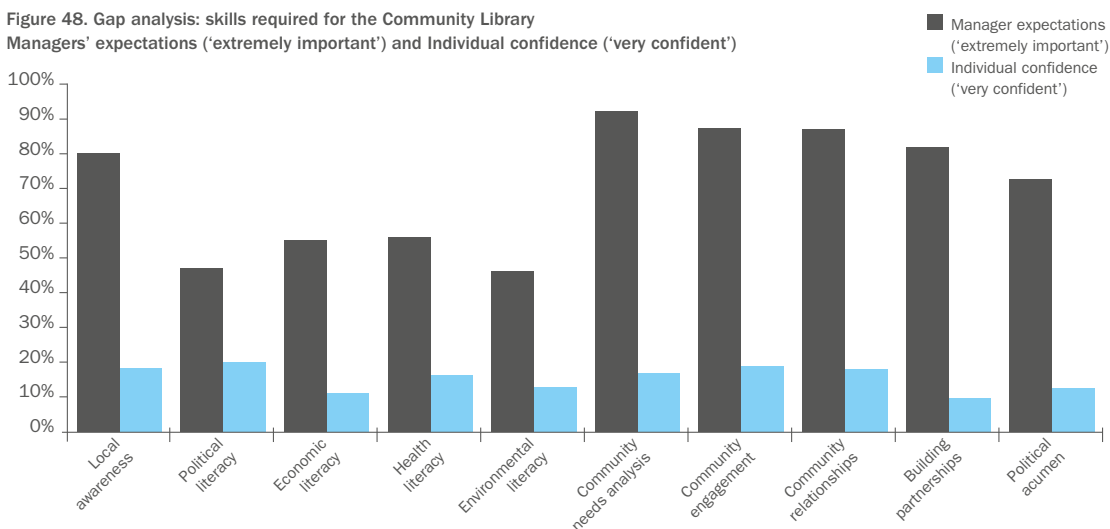
The Community Library scenario will require a mix of skills that are arguably underdeveloped at the present time. Although staff confidence levels are marginally stronger in this scenario, a degree of discord is still apparent when they are compared with the value placed on the skill sets by library managers (Table 14), particularly in the context of community development skills.

The gap between managers’ views of the future significance of these skill areas and staff’s current level of confidence is presented graphically in Figure 48.

Table 14: Individual respondents’ confidence levels for skills relevant to the Community Library and Manager’s expectations for the skills to be ‘extremely important’

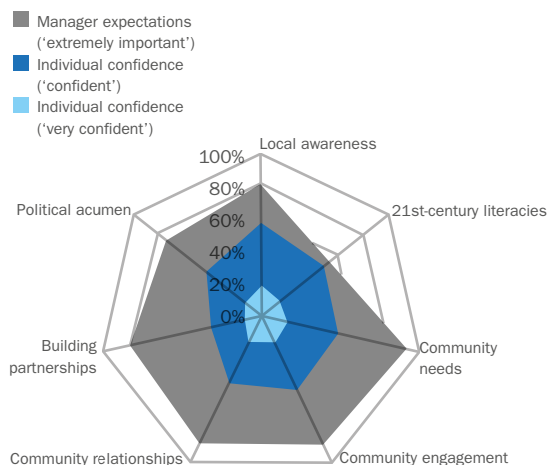
Skill set	Individuals currently ‘very confident’ (%)	Managers ‘very important’ in 5 years (%)
Foundation skills		
Local awareness	17.9%	79.5%
Political literacy	20.2%	47.4%
Economic literacy	10.9%	55.1%
Health literacy	15.9%	56.4%
Environmental literacy	13.4%	46.2%
Professional skills		
Community needs analysis	16.6%	92.3%
Community engagement	18.9%	87.2%
Community relationships	17.5%	87.2%
Behavioural skills		
Building partnerships and alliances	9.6%	82.1%
Political and business acumen	12.8%	73.1%

Figure 48. Gap analysis: skills required for the Community Library
Managers’ expectations (‘extremely important’) and Individual confidence (‘very confident’)



Section 4: Priority skills for the future

Figure 49. Gap analysis: skills required for the Community Library
Managers' expectations and Individual confidence



This data is further amplified in Figure 49 to show the combined Individual responses for 'confident' (Likert scale 4) and 'very confident' (Likert scale 5).

It was interesting to note that while library managers place considerable emphasis on the importance of community development skills, they are less committed to the range of Foundation skills, particularly the 21st-century literacies, which potentially contribute to a deeper, richer understanding of community issues. Around 15% of Individual respondents indicated that they would benefit from participating in staff development activities relating to community development. Some staff particularly want to be able to better understand the dynamics of changing communities and to create opportunities to reach sections of the community that are not traditionally users of the library service:

It would also be of benefit to be more involved in how the library is connected with other elements within the community, and strengthening these ties.

There is a sense that there may be local government staff who already have the relevant skill sets in the community development field and who might be encouraged to move into the public library sector.

Strategies for the future

Konrad (2010) stresses that the development of staff competence is intrinsically linked to organisational development, so library leaders face the challenge of ensuring that their staff have the right skills to work in an organisation that encourages and supports interdisciplinary teams and networks within and across the cultural sector. Staff will also need to be able to respond and contribute to an organisation that has the capacity to embrace the 'processes of change and development as a permanent condition for the sector' (Konrad, 2010). The future scenarios of the Creative Library and the Community Library anticipate 'a flexible and inclusive organisational culture that attracts and retains people with the right skills and attitude' in order to design and deliver the programs and services that will place the public library service at the centre of an active and engaged community. The 'right skills and attitude' encompass a range of the competency areas presented in the *Our future, our skills* framework. Some of these skill sets may be regarded as 'traditional' LIS skills, while others can be described as 'new' skills.

The research findings indicate that public library staff perform well in those areas where their skills have long been tried and tested: they are 'well-trained, experienced and valued'. However, some of the competency areas that are directly relevant to the Creative Library and the Community Library can be described as underdeveloped. While some of the skills are beginning to become relevant to public library practice, staff levels of confidence in utilising these skills are very low. This is particularly the case with the skill sets relating to cultural programming, creative making, literacies and learning, and community development. It is important to note that while these skills areas are going to become increasingly important for public library programs and services into the future, they are not included in the ALIA *Core knowledge, skills and attributes* policy document. It would be valuable to encourage debate between educators, practitioners and the professional association about the scope and relevance of the ALIA core knowledge statement.

The *Victorian public libraries 2030* report provides a number of steps that may assist public libraries move strongly and strategically into the future, beginning with the acknowledgement of the strategic reasoning presented in the report itself: that is, to accept the validity of the five prominent social trends (creativity, collaboration, brain health, dynamic learning and community connection). This strategic framework can be used to identify future priorities and to guide the implementation of new initiatives that will enhance the relevance of public libraries in changing times.

In the area of future staffing needs, strategies could include the dissemination of the research findings from the *Our future, our skills* project so that all stakeholder groups understand the workforce planning issues that are aligned with the sector's strategic directions. The skills framework may be used to evaluate current staffing structures and position descriptions and to review library services' recruitment and performance planning activities.

It is important that public libraries build a culture of learning and introduce a program of productive staff development activities that will ensure staff are equipped with the skills to design and deliver innovative programs and services for the communities they serve. Training activities should not only be strategically and operationally relevant, but also collaborative and participative – with a balance of group learning, independent learning and peer mentoring – to encourage library staff at all levels to actively commit to and engage in learning and development.

The public library workforce is integral to the sector's future success. The Victorian public library sector should be encouraged to develop a set of priorities to address future skills needs. In both the Creative Library and Community Library scenarios, emphasis is placed on members of the community striving to develop new knowledge and skills. In this dynamic learning environment, it is essential that staff employed in public libraries are also motivated to see themselves as learners. Tasks that are currently viewed as routine will inevitably be subject to ongoing change: technological developments will streamline mundane activities and some traditional library roles will become redundant. However, as libraries forge new directions, alternative career pathways will emerge, with roles that require people to draw on a different range of skills.

Substantial progress has already been made with the Frontline and Shared Leadership staff development programs; the State Library and Public Libraries Victoria Network (PLVN) are well positioned to use the Victorian Public Libraries 2030 strategic framework as the springboard to progressively introduce a range of skills programs to help members of the public library workforce develop new resources and services to meet the changing needs of the communities they serve.

Section 5: Conclusions and recommendations

A number of studies have been published in recent times to investigate the value of public libraries (SGS Planning and Economics, 2011; 2012; 2013). As staffing costs consistently represent the highest cost category in public library funding, it is critical that the sector employs and develops staff who have the right knowledge and skills to provide high-quality services in a rapidly changing social and technological environment. The *Our future, our skills* study has provided an unprecedented opportunity to undertake an in-depth examination of the current skills and the anticipated future skills requirements for public libraries in Victoria.

The overall response rate of 45% for the Individual survey, with 1334 respondents drawn from 96% of the state's library services, was considered very positive: the findings reflect the views of almost half of the Victorian public library workforce. The respondents to the Management survey are also a representative sample, with 78 responses received from managers at 79% of library services in Victoria. All respondents are acknowledged and thanked for their commitment of time, energy and interest in completing the lengthy surveys, and for providing rich and informative comments about their skills, their work and their library services. While it goes beyond the scope of this report to present the complete picture that could be built from the detailed comments, there is the potential to undertake a more comprehensive content analysis of the qualitative data gathered through the research activities.

The questionnaires were designed to examine, from the perspective of library managers and library staff, the perceived importance of the three skill areas delineated in the skills framework – Foundation skills, Professional skills and Behavioural skills – and to determine the current level of confidence of staff utilising these skills. The Management survey data reflects the skills requirements for the library service as a whole, while the Individual survey data illustrates library staff members' views on the skills that are relevant to their own role.

A detailed analysis of each skill set is presented in Appendix 1. There is no evidence that any of the skills presented in the *Our future, our skills*

framework are irrelevant to public library practice, with respondents to both surveys strongly supporting the value of the different competency areas. Some differences were noted, however, between the service requirements of small branches and those of larger libraries:

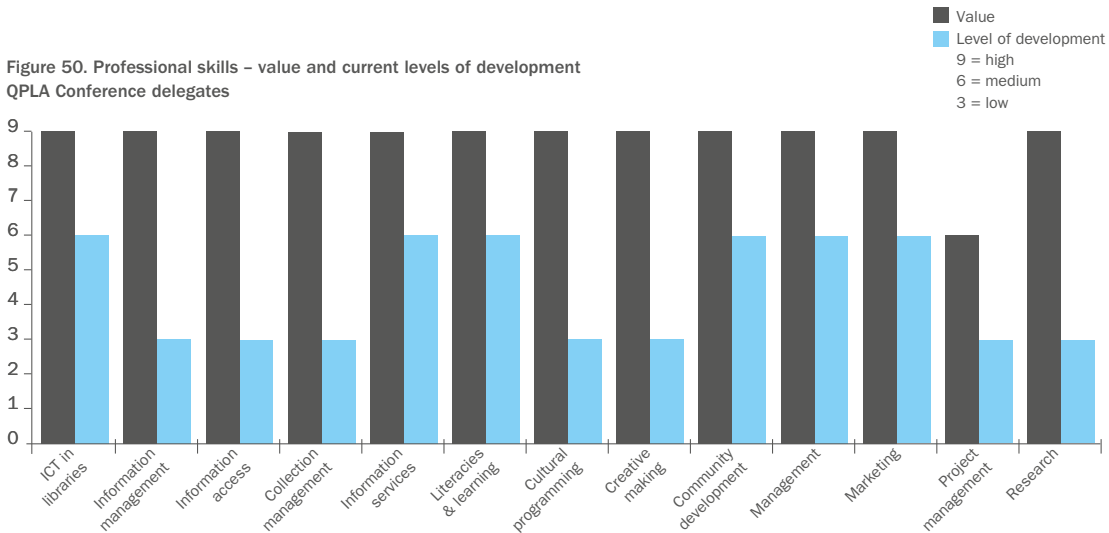
Larger metropolitan library services may have more opportunity to diversify the staff skill set than smaller rural services, despite the staff requirements being the same. Recruitment and retention of staff, despite recognition of the variety of skills required, and often the very small staff complement in smaller libraries, can impact on the ability to fulfil all skill sets desired.

Some of the challenges facing the public library sector over the next few years have been encapsulated in the gap analysis, which compares the skill sets that library managers believe are going to be important for the future with the current confidence levels of staff using the skills.

At the Queensland Public Libraries Association (QPLA) conference held at the Gold Coast in November 2013, delegates participated in a session that was held with the objective of stimulating discussion about the workforce and skills that are critical for the future of the public library sector (Hallam & Harvey, 2013). Delegates explored the knowledge and skills that they felt would allow public libraries to thrive and prosper. The workshop notes were written up so that the results could be compared with the findings from the *Our future, our skills* research project.

The event was an energetic session, with delegates working in groups to create their own lists of Professional and Behavioural skills. Due to time constraints, Foundation skills were not included in the activity. When the worksheets were reviewed, it was found that the range of skills identified in the conference brainstorming session could be mapped to most of the skill areas in the *Our future, our skills* framework. The QPLA delegates rated the value of most of the Professional skills as 'high', but noted that the current level of skills development was perceived to be either 'medium' or 'low'. The summary findings are presented in Figure 50, with the scale 9 = high, 6 = medium and 3 = low.

Figure 50. Professional skills – value and current levels of development
QPLA Conference delegates



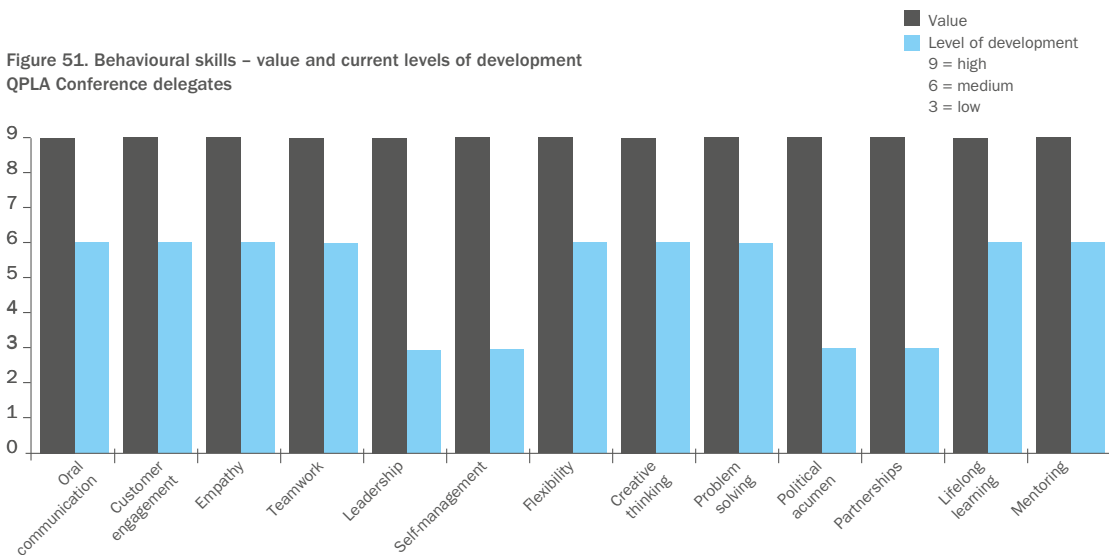
When the QPLA workshop notes were mapped to the Behavioural skills, it was again found that although the value of each skill was rated as 'high', the present level of development was perceived to be 'medium' or 'low' (Figure 51).

The session at the QPLA conference was not devised as a scientific study, but it was interesting to observe the overall similarities that a one-hour brainstorming session could produce when

delegates were asked to identify and rank the Professional skills and the Behavioural skills required by the public library workforce.

In the *Our future, our skills* project, respondents were very keen to envision a strong and healthy future for the public library sector in Victoria, both for the library services in general and for their individual jobs and careers.

Figure 51. Behavioural skills – value and current levels of development
QPLA Conference delegates



Section 5: Conclusions and recommendations

I am looking forward to the next few years as I know libraries are going to play a really big part in the community and to be part of this would be really wonderful. Libraries are the place to be!

The dynamic technology environment is having widespread impact across all areas of society. Within the context of public libraries, staff will require high levels of digital literacy as a mature understanding of and experience in ICT becomes essential to develop new policy, to plan new infrastructure, to manage eResources and to use digital media in all aspects of communication. Digital media will be important in the Creative Library scenario, where creative culture meets social collaboration. Skills in cultural programming, creative making, and literacies and learning will all be needed as members of the community share ideas and content across their networks. In the Community Library scenario the focus will be on local awareness, community relationships and community engagement. The traditional model of the public library will be replaced by a vibrant physical and virtual centre for cultural interaction and learning.

There is a strong awareness that new skill sets will be required for future practice and that it is critical for the sector to adopt a coordinated approach to training and development:

Library skills for public libraries looking forward will come from a number of areas I feel and may not necessarily be all delivered in the traditional manner by librarianship courses. There are many elements to the profession and a number of them are more increasingly being shared by other professions and not technical in nature... People with good project management and strategic skills, good people and customer service skills and a mind that is switched on to learning and problem solving will be in high demand over the technically brilliant cataloguers and system administrators.

All Skill enhancement including professional networking, confidence building, change management, community engagement, technology advancement, diversity of service provision, evaluation of service, funding security and relevance to stakeholders are vital to a successful Library service and should be encouraged

throughout the industry. Any training provided at a state level ensures consistency of training, Professional networking, spreading the same message and valued support particularly for smaller Library Corporations with limited resources.

There are some messages for educators as new models of public library services lead to further nuances within LIS education programs: in contrast to the skill sets required by academic librarians, special librarians and information or knowledge managers, the skill sets for public library staff will become increasingly distinctive:

This is a critical period for the role of universities to get the industry qualifications right for the future of the library profession.

It is therefore timely for the details of the ALIA policy relating to *Core knowledge, skills and attributes* to be reviewed in order to determine its relevance to future public library practice:

In general there has been a shift over the last 15 or so years away from the some of the more traditional librarian skills to skills from other disciplines - particularly community development and early childhood development. I can see the value in having professionals from these areas in the library but it would be great if our library courses were able to offer these streams as a minor or major in their course structure. Some of them are very heavy on theoretical information management which isn't largely required for public libraries - a little goes a long way! I hope that this study will be used to inform the development of courses for our future workforce.

The study discovered that the issues relating to skills development are particularly sensitive for part-time and casual library staff, many of whom indicated that they receive little or no training and believe that there is little scope for changing or growing in their roles. The profile of the industry, with a high proportion of part-time staff, is acknowledged to be a major challenge to the goal of a well-trained and engaged workforce. Nevertheless, many respondents felt that there is a strong foundation of skills within the sector that should be exploited through knowledge sharing and mentoring.

It would be helpful for small libraries such as ours [...] to subscribe in some way to a mentoring program for beginning libraries. Our staff have many skills and respond well to challenges, but the library equivalent of a godparent figure would be invaluable.

In conclusion, a vast amount of data has been gathered in the *Our future, our skills* project. While a small percentage of respondents found the surveys long, tedious and on occasion confusing, a good proportion recognised the intrinsic value of the research:

I think it is great that libraries are interested in evaluating and learning about the skill set, strengths and areas of improvement, of its staff and services, to provide a stronger service.

Look forward to the results of this survey and hope that the future training and development of libraries and staff will be the winners from this.

It been very useful to look over this list of skills in the three areas and we will use these skill lists when planning our work next year.

There was also a sense of appreciation for the openness of the research approach in the *Our future, our skills* project:

Thank you for the opportunity to contribute to this survey. I participated in the initial workshop and was very excited by it and enthused. I can't wait to see the results and am proud to be part of it and contributing to knowledge and providing a path for the future. Bring it on!

The challenge will be for the public library sector in Victoria, through the State Library and PLVN, to utilise the research findings to facilitate discussion within the sector, to stimulate engagement with stakeholders and to guide future planning processes. This report concludes with two commendations to recognise good practice and a series of recommendations to guide future strategic and operational activities that can support the development of a highly skilled and engaged public library workforce across Victoria.

Commendations

The Workforce Leadership and Learning Workgroup of the State Library of Victoria and PLVN is commended for:

1. driving and supporting the *Victorian public libraries: Our future, our skills* research project and for fostering a wider understanding of the importance of skills and competencies in the public library sector
2. developing and running a range of statewide staff development activities such as the Frontline and Leadership programs.

Recommendations

1. The State Library of Victoria and PLVN, through the Workforce Leadership and Learning Workgroup, develop a set of priorities to ensure that the Victorian public library sector is well positioned for the delivery of future-focused programs and services; these may include:

- disseminating the research findings from the *Our future, our skills* project to its constituents
- developing a workshop program to explore and share understandings about the characteristics, behaviours and strategies that underpin a culture of learning and development in public libraries
- establishing a set of measurable and achievable key performance indicators for staff development in the public library sector, to be monitored and evaluated through the introduction of appropriate metrics
- liaising with other national and state bodies in the public library sector to advocate for a review of the Australian Library and Information Association (ALIA) *Core knowledge, skills and attributes* policy statement, to ensure that it appropriately reflects contemporary skills requirements in public libraries
- liaising with library and information science (LIS) education and training providers to prioritise the formal education and training requirements for public library staff.

Section 5: Conclusions and recommendations

2. The skills framework developed for the *Our future, our skills* project is used as a multi-purpose workforce planning tool:

- to raise awareness among public library staff about the importance and value of the range of skills which underpin high-quality public library practice
- to advocate on public library workforce issues with local government stakeholders
- to review staffing structures and to align the skills requirements with public library programs and services
- to review current position descriptions and staff capability documents for public library staff
- to support the recruitment of high-calibre public library staff
- to support performance planning and review processes in public libraries.

3. A training and development framework be developed for Victorian public libraries:

- to define and establish a staff development program that is aligned with the public library sector's strategic direction and priorities
- to set up an online resource to extend the reach of training and development activities, using eLearning activities for facilitated (group) and independent (individual) learning
- to develop a program of collaborative and participative training activities, structured around key themes or streams (for example, technology environment, Creative Library, Community Library)
- to develop a statewide peer mentoring program to support knowledge exchange and skills development across and between library services
- to encourage staff exchanges and job swaps to support knowledge exchange and skills development across and between library services.

References

- Australia. Department of Employment (2012). *Job outlook*. Retrieved from <http://joboutlook.gov.au/>
- Australian Library and Information Association (ALIA) (2012). *The library and information sector: Core knowledge, skills and attributes*. Retrieved from www.alia.org.au/about-alia/policies-standards-and-guidelines/library-and-information-sector-core-knowledge-skills-and-attributes
- Considine, G., Jakubauskas, M. & Oliver, D. (2008). *Workforce sustainability and leadership: Survey, analysis and planning for Victorian public libraries*. Sydney: University of Sydney, Workplace Research Centre. Retrieved from www.plvn.net.au/sites/default/files/finalworkforcereport.pdf
- Gonzalez, M. (2010). Workforce competencies: focus on urban public libraries. *Library Trends*, 59(1/2), 269-287, 374.
- Hallam, G. (2008). *neXus: An investigation into the library and information services workforce in Australia. Final report*. Brisbane: Queensland University of Technology. Retrieved from <http://eprints.qut.edu.au/12908/>
- Hallam, G. (2013). *Victorian public libraries: Our future, our skills. Literature review*. Unpublished.
- Hallam, G. & Harvey, S. (2013). Beware the blind corner! The value of having a clear view of the future workforce. Workshop notes. *Just around the corner: QPLA conference 2103*. Gold Coast, 10-13 November 2013. Unpublished.
- Institute of Museum and Library Services (IMLS) (2009). *Museums, libraries and 21st century skills*. Washington, DC: IMLS. Retrieved from www.imls.gov/assets/1/AssetManager/21stCenturySkills.pdf
- Konrad, I. (2010). Denmark: Future competence needs in public libraries. *Scandinavian Public Libraries*, 43(4). Retrieved from <http://slq.nu/?article=denmark-future-competence-needs-in-public-libraries>
- Ministerial Advisory Council on Public Libraries (MAC) (2012). *Review of Victorian public libraries: Stage 1 report*. Retrieved from www.dpcd.vic.gov.au/localgovernment/public-library-review/tomorrows-library-stage-1
- Mounier, A. (2001). *The three logics of skill in French literature*. Australian Centre for Industrial Relations Research and Training (ACIRRT) Working Paper for the Board Research Project: *The Changing Nature of Work - Vocational education and training to enable individuals and communities to meet the challenges of the changing nature of work*. Sydney: University of Sydney, ACIRRT. Retrieved from www.bvet.nsw.gov.au/pdf/threelogics.pdf
- SGS Economics and Planning (2011). *Dollars, sense and public libraries: The landmark study into the socio-economic value of Victorian public libraries*. Melbourne: State Library of Victoria. Retrieved from www.slv.vic.gov.au/sites/default/files/dollars-sense-public-libraries-summary-report_1.pdf
- SGS Economics and Planning (2012). *The library dividend: a guide to the socio-economic value of Queensland public libraries*. Brisbane: State Library of Queensland. Retrieved from www.slq.qld.gov.au/data/assets/pdf_file/0009/225864/the-library-dividend-technical-report.pdf
- SGS Economics and Planning (2013). *National welfare and economic contributions of public libraries*. Retrieved from www.alia.org.au/sites/default/files/Contribution%20of%20Australian%20Public%20Libraries%20Report.pdf
- State Library of Victoria (SLV) (2005). *Libraries building communities: The vital contribution of Victorian public libraries - a research report*. Melbourne: State Library of Victoria. Retrieved from www2.slv.vic.gov.au/about/information/publications/policies_reports/plu_lbc.html
- State Library of Victoria (SLV) (2008). *Connecting with the community*. Melbourne: State Library of Victoria. Retrieved from http://www2.slv.vic.gov.au/about/information/publications/policies_reports/plu_lbc.html

References

- State Library of Victoria (SLV) (2013a). *Victorian public libraries 2030: Strategic framework*. Melbourne: State Library of Victoria. Retrieved from www.plvn.net.au/sites/default/files/20130527%20FINAL%20VPL2030%20Full%20Report_web.pdf
- State Library of Victoria (SLV) (2013b). *Victorian public libraries 2030: Strategic framework. Summary report*. Melbourne: State Library of Victoria. Retrieved from http://plvn.net.au/sites/default/files/20130528%20FINAL%20VPL2030%20Summary%20Report_web.pdf
- United Nations Educational, Scientific and Cultural Organization (UNESCO) (2013). *Media and information literacy for knowledge societies*. Moscow: UNESCO. Retrieved from www.ifapcom.ru/files/News/Images/2013/mil_eng_web.pdf

Appendix 1: Detailed analysis of all skills

Contents

- 73 Introduction
- 75 Foundation skills
 - 75 1. Literacy
 - 76 2. Numeracy
 - 77 3. Digital literacy
 - 78 4. Cultural literacy
 - 79 5. Political/civic/citizen literacy
 - 80 6. Financial/economic/business/entrepreneurial literacy
 - 81 7. Health literacy
 - 82 8. Environmental literacy
 - 83 9. Local awareness
 - 84 10. Global awareness
- 85 Professional skills
 - 85 1. Information and libraries in society
 - 86 2. Information and communication technologies (ICT)
 - 2.1. ICT policy and planning processes
 - 2.2. ICT systems in the library
 - 2.3. Social media and mobile applications
 - 89 3. ICT support
 - 90 4. Information management
 - 91 5. Information organisation and access
 - 5.1. Bibliographic records
 - 5.2. Metadata schema
 - 5.3. Lending services
 - 94 6. Information seeking
 - 95 7. Collection management
 - 7.1. Collection development
 - 7.2. Acquisitions
 - 7.3. Managing digital resources
 - 7.4. Collection maintenance
 - 99 8. Information services
 - 100 9. Literacies and learning
 - 101 10. Cultural programming
 - 102 11. Creative making
 - 103 12. Community development
 - 12.1. Community needs analysis
 - 12.2. Community engagement
 - 12.3. Community relationships
 - 106 13. Management and administration
 - 13.1. Library policy and planning
 - 13.2. Library operations
 - 13.3. Performance monitoring and evaluation
 - 13.4. Library finances
 - 13.5. Library staffing
 - 112 Marketing
 - 14.1. Marketing the library
 - 14.2. Promoting library collections, services and programs
 - 114 Project management
 - 115 Generation of knowledge
 - 116 Behavioural skills
 - 116 1. Ethics and values
 - 117 2. Oral communication
 - 118 3. Written communication
 - 119 4. Non-verbal communication
 - 120 5. Customer engagement
 - 121 6. Empathy
 - 122 7. Teamwork
 - 123 8. Leadership
 - 124 9. Self-management
 - 125 10. Flexibility
 - 126 11. Creative thinking
 - 127 12. Critical thinking
 - 128 13. Problem solving
 - 129 14. Political and business acumen
 - 130 15. Building partnerships and alliances
 - 131 16. Critical reflective practice
 - 132 17. Lifelong learning
 - 133 18. Mentoring and coaching
 - 134 19. Professional engagement

Introduction

Two survey instruments were developed for the *Our future, our skills* audit: the Individual survey (Appendix 6), which was completed by individual staff in different library services; and the Management survey (Appendix 7), which was open to selected senior staff with managerial responsibilities and an understanding of the strategic direction of their library service.

The questions in the Individual survey focused on the individual staff member's own skills as utilised in their present role. In the three skills sections, respondents were required to indicate, for each individual skill:

- the importance of the skill to their current role
- the anticipated importance of the skill to their role in five years' time
- their current level of confidence applying the skill.

Table 1. Likert scale: importance of skills
Individual survey

Degree of importance of the skill to the respondent's current role				
Not at all important		Moderately important		Extremely important
1	2	3	4	5

Degree of importance of the skill to the respondent's role in 5 years' time				
Not at all important		Moderately important		Extremely important
1	2	3	4	5

Table 2. Likert scale: current confidence levels
Individual survey

Degree of importance of the skill to the respondent's role in 5 years' time					
Not relevant to my role	Not at all confident		Moderately confident		Very confident
0	1	2	3	4	5

Appendix 1: Detailed analysis of all skills

The Management survey examined the relevance of various skills to the library service as a whole and asked only two questions for each of the skill areas:

- the importance of the skill to the library service today
- the anticipated importance of that skill to the library service in five years' time.

Table 3. Likert scale: importance of skills
Management survey

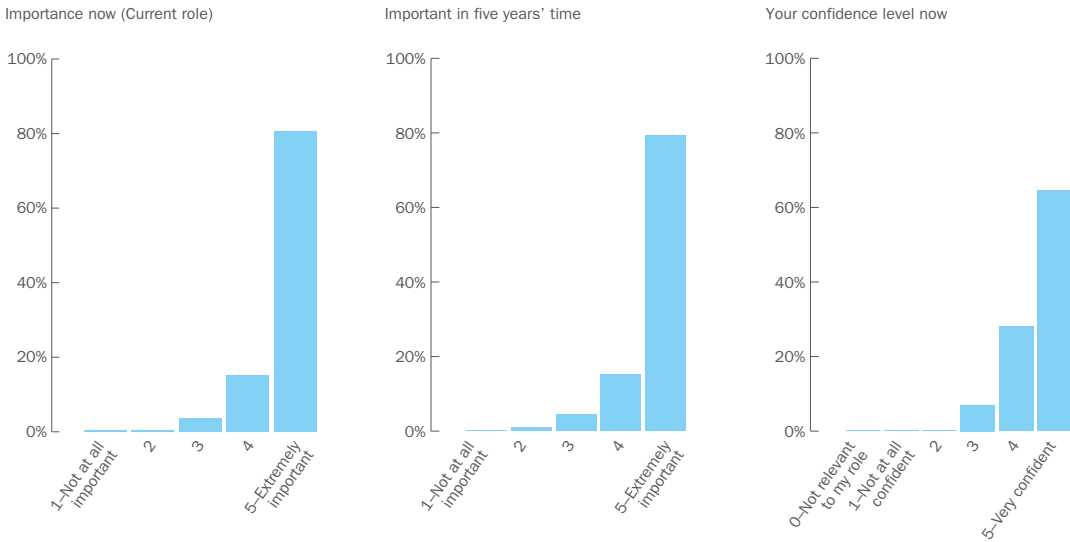
Degree of importance of the skill to library service at the current time				
Not at all important		Moderately important		Extremely important
1	2	3	4	5

Degree of importance of the skill to the library service in 5 years' time				
Not at all important		Moderately important		Extremely important
1	2	3	4	5

The responses from both surveys, for each of the 59 skill sets in the *Our future, our skills* framework, have been analysed in detail.

Foundation skills

Figure 1. Literacy Individual survey responses

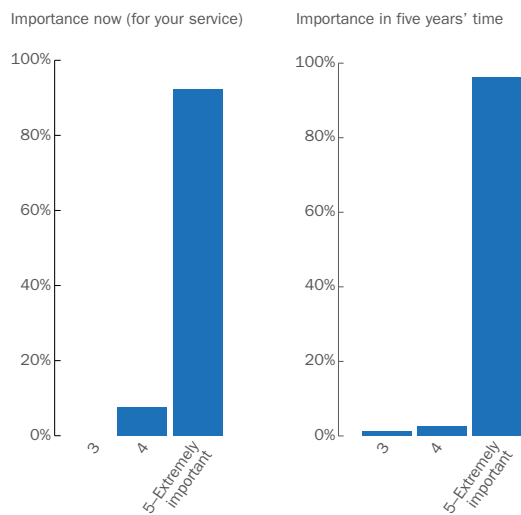


1. Literacy

The ability to read and write, and to use written information in a range of contexts

Literacy skills are widely regarded as the foundation for effective communication in all aspects of society. Accordingly, the current study found that they were considered to be of great importance to public library staff (Figure 1): 95.8% of Individual respondents stated that the skills were 'important' (Likert scale 4) or 'extremely important' (Likert scale 5) for their current job, with an overwhelming 80.7% reporting that the skills were 'extremely important'. Confidence levels were high, with 64.5% 'very confident' (Likert scale 5) and 28.0% 'confident' (Likert scale 4) in using literacy skills. Nevertheless, 7.3% reported that they did lack confidence in this area (Likert scales 1 to 3); two people indicated that they did not require any literacy skills for their current position. The picture for the future remained comparable, although it was interesting to note that a very small percentage (3.7%) felt that the importance of literacy would lessen over the next few years.

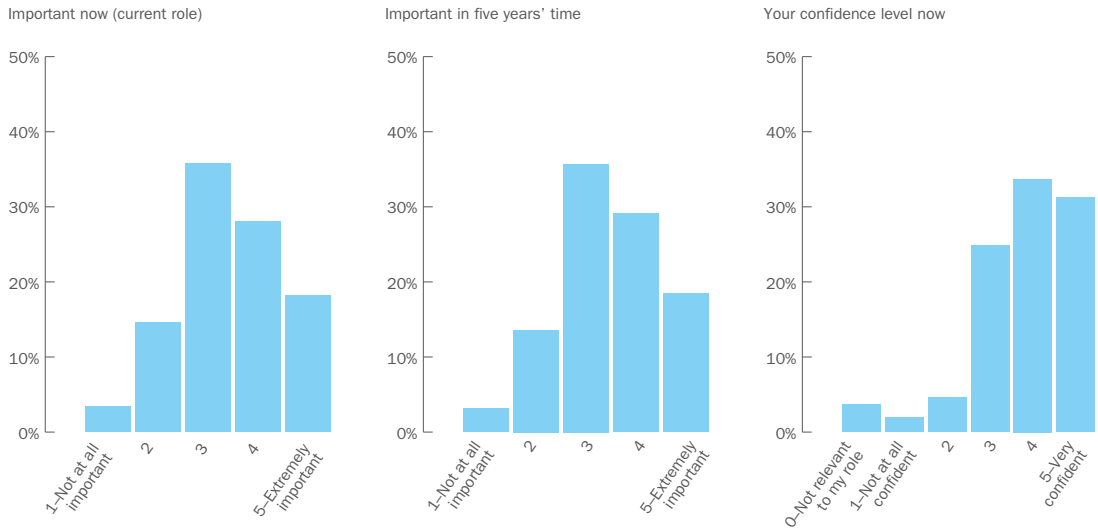
Figure 2. Literacy Management survey responses



Managers clearly underscored the importance of literacy skills to the library service (Figure 2): 92.3% rated the skill set 'extremely important' (Likert scale 5), and 96.2% anticipated that literacy skills would be 'extremely important' in the future.

Appendix 1: Detailed analysis of all skills

Figure 3. Numeracy Individual survey responses



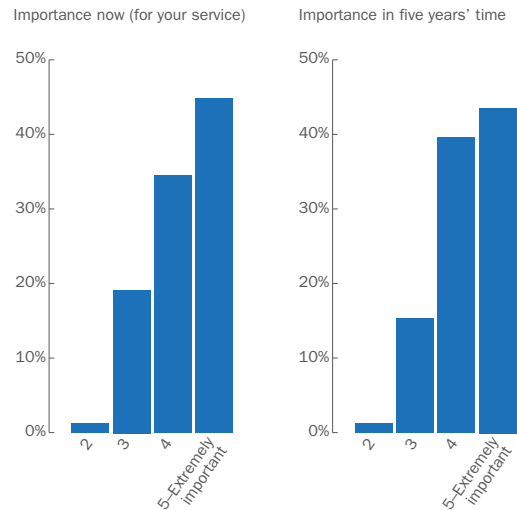
2. Numeracy

The ability to use mathematical knowledge and skills

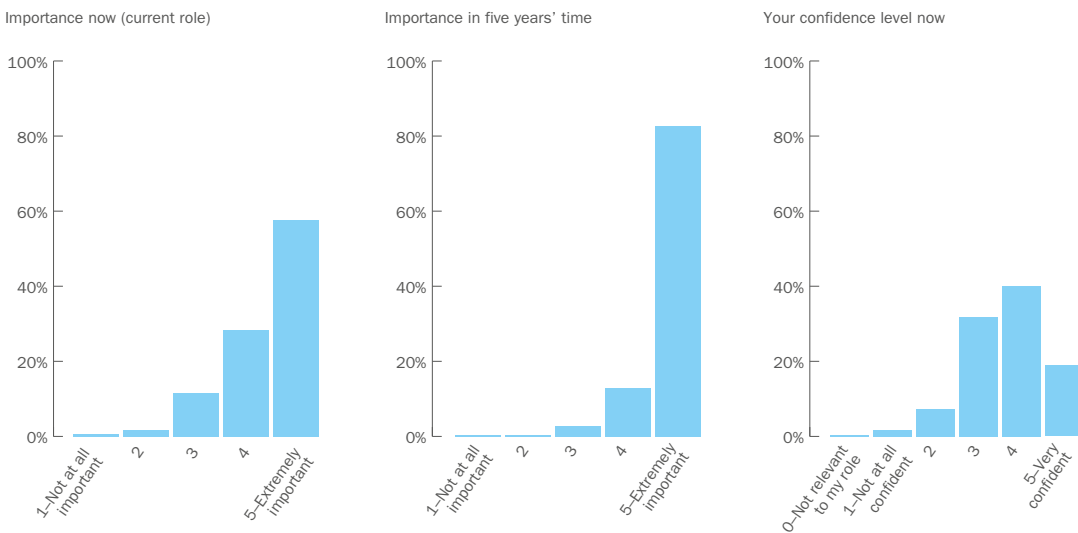
Numeracy skills were considered significantly less important in people's roles in the library than literacy skills, with only 18.2% of respondents rating numeracy skills 'extremely important' (Figure 3). Respondents felt that there would be little change over the next five years. Individuals' confidence levels varied, with a fairly even distribution across 'very confident' (31.2%), 'confident' (33.7%) and 'less confident' (31.4%); 3.7% reported that numeracy skills were not relevant to their current roles.

Managers also considered numeracy skills to be less significant than literacy skills within the library service as a whole, although there was a sense that that this could change, with a slight movement upwards overall (Figure 4).

Figure 4. Numeracy Management survey responses



**Figure 5. Digital literacy
Individual survey responses**



3. Digital literacy

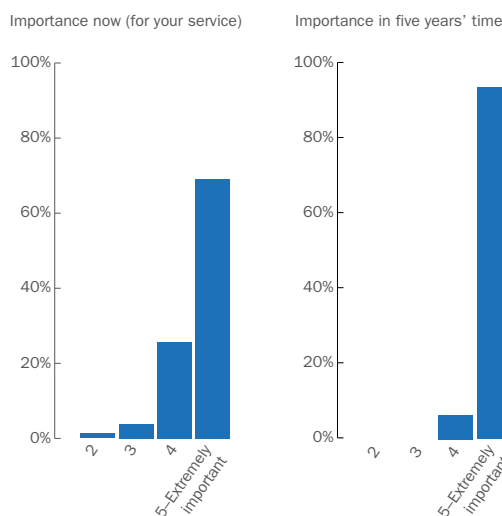
The ability to use information and media skills in a digital world

Respondents were aware of the increasing influence of digital literacy in the workplace. Digital literacy encompasses the ability to use diverse media formats and to critically evaluate dynamic content. People are required to engage with new technologies as both consumers and producers of digital information, to share information in participatory environments and to understand the legal and ethical implications of online communication.

It was anticipated that digital literacy skills would become more important over time (Figure 5): 83.6% of respondents expected the skills to be 'extremely important' in their roles in five years' time, compared with 57.7% of respondents who rated the skills 'extremely important' in their current roles. Only 15.7% (n=153) of respondents who selected 'moderately important' (Likert scale 3) felt that there would be little change in the need to utilise digital literacy skills in their job. Over half (55.6%) felt that these skills would become 'extremely important' in their roles, and a further 28.8% believed that they would be 'important'. Staff confidence levels were mixed, with less than one-fifth of respondents 'very confident' about their current skills.

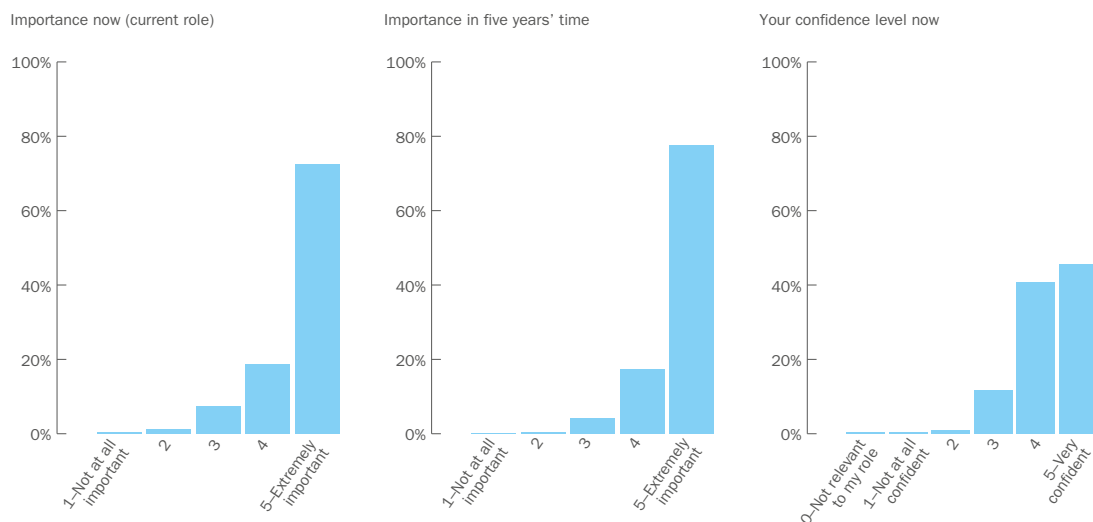
Moving beyond individual jobs to consider the library service as an entity, Management respondents were clearly convinced that, given the dynamic technology-driven environment in which libraries already operate, digital literacy would be an essential skill set within five years (Figure 6). The responses revealed that the proportion of respondents rating digital literacy 'extremely important' increased from 69.2% (at the present time) to 93.6% (in five years).

**Figure 6. Digital literacy
Management survey responses**



Appendix 1: Detailed analysis of all skills

Figure 7. Cultural literacy Individual survey responses



4. Cultural literacy

The ability to appreciate and accept the diverse beliefs, appearances and lifestyles of people from other backgrounds

Cultural literacy involves the ability to understand the ways in which culture and history impact on human behaviours, beliefs and relationships in a multicultural world. People are required to communicate, interact and work with individuals from many diverse cultural groups.

Public library staff demonstrated a positive understanding of the need for skills in cultural literacy, with over 72% of Individual respondents ranking them very highly in terms of relevance for their job today and into the future (Figure 7). Confidence levels were also high. It was noted that those individuals who regarded cultural literacy very highly (n=966) were more likely to have roles that were front-of-house (47.0%) than back-of-house (17.5%).

Managers were also cognisant of the value of cultural literacy skills within the multicultural communities served by public libraries (Figure 8). They felt that these skills would be even more important (87.2%) in five years' time than they were today (71.8%).

Figure 8. Cultural literacy Management survey responses

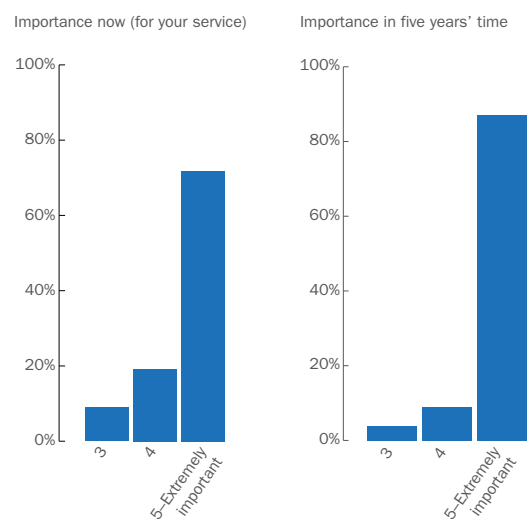
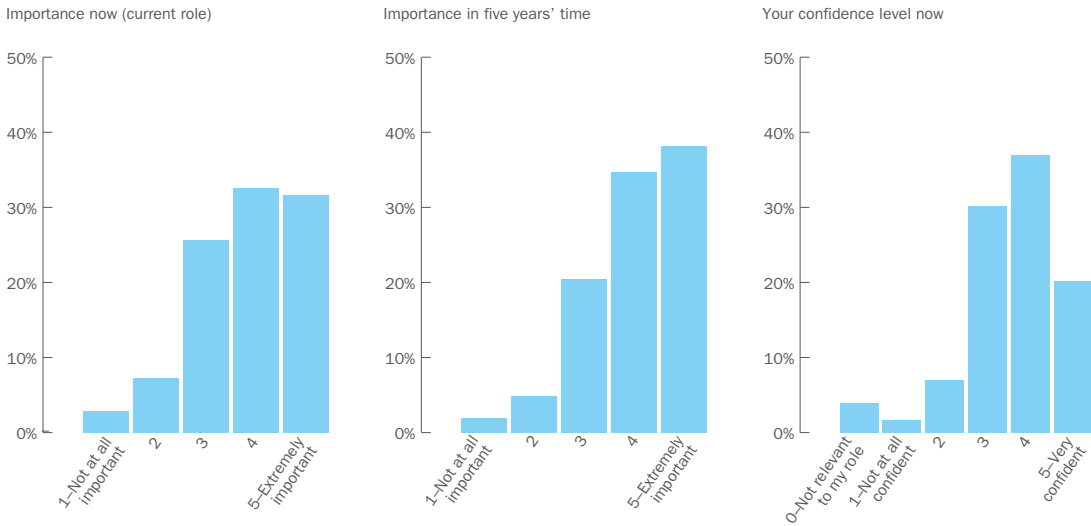


Figure 9. Political/civic/citizen literacy
Individual survey responses



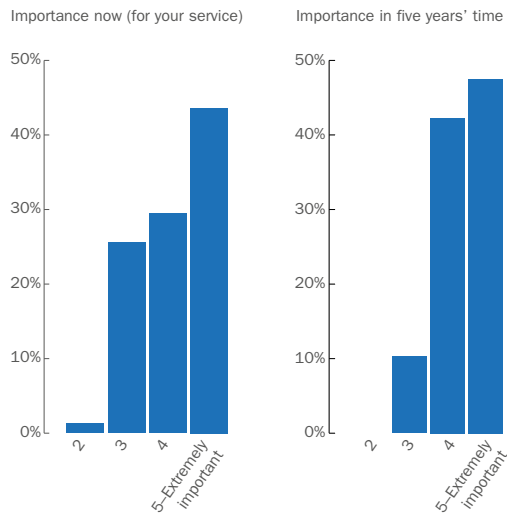
5. Political/civic/citizen literacy

The ability to understand social and political issues relating to democracy and social justice

Compared with other literacies, there was less consensus about the importance of political and/or civic literacies, which encompass an understanding of democratic processes, civic society and social justice, to the jobs held by individual library staff. Less than one-third believed that these skills were 'extremely important' in their positions and, as a result, the levels of confidence varied considerably (Figure 9). It was found that those who were 'very confident' (20.2%, n=270) fell into an older age-profile.

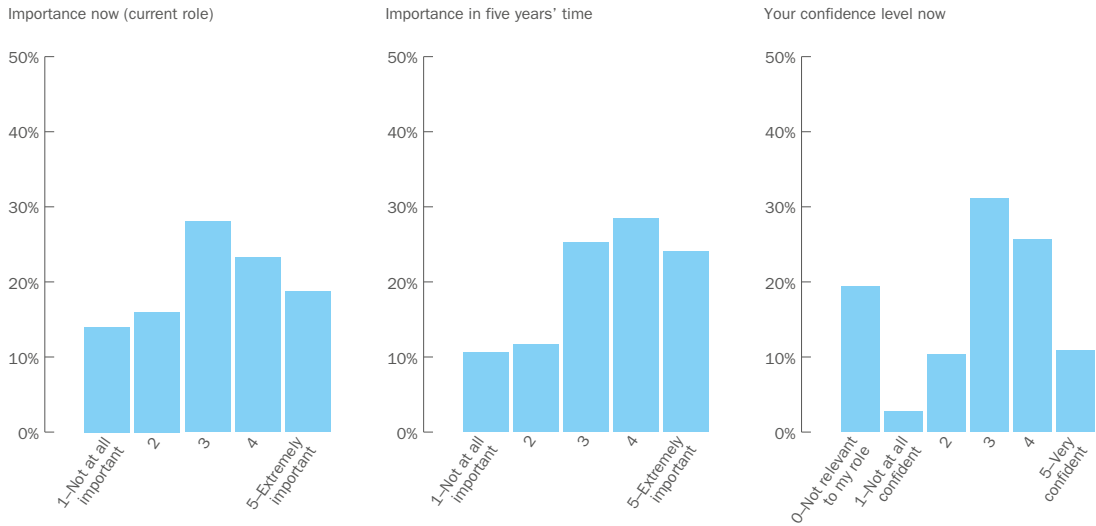
While the data collected in the Management survey also revealed divided views about the importance of political literacy skills in the context of the library service, it was clear that managers believed that these skills would become more important in the years ahead (Figure 10).

Figure 10. Political/civic/citizen literacy
Management survey responses



Appendix 1: Detailed analysis of all skills

Figure 11. Financial/economic/business/entrepreneurial literacy Individual survey responses



6. Financial/economic/business/entrepreneurial literacy

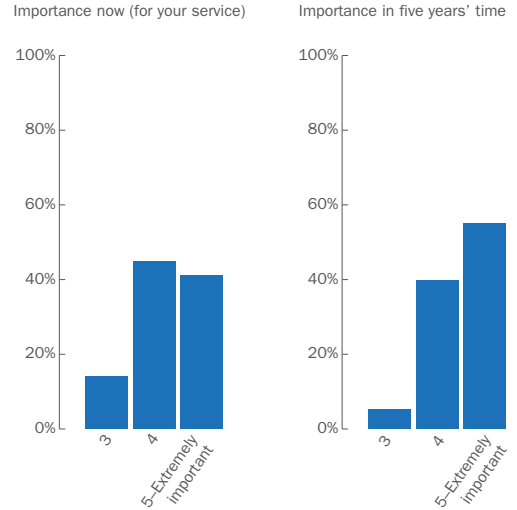
The ability to understand the role of the economy and make appropriate financial decisions

Financial and business literacies proved to have the lowest level of relevance to Individual respondents' roles as public library staff, with 58.0% providing a rating of 1, 2 or 3 on the Likert scale (Figure 11). Financial literacy is described as the ability to understand the role of the economy in contemporary society, as well as to appreciate the business dimensions of a library service and to effectively manage the financial aspects of one's personal and professional life.

While starting from a low base, there was a sense that financial literacy and an understanding of business issues would become more important in future working roles. Confidence levels were lower than for other Foundation skills, with only 10.9% reporting a high degree of self-assurance.

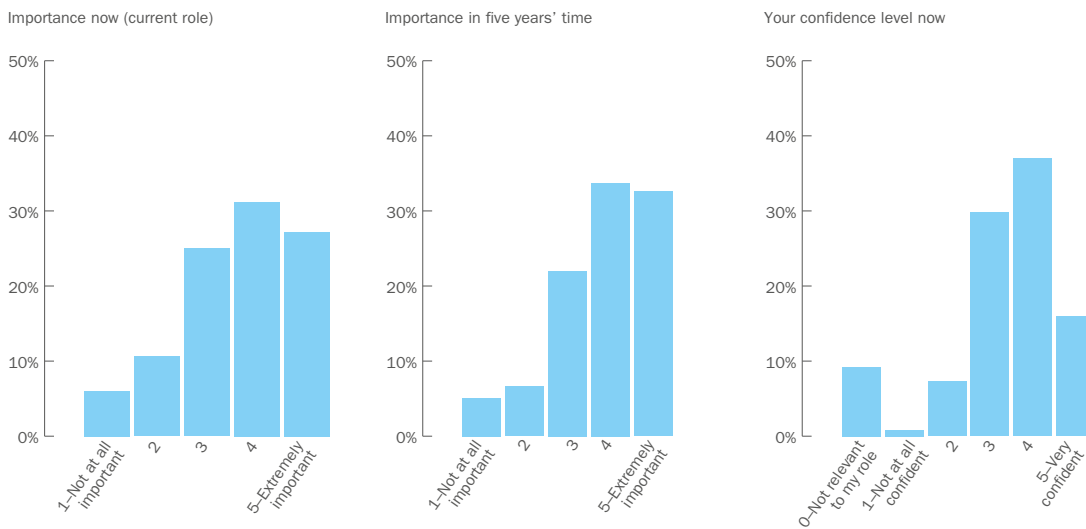
However, those who were 'very confident' in using financial literacy skills also reported that these skills were 'extremely important' to their current position.

Figure 12. Financial/economic/business/entrepreneurial literacy Management survey responses



The picture was clearer, however, in the Management survey (Figure 12): it was apparent that there was a sound need for financial and economic literacies in the library service as a whole and that the significance of these skills would be increasing.

Figure 13. Health literacy Individual survey responses



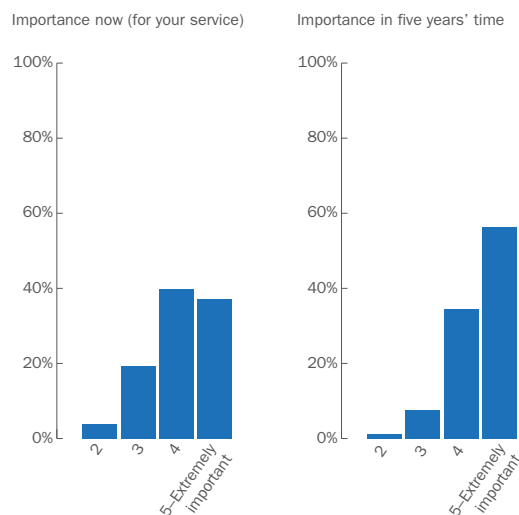
7. Health literacy

The ability to understand how personal and community choices impact on health and wellbeing; to locate and interpret information on health issues

It might be argued that society has become more health-conscious: the internet has opened up the opportunity for individuals to search independently for health information, and there is an emerging public awareness about the lifestyle choices consumers can make. The present study revealed, however, that health literacy was not currently relevant to the roles of all library staff, and the data indicated that Individual respondents expected that changes in this field would be only gradual (Figure 13). Confidence levels also varied, with 37% 'confident' and 15.9% 'very confident'.

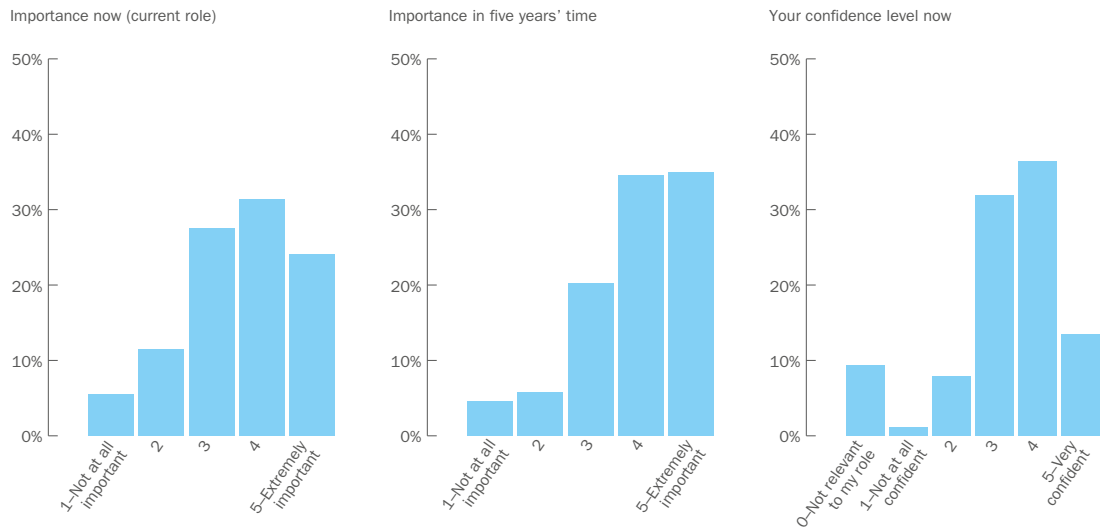
In the Management survey, on the other hand, there was a sense that health literacies would become increasingly important for library services (Figure 14), with the combined response rate for Likert scales 4 and 5 jumping from 76.9% (at the present time) to 91.0% (in five years), and an almost 20% increase in the number of respondents rating the skills 'extremely important'.

Figure 14. Health literacy Management survey responses



Appendix 1: Detailed analysis of all skills

Figure 15. Environmental literacy
Individual survey responses



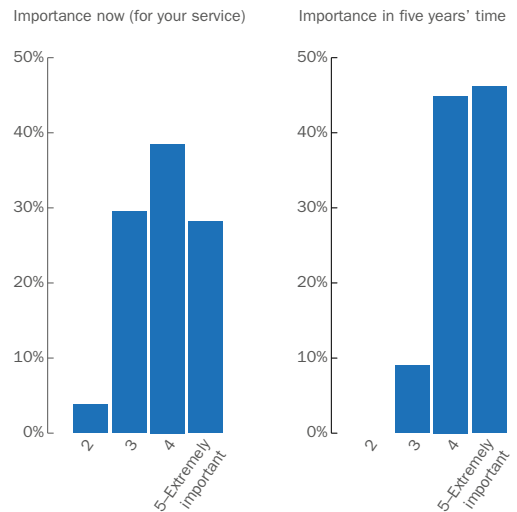
8. Environmental literacy

The ability to understand how personal and community choices impact on the environment; locate and interpret information on environmental issues

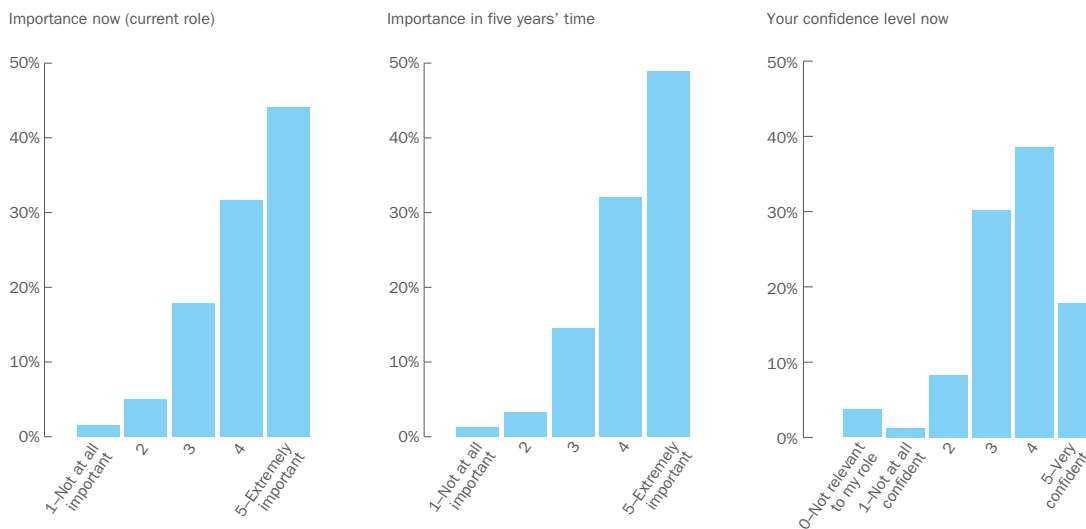
The data relating to the importance of environmental literacy to staff roles in public libraries was quite similar to the data for health literacy. Individual respondents felt that there was likely to be an increase in the value of this skill set in the coming years (Figure 15). The reported levels of staff confidence were relatively similar to those recorded for health literacy.

Managers indicated that environmental literacy skills were currently not as important to the library service as health literacy skills (Figure 16). Nevertheless, it was anticipated that staff would need to acquire these skills within the five-year timeframe proposed in the study, with the proportion of respondents rating the importance at Likert scales 4 and 5 rising from 66.7% (at the present time) to 91.1% (in five years).

Figure 16. Environmental literacy
Management survey responses



**Figure 17. Local awareness
Individual survey responses**

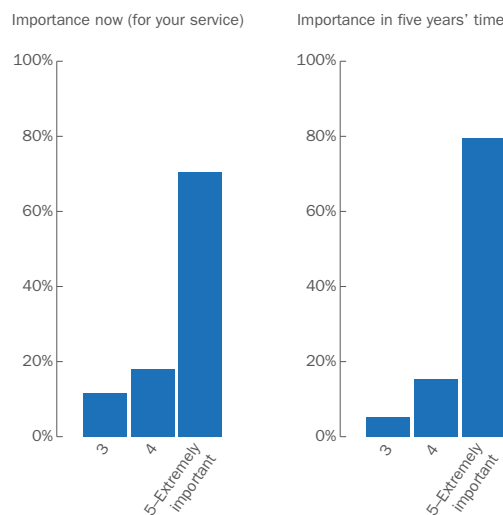


9. Local awareness

The ability to understand the historical, geographic, social and cultural characteristics of the local community

A relatively stable picture emerges from the data relating to local awareness (Figure 17). The need for local knowledge and an understanding of community issues is relevant to library practice: over three-quarters of respondents believed these skills were important in their current roles (Likert scales 4 and 5) and it was anticipated that this will continue into the future. Interestingly, respondents' level of confidence varied: only 3.7% (n=50) said that local awareness skills were not relevant to their current role in the library; and only 17.9% (n=239) reported high levels of confidence. Closer examination of those who indicated that local awareness was 'extremely important' for their positions revealed that only one-third (33.8%) were 'very confident', while a further 45.5% were 'confident'. It was noted that a very small number (n=15) of those who stressed the relevance of local awareness skills to their current position reported that they believed the skill would be less important in their roles within the five-year timeframe.

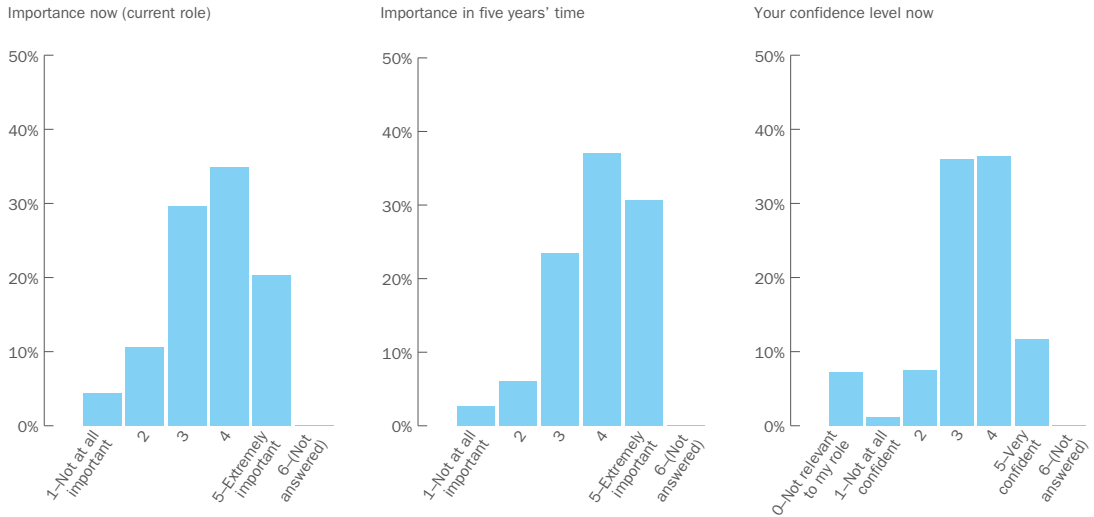
**Figure 18. Local awareness
Management survey responses**



From the perspective of the library service as a whole, the importance of local awareness was rated highly (70.5%), reflecting the role played by the public library in the community (Figure 18). Managers anticipated a slight increase (to 79.5%) in the value of these skills during the next five years.

Appendix 1: Detailed analysis of all skills

Figure 19. Global awareness Individual survey responses



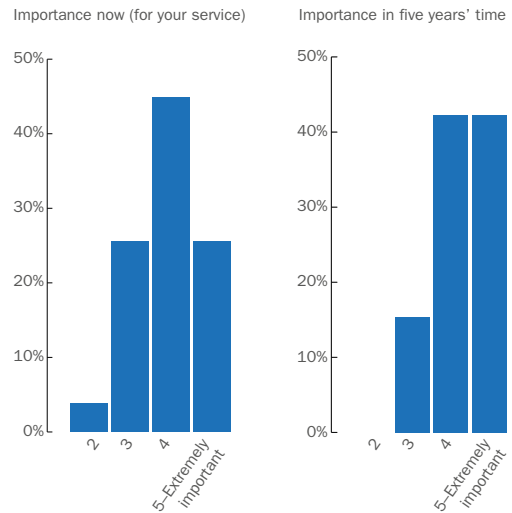
10. Global awareness The ability to understand global issues

The imperative for Australia to fit into and contribute to the global economy, and the impact of this on the national and regional economies, is discussed widely in the media. Twenty-first century skills include the capacity to comprehend and address international issues at the local level, so that communities no longer exist in isolation. It is argued that as society becomes increasingly multicultural in character, people from all walks of life need to learn from, and work collaboratively with, people from different cultural, linguistic and religious backgrounds.

Only 20.3% of Individual survey respondents stated that global awareness skills were highly relevant to their current roles, but the data indicated that 30.6% believe these skills will be extremely important in the future (Figure 19). Most respondents reported having medium levels of confidence in utilising these skills, with only 11.7% recording a high level of confidence.

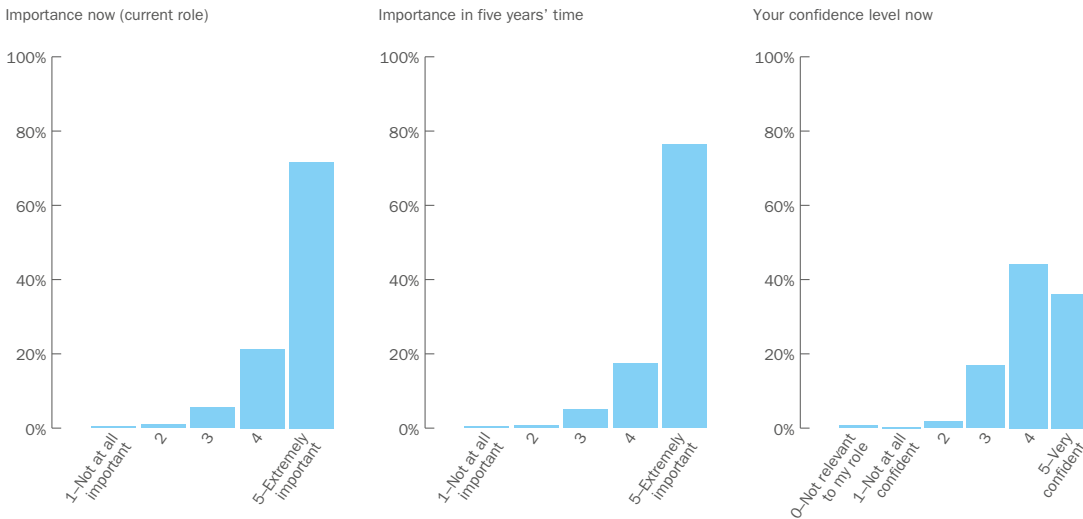
Managers indicated that the imperative for global awareness skills was considerably lower than for local awareness skills: only 25.6% rated the skills 'extremely important' (Figure 20), compared with 70.5% for local awareness skills. In the future, however, it was believed that the library service would need to demonstrate these skills.

Figure 20. Global awareness Management survey responses



Professional skills

Figure 21. Information and libraries in society
Individual survey responses



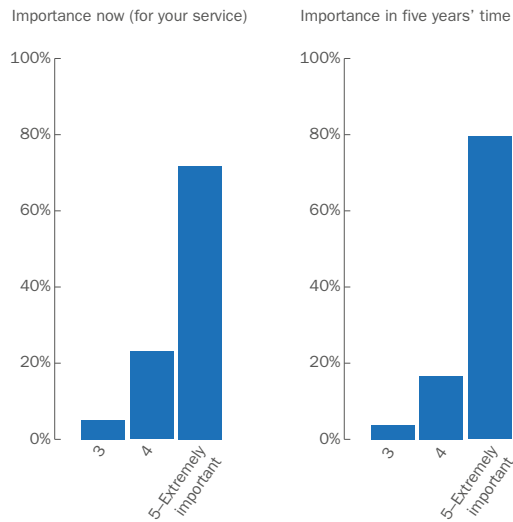
1. Information and libraries in society The ability to understand and value the role of information and libraries in society

Individual library staff believed it was important to have the ability to contextualise their work in the wider information environment. The skills framework (Appendix 3) describes this skill area as encompassing the philosophies and values of the public library service in a democratic country; the ethical, legal and policy issues relating to the principles of free and equitable access to information; and the role of public libraries in society.

Individual survey respondents indicated that an understanding of information and libraries in society was a significant dimension of their work, with 71.7% rating it 'extremely important' (Figure 21). They indicated that it would remain an important aspect of their role into the future and the data showed relatively high levels of confidence in this area (36.1% for Likert scale 5 and 44.2% for Likert scale 4).

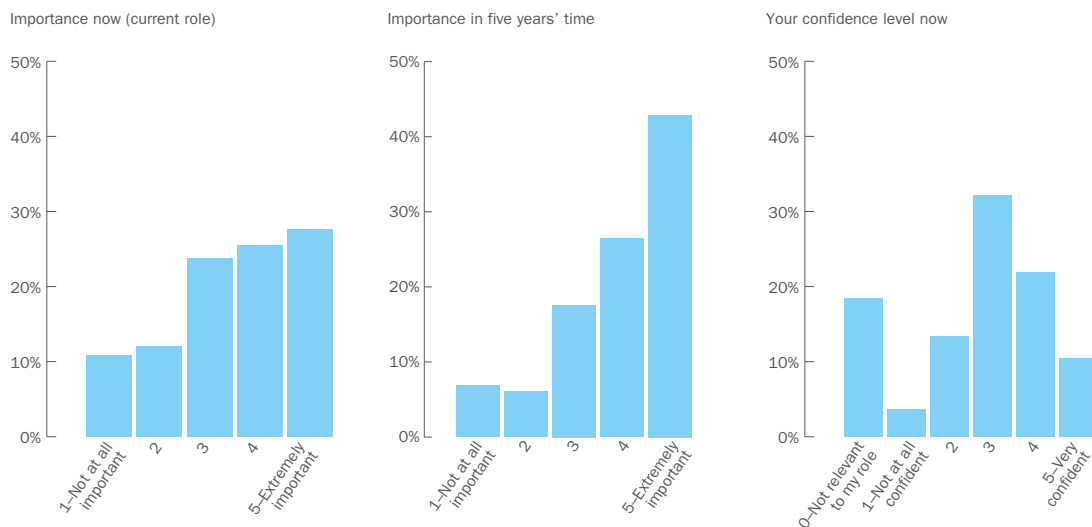
This picture aligned well with the views presented by Management respondents (Figure 22): 71.8% indicated that the skill set was 'extremely important' to the library service currently, and 79.5% indicated that it would be 'extremely important' in the future.

Figure 22. Information and libraries in society
Management survey responses



Appendix 1: Detailed analysis of all skills

Figure 23. ICT policy and planning processes
Individual survey responses



2. Information and communication technologies (ICT)

The ability to use information and communication technologies in library operations

This competency area was broken into three sub-areas: ICT policy and planning processes, ICT systems in the library, and social media and mobile applications.

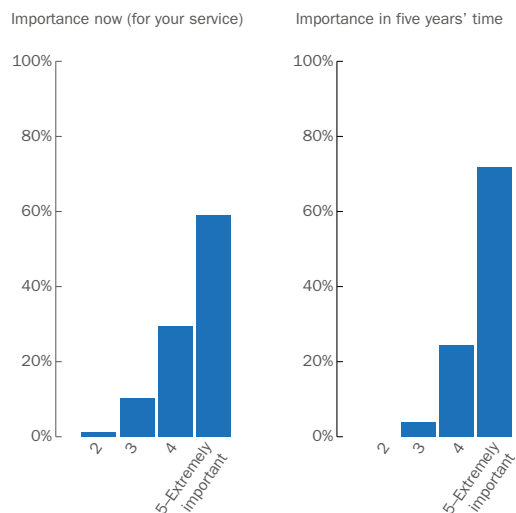
2.1. ICT policy and planning processes

The ability to contribute to the library's ICT policy and planning processes

Individual respondents revealed that relatively few library positions required a high level of knowledge and experience in the area of ICT policy and planning (Figure 23). Just over one-quarter (27.7%) rated this skill set 'extremely important', and a further quarter (25.5%) indicated that it was 'important'. However, it was felt that it would become more important over the next five years, with the proportion of respondents reporting that it would be 'extremely important' in their roles increasing to 42.9%.

Confidence levels were distributed across the different levels: only 10.5% reported that they felt 'very confident' in this area. A specific group of respondents who reported that ICT policy and planning skills were 'extremely important' in their current roles (n=369) proved a little more positive,

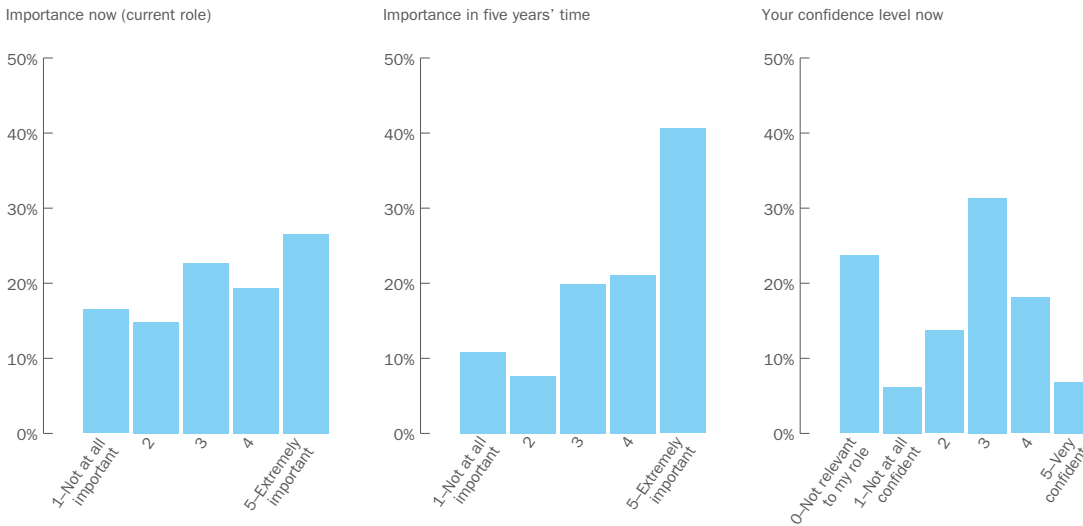
Figure 24. ICT policy and planning processes
Management survey responses



with 28.2% 'very confident' – although almost 10% of the group (n=34) stated that they were 'not very confident' or 'not at all confident' (Likert scales 1 and 2).

Management respondents also indicated that staff skills in ICT policy and planning would become increasingly important, with 59.0% stating that it was currently 'extremely important' for the library service, and 71.8% stating that it would be in five years' time (Figure 24).

Figure 25. ICT systems in the library
Individual survey responses



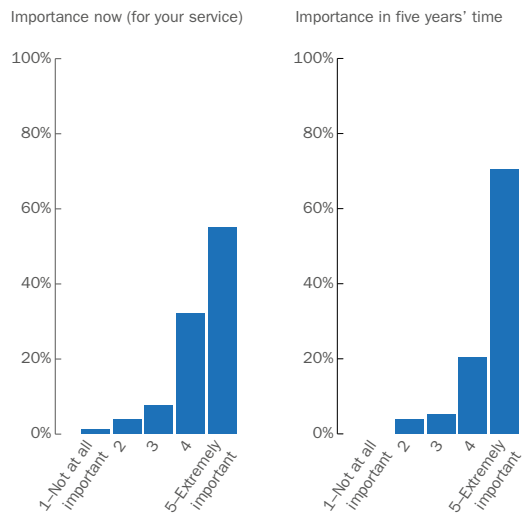
2.2. ICT systems in the library
The ability to develop and manage ICT systems in the library

This skill area describes an understanding of library ICT systems, including hardware, networks and software; the library management system; web and intranet management; and user experience and usability testing. In larger library services these responsibilities are likely to be fulfilled by staff in specialised IT positions, but in smaller libraries they may be shared by a number of staff.

Overall, 26.6% of Individual respondents reported that these skills were 'extremely important' in their present roles (Figure 25), and 40.6% felt that they would be 'extremely important' in coming years. Confidence levels were low, with only 6.9% 'very confident'. Amongst the respondents who rated the skill 'extremely important' (n=355), 17.2% reported being 'very confident' and 31.5% were 'confident'. Over 10% stated that they lacked confidence in using these skills, even though they were an important part of their job.

The skill set was regarded as 'extremely important' at the present time by over half of Management respondents (55.1%), and 70.5% stated that the skill would be 'extremely

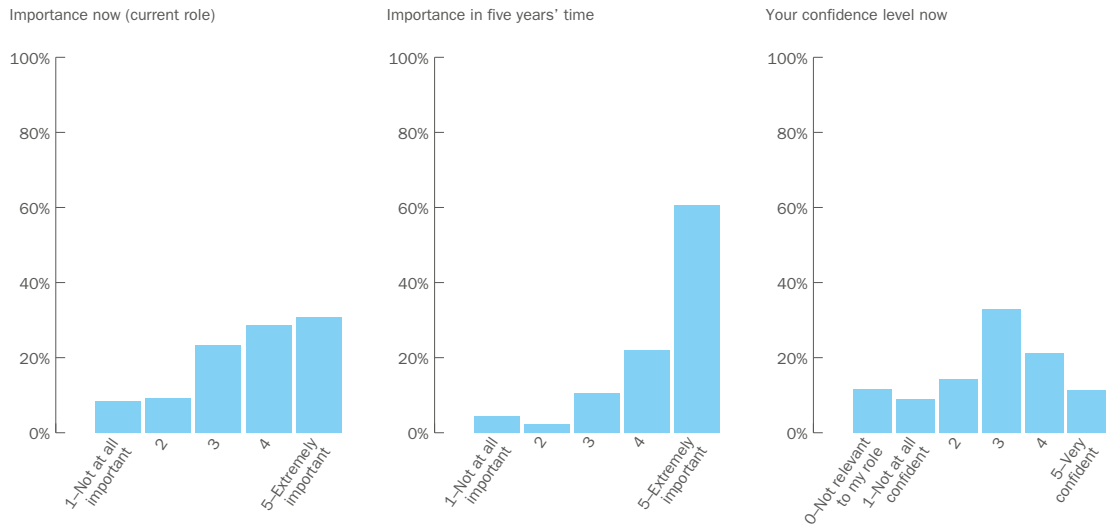
Figure 26. ICT systems in the library
Management survey responses



important' in five years' time (Figure 26). There was a significant increase in the anticipated importance of the skill set amongst those managers who rated the skill set 'important' (n=25), with half of them believing that in five years' time it was likely to be 'extremely important' within the library service.

Appendix 1: Detailed analysis of all skills

Figure 27. Social media and mobile applications
Individual survey responses



2.3. Social media and mobile applications

The ability to integrate social media and mobile applications into library operations

The skills that underpin this competency area include the ability to understand and utilise emerging technologies such as social media, mobile applications, cloud computing and software as a service (SaaS). The importance of this skill to current roles was fairly low: 30.7% rated it 'extremely important', but 60.6% anticipated that it would be 'extremely important' in five years' time (Figure 27). Confidence levels were quite low, with almost one-quarter (23.1%) admitting a lack of confidence and 11.6% stating that the skills were not relevant to their role.

The same trend was manifest in the data gathered in the Management survey, with the number of respondents rating the skills 'extremely important' doubling over the five years to 80.8% (Figure 28).

Figure 28. Social media and mobile applications
Management survey responses

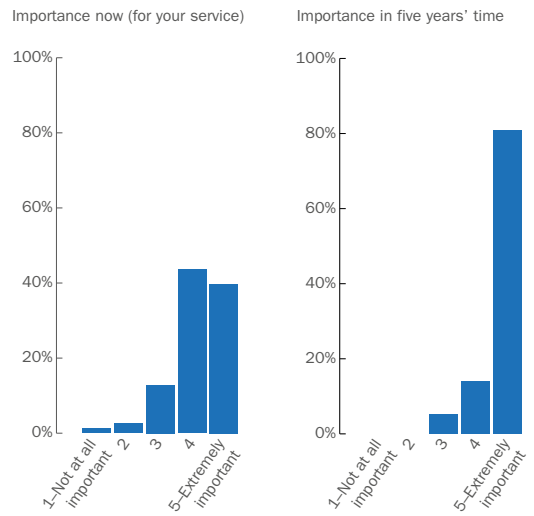
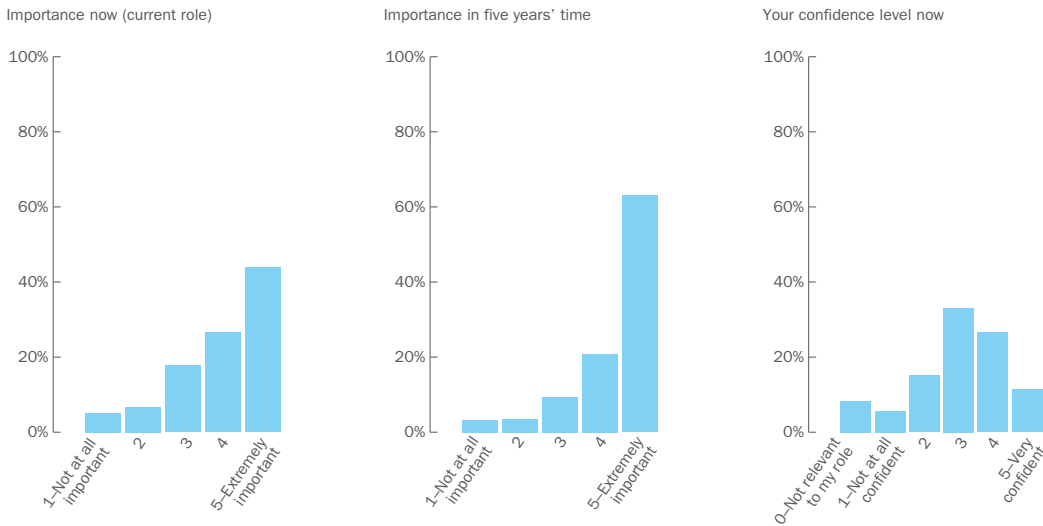


Figure 29. ICT support
Individual survey responses

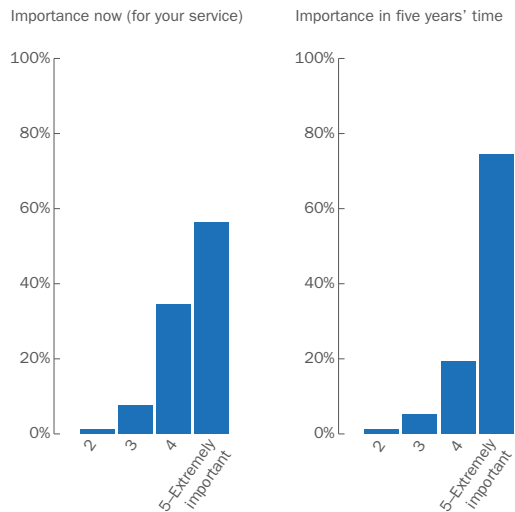


3. ICT support
The ability to troubleshoot ICT problems in the library

The very real challenges of providing ICT support to library clients were widely discussed during the stakeholder interviews and focus groups conducted as part of the *Our future, our skills* project. It was therefore not surprising to find that over 70% of respondents rated skills in ICT support ‘important’ or ‘extremely important’ (Figure 29) to their current roles. They also anticipated that the importance of this skill set would increase: over 60% of those who rated ICT support as 3 on the 5-point Likert scale believed that it would become an ‘important’ (Likert scale 4) or ‘extremely important’ (Likert scale 5) dimension of their role in the future.

Confidence levels varied, with only 11.3% of respondents reporting that they were ‘very confident’ utilising these skills. A number of people indicated that they felt out of their comfort zone: around half of the people with low levels of confidence (n=140) nevertheless reported that the skills were ‘important’ or ‘very important’ to their role in the library.

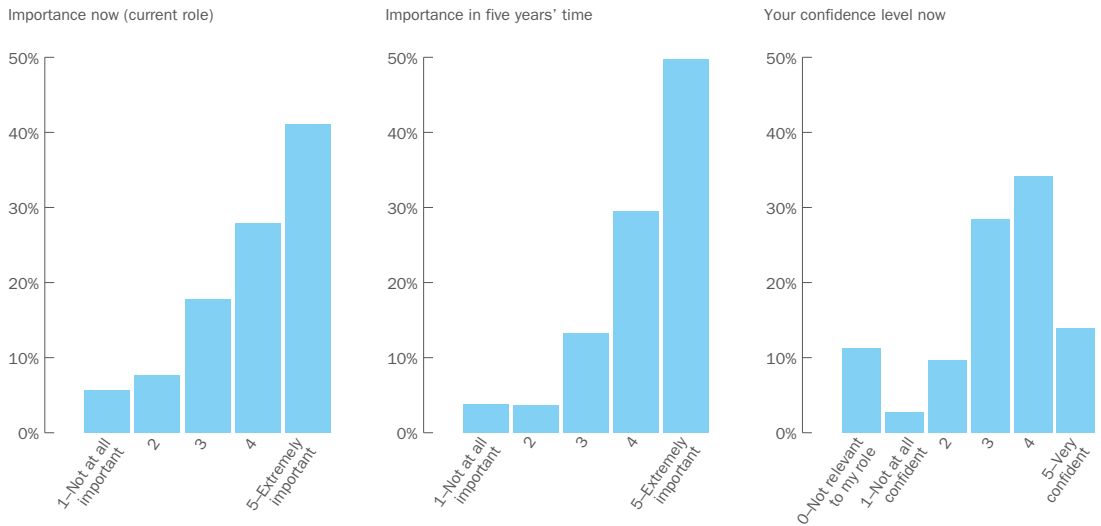
Figure 30. ICT support
Management survey responses



Respondents in the Management survey highlighted the growing importance of skills in ICT support in their library service (Figure 30). Around half of the respondents who allocated Likert scales 3 or 4 to reflect the current level of importance of these skills (48.5%, n=16) indicated that the skills would be ‘extremely important’ (Likert scale 5) in the future.

Appendix 1: Detailed analysis of all skills

Figure 31. Information management Individual survey responses



4. Information management

The ability to understand how information is managed in libraries

This skill set focuses on understanding information as a resource that needs to be managed effectively and efficiently within the context of the library. It presumes an understanding of information structures, information design, information flows and information architecture.

Individual respondents saw this area of their work as valuable and likely to remain relatively stable: 68.0% rated the skills 'important' or 'extremely important' to their current role, and 79.2% anticipated the skill set would be 'important' or 'extremely important' in five years' time (Figure 31). Confidence levels were also reasonably high, with almost half of respondents (48.0%) reporting that they were 'confident' or 'very confident' in using these skills.

Managers indicated that skills in information management were highly relevant to library services, with 88.5% stating that these skills were 'important' or 'extremely important' (Figure 32). Looking forward, this figure increased to 96.2%; almost two-thirds (64.1%) believed that information management was a critical skill for public library staff.

Figure 32. Information management Management survey responses

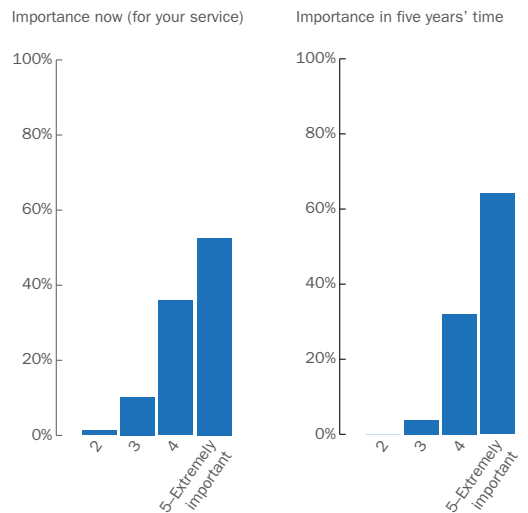
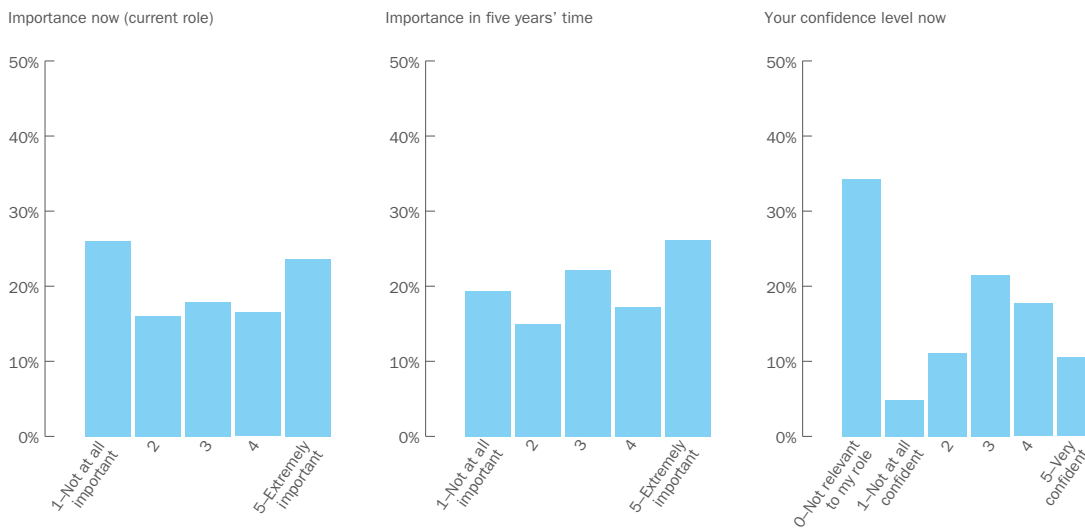


Figure 33. Create and maintain bibliographic records
Individual survey responses



5. Information organisation and access

The ability to organise information resources so that they are easily found and accessed by customers

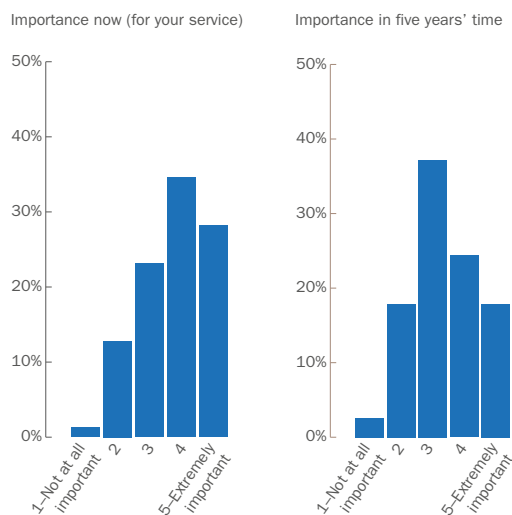
In the *Our future, our skills* framework the competency area of information organisation and access includes three specific areas of practice: bibliographic records, metadata schema and routine lending services.

5.1. Bibliographic records

The ability to create and maintain bibliographic records, including cataloguing and classification

A significant number of respondents believed that creating and maintaining bibliographic records was of little relevance to their position in the library (Figure 33). While 42.0% of Individual respondents reported that the skills were currently of little or no importance to their current role, there was no clear indication that the need for these skills would disappear: 43.4% stated that the skills would be relevant to their position in the future. In response to the question about confidence levels, over one-third (34.3%) indicated that the skills were not actually relevant to their position; just over one-quarter (28.2%) provided a positive response, with statements of 'confident' or 'very confident'.

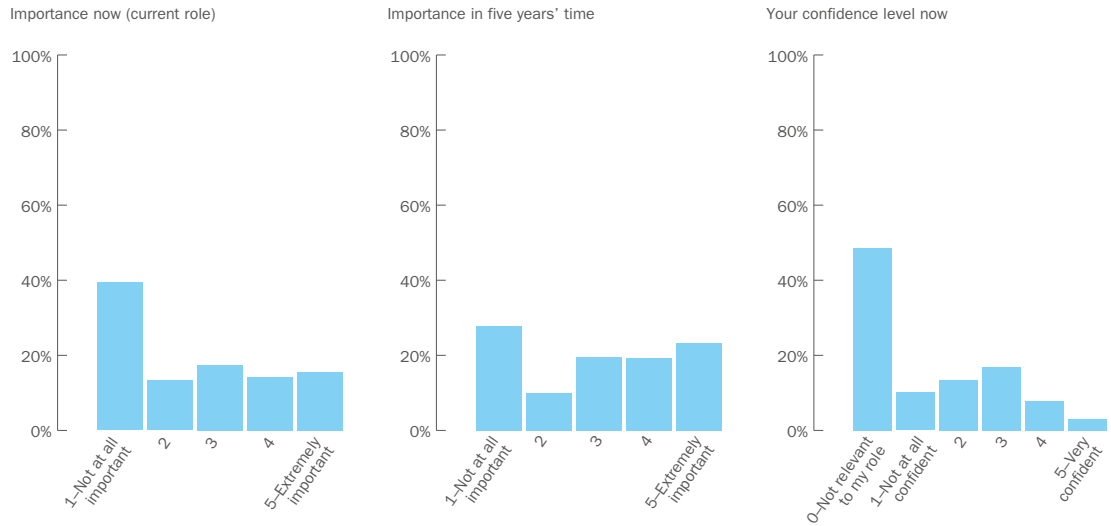
Figure 34. Create and maintain bibliographic records
Management survey responses



Management respondents, on the other hand, felt that the skills required to create and maintain bibliographic records would become less important in the future. A total of 62.8% stated that the skills were currently 'important' or 'very important' to the library service, but only 42.3% believed that this would be the case in five years' time (Figure 34).

Appendix 1: Detailed analysis of all skills

Figure 35. Create and maintain metadata schema
Individual survey responses



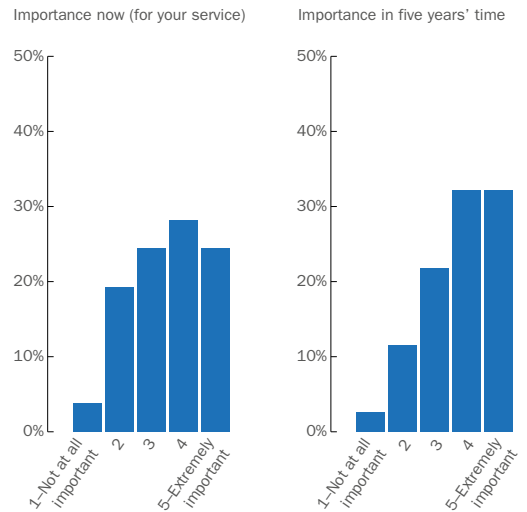
5.2. Metadata schema

The ability to create and maintain metadata schema, including the management of open linked data

The ability to create and maintain metadata schema has become an integral component of digital resource management, particularly with the potential of the semantic web to reveal and connect pieces of data that were not previously related, through open linked data. As such, the skills required may be regarded as an emergent area of practice for libraries and information services.

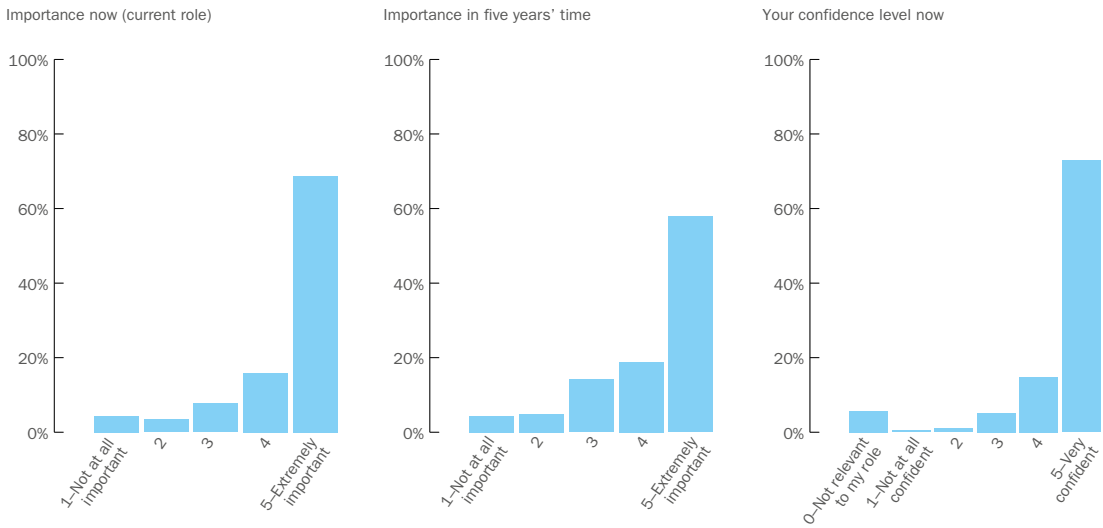
The data collected in the *Our future, our skills* survey showed that public library staff did not currently lend much significance to the skill (Figure 35): over half of respondents (52.7%) ranked it as Likert scales 1 or 2, and only 15.6% stated that the skills were 'extremely important' in their current roles. Respondents noted, however, that in five years' time the value of the skills will have increased. The low level of importance in practice was further reflected in respondents' low levels of confidence, with only 3.1% expressing high confidence in their skills.

Figure 36. Create and maintain metadata schema
Management survey responses



Library managers were aware that skills in the area of metadata were likely to become more important to the library service, but anticipated the increase would be relatively small: 52.5% rated the skills 'important' or 'very important' (Likert scales 4 and 5), and 64.2% believed they would be in five years' time (Figure 36).

**Figure 37. Lending services
Individual survey responses**



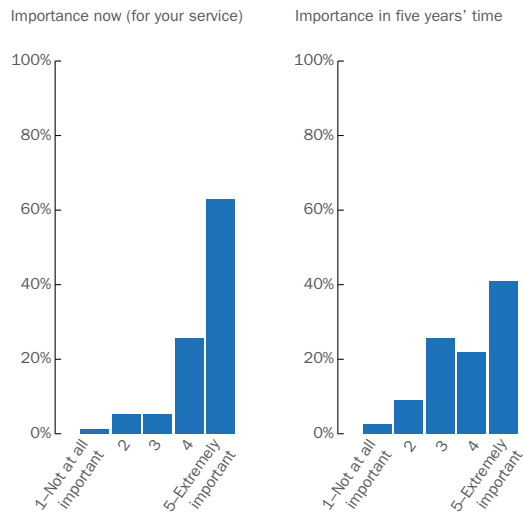
5.3. Lending services

The ability to undertake routine lending services

Individual respondents indicated very clearly that routine lending services were very important in the roles they played in the public library, with over two-thirds (68.7%) allocating the response 'extremely important' (Likert scale 5; Figure 37). They felt that there may be a slight decrease in importance of these skills in the future (57.8%). Only 5.7% stated that the ability to undertake lending services for customers was not relevant to their role; the level of confidence in providing these services was very high (72.9%).

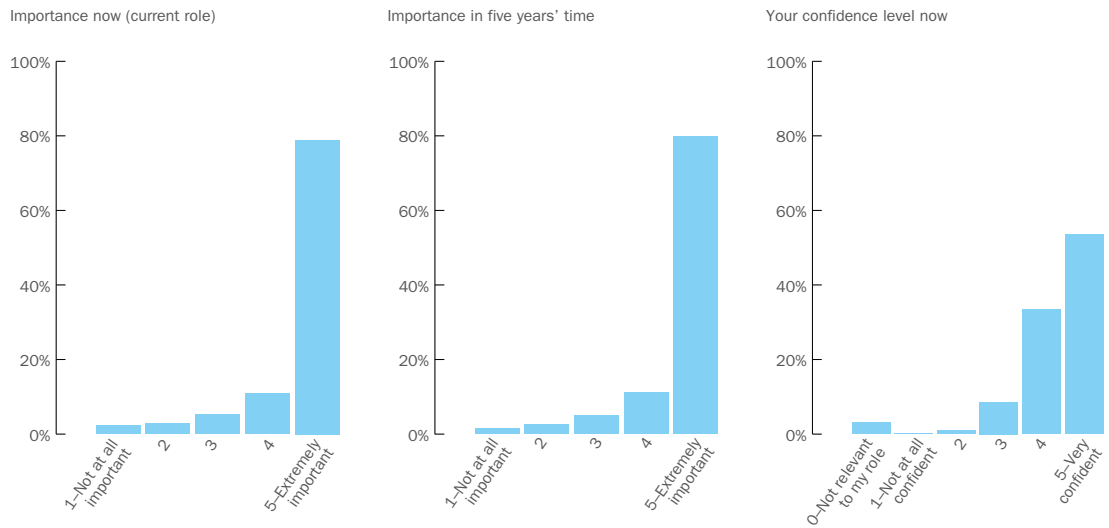
Management respondents anticipated that lending services would progressively decrease in importance (Figure 38), with the proportion of people rating the required skills 'extremely important' dropping from 62.8% (at the present time) to 41.0% (in five years).

**Figure 38. Lending services
Management survey responses**



Appendix 1: Detailed analysis of all skills

Figure 39. Information seeking
Individual survey responses



6. Information seeking

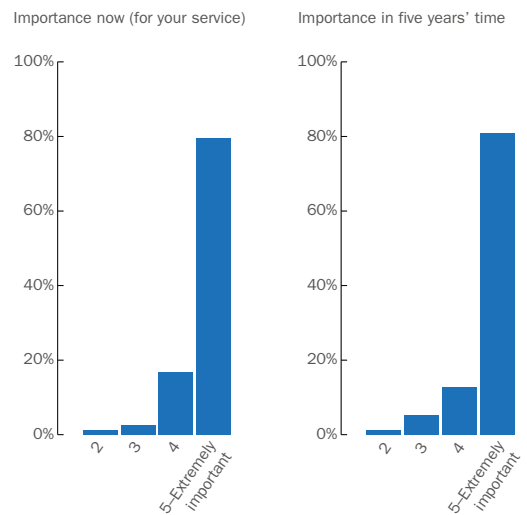
The ability to help customers find relevant information

The skills required in the competency area of information seeking include those traditionally associated with reference services: the ability to conduct a reference interview, to undertake effective online searches to identify and retrieve relevant information, and to understand the user experience.

Information seeking skills are highly regarded (Figure 39). Library staff underscored the importance of these skills to their current roles (78.9%), with very little change anticipated over time (79.9%). Confidence levels were high, with over half (53.5%) reporting themselves 'very confident' and one-third (33.5%) 'confident' about their information seeking skills.

Library managers also believed that information seeking skills were currently, and would remain, very relevant to library services. Around 80% of respondents rated the skills 'extremely important' (Figure 40).

Figure 40. Information seeking
Management survey responses



7. Collection management

The ability to ensure that the library collection is current, useful and in good condition

Discussions that informed the development of the skills framework for the *Our future, our skills* project highlighted the range of diverse skills that contribute to the overarching concept of collection management. Accordingly, the competency area encompasses four skill sets: collection development, acquisitions, managing digital resources, and collection management. Different staff, with different roles, will draw on and utilise different skills.

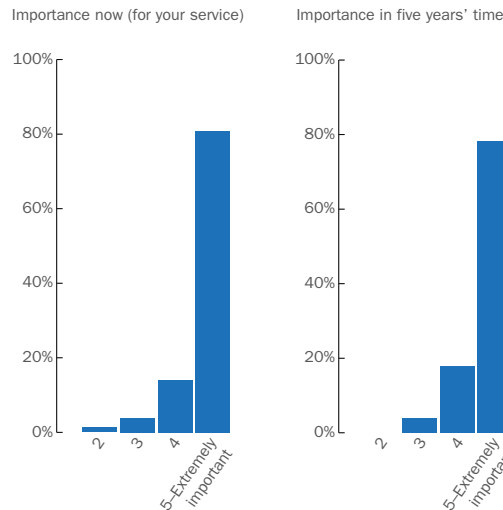
7.1. Collection development

The ability to develop and manage the library collection to meet customer needs

Current library collections comprise a wide range of resources in multiple formats: staff are required to evaluate and select the best resources to meet the needs of the immediate communities served by the library. This involves being able to monitor user behaviour and user expectations, determine the use of library resources, track and understand publishing trends, and manage the physical storage facilities.

Skills in collection development were found to be relevant to the roles of two-thirds (65.5%) of the staff who responded to the Individual survey (Figure 41). These particular respondents were also confident in utilising the skills, with 37.7% reporting that they were 'very confident' and a further 36.1% that they were 'confident'.

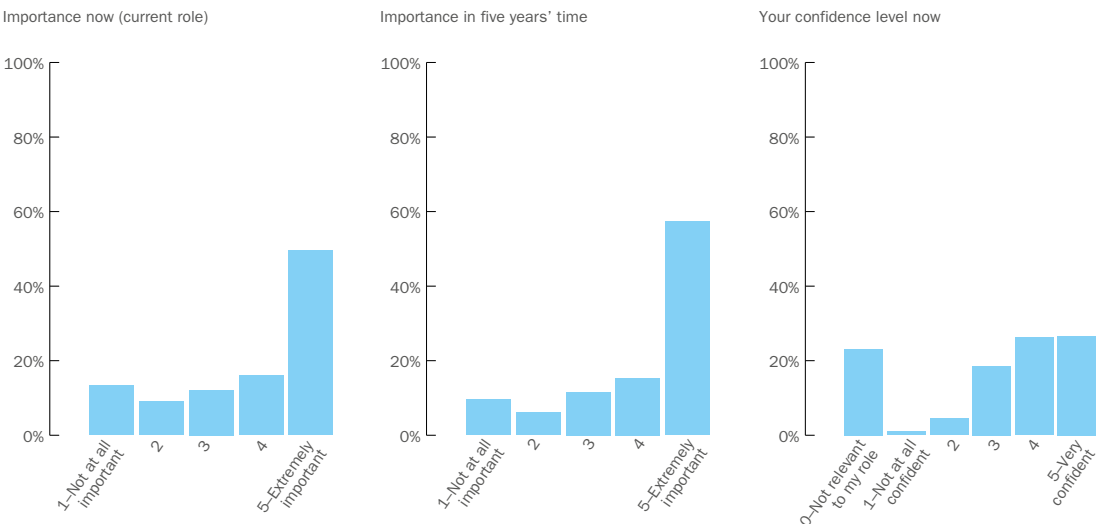
Figure 42. Collection development Management survey responses



Around one-quarter (23.1%) of respondents indicated that the skills were not relevant to their role. Looking to the future, almost three-quarters (72.7%) of respondents believed the skills would continue to be important.

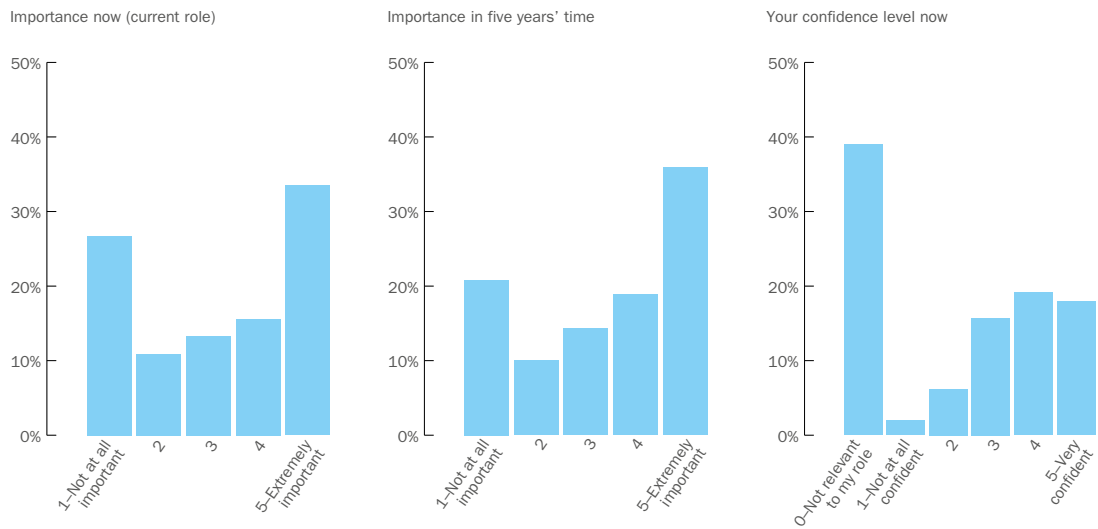
Respondents to the Management survey highlighted the consistent value of collection development skills to their library services, with around 80% rating the skills 'extremely important' (Figure 42).

Figure 41. Collection development Individual survey responses



Appendix 1: Detailed analysis of all skills

Figure 43. Acquisitions
Individual survey responses



7.2. Acquisitions

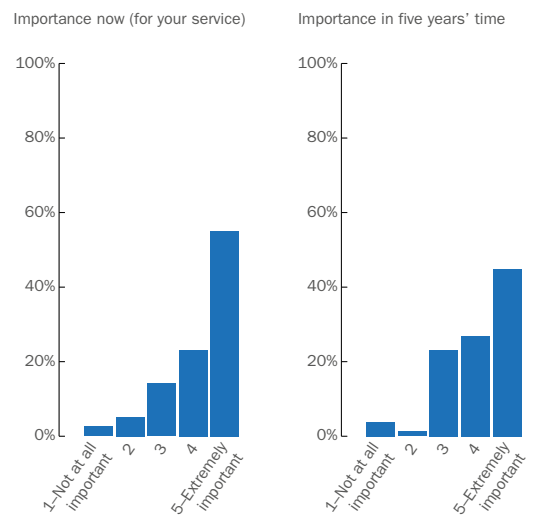
The ability to order, receive and track library resources

A key area of collection management is the ability to acquire, take receipt of and pay for new library resources. It was apparent that involvement in acquisitions processes was not considered part of many people's current job roles, with over one-third (37.6%) providing responses for Likert scales 1 and 2 (Figure 43). One-third of respondents reported that the skills were 'extremely important' (33.5%).

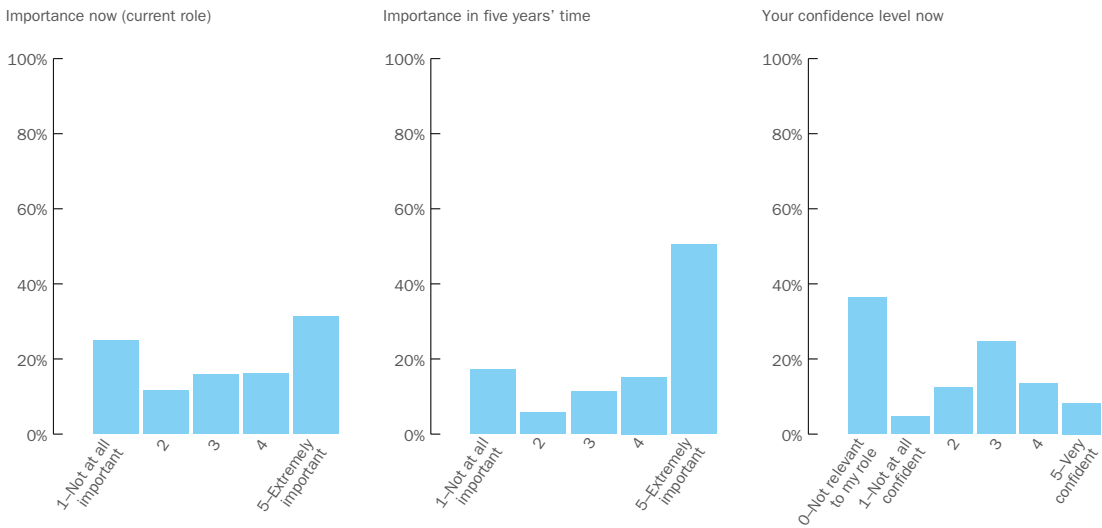
It was interesting to note that there was a sense that skills in this area might become a little more important in the future. Respondents who reported that the skills were currently 'important' or 'very important' to the job they performed recorded relatively strong levels of confidence: 32.7% were 'very confident' and 29.8% were 'confident' using the skills.

Managers, on the other hand, reported that the role of staff in acquisitions work would likely be slightly smaller over time (Figure 44), with those noting that the skills were 'extremely important' reducing from 55.1% (at the present time) to 44.9% (in five years).

Figure 44. Acquisitions
Management survey responses



**Figure 45. Managing digital resources
Individual survey responses**

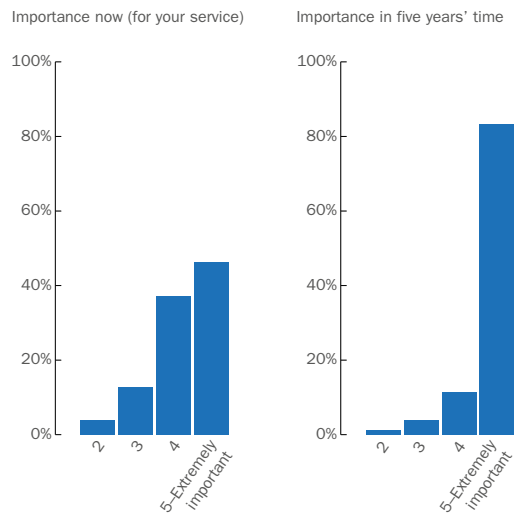


**7.3. Managing digital resources
The ability to manage digital resources in the library collection**

Publishing trends demonstrate a strong move away from print to digital resources. The competency area of managing digital resources requires a range of skills that encompass web and intranet content management, database content management, and digitisation. Underpinning these skills are the need for an understanding of content curation, electronic licensing, copyright, intellectual property and digital rights management.

It was not surprising to note a significant increase in the anticipated relevance of these skills over the next five years. Just under one-third (31.3%) of Individual respondents stated that the skills were currently ‘extremely important’ in their role in the library, increasing to half (50.6%) in the future (Figure 45). The number of people who indicated that the skills were not relevant (Likert scales 1 and 2) to their work dropped from 36.6% to 22.9%. The emergent nature of the field was reflected in the low levels of confidence recorded: only 8.3% stated that they felt ‘very confident’, with a further 13.5% feeling ‘confident’.

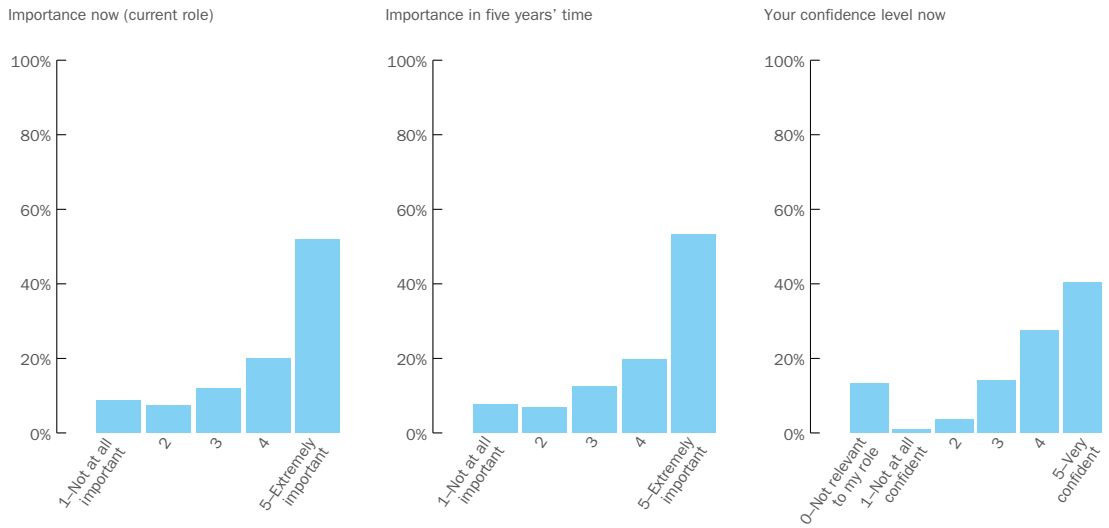
**Figure 46. Managing digital resources
Management survey responses**



An awareness of the growing significance of the skills was clearly presented in the data gathered in the Management survey: 46.2% of respondents believed skills in digital resource management were ‘extremely important’ currently, and 83.3% believed they would be in five years’ time (Figure 46).

Appendix 1: Detailed analysis of all skills

**Figure 47. Collection maintenance
Individual survey responses**



7.4. Collection maintenance The ability to keep the library collection in good condition

Around half (51.9%) of the Individual respondents reported that the skills required to ensure that the library collection was in a sound and workable condition were key to their role, and 53.3% anticipated that this would be the case in the future (Figure 47). It was also a skill set that reflected a relatively high level of confidence, with the data for two-thirds (67.8%) of respondents representing Likert scales 4 and 5.

Management respondents' views about the relevance of collection management to the library service were varied (Figure 48). It was noted that while the number of managers who rated the skills 'extremely important' remained consistent in terms of current and future requirements – scoring 43.6% (n=34) and 42.3% (n=31) respectively – the trend was for the skills to be regarded as becoming gradually less important.

**Figure 48. Collection maintenance
Management survey responses**

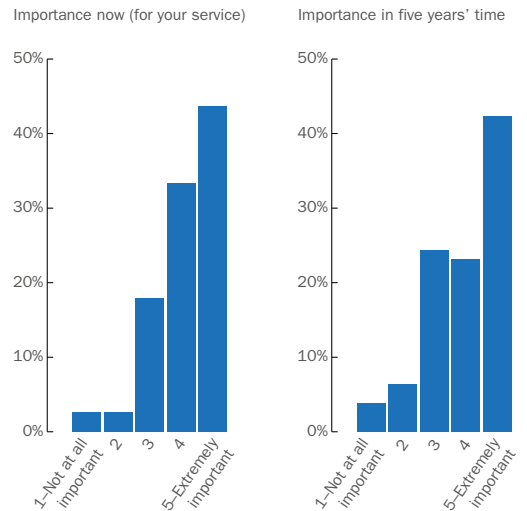
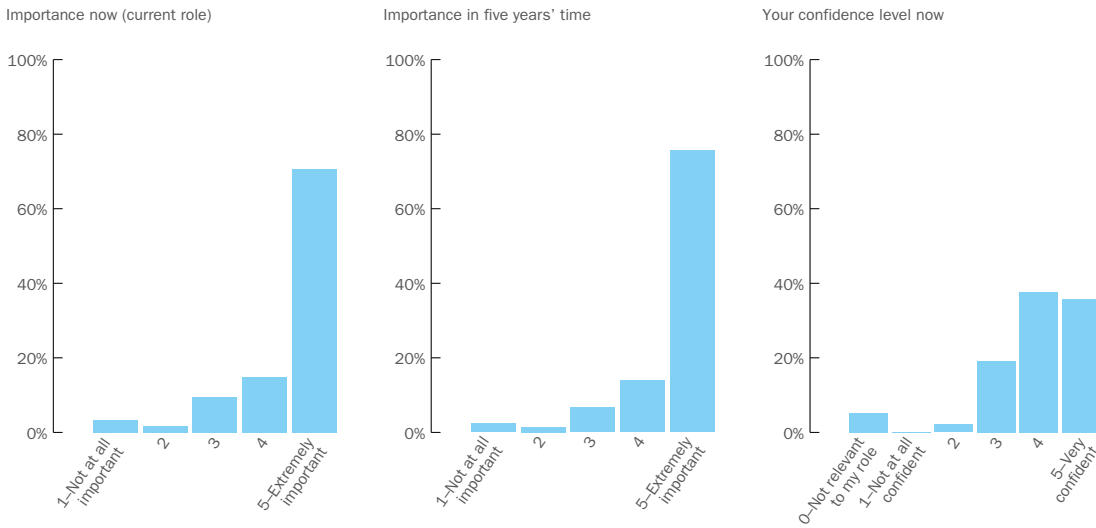


Figure 49. Information services Individual survey responses



8. Information services

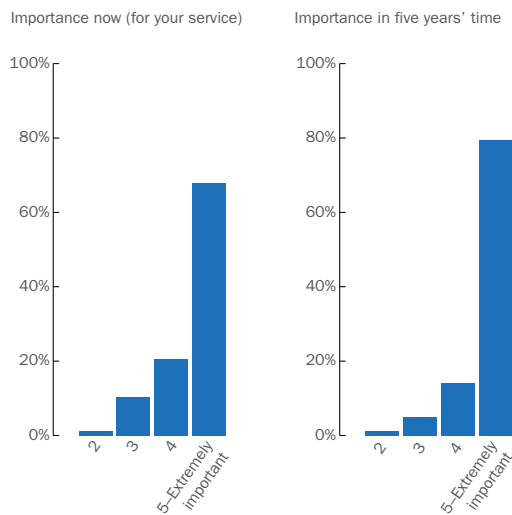
The ability to provide information services to diverse customer groups

The skills included in the competency area of information services are broad-ranging. Staff require not only a generalist’s knowledge of reference and information services and readers advisory services, but also detailed knowledge of the library’s diverse customer groups (for example, children and families, teens and young adults, seniors, multicultural communities, Indigenous communities and people with disabilities). These skills should be underpinned by an understanding of strategies for monitoring and evaluating the value and effectiveness of the services delivered.

The data collected in the Individual survey revealed the significance of information services: 70.6% of respondents indicated that these skills were ‘extremely important’ to their role, with a slight movement upwards anticipated in the future (Figure 49). Confidence levels were reasonably high, with around one-third describing themselves as ‘very confident’ (35.7%) and a further one-third describing themselves as ‘confident’ (37.7%).

Management respondents held similar views on the importance of information services, with 88.4%

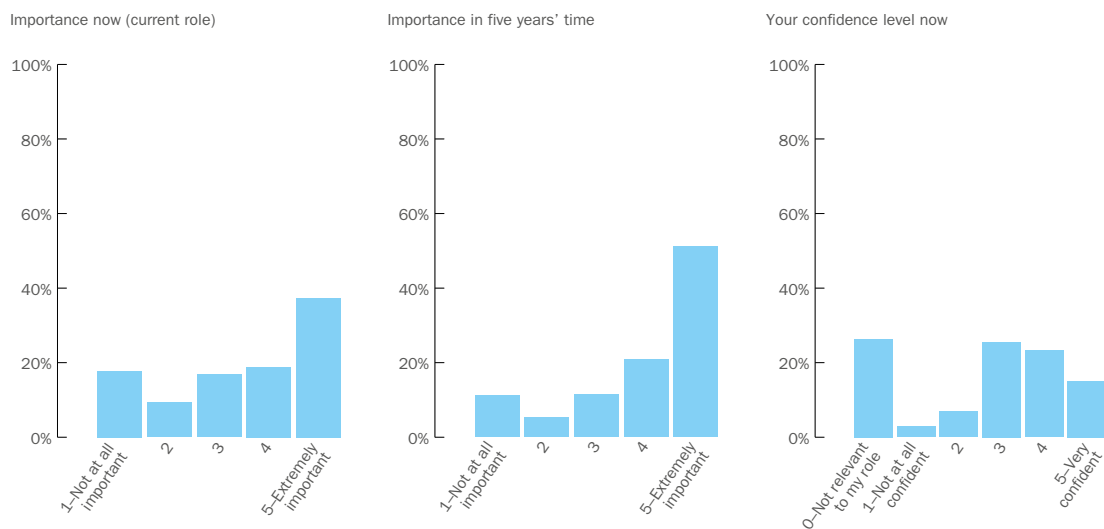
Figure 50. Information services Management survey responses



declaring the skills were ‘important’ or ‘extremely important’, and 93.6% anticipating these levels of importance in the future (Figure 50). The data revealed that only one respondent felt that information services would become less important, with their rating dropping from Likert scale 4 to Likert scale 3. The views of all other respondents either remained consistent or moved up a scale.

Appendix 1: Detailed analysis of all skills

Figure 51. Literacies and learning
Individual survey responses



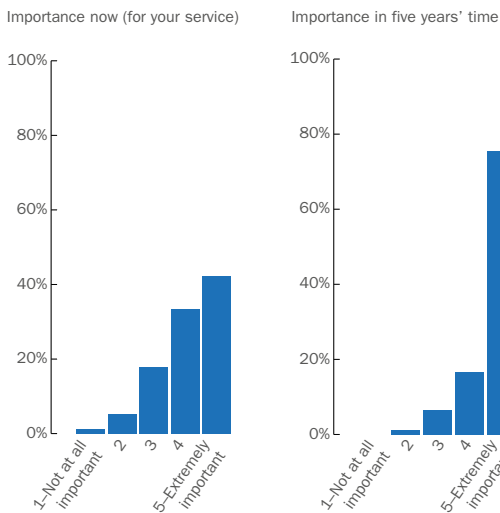
9. Literacies and learning

The ability to run learning programs for diverse customer groups

As lifelong learning becomes an intrinsic part of life in an ever-changing world, libraries can play an significant role in building formal and informal learning opportunities in the community. The competency area of literacies and learning is complex: it involves the ability to design and deliver learning programs for very diverse users, for individual learners and for groups of learners. Library staff working in these areas therefore require an understanding of literacy, information literacy and media literacy, and a knowledge of learning, teaching, training, pedagogy and educational pathways.

Individual survey respondents indicated that skills in this area were likely to become more important (Figure 51). The proportion of Individual respondents who reported that a practical understanding of literacies was of little or no importance to their role (Likert scales 1 and 2) reduced from 27.1% (at the present time) to 16.5% (in five years), while the number who rated the skills 'extremely important' increased from around one-third (37.3%) to one-half (51.1%). Confidence levels were, however, relatively low. Only 15.1% were 'very confident' about using the skills relating to literacies and learning, and less than one-third (30.7%) of respondents who rated the skills 'extremely important' (Likert scale 5) for their current role reported a high level of confidence. Of those who rated the skills 'important' (Likert scale 4), only 10.4% (n=26) described themselves as 'very confident' in applying the skills.

Figure 52. Literacies and learning Management survey responses



The growing importance of skills in literacies and learning was clearly articulated in the data gathered in the Management survey: the number of respondents stating the skills were 'extremely important' to their library service rose from 42.3% at the current time to 75.6% in the future (Figure 52). It was interesting to note that the view of one respondent changed substantially, moving from 'not at all important' (Likert scale 1) to 'extremely important' (Likert scale 5).

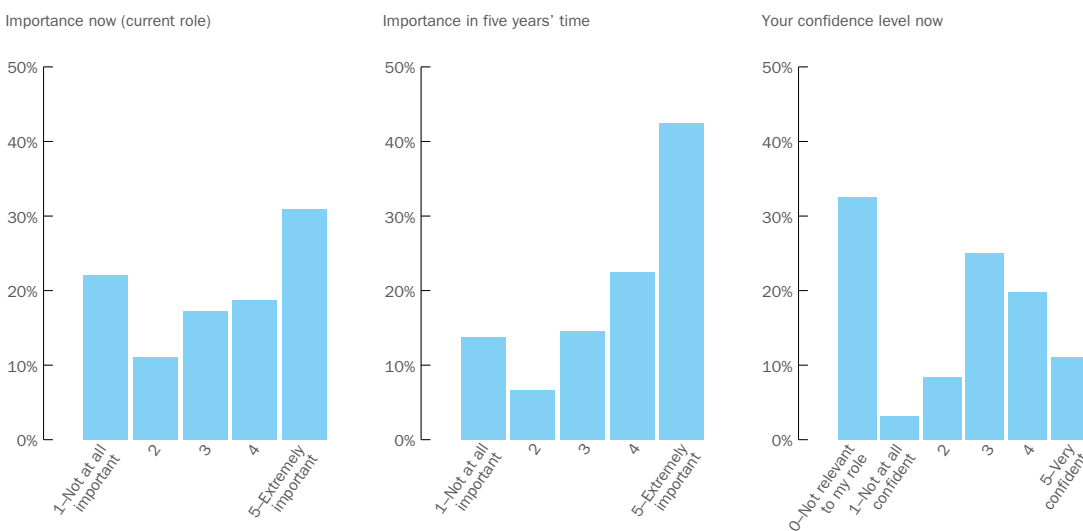
10. Cultural programming

The ability to run cultural programs for diverse customer groups

Cultural programming extends the range of library services offered to customers. Like information services and learning programs, the target communities are very diverse and include different age groups and various levels of ability. This competency area involves skills in planning, managing and facilitating cultural events, exhibitions and displays, as well as being able to develop and promote partnerships and collaborations with other stakeholder groups. The ability to monitor and evaluate the programs offered is also critical.

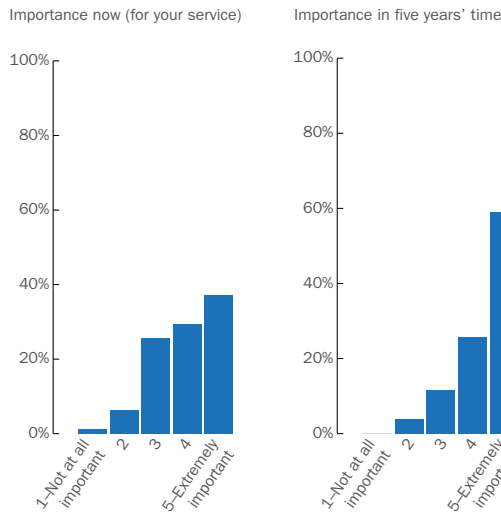
The data from the Individual survey (Figure 53) revealed a clear divide between those respondents who indicated that skills in cultural programming had very little relevance to their position (Likert scales 1 and 2, 33.2%) and those who felt it was important in their roles (Likert scale 4 and 5, 49.6%). This was reflected in the statement of confidence, with 32.5% reporting that the skill set was not relevant to their role. Where the skill set was rated 'extremely important' (n=412), confidence levels were fairly high: 57.3% declared that they were 'confident' or 'very confident' in working with these skills. There was a sense that, in the future, skills in cultural programming would increase in relevance (65.0%).

Figure 53. Cultural programming Individual survey responses



Appendix 1: Detailed analysis of all skills

Figure 54. Cultural programming Management survey responses



Library managers also believed that these skills were likely to become increasingly valuable to the library service: while 66.7% of respondents considered them important at the present time, 84.6% anticipated that cultural programming would be important in five years' time (Figure 54).

11. Creative making

The ability to run makerspaces in the library

Community interest in makerspaces has been growing in recent times. Creative making represents a new dimension of learning, focusing on discovery, creativity and collaboration. The skills required by staff working in this area include creative skills – innovation and design – as well as the practical abilities that underpin the planning and management of makerspaces. As with cultural programming, the competency area also includes relationship building and impact evaluation.

A large proportion of Individual respondents stated that they were not involved in makerspaces: 45.9% answered the question on confidence levels with the statement that it was not relevant to them, echoing the figure of 53.0% who declared that the skills were not important in their current role (Likert scale 1 or 2, Figure 55). While one-quarter (25.2%) of respondents indicated that skills in creative making were important in the role they played in the library (Likert scales 4 and 5), 56.6% anticipated that the skill set would be important in five years' time.

Reported confidence levels were very low, with only 4.9% describing themselves as 'very confident' using their skills in this area. Higher levels of confidence (36.2%) were noted amongst respondents who reported that the skills were currently very important (n=156).

Figure 55. Creative making Individual survey responses

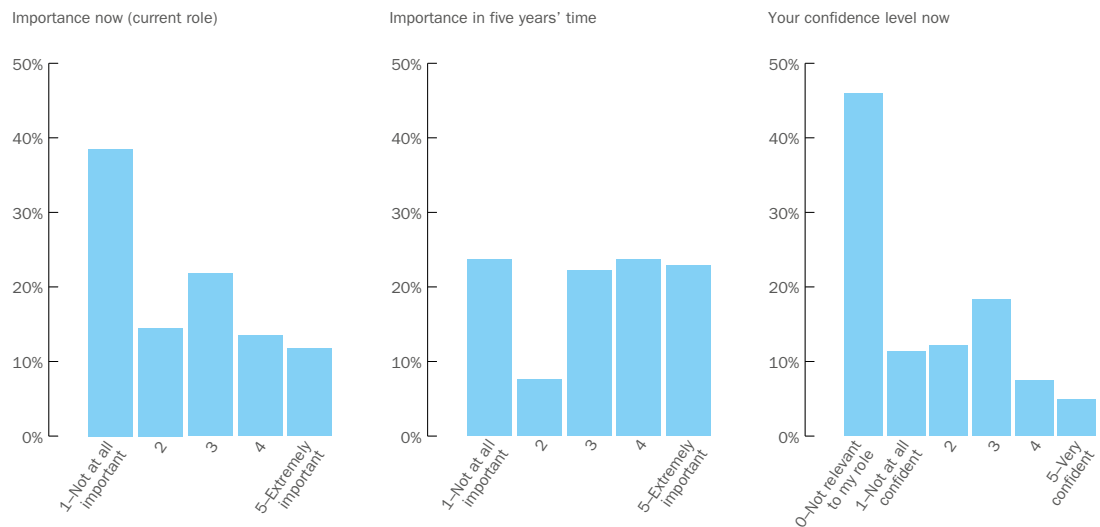
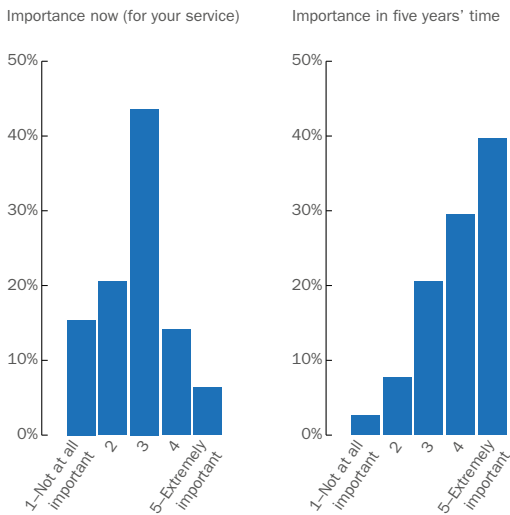


Figure 56. Creative making Management survey responses



Nevertheless, 16% of this group stated that they had little or no confidence, despite the fact that the skills were very relevant to their role.

Management respondents indicated very clearly that they expected an upswell in the demand for skills in creative making (Figure 56). While only 6.4% (n=5) rated the skills ‘extremely important’ (Likert scale 5) to their library service at the present time, 39.7% (n=31) believed they would be in five years, and a further 29.5% (n=23) anticipated the skills would be ‘important’ (Likert scale 4).

12. Community development

The ability to ensure that the library contributes to a strong community

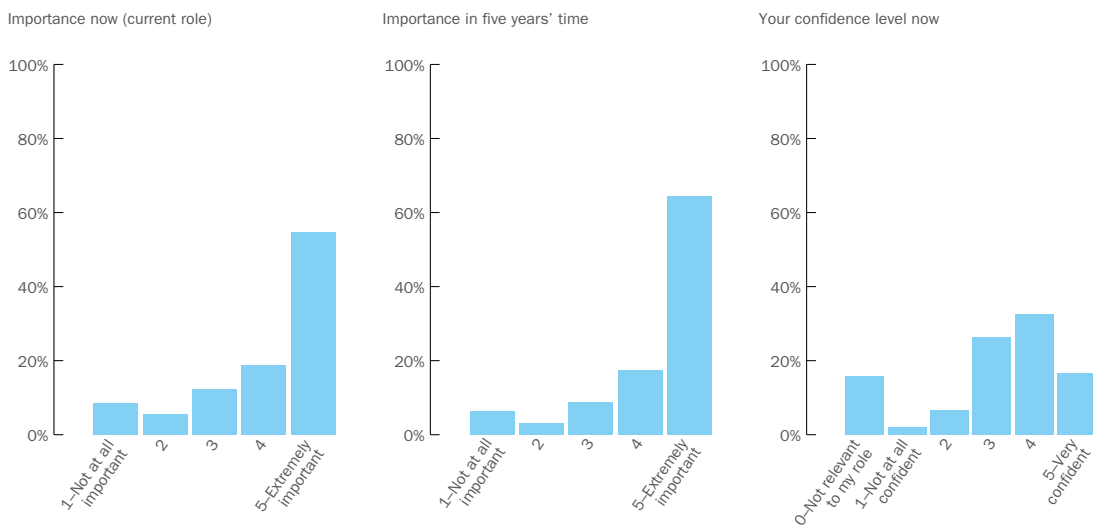
While the public library has long played an important role in the local community, the changing nature of society in the 21st century is providing opportunities for library staff to become involved in community development activities. This competency area is multifaceted, and includes the skills to identify and understand community needs, to support community engagement, and to build and nurture community relationships.

12.1 Community needs analysis

The ability to understand local community needs

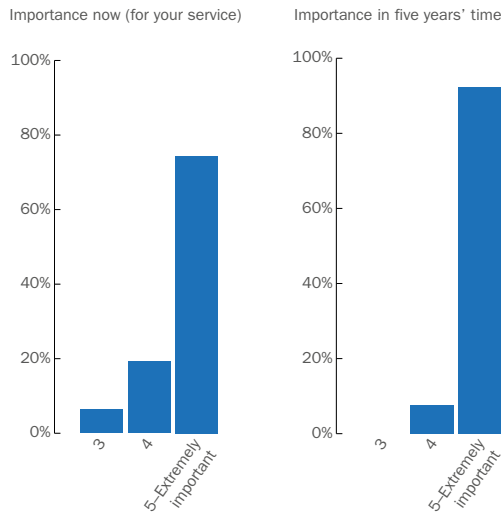
The ability to undertake community needs analysis encompasses a range of knowledge and skills: an understanding of socio-demographic data, community mapping and developing community profiles, plus the capacity to interpret the evidence to make informed decisions about designing and delivering appropriate services and programs. Over half (54.9%) of Individual respondents rated the skills ‘extremely important’ to their current role (Figure 57). Many of those who indicated that the skills were not currently important did, however, believe that they would be increasingly relevant in the future. Half of respondents (49.1%) felt ‘confident’ or ‘very confident’ using the skills; it was noted that this group of respondents also stated that the skills were already an important aspect of their position.

Figure 57. Community needs analysis Individual survey responses



Appendix 1: Detailed analysis of all skills

Figure 58. Community needs analysis
Management survey responses



Library managers noted the growing significance of the skills required to undertake community needs analysis: 74.4% ranked the skills ‘extremely important’ for their library service, and 92.3% believed they would be in five years’ time. The remaining 7.7% (n=6) reported that the skills were likely to be ‘important’ (Figure 58).

12.2 Community engagement

The ability to support community engagement

Community engagement assumes an understanding of the concept of social inclusion, with its focus on identifying and removing barriers to information access. Public library staff must also understand the role of information resources, services and programs that will foster social inclusion and support community engagement. The data collected in response to the question about the importance of skills in the area of community engagement, and the respondents’ level of confidence in applying the skills (Figure 59), was very closely aligned with the data gathered on community needs analysis.

In terms of the importance of the skills in community engagement, the picture was a little different at the level of the library service itself (Figure 60): fewer management respondents rated the skills as ‘extremely important’ now (61.5%) and in the future (87.2%).

Figure 59. Community engagement
Individual survey responses

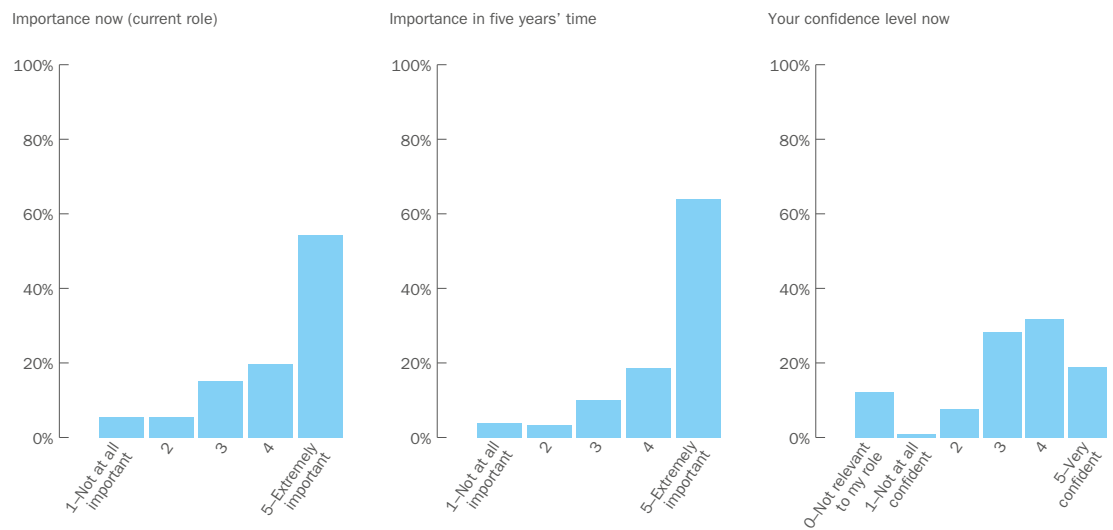
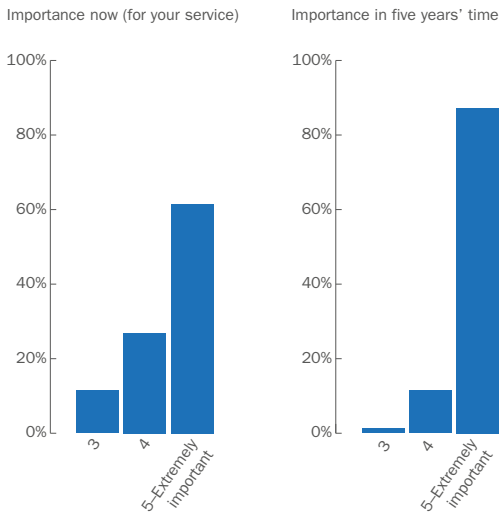


Figure 60. Community engagement Management survey responses



liaise and partner with others in a relatively formal context. More informally, the library may draw on volunteer resources, so skills in volunteer recruitment and management are also valuable.

The data reveals that this aspect of community development was less advanced than community needs analysis and community engagement, perhaps because, to date, libraries have operated relatively autonomously. Almost half the respondents (48.1%) reported that skills in relationship building were extremely important (Figure 61). Beyond this, it was interesting to note that 51.9% of those who stated that these skills were not especially important (Likert scale 3) at the present time indicated that the importance of the skills would increase (Likert scales 4 and 5, n=93); 58% of all individual respondents anticipated the skills would be 'extremely important' in five years' time.

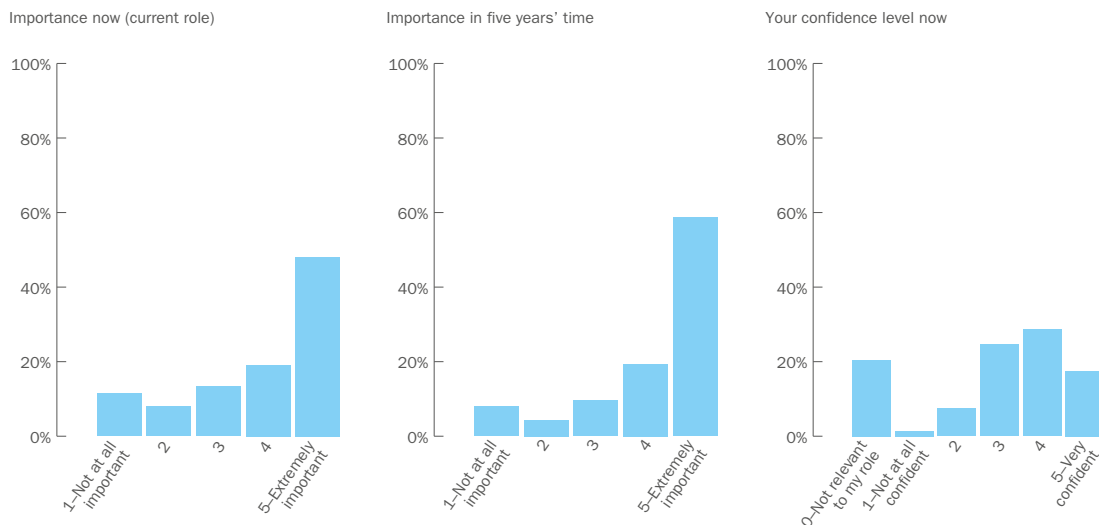
12.3 Community relationships

The ability to build community relationships

The third skill set within the competency area of community development focuses on community relationships. As the public library represents only one stakeholder in a web of community groups and agencies, staff may require a range of skills that encompass the capacity to consult,

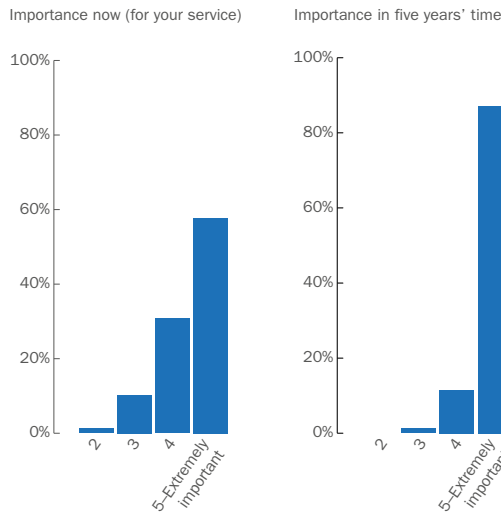
The distribution of confidence levels was fairly similar across all three community-focused skill areas, although in the context of community relationships, a slightly higher number of respondents (20.5%) reported that skills in relationship building were not relevant to their role.

Figure 61. Community relationships Individual survey responses



Appendix 1: Detailed analysis of all skills

Figure 62. Community relationships Management survey responses



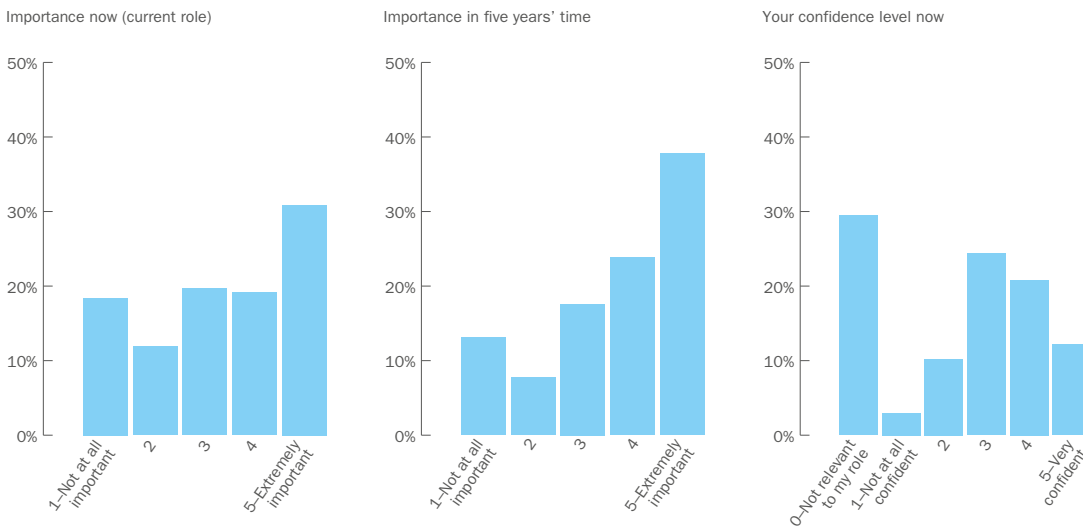
The pattern of Management responses to the question of community relationships (Figure 62) was markedly similar to the previous question, with 57.7% of library managers reporting that the skills were currently 'extremely important' (Likert scale 5). Most of those who rated the skills 'important' (Likert scale 4) indicated that they would become more valued in the future (n=19).

13. Management and administration The ability to manage an efficient library service

As public libraries operate as business units, a range of managerial and administrative skills are required to ensure that organisational goals are achieved. The *Ultimate business dictionary* defines management as 'the use of professional skills for identifying and achieving organizational objectives through the deployment of appropriate resources', and it is noted that while management is recognised as a profession in its own right, the skill set is often directly relevant to professionals of other disciplines, including the library and information profession.

In developing the skills framework for the *Our future, our skills* study, discussion focused on five key areas: policy and planning; operations management; performance monitoring and evaluation; financial management; and human resource (HR) management. While many managerial tasks are naturally undertaken by members of the senior management team in a library service, discussions with stakeholders highlighted the importance of staff across the organisation having the opportunity to understand the context of library planning and operational management, so that individual staff recognise that they have a contribution to make.

Figure 63. Library policy and planning
Individual survey responses

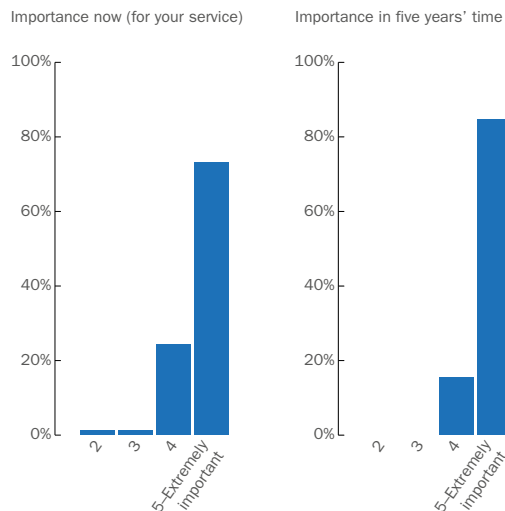


13.1 Library policy and planning
The ability to contribute to the library’s policy and planning processes

Staff involved in policy and planning require an understanding of the legislative environment in which the library operates, and the principles of good governance; they also need skills in strategic planning, policy development, change management processes and risk management. Half of the Individual respondents (50.0%) believed that the ability to contribute to the library’s policy and planning processes was already an important dimension to their job (Likert scales 4 and 5) and 61.6% anticipated that it would be in future (Figure 63). While just under a third (29.5%) stated that the skill set was not relevant to their role, another third (33.0%) felt confident in their abilities.

It was certainly not surprising to find that Management respondents rated this skill set highly in the context of the library service as a whole (Figure 64). Only one manager rated the skill as not very important (Likert scale 2), and one manager was neutral (Likert scale 3). Overall, three-quarters indicated it was ‘extremely

Figure 64. Library policy and planning
Management survey responses



important’ (Likert scale 5) and the remaining quarter believed it was ‘important’ (Likert scale 4). The data revealed an expectation of increased value, with 84.6% anticipating the skill will be ‘extremely important’ in five years’ time.

Appendix 1: Detailed analysis of all skills

13.2 Library operations

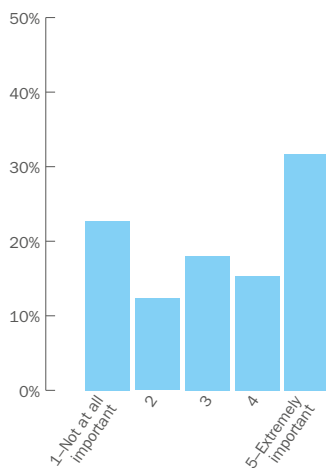
The ability to manage library operations

The skill set that pertains to managing library operations includes organisational planning and managing the library as space – facilities management and space utilisation. It further includes the development of disaster management plans, and ensuring a safe workplace. Stakeholder discussions in the early stages of the *Our future, our skills* project raised the need to focus on individual staff members’ responsibilities in ensuring the workplace was safe.

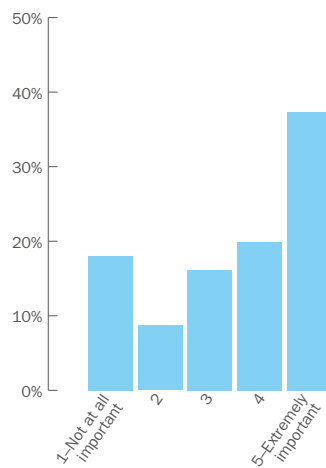
The Individual survey responses to questions about the library operations skill set (Figure 65) were similar to those relating to library policy and planning. It was noted, however, that there was a slightly higher proportion of respondents who declared that operational management skills were not relevant to their role (37.4%, compared with 29.5% for policy and planning skills). Once again, respondents reported an expectation that the skill would be more important in five years’ time (57.2% for Likert scales 4 and 5, up from 46.0%). One-third (33%) of staff reported being confident (Likert scales 4 and 5) using the skills.

Figure 65. Library operations Individual survey responses

Importance now (current role)



Importance in five years’ time



Your confidence level now

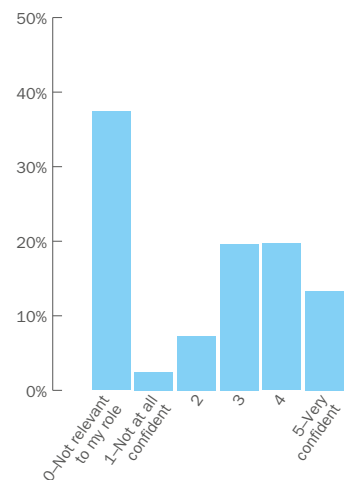
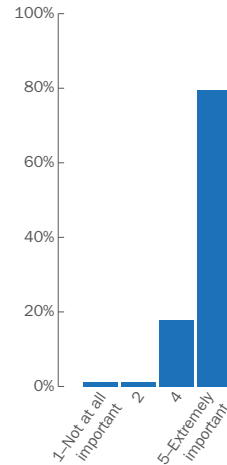
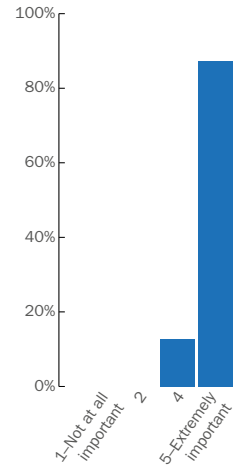


Figure 66. Library operations Management survey responses

Importance now (for your service)

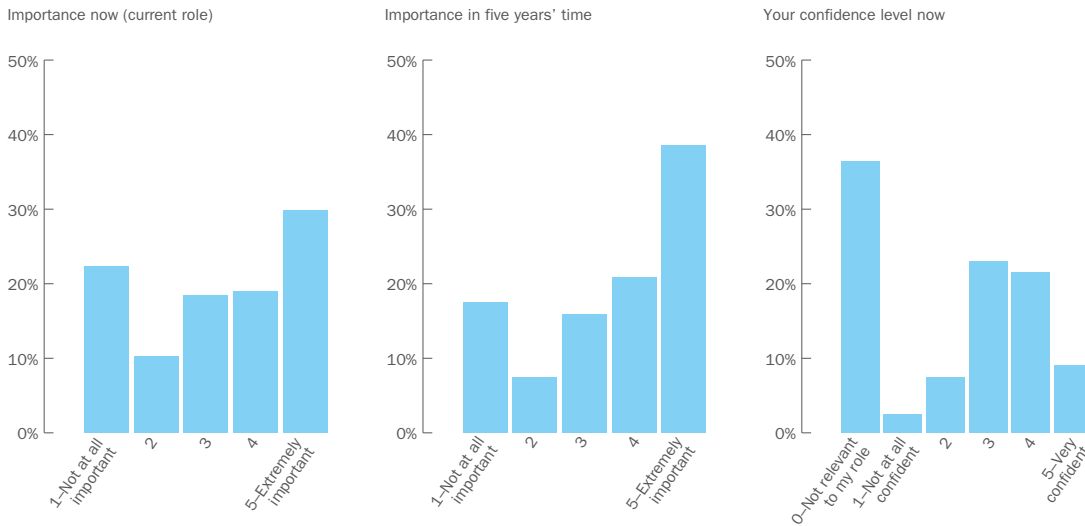


Importance in five years’ time



The Management survey responses (Figure 66) were indeed very similar to those for the previous skill set – just a few percentage points higher for those who rated the skill ‘extremely important’: 79.5% for the library service at the current time, and 87.2% in five years’ time.

Figure 67. Performance monitoring and evaluation
Individual survey responses

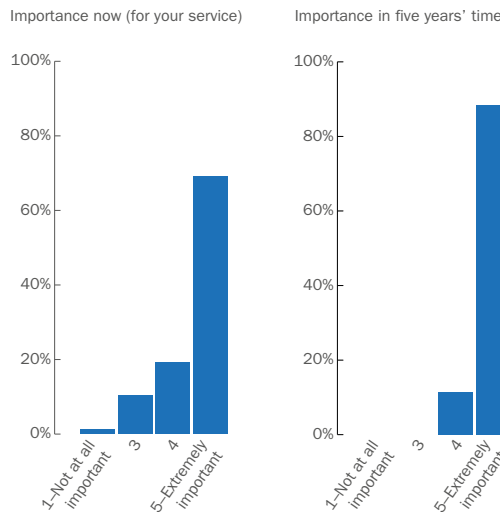


13.3 Performance monitoring and evaluation
The ability to monitor and evaluate library performance

Monitoring and evaluating library performance requires a range of skills relating to quality assurance, evidence-based practice and a commitment to continuous service improvement. Data collected in the Individual survey (Figure 67) followed the patterns of the earlier questions about policy and planning and operational management. A total of 36.4% of Individual respondents stated that the skills were not relevant to their role, and positive confidence levels sat at 30.6%. The assessment of the importance of the skill was similar: 47.9% of respondents rated the skill set ‘important’ or ‘extremely important’ to their current role, and 59.3% anticipated it would be ‘important’ or ‘extremely important’ in the future.

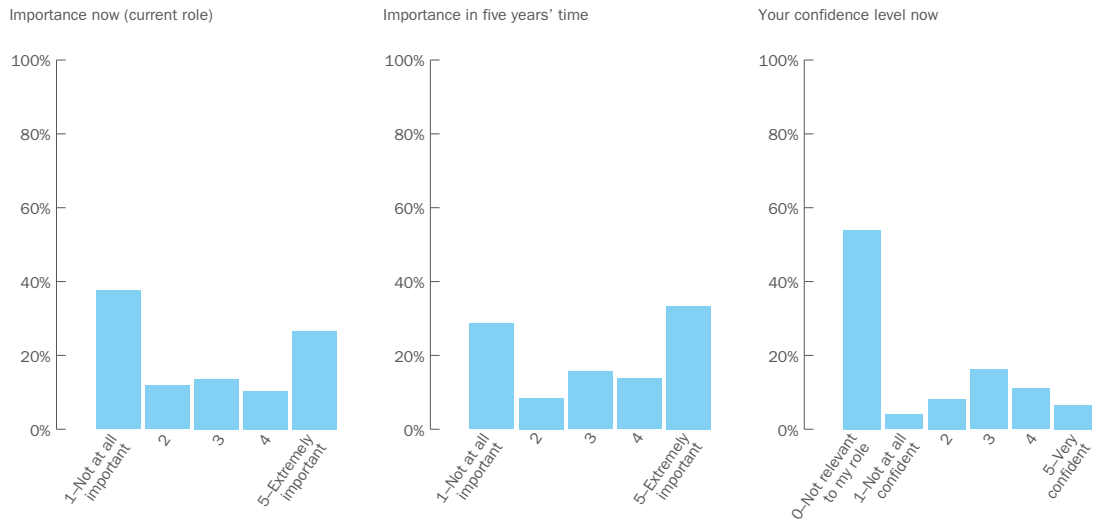
The responses from library managers regarding the value of the skill set to the library service (Figure 68) were again similar, although there was a higher proportion of responses (10.3%) in the midrange (Likert scale 3). The data indicated an upward trend in anticipated importance, with responses of ‘extremely important’ increasing from 69.2% (at the present time) to 88.5% (in five years).

Figure 68. Performance monitoring and evaluation
Management survey responses



Appendix 1: Detailed analysis of all skills

Figure 69. Library finances
Individual survey responses



13.4 Library finances

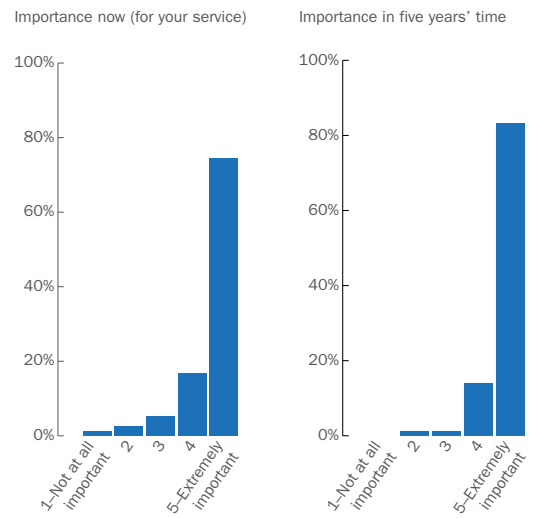
The ability to manage library finances

The capabilities relating to financial management include the knowledge and understanding of the financial and budgeting processes relating to the library as a business unit and within the wider organisational context of local government. Stakeholder discussions highlighted the need for library staff to comprehend the financial context in which libraries operate, to understand the regular income streams and to be aware of alternative strategies for fundraising and donor support.

The number of Individual respondents who believed that skills in financial management were important in their current position was low (36.9%), although a greater number (47.1%) believed the skills would become more important in the future (Figure 69). Confidence levels were also low; only 6.6% indicated that they were 'very confident' in using these skills, while over half (53.9%) declared that the skills were not relevant to their role.

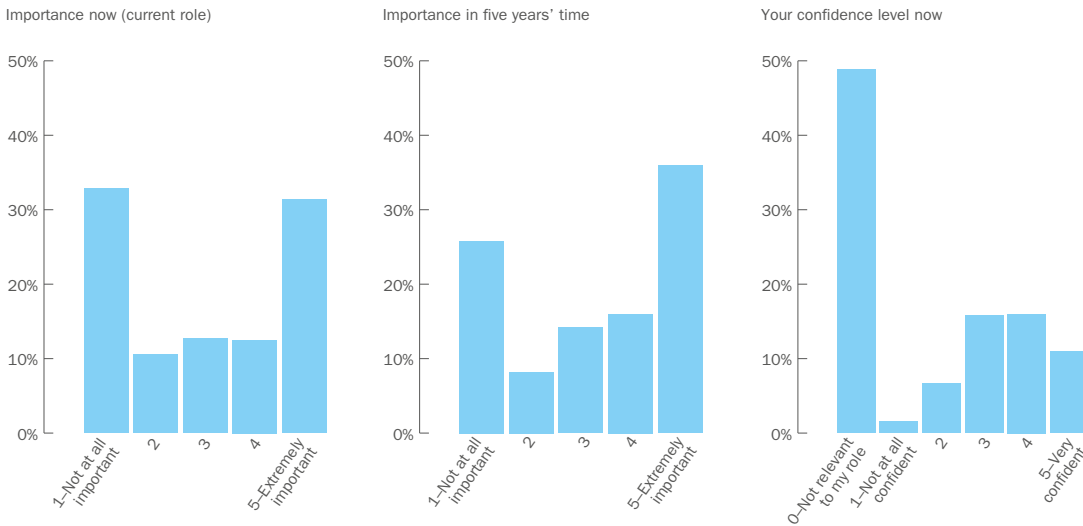
Once again, library managers highlighted the importance of financial management skills to the library service (Figure 70), with 74.4% believing

Figure 70. Library finances
Management survey responses



they were 'extremely important', and 83.3% anticipating the skills will be 'extremely important' in the future. It was interesting to note that one Management respondent felt that the skills were not very important (Likert scale 4) now, or into the future.

**Figure 71. Library staffing
Individual survey responses**



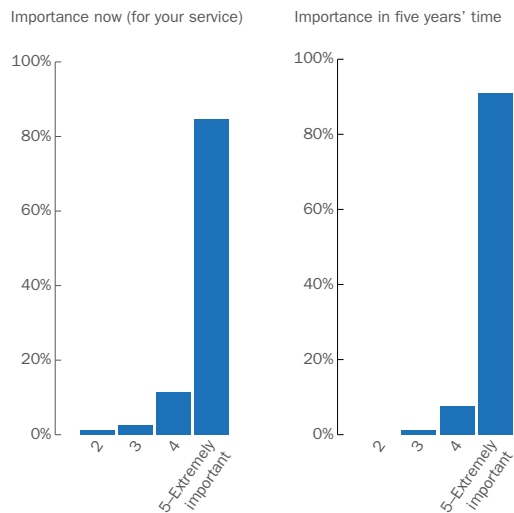
**13.5 Library staffing
The ability to manage library staffing**

Staff working in the library are a key resource, and the competency area of HR management encompasses a significant skill set: workforce planning; staff supervision; performance evaluations; staff training and development; and volunteer management.

Almost one-third of respondents (31.4%) in the Individual survey reported that skills in staff management were 'extremely important' in their current roles (Figure 71); there was not any real sense that this might change in the future, with only a slight increase to 35.9%. Confidence levels were low, however, with only 27.0% indicating that they felt confident (Likert scales 4 and 5) using the skill set. It was noteworthy that almost a half (48.8%) stated that these skills were not relevant to their role.

Library managers regarded HR skills as critical to the library service, with 84.6% of respondents rating them currently, and 91.0% rating them 'extremely important' in five years' time (Figure 72). Only one Management respondent felt the skills were not likely to be very important (Likert scale 3).

**Figure 72. Library staffing
Management survey responses**



Appendix 1: Detailed analysis of all skills

14. Marketing

The ability to market the library and promote its services

Discussions held during the process of developing the *Our future, our skills* framework focused on two aspects of library marketing: the importance of marketing of the service as a whole within the community; and the value of staff being able to promote the collection, services and programs to library users. Accordingly, two separate skill sets were identified for the survey: library marketing and library promotion.

14.1 Marketing the library

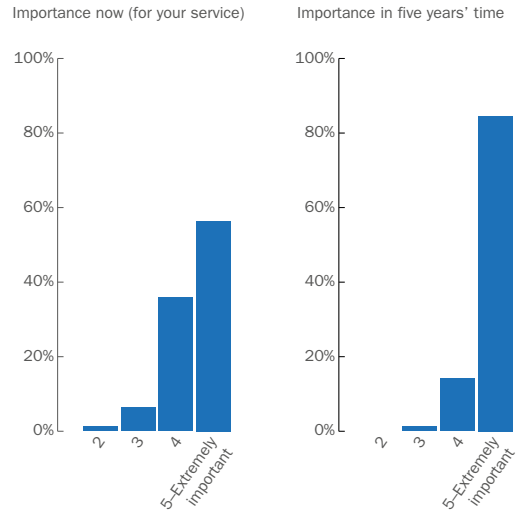
The ability to market the library

This aspect of marketing encompasses a high level of understanding of the strategic importance of marketing and branding, as well as of the opportunities to be gained through sponsorship development and management.

Over half of Individual respondents (53.4%) believed that marketing skills were important (Likert scales 4 and 5) in their current roles, and two-thirds (66.8%) anticipated that the skills would be valuable in five years' time (Figure 73). Around one-third (31.0%) felt that marketing skills were not relevant to their position, but over half of those who said the skills were important (51.3%, n=366) reported high levels of confidence (Likert scales 4 and 5).

It was apparent that Management respondents expected the importance of library marketing skills to increase considerably over the next five

Figure 74. Marketing the library Management survey responses



years (Figure 74). While 92.3% of respondents agreed that the skills were important, the views were distributed over the scales of 'important' (35.9%) and 'extremely important' (56.4%). There was greater consensus in respondents' views for the future, with 84.6% indicating that the skills would be 'extremely important'. Two-thirds (64.3%) of respondents who rated the skills 'important' (Likert scale 4, n=28) believed they would be 'extremely important' (Likert scale 5) in five years' time; one-third retained their rating of Likert scale 4.

Figure 73. Marketing the library Individual survey responses

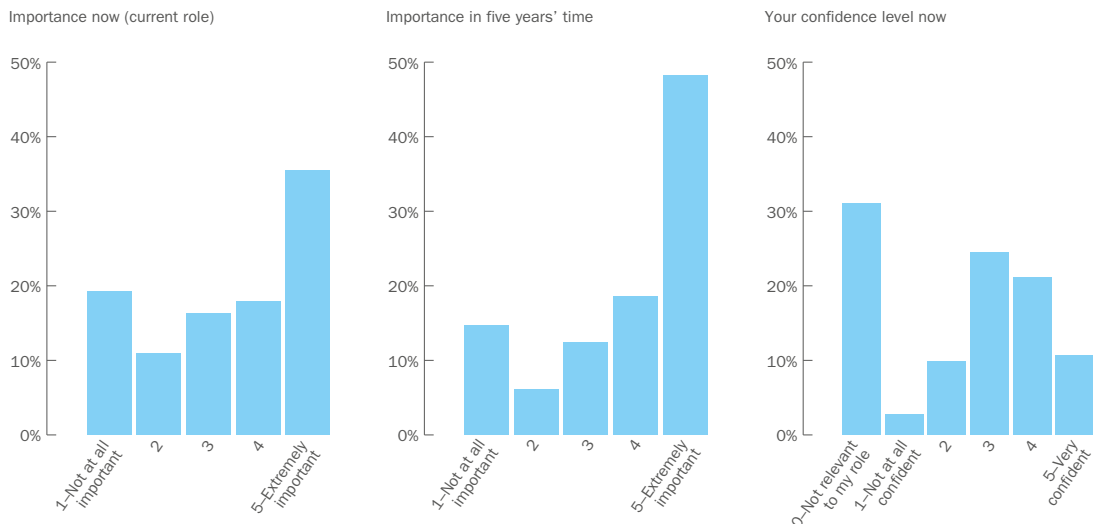
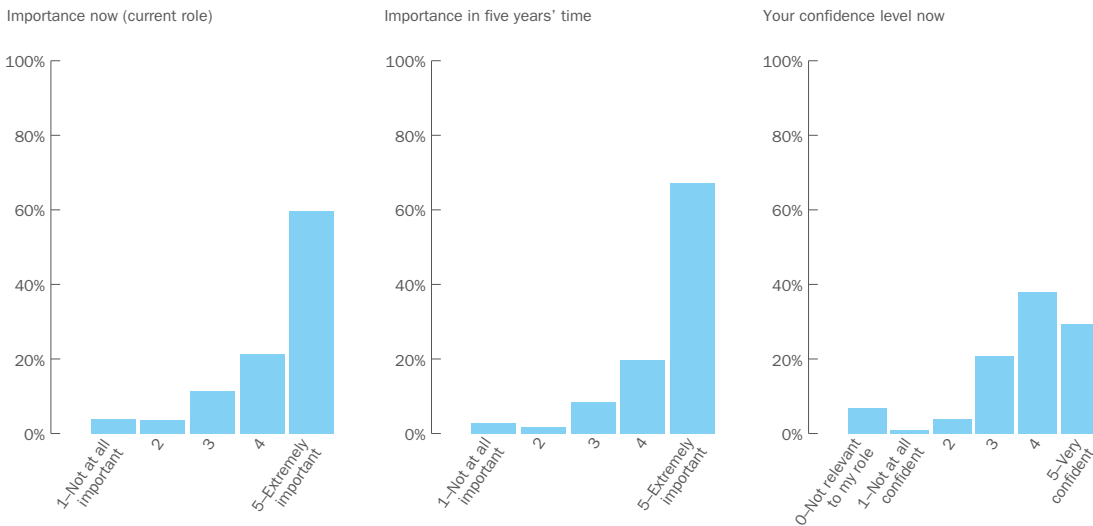


Figure 75. Promoting library collections, service and programs
Individual survey responses



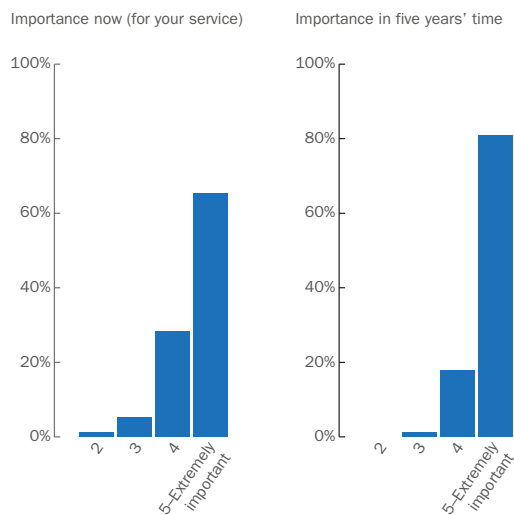
14.2 Promoting library collections, services and programs

The ability to promote the library collections, services and programs

There is potential for all staff to become involved in activities to promote the library service and its collections, programs and services. It was not surprising, therefore, to find that the majority of respondents in the Individual survey ranked the skill set highly: 81.1% reported that the skills were ‘important’ or ‘extremely important’ in the role that they played in the library (Figure 75). Over two-thirds (67.3%) believed that the skills would be ‘extremely important’ in the future. There were high levels of confidence, with 67.4% of respondents ‘confident’ or ‘very confident’. Only 6.8% reported that the skills were not relevant to their role.

Once again, Management respondents’ views about library promotion skills were distributed across the scales of ‘important’ (28.2%) and ‘extremely important’ (65.4%). There was greater consensus about the future, with 80.8% rating the skills ‘extremely important’ (Figure 76).

Figure 76. Promoting library collections, service and programs
Management survey responses



Appendix 1: Detailed analysis of all skills

15. Project management

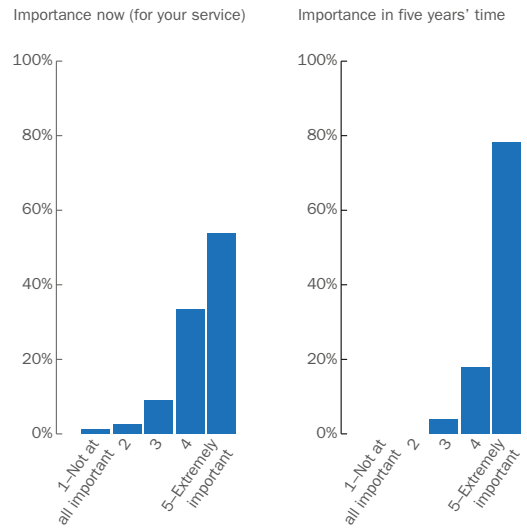
The ability to manage a successful project

A significant amount of work in contemporary libraries is project-based, due in part to the present models of funding, but also due to the dynamic nature of the socio-cultural and technological environments in which libraries operate. Project management skills include the capabilities to plan, organise and manage the resources available to ensure specific project goals are achieved.

The proportion of Individual respondents who rated these skills as important (Likert scales 4 and 5) increased from 56.5% (at the present time) to 67.5% (in five years). Nevertheless, one-quarter (25.4%) of respondents indicated that the skills were not important in their role, which correlated with the number who reported that the skills were not relevant (25.4%). Confidence levels were reasonably high, with 44.5% stating that they were 'confident' or 'very confident' (Figure 77).

The upward trend was more noticeable in the data gathered in the Management survey (Figure 78). Once again, looking at library services at the present time, there was a distribution of views over the scales of important (33.3%) and very important (53.8%) (Figure 78).

Figure 78. Project management Management survey responses



In terms of library services in five years' time, managers believed that it there would be a greater imperative for staff to have skills in project management, with 78.2% rating them 'very important'.

Figure 77. Project management Individual survey responses

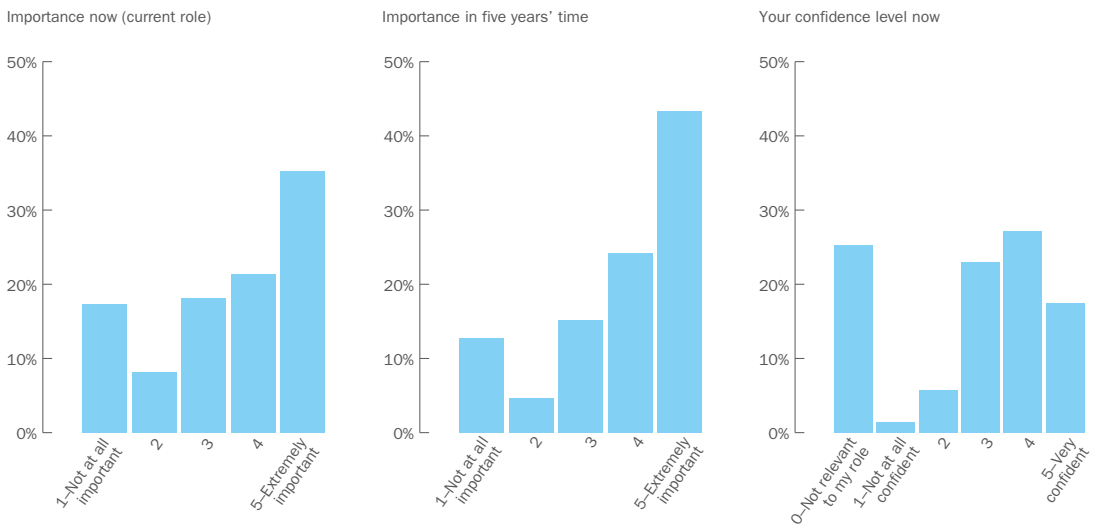
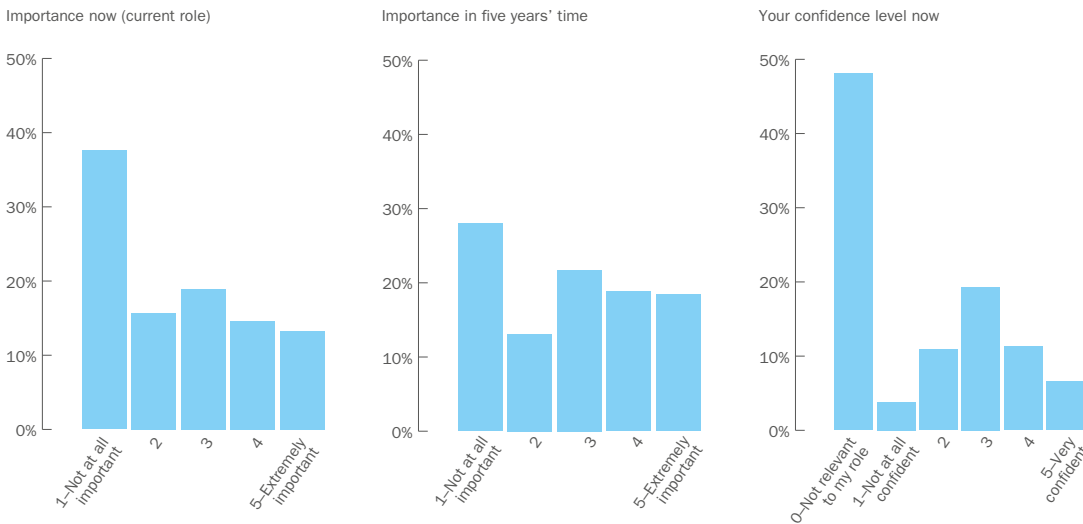


Figure 79. Generation of knowledge
Individual survey responses



16. Generation of knowledge

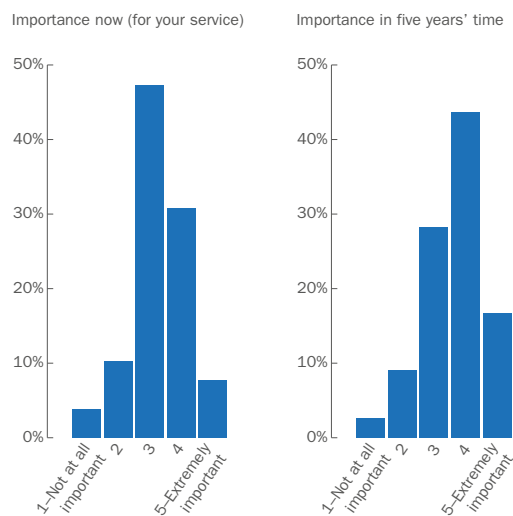
The ability to undertake and disseminate research activities

The final Professional competency area relates to the development of knowledge through research, with the ultimate goal of enhancing and improving professional practice. Specific abilities include an understanding of the research agenda in library and information science; and practical skills in research, such as research methodologies to support data collection, analysis and interpretation. The competency area also includes the dissemination of research through professional writing and publishing, and conference presentations.

Respondents in the Individual survey indicated very strongly that the generation of new professional knowledge was not an intrinsic part of their work in the library (Figure 79). Almost half (48.1%) stated that research skills were not relevant to their roles, and only 13.3% rated the skills ‘extremely important’. Nevertheless, respondents did convey a sense that these skills would become increasingly important, with more people rating the skills likely to be ‘important’ in the future (37.2%, Likert scales 4 and 5). Confidence levels in the area of research were very low, with just 6.6% of respondents noting that they were ‘very confident’ and 11.3% ‘confident’.

Library managers did not believe that skills in research and the generation of new knowledge were currently significant for their library service, with only 7.7% (n=6) rating the skills ‘extremely important’ (Figure 80). Almost half (47.4%) expressed neutral views (Likert scale 3). Looking forward, however, the proportion of respondents regarding the skills as important (Likert scales 4 and 5) increased from 38.8% (at the present time) to 69.6% (in five years).

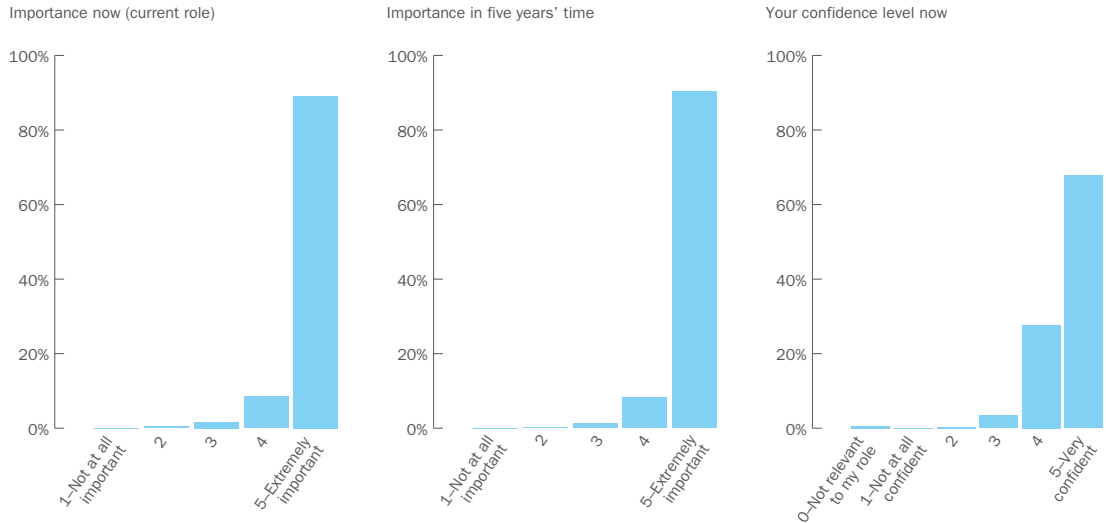
Figure 80. Generation of knowledge
Management survey responses



Appendix 1: Detailed analysis of all skills

Behavioural skills

Figure 81. Ethics and values
Individual survey responses



1. Ethics and values

The ability to act professionally and maintain ethical standards

This attribute focuses on individuals' professionalism and their commitment to maintain and promote ethical standards. This includes the notion of social responsibility and, as library and information professionals, respect for privacy and confidentiality.

Respondents in the Individual survey related strongly to the concept of ethics and values (Figure 81). It was rated 'extremely important' by 89.1% of respondents, with 90.3% anticipating it would be 'extremely important' in five years' time. Two-thirds (67.8%) reported that they felt 'very confident' in this area and only a very small number (n=8) indicated that ethics and values were not relevant to their role.

Management respondents indicated that the concept of ethical behaviour was also extremely important for the library service as a whole (Figure 82). The majority of respondents (84.6%) rated it 'extremely important' (Likert scale 5), and 87.2% anticipated that it would be in the coming years.

Figure 82. Ethics and values
Management survey responses

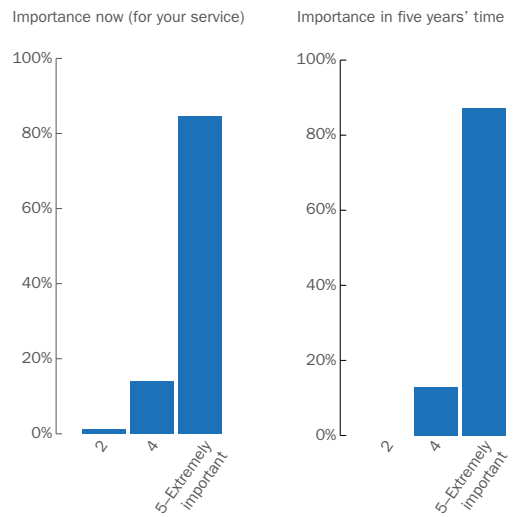
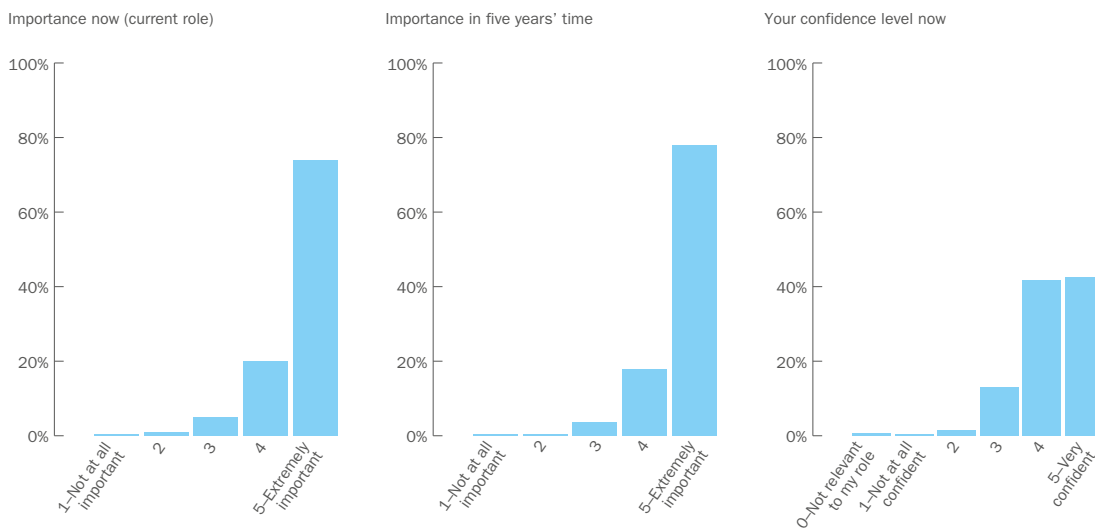


Figure 83. Oral communication Individual survey responses



2. Oral communication

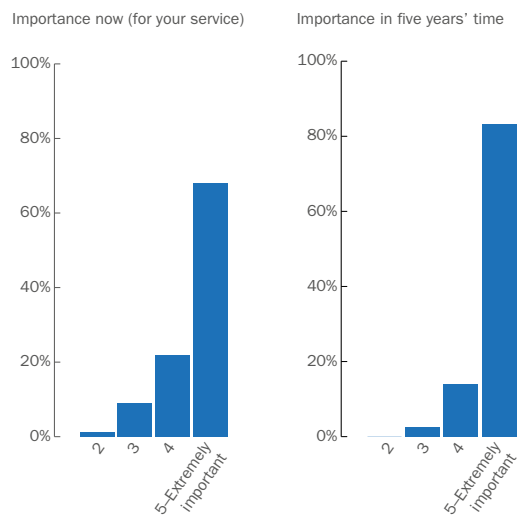
The ability to present and discuss information with colleagues and customers

Within the *Our future, our skills* framework, the concept of oral communication skills encompasses a range of nuances to contextualise it for both positive and challenging situations in the library environment. The concept includes the abilities to listen effectively and actively and to interpret instructions; to present and discuss information with others, both colleagues and customers; to engage, motivate and connect with customers; to negotiate confidently and persuasively; to solicit feedback and to provide it.

It was found that oral communication skills currently represented an 'important' (19.9%) or 'extremely important' (73.8%) skill for the whole spectrum of library staff, and that this would continue to be the case into the future (Figure 83). Confidence levels were generally high, with the majority of respondents 'confident' (41.8%) or 'very confident' (42.4%).

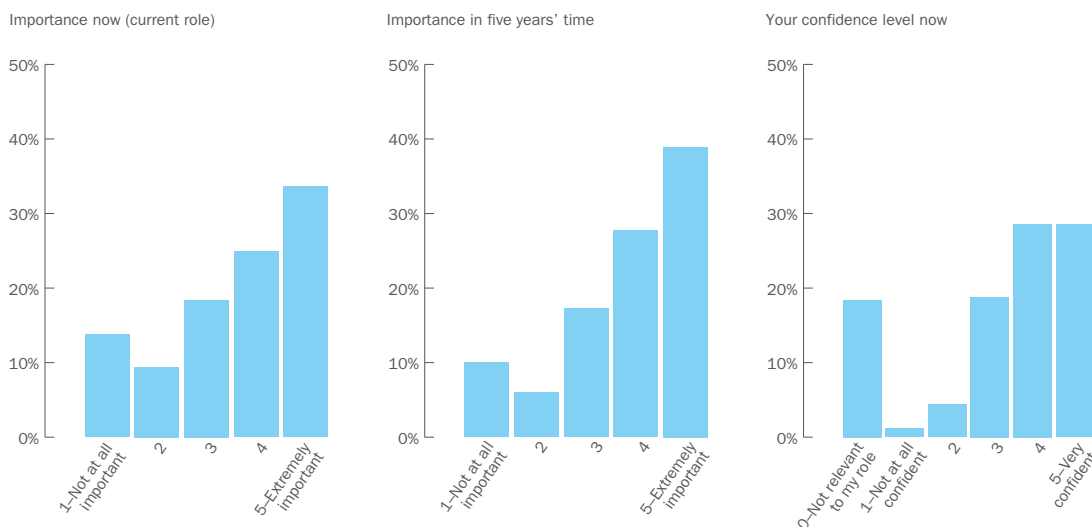
The data gathered in the Management survey was comparable, with an increase noted in the number of respondents who rated the skills 'extremely important' to the library service over time (Figure 84): the figure of 67.9% (at the present time) increased to 83.3% (in five years).

Figure 84. Oral communication Management survey responses



Appendix 1: Detailed analysis of all skills

Figure 85. Written communication
Individual survey responses



3. Written communication

The ability to prepare written documents for a range of audiences

Skills in written communication relate to the ability to prepare clear and concise written documents in a variety of formats for a range of audiences; this involves the ability to use proficient writing skills, logical thought, good grammar and sentence construction, and accurate spelling.

Almost one-fifth (18.4%) of Individual respondents stated that skills in written communication were not relevant to their role (Figure 85), and the proportion of people rating it 'extremely important' to their work (33.6%) was considerably lower than for oral communication skills (73.8%). The picture seemed quite stable, with little change expected over the next few years. Respondents reported lower levels of confidence overall, with only 28.5% 'very confident' in their use of the skills.

These findings were echoed in the responses from library managers (Figure 86). Just under half (48.7%) believed the skills were currently 'extremely important' for the library service as a whole, but two-thirds (66.7%) felt these skills would be 'extremely important' in the future.

Figure 86. Written communication
Management survey responses

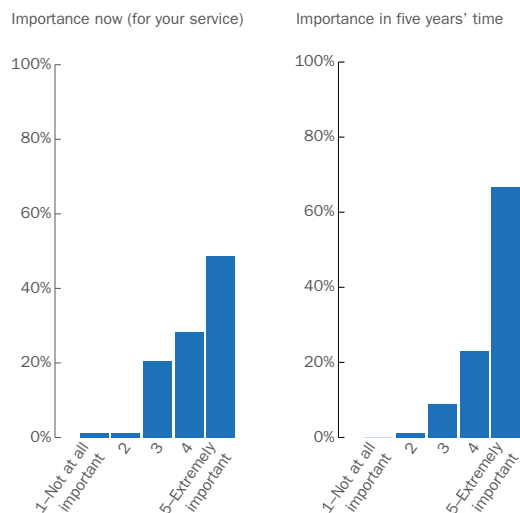
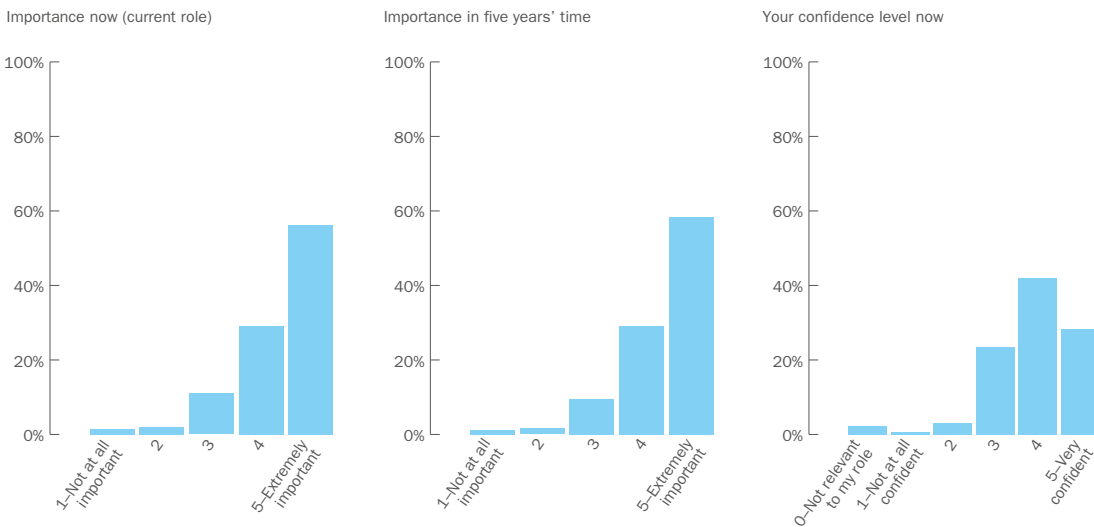


Figure 87. Non-verbal communication
Individual survey responses

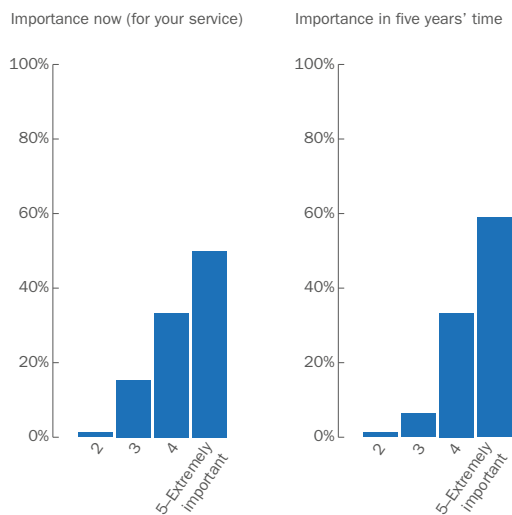


4. Non-verbal communication
The ability to use and interpret non-verbal cues

Discussions with stakeholders during the development of the skills framework underscored the value of non-verbal communication in the library setting, from the perspective of both the sender and the receiver in the communication process. For the sender, non-verbal communication skills involve the ability to use body language that is appropriate to the context; as receiver, the skills involve the ability to interpret non-verbal cues given by colleagues or by customers. Significantly, the library context may require the ability to anticipate behaviour that may put people at risk.

Individual respondents acknowledged that non-verbal communication skills were relevant to their position (Figure 87), with 85.4% rating the skill set ‘important’ or ‘very important’ (Likert scales 4 and 5). Respondents did not feel that this would change over time: the ratings were remarkably consistent over the two time periods. Confidence levels were reasonably high, with 70.5% people stating that they were ‘confident’ or ‘very confident’.

Figure 88. Non-verbal communication
Management survey responses



The figures proved remarkably similar in the context of the library service as a whole. The data revealed a slight shift upwards, with a small number of Management respondents (n=7) believing that the skills would become more important in the future (Figure 88).

Appendix 1: Detailed analysis of all skills

5. Customer engagement

The ability to provide high standards of customer service

The theme of customer service has been discussed in the public library sector for several years; it would appear that the message has been clearly heard. This competency area presumes a true service orientation, with a deep knowledge and understanding of the library's diverse customer groups and their needs. Personal attributes include approachability, politeness, courteousness and responsiveness, to demonstrate a positive, personal and helpful attitude. Customer engagement enhances the value of the community's interactions with the library service and is linked with some of the Professional skills in the framework, such as building and maintaining relationships, marketing, and promoting the library's services and programs to customers.

The data revealed that customer engagement skills were critically important to staff in all roles: 98% of respondents rated the skills at Likert scales 4 and 5, now and into the future (Figure 89). Confidence levels were high, with 96.4% indicating that they were 'confident' or 'very confident' utilising the skills.

Figure 89. Customer engagement Individual survey responses

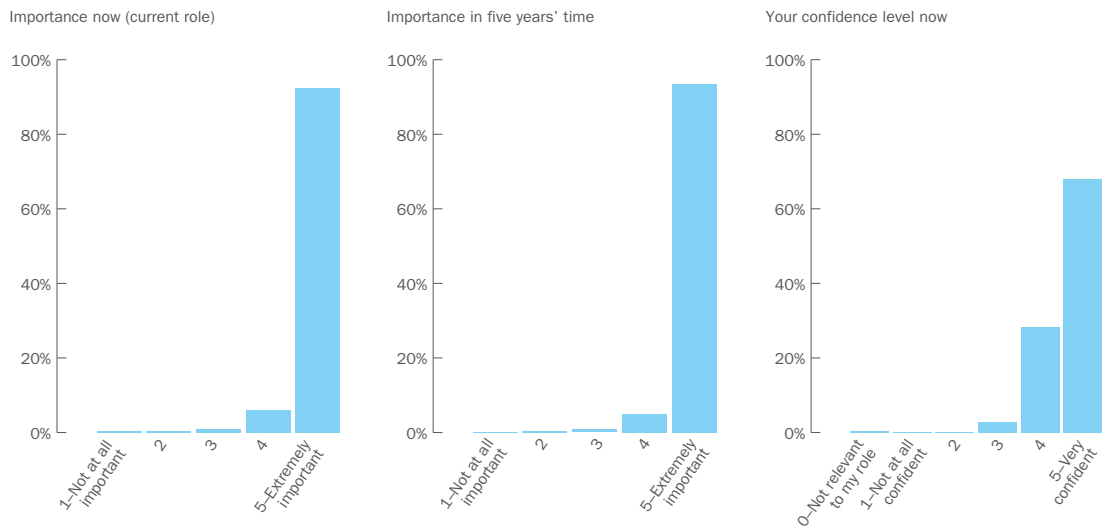
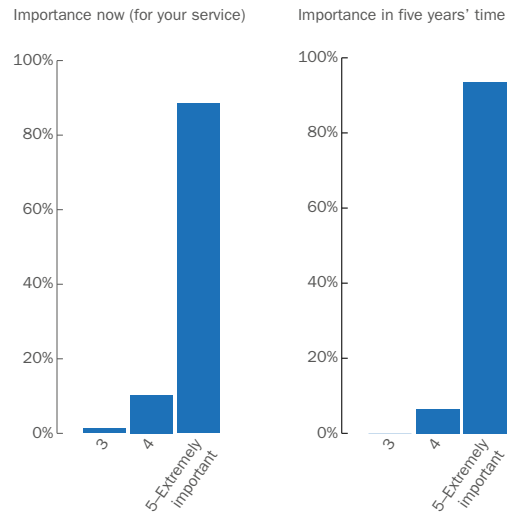
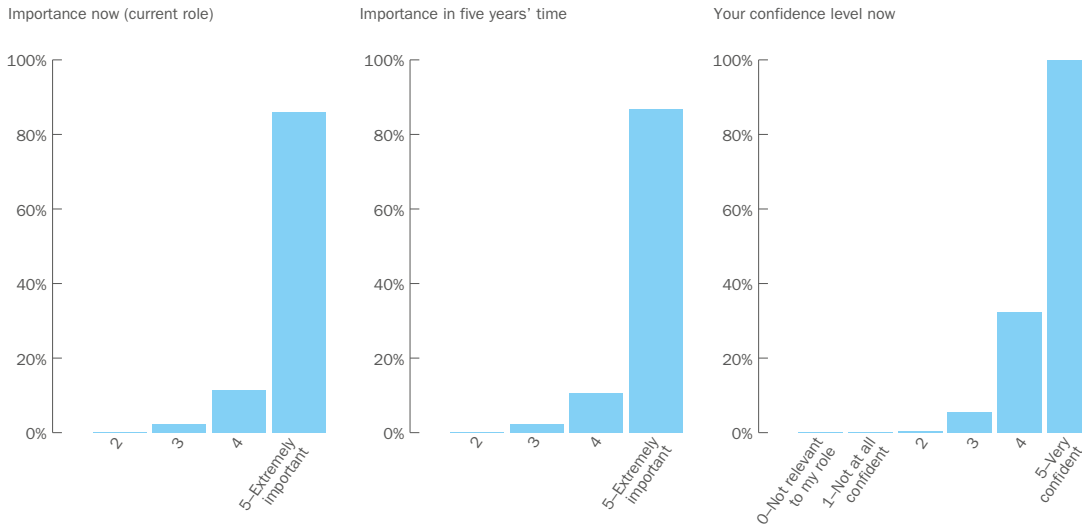


Figure 90. Customer engagement Management survey responses



Library managers echoed the significant value placed on customer engagement for the whole service, with equally high ratings for the skill set (Figure 90).

Figure 91. Empathy
Individual survey responses



6. Empathy

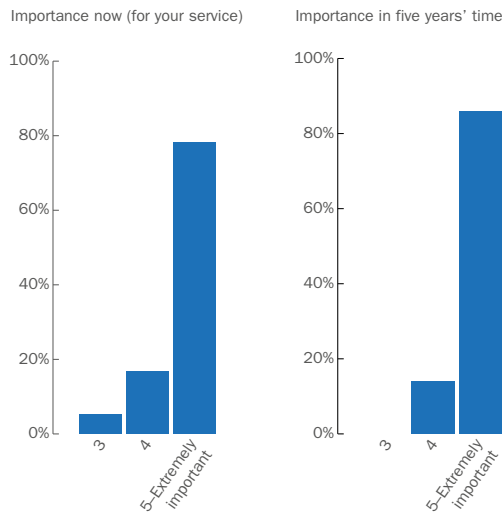
The ability to show understanding and sensitivity towards other people

The notion of empathy is underpinned by understanding and being sensitive to another person’s situation and feelings. As empathy is intertwined with the socio-cultural dimensions of cultural literacy and social justice and is related to the core values of the library and information profession, it encompasses respect for diverse backgrounds, beliefs and opinions.

Individual survey respondents believed that empathy was integral to their roles in the public library, with over 97% providing the rating of 4 or 5 on the Likert scale (Figure 91). Respondents also recorded high levels of confidence in this area.

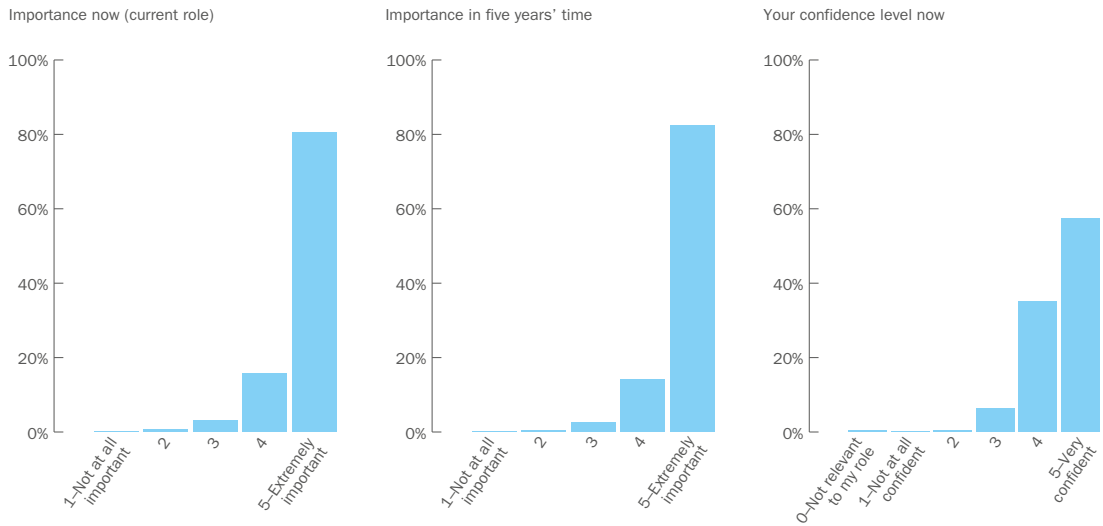
It was evident that empathy is a meaningful skill set for library services as a whole: respondents to the Management survey also rated the skill set very highly (Figure 92).

Figure 92. Empathy
Management survey responses



Appendix 1: Detailed analysis of all skills

Figure 93. Teamwork Individual survey responses



7. Teamwork

The ability to work productively with others in a group

As contemporary workplace structures in libraries are predominantly based on teams, the abilities to contribute co-operatively, collaboratively and productively to team processes and to inspire and provide leadership to team members are essential to organisational effectiveness. The majority of respondents in the Individual survey acknowledged the importance of this skill set (Figure 93), with 80.5% reporting that it was 'extremely important' in their current role, and 82.5% anticipating it would be in the future. Respondents to this question recorded high levels of confidence.

Within the context of the library service as a whole, two-thirds (67.9%) of managers rated teamwork skills 'extremely important', and 9.0% indicated that they were neutral (Figure 94). The proportion of Management respondents expecting that the skill would be 'extremely important' in five years' time increased to 82.1%.

Figure 94. Teamwork Management survey responses

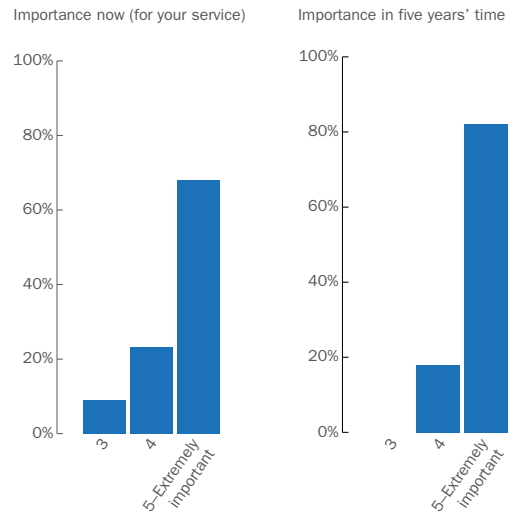
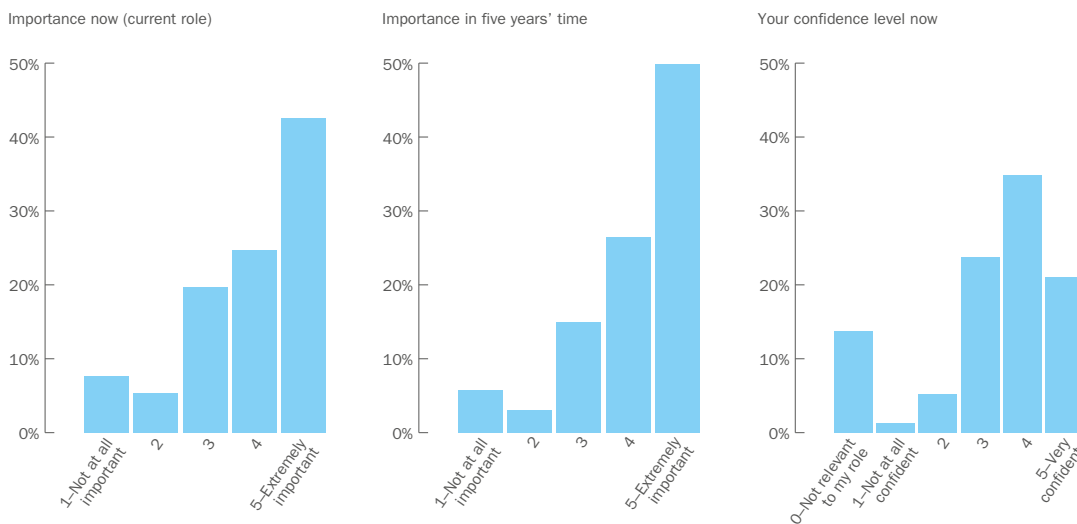


Figure 95. Leadership Individual survey responses



8. Leadership

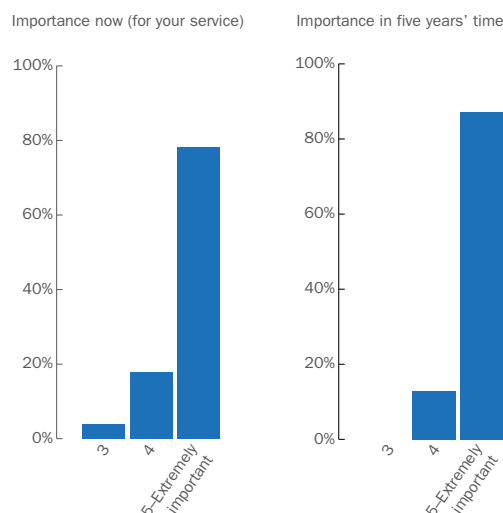
The ability to exercise strong leadership

The attributes of leadership as a Behavioural skill are broad-ranging; while they encompass the strategic dimensions of the Professional skills of management (policy and planning, operational management, performance measurement and so on), they also include intrinsic qualities such as integrity, initiative, self-awareness, and the willingness to share knowledge and expertise. Leadership qualities should influence others within the organisation by engendering reciprocal respect and trust, and should motivate and empower colleagues and staff; beyond the organisation, there is the ability to advocate for the role and the values public libraries in the community.

Individual survey data (Figure 95) revealed that around 13% of respondents believed leadership skills were not relevant to their roles (Likert scales 1 and 2), with a further 19.7% neutral (Likert scale 3). There was a sense that the skill would increase in value, with half of respondents rating it 'extremely important' in five years' time. Confidence levels varied, with around one-fifth (21.1%) 'very confident' and one-third (34.9%) 'confident'.

Library managers regarded leadership skills as important for the organisation, with 78.2% rating them 'extremely important' (Figure 96). Only 3.8% indicated that they were neutral about the importance of these skills at the current time. Looking to the future, however, respondents believed that leadership skills would become more valuable, with 87.2% rating them 'extremely important'.

Figure 96. Leadership Management survey responses



Appendix 1: Detailed analysis of all skills

9. Self-management

The ability to act responsibly and to achieve personal goals

Discussions with stakeholders during the development of the skills framework focused on self-management as a critical skill. Self-management assumes an individual's willingness and ability to develop a mature understanding of self, demonstrating behavioural traits in the workplace such as reliability, punctuality and conscientiousness. Individuals should have the ability to take initiative and the motivation to work productively, while also seeking to attain effective work-life balance - and to maintain a sense of humour.

Three-quarters (77.4%) of Individual survey respondents reported that self-management was 'extremely important' to the role they played in the library (Figure 97), with only a very small number (n=8) indicating that it was not a valuable skill. The level of confidence was high, with 89.1% 'confident' or 'very confident'.

Around two-thirds of library managers (69.2%) believed that self-management was 'extremely important' (Likert scale 5) within the library

Figure 97. Self-management Individual survey responses

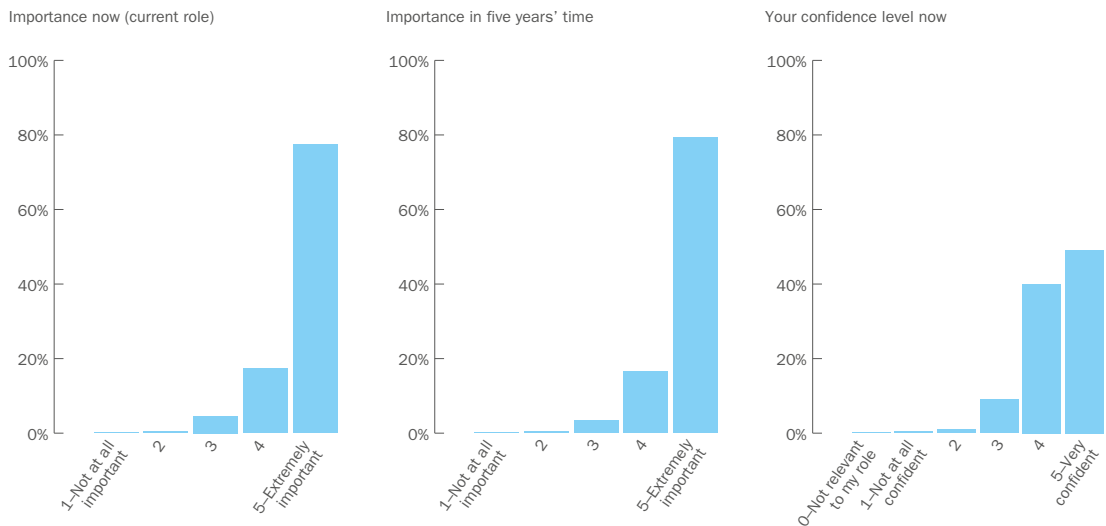
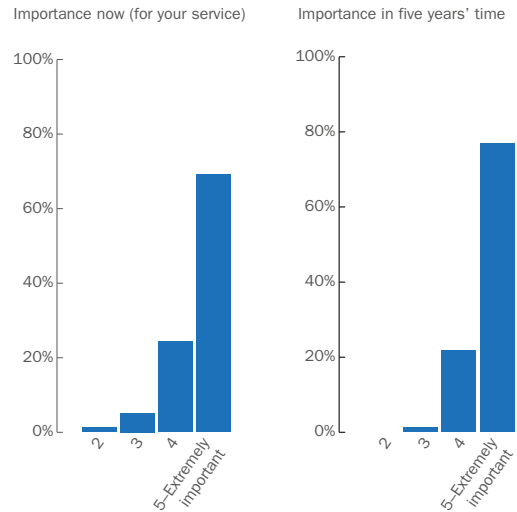
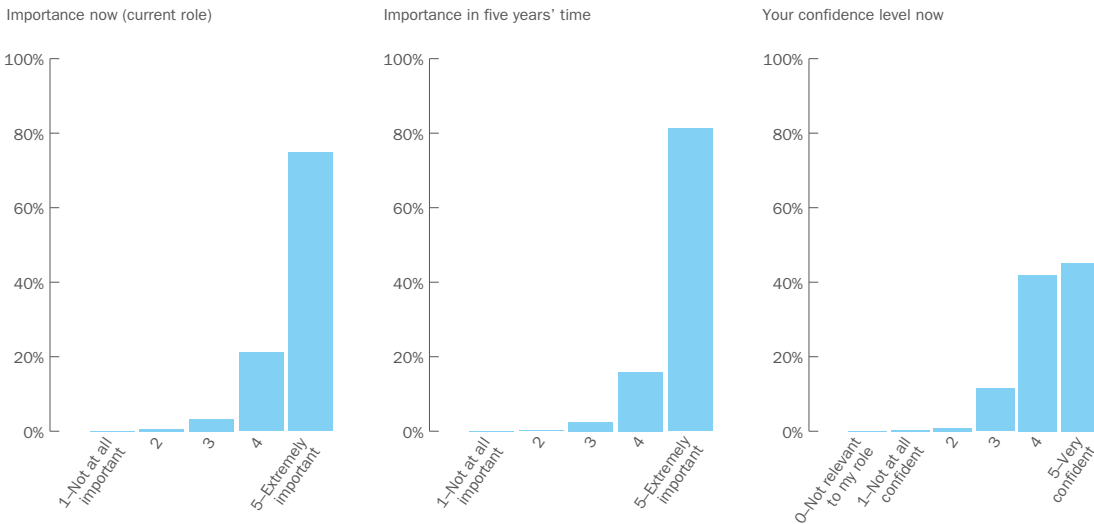


Figure 98. Self-management Management survey responses



service as a whole, with a further quarter (24.4%) rating it 'important' (Likert scale 4) and 5.1% being neutral (Figure 98). It was felt that the skill was likely to become slightly more important in the future.

**Figure 99. Flexibility
Individual survey responses**



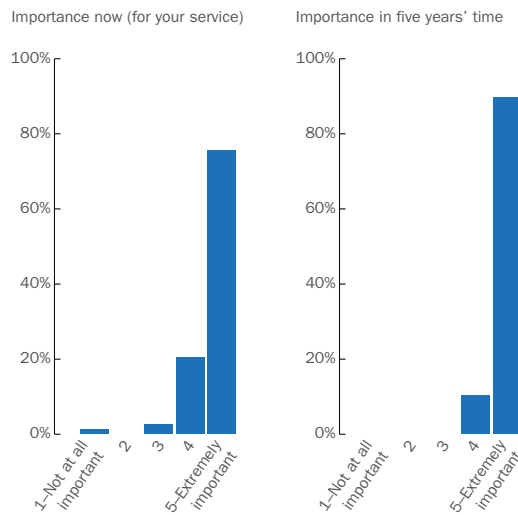
10. Flexibility
The ability to respond positively to change

The contemporary working environment in general, and the public library sector in particular, is dynamic and evolving. The competency area of flexibility includes enthusiasm for and responsiveness to continuing change, with a readiness to accept new work assignments and job responsibilities. The ability to cope with uncertainty requires an open-minded attitude, adaptability and resilience.

Individual respondents agreed that flexibility was important in their position in the library, with 96.0% rating the skill 'important' or 'very important' (Figure 99). It was recognised that the skill would remain important in the future. Current levels of confidence were high, although a small percentage (11.5%) indicated that they were not fully comfortable (Likert scale 3) with the requirement to be flexible.

Flexibility was regarded as an increasingly important Behavioural skill for the library service as a whole. The number of library managers who rated it 'extremely important' increased from

**Figure 100. Flexibility
Management survey responses**



75.6% (at the present time) to 89.7% in the future (Figure 100). Those who believed it was currently 'not at all important' or were neutral (n=3) believed the skill would be more important in the future.

Appendix 1: Detailed analysis of all skills

11. Creative thinking

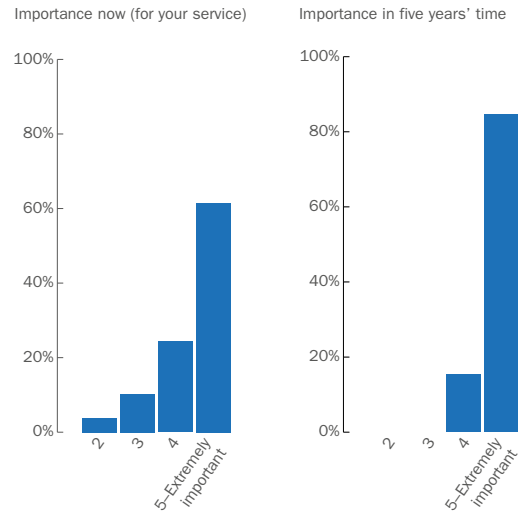
The ability to apply creative and innovative thinking

The competency area of creative thinking builds on the skills of flexibility and adaptability. It encompasses the ability to adapt one’s skills to new contexts, to apply initiative, to be willing to experiment and try out new things. Within the organisation, individuals can draw on creative thinking to propose alternative approaches or solutions to problems, and to promote new and evolving ideas or technologies in order to support the journey of continuous improvement. Individuals have the opportunity to maximise the effectiveness of their own role within the context of the philosophies and funding models of public libraries.

Creative thinking was found to be a requirement for many respondents, with over half (54.0%) stating that it was ‘extremely important’ (Figure 101). Levels of confidence were distributed, however, across the range of ‘neutral’, ‘confident’ and ‘very confident’ (Likert scales 3, 4 and 5).

The views of library managers painted a picture of the library service in which creative thinking

Figure 102. Creative thinking Management survey responses



was valued and would increase in importance in the future (Figure 102). Those who rated the skill as Likert scale 2 or 3 (n=11) all believed that creative thinking would become ‘important’ or indeed ‘extremely important’.

Figure 101. Creative thinking Individual survey responses

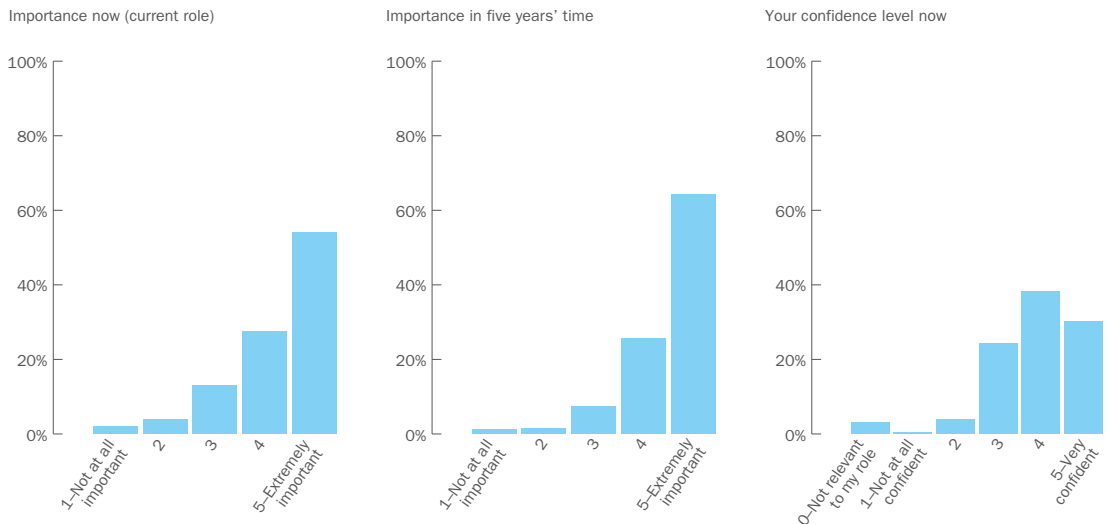
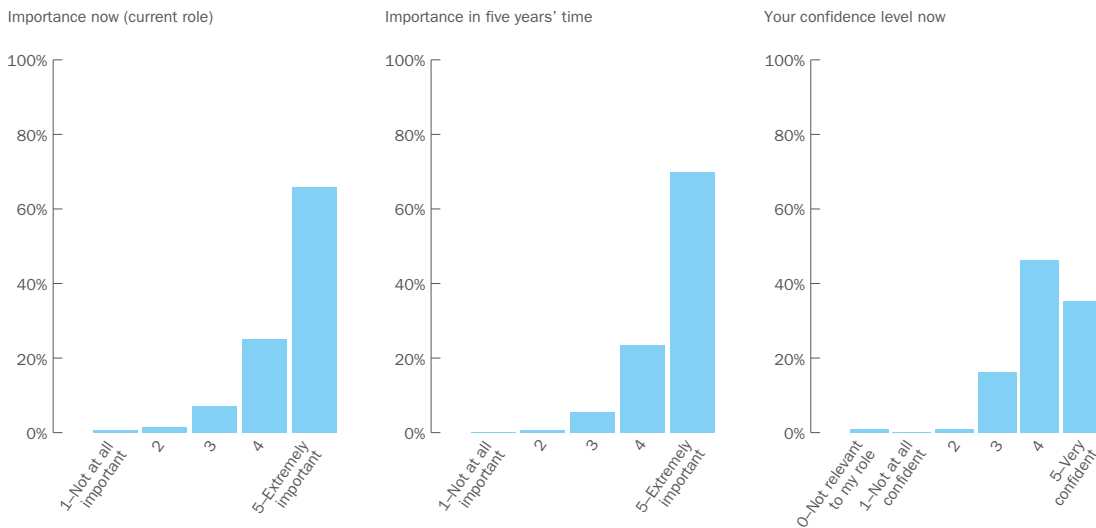


Figure 103. Critical thinking
Individual survey responses



12. Critical thinking

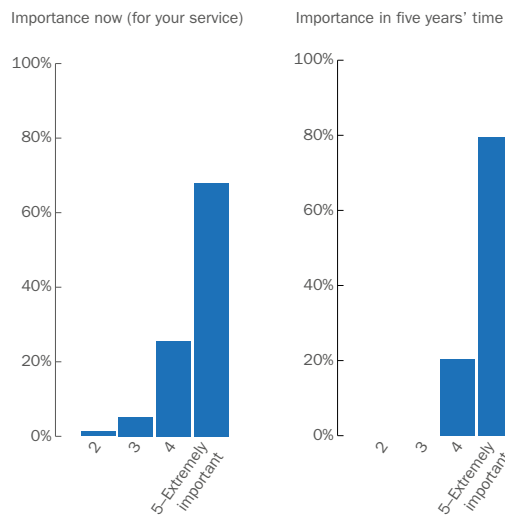
The ability to think clearly and rationally about a problem

Critical thinking involves the ability to apply independent thought and informed judgement to a situation and to focus on what is critical in order to plan and prioritise possible strategies. Within the work environment, staff should use reflective and evaluative processes to determine appropriate solutions to issues or to identify opportunities for changes in practice.

Skills in critical thinking were regarded by Individual respondents as important now and into the future, with the majority (65.9%) rating them 'extremely important' (Figure 103). Once again, there was a distribution of confidence levels, with 46.2% 'confident' (Likert scale 4). One percent (n=13) stated that critical thinking was not relevant to their roles.

The value of critical thinking skills to the library service, in the eyes of the library managers, was remarkably similar to the views presented by Individual respondents, with two-thirds (67.9%) rating them 'extremely important' (Figure 104).

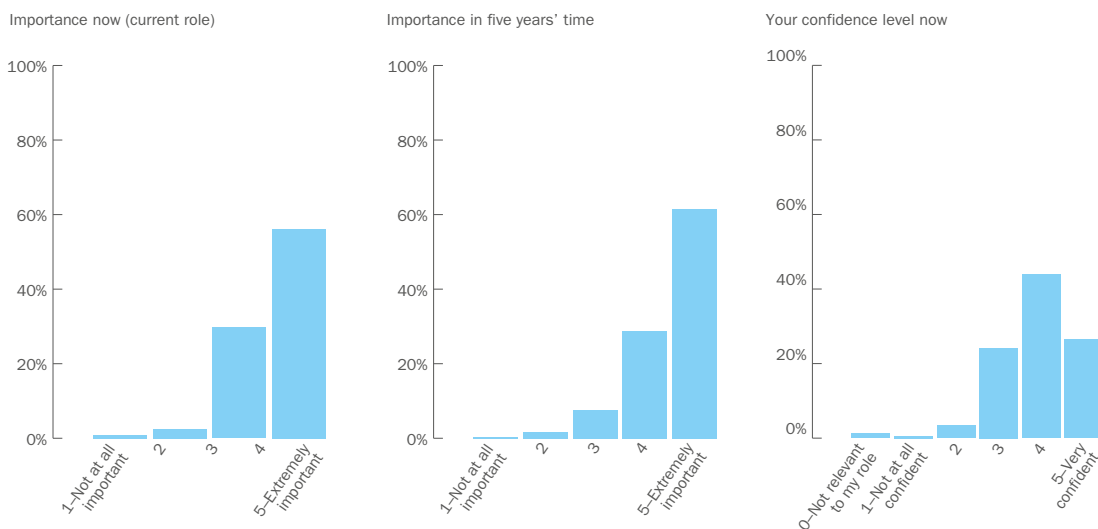
Figure 104. Critical thinking
Management survey responses



This was slightly higher than Management respondents' views about creative thinking. It was interesting to note that although 79.5% of managers felt that critical thinking was likely to be 'extremely important' in the future, there was a sense that creative thinking would be slightly more relevant (84.6%).

Appendix 1: Detailed analysis of all skills

Figure 105. Problem solving Individual survey responses



13. Problem solving

The ability to use creative strategies to resolve a problem

As a competency area, problem solving extends the skills of creative thinking and critical thinking: creative reasoning and analytical skills are required in ambiguous, problematic or non-routine situations. In the public environment, problem solving abilities are critical when faced with misunderstandings, when dealing with challenging customers, or when determining whether library practices might be accompanied by an element of risk to the organisation.

The responses for problem solving were very similar to those received for the previous questions, with a slight increase in the number of Individual respondents anticipating that the skill set would be 'extremely important' in five years (Figure 105). Levels of confidence were once again distributed across the different scales of response.

Library managers had similar opinions about the importance of problem solving to the library service, with an awareness that the skills would potentially increase in value over time (Figure 106).

Figure 106. Problem solving Management survey responses

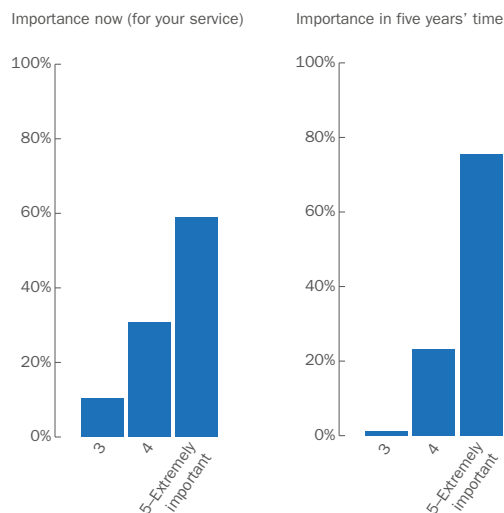
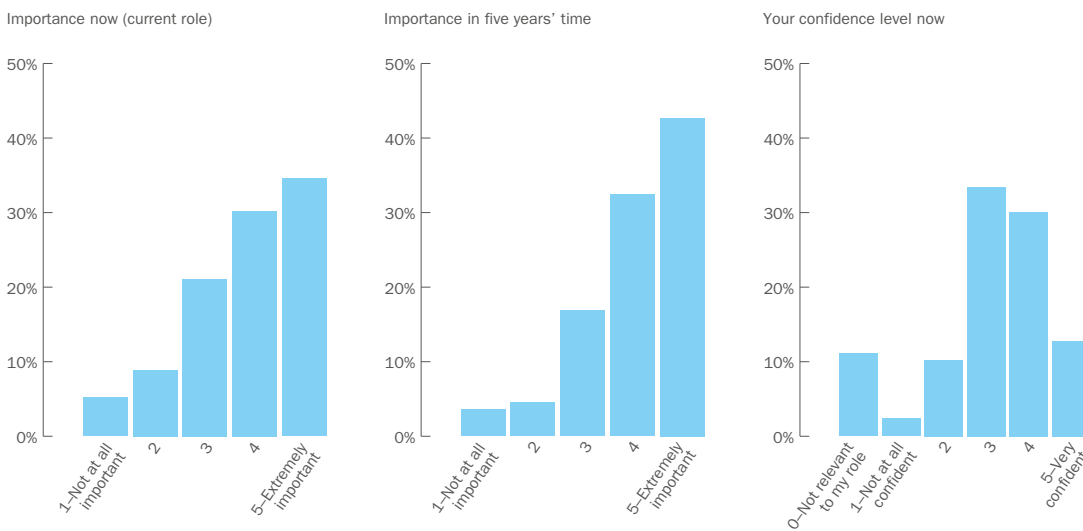


Figure 107. Political and business acumen
Individual survey responses



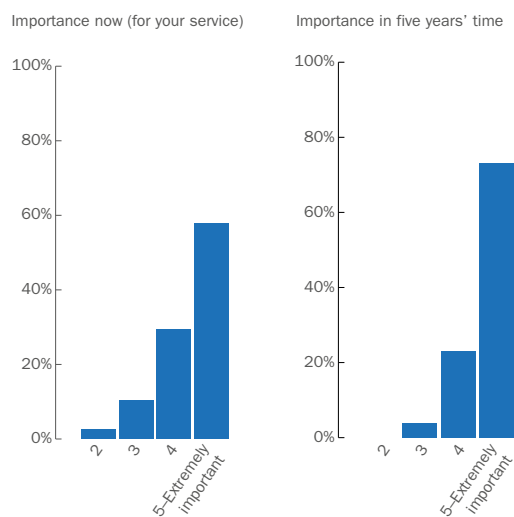
14. Political and business acumen
The ability to understand the political and business environment in which the library operates

Political and business acumen relates to the ability to grasp ‘the big picture’ by understanding where the library fits into the overall organisational context of the parent body. Beyond the notion of political awareness, it also represents the ability to commit to the mission of the organisation and to support its goals and its policies.

Only one-third (34.6%) of respondents in the Individual survey stated that political and business acumen was ‘extremely important’ to their role (Figure 107); many of these were older, more experienced staff members (n=270). It was found that confidence levels were not very high, with 56.0% rating their confidence at Likert scales 1, 2 or 3. A number of respondents (11.1%) noted that the skills were not relevant to their role.

The responses from library managers were fairly mixed, with 57.7% regarding political and business acumen as ‘extremely important’ to the library service (Figure 108). The skill was rated at Likert

Figure 108. Political and business acumen
Management survey responses



scale 2 or 3 by 12.9% of library managers (n=10). However, almost three-quarters (73.1%) of respondents believed that the skills would be ‘extremely important’ in five years’ time.

Appendix 1: Detailed analysis of all skills

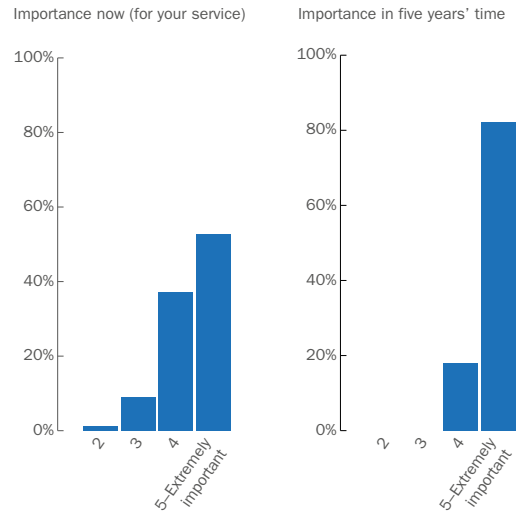
15. Building partnerships and alliances The ability to identify and develop partnerships to gain support for the library

Discussions with stakeholders during the development of the skills framework highlighted the value of skills in building and nurturing partnerships with other agencies and organisational bodies, in both the public and private sectors. These skills require a deep understanding of advocacy, strategic public relations management and the nuances inherent in community networking.

There was a very clear sense that skills in building partnerships and alliances were not directly relevant to the current roles of many Individual respondents (30.3%). Nevertheless, over two-thirds of respondents (68.8%) believed that these skills would be needed in the future. Respondents reported that their level of confidence was currently low: only 9.6% felt 'very confident' (Figure 109).

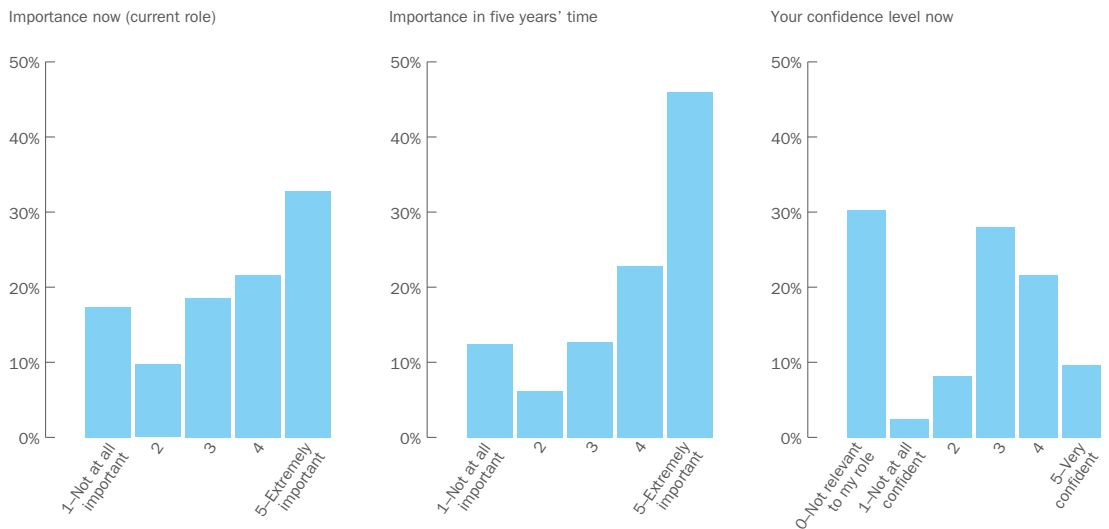
Management respondents indicated the growing importance of skills in advocating for the public library service and building alliances with other agencies to strengthen the library's position

Figure 110. Building partnerships and alliances
Management survey responses



(Figure 110). The number of people believing these skills were extremely important jumped from 52.6% (at the present time) to 82.1% (in five years). Notably, one respondent moved their rating from Likert scale 1 (not at all important) to Likert scale 4 (important).

Figure 109. Building partnerships and alliances
Individual survey responses



16. Critical reflective practice

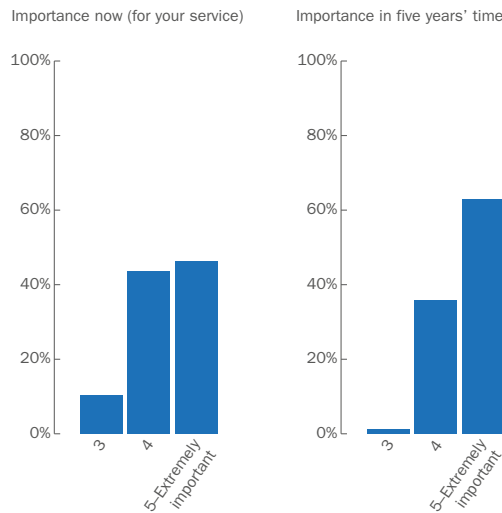
The ability to develop a greater level of self-awareness about your attitudes and your performance

Critical reflective practice has long been recognised as a key aspect of personal and professional growth. It involves being able to identify and review one’s own strengths and weaknesses in order to build on the positive aspects of one’s characteristics and behaviour. In the workplace, skills in critical reflective practice enable the individual to monitor their own work, ensure that work practices are safe, and develop strategies to improve their own performance.

Individual respondents were generally positive (86.7% for Likert scales 4 and 5) about the importance of reflective practice in their roles in the library (Figure 111), but did not anticipate any significant changes to its value over time (89.2%). There were mixed levels of confidence, with almost half declaring that they were ‘confident’, and the balance of responses being mostly ‘extremely confident’ or neutral.

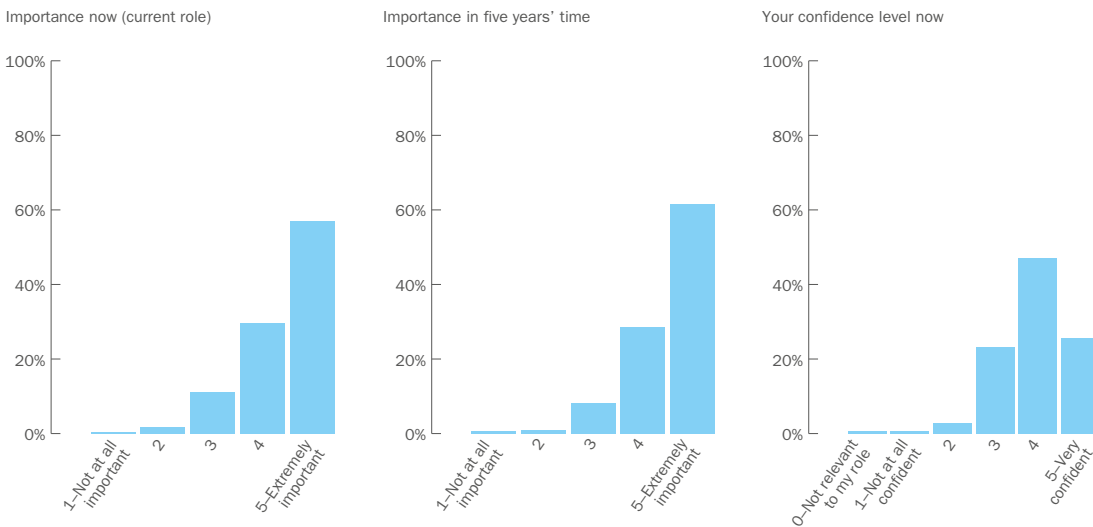
Once again, the data collected in the Management survey showed an expectation that critical reflective practice would become more

Figure 112. Critical reflective practice Management survey responses



important to the library service over time (Figure 112). The number of managers who rated the skills ‘extremely important’ increased from 46.2% (at the present time) to 62.8% (in five years). Only one of the eight respondents who stated they were neutral about the importance (Likert scale 3) did not believe that the skills would become more valuable over time.

Figure 111. Critical reflective practice Individual survey responses



Appendix 1: Detailed analysis of all skills

17. Lifelong learning

The ability to learn how to learn in all facets of life (personal, educational and professional)

Conceptually, lifelong learning infers that an individual is able to take responsibility for their own learning and professional development, recognising that the dynamic working environment demands the ability keep abreast of new developments in the library sector. As lifelong learning embraces both formal and informal learning, the individual should demonstrate confidence in exploring and applying new technologies, attending workshops and training events and developing their own learning network.

The data captured in the Individual survey revealed a distribution of views about the value of lifelong learning to the respondents' roles (Figure 113). Five percent (n=66) stated that it was not important in their current role, with almost two-thirds of that group of respondents (63.6%) declaring that they did not anticipate it changing in the future. The demographics of these respondents included people of all age groups, education and work profiles. Confidence levels varied with a distribution across all options.

Figure 113. Lifelong learning Individual survey responses

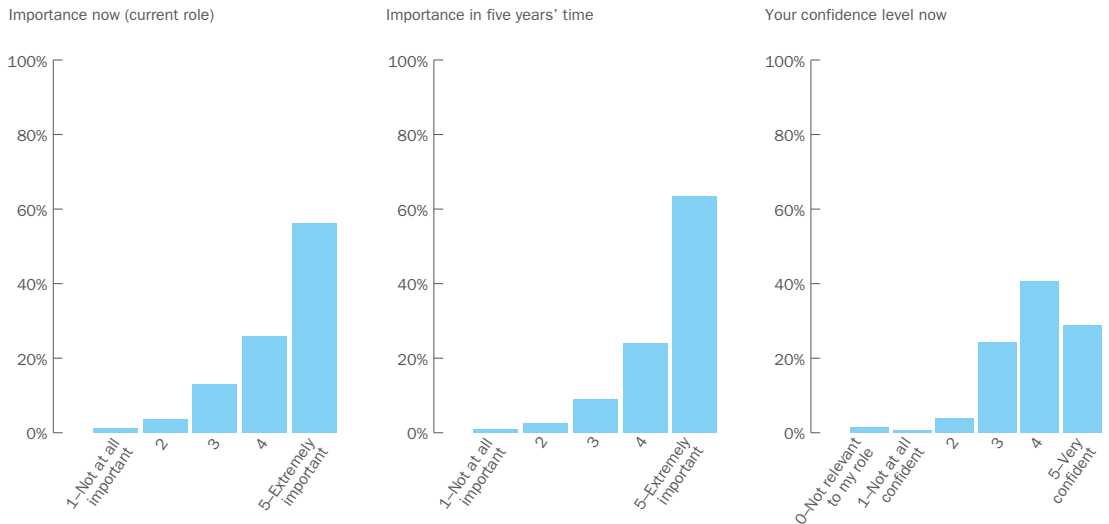
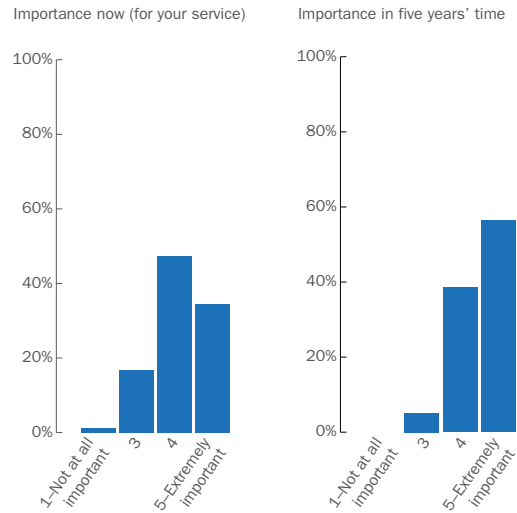
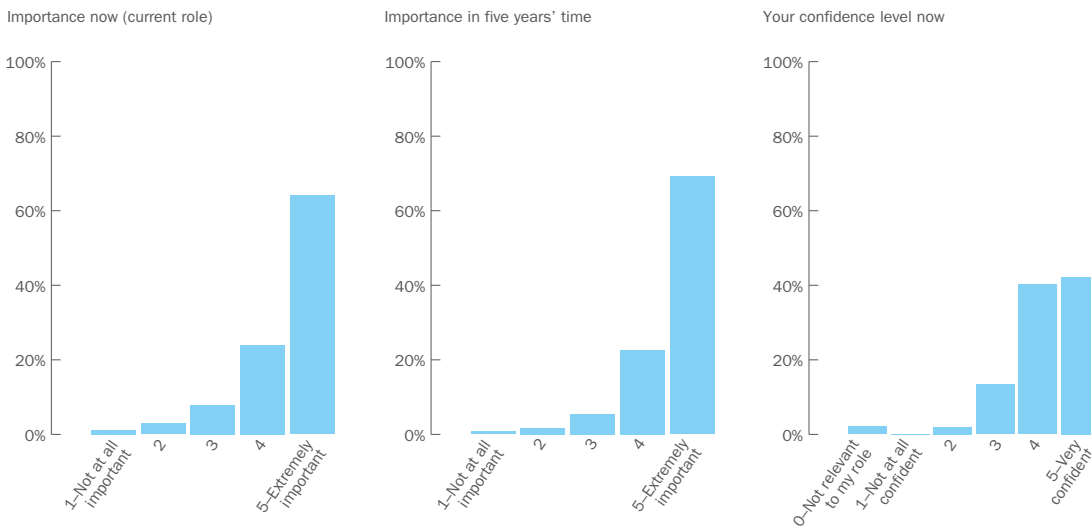


Figure 114. Lifelong learning Management survey responses



Library managers valued lifelong learning: 82.0% stressed the importance of the skill set to the library service (Figure 114), and 56.4% of respondents anticipated that the skills would be 'extremely important' in five years (up from 34.6% currently).

Figure 115. Mentoring and coaching
Individual survey responses



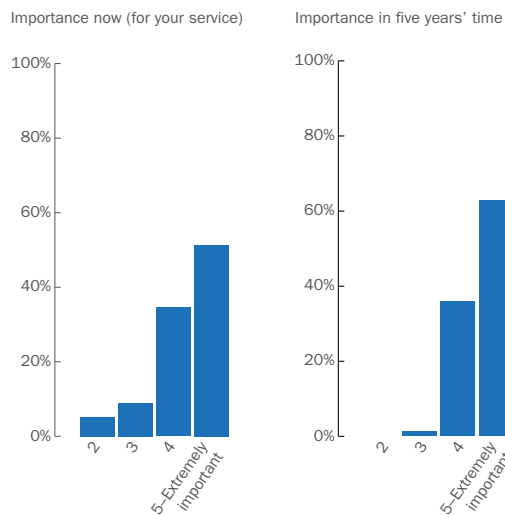
18. Mentoring and coaching
The ability to use your knowledge and experience to help others

In a rapidly changing world, people can help their peers and colleagues by transferring the knowledge they have acquired, thereby assisting others to learn. This competency area involves people understanding and demonstrating their ability to support and contribute to mentoring, coaching and work-shadowing programs.

Around two-thirds (64.1%) of Individual respondents indicated that these skills were currently 'extremely important' in their work and would remain important (69.2%). Confidence levels were fairly high, with 82.4% advising that they felt 'confident' or 'very confident' in acting as a mentor or coach (Figure 115).

Mentoring and coaching were seen to be valuable skills for the library service as a whole, with around half of Management respondents (51.3%) rating the skills 'extremely important' and a further third (34.6%) rating them 'important' (Figure 116). The data was more consolidated when library managers considered future requirements, with 62.8% declaring the skills were likely to be 'extremely important' in five years' time and 35.9% expecting them to be 'important'.

Figure 116. Mentoring and coaching
Management survey responses



Appendix 1: Detailed analysis of all skills

19. Professional engagement

The ability to develop strong links with the library and information profession

The final behavioural skill in the *Our future, our skills* framework is professional engagement, which encompasses an individual's ability to understand and value professional networking and participation in professional organisations.

While one-third (34.2%) of Individual respondents believed that professional engagement was 'extremely important' in their current role (Figure 117), 39.5% indicated that they were neutral (Likert scale 3) or that the skill area was not important in their role (Likert scale 1 or 2). It was anticipated that professional engagement would have more significant value in the future (61.7% for Likert scales 4 and 5). Levels of confidence varied, with only 13.9% 'very confident' about being involved in professional activities. It was found that 44.9% of respondents rated their confidence levels at Likert scales 1, 2 or 3.

Library managers underscored the value of professional engagement to the library service as a whole: only 15.4% (n=12) felt neutral or negative

Figure 117. Professional engagement Individual survey responses

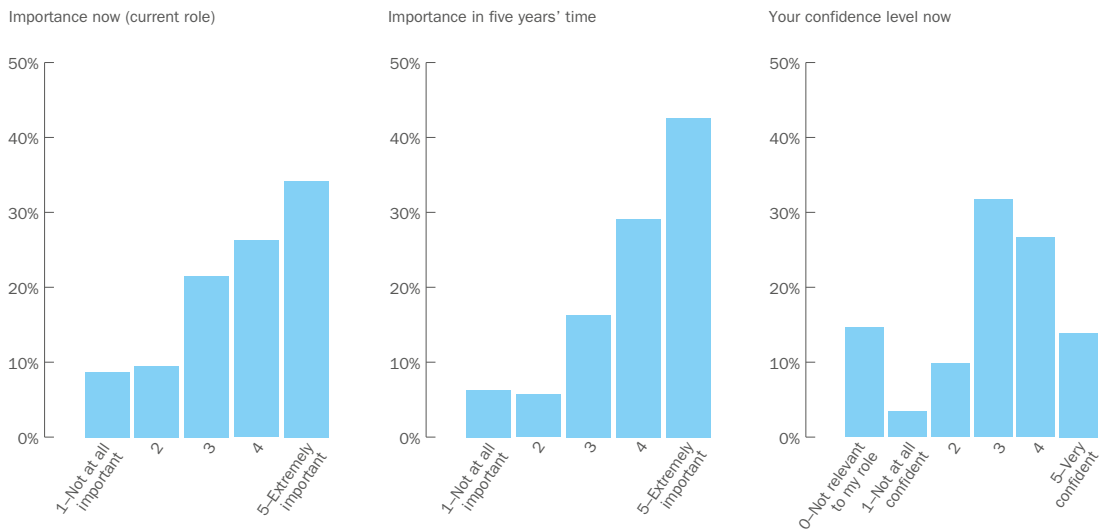
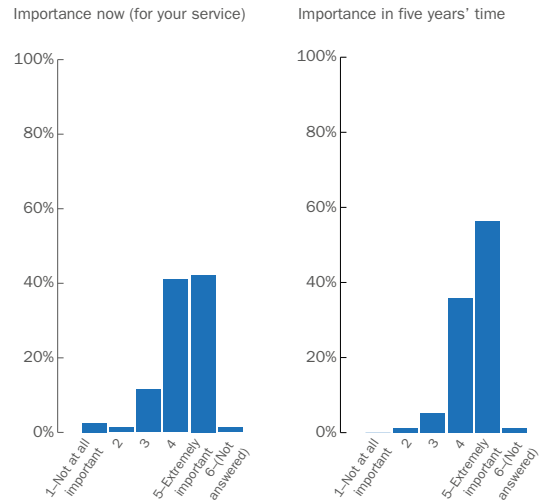


Figure 118. Professional engagement Management survey responses



about it, while 83.3% were positive (Figure 118). This figure increased to 92.3% when considering future skills requirements.

Appendix 2: Literature review and environmental scan

Contents

- 136 Introduction
- 138 Stakeholder consultation
- 139 Setting the scene: Prior research into the Australian public library workforce
- 144 Future trends in public libraries
- 152 Foundation skills: 21st-century skills
- 154 Professional skills: Core skills for library and information science
- 170 Behavioural skills: Personal and interpersonal skill sets
- 173 Conclusion
- 175 References

Appendix 2: Literature review and environmental scan

Introduction

The research study *Victorian public libraries: Our future, our skills* represents a key part of the program of Statewide Public Library Development Projects delivered by the State Library of Victoria in partnership with Public Libraries Victoria Network (PLVN), the peak body for Victoria's public library services. The overarching objectives of this project were:

- to develop a framework to articulate the core competencies required by the public library workforce for the 21st century
- to conduct a skills audit of Victorian public library staff in order to collect evidence of the current skills and to anticipate future skills requirements
- to deliver a report that analyses the audit findings and makes recommendations on training needs and strategies to prepare for the future delivery of public library services in Victoria.

The first stages of the project involved consulting with key stakeholders in order to contextualise the project and to inform the scope of this literature review and environmental scan. The process for the literature review involved a wide and deep search of the professional literature, including monographs, journal articles, conference papers and web resources. The principal focus of the research was 'competencies for the library and information professions'. For the purposes of the current study, competencies are defined as 'the skills, knowledge, experience, abilities and aptitudes possessed by individuals, whom an organization employs in order to accomplish agreed-upon objectives' (Gonzalez, 2010).

The literature search sought to identify academic research and professional discussion about the knowledge, skills and attributes that are required by the library workforce, with specific attention paid to the public library sector within the context of rapid change. The focus was on resources written in English, encompassing materials published in Australia, New Zealand, the United Kingdom, the United States and Canada. As the currency of the materials was critical, the search

was narrowed to publication dates between 2011 and 2013, although cited resources with earlier dates were retrieved where relevant. In addition, the environmental scan aimed to locate and retrieve existing skills frameworks developed by the professional bodies serving the library and information profession.

As it is important to place the current study within the context of the changing public library sector in Australia more generally, and in Victoria more specifically, the literature review sets the scene by summarising prior research into the public library workforce. Further contextualisation is provided through a concise overview of the discussion on future trends in public libraries, to consider the impact of technology, the emerging role of the public library as a central agency for community development, and the introduction of 'creator services'. This discussion is presented through the lens of the knowledge and skills that will be required by staff involved in the design and delivery of programs and services to individuals and communities in this time of rapid change.

The 2008 report developed for the State Library of Victoria and PLVN, *Workforce sustainability and leadership: Survey, analysis and planning* (Considine, Jakubauskas & Oliver, 2008), was of particular interest. In this research project, three areas of workplace skills were delineated (Mounier, 2001):

1. cognitive skills – foundation or general skills obtained on the basis of general citizenship (for example, literacy, numeracy, general education competence)
2. technical skills – the skills associated with the purchase of labour on the open market to perform particular tasks (for example, the ability to operate machinery/technology, recognised trade or professional skills)
3. behavioural skills – personal skills associated with labour's ability to deal with interpersonal relationships and to perform in the context of authority relations on the job (for example, communication, empathy, reliability, punctuality).

This overarching model was adopted for the literature review and environmental scan, with the discussion structured around these three skill areas.

The changing world is driving the need for an increased focus on contemporary cognitive skills, or Foundation skills, which are also described as 21st-century skills. In order for citizens to successfully participate in and contribute to a dynamic society, a new range of literacies is required: information literacy, media literacy, digital literacy and technological literacy combine to form a new metaliteracy. In order for public libraries to remain relevant and meaningful in the future, staff will need to demonstrate these 21st-century skills.

Technical skills – or Professional skills, as they are termed in this study – may be more familiar to library workers: traditionally, education and training in the library and information science (LIS) field has led to proficiency in the relevant Professional skills. Critics argue, however, that LIS education no longer meets the workforce requirements of the public library sector. This literature review includes a summary of the key issues as presented in a major national research study, *Re-conceptualising and re-positioning Australian library and information science education for the 21st century* (Partridge et al., 2011), and leads into a review of the structure and content of the principal LIS skills frameworks developed by professional associations such as the Australian Library and Information Association (ALIA), the Library and Information Association of New Zealand Aotearoa (LIANZA), the Chartered Institute of Library and Information Professionals (CILIP) and the American Library Association (ALA). A number of specific Professional skill areas are explored, including technology skills, management and leadership skills, and the skills required for reference services, community development, and children's and youth services.

The final skills area, Behavioural skills, is widely discussed in the professional literature. Many employers state that they wish to appoint staff who have the personal and interpersonal skills that are pertinent both to the LIS profession and to the wider employment environment, especially

communication skills, teamwork and collaboration skills, adaptability and flexibility. The professional literature explores the richness and diversity of the Behavioural skills that are required by the 21st-century library worker.

It should be noted that workforce evaluations to identify skills and competencies have been undertaken in other areas of library practice; for example, in the Canadian library sector (Cultural Human Resources Council, 2006) and in American academic libraries (Smith, Hurd & Schmidt, 2013).

At the University of South Florida, a skills listing for paraprofessional staff was directly linked to the performance indicators used in staff reviews (Smith et al., 2013), with areas of evaluation based on the institution's own standards (job knowledge, productivity, quality of work, communication, standards of service, teamwork) together with new standards (initiative, problem solving, adaptability and managing people). Ratings against these standards (unsatisfactory, needs improvement, achieves, commendable, exemplary) were established to encourage staff to commit to their own development. *Core skills and performance indicators* documentation was introduced to staff through meetings and workshops, and training programs were developed to introduce new skill sets. Positive outcomes were reported from the initiative:

In addition to the ability to address performance deficiencies, many staff members became more engaged in charting their own performance and skills development. Even reluctant staff members began to see opportunities for learning that they had not wanted to pursue before the project.

The extensive professional discourse on the future of public libraries has been distilled through the literature review to focus on the core knowledge, skills and attributes that staff need today, and the emergent skill sets that they will need to engage with diverse user groups and to support new service models. The literature review and environmental scan directly informed the skills framework for the *Victorian public libraries: Our future, our skills* project, which was developed for use in the analysis of the current knowledge and skills of public library staff and to guide the development of future training strategies by the State Library of Victoria and PLVN.

Appendix 2: Literature review and environmental scan

Stakeholder consultation

As part of the *Our future, our skills* project, consultation with key stakeholders was undertaken during the last week of July 2013. A total of 15 stakeholders participated in a series of semi-structured interviews that lasted around one hour. The interview subjects included the chief executive officers (CEOs) of library corporations and managers of library services in Victoria, many of whom also served on the board of other library agencies such as PLVN, the Advisory Committee on Public Libraries (ACPL, a committee of the Library Board of Victoria) and the Ministerial Advisory Council on Public Libraries (MAC). In order to obtain a diverse spectrum of representative viewpoints, interviewees were drawn from metropolitan, regional and rural library institutions; libraries ranging in size from Victoria's largest to its smallest; the State Library of Victoria; library education programs (university and vocational education and training); local government; and professional associations.

Interviews were held as face-to-face meetings wherever possible; for logistical reasons, two interviews were conducted by telephone. While the majority were conducted as individual interviews, there was also one group interview, which was attended by the CEO and the coordinator of two metropolitan library corporations, as well as by three senior staff members from one library corporation.

The interviews were semi-structured interviews, and discussions were guided by a set of open questions. Interview subjects were given the questions ahead of time so that they were able to provide considered responses and highlight the factors that were particularly significant to them. The questions focused on:

- the strengths of the public library workforce in Victoria
- concerns about staffing in the current public library environment

- library programs and services that were considered to have lasting value into the future; and new library programs and services that may be introduced in the next three to five years, and the anticipated impact on staff knowledge and skill requirements
- the changing expectations of library users and the anticipated impact on public library staff
- the demand for skill sets that lie outside 'traditional' library skills
- personal attributes and behaviours required by public library staff
- the demographics of the public library workforce, the perceived implications for workforce planning, and strategies for the future.

It was noteworthy that the views discussed by the stakeholders in the semi-structured interviews aligned closely with the themes presented in the professional and academic literature.

Setting the scene: Prior research into the Australian public library workforce

National research

Over the past few years a number of studies have been conducted to consider the future of public libraries in Australia. These studies have covered a wide range of issues; for the purposes of this literature review, however, the focus will be limited to the discussion of the knowledge, skills and attributes of public library staff.

When the Northern Territory Library undertook a review of services to public libraries in 2007, concerns were raised about current staff not having appropriate levels of skill and experience, and about the very real challenge of recruiting and retaining skilled staff in the region (Walter Turnbull, 2007).

In the following year, the State Library of South Australia developed some planning tools for public libraries in South Australia, set against societal, cultural and technology trends. Consultation activities revealed anxiety about the ageing workforce and about the difficulty of attracting specialist staff, with 'limited scope within the current model [of services] to retain skilled staff, provide career paths within the library industry or to provide specialised services with an individual library model' (AEC Group, 2008). There were specific concerns about staff employed in the lower levels or bands, where customer service capabilities urgently required upgrading. It was acknowledged that staff would need high-level information and technological skills to effectively manage the changes in the information and communications technologies (ICT) environment, and that relevant skills were lacking in the areas of support for early literacy, media literacy, business management and organisational leadership. The report indicated that there was significant interest across the South Australian public library network in maximising training, development and mentoring opportunities in order to foster and encourage the transfer of information, knowledge and skills across the wider workforce, with a focus on the need for a multi-skilled workforce.

The bookends scenarios, a scenario-building initiative for public libraries, was undertaken by the State Library of NSW in 2009. The scenario-building process began with two framing questions:

1. What professional skills and attitudes will public library staff in NSW be demonstrating in 2030 in order to be successful in the alternative futures in which they might operate?
2. Where will the leadership and funding come from to drive this success?

Four different scenarios were presented in the report: Silent Spring, How Buildings Learn, Neuromancer, and Fahrenheit 451. These four scenarios were mapped to a matrix of influences: a vertical axis representing the degree of impact of ICT on the environment, ranging from 'chaotic' to 'ordered'; and a horizontal axis representing the level of value users place on the library as a physical space. Common to all four scenarios was the domain of professional development: all the imagined futures required staff with high-quality skills, especially in technological roles and in new areas of specialisation (for example, curators, futurists and marketers). It was argued that 'by improving the professional skills of librarians, new talent will be attracted into the profession'.

The quality of library staff was celebrated in the position paper *Expanding horizons: Positioning Queensland public libraries for the future 2008-2012* (SLQ, 2008):

Public library staff are highly skilled. They are trained to adapt to constantly changing technologies and customer service models. Librarians are good communicators, they work closely with people of all ages and backgrounds. They are resourceful at identifying ways the public library can contribute to community wellbeing.

The report highlighted the active role of librarians, and noted the positive impact of employing staff with 'a range of skills to respond to community needs'. Further, it noted the potential for technology to reduce the backroom

Appendix 2: Literature review and environmental scan

activities in the library, allowing staff to apply their skills in the design and delivery of services to clients. In *The next horizon: Vision 2017 for Queensland public libraries* (SLQ, 2013), library staff were viewed as ‘connectors’ who could help build the community in the physical and virtual worlds: collaboration, partnerships, and interactions represented the hallmarks of library programs and services. Staff therefore required ‘the skills to facilitate community connections including cross-cultural, public presentation, networking and facilitation skills’.

The report *The library dividend: A guide to the socio-economic value of Queensland public libraries* (SGS Economics and Planning, 2012) highlighted the need for a new range of skills, given the ways in which library roles were progressively moving from being ‘transactional’ to ‘value-adding’. Public library managers in Queensland were very aware of the need to update and enhance staff skill sets in order to meet changing expectations regarding access to information and customer service.

There has been a growing interest in exploring and articulating the value of libraries to the community. In 2011 the research report *Dollars, sense, and public libraries* (SGS Economics and Planning, 2011) was published in Victoria and *The library dividend* (SGS Planning and Economics, 2012) in Queensland. These studies were followed by a further report *National welfare and economic contributions of public libraries* (SGS Economics and Planning, 2013), investigating the contribution that public libraries made nationally to community welfare, and the economic activity that was induced by public library operations. As staffing consistently represents the highest cost category in public library funding, there is significant pressure on public libraries to ensure that staff do have the knowledge and skills to meet, and indeed exceed, user expectations in a rapidly changing social and technological environment: ‘Staff must keep up with this shifting landscape, which means recruiting people with a range of skills and providing ongoing professional development’ (SGS Economics and Planning, 2011).

Victorian research

The research undertaken in the *Victorian public libraries: Our future, our skills* project builds on and extends a body of earlier research into the knowledge, skills and attributes required by staff working in Victorian public libraries. In 2006 the State Library of Victoria, in partnership with PLVN, commissioned a scoping exercise regarding the sustainability of the public library workforce (van Wanrooy, 2006). This scoping exercise involved a brief overview of selected literature, eight in-depth interviews with key stakeholders, and two focus groups with library managers and with library staff. The themes that emerged from the scoping exercise encompassed library education; recruiting and attracting staff; retaining and developing staff; and succession planning. The researchers identified that, in order to articulate the future role of librarians, it was necessary to determine the future model of public libraries and the services to be provided. It was recognised that a more sustainable workforce could be achieved by developing stronger networks to support collaborative approaches to training and development, workplace secondments, mentoring programs and succession planning. Good management, strong leadership and adequate funding for training and development were highlighted as critical for the future. The study recommended that a skills profile be developed for the current and prospective public library workforce in Victoria, in order to map anticipated skills requirements and to identify future skills gaps.

This scoping project was followed by Stage 2 and Stage 3 of the *Workforce sustainability and leadership* research activities (Conside et al., 2008). Stage 2 investigated the current skills of the Victorian public library workforce, training practice and training needs, recruitment and retention issues, and development opportunities; while Stage 3 involved preparing a series of recommendations for effective strategies to increase sustainability and leadership in the public library sector. It was found that the changing public environment – that is, public funding, the labour market, user expectations and library operations – had a significant impact on

skills requirements. The final report on the research delineated the maturing understanding of workplace skills, with 'skills' conceptualised as cognitive, technical and behavioural.

Workforce sustainability and leadership: Survey, analysis and planning for Victorian public libraries noted that the importance of Behavioural and Foundation skills had increased within the wider labour market, specifically in the context of customer and client service, while the changing operational environment had led to a simultaneous increase in the demand for higher level professional skills. In the public library sector this had translated into specific workforce issues, such as difficulty in attracting suitably qualified staff, and existing staff having inappropriate and outdated skills. Of immediate relevance to the present study were the two separate surveys conducted as part of the *Workforce sustainability and leadership* project: one of all public library employees in Victoria, and one of senior and whole-of-service managers.

Despite the researchers' proposal to use the surveys 'to examine current skill levels and future skill requirements', the questionnaires considered library tasks or functions, rather than actual skill areas that underpin the work activities. Staff were asked about the time they spent on specific tasks in the library, as well as about their preferences regarding the tasks; managers were asked about the resourcing requirements for the tasks. The tasks, or functions, listed included:

- check out/in books or other materials
- undertake reference enquiries
- conduct story time or other specific children's services
- develop formal training programs for the public
- deliver training programs to the public
- provide general support to library users
- manage inappropriate behaviour from the public
- provide customer service over the phone
- shelve books
- collection management
- catalogue materials/technical services
- acquisitions
- strategic planning

- outreach/work with community groups
- provide services to the community
- ICT support services (for internal users)
- develop and deliver online services (for example, Gulliver, web services, and so on)
- develop skills in new technology.

It was found that only four functions provided 'any measurable differences in the frequency with which the associated tasks are performed by officers, technicians and librarians': collection management and acquisitions activities were undertaken more frequently by librarians; while checking materials out or in, and shelving tasks were generally performed by library officers or library technicians. The report therefore emphasised the lack of differentiation and the need for far greater clarification of staff roles.

From another angle, managers were asked about staffing issues associated with employment positions (library officers, library technicians, librarians); responsibilities (operations/ coordinators, branch managers, library service managers, mobile operators, ICT specialists); and service areas (collections, children's services, multicultural services, marketing/promotions, outreach/community liaison and virtual/online services). The researchers noted the perceived reasons for significant staffing imbalances in the various roles: inadequate funding to appoint staff, current staff being 'not suitable for the roles expected of them' or current staff being 'inadequately skilled':

The type of skills required may range from lacking appropriate behavioural skills that enable employees to adequately deal with customer services enquiries, to lacking appropriate cognitive skills related to being able to properly utilise technology or understand procedures. In addition, there may be a lack of appropriate technical skills needed to efficiently use specific technology-based programs.

Research and planning in the Victorian public library sector has continued strongly in recent years. The Library Board of Victoria and PLVN outlined their mutual commitment to the delivery of high-quality information services in *Framework for collaborative action* (Library Board of Victoria, 2011).

Appendix 2: Literature review and environmental scan

142

The 2011 *Dollars, sense, and public libraries* report detailing the socio-economic value of Victorian public libraries built on earlier research that highlighted the overall value of libraries in the community, presented in the reports *Libraries building communities* (SLV, 2005a) and *Connecting with the community* (SLV, 2008).

These studies focused primarily on the development of skills needed by people in the community (for example, English language and literacy skills, information technology skills, job seeking and workplace skills), rather than on the skills of the library workforce itself. However, it is noted that the capacity to build skills within the community and to be agile in responding to local needs is directly dependent on the levels of knowledge and skills of the library staff. In addition to the 'traditional' LIS skills (ALIA, 2012), a number of 'talents' are highlighted, including tolerance for diversity of opinion, facilitation skills and comfort with new technology (SLV, 2005b; SLV, 2005c).

It is emphasised that as libraries progressively take on a range of new responsibilities, staff will require the skills to undertake the additional tasks they have to perform. This was particularly evident in areas where libraries support people who are marginalised in the community:

The skills and motivation of staff are crucial if quality services are to be provided to marginalised groups and communities. Specific knowledge and skills may be required to meet the needs of some groups who are socially excluded and each public library service will have to develop appropriate training strategies to meet those needs.

(The Library Association, 2000, cited in SLV, 2005d)

Encouragement of inclusiveness within the community is viewed as an additional skill for librarians, rather than as a duty or a burden to be carried (SLV, 2008). The Chartered Institute of Library and Information Professionals (CILIP) lists these new skill areas (SLV, 2005d) as:

- consultation and engagement with excluded groups
- community profiling
- partnership working
- learner support/information mediation/reader advisory work

- coping with change/managing or leading change
- advocacy.

In report 2 of *Libraries building communities* (SLV, 2005e) it was noted that members of the community specifically welcomed access to librarians' skills in the use of new technologies:

Staff are the most important investment and will give the greatest return. They need to be constantly able to upgrade their skills as the online environment changes. They are the keys to the information. This is no longer available just in books so traditional skills need to be upgraded to work within the new and emerging online environments. They also need to acquire new skills for such things as web page design and maintenance, training the public in the use of online information, evaluating technologies and telecommunications options.

Library users viewed the staff, with their commitment to high-quality customer service, as a 'critical asset' in the public library system, and respected their broad range of skills and abilities:

- providing personalised service and care
- providing prompt turnaround of individual tasks
- providing expert assistance in identifying relevant information
- having good interpersonal skills
- providing new users with self-directed information retrieval skills
- having the ability to engage with a wide range of sectors of the community
- showing persistence and commitment to their work.

Further reference is made to the need for library staff to have good customer service skills and teaching skills (SGS Economics and Planning, 2011) and 'the skills to present themselves as friendly and approachable' (SLV, 2008); and for library managers to have skills in advocacy (SGS Economics and Planning, 2011).

More recently, the Ministerial Advisory Council on Public Libraries (MAC) in Victoria has undertaken the two-year *Review of Victorian public libraries* project, to examine emerging

developments in technologies and in community needs. The central theme of the project (commonly referred to as *Tomorrow's library*) is the need to increase collaboration through the introduction of unified, strategic approaches to public library services in order to maximise the benefits to local communities, to local government and to the State government. Stage 1 of the project involved extensive consultation, and the *Review of Victorian public libraries: Stage 1 report* includes as appendices the *Consultation report* and the *Submissions and contributions report*, as well as three additional reports: *Today's library*, which documents the current state of Victorian public library services; *Future trends public libraries*, which discusses the future directions and trends that will impact on libraries; and *Opportunities - collaboration and procurement*, which explores the funding and operational requirements for the library of the future.

Despite these reports acknowledging that the greatest proportion of library budgets is allocated to staffing, the discussion of the knowledge, skills and qualities of the public library workforce tended to be underdeveloped. From 2011 to 2012 there were 1687 full-time equivalent staff employed in Victorian public libraries, 632 of whom held a professional qualification and 258 a paraprofessional qualification (MAC, 2012). Skills issues are, however, inextricably linked to service delivery, as underscored in the *Review of Victorian public libraries*:

The role of the librarian was changing, now having a greater focus on customer service. This had resulted in a change in the way staff members operated and the skills required to fulfil roles. Tertiary courses had not kept up with the changing roles of librarians, making it increasingly difficult to attract suitably qualified staff. Training of existing staff could be difficult due to a lack of suitable courses, limited budgets and the impact on services of staff being away from their duties.

It is argued that there is a gap between what is being taught in library courses offered by universities and colleges of Technical and Further Education (TAFE) and the actual skills applied in the contemporary public library context. In the

submissions to the review, concerns about staffing issues were concentrated in the following areas:

- the challenge of maintaining a sustainable workforce, with the skills to deliver an ever-expanding range of both traditional and non-traditional services
- the decreasing relevance of tertiary education programs
- the increasing focus on new and emerging technology and on customer service
- the need to attract specialist staff such as community development workers, early childhood workers and customer service officers
- the heightened challenge of recruitment in regional and rural areas
- the need for strategies to address the issue of the ageing workforce, with the associated need for strategies to attract young people to the industry
- the inadequacy of current resourcing to deliver the desired programs and services.

The skills required in public libraries were seen to encompass the legal aspects of content creation and publishing (for example, copyright law, privacy, e-commerce), strategic planning, policy development, information management, knowledge management, information technology, social media, management and leadership, as well as frontline customer skills and the ability to deal with minority groups. Given the difficulty of attracting new staff, there was a clear message that staff training and professional development remained a priority, but there were immense challenges in terms of staff resources, available time and adequate financial investment.

The recommendations presented in the *Workforce sustainability and leadership* report included the establishment of a workforce development team and the promotion of several national workforce initiatives to attract new talent to the public library sector. It was specifically recommended that a global job analysis be conducted to define core skills relating to the cognitive, technical and behavioural competencies required; and that an emerging range of skills (for example, skills in social work, teaching, information technology and

Appendix 2: Literature review and environmental scan

retailing) that may be useful for public libraries, but which could be regarded as 'non-traditional', be identified. Position descriptions should be reviewed, revised and standardised in light of these traditional and non-traditional core skills, and 'used in the recruitment of new staff, and also in the performance management and development process of existing staff'. It was further recommended that the revised position descriptions be used to develop a template to support skills audits of library staff to identify gaps. The recommendation to define and measure the core Foundation, Professional and Behavioural skills is being addressed by the current study.

Future trends in public libraries

There is currently a keen focus in the professional literature and in social media on the future of public libraries. The most recent in-depth future gazing has been undertaken by the International Federation of Library Associations (IFLA), to examine the key trends that are most likely to impact on public library services. The 2013 *IFLA trend report* identifies five top-level trends that will 'play a role in shaping our future information ecosystem':

Trend 1: New technologies will both expand and limit who has access to information.

Trend 2: Online education will democratise and disrupt global learning.

Trend 3: The boundaries of privacy and data protection will be redefined.

Trend 4: Hyper-connected societies will listen to and empower new voices and groups.

Trend 5: The global information environment will be transformed by new technologies.

The report presents a number of 'collision points' between the various trends that have the potential to affect the role and identity of libraries around the world. In Australia, ALIA is currently leading discussions about the future of the profession, and has used 'global trends, early indicators and futurist thinking' to develop the central themes (ALIA, 2013). The goal of this initiative is to ensure that the library and information profession can identify and prepare for the changes that inevitably lie ahead. It is vital that the public library sector understands the features and potential outcomes of a rapidly changing world.

New library environments

While it goes beyond the scope of this review to present a detailed analysis of the topic of future libraries, it is pertinent to note the interconnections between the future trends discussed in the literature and the anticipated skills requirements for library staff.

The 2013 study conducted by the State Library of Victoria, *Victorian public libraries 2030*, presents a strategic framework to serve as a planning tool for the future. This study involved interviews with stakeholders and a series of workshops to explore community attitudes and needs, leading to the development of two scenarios for the future: the Community Library and the Creative Library. It was stressed that ‘a workforce of well-trained, experienced and valued public library staff will be at the heart of our success’. A focus on staffing represents one of the framework’s five strategic objectives, along with storytelling; revenue and funding; products, services and programs; and facilities and resources.

The strategic objective pertaining to the public library workforce in Victoria seeks to address the issues and concerns identified in the *Libraries building communities* (SLV, 2005), *Connecting with the community* (SLV, 2008) and *Tomorrow’s library* (MAC, 2012) initiatives and ‘develop a flexible and inclusive culture that attracts and retains people with the right skills and attitude to deliver public library products and services into the future’.

Thorhaug (2010) has argued that ‘decades ago it was recognized that traditional collection management core competencies, as within cataloguing and classification, were no longer sufficient to run a library with an ambition to play a role in bridging the digital divide, in social inclusion and basically in presenting today’s media to the citizens’. Much of the literature that discusses how public libraries are meeting the challenges of the future is anecdotal in nature, with a number of case studies presenting the

strategies of individual library services (Edwards, Robinson & Unger, 2013; Herson & Matthews, 2013; Rock, 2013; Ellis, 2012).

There have been some interesting national initiatives in Scandinavia: a report on future libraries was published in Norway (Norwegian Archive, Library and Museum Authority, 2006), and in Denmark there was an investigation into the role of public libraries in the knowledge society (Danish Agency for Libraries and Media, 2010).

In 2013 McEntyre presented the findings from a brief survey about trends in the library and information services sector in Australia. Respondents from the public library sector expressed the need for staff capabilities to support access to digital content and the use of mobile devices, as well as to foster active engagement with communities.

Konrad (2010) stresses that the development of staff competence is intrinsically linked to organisational development, so library leaders face the challenge of ensuring that their staff have the skills required to be able to work in an organisation that encourages and supports interdisciplinary teams and networks within and across the cultural sector. Staff will also need to be able to respond and contribute to an organisation that has the capacity to embrace the ‘processes of change and development as a permanent condition for the sector’.

The workforce will need to be ‘flexible, forward moving and highly skilled’ (Smith et al., 2013) to effectively absorb the seismic tremors which characterise intense and rapid change. Gutsche (2010) has referred to ‘the ability to adapt to change, to be flexible and fluid’ as an overarching competency that serves as the springboard for all other competencies in accommodating changing societal needs and norms.

Appendix 2: Literature review and environmental scan

The technology environment

One of the principal themes in the literature is the onward march of technology. While technology was seen a few years ago as a major threat to libraries, more recently it has been perceived as providing immense opportunities for libraries to regain lost ground. In the UK, the Society of Chief Librarians (SCL) and Arts Council England (ACE) undertook a study to consider the workforce development required to ensure that libraries effectively supported the government’s ‘Digital by Default’ strategy (Jarvis, 2013). The study found that library staff would require a specific skill set that could be mapped to Foundation skills, Professional skills and Behavioural skills (Table 1).

The role of the public library in a depressed economic climate is discussed in detail by Greene Taylor, Jaeger, McDermott, Kodama, and Bertot (2012). Many citizens view the library as a place where they can learn about the digital world, where they can gain new digital literacy skills and access online information. While the battle lines are currently drawn between libraries and the publishers of eBooks, new programs and services enable libraries to deliver content and experiences to their users in interesting and exciting ways. Consequently library staff require a comprehensive suite of digital skills, referred to by Norman (2012) as ‘digital dexterity’.

The community environment

The literature also focuses on the ways in which the public library is becoming a community centre (Hapel, 2012; Hildreth, 2012), offering meeting rooms, study areas, and flexible and creative spaces: the library is a place to relax, to learn and to network with like-minded people. Librarians can collaborate with community groups and learning agencies to help connect people with ideas and information.

Table 1. Skills and competencies for public library digital champions to support customer digital capability (Jarvis, 2013)

What do library staff need to know?
Content and scope of Government services and information online
Content and scope of local services and information online
How to move between local and national and overlaps
Local and Voluntary and Community Sector organisations providing one-to-one support
Ways to support customers to access government services
Data protection and ‘compliance’
Appropriate evaluation and monitoring processes
What skills are necessary in order to probe and process that knowledge?
Computer skills
Enquiry skills – understanding what is being asked
Navigational skills – finding the right information
Referral and signposting skills
Coaching and support skills
What behaviours and attitudes are needed in order that the knowledge and skills work?
Confidentiality
Ability to communicate clearly
Interest in the person as an individual
Confidence in showing someone how to do something on the internet
Determination to deliver a service that meets the needs of the information seeker
Recognising limits and boundaries

In Denmark the role of libraries has been described as a catalyst for culture-led urban regeneration, contributing to the revitalisation of city centres and communities by boosting local identity and cohesion, and initiating local innovation, creativity and cooperation (Skot-Hansen, Hvenegaard Rasmussen & Jochumsen, 2013). The American Library Association (ALA) has recognised similar potential for the role of libraries in social change and recently launched *Libraries transforming communities*, a major initiative to provide libraries with the tools to lead the way in community engagement:

In order for the library to remain relevant, our thinking, planning and focus had to shift from books, loans, reference enquiries and controlling noise, to intentionally making connections into the community - to work from the outside in, with all the diverse cultural, socioeconomic and educational facets of the community.

Heald & Norman (2010)

Community-building and shared values are integral to the public library service. In the 2013 report *Branches of opportunity* the Center for an Urban Future in New York defined the public library as 'the human capital institution', which plays a vital role in addressing a wide range of social, economic and demographic challenges. The report discusses the roles that public libraries play for many groups within the community: immigrants, seniors, job seekers, young mothers, pre-schoolers, school students, teenagers, small business and the disadvantaged. Academic literature pays considerable attention to the skills required by members of the community to effectively participate in and productively contribute to modern society, including literacy in its many forms - information literacy, media literacy, digital literacy, financial literacy, technological literacy, and so on. Public libraries are the places where 'learning happens', where everyone's skills are enhanced, through the support for both formal learning and community learning, through the wide range of learning programs offered by the library itself, or in partnership with other agencies (Edwards, Robinson & Unger, 2013; Ellis, 2012).

Pateman and Willimen (2013) adopt a dialogic approach to their analysis of two research projects: *Open to all? The public library and social exclusion* (Muddiman et al., 2000) in the UK and the *Community-led libraries toolkit* (Working Together Project, 2008) in Canada. These projects focused on community-led approaches to providing library services, demonstrating the public library's potential to become an agent of social change and social justice.

In a study of job advertisements in the UK, Wilson and Birdi (2008) found that there was a predominant generic skills base that underpinned the work of library staff as community builders, as outlined in Table 2. The analysis of 37 vacancies advertised for community-based library staff revealed a total of 197 skills and attributes, which were categorised as generic, interpersonal, library-specific, and social-exclusion and community-based skills.

Table 2. Skills and attributes for community-based library staff (Wilson & Birdi, 2008)

Skill areas	Percentage of total skills required	Range of skills
Generic skills	50%	Time management Organisational skills Creativity Customer care skills ICT skills Staff management skills
Interpersonal skills	29%	Communication skills Behavioural skills Personality Enthusiasm
Library-specific skills	15%	Library and information skills
Social exclusion and community-based skills	6%	Community development Outreach Experience working with socially excluded groups

Appendix 2: Literature review and environmental scan

The Community Library scenario in the Victorian public libraries 2030 report offers the potential for a diverse workforce, with ‘teachers, trainers, facilitators, community development workers, consultants, community welfare officers, early development and literacy teachers, content navigators and managers’ (SLV, 2013). The roles of the staff will include knowledge navigators, teachers, brain trainers, interpreters and community connectors. There is a sense that public libraries will attract staff who are passionate about community development, with the ability to run learning programs and connect members of the community with like-minded people. People management and coordination will be important skills.

The creative environment

While libraries may be seen to be moving to support their customers in both the digital and community contexts, there is the potential for convergence through the public library providing physical venues for digital creativity.

The traditional idea of ‘user services’ is being replaced by the concept of ‘creator services’: ‘the public library needs to create context and meaning as added value, instead of just acquiring, structuring and ordering information (materials) and making them available to the public’ (Bitter-Rijkema, Verjans & Bruijnzeels, 2012). McShane (2011) describes this as a shift from ‘read only’ to ‘read-write’ modes, while Norman (2012) discusses the opportunity for social transformation through TechShops, Hackerspaces and FabLabs.

In the Creative Library scenario outlined in *Victorian public libraries 2030*, it is posited that staff will have the skills to run a broad selection of creative learning programs to support the development of community capacity. They will play leading roles in:

- facilitating content sharing
- connecting people
- teaching new skills
- nurturing untapped talent
- producing, recording and editing creative content
- hosting business collaboration.

In terms of programming, librarians who chose to implement their own programs may often draw on ‘skills learnt outside of library school, personal interests or unique talents like story telling or specialized computer skills’ (Edwards et al., 2013). Event implementers may potentially require training:

Why not let the programming librarian attend a basic course to gain certification in skills that patrons want to learn? For instance, when demand for children’s yoga classes in Peabody grew, it made more sense to pay for a librarian to attend yoga teacher certification classes rather than pay an outside presenter every time the library wanted to offer a yoga class.

In *Victorian public libraries 2030* it was proposed that the staff of the Creative Library should include ‘educators, artists, community workers, mentors, recording and media experts, welfare officers, early development and literacy teachers, content navigators and managers’ (SLV, 2013); it was anticipated that staff numbers would increase in order to run the new range of programs and services offered by the public library.

Skills and capabilities for new library environments

While most public libraries are adopting digital technologies and adapting to the e-environment, *Envisioning the library of the future*, a project commissioned by Arts Council England, found ‘the strain on skills is showing and new skills need to be brought in quickly or developed among existing staff’ (Ipsos Mori & Shared Intelligence, 2012). Skills and leadership were considered the greatest challenges for today’s public libraries. The gaps that were identified included ‘the need for skills to help the public understand a sea of information, promote services better, enable local people to play an active role in their library and seek out and support those who benefit most’.

The library workforce should not only comprise information professionals with ‘traditional’ knowledge and skills, but also ‘community mobilisers, managers of volunteers, and educators, to support reading, knowledge and new technology’. Among the skill requirements outlined in the report was the ability to guide users and help them in a flexible (rather than

didactic) manner to discover and navigate the digital world. The soft skills of problem-solving, initiative, flexibility and the preparedness to innovate and experiment were found to be critical.

Many papers highlight the need for a new breed of library staff: staff who are multilingual, to provide relevant programs and services to multicultural communities (Steed, 2011; Bonnet & McAlexander, 2012; ALA, 2012); staff who have counselling skills; staff who can build community partnerships; and staff who can master different technology platforms. The discussion paper distributed as part of the Stage 2 activities of the *Review of public libraries* project (MAC, 2013) outlined the anticipated enabling systems, collections and communications requirements for public libraries in the future. While the discussion paper is conceptual in nature, it is possible to deduce the range of skills that will be needed for effective implementation.

It can be argued that traditional library skills will still have their place: Gutsche (2010) noted that ‘while the nature and pace of change present significant challenges, many core values and services hold firm’. Skills relating to information organisation, information retrieval and access to content will remain critical to the operational requirements associated with library management systems, integrated content management and discovery layers, but these skills will need to be adapted and enhanced for new and emerging technologies: ‘Reference librarians still demonstrate notable empathy and interpretation skills in the sensitive dance of the reference interview, whether conducted in-person, online, or through IM or texting’. In Victoria, the creation of a state-wide library collection will require a range of skills in the areas of collection development and management, digitisation and policy development – again adapted and enhanced to be future-proof.

In the report *Envisioning the library of the future* (Ipsos Mori & Shared Intelligence, 2012) it was argued that public libraries in the UK undoubtedly had a future, but that significant challenges lay ahead: ‘while a few libraries are preparing for the future, too many are struggling

to keep up’. The report reiterated the themes of community and creativity: if community engagement, community enablement and co-production were set to become the new organising principles for libraries, the library sector would need to have the capacity and the skills to respond to – and anticipate – customers’ changing needs and expectations. In the context of British libraries, the challenges were evident:

While there are individuals involved in running public libraries who are already creating libraries of the future now, the appetite to adapt, reverse falling use, and grasp opportunities, does not seem to extend far enough across the sector... On top of that there are indications that the sector, although highly skilled, is finding that staff in many places lack some of the most important skills needed for the future – be it community engagement, using digital technology, communications and marketing, advocacy, audience development, or leadership in a fluid environment.

Ipsos Mori & Shared Intelligence (2012)

The *Envisioning the library of the future* report described a skills gap in the area of public relations and communication: librarians must quickly develop the ability to raise their profile and increase their user base through innovative marketing and communication strategies that are aimed at diverse local community groups. Marketing and promotion are identified in other studies as highly desirable skills (SLNSW, 2009; DCMS, 2010; Pateman & Willimen, 2013). ‘Administrators should encourage the use of these [effective event promotion] skills to properly advertise library events and effectively promote the library itself. Libraries can also consider tapping into the marketing skills of community members who are eager to help the library in a meaningful way’ (Edwards et al., 2013).

Aligned with the need for effective marketing was the requirement for high-level skills in monitoring and evaluation, impact assessment and evidence-based practice.

Some critics believe that LIS qualifications may be less relevant in public libraries than in academic, corporate or medical libraries.

Appendix 2: Literature review and environmental scan

In *Developing community-led public libraries: Evidence from the UK and Canada*, Pateman and Willimen argued that ‘library schools in the UK and Canada tend to focus on the technical skills needed by a professional librarian, rather than the people skills which are required to work with local communities’. The authors believed that there was scope to develop a program specifically aimed at retraining library staff to develop community-focused skills, noting that the critical first step was to shift values, mindsets, attitudes and behaviours. The provision of services to socially excluded or underserved communities requires qualities of understanding, empathy and humility.

The culturally homogenous nature of the LIS workforce in the UK and Canada is critiqued by the authors, who believed that many library staff lacked confidence in working with some target groups (such as disaffected teens, refugees, migrant workers, or those with mental health or substance abuse problems), and often felt that it was not part of their role as librarians: ‘There is a feeling that a “nice little job” syndrome may still exist amongst some staff groups, particularly those in part-time posts, where staff do not want to feel challenged by their role... and do not want a job that carries any emotional burden’:

Librarians are a barrier because we are mired in a culture of comfort. Like most people we remain where we are comfortable: comfortable with the programs we offer, comfortable with the services we provide, and comfortable with the people we serve. Even our challenges are comfortable: to do more of what we always do for the people we always serve. As a result we often fail to serve communities that do not look, feel, or think like us... we must shed our culture of comfort.

Pateman & Willimen (2013)

In working towards a strong future for public libraries, the reports *Envisioning the library of the future* and *Victorian public libraries 2030* emphasise the significance of the changing environment: new roles will require new skill sets. New opportunities will emerge for public libraries, but staff will need to be nimble and agile in order to exploit these new opportunities.

This in itself requires a shift in culture: library managers need increased autonomy to make independent decisions and to have ‘more entrepreneurial capacity, and real incentives to innovate’ (Ipsos Mori & Shared Intelligence, 2012).

It has been proposed that there should be a serious reassessment of public library policy and practice in terms of staff selection and recruitment, to attract ‘a different kind of library worker who seamlessly combines library and information skills with a capacity to focus on building community relationships and facilitating the development of library responses collaboratively with the community’ (Pateman & Willimen, 2013). There is the potential for new staff to be sourced from outside the traditional library world (McEntyre, 2013; Hernon & Matthews, 2013). The question has been raised whether it would perhaps be easier to recruit new staff than to retrain existing staff (Pateman & Willimen, 2013), with the recommendation that positions be advertised outside of the normal library recruitment channels in order to tap into wider cultural and local government networks (DCMS, 2010). Programs and services could be coordinated through partnerships with other agencies or with the support of community volunteers (Edwards et al., 2013; Ellis, 2012); asset mapping could be used to identify the appropriate individuals and organisations in the community with relevant areas of talent and expertise to draw on.

It can be argued that much of the discussion about the skills required for new, emerging areas of professional practice is sporadic and generalised, often reflected in motherhood statements such as ‘the ability of libraries to survive and thrive in the future will depend on the ability of professional librarians to adapt, innovate, and lead their noble institutions beyond traditional models into a new world of civic service delivery’ (Reid, 2012). On a more pragmatic level, the Norwegian report (Norwegian Archive, Library and Museum Authority, 2006) noted the need for professional development and knowledge-sharing through networking and staff exchange programs.

In one case study about implementing a process of dramatic change in one public library service in the United States, Sandlian-Smith (2013) stressed the significance of visionary leadership, supported by an enthusiastic, committed and innovative team that believed in the same goals. It is important for modern library services to be underpinned by an organisational philosophy and culture that is exciting and inspiring, and for staff to have the attitudes and behaviours that echo the philosophy and culture. While new programs and services inevitably require different skill sets, it is argued that values and personality come first: 'Before we even defined the competencies, we were looking for people who were creative, innovative, problem solvers, collaborators, and [had] a high degree of emotional intelligence and maturity' (Hernon & Matthews, 2013).

Any efforts to address future workforce issues in the public library sector require the development of a valid skills framework that can be used to determine the staff's existing skills; the skills gaps; the recruitment opportunities; and the training and development needs. The views presented by Sandlian-Smith and by Hernon and Matthews underscore the value of identifying the new roles, the staffing structures and the knowledge, skills and attitudes that will ensure effective outcomes for public libraries. This literature review represents a key step in this process, informing the development of a skills framework (Appendix 3) for the *Victorian public libraries: Our future, our skills* project, with a focus on cognitive (Foundation), technical (Professional) and Behavioural skills.

Appendix 2: Literature review and environmental scan

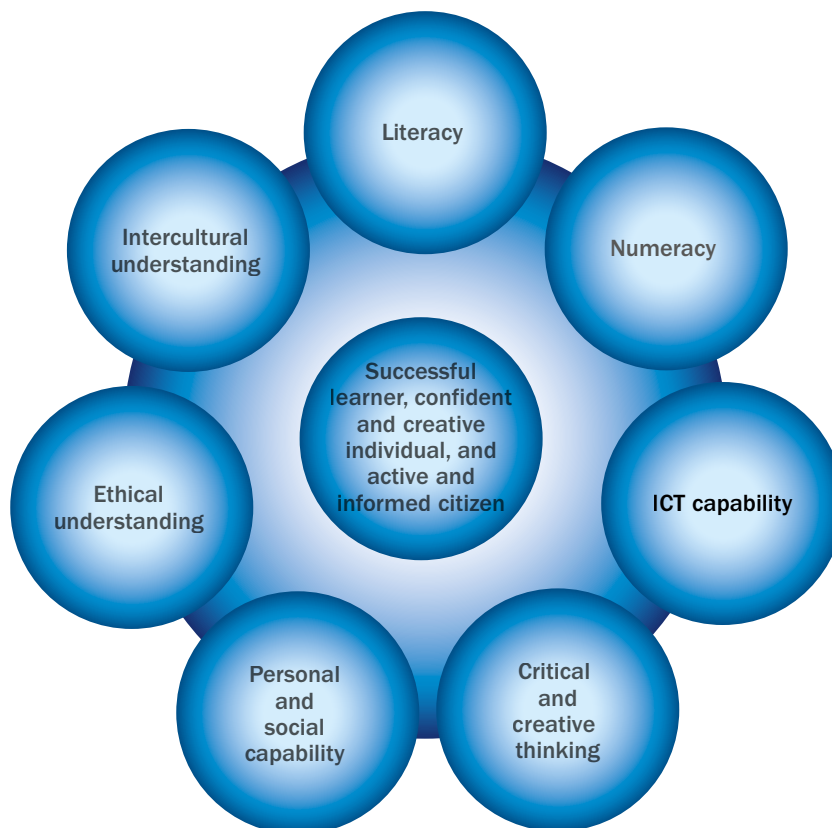
Foundation skills: 21st-century skills

Mounier (2001) refers to cognitive skills, or Foundation skills, as the skills concerning accumulated human experience and the accumulated knowledge associated with that experience, with the transfer of knowledge achieved through human relationships and interaction. In Australia, children's education is guided by the principles enunciated by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEECDYA). The *Melbourne declaration on educational goals for young Australians* outlines the nation's aspirations for the future to build a democratic, equitable and just society (MCEECDYA, 2008):

In the 21st century Australia's capacity to provide a high quality of life for all will depend on the ability to compete in the global economy on knowledge and innovation. Education equips young people with the knowledge, understanding, skills and values to take advantage of opportunity and to face the challenges of this era with confidence.

The specific educational goals focus on the need to achieve equity and excellence, with all young Australians becoming successful learners, confident and creative individuals, and active, informed citizens. To achieve these goals, the Australian curriculum stresses the interplay between knowledge, skills, behaviours and disposition (Figure 1).

Figure 1. Essential skills for 21st-century learners (Australian Curriculum Assessment and Reporting Authority, n.d.)



In the United States, the Institute of Museum and Library Studies (IMLS) convened a taskforce to investigate the contribution that libraries and museums could make to the development of 21st-century skills. The focus was on enabling libraries and museums to envision and define their roles as institutions of learning, which might assist in the creation of an engaged citizenry and a competitive workforce (IMLS, 2009). Building on work undertaken by the Partnership for 21st Century Skills (2008), the IMLS developed a skills framework that outlined the skills library staff would need to ensure that they could adopt the right approach to enhancing the 21st-century skills of audiences (Rica, 2011).

The P21 framework for 21st-century learning comprises:

- core subjects (the 3Rs) and 21st-century themes
 - global awareness
 - financial, economic, business and entrepreneurial literacy
 - civic literacy
 - health literacy
 - environmental literacy
- learning and innovation skills
 - creativity and innovation
 - critical thinking and problem solving
 - communication and collaboration
- information, media and technology skills
 - information literacy
 - media literacy
 - ICT literacy
- life and career skills
 - flexibility and adaptability
 - initiative and self-direction
 - social and cross-cultural skills
 - productivity and accountability
 - leadership and responsibility.

It is argued that the future knowledge-based economy will demand these new skill sets for all members of the community. In 2009 the IMLS proposed that libraries and museums should have the opportunity to build on their strengths while also embracing new opportunities (Table 3).

Table 3. The 21st-century museum library shift (IMLS, 2009)

20th-century museum/library	21st-century museum/library
Primarily content-driven	Combination of audience- and content-driven
Mostly tangible objects (art, books)	Combination of tangible and digital objects
One-way information (institution presents information to audiences)	Multi-directional (co-created experiences involving institution, audiences, and others)
Focus on presentation and display	Focus on audience engagement and experiences
Emphasis on enhancing knowledge	Emphasis on enhancing knowledge and 21st-century skills
Acts independently	Acts in highly collaborative partnerships
Located in community (operates independently)	Embedded in a community (aligned with and acts as a leader on community need/issues)
Learning outcomes assumed, implied (content knowledge and skills like critical thinking tend to be by-products of programming)	Learning outcomes purposeful (content knowledge and 21st-century skills like critical thinking are visible, intentional outcomes of audience experience)
Institution leads content development (content tightly edited and controlled)	Content co-created among diverse partners and audiences, accessible in multiple ways

Rica (2011) presents this skills framework as a tool to help library and museum leaders to:

- envision the library/museum's role in providing lifelong learning experiences, specifically around 21st-century skills
- inventory the 21st-century skills and practices currently in use in the library/museum
- identify goals for future operations and program improvements
- build awareness among policy makers and the public about the unique value these institutions place on the nation's learning systems.

Appendix 2: Literature review and environmental scan

The IMLS has highlighted the changing dynamics of modern society and the associated requirement for people to develop a new range of skills that will enable them to function in and contribute effectively to the workplace and the community. The IMLS materials include a skills matrix to map the skills to a maturity model of the progression, through early stage and transitional stage to the 21st-century stage; and an accompanying self-assessment tool (IMLS, 2013). Importantly, if public libraries are to embrace new opportunities and play a central role in supporting the skills development of their users, be that in 21st-century literacies, digital creativity, or workplace competencies, there is an imperative for library staff to have the appropriate skill levels across multiple areas.

Information and media literacies are required by individuals in an increasingly digital world where the amount of available information continues to grow exponentially. The Moscow Declaration on Media and Information Literacy declares that 'Media and information literacy (MIL) is a prerequisite for the sustainable development of open, plural, inclusive and participatory knowledge societies, and the civic institutions, organizations, communities and individuals which comprise these societies' (UNESCO & IFLA, 2012). There are a number of emerging literacy frameworks that are closely connected to media and information literacy, such as multiliteracies, new literacies, transliteracy, transversal competencies and metaliteracy (UNESCO, 2013). While it goes beyond the scope of this document to discuss these various literacy frameworks in detail, it should be noted that, in the current study, the term 'metaliteracy' is used to refer to the skills required for effective participation and collaboration in an online world, thus including information literacy, media literacy, digital literacy and technological literacy. Together, 21st-century skills and metaliteracy represent the Foundation skills that underpin productive participation in society: it is therefore essential that library staff have the appropriate level of skills to enable public libraries to embrace new opportunities and to play a central role in supporting the skills development of their users.

Professional skills: Core skills for library and information science

The process of identifying appropriate competencies has been described by Gonzalez (2010) as 'painstaking': it involves the intensive analysis of a field in order to identify the knowledge, skills, experience and personal attributes that are required for effective practice. Considerable work has been done in recent years to develop skills frameworks in the field of library and information science, with a number of national approaches, as well as some areas of specialisation within the sector. LIS educators stress that library school programs represent the foundation knowledge that graduates will need to adapt throughout their careers (Hirsch, 2012). The courses in accredited LIS programs are mapped to the skills frameworks of the relevant professional association – for example, the ALIA *Core knowledge, skills and attributes* in Australia, or the ALA *Core competencies* in the United States. The skills are generally presented as learning outcomes and combined with the academic institution's own stated graduate attributes (Hirsch, 2012).

Critics claim, however, that 'library schools do not have the relevant content or teach the right skills to equip the library workforce' (Pateman & Willimen, 2013). In the British report *Modernisation review of public libraries* (DCMS, 2010), educators were challenged to 'develop and implement a new framework for public library professional qualifications, founded on user-driven policy and practices including customer service and people skills, community outreach, working with children, marketing and leadership'.

Australian LIS education in the 21st century

The study *Re-conceptualising and re-positioning Australian library and information science education for the 21st century* (Partridge et. al, 2011) was undertaken between 2009 and 2010 to investigate the future directions of LIS education in Australia and to determine the potential for LIS education to produce 'the diverse supply of graduates with the appropriate attributes to develop and maintain high-quality professional practice in the rapidly changing 21st century'.

The research project, funded by the Australian Learning and Teaching Council, involved academic staff from all Australian universities that offer a professional course in LIS. The principal stimulus for the project was the concern expressed nationally and internationally about LIS education and its fitness for purpose in a changing information world. The three research foci were LIS students, LIS educators and the LIS workforce. The discussion on LIS workforce issues is particularly relevant to the current investigation into the skills required for the Victorian public library sector.

The researchers noted that one of the major challenges for LIS educators was to adequately prepare graduates for the increasingly diverse employment opportunities available to information professionals, which include the 'traditional' areas of public libraries, academic libraries, special libraries and school libraries, as well as the 'non-traditional' areas of information and knowledge management within government and the corporate sector, and the converging interests of galleries, libraries, archives and museums. Library and information science is becoming arguably ever more multidisciplinary in nature, requiring knowledge and skills that cut across information technology, management, psychology, education, communications, law and human services. In Australia there are also diverse intellectual emphases resulting from the different institutions' faculty and/or discipline affiliation: courses can be found in schools or faculties of information technology, business, management, humanities and social sciences, media and information, law, business and the arts (Hallam, 2007).

As Re-conceptualising and re-positioning Australian library and information science education for the 21st century sought to compare employer expectations of current and anticipated skills and knowledge with actual graduate outcomes, Partridge et al. (2011) undertook a critical analysis into the disciplinary knowledge, the professional skills and the generic attributes required by the future LIS workforce.

The complex nature of the task was acknowledged:

Academic, special, school and public libraries are very different workplaces, each facing, in their own contexts, different challenges for a viable future workforce. When this already diverse mix is further complicated by the addition of the other collecting disciplines and related information professions, any consensus on the requisite skills of the 'information professional' becomes extraordinarily difficult to achieve.

Data collection activities included an environmental scan, an analysis of job advertisements, an online questionnaire of recent graduates and a series of semi-structured interviews with employers and recruitment agencies. The research findings in the sub-study on the LIS workforce focused very strongly on convergence: the convergence of LIS practice with information technology, with interest in information management, and with collecting institutions. It was reported that within the public library sector, convergence of LIS practice with 'non-traditional' jobs was evident in the blurring of boundaries between job skills in the areas of archives, eResources and heritage collections. The trend towards multiskilling across multiple fields of expertise was noted in all information professions, together with the growing demand for technical and management skills and more generic skills (Sanders, 2008). 'Recruitment trends have indicated that employers are more interested in the person than the particular qualification, i.e. the individual's unique combination of specific knowledge and skills, as well as desired generic skills and attitudes, and perceived potential' (Partridge et al., 2011).

However, as the *Re-conceptualising and re-positioning Australian library and information science education for the 21st century* study investigated the 'information professions' in the broadest sense, the report presents no detailed discussion on the public library sector per se. There was some preliminary mapping of the skills and competencies data collected in the job advertisement analysis and the graduate survey: the framework used was the Special Libraries Association (SLA) *Competencies for information professionals* (SLA, 2003), which is tailored

Appendix 2: Literature review and environmental scan

towards information professionals employed in a broad spectrum of information intensive organisations including, but not limited to, libraries. SLA members may be working in web development, content management, intranet departments or competitive intelligence units. Generally speaking, it is likely that these information professionals are serving clients in the corporate, government or scientific research arenas, rather than the general public. Nevertheless, the analysis of job descriptions did underscore the common need for communication skills, especially presentation skills, and generic ICT skills. It was found that, in line with earlier research, libraries sought personal attributes such as adaptability, initiative, organisational skills and negotiation skills.

In the survey of recent graduates (that is, graduates from all types of LIS programs, including paraprofessional, professional and research students who had been in the workforce for less than 12 months), 27% of respondents reported that the knowledge and skills gained from their studies were 'greatly utilised' and 48% reported that they were 'somewhat utilised'. A master's degree in LIS was found to be more relevant than a graduate diploma or bachelor degree. It was not possible, however, to correlate the data collected in the survey with the specific field of employment (public, academic, school or special library).

The knowledge and skills acquired through paraprofessional qualifications in library studies (certificate, diploma and advanced diploma) were viewed as very utilisable. Library technician education was reviewed in 2009 as part of the course accreditation process undertaken by ALIA. Seventeen library technician education programs across Australia were reviewed to examine how the national diploma curriculum was being delivered by the different registered training organisations, to identify areas of good practice and to make recommendations to enhance the quality of paraprofessional LIS education. ALIA's initiative led directly to the review and revision of the national training package: the *CUL11 Library, information and cultural services training package* (DEEWR, 2011) was introduced in late 2011 and adopted into practice during 2012.

The library sector has long been criticised for the practice of convergence in the area of LIS qualifications. There have been debates about whether LIS should be considered a valid graduate profession for highly skilled individuals who are valued for their expertise and professionalism, or as a profession for anyone who works in a library, regardless of their qualifications (LIANZA, 2006). Over a decade ago it was noted that many library staff frequently find themselves 'functioning in that grey area inhabited by both the professional and paraprofessional' (Carroll, 2002), with the result that new graduates may feel that the investment in their professional education is not highly valued by employers and may accordingly choose not to remain in the sector. As the demand for higher level knowledge and skills is growing in all areas of employment, the library sector needs to ensure it can attract people with strong analytical, evaluative and critical thinking skills and leadership potential (Hallam, 2007).

LIS skills frameworks

Professional bodies are frequently involved in the development and support of competency or skills frameworks, particularly within the context of course accreditation. In the discipline of LIS, professional associations such as the Australian Library and Information Association (ALIA), Libraries and Information Association of New Zealand Aotearoa (LIANZA), the Chartered Institute of Library and Information Professionals (CILIP), the American Library Association (ALA) and the Special Libraries Association (SLA) have documented and published their frameworks.

ALIA Core knowledge, skills and attributes

In Australia, the Australian Library and Information Association (ALIA) acts as the standards body for the library and information profession. The professional association is responsible for the accreditation of the university and TAFE courses that provide a qualification in LIS. The course accreditation process is directly linked to the categories of Association membership, specifically in terms of the Associate membership, which requires an ALIA-accredited university qualification at either an undergraduate or graduate level; and the Library Technician membership, which requires an ALIA-accredited library technician qualification.

The accreditation process involves an assessment of an individual course against the criteria for course accreditation, and is underpinned by ALIA's education policy statements, with specific reference to the *Core knowledge, skills and attributes* (ALIA, 2012).

ALIA (2012) has adopted a conceptual approach to articulating the core knowledge, skills and attributes needed by the profession. The core areas encompass the following elements.

- knowledge of the broad context of the information environment, including:
 - ethical, legal and policy issues relevant to the sector
 - envisioning and planning future directions for the sector
- information seeking, including:
 - the retrieval and utilisation of information
 - information needs
 - information behaviours
- information architecture, including:
 - structure, design and flows of information
 - the role of information and communication technologies
- information organisation and access, including:
 - description, categorisation, digitisation, storage, preservation, retrieval
 - free and equitable access to information
 - acquisition, licensing and creation of information in diverse media and formats
 - metadata to manage information in an online environment
- information services, sources and products, including:
 - marketing of information services
 - evaluation of information needs, programs and services
 - information literacy and information literacy education
 - promotion of reading and literacy
- information management, including:
 - information lifecycle
 - information resource management
 - collection development and management
 - capacity planning and facilities management

- the generation of knowledge, including:
 - research and development of ideas to advance LIS theory and practice
 - development of a culture of research and evidence-based practice
 - commitment to lifelong learning.

In addition, value is placed on a wide range of employability skills and attributes:

- effective communication skills
- professional ethical standards and social responsibility
- ability to fulfil client needs/customer service
- project management skills
- critical, reflective and creative thinking
- problem-solving skills
- marketing
- accounting
- human resource skills
- ability to build partnerships and alliances
- effective team relationship skills
- self-management skills
- a commitment to lifelong learning
- relevant ICT and technology application skills
- appropriate pedagogical information literacy skills
- general knowledge
- supervisory skills.

The policy document provides a descriptive, rather than prescriptive, framework for LIS education. It is noted that 'the level to which individuals have requisite knowledge, skills and attributes depends on their formal qualifications, work experience, professional development, and the role/s they perform' (ALIA, 2012), and that the sector fosters innovation, imagination and creativity.

Library, information and cultural services training package

At the paraprofessional level, the CUL11 Library, information and cultural services training package (DEEWR, 2011) underpins the training of library assistants and library technicians. Following ALIA's examination of library technician education (ALIA, 2010), a major review of the 2004 training package took place. New qualifications included CUL20111 Certificate II in Information and Cultural Services and CUL30111

Appendix 2: Literature review and environmental scan

Certificate III in Information and Cultural Services, which are suitable for entry-level workers and school-leavers; CUL40111 Certificate IV in Library, Information and Cultural Services for library assistants; and CUL50111 Diploma of Library and Information Services, which is recognised as the qualification for library technicians. The changes to the training package were made in response to evolving industry practice, with employers demanding competencies in customer service, effective teamwork, ICT, and workplace health and safety (Bramley-Moore, 2012).

The training package includes a number of tailored skill sets that group competencies together to achieve specified learning outcomes. Of direct relevance to public libraries are the following skill sets:

- managing collections
- organising and accessing collections
- cataloguing
- delivering public programs
- preparing exhibitions
- developing and manage exhibitions
- digitisation
- preventative preservation and conservation.

In addition, the training package includes a wide range of employability skills required by industry:

- communication, including:
 - body language
 - establishing trust
 - developing workplace documents
 - communicating and consulting with peers
 - providing explanations
 - discussing and presenting information to customers and colleagues
 - engaging, motivating and connecting with learners and volunteers
- teamwork, including:
 - sharing information with colleagues
 - inspiring and providing leadership to team members
- problem solving, including:
 - identifying and dealing with conflict situations and misunderstandings
 - dealing with complex and non-routine difficulties

- addressing problems with software applications
- identifying organisational risks associated with infringement of rights and licences
- initiative and enterprise, including:
 - inking philosophies, roles and funding to maximise effectiveness of own performance in the job
 - anticipating behaviour that may put people at risk
 - designing learning programs that stimulate and engage learners
- planning and organising, including:
 - reviewing policies and procedures and providing advice as required
 - managing resource allocation
 - preparing and circulating promotional material
 - planning for contingencies
 - recruiting volunteers
- self-management, including:
 - monitoring own work and introducing strategies to improve performance
 - taking responsibility for own ongoing learning and professional development
 - maintaining a sense of humour
- learning, including:
 - identifying own strengths and weaknesses and recognising how to personally learn
 - assisting others to learn
 - organising workplace learning
- technology, including:
 - using standard software packages
 - using social media applications
 - using complex databases
 - interpreting user online manuals and help functions.

The Diploma of Library and Information Services (CUL50111) comprises seven core units and 12 elective units. The core units are:

- manage quality customer service
- ensure a safe workplace
- promote team effectiveness
- consolidate and maintain industry knowledge
- extend own information literacy skills to locate information
- monitor compliance with copyright and licence requirements
- plan, organise and deliver group-based learning.

For library technician studies, the suggested competencies attained through elective units cover project management, promoting reading, social networking, ICT problem-solving, database searching and so on.

LIANZA Bodies of Knowledge

The Library and Information Association of New Zealand Aotearoa (LIANZA) has documented four domains of professional practice, with nine core areas of competency that together form the knowledge base of library and information professionals in New Zealand (LIANZA, 2012a). In New Zealand, graduates of LIS programs are encouraged to become registered members of the association (RLIANZA), with the requirement to adhere to the code of professional conduct and to commit to updating their professional knowledge throughout their careers (LIANZA, 2012b). Registered practitioners undertake a process of revalidation every three years to retain their RLIANZA status, which involves providing evidence of professional development activities spread across four domains of professional practice and 11 Bodies of Knowledge (LIANZA, 2012c).

The four domains of practice encompass:

- professional knowledge – extending professional knowledge and skills, e.g.
 - courses, meetings, study, training
- professional practice – applying professional skills, e.g.
 - developing and delivering services
 - evaluating and improving current practice
 - implementing new initiatives and procedures
- professional communication – sharing knowledge and expertise, developing relationships, e.g.
 - networking
 - giving presentations
 - publishing
 - marketing
- professional leadership – displaying leadership and initiative, e.g.
 - planning and organising meetings, seminars or projects
 - mentoring others
 - advocating for change.

The 11 Bodies of Knowledge (BOKs) represent the different spheres in which the LIS profession operates.

- BOK1: The information environment, information policy and ethics
- BOK2: Generating, communicating and using information
- BOK3: Information needs and design
- BOK4: The information access process
- BOK5: Organisation, retrieval, preservation and conservation
- BOK6: Research, analysis and interpretation of information
- BOK7: Application of information and communication technologies (ICTs)
- BOK8: Information resource management and knowledge management
- BOK9: Management in information organisations
- BOK10: Assessing service effectiveness
- BOK11: Awareness of indigenous knowledge paradigms (Māori)

The scope of each Body of Knowledge is defined and a list of examples of professional practice is provided. Postgraduate qualifications in information science and information management are offered by Victoria University in Wellington and an undergraduate course is offered by the Open Polytechnic.

Paraprofessional qualifications in New Zealand

In New Zealand, paraprofessional qualifications can be attained through the Open Polytechnic: the paraprofessional entry-level qualification is the Level 5 Diploma in Information and Library Studies, which can be augmented by the Level 6 Diploma. The Open Polytechnic also offers undergraduate programs in library science: the diploma programs ‘staircase’ to the bachelor degree. The core curriculum of the Level 5 Diploma covers:

- the information industry
- library systems and processes
- accessing information
- information sources and services
- user education and reference skills.

Appendix 2: Literature review and environmental scan

One elective area of study is also required (for example, information systems, records management or knowledge management). The Level 6 Diploma focuses more on information issues, policy, planning and communication. The elective courses of principal relevance to public libraries are literature and library services for children and young people, and cataloguing and classification: these topics can also be studied as specialised certificate programs.

CILIP Professional knowledge and skills base (PKSB)

In the UK, the Chartered Institute of Library and Information Professionals (CILIP) is charged with the responsibility of LIS course accreditation for undergraduate and postgraduate courses. The LIS field of professional practice is mapped to CILIP's *Professional knowledge and skills base (PKSB)* (CILIP, 2013), encompassing both professional and technical expertise and generic skills and

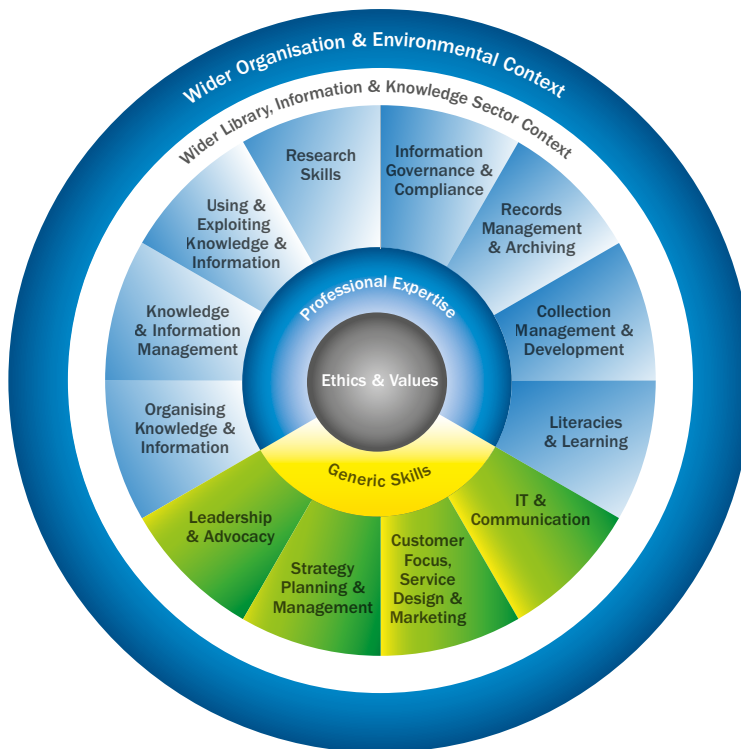
capabilities. The PKSB is presented as a wheel (Figure 2), with ethics and values at the hub, supported by the two domains of professional expertise and generic skills. Thirteen knowledge- and skill sets radiate out as spokes. Professional expertise includes:

- organising knowledge and information
- knowledge and information management
- using and exploiting knowledge and information
- research skills
- information governance and compliance
- records management and archiving
- collection management and development literacies and learning.

The generic skills encompass:

- leadership and advocacy
- strategy, planning and management
- customer focus, service design and marketing
- IT and communications.

Figure 2. CILIP Professional Knowledge and Skills Base (PKSB) (CILIP, 2013)



National occupational standards for library, archive, records and information management services

In the vocational arena in the UK, training for library and information services is coordinated by Education Development International (EDI). A Level 2 Certificate and a Level 3 Diploma program form part of the UK *Qualifications and credit framework (QCF)* (Ofqual, 2013).

There has been a considerable amount of change in the education and training sector in the UK over the past couple of years. The agency Lifelong Learning UK (LLUK) had worked with the LIS sector to develop the *National occupational standards for library, archive, records and information management services (LARIMS NOS)*, which were approved in 2011. When LLUK was disbanded, the LARIMS NOS became the responsibility of Learning and Skills Improvement Service (LSIS), which in turn was disbanded in August 2013. The LARIMS NOS continues to exist as a resource, although the future of the standards is uncertain.

The standards were developed to help with the planning, development and delivery of library and allied services and can be applied flexibly at the service, organisational, departmental or individual level. The standards are framed by a series of values, with descriptions of behaviour that underpin library services:

- effective communication
- customer focus
- working collaboratively with others
- respect for others
- working ethically
- leadership
- business focus
- accountability
- continuous improvement
- continuing personal development.

The LARIMS NOS encompasses 12 expansive occupational standards:

- implement core services for libraries
- engage users in the shaping of libraries
- develop user-centred services
- manage content and collections
- preserve and conserve content and collections
- supply information and materials
- help users to access information

- enable users to find content
- assist users to develop information literacy
- provide information resources to support community engagement
- ensure the security and safety of information
- develop shared services.

Each standard presents a set of statements about the knowledge and understanding that is required, and a series of performance criteria that indicate '[what] an individual should demonstrate to be competent in the sector' (LLUK, 2011). Some of the areas of knowledge and understanding relate to the 'traditional' areas of library services, while others are arguably 'non-traditional'. For example, Standard 8: Enable Users to Find Content focuses on the understanding and knowledge associated with cataloguing, classification, indexing and metadata; while Standard 10: Provide Information Services to Support Community Engagement relates to the knowledge and understanding of national policy drivers for social inclusion and community cohesion, community barriers and constraints to access to information, and providing support to communities to enable them to engage with information services. The specific performance criteria require that practitioners be able to:

- identify national policy drivers for social inclusion and community cohesion
- identify national, international and organisational/service policy drivers for the provision of information services in communities
- analyse community information requirements and patterns of use
- negotiate with stakeholders and communities to agree how to meet community information requirements
- review emerging media and methods to promote access to information by users
- identify community barriers and constraints to access to information
- identify media relevant to the promotion of and access to information for specific communities
- promote information services available to communities from own organisation and other stakeholders
- provide support to communities to enable them to engage with information services
- use communities to promote and advocate on your service's behalf.

Appendix 2: Literature review and environmental scan

The LARIMS NOS detail the spectrum of understanding, knowledge and skills that are relevant to contemporary public libraries and, as such, represent ‘a rich resource which can enable organisations to support the Continuing Professional Development (CPD) of employees at every level’ (WiredGov, 2011), as well as to support recruitment, selection, and performance management.

ALA Core competencies of librarianship

In 2009 the American Library Association (ALA) published a document outlining the core competencies required by graduates of ALA-accredited masters programs in LIS. The competencies cover:

- foundations of the profession
- information resources
- organisation of recorded knowledge and information
- technological knowledge and skills
- reference and user services
- research
- continuing education and lifelong learning
- administration and management.

It is stressed that librarians working in the contexts of school, academic, public, special and government libraries will need additional specialised knowledge. Links are provided on the ALA website to a number of organisations that provide resources for specialised competencies and which are frequently referred to in the professional literature:

- American Association of Law Libraries (AALL)
- American Association of School Librarians (AASL)
- Association of College and Research Libraries (ACRL)
- Medical Library Association (MLA)
- Reference and User Services Association (RUSA)
- Special Libraries Association (SLA).

The ALA competency framework was reviewed from the perspective of urban public libraries through a series of focus groups held at the 2008 Urban Libraries Summit (Wayne State University, n.d.; Gonzalez, 2010). Overall, it was found that the

competencies proposed by focus group participants correlated with the ALA core competencies, although urban public libraries sought ‘substantially more well-rounded, energetic, and outgoing individuals, perhaps more empathic and tolerant than most’ (Gonzalez, 2010).

SLA Competencies for information professionals of the 21st century

It was noted earlier that Re-conceptualising and Re-positioning Australian library and information science education for the 21st century (Partridge et al., 2011), the Australian study into future LIS education requirements, utilised the Special Library Association (SLA) competency framework to categorise library and information skills. The document *Competencies for information professionals of the 21st century* (SLA, 2003) defines ‘Information Professional’ as a person who ‘strategically uses information in his/her job to advance the mission of the organization’ with the goal of providing ‘the competitive edge for the knowledge-based organization by responding with a sense of urgency to critical information needs’. The SLA client groups served do not necessarily align directly with the client groups served by public libraries. Nevertheless, the principles espoused in the SLA competencies are well structured to encompass Professional skills and personal attributes. The professional competencies relate to four key areas, which are augmented by some typical applied scenarios:

- managing information organisations
- managing information resources
- managing information services
- applying information tools and technologies.

There is a strong message about the critical need for strategic planning, sound operational practices, monitoring and evaluation of information services, and the ability to add value to the organisation. The focus is on ‘traditional’ LIS activities distilled through a corporate or business lens and underpinned by high levels of professionalism.

The focus and tone of the personal competencies presented by SLA offer the potential to emphasise the value of this highly professional attitude and

work ethic, regardless of whether in the corporate sector or the public sector. The Information Professional:

- seeks out challenges and capitalises on new opportunities
- sees the big picture
- communicates effectively
- presents ideas clearly; negotiates confidently and persuasively
- creates partnerships and alliances
- builds an environment of mutual respect and trust; respects and values diversity
- employs a team approach; recognises the balance of collaborating, leading and following
- takes calculated risks; shows courage and tenacity when faced with opposition
- plans, prioritises and focuses on what is critical
- demonstrates personal career planning
- thinks creatively and innovatively; seeks new or 'reinventing' opportunities
- recognises the value of professional networking
- balances work, family and community obligations
- remains flexible and positive in a time of continuing change
- celebrates achievements for self and others.

The SLA has determined that the competencies required in the 21st century 'have their roots in the past and reach far into the future', arguing that while the core of the profession remains relatively constant, the methods and tools for information delivery are constantly growing and changing.

The detailed personal competencies emphasise the need for resilience, creativity, flexibility and openness to change. Within the context of special libraries in New Zealand, Ralph and Sibthorpe (2010) undertook an analysis of job advertisements to distil the professional competencies and personal skills sought by employers. This study highlighted the need for flexible skill sets that combine core LIS skills with technology skills, and that are supported by soft skills.

Skills frameworks for public libraries

Bitter-Rijkema et al. (2012) argue strongly that the job description of the public librarian has morphed over the past 20 years. The contemporary public librarian sits at 'the crossroads of society, culture and technology... in close collaboration with an increasingly complex network of peers, stakeholders and partners'. Learning, creativity and knowledge sharing represent the three key areas of professional practice, shaped through 'a collaborative attitude, social awareness, creativity and cultural knowledge [combined with] management skills, knowledge of digital developments and the ability to enter into alliances'.

The Danish report on public libraries in the knowledge society outlined three 'metacompetencies' that will be 'prerequisites for more specific subject-oriented competences' (Konrad, 2010; Thorhauge, 2010):

- learning and transformation – the ability to acquire knowledge and use it for change and development
- building relationships – the ability to handle the many relationships involved in creating a dedicated and relevant service profile
- dialogue and meaning – the ability to handle a dialogue between the multitude of attitudes and values and establish and communicate a platform for the library services recognised by staff as well as by the public.

These metacompetencies are supported by five key competencies that will help the 'classical library' transform itself into 'the library of the knowledge society' (Thorhauge, 2010):

- skills in instruction, teaching and intermediary activities
- skills in marketing
- updated competencies in ICT
- professional competencies in various subject fields – traditional competencies that will still be needed
- skills in leadership and management.

Appendix 2: Literature review and environmental scan

Competency index for the library field

In 2009, Webjunction published a compilation of library competencies, the Competency index for the library field (Gutsche, 2009). The Competency index aggregates and synthesises multiple competencies drawn from a range of resources, including state-based public library organisations' competency documentation, the ALA Core competencies and the SLA Competencies for information professionals in the 21st century.

The Competency index is divided into six main sections: library management; technical services; public services; technology – core skills; technology – systems and IT; and personal/interpersonal competencies. They are presented as a 'menu' from which individual or groups of competencies can be selected to meet the needs of a specific library context. As Webjunction delivers learning programs to the LIS sector, the goal was to use the Competency index as a catalogue interface to the suite of training and development opportunities on offer. A brief overview of the scope of the Competency Index follows.

Library management competencies

Scope: A successful library involves leadership and careful management.

The management perspective starts at the big picture level, establishing goals and objectives, planning for implementation, determining value and promoting community and stakeholder relationships. (Gutsche, 2009)

The areas of knowledge and skills pertaining to the management of libraries include:

- budget and funding
- community relations
- facilities
- laws, policies and procedures
- marketing
- organisational leadership
- personnel management
- project management
- staff training and development
- strategic planning
- trustees and friends.

Technical services competencies

Scope: Those who work in Technical Services are involved in the full life cycle of information from its creation or acquisition through its destruction. This includes organizing, cataloging, dissemination and preservation. Because these functions interface with many other library operations, related competencies can be found in the Public services and Systems and IT sections. (Gutsche, 2009)

Technical services competencies can be categorised as relating to 'traditional' LIS activities:

- acquisition and processing
- cataloguing
- collection management
- e-resource management
- preservation.

Public services competencies

Scope: All of the services that interface directly with the library's users come together under the heading of public services. These frontline staff anticipate and meet the needs of users in the most visible way. Fully supported by all the other sectors and departments, they work to provide the best possible programs and services to the library community. (Gutsche, 2009)

Public services are, of course, very wide ranging and will be determined by the immediate communities served. The Competency index includes the following areas of library skills:

- access services (circulation)
- adult and older adult services and programming
- readers' advisory
- reference services
- children's services and programming
- patron training
- young adult services and programming.

The skills required to deliver library services to children and to young adults are discussed in greater detail later.

Technology competencies: Core skills

Scope: Now that technology has permeated all levels of the library's operations and services, every position requires some level of comfort with computers. This section defines a core of technology competency that all staff need in order to contribute to the overall effectiveness of the organization, whether they are behind the scenes or interacting with the public. (Gutsche, 2009)

Technology competencies for library staff include:

- core email
- core hardware
- core internet
- core operating systems
- core software applications
- core web tools.

These competencies may be regarded as general productivity skills in an information intensive organisation. Specific IT systems and IT management skills may also be relevant.

Technology competencies: Systems and IT

Scope: Beyond the core technology competencies, there is an increasing variety and complexity of technology systems that drive library operations. Depending on the size and type of library, there may be strict divisions between the responsibilities of IT staff and other library staff, or the line may be more indistinct as it is for 'accidental' systems librarians in small libraries. Find the right combination of competencies from this compilation to meet the needs of your library.

Many aspects of Systems and IT involve management skills. See the Library Management Competencies set for project management, budgeting and organizational leadership. (Gutsche, 2009)

While the relevant competencies will again be context-specific, they fall into the following areas of practice:

- digital resource technology
- enterprise computing
- hardware
- networking and security
- operating and automation systems

- public access computing
- server administration
- software applications
- technology planning
- technology policies
- technology training
- web design and development.

These competencies may be relevant to staff with specific areas of responsibility, or they may be required to varying degrees by a wide range of staff.

Personal and interpersonal competencies

Scope: These competencies are foundational, most of them transferable to any workplace. In most situations in life, your effectiveness is enhanced by clear communication, strong relationships, ethical behavior and the flexibility to be a leader, team player and lifelong learner. (Gutsche, 2009)

Gutsche stresses that these competencies underpin all other competency areas: 'Librarians and library staff who possess all of these qualities will build a vibrant and relevant library'. These competencies include skills, attitudes and behaviours that may be considered generic in the contemporary workplace:

- communication
- customer service
- ethics and values
- interpersonal relationships
- leadership
- project management
- responsive to change
- learning and personal growth.

While comprehensive in scope, the competencies presented in the Competency index were, as noted, drawn from existing published US competency frameworks, dating back many years. Some of the competency sets used in the compilation are no longer publicly available. This means that there is a sense of retrospectivity to the skill sets identified: they may be viewed as reflecting current and past library practice, rather than anticipating emerging or future skills requirements.

Appendix 2: Literature review and environmental scan

Technology skills

The *Competency index for the library field* (Partridge et al., 2009) purposefully distilled multiple skills frameworks into one common one. It is valuable to note that more detailed frameworks are available that may be of relevance to public librarians, for example the competency descriptions for technology in libraries and for librarians working with children and young adults.

In an era of rapid change in ICT, the technology skills of library staff are widely discussed. The requirements for working with technology in libraries have been analysed in depth by Thompson (2008). The volume *Core technology competencies for librarians and library staff* includes a number of different competency lists, job descriptions and outlines of training programs. In 2007 Webjunction compiled a framework for public access computing technology skills for both front-of-house staff working with clients and back-of-house systems staff, encompassing hardware, software applications, patron training, networking, security and keeping current. In 1998, Tennant referred to the need for 'technology agility': this attribute remains absolutely critical for all library staff today.

The application of Web 2.0 technologies in libraries as tools to facilitate participation, interaction and creativity has been widely discussed in the professional literature (King, 2007; Cullen, 2008; Harvey, 2009; Peltier-Davis, 2009; Partridge, Menzies, Lee & Munro, 2010). The skills required to work in a Web 2.0 world are not specifically ICT skills; librarians certainly need the interest and motivation to keep abreast of changes in technology, but they also need a strong customer-service focus, resilience and high-level communication skills. Beyond this, 'Library 2.0 requires a reflective practitioner who engages in continuous re-examination of actions, services, tools, and needs' (Partridge et al., 2010).

Mobile literacy is an increasingly important skill in the dynamic environment (Murphy, 2011). Saravani and Haddow (2011) have explored the readiness of library staff, specifically in the colleges of TAFE, to deliver mobile library services.

Competency areas that were highlighted included:

- competency in using different mobile devices
- willingness to try things out
- knowledge of the devices being used
- skills to enable library resources/services to be accessible on mobile devices
- ability to link new technologies with new opportunities.

Murphy and Moulaison (2009) underscore the need for skills in content creation, information evaluation, the ethical and legal contexts of information use, information retrieval and teaching. However, flexibility is highlighted as the 'defining skill for librarians engaging people and information through social networking'. Murphy provided a brief update to this work in 2011, to stress the ongoing imperative for staff to be flexible and to be prepared for the implications of ICT use – for example, the potential for increased engagement and interaction.

Management and leadership skills

Libraries' need for good skills in management and an aptitude for leadership has been widely explored. Overall managerial competency is highlighted as a critical ingredient for a successful future (van Wanrooy, 2006; Wilson & Birdi, 2008; Thorhauge, 2010; Bitter-Rijpkema et al., 2011; MAC, 2012; SLV, 2013), while Gutsche (2009) specifies the range of competency areas that fall under the umbrella term 'management' (see the discussion of *library management competencies* earlier). Individual competency areas are also discussed by a number of commentators (Working Together Project, 2008; DCMS, 2010; Pateman & Willimen, 2013):

- understanding and supporting the institution's mission and values
- business development
- people management
- performance management
- continual service improvement
- change management.

It is interesting to note that views are divided as to whether management skills are 'specialised' skills or 'generic' skills. Gutsche (2009) presents library management competencies as a discrete

category, while Pateman & Willimen (2013) propose that specific leadership and management skills are distinct from core LIS skills, generic skills and personal attributes. The different professional association skills frameworks also vary in approach: SLA (2003) emphasises that 'managing information organisations' represents a critical area of professional skills; LIANZA (2012a) identifies 'management in information organisations' as one of the 11 Bodies of Knowledge; ALA (2009) also lists 'administration and management' as one of the eight core competency areas. On the other hand, CILIP (2013) lists 'strategy, planning and management' and 'marketing' as generic skills. ALIA (2012) includes 'marketing', 'accounting' and 'human resource skills' in a list of 17 employability skills and attributes.

Research undertaken by Jordan (2012) sought to determine the competencies needed to be 'an effective manager-leader'. Using a Delphi model of data collection, an initial list of 34 competency areas was distilled to 19. It was found that public library directors considered integrity (that is, following the professional code, being honest and being a role model) and customer service (both internal and external, remembering that customers are the focus of the library) to be the most valued competencies for library leaders. Further important attributes were accountability, credibility, vision, political understanding, and communication skills.

Leadership skills are widely regarded as critical skills for the future of the public library sector (Streatfield, Wilson, Corral & Usherwood, 2007; Considine, 2008; SLNSW, 2009; Germano, 2011; Ipsos Mori & Shared Intelligence, 2012; Hernon & Pors, 2013; Sandlian-Smith, 2013). Gutsche argues that a successful library involves organisational leadership and careful management; LIANZA (2012a) stresses the importance of 'professional leadership' as a key domain of LIS practice. CILIP (2013) again considers 'leadership and advocacy' to be generic skills. A recent study in the UK has revealed that the current economic crisis had served to increase the value of strong leadership, particularly in terms of political awareness and sensitivity (Goulding, Walton & Stephens, 2012).

Behavioural skills (soft skills, or people skills) are viewed as a core dimension of leadership. Good leaders need to have 'fine-tuned communication skills' and the understanding that 'what we are able to achieve is entirely dependent on the quality of our relationships' (Madziak, 2009). Davis and Macauley also describe 'leadership literacies' as being relationship-based, with a strong understanding of ourselves and our environment. Leadership might therefore be regarded as a metaskill or 'mega-competency' (Chow & Rich, 2013) that encompasses a range of behavioural skills: Caplan's belief that public library leaders are expected to have 'great motivational and communication skills; be innovators, risk takers, and strategic thinkers; and at the same time be fiscally responsible and politically savvy' (2013) resonates with the research findings of Goulding et al. (2012). Emotional intelligence is widely discussed as a key attribute of leadership (Hopper, 2005; Hernon & Rossiter, 2006; Kreitz, 2009; Chow & Rich, 2013).

The ability to negotiate, motivate, empower and influence others is a significant component of effective leadership (Dotson & Jones, 2011; Goulding et al., 2012), not only within the organisation, but also beyond the organisation, as predicted by Abram (2009):

The next few decades will offer an amazing opportunity for information professionals with library training to influence society in a positive way. We need to develop a cadre of professionals who have - and use - their leadership skills to make a difference.

We must move beyond supervision and management alone to grasp this ring.

Strategic thinking and advocacy skills are therefore central to leadership (Abram, 2009; DCMS, 2010; Pateman & Willimen, 2013). Importantly, senior library managers should be included in leadership and management development for senior local authority staff (DCMS, 2010).

Appendix 2: Literature review and environmental scan

Reference service skills

The Reference and User Services Association (RUSA) compiled its list of competencies for reference librarians in 2003. RUSA (2003) defines competencies as 'behaviors that excellent performers exhibit more consistently and effectively than average performers'. The main competencies of value are reported to be:

- the ability to understand information needs and information behaviour and to identify relevant information sources to meet those needs
- a sound knowledge of the field of reference services
- marketing
- evaluation and assessment of resources and services
- collaboration with others.

As the changing ICT environment has resulted in more independent information retrieval by library customers, the reference questions now handled by library staff have become increasingly complex. Technology has allowed library staff to move away from the reference desk and work with clients at the point of need, both within the physical space of the library and in the virtual space of digital reference and chat enquiry services. It is suggested that the move to online reference services has made interpersonal and communication skills even more important 'as librarians are communicating with patrons in many different ways and without the support of non-verbal cues' (Saunders, 2012).

Saunders and Jordan (2013) conducted a comparative study of the skills and competencies required by reference librarians in both the academic library and public library sectors. The findings revealed considerable commonality of requirements across both contexts. Survey respondents were asked to select the most important skills areas from three categories: general skills, technology skills and personal skills.

Public librarians ranked the most relevant skills for reference services as follows:

- general skills:
 - customer service (97.1%)
 - search skills (95.6%)
 - familiarity with online reference sources (92.7%)
 - traditional reference interview (77.8%)
 - familiarity with paper reference sources (70.3%)
- technology skills:
 - online searching (98.2%)
 - software troubleshooting (77.8%)
 - hardware troubleshooting (64.4%)
 - social media (64.1%)
- personal skills:
 - verbal communication (97.8%)
 - listening (97.1%)
 - approachability (94.8%)
 - adaptability/flexibility (88.9%)
 - sense of humour (87.2%).

The least relevant requirements were a second master's degree (5%), research and publishing (12.5%), programming (13.1%), web design (22.4%) and foreign language (28.3%). This study, conducted in the United States, was followed up by two regional studies of the skills and competencies of reference librarians in academic libraries: in Australia (Haddow, 2012) and in New Zealand (Chawner & Oliver, 2013).

Table 3. Skill sets required for community development (Pateman & Willimen, 2013)

Personal attributes and behaviours	Core library and information skills
<ul style="list-style-type: none"> • Values and ethics • Reflective practice • Go-to people with a can-do approach • Flexibility • Positive and helpful attitude • Lateral thinking and creativity • Strategic vision and thinking • Political awareness 	<ul style="list-style-type: none"> • Knowledge, understanding and enthusiasm for reading, learning and information literacy in the community • Managing, promoting, preserving and evaluating resources • Understand, facilitate and support community needs
Generic skills	Specific leadership and management skills
<ul style="list-style-type: none"> • Community engagement • Communication and marketing • Relationship management • Partnership working • Working with children, young people and vulnerable adults • Project management and outcome delivery • E-capable and e-confident • Advocacy 	<ul style="list-style-type: none"> • Performance management • Financial management • Community development • Inspiring leadership • Governance and ethics • Managing and developing people • Political advocacy • Cultural expertise and understanding

Community development skills

Table 3 outlines the skill sets required for library staff who are working in the area of community development.

A range of soft skills is emphasised, including understanding, empathy, humility, confidence, curiosity, critical thinking, self-awareness, active listening, open-minded attitude, setting boundaries and stress management (Pateman & Willimen, 2013; Working Together, 2008). In Canada, this skills framework was presented to LIS educators as the *Community-led libraries toolkit*, to promote the subject areas relevant to community development. The proposed curriculum included:

- community mapping
- relationship building
- partnerships
- program planning
- collection development
- customer service
- community development and outreach
- community feedback, community input
- literacy issues
- digital divide issues
- quantitative and qualitative evaluation.

However, it was reported that relatively few attempts were made by LIS educators to integrate the content on social exclusion and community-led librarianship into coursework programs.

Children's services skills

In *Competencies for librarians serving children in public libraries* (ALSC, 2009), the Association of Library Services to Children (ALSC) stresses the need for a foundation master's degree in LIS, but states that the standards of service would apply to paraprofessional staff. Librarians serving children should develop their understandings of and skills in:

- knowledge of the client groups, including children, parents and caregivers
- knowledge of materials of relevance to the client groups
- user and reference services, tailored to the needs of children
- programming skills to develop, deliver and evaluate programs for children
- effective communication skills to work with children and families.

Appendix 2: Literature review and environmental scan

Additional competencies are required in the areas of:

- advocacy, public relations and networking
- administration and management
- technology
- professionalism and professional development.

The ALSC recommended that the desired skills should be developed through a variety of pathways: formal study, continuing education and on-the-job training. Emphasis is placed on collaboration with other relevant agencies such as schools and community organisations.

Youth services skills

The competency areas that are important to library staff working with young adults, presented in the Young Adult Library Services Association (YALSA) competency framework *Competencies for librarians serving youth: Young adults deserve the best* (YALSA, 2010), have a similar flavour, but focus on young people as the client group, rather than on children.

- Area I: Leadership and professionalism
- Area II: Knowledge of client group
- Area III: Communication, marketing and outreach
- Area IV: Administration
- Area V: Knowledge of materials
- Area VI: Access to information
- Area VII: Services

The competencies focus strongly on the specific informational and developmental needs of young adults, through appropriate facilities, collections, services and programs, with the ability to promote and market library services to young people in a wide variety of settings, including home-school settings, foster care programs and detention. The importance of involving young adults in all aspects of service delivery is emphasised.

Behavioural skills: Personal and interpersonal skill sets

There is much discussion in the professional literature regarding behavioural skills. Behavioural skills encompass the essential personal and interpersonal skills that underpin an individual's performance in the workplace and his/her relationships with managers, colleagues and customers. A detailed description, with examples, of behavioural skills required in the context of public libraries, has been discussed by Chan (2005). These include communication, interpersonal skills, customer service, adaptability, creativity and innovation.

The majority of universities in Australia refer to 'graduate attributes', 'graduate skills', 'graduate capabilities', 'graduate qualities' or 'generic skills' (Barrie, Hughes & Smith, 2009) and 'graduate outcomes' (Oliver, 2011). These can be interpreted as a blend of Foundation skills and Behavioural skills that ensure that university graduates are 'work-ready'; in the vocational education and training sector, reference is made to 'employability skills' (Precision Consulting, 2006). The ALIA core knowledge statement presents 17 employability and personal attributes that are considered important to library and information professionals (ALIA, 2012), while Partridge and Hallam (2004) discussed the value of ten 'generic capabilities' in their depiction of the DNA of the information professional.

Some authors refer to 'soft skills' (Ralph & Sibthorpe, 2010; Reeves & Bellardo Hahn, 2010), while others consider the importance of 'emotional intelligence', which comprises the five domains of self-awareness, self-regulation, motivation, empathy and social skills, with a total of 25 behavioural traits overall (Goleman, 1995; Hernon & Rossiter, 2006; Promís, 2008; Kreitz, 2009; Mazrek, Sani & Jamaludin, 2012; Hendrix, 2013; Lee King & Porter, 2013).

It is generally agreed that staff require a wide range of behavioural skills that are intrinsic to both the profession and to the wider employment environment (Kennan et al., 2006; Reeves & Bellardo Hahn, 2010; Howard 2010; Partridge, Menzies, Lee & Munro, 2010; Partridge et al., 2011; Haddow, 2012; Chawner & Oliver, 2013). The 21st century demands a new type of employee: 'professionalism/work ethic, oral and written communications, teamwork and collaboration, and critical thinking and problem solving mindsets are all skills desired by employers' (P21, 2008). Abram (2009) believes that, to achieve lifelong success, 'new' librarians require five key attributes: 'each one is heavily influenced by technology and rapid change, but all five are planted firmly in human behaviour: leadership, advocacy, interpretation, empathy, flexibility'. A wide range of personal and interpersonal skills are highlighted by Chawner and Oliver, including self-motivation, building relationships with coworkers and other colleagues, and stress management.

The need for good communication skills has been discussed widely, with emphasis placed on the spectrum of oral communication, active listening, written communication and non-verbal communication (Wilson & Birdie, 2008; Working Together Project, 2008; ALIA, 2012; Haddow, 2012; Pateman & Willimen, 2013; Saunders & Jordan, 2013). Effective communication is a central concept in emotional intelligence (Goleman, 1995; Hendrix, 2013; Lee King & Porter, 2013). In *The next horizon: Vision 2017 for Queensland public libraries*, the State Library of Queensland specifically highlights the importance of facilitation skills and public presentation skills, while Abram (2009) explores the issue of 'interpretation skills' at the 'intersection of people, service and technology in everything from user behaviors to search-assisted decision making'. He argues that the communication and influencing skills of the library profession could be improved at all levels of the organisation.

Customer service has been described as 'responsiveness to customers, politeness, courteousness and sensitivity to diversity among

customers' (Chan, 2005). Central to good customer service are people skills in their widest sense, but specifically approachability and, again, communication skills (Bonnet & McAlexander, 2012; Saunders & Jordan, 2013; Chawner & Oliver, 2013). Pateman & Willimen (2013) make reference to the notion of 'advanced customer care', which moves beyond the typical transactional focus to 'the caring individualised attention' provided to customers (Cook, Heath & Thompson, 2001) – with the goal of building customer confidence (Birdi, Wilson & Cocker, 2008). 'Customer engagement' is viewed as a more relevant term, and involves the interplay between:

- communication skills
- listening skills
- influencing relationships
- reflective practice
- improved confidence and assertiveness
- negotiation skills
- dealing with conflict.

Bourke (2008) stressed the need for customers to feel valued, understood and respected.

As the customer base of public libraries shifts to a more diverse demographic, empathy has been identified as a critical attribute for staff (Wilson & Birdi, 2008; Gonzalez, 2010). All staff need to have a good understanding of the different people who come to their library, plus their socio-cultural contexts. It has been argued that there is an imperative for the gap in staff knowledge and understanding of social exclusion issues to be addressed through relevant training and development activities (Wilson & Birdi, 2008). Library staff should respect the diverse backgrounds, opinions and beliefs of library users and workers (Working Together Project, 2008; Pateman & Willimen, 2013). Empathy therefore encompasses a human-centred understanding of equal opportunities, anti-racism, anti-sexism, cultural exclusion awareness and social exclusion awareness. 'We can no longer afford to shy away from developing deeper relationships with our communities of users and management and providing them with intelligent advice' (Abram, 2009).

Appendix 2: Literature review and environmental scan

Empathy represents one dimension of emotional intelligence in which staff have the capacity for understanding and developing others, underpinned by political awareness and a strong service orientation (Promís, 2008; Reeves & Bellardo Hahn, 2010). The State Library of Queensland notes the importance of cross-cultural awareness (SLQ, 2013), while National and State Libraries Australasia (NSLA) has developed a set of guidelines to support the development of programs and services that are responsive to the needs of Aboriginal and Torres Strait Islander peoples. *Working with community: Guidelines for collaborative practice between libraries and Aboriginal and Torres Strait Islander communities* stress the importance of meaningful consultation and respectful relationships in the interactions between library staff and Indigenous communities.

Self-management represents another domain of emotional intelligence (Goleman, 1995; Promís, 2008; Reeves & Bellardo Hahn, 2010). Library staff need to be self-aware, confident and proactive, with the ability to set realistic boundaries and manage stress (Working Together Project, 2008; Pateman & Willimen, 2013). A sense of humour is an essential ingredient (Abram, 2009; Saunders & Jordan, 2013; Chawner & Oliver, 2013).

Flexibility, an open-minded attitude, and the ability to work in non-traditional environments are identified as key behavioural skills (Wilson & Birdi, 2008; Working Together Project, 2008; Pateman & Willimen, 2013; Saunders & Jordan, 2013). Abram (2009) notes that library staff will need flexibility and 'the ability to deal with ambiguous signals and situations'. Beyond this, the skills to think creatively, to be innovative and to see new opportunities will become increasingly important.

Curiosity, imagination, creativity, innovation, and entrepreneurial skills will help ensure a meaningful future for public libraries (Working Together Project, 2008; Abram, 2009; Pateman & Willimen, 2013; Foote, 2013). 'It's up to us to create the changes and future we want to see... The alternative is facing a future that we neither want nor took part in creating' (Abram, 2009). Critical,

reflective and creative thinking, problem solving, ethical behaviour, social responsibility and commitment to lifelong learning are also attributes that are relevant to public library staff (Partridge & Hallam, 2004; ALIA, 2012).

Within the library, collaboration and cooperation between colleagues means that teamwork represents a further dimension of the contemporary workplace (Bagshaw, 2013). The expanding horizons for public libraries, especially the areas of literacies and learning, cultural programming and community development, demand a more interdisciplinary approach to programs and services. One study of public libraries in the UK has highlighted the value of drawing on behavioural skills that come from areas beyond librarianship (DCMS, 2010):

Library services are best when staffed by a mixture of professionals, including librarians and people qualified for work in other fields... A broad range of generic skills and attributes underpins a successful contemporary (library) service and these skills may be derived from different careers and training routes.

The behavioural skills acquired through careers in youth work, community development and adult education are viewed as being of particular relevance to libraries (DCMS, 2010; Pateman & Willimen, 2013). Public library staff need the ability to consult with, respond to and reflect the communities they serve; to pursue and establish partnerships with the public sector, the private sector and the third sector (SLQ, 2008; Working Together Project, 2008; DCMS, 2010; Pateman & Willimen, 2013).

Conclusion

The review of professional literature for the *Victorian public libraries: Our future, our skills* project revealed a wealth of discussion on the future of public libraries, specifically in terms of ongoing developments in ICT and new directions for the services and programs provided by libraries. The discussion has focused on the skills required by the public library workforce to engage with the changing customer base and to design and deliver innovative services and programs.

Social and demographic commentator Bernard Salt (2013) has outlined the 'seismic shift in the [Australian] economy and workforce since the global financial crisis', as the nation transitions from a 20th-century island economy to a 21st-century global economy. There is a widespread movement away from simple transactional activities to more complex, transformational activities.

When interviewed by *The Deal: The Australian Business Magazine*, CEO of The Year Peter Birtles indicated how his retail company has had to change: 'We are adapting from being a product-centric business to a solution-centric business... it has to be about helping the customer get the end result, not purely selling them the product' (Korporaal, 2013). This philosophy is equally relevant for libraries as they move beyond their original function as information brokers and as places of book-centric transactions: 'the public library needs to create context and meaning as added value, instead of just acquiring, structuring and ordering information (materials) and making them available to the public' (Bitter-Rijkema et al., 2012).

One significant outcome of the profound structural change taking place will be that low-skilled and unskilled jobs will 'join the endangered list' (Salt, 2013). We are witnessing a dramatic shift in the skills base of the economy and, inevitably, the public library sector will not be immune from the impact. Considine et al. (2008) pointed out that 'technological changes and changing community expectations have [already] resulted in increased skill levels for

library work' – and many more changes are on their way. As libraries become creative community hubs, social interaction spaces and places of co-creation and learning, library staff 'need to be equipped with the knowledge, skills and attitudes to cope with continuous change and innovation' (Bitter-Rijkema et al.).

The project *Victorian public libraries: Our future, our skills* project is therefore very timely: the development of a contemporary skills framework and the opportunity to survey library staff and library managers about their foundation, professional and behavioural skill sets has stimulated meaningful discussion about the future. The process will encourage a fresh analysis of position descriptions for all levels of staff, stimulate consultation about staffing structures and articulate the organisational expectations of the library workforce. Recent industry studies have underscored the imperative of being prepared to meet the challenges of the future, as there are major concerns that, despite some emergent good practices, some library services are not yet ready to tackle the issues head on: 'while a few libraries are preparing for the future, too many are struggling to keep up' (Ipsos Mori & Shared Intelligence, 2012).

'The new public librarian operates on the crossroads of society, culture and technology within a public library in close collaboration with an increasingly complex network of peers, stakeholders and partners' (Bitter-Rijkema et al.). This literature review and environmental scan has investigated and discussed the range of foundation, professional and behavioural skills required by the new public librarian.

Foundation skills are described as 21st-century skills, with metaliteracies being emphasised as critical skills for navigating, participating in and contributing to an increasingly digital world. The professional frameworks and emerging areas of practice are explored in the examination of the professional skills that are central to the diverse range of activities and functions performed by those working in the public library sector. It is argued that the 'traditional' LIS skills will still be relevant in some areas, but that they will be

Appendix 2: Literature review and environmental scan

174

adapted to the new environments of library practice. New 'non-traditional' skills have been identified that will allow libraries to respond to changing user expectations and anticipate the opportunities for innovative programs and services.

A portfolio of rich personal and interpersonal skills represents the range of behavioural skills that library staff require to work collaboratively with colleagues, to connect with customers and to cooperate with other human services, community and cultural organisations.

The detailed examination of the knowledge and skills needed by public library staff directly informed the development of a skills framework for the *Victorian public libraries: Our future, our skills* project (Appendix 3). Not unsurprisingly, the process resulted in a complex framework encompassing almost 50 competency areas. It must be stressed that there is no single, simple set of competencies that are appropriate for all types and sizes of library. Knowledge and skills should be used as building blocks, to allow for multiple situations, with 'different combinations tailored to the particular application and organization' (Gutsche, 2010).

Abram (2013) uses the metaphor of the 64-colour crayon box: he argues that many of the core professional frameworks for library and information science represent the eight-colour crayon box, with strong, solid colours. Public librarianship, however, is a highly diverse field that requires variations of hues. Winston Churchill once said, 'I cannot pretend to be impartial about the colours. I rejoice with the brilliant ones, and am genuinely sorry for the poor brown ones'. The findings from the survey of staff in the different libraries across metropolitan, regional and rural Victoria has resulted in diverse canvases with many combinations of colours. The study should help the public library sector to look ahead: the ability to achieve the right mix of colours is critical for a bold, bright and colourful future.

References

- Abram, S. (2009). The new librarian: Three questions. *Information Outlook*, 13(6), 37-38.
- Abram, S. (2013). Teacher-librarianship education: Time for a rethink? *Internet@Schools*, 20(3), 17-19.
- AEC Group (2008). *Planning for the future of the South Australian public library network*. Retrieved from www.lga.sa.gov.au/webdata/resources/files/Collaboration_Models_for_a_Sustainable_Public_Library_Network_-_Report_November_2008.pdf
- American Association of Law Libraries (AALL) (2010). *Competences of law librarianship*. Retrieved from www.aallnet.org/main-menu/Leadership-Governance/policies/PublicPolicies/competencies.html
- American Association of School Librarians (AASL) (2010). *ALA/AASL standards for initial preparation of school librarians (2010)*. Retrieved from www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf
- American Library Association (ALA) (2009). *Core competences of librarianship*. Retrieved from www.ala.org/educationcareers/careers/corecomp/corecompetences
- American Library Association (ALA) (2012). *Diversity standards: Cultural competency for academic librarians*. Retrieved from www.ala.org/acrl/standards/diversity
- American Library Association (ALA) (2013). *Libraries transforming communities*. Retrieved from www.ala.org/transforminglibraries/libraries-transforming-communities
- Association of College and Research Libraries (ACRL) (2008). *Competencies for special collections professionals*. Retrieved from www.ala.org/acrl/standards/comp4specollect#relation
- Association of Library Services to Children (ALSC) (2009). *Competencies for librarians serving children in public libraries*. Retrieved from www.ala.org/alsc/edcareers/alsccorecomps
- Australian Curriculum Assessment and Reporting Authority (ACARA) (n.d.). *Australian curriculum: General capabilities*. Retrieved from www.australiancurriculum.edu.au/GeneralCapabilities/Overview/General-capabilities-in-the-Australian-Curriculum
- Australian Library and Information Association (ALIA) (2010). *Library technician education in Australia: State of the nation report*. Retrieved from <http://alia.org.au/sites/default/files/documents/Publishing/Archivedreports/Libtech%20Education%20State%20of%20the%20Nation%20Report%202010.pdf>
- Australian Library and Information Association (ALIA) (2012). *The library and information sector: Core knowledge, skills and attributes*. Retrieved from www.alia.org.au/about-alia/policies-standards-and-guidelines/library-and-information-sector-core-knowledge-skills-and-attributes
- Australian Library and Information Association (ALIA) (2013). *Library and information services: The future of the profession - themes and scenarios 2025*. Retrieved from <http://aliafutures.wikispaces.com/>
- Bagshaw, M. (2013). Is there no 'I' in 'teamwork'? *Library Journal*, 138(4). Retrieved from <http://lj.libraryjournal.com/2013/03/opinion/backtalk/is-there-no-i-in-teamwork-backtalk/>
- Barrie, S., Hughes, C. & Smith, C. (2009). *The national graduate attributes project: Integration and assessment of graduate attributes in curriculum*. Sydney: Australian Learning and Teaching Council. Retrieved from www.itl.usyd.edu.au/projects/nationalgap/resources/gappdfs/national%20graduate%20attributes%20project%20final%20report%202009.pdf
- Bitter-Rijkema, M., Verjans, S. & Bruijnzeels, R. (2012). The library school: empowering the sustainable innovation capacity of new librarians. *Library Management*, 33(1/2), 36-49.
- Bonnet, J. & McAlexander, B. (2012). Structural diversity in academic libraries: A study of librarian approachability. *Journal of Academic Librarianship*, 38(5), 277-286.

Appendix 2: Literature review and environmental scan

- Bourke, C. (2008, November). *What happens when the baby boomers go...?* Breaking professional development barriers. Paper presented at Breaking Barriers: NLS4. New Librarians Symposium, Melbourne. Retrieved from <http://conferences.alia.org.au/newlibrarian2008/Abstract.html#5>
- Bramley-Moore, G. (2012). Transition to the new CUL11 Library, Information and Cultural Services Training Package. *Access*, 26(2), 28-32.
- Caplan, A. (2013, May 2). Leadership and advocacy. *Public Libraries Online*. Retrieved from <http://publiclibrariesonline.org/2013/05/leadership-and-advocacy/>
- Carroll, M. (2002). The well-worn path. *Australian Library Journal*, 51(2), 117-125.
- Center for an Urban Future (2013). *Branches of opportunity*. Retrieved from http://nycfuture.org/pdf/Branches_of_Opportunity.pdf
- Chan, D. (2005, June). *Core competencies for public libraries in a networked world*. Paper presented at Data, information, and knowledge in a networked world, Annual Conference of the Canadian Association for Information Science, London, Ontario. Retrieved from www.cais-acsi.ca/proceedings/2005/chan_2005.pdf
- Chartered Institute of Library and Information Professionals (CILIP) (2013). *Professional knowledge and skills base*. Retrieved from www.cilip.org.uk/cilip/jobs-and-careers/professional-knowledge-and-skills-base/what-professional-knowledge-and-skills
- Chawner, B. & Oliver, G. (2013). A survey of New Zealand academic reference librarians: Current and future skills and competencies. *Australian Academic and Research Libraries*, 44(1), 29-39.
- Choi, Y. & Rasmussen, E. (2009). What qualifications and skills are important for digital librarian positions in academic libraries? A job advertisement analysis. *Journal of Academic Librarianship*, 35(5), 457-467.
- Chow, A. & Rich, M. (2013). The ideal qualities and tasks of library leaders: Perspectives of academic, public, school and special library administrators. *Library Leadership & Management*, 27(1/2), 1-24.
- Churchill, W. (1921). Painting as a pastime. *Strand Magazine*, Dec 1921.
- Considine, G., Jaukbauskas, M. & Oliver, D. (2008). *Workforce sustainability and leadership: Survey, analysis and planning for Victorian public libraries*. Sydney: University of Sydney, Workplace Research Centre. Retrieved from www.libraries.vic.gov.au/downloads/Workforce_Survey_Analysis_and_Planning_Project/finalworkforcereport.pdf
- Cook, C., Heath, F. & Thompson, B. (2001). Users' hierarchical perspective on library service quality: A LibQUAL+ study. *College & Research Libraries*, 62(2), 147-153.
- Cullen, J. (2008). Catalyzing innovation and knowledge sharing: Librarian 2.0. *Business Information Review*, 25(4), 253-258.
- Cultural Human Resources Council (2006). *Training gaps analysis: Librarians and library technicians. Executive summary*. Retrieved from www.culturalhrc.ca/research/CHRC_Librarians_and_Library_Tech_TGA-summary-en.pdf
- Danish Agency for Libraries and Media (2010). *The public libraries in the knowledge society: Summary from the committee on public libraries in the knowledge society*. Retrieved from www.kulturstyrelsen.dk/fileadmin/publikationer/publikationer_engelske/Reports/The_public_libraries_in_the_knowledge_society_Summary.pdf
- Davis, H. & Macauley, P. (2011). Taking library leadership personally. *Australian Library Journal*, 60(1), 41-53.
- Department for Culture, Media and Sport (DCMS) (2010). *The modernisation review of public libraries*. Retrieved from http://webarchive.nationalarchives.gov.uk/+http://www.culture.gov.uk/images/consultation_responses/modernisation_review_public_libraries.pdf

- Department of Education, Employment and Workplace Relations (DEEWR) (2011). CUL11: *Library, information and cultural services training package*. Retrieved from <http://training.gov.au/Training/Details/CUL11>
- Department of Education, Employment and Workplace Relations (DEEWR) (2012). CUL5011: *Diploma of library and information services*. Retrieved from http://training.gov.au/TrainingComponentFiles/CUL11/CUL5011_R1.docm
- Dotson, K. & Jones, J. (2011). Librarians and leadership: The change we seek. *School Libraries Worldwide*, 17(2), 78-85.
- Education Development International (EDI) (2013). *Qualifications in library services*. Retrieved from www.ediplc.com/Qualifications_Search.asp
- Edwards, J., Robinson, M. & Unger, K. (2013). *Transforming libraries, building communities: The community-centered library*. Lanham, MD: Scarecrow Press.
- Ellis, K. (Ed.) (2012). *Partnerships and collaborations in public library communities: Resources and solutions*. Hershey, PA: Information Science Reference.
- Foote, C. (2013). Innobrarians: Librarians as innovators. *Internet@Schools*, Jan/Feb, 26-27.
- Germano, M. (2011). Library leadership that creates and sustains innovation. *Library Leadership and Management*, 25(3), 1-14.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.
- Gonzalez, M. (2010). Workforce competencies: focus on urban public libraries. *Library Trends*, 59(1/2), 269-287, 374.
- Goulding, A., Walton, G. & Stephens, D. (2012). The importance of political and strategic skills for UK library leaders. *Australian Library Journal*, 61(2), 105-118.
- Greene Taylor, N., Jaeger, P., McDermott, A., Kodama, C. & Bertot, J.C. (2012). Public libraries in the new economy: Twenty-first century skills, the Internet and community needs. *Public Library Quarterly*, 31(3), 191-219.
- Gutsche, B. (Ed.) (2009). *Competency index for the library field*. Compiled by Webjunction. Dublin, OH: OCLC. Retrieved from www.webjunction.org/documents/webjunction/Competency_Index_for_the_Library_Field.html
- Gutsche, B. (2010). Coping with continual motion. *Library Journal*, 135(4), 28-29.
- Haddow, G. (2012). Knowledge, skills and attributes for academic reference librarians. *Australian Academic and Research Libraries*, 43(3), 231-248.
- Haines, M. (2005). *Leadership and future proofing our profession: The way ahead*. CILIP East of England Branch AGM, 17 June 2005.
- Hallam, G. (2007) Education for library and information service. In Ferguson, S. (Ed.) *Libraries in the twenty-first century: Charting new directions in information services*. Centre for Information Studies, Charles Sturt University, Wagga Wagga, NSW.
- Hapel, R. (2012). The library as a place. *Public Library Quarterly*, 31(1), 48-55.
- Harvey, M. (2008). What does it mean to be a science librarian 2.0? *Issues in Science and Technology Librarianship*, 58. Retrieved from www.istl.org/09-summer/article2.html
- Heald, L. & Norman, M. (2010). *Community connection: Developing a public library's collection and services from the outside in*. Paper presented at At the edge: 2010 LIANZA Conference, Dunedin, New Zealand, 28 Nov-1 Dec 2010.
- Hendrix, D. (April 2013). *Emotional intelligence and the winds of change in academic libraries*. Paper presented at Imagine, innovate, inspire. Association of College and Research Libraries (ACRL) 2013 Conference. Indianapolis, IN. Retrieved from www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2013/papers/Hendrix_Emoional.pdf
- Heron, P. & Matthews, J. (2013). *Reflecting on the future of academic and public libraries*. Chicago: American Library Association.

Appendix 2: Literature review and environmental scan

- Hernon, P. & Pors, N.O. (Eds.) (2013). *Library leadership in the United States and Europe: A comparative study of academic and public libraries*. Santa Barbara, CA: Libraries Unlimited.
- Hernon, P. & Rossiter, N. (2006). Emotional intelligence: which traits are most prized? *College & Research Libraries*, 67(3), 260–275.
- Hildreth, S. (2012). Inspiring libraries as community anchors. *National Civic Review*, Winter 2012, 44–47.
- Hirsch, S. (2012). Preparing future professionals through broad competency planning. *Information Outlook*, 16(1), 9–11.
- Hopper, R. (2005). *Emotional intelligence in academic library leadership*. Retrieved from http://scholarsarchive.jwu.edu/staff_pub/1/
- Howard, K. (2010). Programming not required: Skills and knowledge for the digital library environment. *Australian Academic and Research Libraries*, 41(4), 260–275.
- Institute of Museum and Library Services (IMLS) (2009). *Museums, libraries and 21st century skills*. Washington, DC: IMLS. Retrieved from www.imls.gov/assets/1/AssetManager/21stCenturySkills.pdf
- Institute of Museum and Library Services (IMLS) (2013). *Museums, libraries and 21st century skills: Resources*. Retrieved from www.imls.gov/about/21st_century_skills_institution.aspx
- International Federation of Library Associations (IFLA) (2013). *IFLA trend report*. Retrieved from <http://trends.ifla.org>
- Ipsos Mori & Shared Intelligence (2012). *Envisioning the library of the future. Phases 1 and 2: Full report*. Retrieved from www.artscouncil.org.uk/media/uploads/pdf/Envisioning_the_library_of_the_future_phases_1_and_2_full_report.pdf
- Jarvis, E. (2013). *Public library universal information offer. Workforce development: Supporting digital access to information and services. Skills report*. Retrieved from www.goscl.com/wp-content/uploads/2013/07/PLUIO-Skills-Report-May-2013-final.pdf
- Jordan, M. (2012). Developing leadership competencies in librarians. *IFLA Journal*, 38(1), 37–46.
- Kennan, M.A., Cole, F., Willard, P., Wilson, C. & Marion, L. (2006). Changing workforce demands: What job ads tell us. *Aslib Proceedings*, 58(3), 179–196.
- King, D.L. (2007, July 5). Basic competencies of a 2.0 librarian [Web log post]. Retrieved from www.davidleeking.com/2007/07/05/basic-competencies-of-a-20-librarian/
- Konrad, I. (2010). Denmark: Future competence needs in public libraries. *Scandinavian Public Libraries*, 43(4). Retrieved from <http://slq.nu/?article=denmark-future-competence-needs-in-public-libraries>
- Korporaal, G. (2013). Sporting success. *The Deal: The Australian Business Magazine*, September 2013, 14–17.
- Kreitz, P. (2009). Leadership and emotional intelligence: A study of university library directors and their senior management teams. *College & Research Libraries*, 70 (6), 531–554.
- Lee King, D. & Porter, M. (2013). Outside in. Develop your emotional intelligence. *American Libraries*, 44(1/2), 81.
- Library and Information Association of New Zealand (LIANZA). Taskforce on Professional Registration (2005). *Professional Registration Taskforce: Submissions and Discussion document*. Retrieved from www.lianza.org.nz/sites/lianza.org.nz/files/Prof_Reg_Discussion_Feedback2006.pdf
- Library and Information Association of New Zealand (LIANZA). Taskforce on Professional Registration (2012a). *LIANZA Professional Registration Board professional practice domains and bodies of knowledge. February 2012*. Retrieved from www.lianza.org.nz/sites/lianza.org.nz/files/lianza_professional_practice_domains_and_bodies_of_knowledge_o.pdf

- Library and Information Association of New Zealand (LIANZA). Taskforce on Professional Registration (2012b). *Professional registration*. Retrieved from www.lianza.org.nz/registration
- Library and Information Association of New Zealand (LIANZA). Taskforce on Professional Registration (2012c). *Revalidation*. Retrieved from www.lianza.org.nz/registration/revalidation
- Library Board of Victoria (2011). *Framework for collaborative action. 2011 revision*. Retrieved from www.slv.vic.gov.au/sites/default/files/framework-for-collaborative-action-2011.pdf
- Lifelong Learning UK (LLUK) (2011). *National occupational standards: Libraries, archives, records and information management services*. Retrieved from www.slainte.org.uk/news/archive/1103/LARIMS%20NOS%20Final%20Approved%20Feb11.pdf
- Madziak, A.M. (2009). Relationships and soft skills: The core to effective library leadership. *OLA Access*. Retrieved from www.accessola.com/AccessOnline/OnlineOnly/archives/fall2009/relationships.php
- Mazrek, M., Sani, M. & Jamaludin, A. (2012). Exploring the dimensions of emotional intelligence amongst Malaysian public librarians: A critical incident technique approach. *Journal of Basic and Applied Scientific Research*, 21(5), 5206–5214.
- McEntyre, R. (2013). *Trends in the library and information services sector: Information brief*. Retrieved from www.mcentyre.com.au
- McShane, I. (2011). Public libraries, digital literacy and participatory culture. *Discourse: Studies in the Cultural Politics of Education*, 32(3), 383–397.
- Medical Library Association (MLA) (2007). *Competencies for lifelong learning and professional success*. Retrieved from www.mlanet.org/education/policy/
- Ministerial Advisory Council on Public Libraries (MAC) (2012). *Review of Victorian public libraries: Stage 1 report*. Retrieved from www.dpcd.vic.gov.au/localgovernment/public-library-review/tomorrows-library-stage-1
- Ministerial Advisory Council on Public Libraries (MAC) (2013). *Review of Victorian public libraries: Stage 2 discussion paper*. Retrieved from www.dpcd.vic.gov.au/localgovernment/public-library-review/tomorrows-library-stage-2
- Ministerial Council on Education, Employment, Training and Youth Affairs (MCEECDYA) (2008). *Melbourne declaration on educational goals for young Australians*. Retrieved from www.mceecdya.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf
- Mounier, A. (2001). *The three logics of skill in French literature*. Australian Centre for Industrial Relations Research and Training (ACIRRT) Working Paper for the Board Research Project: *The changing nature of work - Vocational education and training to enable individuals and communities to meet the challenges of the changing nature of work*. Sydney: University of Sydney, ACIRRT. Retrieved from www.bvet.nsw.gov.au/pdf/threelogics.pdf
- Muddiman, D., Durrani, S., Dutch, M., Linley, R., Pateman, J. & Vincent, J. (2000). *Open to all? The public library and social exclusion*. London: Resource.
- Murphy, J. (2011, April 1). Social networking literacy for librarians. ACRL paper update [Web log post]. Retrieved from <http://joemurphylibraryfuture.com/social-networking-literacy-for-librarians-acrl-paper-update/>
- Murphy, J. & Moulaison, H. (2009, March). *Social networking literacy competencies for librarians: Exploring considerations and engaging participation*. Paper presented at the 14th Association of College and Research Libraries National Conference. Retrieved from www.ala.org/acrl/sites/ala.org/acrl/files/content/conferences/confsandpreconfs/national/seattle/papers/328.pdf

Appendix 2: Literature review and environmental scan

- National and State Libraries Australasia (NSLA) (2013). *Working with community: Guidelines for collaborative practice between libraries and Aboriginal and Torres Strait Islander communities*. Retrieved from www.nsla.org.au/publication/working-community-guidelines-collaborative-practice-between-libraries-and-aboriginal-and
- Norman, M. (2012). Frail, fatal, fundamental: The future of public libraries. *Public Library Quarterly*, 31(4), 339–351.
- Norwegian Archive, Library and Museum Authority (2006). *Library reform 2014: Part 1 – strategies and initiatives*. Retrieved from www.biblioteki.org/repository/PROJEKT%2018/Inspircje/Library%20Reform%202014.pdf
- Office of Qualifications and Examinations Regulation (Ofqual) (2013). *Qualifications and credit framework*. Retrieved from <http://ofqual.gov.uk/qualifications-and-assessments/qualification-frameworks>
- Oliver, B. (2011). *Assuring graduate outcomes. Good practice report*. Sydney: Australian Learning and Teaching Council. Retrieved from www.olt.gov.au/resource-assuring-graduate-outcomes-curtin-2011
- Open Polytechnic (2013). *Library and information studies*. Retrieved from www.openpolytechnic.ac.nz/assets/Uploads/InformationandLibraryStudies6.pdf
- Partnership for 21st Century Skills (P21) (2008). *Framework for 21st century learning*. Retrieved from <http://www.p21.org/overview>
- Partridge, H., Menzies, V., Lee, J. & Munro, C. (2010). The contemporary librarian: Skills, knowledge and attributes required in a world of emerging technologies. *Library and Information Science Research*, 32(4), 265–272.
- Partridge, H. et al. (2011). *Re-conceptualising and re-positioning Australian library and information science education for the 21st century: Final report*. Retrieved from <http://eprints.qut.edu.au/46915/>
- Partridge, H. & Hallam, G. (2004, September). *The double helix: A personal account of the discovery of the structure of [the information professional's] DNA*. Paper presented at Challenging ideas. ALIA 2004 Biennial Conference, Gold Coast. Retrieved from <http://eprints.qut.edu.au/1215/>
- Pateman, J. & Willimen, K. (2013). *Developing community-led public libraries: Evidence from the UK and Canada*. Farnham: Ashgate Publishing.
- Peltier-Davis, C. (2009). Web 2.0, library 2.0, library user 2.0, librarian 2.0: Innovative services for sustainable libraries. *Computers in Libraries*, 29(10), 16–21.
- Precision Consultancy (2006). *Employability skills: From framework to practice. An introductory guide for trainers and assessors*. Canberra: Department of Education, Science and Training. Retrieved from www.nssc.natese.gov.au/__data/assets/pdf_file/0010/69454/Employability_Skills_From_Framework_to_Practices.pdf
- Promís, P. (2008). Are employers asking for the right competencies? A case for emotional intelligence. *Library Administration and Management*, 22(1), 24, 30.
- Ralph, G. & Sibthorpe, J. (2010). Learning from job advertisements for New Zealand special librarians. *New Zealand Library and Information Management Journal*, 51(4), 216–236.
- Reeves, R. & Bellardo Hahn, T. (2010). Job advertisements for recent graduates: advising, curriculum, and job-seeking implications. *Journal of Education for Library and Information Science*, 51(2), 103–119.
- Reference and User Services Association (RUSA) (2003). *Professional competencies for reference and user services librarians*. Retrieved from www.ala.org/rusa/resources/guidelines/professional
- Reid, R.H. (2012). Community libraries: Let us praise the last great civic place. *National Civic Review*, Winter 2012.

- Rica (2011, July 25). 21st century learning - Museums, libraries and 21st century skills [Web log post]. Retrieved from <http://blog.civicalld.com/2011/07/25/21st-century-learning-museums-libraries-and-21st-century-skills/>
- Rock, M. (2013). The future of libraries: short on books, long on tech. *Mobiledia*, June 25, 2013. Retrieved from www.mobiledia.com/news/181239.html
- Salt, B. (2013). Unskilled jobs join the endangered list. *The Deal: The Australian Business Magazine*, June 2013, 28-29.
- Sanders, R. (2008). Current demand and future need for undergraduate LIS education in Australia. *Australian Library Journal*, 57(2), 102-127.
- Sandlian-Smith, P. (2013). The Anythink revolution. In: Hernon, P. & Matthews, J. (Eds.), *Reflecting on the future of academic and public libraries*. Chicago: American Library Association.
- Saravani, S-J. & Haddow, G. (2011). The mobile library and staff preparedness: Exploring staff competencies using the unified theory of acceptance and use of technology model. *Australian Academic and Research Libraries*, 42(3), 179-190.
- Saunders, L. (2012). Identifying core reference competencies from an employer's perspective: Implications for instruction. *College and Research Libraries*, 73(4), 390-404.
- Saunders, L. & Jordan, M. (2013). Significantly different? Reference service competencies in public and academic libraries. *Reference and User Services Quarterly*, 52(3), 216-223.
- SGS Economics and Planning (2011). *Dollars, sense and public libraries: The landmark study into the socio-economic value of Victorian public libraries*. Melbourne: State Library of Victoria. Retrieved from www.slv.vic.gov.au/sites/default/files/dollars-sense-public-libraries-summary-report_1.pdf
- SGS Economics and Planning (2012). *The library dividend: a guide to the socio-economic value of Queensland public libraries*. Brisbane: State Library of Queensland. Retrieved from www.slv.qld.gov.au/__data/assets/pdf_file/0009/225864/the-library-dividend-technical-report.pdf
- SGS Economics and Planning (2013). *National welfare and economic contributions of public libraries*. Retrieved from www.alia.org.au/sites/default/files/Contribution%20of%20Australian%20Public%20Libraries%20Report.pdf
- Skot-Hansen, D., Hvenegaard Rasmussen, C. & Jochumsen, H. (2013). The role of public libraries in culture-led urban regeneration. *New Library World*, 114(1/2), 7-19.
- Special Library Association (SLA) (2003). *Competencies for information professionals in the 21st century. Revised edition*. Retrieved from www.sla.org/about-sla/competencies/
- Smith, D., Hurd, J. & Schmidt, L. (2013). Developing core competences for library staff: How University of South Florida Library re-evaluated its workforce. *College & Research Libraries (C&RL) News*, 74(1), 14-17, 35.
- State Library of New South Wales (SLNSW) (2009). *The bookends scenarios*. Sydney: State Library of New South Wales. Retrieved from www.sl.nsw.gov.au/services/public_libraries/publications/docs/bookendsscenarios.pdf
- State Library of Queensland (SLQ) (2008). *Expanding horizons: Positioning Queensland public libraries for the future 2008-2012*. Retrieved from www.slv.qld.gov.au/__data/assets/pdf_file/0007/83932/SLQ_-_Expanding_Horizons_-_2008.pdf
- State Library of Queensland (2013). *The next horizon: Vision 2017 for Queensland public libraries*. Retrieved from www.plconnect.slv.qld.gov.au/__data/assets/pdf_file/0018/231408/Next-Horizon-Feb-2013.pdf

Appendix 2: Literature review and environmental scan

- State Library of Victoria (SLV) (2005a). *Libraries building communities: The vital contribution of Victorian public libraries - a research report*. Melbourne: State Library of Victoria. Retrieved from www2.slv.vic.gov.au/about/information/publications/policies_reports/plu_lbc.html
- State Library of Victoria (SLV) (2005b). *Libraries building communities: The vital contribution of Victorian public libraries - a research report. Report one: Setting the scene*. Melbourne: State Library of Victoria. Retrieved from www2.slv.vic.gov.au/about/information/publications/policies_reports/plu_lbc.html
- State Library of Victoria (SLV) (2005c). *Libraries building communities: The vital contribution of Victorian public libraries - a research report. Report four: Showcasing the best*. Melbourne: State Library of Victoria. Retrieved from www2.slv.vic.gov.au/about/information/publications/policies_reports/plu_lbc.html
- State Library of Victoria (SLV) (2005d). *Libraries building communities: The vital contribution of Victorian public libraries - a research report. Report three: Bridging the gaps*. Melbourne: State Library of Victoria. Retrieved from www2.slv.vic.gov.au/about/information/publications/policies_reports/plu_lbc.html
- State Library of Victoria (SLV) (2005e). *Libraries building communities: The vital contribution of Victorian public libraries - a research report. Report two: Logging the benefits*. Melbourne: State Library of Victoria. Retrieved from www2.slv.vic.gov.au/about/information/publications/policies_reports/plu_lbc.html
- State Library of Victoria (SLV) (2008). *Connecting with the community*. Melbourne: State Library of Victoria. Retrieved from http://www2.slv.vic.gov.au/about/information/publications/policies_reports/plu_lbc.html
- State Library of Victoria (SLV) (2013). *Victorian public libraries 2030: Strategic framework*. Melbourne: State Library of Victoria. Retrieved from www.plvn.net.au/sites/default/files/20130527%20FINAL%20VPL2030%20Full%20Report_web.pdf
- Steed, S. (2011). Public libraries serving multicultural communities across Australia: Best practice examples. *Australasian Public Libraries and Information Services (APLIS)*, 24(3), 116-124.
- Streatfield, D., Wilson, K., Corrall, S. & Usherwood, B. (2007). *Evaluation of leading modern public libraries*. London: Museums, Libraries and Archives Council. Retrieved from www.shef.ac.uk/polopoly_fs/1.128114!/file/CPLIS---Evaluation-of-Leading-Modern-Public-Libraries.pdf
- Tennant, R. (1998). The most important management decision: Hiring staff for the new millennium. *Library Journal*, 123(3), 102.
- Thompson, S. (Ed.) (2008). *Core technology competencies for librarians and library staff: A LITA guide*. New York: Neal-Schuman.
- Thorhauge, J. (2010). Editorial: Eight types of professional skills badly needed in public libraries. *Scandinavian Library Quarterly*, 43(4). Retrieved from <http://slq.nu/?article=eight-types-of-professional-skills-badly-needed-in-public-libraries>
- United Nations Educational, Scientific and Cultural Organization (UNESCO) & International Federation of Library Associations (IFLA) (2012). *The Moscow declaration on media and information literacy*. Retrieved from www.ifla.org/publications/moscow-declaration-on-media-and-information-literacy
- United Nations Educational, Scientific and Cultural Organization (UNESCO) (2013). *Media and information literacy for knowledge societies*. Moscow: UNESCO. Retrieved from www.ifapcom.ru/files/News/Images/2013/mil_eng_web.pdf
- Urban Libraries Council (2012). *Civic engagement: Stepping up to the civic engagement challenge*. Chicago: Urban Libraries Council. Retrieved from www.urbanlibraries.org/filebin/pdfs/ULC_Civic_Engagement_Report.pdf

- van Wanrooy, B. (2006). *Workforce sustainability and leadership: Scoping research*. Sydney: University of Sydney, Workplace Research Centre. Retrieved from www.libraries.vic.gov.au/downloads/Public_Libraries_Unit/final_workforce_scoping_report_jul_06.pdf
- Walter Turnbull (2007). *Review of services to public libraries in the Northern Territory: Discussion paper*. Retrieved from http://artsandmuseums.nt.gov.au/northern-territory-library/about_us/review_of_services
- Wayne State University (n.d.). *Educating urban librarians summit: Final report*. Retrieved from http://slis.wayne.edu/about/urban_libraries_final_report.pdf
- Webjunction (2007). *Public access computing technology competencies*. Retrieved from www.webjunction.org/content/dam/WebJunction/Documents/webJunction/Public%20Access%20Computing%20Technology%20Competencies.pdf
- Wilson, K. & Birdi, B. (2008). *The right man for the job? The role of empathy in community librarianship*. Sheffield: University of Sheffield. Retrieved from www.shef.ac.uk/polopoly_fs/1.128131!/file/AHRC-2006-8-final-report-04.08.pdf
- WiredGov (2011). Brand new NOS for the library, archive and records management sector. *WiredGov*, March 11, 2011. Retrieved from www.wired-gov.net/wg/wg-news-1.nsf/0/C973D21DB47744A680257850004B78EA?OpenDocument
- Working Together Project (2008). *Community-led libraries toolkit*. Retrieved from www.librariesincommunities.ca/resources/Community-Led_Libraries_Toolkit.pdf
- Young Adult Library Services Association (YALSA) (2010). *YALSA's competencies for librarians serving youth: Young adults deserve the best*. Retrieved from <http://www.ala.org/yalsa/guidelines/yacompetencies201>

Appendix 3: Skills framework for Victorian public libraries

The *Skills framework for Victorian public libraries* has been developed as a key component of the project *Victorian public libraries: Our future, our skills*, coordinated by the State Library of Victoria on behalf of the Public Libraries Victoria Network (PLVN). The research activities undertaken in this project build on and extend earlier investigations into the knowledge, skills and attributes required by staff working in contemporary public libraries, specifically at a time of rapid social and technological change.

The skills framework has been informed by an extensive literature review and environmental scan (Appendix 2), which examined existing competency frameworks relevant to the library and information services workforce; these included the Australian Library and Information Association (ALIA) policy document *Core knowledge, skills and attributes* (ALIA, 2012), as well as research published in academic and professional literature.

The 2008 report developed for the State Library and PLVN, *Workforce sustainability and leadership: Survey, analysis and planning*, outlines three areas of workplace skills (Mounier, 2001):

1. cognitive (Foundation) skills – general skills obtained on the basis of general citizenship (for example, literacy, numeracy, general education competence)
2. technical (Professional) skills – the skills associated with the purchase of labour on the open market to perform particular tasks (for example, the ability to operate machinery/technology, recognised trade or professional skills)
3. behavioural skills – personal skills associated with labour's ability to deal with interpersonal relationships and to perform in the context of authority relations on the job (for example, communication, empathy, reliability, punctuality).

The structure of the skills framework has been built around these three areas of workplace skills, each of which comprises a number of competency areas. This framework presents a set of descriptors for each skills area that refers to the anticipated scope of knowledge, skills and attributes.

The original draft of the skills framework was developed to stimulate discussion amongst stakeholders and was refined following the consultation process. Specifically, it should be noted that a wide range of knowledge, skills and attributes are required by different personnel working in diverse functions in public libraries. The goal was to create a flexible framework, components of which could be used to create the questions for the skills survey and tailored to meet contextual requirements.

Appendix 3: Skills framework for Victorian public libraries

1.0 Foundation skills and general knowledge		
Foundation or general skills obtained on the basis of general citizenship (Mounier, 2001); 21st-century skills which will be required by all citizens and which will underpin the needs of the communities served by libraries (IMLS, 2009); information and media literacy (UNESCO, 2013).		
Competency areas	Knowledge and skills descriptors	
1.1	Literacy The ability to read and write, and to use written information in a range of contexts	Understand and demonstrate the ability to interpret and confidently use the symbols of language for communicating and for participating effectively in society
1.2	Numeracy The ability to use mathematical knowledge and skills	Understand and demonstrate the ability to: <ul style="list-style-type: none"> • reason and apply numerical concepts • use mathematical knowledge and skills purposefully in personal life, at work and in society
1.3	Digital literacy The ability to use information and media skills in a digital world	Understand and demonstrate the ability to utilise information and media literacy skills in a dynamic digital world, including: <ul style="list-style-type: none"> • critically evaluate dynamic content • use diverse format types and delivery modes • produce original content in multiple media formats • share information in participatory environments • embrace new technologies • respect privacy, information ethics, cyber safety and intellectual property issues
1.4	Cultural literacy The ability to appreciate and accept the diverse beliefs, appearances and lifestyles of people from other cultural backgrounds	Understand and demonstrate the ability to: <ul style="list-style-type: none"> • recognise the way that culture and history impact on behaviours, beliefs, and relationships in a multicultural world • appreciate and accept diverse beliefs, appearances, and lifestyles • communicate, interact, and work positively with individuals from other cultural groups
1.5	Political/civic/citizen literacy The ability to understand social and political issues relating to democracy and social justice	Understand: <ul style="list-style-type: none"> • the social and political issues relating to democracy, civil rights, social justice and informed decision making • the rights and obligations of citizenship at local, state, national and global levels
1.6	Financial/economic/business/entrepreneurial literacy The ability to understand the role of the economy and make appropriate financial decisions	Understand and demonstrate the ability to: <ul style="list-style-type: none"> • recognise the role of the economy in the community and in society • locate and interpret information to make appropriate personal financial and economic decisions • apply entrepreneurial skills to enhance workplace productivity and career options

1.0 Foundation skills and general knowledge		
	Competency areas	Knowledge and skills descriptors
1.7	Health literacy The ability to understand how personal and community choices impact on health and wellbeing; to locate and interpret information on health issues	Understand and demonstrate the ability to: <ul style="list-style-type: none"> • recognise how personal and community lifestyles, behaviours and consumer choices impact on health and wellbeing • locate and interpret information about health issues, health care, health services and the health system
1.8	Environmental literacy The ability to understand how personal and community choices impact on the environment; locate and interpret information on environmental issues	Understand and demonstrate the ability to: <ul style="list-style-type: none"> • recognise how personal and community lifestyles, behaviours and consumer choices impact on the environment and the health of the planet • obtain and interpret information about environmental issues and sustainable development
1.9	Local awareness The ability to understand the historical, geographic, social and cultural characteristics of the local community	Understand: <ul style="list-style-type: none"> • the historical, geographic, environmental, economic and socio-political contexts of the local community • the demographic, social and cultural characteristics of the local community • the roles of diverse government and community agencies, including the public library
1.10	Global awareness The ability to understand global issues	Understand and demonstrate the ability to: <ul style="list-style-type: none"> • use 21st-century skills to comprehend and address global issues • learn from and work collaboratively with people from diverse cultures, linguistic backgrounds and religions

Appendix 3: Skills framework for Victorian public libraries

2.0 Professional skills		
Recognised professional skills (Mounier, 2001); LIS discipline knowledge and skills (ALIA, 2012).		
Competency areas	Knowledge and skills descriptors	
2.1	Information and libraries in society The ability to understand and value the role of information and libraries in society	Understand and value: <ul style="list-style-type: none"> • the broad context of the information environment • the role of information and libraries in social, cultural and economic development • the mission and philosophy of the public library service • the ethical, legal and policy issues relevant to the access and use of information, particularly the principles of free and equitable access to information • opportunities to advocate for libraries and information services • the importance of keeping up-to-date with industry developments • the imperative to discuss the future directions of, and to negotiate alliances for, library sector development
2.2	Information and communications technologies (ICT) The ability to use ICT in library operations	
2.2.1	— The ability to contribute to the library's ICT policy and planning processes	Knowledge of and skills in: <ul style="list-style-type: none"> • ICT policy development • ICT planning
2.2.2	— The ability to develop and manage ICT systems in the library	Knowledge of and skills in: <ul style="list-style-type: none"> • hardware support • software support • network management and support • library management systems • web and/or intranet development and management • user experience and usability testing
2.2.3	— The ability to integrate social media and mobile applications into library operations	Knowledge of and skills in: <ul style="list-style-type: none"> • cloud computing • mobile technologies • social media applications
2.3	ICT support The ability to troubleshoot ICT problems in the library	Knowledge of and skills in: <ul style="list-style-type: none"> • troubleshooting ICT problems, including online services and mobile technologies • user support
2.4	Information management The ability to understand how information is managed in libraries	Knowledge of and skills in: <ul style="list-style-type: none"> • managing the information environment • interpreting the information lifecycle • information architecture: designing, structuring and managing the flows of information from a wide variety of sources • forecasting, planning, facilitating and evaluating appropriate information resource management activities

2.0 Professional skills		
	Competency areas	Knowledge and skills descriptors
2.5	Information organisation and access The ability to organise information resources so that they are easily found and accessed by customers	
2.5.1	— The ability to create and maintain bibliographic records	Knowledge of and skills in creating and maintaining bibliographic records, including cataloguing and classification
2.5.2	— The ability to create and maintain metadata schema	Knowledge of and skills in: <ul style="list-style-type: none"> • creating and maintaining metadata schema • managing open linked data
2.5.3	— The ability to undertake routine lending services	Knowledge of and skills in: <ul style="list-style-type: none"> • circulation and discharge of library resources • sorting, shelving and filing of library resources
2.6	Information seeking The ability to help customers find relevant information	Knowledge of and skills in: <ul style="list-style-type: none"> • conducting a reference interview • online searching • information retrieval • user experience • information and media literacy
2.7	Collection management The ability to ensure that the library collection is current, useful and in good condition	
2.7.1	— The ability to develop and manage the library collection to meet customer needs	Knowledge of and skills in: <ul style="list-style-type: none"> • collection development, evaluation and management of information resources in multiple formats to meet current and future community needs • planning and managing physical storage facilities • monitoring trends in publishing • monitoring user behaviour and user expectations • monitoring the use of library resources
2.7.2	— The ability to order, receive and track library resources	Knowledge of and skills in acquisition, receipt and payment of library resources
2.7.3	— The ability to manage digital resources in the library collection	Knowledge of and skills in: <ul style="list-style-type: none"> • web and/or intranet content management • database content management • digitisation of collections and resources • content curation • electronic licensing • copyright, digital rights management and cultural protocols
2.7.4	— The ability to keep the collection in good condition	Knowledge of and skills in repair, conservation and preservation of library materials

Appendix 3: Skills framework for Victorian public libraries

2.0 Professional skills		
	Competency areas	Knowledge and skills descriptors
2.8	<p>Information services The ability to provide information services to diverse customer groups</p>	<p>Knowledge of and skills in:</p> <ul style="list-style-type: none"> development and delivery of services for diverse customer groups, e.g. children and families, teens, adults, seniors, multicultural communities, indigenous communities, people with disabilities providing a positive and meaningful visitor experience public service and outreach reference and information services readers advisory services monitoring and evaluation of services
2.9	<p>Literacies and learning The ability to run learning programs for diverse customer groups</p>	<p>Knowledge of and skills in:</p> <ul style="list-style-type: none"> informal and formal learning approaches for diverse audiences, with individuals and with groups understanding and interpreting educational pathways pedagogy, teaching, training and facilitation information and media literacy education and instruction promotion of literacy, reading and learning across all sectors of the community designing learning programs that stimulate and engage learners
2.10	<p>Cultural programming The ability to run cultural programs for diverse customer groups</p>	<p>Knowledge of and skills in:</p> <ul style="list-style-type: none"> development of programs for diverse customer groups, e.g. children and families, teens, adults, seniors, multicultural communities, indigenous communities, people with disabilities planning, managing and facilitating cultural events, exhibitions and displays development and promotion of partnerships and collaborations monitoring and evaluation of programs
2.11	<p>Creative making The ability to run makerspaces in the library</p>	<p>Knowledge of and skills in:</p> <ul style="list-style-type: none"> planning and managing makerspaces design and innovation planning, managing and facilitating makerspace events that foster and support discovery, creativity and collaboration development and promotion of partnerships and collaborations monitoring and evaluation of events
2.12	<p>Community development The ability to ensure that the library contributes to the development of a strong community</p>	
2.12.1	<p>— The ability to understand local community needs</p>	<p>Knowledge of and skills in:</p> <ul style="list-style-type: none"> socio-demographic analysis community mapping developing a community profile evaluating and articulating community information needs

2.0 Professional skills		
Competency areas		Knowledge and skills descriptors
2.12.2	— The ability to support community engagement	Knowledge of: <ul style="list-style-type: none"> • social inclusion in order to identify and remove barriers to information access • the provision of information resources and services to support community engagement
2.12.3	— The ability to build community relationships	Knowledge of and skills in: <ul style="list-style-type: none"> • consulting, liaising and partnering with community groups and agencies • volunteer recruitment and management
2.13	Management and administration The ability to manage an efficient library service	
2.13.1	— The ability to contribute to the library's policy and planning processes	Knowledge of and skills in: <ul style="list-style-type: none"> • the legislative environment in which the library operates • good governance • strategic planning • policy development • change management • risk management • coordinating resources to achieve goals
2.13.2	— The ability to manage library operations	Knowledge of and skills in: <ul style="list-style-type: none"> • organisational planning and decision making • managing space, facilities and building operations • developing disaster management plans • ensuring a safe workplace
2.13.3	— The ability to monitor and evaluate library performance	Knowledge of and skills in: <ul style="list-style-type: none"> • quality assurance • continual service improvement • evidence based practice
2.13.4	— The ability to manage library finances	Knowledge of and skills in: <ul style="list-style-type: none"> • comprehending the financial context in which the library operates • budgeting and financial management • fundraising and donor support
2.13.5	The ability to manage library staffing	Knowledge of and skills in: <ul style="list-style-type: none"> • human resources planning and management • supervision and evaluation of personnel • managing staff training and development • volunteer management

Appendix 3: Skills framework for Victorian public libraries

2.0 Professional skills		
	Competency areas	Knowledge and skills descriptors
2.14	Marketing The ability to market the library and promote its services	
2.14.1	— The ability to market the library	Knowledge of and skills in: <ul style="list-style-type: none"> • marketing and branding strategies • sponsorship development and management
2.14.2	— The ability to promote the library collections, services and programs	Knowledge of and skills in: <ul style="list-style-type: none"> • promoting the library, its collections, services and programs • preparing creative displays
2.15	Project management The ability to manage a successful project	Knowledge of and skills in planning, organising and managing resources to achieve specific project goals
2.16	Generation of knowledge The ability to undertake and disseminate research activities	Knowledge of and skills in: <ul style="list-style-type: none"> • research to advance library and information science theory and practice • research methodologies: data collection, analysis and interpretation • conference and seminar presentations • professional writing and publishing

3.0 Behavioural skills

Personal skills associated with the ability to deal with interpersonal relationships and to perform in the context of authority relations at work (Mounier, 2001); 21st-century skills (IMLS, 2009).

Competency areas		Knowledge and skills descriptors
3.1	Ethics and values The ability to act professionally and maintain ethical standards	Understand and demonstrate: <ul style="list-style-type: none"> • professionalism • maintaining and promoting ethical standards • respect for privacy and confidentiality • social responsibility
3.2	Oral communication The ability to present and discuss information with colleagues and customers	Understand and demonstrate the ability to: <ul style="list-style-type: none"> • listen effectively and actively • interpret instructions • present ideas clearly • present and discuss information with colleagues and customers • engage, motivate and connect with customers • negotiate confidently and persuasively • solicit and provide feedback
3.3	Written communication The ability to prepare written documents for a range of audiences	Understand and demonstrate the ability to: <ul style="list-style-type: none"> • use proficient writing skills, with logical thought, good grammar and sentence construction, and accurate spelling • prepare clear and concise written documents for a range of audiences
3.4	Non-verbal communication The ability to use and interpret non-verbal cues	Understand and demonstrate the ability to: <ul style="list-style-type: none"> • use appropriate body language • interpret non-verbal cues • anticipate behaviour which may put people at risk
3.5	Customer engagement The ability to provide high standards of customer service	Understand and demonstrate: <ul style="list-style-type: none"> • true service orientation • knowledge of diverse customer groups and their needs • approachability and responsiveness • politeness and courteousness • positive, friendly and helpful attitude • ability to develop and build customer relationships • ability to market and promote the library and its services and programs to customers • ability to enhance the value of the customer's interactions with the library
3.6	Empathy The ability to show understanding and sensitivity towards other people	Understand and demonstrate: <ul style="list-style-type: none"> • understanding and sensitivity towards another's situation and feelings • respect for diverse backgrounds, opinions and beliefs
3.7	Teamwork The ability to work productively with others in a group	Understand and demonstrate the ability to: <ul style="list-style-type: none"> • participate willingly and productively as a team member • share information and expertise with colleagues • work co-operatively and collaboratively with others to achieve unit and organisational objectives • inspire and provide leadership to team members

Appendix 3: Skills framework for Victorian public libraries

3.0 Behavioural skills		
	Competency areas	Knowledge and skills descriptors
3.8	Leadership The ability to exercise strong leadership	Understand and demonstrate: <ul style="list-style-type: none"> • strategic vision and thinking • integrity • high performance standards • reciprocal respect and trust • motivation to share expertise and knowledge • ability to motivate and empower others • ability to advocate for public library services
3.9	Self-management The ability to act responsibly and to achieve personal goals	Understand and demonstrate: <ul style="list-style-type: none"> • willingness and ability to develop a mature understanding of self • effective time management and the ability to prioritise tasks and responsibilities • reliability and punctuality • motivation, initiative, self-direction and tenacity • accountability, conscientiousness and productivity • work-life balance • a sense of humour
3.10	Flexibility The ability to respond positively to change	Understand and demonstrate: <ul style="list-style-type: none"> • an open-minded attitude • adaptability • resilience and the ability to cope with uncertainty • enthusiasm for and responsiveness to change • readiness to accept new work assignments and job responsibilities • a positive and confident attitude in times of continuing change
3.11	Creative thinking The ability to apply creative and innovative thinking	Understand and demonstrate the ability to: <ul style="list-style-type: none"> • be curious • use lateral thinking, creativity and innovation • apply initiative and enterprise • adapt skills to new contexts • experiment and try things out • focus on continuous improvement of the organisation • seek and promote new and evolving ideas, methods, designs and technologies • propose new approaches, solutions and procedures • take calculated risks • maximise the effectiveness of own performance in the job within the context of public library philosophy, roles and funding
3.12	Critical thinking The ability to think clearly and rationally about a problem	Understand and demonstrate the ability to: <ul style="list-style-type: none"> • plan, prioritise and focus on what is critical • apply independent thought and informed judgement to situations • identify opportunities for change in service processes • use reflection and evaluation to reach appropriate conclusions

3.0 Behavioural skills		
	Competency areas	Knowledge and skills descriptors
3.13	Problem solving The ability to use creative strategies to resolve a problem	Understand and demonstrate the ability to: <ul style="list-style-type: none"> deal with ambiguity and with complex and non-routine difficulties use analytical skills and creative reasoning to draw logical conclusions and recommend effective solutions to problems identify and deal with misunderstandings and conflict deal confidently with challenging customers identify organisational risks associated with infringements of rights and licences
3.14	Political and business acumen The ability to understand the political and business environment in which the library operates	Understand and demonstrate the ability to: <ul style="list-style-type: none"> exhibit political awareness grasp 'the big picture' commit to the organisation's mission and support its goals and policies comprehend the organisational context and the interconnections between different organisational units contribute to the corporate culture and the business environment of the parent organisation
3.15	Building partnerships and alliances The ability to identify and develop partnerships to gain support for the library	Understand and demonstrate abilities in: <ul style="list-style-type: none"> advocacy public relations community networking creating strategic opportunities to work with the public and private sectors
3.16	Critical reflective practice The ability to develop a greater level of self-awareness about your attitudes and your performance	Understand and demonstrate the ability to: <ul style="list-style-type: none"> undertake reflective practice to support ongoing personal and professional growth identify own strengths and weaknesses monitor own work, ensure safe work practices and introduce strategies to improve performance enhance individual strengths and minimise weaknesses
3.17	Lifelong learning The ability to learn how to learn in all facets of life (personal, educational and professional)	Understand and demonstrate the ability to: <ul style="list-style-type: none"> take responsibility for own ongoing learning and professional development undertake personal career planning develop a professional learning network enjoy exploring, learning and applying new technologies attend conferences, workshops and training events participate in informal workplace learning activities commit to independent learning, including professional reading, to keep abreast of new developments in the library sector
3.18	Mentoring and coaching The ability to use your knowledge and experience to help others	Understand and demonstrate the ability to: <ul style="list-style-type: none"> support and contribute to mentoring, coaching and work-shadowing programs transfer knowledge and assist others to learn
3.19	Professional engagement The ability to develop strong links with the library and information profession	Understand and value: <ul style="list-style-type: none"> participation in professional organisations professional networking

Appendix 3: Skills framework for Victorian public libraries

References

- Australian Library and Information Association (ALIA) (2012). *The library and information sector: Core knowledge, skills and attributes*. Retrieved from www.alia.org.au/about-alia/policies-standards-and-guidelines/library-and-information-sector-core-knowledge-skills-and-attributes
- Considine, G., Jakubauskas, M. & Oliver, D. (2008). *Workforce sustainability and leadership: Survey, analysis and planning for Victorian public libraries*. Sydney: University of Sydney, Workplace Research Centre. Retrieved from www.plvn.net.au/sites/default/files/finalworkforcereport.pdf
- Institute of Museum and Library Services (IMLS) (2009). *Museums, libraries and 21st century skills*. Washington, DC: IMLS. Retrieved from www.imls.gov/assets/1/AssetManager/21stCenturySkills.pdf
- Mounier, A. (2001). *The three logics of skill in French literature*. Australian Centre for Industrial Relations Research and Training (ACIRRT) Working Paper for the Board Research Project: *The Changing Nature of Work - Vocational education and training to enable individuals and communities to meet the challenges of the changing nature of work*. Sydney: University of Sydney, ACIRRT. Retrieved from www.bvet.nsw.gov.au/pdf/threelogics.pdf
- United Nations Educational, Scientific and Cultural Organization (UNESCO) (2013). *Media and information literacy for knowledge societies*. Moscow: UNESCO. Retrieved from http://www.ifapcom.ru/files/News/Images/2013/mil_eng_web.pdf

Appendix 4: List of Victorian public library services

The information in the following table was correct as at October 2013.

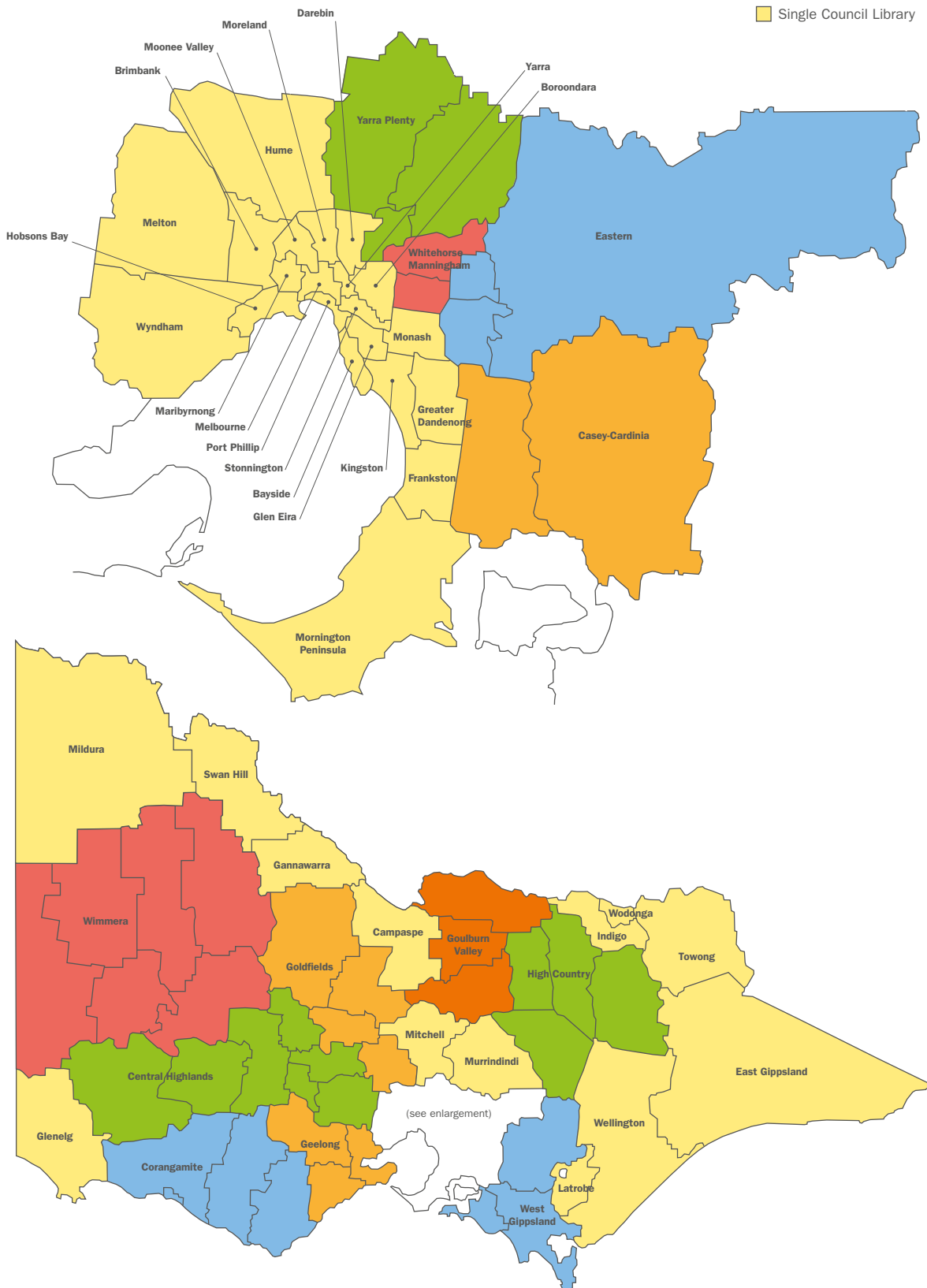
Library service	Chief Executive Officer/Manager	Region (sq. km)	Population
Bayside Library Service	Karyn Siegmann	37	96,101
Brimbank Libraries	Chris Kelly	124	191,619
Campaspe Regional Library	Jenny Mustey	4,525	38,981
Casey-Cardinia Library Corporation	Peter Carter	1,690	328,977
Central Highlands Libraries	Jenny Fink	20,148	191,435
City of Boroondara Library Service	Jenny Ruffy	60	170,439
Corangamite Regional Library Corporation	Roslyn Cousins	10,093	90,676
Darebin Libraries	Sally Jones	53	141,007
East Gippsland Shire Library	Anna Cook	21,000	44,680
Eastern Regional Libraries Corporation	Joseph Cullen	2,645	397,680
Frankston City Libraries	Kim Kearsey	131	126,458
Gannawarra Library Service	Nerida Dye	3,736	10,366
Geelong Regional Library Corporation	Patti Manolis	5,512	263,615
Glen Eira Library & Information Service	Mark Saunders	39	131,015
Glenelg Libraries	Susan Bentley	6,212	19,575
Goldfields Library Corporation	Carolyn Macvean	12,979	175,177
Goulburn Valley Regional Library Corporation	Charles Gentner	9,768	103,397
Greater Dandenong Libraries	Natalie Brown	129	135,600
High Country Library Corporation	Jenny Wyllie	14,644	60,236
Hobsons Bay Libraries	Suzanne Gately	66	88,335
Hume Libraries	Marea Ekladious	503	171,207
Indigo Shire Libraries	Wendy Kerr	2,040	16,111
Kingston Information & Library Service	Trish Smyth	91	147,915
Latrobe City Libraries	Julie Kyriacou	1,426	76,640
Maribyrnong Library Service	Michael Byrne	31	74,005
Melbourne Library Service	Paula Kelly	38	98,859
Melton City Council Library Service	Michael Scholtes	527	109,259
Mildura Rural City Council Library Service	Sue Kelly	22,087	54,666

Appendix 4: List of Victorian public library services

Library service	Chief Executive Officer/Manager	Region (sq. km)	Population
Mitchell Shire Library & Information Service	Sue Wilson	2,862	35,044
Monash Public Library Service	Anne-Maree Pfabe	82	162,229
Moonee Valley Libraries	Troy Watson	43	112,270
Moreland City Libraries	Genimaree Panozzo	51	152,255
Mornington Peninsula Library Service	Geoff Carson	720	144,608
Murrindindi Library Service	Joyce Dickson	3,889	13,058
Port Phillip Library Service	Damian Tyquin	20	91,372
Stonnington Library & Information Service	Dianne Panjari	26	93,145
Swan Hill Regional Library Service	Camille Cullinan	16,820	28,907
Towong Shire Libraries	Penny Sell	6,675	5,978
Vision Australia Information Library Service	Tony Iezzi	0	212,549
Wellington Shire Library	Stephen Dempsey	10,809	43,920
West Gippsland Regional Library Corporation	John Murrell	8,194	101,947
Whitehorse Manningham Regional Library Corporation	Geoff Rockow	178	275,987
Wimmera Regional Library Corporation	Paula Clark	42,000	54,000
Wodonga Library	Astrid Kriening	433	38,759
Wyndham City Library Service	Rhonda Rathjen	542	168,552
Yarra Libraries	Margherita Barbante	19	80,309
Yarra Plenty Regional Library Service	Christine Mackenzie	983	352,098
Total			5,742,090

Prior to 2013, Indigo Shire, Towong Shire and Wodonga library services were, collectively, the Upper Murray Regional Library.

Appendix 5: Map of Victorian public library services



Appendix 6: Skills survey questionnaire – Individuals

About you

1. Name of library service: _____
2. Gender: Male Female Other
3. Age: 16–24 25–34 35–44 45–54 55–64 65 or older
4. What is the highest educational qualification you have completed?
 - Did not complete high school (VCE or equivalent)
 - Completed high school (VCE or equivalent)
 - TAFE Certificate
 - TAFE diploma or advanced diploma
 - Undergraduate degree
 - Graduate certificate or graduate diploma
 - Master's degree (coursework)
 - Master's degree (research)
 - PhD
5. Are you currently studying, or do you intend to study, to gain other formal qualifications in the next 2 years?
 - No, I have no plans to study
 - High school (VCE or equivalent)
 - TAFE certificate
 - TAFE diploma or advanced diploma
 - Undergraduate degree
 - Graduate certificate or graduate diploma
 - Master's degree (coursework)
 - Master's degree (research)
 - PhD
6. Thinking of all the public libraries you may have worked in, how long have you been working in public libraries in Victoria?
 - Less than 1 year
 - 1–2 years
 - 2–5 years
 - 5–10 years
 - 10–20 years
 - More than 20 years

Appendix 6: Skills survey questionnaire – Individuals

202

7. What term best describes your current position?

- Library officer
 - Library technician
 - Librarian
 - Team leader
 - Branch manager
 - Section manager (for the whole library service)
 - IT specialist
 - Library services manager/CEO
 - Other [please describe]
-
-

8. What key words describe your current role?
(Please indicate as many as applicable.)

- Accountant/finance
 - Acquisitions
 - Branch services
 - Children's/youth
 - Collections
 - HR
 - Information/reference
 - Marketing/promotions
 - Multicultural
 - Operations
 - Outreach/community liaison
 - Mobile library
 - Reader/adult services
 - Supervisor/manager
 - Systems/ICT
 - Training
 - Virtual/online services
 - Other [please describe]
-
-

9. Is your current position primarily:

- Front of house
- Back of house
- Equally front and back of house

10. On what basis are you currently employed?

- Full-time (permanent, contract or temporary)
- Part-time (permanent, contract or temporary)
- Casual

11. How long have you been working in your current position?

- Less than 1 year
- 1-2 years
- 2-5 years
- 5-10 years
- 10-20 years
- More than 20 years

12. What band are you currently employed under?

- Band 3
 - Band 4
 - Band 5
 - Band 6
 - Band 7
 - Band 8
 - Senior Officer
 - Other [please specify]
-
-

Appendix 6: Skills survey questionnaire – Individuals

Your skills

A. Foundation skills and general knowledge

Please indicate:

- How important the following skills are to the library service at the current time
- How important you think these skills will be to the library service in 5 years' time
1 = not at all important → 5 = extremely important
- How confident you feel in your ability to apply these skills in the work that you do:
0 = not relevant to my role, 1 = not at all confident → 5 = very confident

- 13. Read and write, and to use written information in a range of contexts (*Literacy*)
- 14. Use mathematical knowledge and skills (*Numeracy*)
- 15. Use information and media skills in a digital world (*Digital literacy*)
- 16. Appreciate and accept the diverse beliefs, appearances and lifestyles of people from other cultural backgrounds (*Cultural literacy*)
- 17. Understand social and political issues relating to democracy and social justice (*Political/civic/citizen literacy*)
- 18. Understand the role of the economy and make appropriate financial decisions (*Financial/economic/business/entrepreneurial literacy*)
- 19. Understand how personal and community choices impact on health and wellbeing; locate and interpret information on health issues (*Health literacy*)
- 20. Understand how personal and community choices impact the environment; locate and interpret information on environmental issues (*Environmental literacy*)
- 21. Understand the historical, geographic, social and cultural characteristics of the local community (*Local awareness*)
- 22. Understand global issues (*Global awareness*)
- 23. In the context of Foundation skills, do you have any thoughts about how your role might change over the next 5 years?

- 24. In the context of Foundation skills, are there any specific areas where you feel that you need support to become more confident?

- 25. Do you have any other comments about Foundation skills?

B. Professional skills

Please indicate:

- How important the following skills are to the library service at the current time
- How important you think these skills will be to the library service in 5 years' time
1 = not at all important → 5 = extremely important
- How confident you feel in your ability to apply these skills in the work that you do:
0 = not relevant to my role, 1 = not at all confident → 5 = very confident

26. Understand and value the role of information and libraries in society
(*Information and libraries in society*)
27. Contribute to the library's ICT policy and planning processes
(*Information and communications technologies - ICT*)
28. Develop and manage ICT systems in the library (*Information and communications technologies - ICT*)
29. Integrate social media and mobile applications into library operations
(*Information and communications technologies - ICT*)
30. Troubleshoot ICT problems in the library (*ICT support*)
31. Understand how information is managed in libraries (*Information management*)
32. Create and maintain bibliographic records (*Information organisation and access*)
33. Create and maintain metadata schema (*Information organisation and access*)
34. Undertake routine lending services (*Information organisation and access*)
35. Help customers find relevant information (*Information seeking*)
36. Ensure that the library collection is current, useful and in good condition
(*Collection management*)
37. Develop and manage the library collection to meet customer needs
(*Collection management*)
38. Order, receive and track library resources (*Collection management*)
39. Manage digital resources in the library collection (*Collection management*)
40. Keep the collection in good condition (*Collection management*)
41. Provide information services to diverse customer groups (*Information services*)
42. Run learning programs for diverse customer groups (*Literacies and learning*)
43. Run cultural programs for diverse customer groups (*Cultural programming*)
44. Run makerspaces in the library (*Creative making*)
45. Understand local community needs (*Community development*)

Appendix 6: Skills survey questionnaire – Individuals

B. Professional skills

- 46. Support community engagement (*Community development*)
- 47. Build community relationships (*Community development*)
- 48. Contribute to the library's policy and planning processes (*Management and administration*)
- 49. Manage library operations (*Management and administration*)
- 50. Monitor and evaluate library performance (*Management and administration*)
- 51. Manage library finances (*Management and administration*)
- 52. Manage library staffing (*Management and administration*)
- 53. Market the library (*Marketing*)
- 54. Promote the library collections, services and programs (*Marketing*)
- 55. Manage a successful project (*Project management*)
- 56. Undertake and disseminate research activities (*Generation of knowledge*)
- 57. In the context of Professional skills, do you have any thoughts about how your role might change over the next 5 years?

- 58. In the context of Professional skills, are there any specific areas where you feel that you need support to become more confident?

- 59. Do you have any other comments about Professional skills?

C. Behavioural skills

Please indicate:

- How important the following skills are to the library service at the current time
- How important you think these skills will be to the library service in 5 years' time
1 = not at all important → 5 = extremely important
- How confident you feel in your ability to apply these skills in the work that you do:
0 = not relevant to my role, 1 = not at all confident → 5 = very confident

60. Act professionally and maintain ethical standards (*Ethics and values*)
61. Present and discuss information with colleagues and customers (*Oral communication*)
62. Prepare written documents for a range of audiences (*Written communication*)
63. Use and interpret non-verbal cues (*Non-verbal communication*)
64. Provide high standards of customer service (*Customer engagement*)
65. Show understanding and sensitivity to other people (*Empathy*)
66. Work productively with others in a group (*Teamwork*)
67. Exercise strong leadership (*Leadership*)
68. Act responsibly and achieve personal goals (*Self-management*)
69. Respond positively to change (*Flexibility*)
70. Apply creative and innovative thinking (*Creative thinking*)
71. Think clearly and rationally about a problem (*Critical thinking*)
72. Use creative strategies to resolve a problem (*Problem solving*)
73. Understand the political and business environment in which the library operates (*Political and business acumen*)
74. Identify and develop partnerships to gain support for the library (*Building partnerships and alliances*)
75. Develop a greater level of self-awareness about attitudes and performance (*Critical reflective practice*)
76. Learn how to learn in all facets of life (personal, educational and professional) (*Lifelong learning*)
77. Use knowledge and experience to help others (*Mentoring and coaching*)
78. Develop strong links with the library and information profession (*Professional engagement*)
79. In the context of Behavioural skills, do you have any thoughts about how your role might change over the next 5 years?

Appendix 6: Skills survey questionnaire – Individuals

C. Behavioural skills

80. In the context of Behavioural skills, are there any specific areas where you feel that you need support to become more confident?

81. Do you have any other comments about Behavioural skills?

82. Finally - are there any 'hidden talents' that you would like to tell us about, which might be of value to the library service? These talents might be creative, linguistic, technical or scientific... It would be great to know more about the richness of the library workforce!

Thank you for participating in the Victorian public libraries: Our future, our skills survey!

Appendix 7: Skills survey questionnaire – Managers

Name of library service: _____

A. Foundation skills and general knowledge

Please indicate:

- How important the following skills are to the library service at the current time
 - How important you think these skills will be to the library service in 5 years' time
- 1 = not at all important → 5 = extremely important

1. Read and write, and to use written information in a range of contexts (*Literacy*)
2. Use mathematical knowledge and skills (*Numeracy*)
3. Use information and media skills in a digital world (*Digital literacy*)
4. Appreciate and accept the diverse beliefs, appearances and lifestyles of people from other cultural backgrounds (*Cultural literacy*)
5. Understand social and political issues relating to democracy and social justice (*Political/civic/citizen literacy*)
6. Understand the role of the economy and make appropriate financial decisions (*Financial/economic/business/entrepreneurial literacy*)
7. Understand how personal and community choices impact on health and wellbeing; locate and interpret information on health issues (*Health literacy*)
8. Understand how personal and community choices impact the environment; locate and interpret information on environmental issues (*Environmental literacy*)
9. Understand the historical, geographic, social and cultural characteristics of the local community (*Local awareness*)
10. Understand global issues (*Global awareness*)
11. In the context of Foundation skills, do you have any thoughts about the reasons why the need for these skills in your library might change over the next 5 years?

12. Do you have any other comments about Foundation skills?

Appendix 7: Skills survey questionnaire – Managers

B. Professional skills

Please indicate:

- How important the following skills are to the library service at the current time
- How important you think these skills will be to the library service in 5 years' time

1 = not at all important → 5 = extremely important

13. Understand and value the role of information and libraries in society (*Information and libraries in society*)
14. Contribute to the library's ICT policy and planning processes (*Information and communications technologies - ICT*)
15. Develop and manage ICT systems in the library (*Information and communications technologies - ICT*)
16. Integrate social media and mobile applications into library operations (*Information and communications technologies - ICT*)
17. Troubleshoot ICT problems in the library (*ICT support*)
18. Understand how information is managed in libraries (*Information management*)
19. Create and maintain bibliographic records (*Information organisation and access*)
20. Create and maintain metadata schema (*Information organisation and access*)
21. Undertake routine lending services (*Information organisation and access*)
22. Help customers find relevant information (*Information seeking*)
23. Manage library staffing (*Management and administration*)
24. Market the library (*Marketing*)
25. Promote the library collections, services and programs (*Marketing*)
26. Manage a successful project (*Project management*)
27. Undertake and disseminate research activities (*Generation of knowledge*)
28. In the context of Professional skills, do you have any thoughts about the reasons why the need for these skills in your library service might change over the next 5 years?

29. Do you have any other comments about Professional skills?

C. Behavioural skills

Please indicate:

- How important the following skills are to the library service at the current time
 - How important you think these skills will be to the library service in 5 years' time
- 1 = not at all important → 5 = extremely important

30. Act professionally and maintain ethical standards (*Ethics and values*)
31. Present and discuss information with colleagues and customers (*Oral communication*)
32. Prepare written documents for a range of audiences (*Written communication*)
33. Use and interpret non-verbal cues (*Non-verbal communication*)
34. Provide high standards of customer service (*Customer engagement*)
35. Show understanding and sensitivity to other people (*Empathy*)
36. Work productively with others in a group (*Teamwork*)
37. Exercise strong leadership (*Leadership*)
38. Act responsibly and achieve personal goals (*Self-management*)
39. Respond positively to change (*Flexibility*)
40. Apply creative and innovative thinking (*Creative thinking*)
41. Think clearly and rationally about a problem (*Critical thinking*)
42. Use creative strategies to resolve a problem (*Problem solving*)
43. Understand the political and business environment in which the library operates (*Political and business acumen*)
44. Identify and develop partnerships to gain support for the library (*Building partnerships and alliances*)
45. Develop a greater level of self-awareness about attitudes and performance (*Critical reflective practice*)
46. Learn how to learn in all facets of life (personal, educational and professional) (*Lifelong learning*)
47. Use knowledge and experience to help others (*Mentoring and coaching*)
48. Develop strong links with the library and information profession (*Professional engagement*)
49. In the context of Behavioural skills, do you have any thoughts about the reasons why the need for these skills in your library might change over the next 5 years?

50. Do you have any other comments about Behavioural skills?

Thank you for participating in the Victorian public libraries: Our future, our skills survey!

