



ohio library council

Promoting our libraries. Inventing our future.

Ohio Public Library Core Competencies

Available to members on the OLC Web site
www.olc.org/CoreCompetencies.asp

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Revised 01/2008

Core Competencies for Library Staff

Competency	Definition	Skills and Behaviors	Possible Training Units
Adaptability	The ability to adjust to changing situations.	<ul style="list-style-type: none"> • Interprets and responds quickly to new or changed responsibilities, methods and procedures • Learns and applies new skills • Remains positive and productive 	<ul style="list-style-type: none"> • <i>Current and Future Trends sessions</i> • <i>Time management</i> • <i>Keeping Your Balance in the Midst of Change Workshop(NEO-RLS)</i> • <i>Change Management: Effectively Dealing with Organizational and Individual Change (SWON)</i>
Communication	The ability, through both verbal and written methods, to provide concise, timely and accurate information, internally and externally, among all organizational levels and with all of the appropriate people.	<ul style="list-style-type: none"> • Listens to others and verifies understanding of the message • Uses a variety of communication methods in the most appropriate forms, in the manner that best enables the message to be understood • Responds to the comments and questions of others in a timely manner • Uses appropriate language • Knows how to find and use information on the Staff Intranet 	<ul style="list-style-type: none"> • <i>Interpersonal Communication</i> • <i>Intranet/Library web site tour & orientation</i> • <i>Library's email and paperwork orientation</i>

Core Competencies for Library Staff

Competency	Definition	Skills and Behaviors	Possible Training Units
Customer Service	The ability to efficiently, effectively and positively meet the Library needs of internal and external customers.	<ul style="list-style-type: none"> • Welcomes interactions • Consistently greets patrons and staff with a smile • Strives to make Library resources accessible to all members of the community • Proactively anticipates and addresses patron and staff expectations and needs • Knows when it is appropriate to bend the rules and explains positively when denials are required 	<ul style="list-style-type: none"> • <i>Intellectual Freedom course</i> • <i>Customer Service</i> • <i>Diversity Awareness</i> • <i>Emotional Intelligence class</i> • <i>Library's Policy Manual Orientation</i> • <i>Conflict Resolution</i> • <i>The Customer is Always Right: Building and Teaching Client Relationship Skills @ http://www.sirsidynixinstitute.com/archive.php</i> • <i>Emotional Customer Service: Turning Customers into Friends who'll return again and again @ http://www.sirsidynixinstitute.com/archive.php</i>

Core Competencies for Library Staff

Competency	Definition	Skills and Behaviors	Possible Training Units
Organizational Awareness	The knowledge and ability to support the Library's mission, vision, culture and structure.	<ul style="list-style-type: none"> • Understands and identifies with the goals and values of the Library and models and actively communicates them effectively • Knows and appropriately follows the Library's hierarchy • Knows, understands and appropriately applies policies and procedures • Keeps current on information sent by Administration 	<ul style="list-style-type: none"> • <i>Intranet/Library web site tour & orientation</i> • <i>All department tour of Library with possible shadowing sessions</i> • <i>Library's Policy Manual Orientation</i> • <i>OLC's Online Orientation Program</i> http://www.olc.org/orientation/index.html
Personal Responsibility	The commitment to take appropriate action to meet patron and Library goals and needs, as well as accept responsibility for the results.	<ul style="list-style-type: none"> • Ensures accuracy and completeness of work • Accepts responsibility for accomplishments and seeks to correct and learn from mistakes • Continually seeks opportunities for learning and training • Evaluates own strengths and weaknesses and seeks feedback from others for improvement 	<ul style="list-style-type: none"> • <i>Ingredients to Workplace Success (SWON Libraries)</i> • <i>Time Management</i>

Core Competencies for Library Staff

Competency	Definition	Skills and Behaviors	Possible Training Units
Problem Solving	The ability to understand the entire perspective of a situation or issue, indentifying patterns or connections between situations, assessing problems and troubleshooting in order to identify effective solutions.	<ul style="list-style-type: none"> • Solving problems in a timely manner • Acquires new information and applies knowledge to analyze issues and resolve problems • Breaks problems down into components to identify required tasks or activities • Formulates new and imaginative solutions that reflect careful consideration of patron and Library needs and goals • Considers risks, benefits, and impact of solution on the present and future Library environment • Transfers learning from one situation to solve a problem in another • Consults with appropriate staff members before implementing solutions 	<ul style="list-style-type: none"> • <i>Library's Policy Manual Orientation</i> • <i>Role-playing workshop</i> • <i>PC & Library Technology Troubleshooting</i>
Team Work	The ability to work collaboratively with others to achieve organizational goals and objectives.	<ul style="list-style-type: none"> • Willingly assists others by sharing expertise and time • Prepared to complete assigned tasks • Respects the ideas and opinions of others • Gives and accepts feedback in a positive manner • Proactively involves others to solve problems and achieve results which meet the needs of the Library 	<ul style="list-style-type: none"> • <i>Interpersonal Communication</i> • <i>Conflict Resolution</i> • <i>All department tour of the Library with possible shadowing sessions</i> • <i>Facilitation & Meeting Techniques</i> • <i>Library Conflict Management for Consenting Adults-Turning Enemies into Allies @ http://www.sirsidynixinstitute.com/archive.php</i>

Core Technology Competencies for Library Staff

Competency	Definition	Skills and Behaviors	Possible Training Units
Basic Computer Use Basic Computer Hardware Knowledge	Demonstrated general understanding of basic computer skills coupled with a basic understanding and knowledge of computer equipment	<ul style="list-style-type: none">• Identify and recognize the names and functions of major computer equipment• Load paper and cartridges into a printer• Know the difference between logging on to a computer and logging on to other applications• Use a keyboard and mouse• Log on/log off a computer• Start, shut down and reboot/restart a computer	<i>Mousercise</i> (online tutorial) www.ckls.org/~crippel/computerlab/tutorials/mouse/page1.html
E-Mail Skills	Ability to use e-mail.	<ul style="list-style-type: none">• Create and edit a distribution list• Use an e-mail Address Book or List Send, open, reply and forward e-mail messages• Insert/attach a file• Delete and empty a folder• Delete a message• Print messages• Understand the difference between “e-mail” and an “e-mail program” (such as Outlook, Exchange Outlook Web Access, Hotmail, etc.)	

Core Technology Competencies for Library Staff

Competency	Definition	Skills and Behaviors	Possible Training Units
Internet and the World Wide Web Basics	Ability to perform basic internet searches.	<ul style="list-style-type: none"> • Delete <i>history</i> and temporary Internet files • Fill out an online form • Change home site location, if applicable • Add, delete and organize a <i>bookmark</i> or <i>favorite</i> • Search the Web using Google and at least two search engines • Download a file from an Internet site • Print page(s) from an Internet site • Understand the difference between the Internet and the Web • Understand the difference between a Web <i>page</i> and a Web <i>site</i> 	<i>Internet for Beginners</i>
Library Web Site and Online Catalog Basics	<p>Demonstrated knowledge of library's Web site – the URL, what can be found on the Web site and services available through the library's Web site.</p> <p>Ability to perform simple searches in your library's online catalog.</p>	<ul style="list-style-type: none"> • Knows library's URL and can access library's Web site • Knows library's various Web sites and how to access them. • Knows resources available on library's Web site, including electronic databases • Articulate the library's Internet policy to patrons • Determine location and availability of specific items in the online catalog • Search the online catalog by author, title and subject • Access the library's online catalog 	<p><i>Web Search Tools</i></p> <p><i>OhioLink Databases</i></p> <p><i>OPLIN Database Training</i></p>

Core Technology Competencies for Library Staff

Competency	Definition	Skills and Behaviors	Possible Training Units
Web Browser Skills	Basic understanding of Web browsers.	<ul style="list-style-type: none"> • Set personal preferences, if applicable • “Surf” the Web using <i>back</i>, <i>forward</i>, <i>home</i>, <i>stop</i> and <i>print</i> • Name two well-known browsers • Understand browser terms (such as link, URL, cache) • Use browser functions (such as back, forward, home, print) • Understand that a browser is an application or a program that is used to access info on the Web 	<p><i>Windows Explorer: Managing Your Files</i> (online tutorial) www.duke.edu/~dhewitt/tutorials/explorer/explor.html</p> <p><i>Netscape Navigator</i> (online tutorial) http://wp.netscape.com/browsers/using/newusers/basics/</p>
Windows Basics		<ul style="list-style-type: none"> • Create shortcuts • Create folders • Find, copy and move files • Use taskbar, menus, toolbars and Start button • Open files from within a program • Explain “desktop” • Know the “drives” on a PC (such as A=floppy and C=hard drive) • Understand the uses for floppy disks, CD-ROMs and jump/flash drives • Move, minimize and maximize windows • Start and exit programs 	<i>Windows XP</i>
Word Processing Skills	The ability to use a word processing program, such as Microsoft Word.	<ul style="list-style-type: none"> • Change font and font size • Cut and paste and copy and paste • Format a document using <i>bold</i>, <i>italicize</i>, <i>underline</i> and <i>center text</i> • Use <i>spell check</i> • Use <i>Help</i> • Create, format, save, print and open a document 	<i>Microsoft Word Basic</i>

Adult Services

Competency	Definition	Skills and Behaviors	Possible Training Units
Core Competencies for Library Staff -and- Core Technology Competencies for Library Staff	These are found at : www.oll.edu/CoreCompetencies.asp		
Advocacy	The ability to promote and support the library needs of adults and seniors through materials, services and programming.	<ul style="list-style-type: none">• Advocates for adults and seniors before library administrators and the community, defining and communicating the needs of adults and seniors, and promoting the need to acknowledge and honor the rights of all to receive quality and respectful library service at all levels• Contributes to the orientation, training, supervision and evaluation of other staff members in implementing excellent customer service to adults and seniors• Extends library service to individuals and groups presently not served• Ensures that adults and seniors have full access to library materials, resources, and services	<ul style="list-style-type: none">• Partnering with community groups• Outcome-based assessment• Evaluation• Leadership skills• Training basics/developing staff training

Adult Services

Competency	Definition	Skills and Behaviors	Possible Training Units
Collection Management <ul style="list-style-type: none">• Books• AV• Technology• Realia• Selection and de-selection	The ability to select materials, and maintain a collection designed to meet the needs of the intended audience.	<ul style="list-style-type: none">• Ability to choose between various new sources or technologies for wise money management• Knowledge of analysis and weeding procedures• Knowledge of materials which effectively meet those needs• Ability to identify customer requests, needs, and interests both currently and in the future• Ability to market materials for customer convenience	<ul style="list-style-type: none">• Materials selection of AV, technology, and realia• Various literature classes based on customer description i.e. children's, mysteries, Judaica, etc

Adult Services

Competency	Definition	Skills and Behaviors	Possible Training Units
Programming			
<ul style="list-style-type: none"> Evaluation 	The ability to objectively assess the success of programming in terms of the relevancy and appropriateness to developmental needs of the targeted group and the redefined expectations set through the planning process.	<ul style="list-style-type: none"> Evaluates all programs and uses those results to improve future presentation style and/or content Designs programs for adults and seniors, based on their needs and interests, while considering the goals/mission of the library 	<ul style="list-style-type: none"> Advertising/marketing programs Time management Project management Library/community collaboration Solicitation skills (asking for donation of programming materials, supplies, prizes)
<ul style="list-style-type: none"> Creativity and Innovation 	The ability to be creative; promote new ideas and introduce high quality, new solutions or processes; make both minor adjustments and dramatic changes to current thinking.	<ul style="list-style-type: none"> Actively involves customers in the planning process for their age group through advisory boards, task forces, or by less formal means, such as surveys, one-on-one discussions, and focus groups 	<ul style="list-style-type: none"> Outcome-based assessment The Art of Book Talking Programming for adults Programming for seniors
<ul style="list-style-type: none"> Planning 	The ability to use knowledge, skills, tools and techniques to plan, oversee, and/or implement necessary tasks to result in a program that is completed on time, within budget, and that meets or exceeds expectations.	<ul style="list-style-type: none"> Presents a variety of programs, both within the library and through outreach, commensurate with community needs and the library's goals and objectives Promotes activities that increasingly build and strengthen information literacy skills, and develop life-long learning habits 	
<ul style="list-style-type: none"> Presentation 	The ability to use relevant and appropriate techniques to execute interesting and engaging programs.		
Readers' Advisory	The understanding of the importance of connecting customers to popular and recreational reading. The ability to assist customers with popular and recreational reading choices.	<ul style="list-style-type: none"> Effectively uses online and print readers' advisory resources Elicits information from the reader and bases recommendations on reader's interests and desires Has a working knowledge of popular authors and titles Keeps up-to-date on what is being read by customers 	<ul style="list-style-type: none"> Readers' Advisory training Back to the Book

Adult Services

Competency	Definition	Skills and Behaviors	Possible Training Units
Reference <ul style="list-style-type: none">• In person• On the phone• Online	<p>The understanding of the importance determining customer needs, researching and locating answers in a timely manner, while providing accurate information; ability to use various technologies and informational databases.</p> <p>Provides clear and comprehensive information in response to requests.</p>	<ul style="list-style-type: none">• Direct involvement in selection and de-selection of materials• Instructs customers in basic information gathering and the use of library resources• Continually updates knowledge of available resources• Effectively uses interlibrary loan and resource sharing• Identify, interpret and access varied information sources—including but not limited to the library catalog, Internet, reference collections—appropriate to customer’s needs; providing consistently accurate answers to inquiries• Ability to interview customers and to accurately determine need• Knowledge of the collection• Strong interpersonal communication skills	<ul style="list-style-type: none">• Reference skills including interviewing and sources• Internet• E-mail• Guide to Roving Reference: An Essential Service for Library 2.0 @ http://www.sirsidynixinstitute.com/archive.php

Children's Services

Competency	Definition	Skills and Behaviors	Possible Training Units
<p>Core Competencies for Library Staff -and- Core Technology Competencies for Library Staff</p>	<p>These are found at : www.oll.org/CoreCompetencies.asp</p>		
<p>Advocacy</p>	<p>The ability to promote and support the library needs of children through materials, services, and programming.</p>	<ul style="list-style-type: none"> • Advocates for children before library administrators, staff, and the community to define and communicate the needs of children and promote the need to acknowledge and honor the rights of children to receive quality and respectful library service at all levels • Contributes to the orientation, training, supervision, and evaluation of other staff members in implementing excellent customer service to children • Serves current customers as well as extends library service to individuals and groups presently not served • Ensures that children have full access to library materials, resources, and services. • Models and promotes a non-judgmental attitude toward children 	<ul style="list-style-type: none"> • Partnering with community groups • Outcome-based assessment • Evaluation • Leadership skills • 40 Training Basics/developing staff training • Developmental assets for young people

Children's Services

Competency	Definition	Skills and Behaviors	Possible Training Units
Collection Management <ul style="list-style-type: none">• Books• AV• Technology• Realia• Selection and de-selection	The ability to select materials, and maintain a collection designed to meet the needs of the intended audience.	<ul style="list-style-type: none">• Evaluates and recommends collection development, selection, and weeding policies for children's materials consistent with the mission and policies of the library and the ALA Library Bill of Rights, and applies these policies in acquiring and weeding materials for or management of the collection• Assesses the community regularly and systematically to identify key changes in community needs, tastes, and resources• Demonstrates a knowledge and appreciation of children's literature, periodicals, audiovisual materials, Web sites, electronic media, and other materials that constitute a diverse, current, and relevant collection for children• Maintains an awareness of popular culture for trends in collection development• Maintains weeding schedule to keep the collection current and in excellent physical condition• Creates an environment that is attractive, inviting, enjoyable, and convenient to use by displaying and marketing materials effectively	<ul style="list-style-type: none">• Train the Trainer: how to make training materials and packets, how to do training instruction• Budgeting• Evaluating Web sites for children• Weeding/de-selection materials evaluation criteria• Creating booklists and pathfinders• Merchandising/display• Understanding "No Child Left Behind" and proficiency skills• 40 Developmental Assets• Best of ... Children's Lit.

Children's Services

Competency	Definition	Skills and Behaviors	Possible Training Units
Programming			
<ul style="list-style-type: none"> Evaluation 	<p>The ability to objectively assess the success of programming in terms of the relevancy and appropriateness to developmental needs of the targeted group and the redefined expectations set through the planning process.</p>	<ul style="list-style-type: none"> Evaluates all programs and uses those results to improve future presentation style and/or content Establishes programs and services for parents, individuals and agencies as caregivers, and other professionals in the community who work with children 	<ul style="list-style-type: none"> Library/community collaboration Solicitation skills (asking for donation of programming materials, supplies, prizes) Outcome-based assessment advertising/ marketing programs
<ul style="list-style-type: none"> Creativity and Innovation 	<p>The ability to be creative; promote new ideas and introduce high quality, new solutions or processes; make both minor adjustments and dramatic changes to current thinking.</p>	<ul style="list-style-type: none"> Designs programs for children, based on their developmental needs and interests, while considering the goals/mission of the library Provides outreach programs commensurate with community needs and the library's goals and objectives 	<ul style="list-style-type: none"> Time management Project management Music and movement in children's programming Storytelling workshop Puppetry
<ul style="list-style-type: none"> Planning 	<p>The ability to use knowledge, skills, tools and techniques to plan, oversee, and/or implement necessary tasks to result in a program that is completed on time, within budget, and that meets or exceeds expectations.</p>	<ul style="list-style-type: none"> Presents a variety of programs or brings in skilled presenters to present these programs, including storytelling, book talking, book discussions, puppet programs, and other appropriate services 	<ul style="list-style-type: none"> Using props in programming The Art of Book Talking Programming for infants Programming for young children Programming for school-age children Programming for "tweens"
<ul style="list-style-type: none"> Presentation 	<p>The ability to use relevant and appropriate techniques to execute interesting, engaging, and age appropriate programs.</p>		

Children's Services

Competency	Definition	Skills and Behaviors	Possible Training Units
Readers' Advisory	The ability to connect children with resources that encourage reading. The knowledge of popular materials and the ability to share that knowledge with children.	<ul style="list-style-type: none">• Creates bibliographies, book-talks, displays, electronic documents, and other special tools to increase access to library resources and promote their use• Keeps up-to-date on what is current and popular with customers• Effectively uses online and print reader's advisory resources• Elicits information from the reader and bases recommendations on reader's interests and desires• Matches children and their families with materials appropriate to their interest and abilities	<ul style="list-style-type: none">• Children's Literature Reader's Advisory• Creating booklists and pathfinders• Best of ... Children's Lit.

Children's Services

Competency	Definition	Skills and Behaviors	Possible Training Units
<p>Reference</p> <ul style="list-style-type: none"> • In person • On the phone • Online 	<p>The understanding of the importance of determining children's needs, researching and locating answers in a timely manner, while providing accurate information; ability to use various technologies and informational databases.</p> <p>Provides clear and comprehensive information in response to requests.</p>	<ul style="list-style-type: none"> • Serves as a resource expert and a consultant when teachers are making the transition from textbook-centered instruction to resource-based instruction • Works with child care providers to promote reading and teach pre-reading skills • Continually updates knowledge of available resources that may serve the needs of children and their caregivers • Assists and instructs children in information gathering and research skills • Identify, interpret and access varied information sources—including but not limited to the library catalog, internet, reference collections—appropriate to the customer's needs; providing consistently accurate answers to inquiries • Ability to interview the customer and to accurately determine needs • Provides help where needed, respects child's right to browse, and answers questions regardless of their nature or purpose • Knowledge of the collection • Strong interpersonal communication skills 	<ul style="list-style-type: none"> • Train the Trainer: how to make training materials and packets, how to do training instruction • Using Know It Now's "Live Homework Help" • Assessing electronic resources for children • Reference skills including interviewing and sources • Guide to Roving Reference: An Essential Service for Library 2.0 @ http://www.sirsidynixinstitute.com/archive.php

Circulation Services

Competency	Definition	Skills and Behavior	Possible Training Units
Core Competencies for Library Staff -and- Core Technology Competencies for Library Staff	These are found at : www.oll.org/CoreCompetencies.asp		
Technical Skills	The ability to perform necessary tasks to support the circulation function.	<ul style="list-style-type: none">• Promotes and explains circulation, intra-library and interlibrary loan procedures, and other information retrieval options in a customer-responsive manner• Possesses a basic understanding of cash handling procedures• Is attentive to details and is able to prioritize workflow• Understands and accurately follows circulation policies and procedures• Demonstrates knowledge of basic computer operations needed to use the library's circulation system; keeps current with changes	<ul style="list-style-type: none">• Process improvement• Cash handling• ILS training

Fiscal Officer

Competency	Definition	Skills and Behavior	Possible Training Units
Core Competencies for Library Staff -and- Core Technology Competencies for Library Staff	These are found at : www.oll.edu/CoreCompetencies.asp		
Critical Thinking <ul style="list-style-type: none">Analytical SkillsProblem SolvingDecision Making	The ability to recognize patterns, draw logical conclusions and make recommendations for action; use a well-ordered approach to solving problems; and use sound judgment in making decisions despite obstacles or resistance.	<ul style="list-style-type: none">Identifies multiple variables and relationships in complex problems, anticipating obstaclesMakes high quality decisions that reflect realistic goals and careful consideration of library needsDemonstrates the ability and willingness to uphold decisions and defend opinion when necessaryGathers, utilizes, and interprets relevant information when making decisionsConsiders the risk, benefit, and impact of decisions on the present and future library environment before taking actionAnalyzes relevant data to create potential solutionsUses a well-ordered approach to problem solvingResponds in a timely manner	<ul style="list-style-type: none">Risk managementForecasting & trend analysisDecision making, using techniques and dataEvaluation and prioritization techniques

Fiscal Officer

Competency	Definition	Skills and Behavior	Possible Training Units
Management of Fiscal Operations	The ability to work in conjunction with the board and director to budget, audit, appropriate and transfer all library funds.	<ul style="list-style-type: none"> • Develops annual budget and provides explanations, justifications, and supporting documentation for review and approval of the library director • Presents budget to library board and, upon approval, develops strategy for presentation to Budget Commission • Knows and understands the library's statutory requirements and powers as authorized by the Ohio Revised Code, opinions of the Ohio Attorney General, and applicable federal laws and regulations • Maintains all payroll and fringe benefit records in compliance with the Ohio Revised Code and applicable federal and local regulations • Keeps financial records of library funds in accordance with the Ohio Administrative Code and the requirements of the state auditor's office • Pays out money by a check signed by the clerk-treasurer and other authorized signers • Receives and deposits all library funds in the authorized depository or depositories 	<ul style="list-style-type: none"> • State requirements: Ohio Revised Code and Ohio Administrative Code • Financial and fiscal reporting requirements for governmental agencies • Legal liability of the Library Clerk-Treasurer • Risk management • Advanced budgeting techniques • Basics of government fund accounting

Fiscal Officer

Competency	Definition	Skills and Behavior	Possible Training Units
Planning and Organizational Skills	The ability to anticipate and predict internal and external changes, trends and influences in order to effectively allocate resources and implement appropriate library initiatives.	<ul style="list-style-type: none">• Develops strategy prior to annual budget development, in consultation with library director and administrative staff• Provides forecasts and trend analysis of both income and expenditures to director and board• Conducts short, medium, and long-range fiscal planning, making recommendations to director and board• Monitors, investigates and evaluates state budget, economic trends, and other fiscal issues relevant to public libraries• Investigates potential investment vehicles suitable for public libraries, compares and evaluates• Prioritizes the importance of and demonstrates logical, systematic approaches to the accomplishment of tasks• Takes action to minimize unnecessary error or risk; identifies alternatives and makes contingency plan	<ul style="list-style-type: none">• Project management• Articulating vision, mission, values, and standards• Investment management• Resource management• Operating levies and bond issues: how to prepare• Forecasting & trend analysis• Advanced budgeting techniques• Risk management

Fiscal Officer

Competency	Definition	Skills and Behavior	Possible Training Units
Records Management	The ability to organize and maintain all fiscal files and documents and being able to easily access all relevant data; use exceptional organization skills to generate many different types of reports to facilitate library planning and operation.	<ul style="list-style-type: none"> • Presents budget to library board and, upon approval, develops strategy for presentation to Budget Commission and taxing authority • Represents the library at the annual Budget Commission hearing, providing expert testimony if necessary • Generates all necessary fiscal reports for biennium audit • Maintains fiscal records as required in accordance with Ohio's Sunshine Laws 	<ul style="list-style-type: none"> • State requirements: Ohio Revised Code and Ohio Administrative Code • Financial and fiscal reporting requirements for governmental agencies • Basics of government fund accounting • Legal liability of the library clerk-treasurer • Ohio's Sunshine Laws
Resource Management	The ability to consistently focus on minimizing expenses while maximizing results.	<ul style="list-style-type: none"> • Manages and appropriately allocates resources in coordination with the library board and director • Continuously searches for, identifies, and captures cost-reduction and value-enhancement opportunities • Makes recommendations based on effectiveness • Looks for methods to increase efficiency and to avoid inappropriate use of resources • Applies business process and conducts financial analysis to identify costs, risks and alternatives 	<ul style="list-style-type: none"> • Resource allocation • Advanced budgeting techniques • Forecasting and trend analysis • Contracts, purchasing, bidding, proposals • Operating levies and bond issues: how to prepare • Development of alternate income sources, foundations fundraising

Fiscal Officer

Competency	Definition	Skills and Behavior	Possible Training Units
Technical Skills	The ability to perform necessary tasks to support the board and library director, providing accurate information and using various technologies.	<ul style="list-style-type: none">• Demonstrates proficiency in using state-auditor-approved computer program for governmental accounting• Uses Microsoft Office software, including Excel, Publisher, and Word	<ul style="list-style-type: none">• Project management software training• Basics of government fund accounting• Excel• Word• Publisher

Manager

Competency	Definition	Skills and Behavior	Possible Training Units
Core Competencies for Library Staff -and- Core Technology Competencies for Library Staff	These are found at : www.olc.org/CoreCompetencies.asp		
Critical Thinking <ul style="list-style-type: none">Analytical skillsProblem solvingDecision making	The ability to recognize patterns, draw logical conclusions and make recommendations for action; use a well-ordered approach to solving problems; and use sound judgment in making decisions despite obstacles or resistance.	<ul style="list-style-type: none">Identifies variables & relationships in complex problems, anticipating obstaclesDemonstrates the ability and willingness to uphold decisions and defend opinions when necessaryConsiders the risk/benefit/impact of decisions on present & future library environment before taking actionMakes high quality decisions that reflect realistic goals and consideration of library needsGathers, utilizes, and interprets relevant information and uses sound judgment when making decisionsUnderstands a situation by breaking it apart into smaller pieces or analyzing it in a step-by-step manner to form an appropriate solutionChecks solutions before implementingUtilizes external surveys of literature and best practicesListens to staff and patrons to identify possible solutions and incorporates ideas and suggestions to create best resultsDifferentiates an occasional occurrence from a repeated problem situationResponds in a timely manner	<ul style="list-style-type: none">Managing research and developmentRisk managementChange managementEvaluation and prioritization techniquesDecision making, using techniques and data

Manager

Competency	Definition	Skills and Behavior	Possible Training Units
Leadership	The ability to set and model high performance standards characterized by integrity, and to earn trust and respect of others by coaching, inspiring, and empowering teams of people to achieve strategic objectives.	<ul style="list-style-type: none">• Envisions future trends and establishes appropriate goals to support changes in priorities or direction• Facilitates optimal department or unit performance that is in alignment with library vision and strategies• Creates an atmosphere that accepts failure due to risk taking• Develops mutually acceptable solutions• Takes, supports, and encourages reasonable risks to meet commitments and strategic objectives• Encourages others to make good decisions and take ownership in decision-making and problem solving by providing appropriate direction and assistance when necessary• Provides appropriate resources and support to help eliminate obstacles and meet or exceed goals• Effectively manages and develops a diverse, multi-functional workforce• Creates and takes advantage of opportunities for professional growth and development to enhance performance and multifunctional skills• Fosters an environment based on integrity and high ethical standards	<ul style="list-style-type: none">• Organizational development• Quality management• <i>OLC Diversity Conference</i>• Ethics• Dump the Organization Chart: Get 'Er Done! Management for a 2.0 Library @ http://www.sirsidynixinstitute.com/archive.php• Networking and Politics: Influencing Action to Get Things Done @ http://www.sirsidynixinstitute.com/archive.php

Manager

Competency	Definition	Skills and Behavior	Possible Training Units
Personnel Management <ul style="list-style-type: none">• Performance management• Coaching/staff development• Supervision• Recruitment• Interviewing/selecting of applicants	The ability to attract, retain, and motivate staff to work towards shared objectives; coach, direct and supervise employees in the most effective manner; and manage the performance of staff in order to achieve the goals of the department/library.	<ul style="list-style-type: none">• Knowledge of employment laws and regulations that impact hiring• Ability to interview candidates, analyze their potential effectiveness and make sound hiring decisions• Sets and strives for continuously higher standards of performance• Ability to analyze training needs and implement programs to improve performance• Knowledge of library policies and procedures related to supervision• Provide opportunities for and encourage participation in staff development• Demonstrated interpersonal skills to direct the work of subordinate employees• Knowledge of the principles and practice of supervision• Ability to delegate effectively• Ability to maintain highly confidential personnel records	<ul style="list-style-type: none">• Pay systems and salary management• Using/developing classification systems• Job design• Personnel law and regulations• Employee and labor relations• Recruiting and sourcing candidates• Interviewing and selection• Personnel resource planning and scheduling• Supervision• Performance management• Problems in supervision• Team building• Team management• Conflict management• Managing multiple generations• Coaching Your Employees...Successfully!! @ http://www.sirsidynixinstitute.com/archive.php

Manager

Competency	Definition	Skills and Behavior	Possible Training Units
Planning and Organizational Skills	The ability to anticipate and predict internal and external changes, trends, and influences in order to effectively allocate resources and implement appropriate library initiatives.	<ul style="list-style-type: none">• Effectively uses project management techniques to plan and implement new programs and services• Takes action to minimize unnecessary error or risk; identifies alternatives and makes contingency plans• Emphasizes the importance of and demonstrates logical, systematic approaches to the accomplishment of tasks• Balances long and short-term planning• Effectively manages time and priorities	<ul style="list-style-type: none">• Marketing-based strategic planning• Community planning and relationship development• Articulating vision, mission, values, and standards• Project management• Promoting the library and its services• At the Elbow: Understanding Users' Perceptions of Process and Effort @ http://www.sirsidynixinstitute.com/archive.php• How to Understand your Library Users – The Better Futures of their Communities and Institutions @ http://www.sirsidynixinstitute.com/archive.php

Manager

Competency	Definition	Skills and Behavior	Possible Training Units
Resource Management <ul style="list-style-type: none">• Fiscal• Material• Facilities	The ability to consistently focus on minimizing expenses while maximizing results.	<ul style="list-style-type: none">• Manages the facilities and collections of the library• Manages and appropriately allocates resources• Looks for methods to increase efficiency and avoid inappropriate use of time or resources• Identifies obstacles and potential delays to implementation of initiatives• Continuously searches for, identifies, and captures cost-reduction and value-enhancement opportunities• Plans for facilities that will support the library plans and programs• Applies business process and conducts financial analysis to identify costs, risks and alternatives• Makes recommendations based on effectiveness• Anticipates implications of a situation and allocates resources accordingly	<ul style="list-style-type: none">• Planning and passing operating levies and bond issues• Forecasting and trend analysis• Development of alternate income sources, foundations fundraising• Facilities planning• Fiscal cut back management• Contracts, purchasing, bidding, proposals• Developing and managing a building program• Resource allocation• Budgeting

Materials Selection

Competency	Definition	Skills and Behaviors	Possible Training Units
Core Competencies for Library Staff -and- Core Technology Competencies for Library Staff	These are found at : www.oll.org/CoreCompetencies.asp		
Budget	The ability to monitor and track expenses against budget.	<ul style="list-style-type: none"> • Knowledge of procedures for verifying and ordering materials, receiving orders, resolving problems, and accounting for expenditures • Knowledge of software used to track expenditures and budget 	<ul style="list-style-type: none"> • Decision making, using techniques and data • Risk management • Change management • Evaluation and prioritization techniques • Managing research and development • GODORT (a group of Gov Docs specialists) meetings to share news and information about the field • Vendor training on use of vendor Web sites for acquisitions & how to have those Web sites interface with ILS
Collection Development Policies and Procedures	The knowledge of and/or ability to write and follow library collection development policies and procedures.	<ul style="list-style-type: none"> • Knowledge and understanding of changing needs of patron population • Knowledge and understanding of ordering, shipping, and processing requirements • Knowledge and understanding of parameters for weeding collection and disposition of obsolete materials • Current familiarity with contents and condition of collection 	<ul style="list-style-type: none"> • MARC records, LC Subject Headings, Dewey • Collaboration • Data analysis • MS Office product training such as e-mail, Word, and Excel

Materials Selection

Competency	Definition	Skills and Behaviors	Possible Training Units
Community Awareness	Awareness of community trends and demographics to make purchasing decisions.	<ul style="list-style-type: none"> • Knowledge of staff and community at branch libraries, tailoring collection and services to their local needs • Knowledge and understanding of systems and procedures in system-wide collection development activities • Ability to prioritize requests for material • Understanding of changing needs of patron population 	<ul style="list-style-type: none"> • Collaboration • Data and demographics analysis
Selection and evaluation <ul style="list-style-type: none"> • Materials evaluation • Materials selection 	Demonstrated knowledge of resources for the selection and evaluation of materials.	<ul style="list-style-type: none"> • Working knowledge of authors, literature, publishers, and publications • Knowledge of acquisition processes for one's library • Knowledge of appropriate new materials • Knowledge of the best review sources for evaluating items being considered for purchase • Knowledge of library's policies related to collection development • Knowledge and use of variety of information sources, including electronic resources and local resources, to keep current on topics relevant to library users • Current familiarity with contents and condition of collection 	<ul style="list-style-type: none"> • Introduction to non-mainstream and subject specific publishing companies

Outreach Services

Competency	Definition	Skills and Behavior	Possible Training Units
<p>Core Competencies for Library Staff -and- Core Technology Competencies for Library Staff</p>	<p>These are found at : www.olc.org/CoreCompetencies.asp</p>		
<p>Collection Management</p> <ul style="list-style-type: none"> • Books • AV • Technology • Realia • Selection and de-selection 	<p>Ability to determine customer needs, materials to meet those needs, sources of purchasing or renting those materials.</p>	<ul style="list-style-type: none"> • Ability to choose between various new sources or technologies for wise money management • Knowledge of analysis and weeding procedures • Ability to market materials for customer convenience • Knowledge of materials which effectively meets those needs • Ability to identify customer requests, needs, and interests both currently and in the future 	<ul style="list-style-type: none"> • Marketing • Demographics • Materials selection of AV, technology, and realia. • Weeding the collection • Reader's Advisory various literature classes based on customer description i.e. children's, Judiaca, etc.

Outreach Services

Competency	Definition	Skills and Behavior	Possible Training Units
<p>Driving</p> <ul style="list-style-type: none"> • Bookmobiles: various lengths heights, and components • Vans • Safe and knowledgeable driver 	<p>The ability to drive Outreach vehicles safely, schedules preventive maintenance, and knowledge of the service area.</p>	<ul style="list-style-type: none"> • Knowledge of Outreach vehicles including parking systems, HVAC systems, steering limitations, and maintenance • Ability to determine the accessibility of potential service sites • Good judgment regarding driving hazards e.g., weather, parking restrictions, etc. • Ability to perform daily preventive maintenance checks • Ability to drive safely while maintaining a “clean” driving record 	<ul style="list-style-type: none"> • Preventive maintenance • Defensive Driving
<p>Physical Requirements</p> <ul style="list-style-type: none"> • Driving • Lifting • Movement • Extreme temperatures 	<p>Capacity to move materials to serve customers in a mobile atmosphere.</p>	<ul style="list-style-type: none"> • Driving: Bookmobile, hand truck, van • Lifting: 10 lbs. continually, 25 lbs frequently, 30 lbs periodically • Frequent standing, sitting, stooping, bending, and walking • Regularly reaching horizontally and vertically • Stamina to work in extreme heat and cold 	<p>Proper Lifting Techniques Importance/Use of Back Braces OSHA Training, such as Ergonomics Also see: Driving</p>

Outreach Services

Competency	Definition	Skills and Behavior	Possible Training Units
Planning and Organizational Skills <ul style="list-style-type: none">•Prioritizing•Networking•Marketing•Demographics•Multitasking•Flexibility	The ability to identify work needs personally, departmentally, and system-wide for maximum customer service; ability to determine importance of each task; knowledge to implement or learn job duties.	<ul style="list-style-type: none">• Balances long and short-term planning• Effectively uses project management techniques to plan and implement new programs and services (committee assignments)• Strong community awareness allows for accurate assessment of customer need (community analysis)• Emphasizes the importance of and demonstrates logical, systematic approaches to the accomplishment of tasks• Takes action to minimize unnecessary error or risk; identifies alternatives and makes contingency plans• Prepared to alter plans and schedules quickly when vehicles are out of service• Maximize service in spite of set-backs• Effectively manages time and priorities	<ul style="list-style-type: none">• Articulating vision, mission, values, and standards• Marketing• Project management• Time management

Outreach Services

Competency	Definition	Skills and Behavior	Possible Training Units
<p>Programming</p> <ul style="list-style-type: none"> • Awareness of evolving trends • Program design • Storytelling aide creation • Use of multimedia • Presentation skills • Communication with children, teens, and adults with an emphasis on people with special needs 	<p>The ability to skillfully design, construct, and present library related programs for special needs populations and/or various ages; ability to present in non-library settings and in a mobile environment.</p>	<ul style="list-style-type: none"> • Ability to develop various elements into a cohesive whole, which is appropriate to the audience to inspire a love for reading and library use • Ability to compare and determine strengths and weaknesses in literature • Storytelling skills • Artistic or possessing the ability to communicate one's needs to an artist • Interest in juveniles, juvenile books, and juvenile service; teens, teen books, and teen services; seniors, adult books, those with disabilities, and senior services; members of the diverse library community • Knowledge of books and other library materials and formats 	<ul style="list-style-type: none"> • Early childhood development • Storytelling children's/juvenile/teen/adult literature • Library service to diverse groups • Presentation skills
<p>Reader's Advisory</p>	<p>The ability to connect customers with resources that encourage reading. The knowledge of popular materials and the ability to share that knowledge with all customers.</p>	<ul style="list-style-type: none"> • Creates bibliographies, book-talks, displays, electronic documents, and other special tools to increase access to library resources and promote their use • Keeps up-to-date on what is current and popular with customers • Effectively uses online and print reader's advisory resources • Elicits information from the reader and bases recommendations on reader's interests and desires • Matches customers with materials appropriate to their interest and abilities 	<ul style="list-style-type: none"> • Reader's Advisory • Creating booklists and pathfinders • Best of ... Children's Lit. • Back to the Book

Outreach Services

Competency	Definition	Skills and Behavior	Possible Training Units
<p>Reference</p> <ul style="list-style-type: none"> • In person • On the phone • Online 	<p>The understanding of the importance of determining customer needs, researching and locating answers in a timely manner, while providing accurate information; ability to use various technologies and informational databases.</p>	<ul style="list-style-type: none"> • Direct involvement in selection and de-selection of materials • Knowledge of, and familiarity with, sources of information including, but not limited to the library catalog, Internet, reference collections • Ability to interview customers to determine need; providing consistently accurate answers to inquiries • Strong communication skills 	<ul style="list-style-type: none"> • Reference skills including interviewing and resource training • Collection development • Internet • E-mail i.e., GroupWise, Outlook
<p>Supervision</p> <ul style="list-style-type: none"> • Planning and execution • Evaluative feedback • Training and follow-up • Interviewing skills 	<p>Oversee staff, vehicles, scheduling, and workflow.</p>	<ul style="list-style-type: none"> • Input into policy and procedures • Input into performance standards • Assist in evaluating and re-tooling of programs and services • Increasing and maintaining knowledge of profession • Ability to make quick decisions even with incomplete information and tight deadlines • Ability to define and analyze problems • Attendance and participation in professional organizations • Knowledge of system and department procedures and standards • Knowledge of the extent of his/her authority 	<ul style="list-style-type: none"> • Hiring, training, and evaluating • Effective supervision • Department procedures and standards including timecards and scheduling • Vehicle maintenance specialties per person

Systems and Information Technology

Competency	Definition	Skills and Behaviors	Possible Training Units
<p>Core Competencies for Library Staff</p> <p>-and-</p> <p>Core Technology Competencies for Library Staff</p>	<p>These are found at : www.oll.edu/CoreCompetencies.asp</p>		
Hardware Support	Advanced understanding and knowledge of computer and network equipment, and peripheral devices.	<ul style="list-style-type: none"> • Demonstrate the ability to install and configure a variety of computer components to work together properly. • Define criteria for upgrading or purchasing a new computer. 	<ul style="list-style-type: none"> • PC Repair
Integrated Library System	Advanced understanding of the systems that support automated library functions, including the online catalog, circulation, acquisitions, and cataloging.	<ul style="list-style-type: none"> • Understand cataloging principles of MARC, AACR2, and LCSH, and authority control. • Understand, manage, and schedule overnight procedures and processes (i.e. preparing the system printer to produce reports or notices overnight; etc.) • Understand the procedure for maintaining a log of system failures and problems. • Demonstrate the ability to communicate with the vendor on failure, problems, and services. • Understand operating and database systems used by ILS • Knowledge of query language to create specialized reports from ILS data. 	<ul style="list-style-type: none"> • SQL • Crystal Reports • ILS vendor
Internet	Advanced understanding of the protocols, structure, organization, and various information services that make up the Internet.	<ul style="list-style-type: none"> • Use evaluation criteria for determining reliable information available on the Internet. • Demonstrate the ability to provide training for staff and the customers on using the Internet. • Understand how the Internet service for the library is provided (i.e., Who provides the telecommunication and bandwidth? How is the Internet paid for?). 	<ul style="list-style-type: none"> • OPLIN 101 • WWW, DNS, Email, Usenet, RSS, SSH, FTP, HTTPS • Library 2.0: blogs, wikis, podcasting • Numerous SirsiDynix Institutes listed @ http://www.sirsiDynixInstitute.com/archive.php

Systems and Information Technology

Competency	Definition	Skills and Behaviors	Possible Training Units
Operating System Support	Proficient with the software programs that perform basic computer and local area network functions.	<ul style="list-style-type: none"> • Install/configure/patch/manipulate at least two versions of an operating system (e.g. Windows 98 and Windows XP) or all operating systems functioning in a library's specific environment. • Demonstrate an understanding of network software (example: Windows Active Directory, Novell). • General knowledge of other operating systems available and used by library customers, including MacOS and Linux 	<ul style="list-style-type: none"> • Network certification
Physical Network Support	Basic understanding of the infrastructure that supports the library's local area network.	<ul style="list-style-type: none"> • Demonstrate the ability to prepare a library site for its specific network needs (i.e., using category 5 cable and RJ-45 jacks, network hubs and switches, etc.). • Demonstrate the ability to install, configure, and troubleshoot the library's wireless LAN 	<ul style="list-style-type: none"> • Networking 101 (http://slo.minds.tv/) • WebJunction's Networking Essentials (http://webjunction.org/do/LearningCenter?method=getCourseDetail&courseId=162)
Project Management	Ability to determine scope and requirements of projects, coordinate and schedule activities, control resources, and identify and control risk for quality project completion.	<ul style="list-style-type: none"> • Define the elements and scope of projects (money, time, people, impact, etc.) ; minimize "requirements creep." • Determine project tasks and milestones; identify and allocate the necessary resources • Track the project lifecycle, ensuring timely completion within allotted budget to satisfy requirements. • Keep project team members moving forward in completing their tasks; communication and some supervisory skills may be required. • Report project information to stakeholders. • Establish criteria and metrics for evaluation 	<ul style="list-style-type: none"> • Project management software training (Microsoft Project, etc.) • PMI certification
Software Applications Support	Broad proficiency with a variety of software programs, including office productivity applications, web browsers, email clients, media players, etc.	<ul style="list-style-type: none"> • Install/configure/patch application and system software. • Demonstrate an understanding of the uses of word processing programs in the library environment. • Demonstrate the ability to use a spreadsheet program for a library application • Demonstrate an understanding of the uses of database programs in the library environment. • Develop software evaluation criteria for selection of applications software for staff use. 	<ul style="list-style-type: none"> • WebJunction's Basic Computing and Applications Series (http://webjunction.org/do/Navigation?category=442) • Microsoft certification (http://webjunction.org/do/Navigation?category=442)

Systems and Information Technology

Competency Systems Management

Definition

Ability to anticipate and predict internal and external changes, trends and influences in order to effectively allocate resources and implement appropriate library technology initiatives

Skills and Behaviors

- Demonstrate the ability to manage backups (i.e. install back-up technology; restore data after failure; etc.)
- Write or revise a library technology plan, including disaster recovery planning.
- Demonstrate awareness of technology trends and an understanding of how they may impact library environment.
- Develop or review and maintain procedure manuals for automation functions.
- Understand the budget process for automation.
- Demonstrate the ability to communicate using non-technical terminology.
- Understand the ergonomics of computer screen placement, keyboard and mouse placement, and chair adjustments; develop a plan for ergonomics.
- Identify security measures available for automated systems.
- Identify security measures available for library building security.
- Develop and implement plan for tracking hardware/software assets.

Possible Training Units

- TechAtlas Training
- E-Rate Workshops
- Project Management
- Data Security
- Systems Security

Telecommunications

Basic understanding of the infrastructure that supports the library's telephony and wide area networks.

- Understand basic terminology of telecommunications, such as ISDN, DSL, T1, T3, dial access, WAN, VOIP.
- Demonstrate the ability to prepare a library site for its specific telecommunication needs (i.e., telecommunications router equipment, CSU/DSU, modems, etc.).
- Demonstrate the ability to configure the library's telephone system and, where applicable, automated attendant and voice messaging systems.

- [Networking 101](http://slo.minds.tv/)
(<http://slo.minds.tv/>)
- [WebJunction's Networking Essentials](http://webjunction.org/do/LearningCenter?method=getCourseDetails&courseId=162)
(<http://webjunction.org/do/LearningCenter?method=getCourseDetails&courseId=162>)

Systems and Information Technology

Competency

Training

Definition

Ability to demonstrate and effectively communicate technical concepts and procedures.

Skills and Behaviors

- Understand basic principles necessary to design a training event using interactive technologies (i.e., ITV, satellite, CUCMe, video conferencing).
- Provide training for staff or customers on using a specific software application.
- Provide training for library staff on technology environment (i.e. videoconferencing, lab set-up, etc.)

Possible Training Units

- Moodle
- Train the Trainer: How to make training materials and packets, how to do training instruction

Troubleshooting

Ability to identify, diagnose, and correct problems with workstation, server, and network hardware and software.

- Conduct "support interview"
- Develop procedures for determining if there is a hardware or software problem.
- Understand the meaning of common error messages.
- Familiarity with answer sources (Microsoft Support; support.oplin.org; etc.)
- Monitor the technology environment to maintain security of library IT assets

- WebJunction's [Troubleshooting Computer Problems](http://webjunction.org/do/LearningCenter?method=getCourseDetails&courseId=370) (http://webjunction.org/do/LearningCenter?method=getCourseDetails&courseId=370)

Systems and Information Technology

Competency

Web Page/Site Management

Definition

Ability to create, edit, and coordinate a collection of documents for viewing through common web browsers.

Skills and Behaviors

- Understand the basic criteria for designing web pages.
- Demonstrate the ability to use Hypertext Markup Language (HTML) and the current web language (i.e. XHTML, CSS).
- Develop evaluative criteria for selecting web site management software.
- Demonstrate the ability to use the scripting languages required in a library's environment (e.g. Perl, PHP, ASP, etc.)
- Understand the recommendations for creating valid code that meets standards of accessibility.
- Knowledge of principles of usable interface design

Possible Training Units

- HTML, XHTML, CSS
- Perl, PHP, ASP, etc.
- Solomon, Laura. "Sinking or Swimming: The State of Web Sites in Ohio Public Libraries." <www.designfortheittl.orguy.com/study.pdf>
- Nielsen, Jakob and Tahir, Marie. *Homepage Usability: 50 Websites Deconstructed*. Indianapolis: New Riders, 2002.
- W3Schools Online Web Tutorials. <www.w3schools.com>
- Castro, Elizabeth. *HTML, XHTML, and CSS, Sixth Edition* (Visual Quickstart Guide). Berkeley: Peachpit Press, 2006.
- Krug, Steve. *Don't Make Me Think!: A Common Sense Approach to Web Usability* (2nd ed.) Indianapolis: Que, 2006.
- Zeldman, Jeffrey. *Designing with Web Standards* (2nd ed.) Indianapolis: New Riders, 2007.

Systems and Information Technology

SOURCES:

Adapted in large part from "Systems Information and Technology Competencies" by Arrowhead Library System (2000; modified 13 January 2005; last revised 04 December 2006). <http://www.arrowhead.lib.mn.us/renewal/systems.htm> (Used with permission).

Technical Services

Competency	Definition	Skills and Behaviors	Possible Training Units
Core Competencies for Library Staff -and- Core Technology Competencies for Library Staff	These are found at : www.oll.org/CoreCompetencies.asp		
Acquisition <ul style="list-style-type: none">• Vendor communication• Materials processing	The ability to effectively process library material orders; knowledgeable of vendor software, processes, products and updates; communicate effectively with internal staff, patrons and vendors.	<ul style="list-style-type: none">• Establish and apply effective procedures for handling special materials, such as serials, periodicals, audiovisual materials, electronic media, and other formats• Knowledge of the publishing industry and vendors from which library acquires materials, supplies, equipment and services• Knowledge of procedures for verifying and ordering materials, receiving orders, resolving problems and accounting for expenditures	<ul style="list-style-type: none">• Decision making, using techniques and data• Risk management• Change management• Evaluation and prioritization techniques• Managing research and development• Vendor training on use of vendor Web sites for acquisitions & how to have those web sites interface with ILS

Technical Services

Competency	Definition	Skills and Behaviors	Possible Training Units
Cataloging	The preparation of accurate descriptions of library materials and the provision of appropriate access.	<ul style="list-style-type: none"> • Applies relevant national and international bibliographic control standards (AACRII, MARC, Metadata, Dublin Core, etc.) • Maintain accurate card and/or on-line catalogues • Select appropriate subject headings and call numbers for proper identification, placement and access • Familiarity with MARC format, cataloging rules, subject headings, and classification schemes • Knowledge of library catalog systems and software such as OCLC, Library of Congress, RLIN, Dewey, Library of Congress Subject Headings, AACR2 (Anglo-American Cataloging Rules), and MARC • Ability to pay attention to detail 	<ul style="list-style-type: none"> • Basic cataloging of various formats of materials • MARC records, LC Subject Headings, Dewey, LC Classification • OhioNET and on-the-job training • OCLC products, including new products and upgrades • MS Office product training such as e-mail, Word, and Excel
Planning and Organizational Skills	The ability to attract, retain, and motivate staff to work towards shared objectives.	<ul style="list-style-type: none"> • Effectively uses project management techniques to plan and implement new programs and services • Balances long and short-term planning • Takes action to minimize unnecessary error or risk; identifies alternatives and makes contingency plans • Emphasizes the importance of and demonstrates logical, systematic approaches to the accomplishment of tasks • Effectively manages time and priorities 	<ul style="list-style-type: none"> • Articulating vision, mission, values, and standards • Performance standards and measurement, employee motivation, communication, and conflict resolution • Project management

- Performance management
- Coaching/staff development
- Supervision (if applicable)

Technical Services

Competency	Definition	Skills and Behaviors	Possible Training Units
Processing <ul style="list-style-type: none">• Materials preservation• Materials preparation	The ability to efficiently and accurately prepare and maintain library materials for staff and patron use.	<ul style="list-style-type: none">• Apply appropriate methods and techniques for storage and preservation of materials• Knowledge of appropriate methods and techniques for materials processing, storage and preservation• Apply appropriate methods and techniques for accurate physical preparation	<ul style="list-style-type: none">• Book repair classes• In-house training

Teen Services

Competency	Definition	Skills and Behavior	Possible Training Units
<p>Core Competencies for Library Staff -and- Core Technology Competencies for Library Staff</p>	<p>These are found at : www.olc.org/CoreCompetencies.asp</p>		
<p>Advocacy</p>	<p>The ability to promote and support the library needs of young adults through materials, services, and programming.</p>	<ul style="list-style-type: none"> • Advocates for young adults before library administrators and the community, defining and communicating the needs of youth, and promoting the need to acknowledge and honor the rights of youth to receive quality and respectful library service at all levels • Extends library service to individuals and groups presently not served • Contributes to the orientation, training, supervision, and evaluation of other staff members in implementing excellent customer service to youth • Ensures that youth have full access to library materials, resources, and services 	<ul style="list-style-type: none"> • Partnering with community groups • Outcome-based assessment • Evaluation • Leadership skills • Training basics/developing staff training • 40 Developmental Assets for Young People • Teen Second Life: Library Services in a 3D world @ http://www.sirsidynixinstitute.com/archive.php

Teen Services

Competency	Definition	Skills and Behavior	Possible Training Units
Collection Management <ul style="list-style-type: none">• Books• AV• Technology• Realia• Selection and de-selection	The ability to select materials and maintain a collection designed to meet the needs of the intended audience.	<ul style="list-style-type: none">• Evaluates and recommends collection development, selection, and weeding policies for teen materials consistent with the mission and policies of the library and the ALA Library Bill of Rights, and applies these policies in acquiring, maintaining, and weeding materials• Assesses the community regularly and systematically to identify key changes in community needs, tastes, and resources• Assesses the developmental needs and interests of youth in the community in order to provide the most appropriate resources and services• Keeps abreast of current issues in teen materials; maintains an awareness of popular culture for trends in collection dev.• Utilizes the newest and most creative means of access to information; develops special tools that maximize access to information not readily available, (e.g., community resources, special collections, youth-produced literature, and links to useful Web sites)	<ul style="list-style-type: none">• Train the Trainer: how to make training materials and packets, how to do training instruction• Budgeting• Evaluating Web sites for teens• Materials evaluation criteria• Weeding/de-selection• Creating booklists and pathfinders• Merchandising/display• Best of ... Teen Lit.

Teen Services

Competency	Definition	Skills and Behavior	Possible Training Units
		<ul style="list-style-type: none">• Demonstrates a knowledge and appreciation of young adult's literature, periodicals, AV, Web sites, other electronic media, other materials that constitute a diverse, current, and teen relevant collection• Acquires materials that reflect the ethnic diversity of the community, as well as the need of youth to become familiar with other ethnic groups and cultures• Understands and applies criteria for evaluating the content and artistic merit of youth materials in all genres and formats• Utilizes a broad range of selection sources to develop a collection that encompasses all appropriate formats, including materials in emerging technologies, languages other than English, and at a variety of reading skill levels.• Employs promotional methods and techniques that will increase access and usage• Maintains weeding schedule to keep the collection current and in excellent physical condition• Creates an environment that guarantees equal access to buildings, resources, programs, and services for youth• Creates an environment that is attractive, inviting, enjoyable, and convenient to use	

Teen Services

Competency	Definition	Skills and Behavior	Possible Training Units
Programming			
<ul style="list-style-type: none"> Planning 	<p>The ability to use knowledge, skills, tools and techniques to plan, oversee, and/or implement necessary tasks to result in a program that is completed on time, within budget, and that meets or exceeds expectations.</p>	<ul style="list-style-type: none"> Designs programs for youth, based on their developmental needs and interests, while considering the goals/mission of the library. Actively involves youth in the planning process for their age group through advisory boards, task forces, or by less formal means, such as surveys, one-on-one discussions, and focus groups. 	<ul style="list-style-type: none"> Programming for Tweens Programming for Teens Storytelling Workshop Using props in programming Advertising/ Marketing programs
<ul style="list-style-type: none"> Creativity and Innovation 	<p>The ability to be creative; promote new ideas and introduce high quality, new solutions or processes; make both minor adjustments and dramatic changes to current thinking.</p>	<ul style="list-style-type: none"> Presents a variety of programs, both within the library and through outreach, commensurate with community needs and the library's goals and objectives. 	<ul style="list-style-type: none"> The Art of Book Talking Time Management Project Management Library/Community Collaboration
<ul style="list-style-type: none"> Presentation 	<p>The ability to use relevant and appropriate techniques to execute interesting and engaging programs.</p>	<ul style="list-style-type: none"> Promotes activities that increasingly build and strengthen information literacy skills, and develop life-long learning habits. 	<ul style="list-style-type: none"> Outcome-Based Assessment Solicitation skills (asking for donation of programming materials, supplies, prizes)
<ul style="list-style-type: none"> Evaluation 	<p>The ability to objectively assess the success of programming in terms of the relevancy and appropriateness to developmental needs of the targeted group and the redefined expectations set through the planning process.</p>	<ul style="list-style-type: none"> Evaluates all programs and uses those results to improve future presentation style and/or content. 	<ul style="list-style-type: none"> Gaming in the Library @ http://www.sirsidynixinstitute.com/archive.php Engaging Youth on their Own Terms: Instant Messaging and Gaming in Libraries @ http://www.sirsidynixinstitute.com/archive.php

Teen Services

Competency	Definition	Skills and Behavior	Possible Training Units
Reader's Advisory	The ability to connect teens with resources that encourage reading. The knowledge of popular materials and the ability to share that knowledge with teens.	<ul style="list-style-type: none"> • Creates bibliographies, book-talks, displays, electronic documents, and other special tools to increase access to library resources and promote their use • Keeps up-to-date on what is current and popular with customers • Effectively uses online and print reader's advisory resources • Matches teens with materials appropriate to their interest and abilities • Elicits information from the reader and bases recommendations on reader's interests and desires 	<ul style="list-style-type: none"> • Reader's advisory • Creating booklists and pathfinders • Best of ... Teen Lit. • Young adult literature
Reference	<p>The understanding of the importance of determining the teen's needs, researching and locating answers in a timely manner, while providing accurate information; ability to use various technologies and informational databases.</p> <p>Provides clear and comprehensive information in response to requests.</p>	<ul style="list-style-type: none"> • Serves as a resource expert and a consultant for educators and works with them to promote reading • Continually updates knowledge of available resources that may serve the needs and interests of teens • Creates bibliographies, book-talks, displays, electronic documents, and other special tools to increase access to library resources and promote their use • Assists and instructs teens in information gathering and research skills • Provides help where needed, respects teen's right to browse, and answers questions regardless of their nature or purpose 	<ul style="list-style-type: none"> • Train the Trainer: how to make training materials and packets, how to do training instruction • Using KnowItNow's "Live Homework Help" • Assessing electronic resources for teens • Creating booklists and pathfinders • Reference skills including interviewing and sources • Guide to Roving Reference: An Essential Service for Library 2.0 @ http://www.sirsidynixinstitute.com/archive.php

Trainer

Competency	Definition	Skills and Behaviors	Possible Training Units
Core Competencies for Library Staff -and- Core Technology Competencies for Library Staff	These are found at : www.olc.org/CoreCompetencies.asp		
Deliver Training	The ability to skillfully and effectively construct and present training programs, both library-related and broader conceptual training, applying knowledge of performance management and adult learning theory	<ul style="list-style-type: none"> • Prepares effectively for a learner-focused training delivery and transfer of the learning to the workplace • Understands learner-focused solutions and how to align solutions with course objective • Manages the learning environment and participants • Understands different adult learning styles and uses multiple evaluation techniques • Understands and teaches adult learning theory 	<ul style="list-style-type: none"> • Principles of instruction design theory • Advanced presentation skills • Use of multi-media in design presentation • Adult Learning Theory • Models of Participation • Establishment & Maintenance of a Positive Learning Environment
Design E-Learning*	The ability to develop and implement e-learning training programs	<ul style="list-style-type: none"> • Understands the components of e-learning instructional design success and learner motivation • Describes the aspects of instructional interactivity and how learning is affected by interactivity • Determines e-learning success prerequisites • Understands the steps of successive approximation for e-learning projects • Applies the principles of good e-learning navigation 	<ul style="list-style-type: none"> • Motivational Styles • Elements of E-Learning success • Instructional Media and Technologies for Learning • Reinforcement Theory • Establishment and Maintenance of a Positive E-Learning Environment

Trainer

Competency	Definition	Skills and Behaviors	Possible Training Units
Design instruction	The ability to skillfully design, construct, and present competency-based training programs, both library-related and broader conceptual training	<ul style="list-style-type: none">• Understands and is able to apply the concepts of the instructional design process (ISD)• Writes course goals and objectives aligned with desired business performance outcomes• Conducts and summarizes a job/task analysis• Creates a design document and a complete lesson package including participant guide, instructor guide, and other necessary materials• Applies human cognitive psychological processes and instructional design theory to training, including built-in evaluation as well as transfer and retention strategies• Develops process whereby trainees can demonstrate mastery of competencies	<ul style="list-style-type: none">• Cognition of learning• Principles of instruction design theory• Learner motivation theories• Advanced presentation skills• Adult learning theory• The influence of learning styles on knowledge acquisition• Composition of Learning Objectives• Design and facilitation of training activities & assessments• Transfer and retention strategies
Determine Competencies	The ability to clearly define job specific competencies for all library positions	<ul style="list-style-type: none">• Develops and validates definitions for competencies• Links competencies to ISD	<ul style="list-style-type: none">• Competencies at work

Trainer

Competency	Definition	Skills and Behaviors	Possible Training Units
Manage performance	The ability to maintain up-to-date knowledge of performance management	<ul style="list-style-type: none">• Conducts research; reads and evaluates new concepts and existing body of knowledge• Develops awareness of new and cutting edge principles, such as situated learning practices, communities of practice, tacit knowledge, knowledge acquisition pathways, mental models; determines efficacy for use in training for library industry	<ul style="list-style-type: none">• Role of training in Performance Management• Using the Performance Analysis Guide tool
Manage the Learning Function	The ability to thoroughly understand the entire learning process in order to anticipate, plan, develop and implement all training needs for the organization	<ul style="list-style-type: none">• Establishes strategies; develops long-range learning, development, and human performance initiatives to implement the vision; understands what drives business and how the learning function can best add value• Runs the learning function like a business by converting strategies into action plans reconciled with real-life constraints, develops and monitors budgets, and understands staffing and resource deployment.	<ul style="list-style-type: none">• Adult learning theory• How to design competency-based learning/instruction design• How to convert strategies into an action plan• Influence of learning styles on knowledge acquisition• Training for Results & Evaluation of Training• Retention Support

Trainer

Competency	Definition	Skills and Behaviors	Possible Training Units
Supports Facilitation of Organizational Change	The ability to effectively plan and implement appropriate training initiatives for the purpose of facilitating necessary organizational changes which have been identified through careful evaluation of internal and external changes, trends and influences.	<ul style="list-style-type: none">• Selects an appropriate change model and designs a strategic plan for change that minimizes the impact on people and maximizes buy-in• Designs training activities that support specific results• Develops communication plans that raise awareness, build commitment, and ensure understanding• Manages consequences that may occur, such as conflict, resistance, negativity, and complacency	<ul style="list-style-type: none">• Principles of change management• How to convert strategies into an action plan

Adapted from the American Society of Training and Development