

Core Competencies for Public Libraries in a Networked World

Abstract: Identifying the knowledge and skills needed by library staff in a networked environment compared to the traditional print-based environment provides a challenge for library administrators. This paper discusses the use of core competencies in six public libraries in Canada. The list of competencies is discussed, together with its implications for library managers and library educators.

Résumé : L'identification des connaissances et des compétences nécessaires pour les bibliothécaires dans un environnement réseauté comparé aux environnements traditionnels basés sur l'imprimé présente un défi pour les gestionnaires des bibliothèques. Cet article traite de l'utilisation des compétences indispensables dans six bibliothèques publiques au Canada. La liste des compétences est présentée, de même que les implications pour les gestionnaires et les spécialistes des bibliothèques.

1. Introduction

Information and communication technologies are integral to public library operations. Public libraries provide access to the internet and to electronic resources held in databases accessible via the internet or on CD-ROM. Libraries themselves are networked through integrated library systems in order to provide access to the library catalogue, holdings information and patron records from multiple locations. Identifying the knowledge and skills needed by library staff in a networked environment compared to the traditional print-based environment provides a challenge for library administrators. In addition, library managers are grappling with the issues of developing a flexible workforce that possesses these skills.

2. Core Competencies in the Workplace

The concept of competency has achieved prominence because it is related to performance, both individual and organizational. Competencies are factors contributing to high levels of individual performance, and therefore, organizational effectiveness (Armstrong 1999). Given the rapid and constant changes in the work environment, organizational effectiveness is linked to the ability to develop and apply new knowledge and behaviour. This requires staff to be able to be goal-directed, adaptable and flexible. It requires staff to continually up-date their professional, technical and personal skills (Lash and Jackson 1998). As a result, in the last six years, a number of public libraries in Canada have adopted core competencies in performance management systems.

The term "competencies" has multiple definitions that reflect the varied history of the concept. For instance, competency is used in clinical psychology and law to denote legal standards of mental capacity, the ability to care for oneself, or the ability to function in the activities of daily living. In vocational counseling, the term describes the broad areas of knowledge, skills and abilities associated with specific occupations. The current use of the term can be traced back to McClelland (1973) who saw competencies as

components of performance associated with important life outcomes and as an alternative to the traditional trait and intelligence approaches to predicting human performance. Competencies used in this way refer to broad psychological or behavioural attributes that are related to successful outcomes, be they on the job or in life in general. Building on this body of work, Boyatzis (1982) defined competency as “an underlying characteristic of a person which results in superior and/or effective performance in a job” (p. 21). This definition is widely cited in the literature, although a group of 37 human resource professionals and industrial and organizational psychologists could not agree on a common definition (Shippmann et al. 2000).

Competencies, then, have some or all of these characteristics:

- a) cluster of knowledge, skills, abilities, motivation, beliefs, values and interests;
- b) relate to a major part of the job;
- c) associated with effective and/or superior performance;
- d) observable and measurable against well-accepted standards;
- e) linked to future strategic directions; and,
- f) can be improved via training and development (Cooper 2000; Parry 1996; Shippmann et al. 2000)

Another major stimulus to the development of competency models came from Prahalad and Hamel’s (1990) concept of “core competence” of a business. For an organization, its core competence refers to the organizational attributes that allow it to rapidly change and innovate in response to new and changing markets. Individual competencies that promote learning, flexibility and adaptability are seen as contributing to the success of the entire organization. It followed that all individual employees could also exhibit a set of competencies that were “core” or specific to the organization.

Core competencies for employees represent a “one-size-fits-all” approach to competency modeling (Mansfield 1996). In this approach, one set of competencies is identified for all employees, or class of employees (e.g., managers). The model is usually based on existing models or taken from books and articles or developed from consultations with staff. The advantage of this approach is that the competency model applies to the staff of the entire organization. There is only one framework so that applications of the model are more easily implemented. All employees are assessed against the same competencies, allowing comparisons with each other. The framework can be aligned with the organization’s mission, values and key strategies, such as client-centred focus. Only when strategies change do these core competencies need to change. On the other hand, the core competency model does not describe the competencies for specific jobs and thus may have limited application in wider human resource functions, such as selection, evaluation and training.

Specific jobs have, traditionally, been described using job analysis to determine the tasks, duties and responsibilities of each job. Job analysis is characterized by established, rigorous and reliable methods of gathering and analyzing data about jobs. The product of a job analysis is usually a job description, a list of duties, responsibilities, reporting relationships and working conditions of a job, and a job specification, a list of the requisite knowledge, skills and abilities needed to perform the job (Dessler, Cole, and Sutherland 2005). The job descriptions and job specifications are then used in recruiting, selecting, developing and appraising employees. Competencies associated with individual jobs are specific to the position and therefore, a set of competency models are required for each job, or type of job, such as librarian or network specialist. Building such models

is time consuming and expensive. A public library requires at least five sets of competency models: managers, librarians and library assistants, clerical staff, maintenance workers and information technology specialists. The advantage is that the specific job competency framework describes key job requirements, alerting staff to what is necessary to achieve superior performance. However, each competency model may not be linked to the other competency models so that comparisons between jobs or incumbents are not possible.

Competency models are more likely to be used for training and development applications than for human resource decision-making applications, such as selection and performance appraisal (Cooper 2000; Shippmann et al. 2000). The use of competency models for performance management is not advised in the literature. One argument is that the level of rigour and documentation underlying most competency models would not stand up under a legal challenge (Shippmann et al. 2000). A second argument is that although competency underpins superior performance, measuring performance is not the same as measuring competency (Cooper 2000). In measuring performance against the competency model, the degree to which the employee demonstrates the competency on the job is assessed. Employees must possess the competency in order to perform the job well, but simply having the competency does not necessarily translate into superior performance. Many factors affect performance, not only competency.

3. Roles of Public Libraries in the Networked Environment

The core competency frameworks for employees are derived from the core competencies of the organization. The library, as an institution, collects, organizes, stores and makes available published material. The library, as a service organization, provides access to the collection in a number of ways – through the catalogue, information provision, instruction, and guidance. The introduction of information technology has changed *what* library work is done, *how* that work is done, and even what materials are collected, but has it changed the work of the library?

The library profession itself asked this same question in the early 1990s, at the time when new information and communication technologies, such as CD-ROMs and the ‘Information Superhighway’, as the internet was known then, were developing. For example, the *Public Library Manifesto* (UNESCO 1994) proclaimed that the ‘public library is a living force for education, culture and information’. The public library was seen as a “local centre of information”, providing services on the basis of “equality of access”, with collections including “all types of media and modern technologies, as well as traditional materials”. The *Manifesto* identified the missions of the public library as “information, literacy, education and culture” which are at the core of twelve public library services. These include services to children, supporting lifelong learning, promoting culture, supporting the oral tradition, providing access for community information, providing information services to local enterprises, facilitating the development of information and computer literacy skills, and supporting literacy activities.

The *Manifesto* of 1994 was a revision of an earlier *Manifesto* of 1972. This earlier version emphasized libraries as centres of education, but also offered the possibility of libraries as cultural institutions. The 1994 *Manifesto* strengthened the emphasis on the dual role of the library with respect to culture and education, particularly lifelong learning. Recognizing the possibilities of new computer-based technologies, the

manifesto also widened the scope of collections from books to media of all types (Niegaard 1994). The impact of new technologies can also be seen in the wider range of services that the *Manifesto* identified as part of the public library mission.

Another example of the attention being paid to the role of the public library in the networked age is the study undertaken by the Book and Periodical Council to review the importance of public libraries to library users, suppliers, publisher, retailer and Canadian culture in 1996. The study identified the roles for public libraries as supporting local economic development, Canadian culture, democratic society, literacy, children and students, and lifelong learning. In addition, it was stressed that public libraries have a role to play in providing access to the Information Highway and for integrating new and emerging technologies (Fitch and Warner 1997).

Government also showed an interest in the role of the public library. In the 1990s, the federal department of Industry Canada was given responsibility for fostering the developing of the Information Highway. LibraryNet was one proposed initiative to help libraries share the technical knowledge and skills to link to the internet, to each other and to develop content. The vision of LibraryNet was based on the roles for libraries as key facilitators and centres of life-long learning, cultural and recreational sites, economic development sites for the new economy, ideal distribution points for government information and services, and enablers of community and/or municipal networks (Skrzeszewski and Cubberley 1996).

This view of the role of public libraries has gained wide acceptance and is echoed in the mission and vision statements of many libraries. For example, Richmond Hill Public Library's mission encompasses "promoting a lifelong interest in learning; supporting the pursuit of learning; providing information needed for daily living and life transitions; fostering an informed community; and, offering opportunities for creative use of leisure time (Richmond Hill Public Library Board 2005). Even professional associations hold similar views. The Ontario Library Association's province-wide strategic plan noted that "People value their libraries as welcoming, supportive environments for the pursuit of personal growth, pre-school literacy, life-long learning, leisure activity, formal education support, business development support and information for personal decision making" (Ontario Public Libraries Strategic Directions Council 2001).

Unstated in these documents are the traditional core competencies of collecting, organizing, storing and providing access to information. The focus is on the roles of public library in education, community, culture and economic growth. These broader roles of the public library suggest that rigid job descriptions and narrow skills are no longer appropriate for describing the jobs of library staff. Broad roles, flexibility and competencies are needed by staff.

Anecdotal evidence has pointed to the adoption of competency frameworks in public libraries. To investigate the question of how prevalent was the move to competency based human resource management, this study was undertaken in 2004. The objectives were to identify (i) the large and mid-sized public libraries in Canada which had adopted competency-based human resource management approach; (ii) the reasons for taking this approach, and (iii) the processes used to identify the competencies. The goal was to identify a taxonomy of core competencies for library work.

4. Methodology

A list of 59 public libraries serving populations greater than 50,000 was compiled from the 2003 Canadian Public Library Statistics published by the Canadian Association of Large Urban Public Libraries (2004), and the Canadian Library Gateway (<http://www.collectionscanada.ca/gateway/index-e.html>) maintained by Library and Archives Canada. An e-mail was sent to the chief librarians inviting them to participate in the study if they were using competency models in their library systems. A total of 15 libraries responded to the e-mail, for a response rate of 25%. Seven libraries had developed competency models; three were starting or intending to start the process of developing competency models; and the remainder were not using competency models at all.

The seven libraries were contacted by phone for further information about the use of competency frameworks. In the larger libraries, the managers responsible for Human Resources were interviewed about the processes used to identify the core competencies and the human resource applications of the frameworks. In smaller libraries, the chief librarians were interviewed.

5. Results

Of the seven libraries using competency frameworks, only one was using a comprehensive competency framework to describe specific classes of jobs within the library. In this library, frameworks were being developed and about to be implemented for managers, librarians and library assistants, clerical staff, maintenance workers and information technology staff. This library is not included in the results in this paper because the specific job competencies are not directly comparable to the core competencies of the other libraries. In two libraries, Libraries E and F, competency sets were identified for specific occupations within the libraries. Included in the results are the competencies which are required of all or almost all staff.

There were six public libraries which had developed and implemented core competencies. These were all members of the Canadian Association of Large Urban Public Libraries, although they varied in size. They were located in all regions of the country. One library was not unionized.

The process of development usually originated with the senior management team. In one case, the parent municipality was using core competencies for performance management with managers and it was found to be so effective that the effort was made to introduce core competencies for all employees in the library. In another library, the need for succession planning was the primary reason for adopting core competencies. These were seen as important criteria for identifying potential replacements throughout the organization.

It is difficult to generalize about the process used to develop the competencies. Most libraries used a team-based approach. The team reviewed the literature, obtained competency models from other libraries or organizations and developed an initial list. The composition of the team varied from management only, to committees with representation from all levels of the hierarchy. There were usually consultations with supervisory staff during the development process which resulted in revisions to the list. When approved by management and the library board, the competencies were introduced

to staff. The non-unionized library was the only one to use a consultant and to adopt the core competencies without any consultation with staff.

Table 1 shows the human resource applications of the core competency models. In all libraries, core competencies are being used for performance management. Employees are evaluated against the core competencies in the performance evaluation process. Many of the libraries are also using core competencies to recruit and select employees. Job postings indicate that core competencies are a requirement for the job, meaning that candidates for the position must possess these competencies to be considered for the job. In selection interviews, the core competencies are used as criteria for determining the most suitable candidate for the position. Some libraries are also using core competencies to determine training needs. Initially, on the introduction of core competencies, one library trained all staff in a particular competency, such as customer service, to ensure that everyone in the organization had that competency. If an employee is still found to lack that competency, more training is provided. New employees are not considered to need the training since the selection process determined that they already possess the competency. One organization uses core competencies for succession planning purposes. Primarily, it is in the recruitment and selection of external candidates.

Library A	Library B	Library C	Library D	Library E	Library F
Performance management	Performance management	Performance management	Performance management	Performance management	Performance management
	Recruitment and selection	Recruitment and selection	Recruitment and selection		Recruitment and selection
	Training	Training	Training		
			Succession planning		

Table 1. Applications of Core Competencies

Table 2 shows the lists of core competencies. One library had a list of 14 core competencies while most libraries identified seven or eight core competencies. The competencies are classed according to type (e.g., customer service) using the title of the competency as it is defined by the library (e.g., customer service orientation or client focus). The order in which the competency types are presented in the first column is related to the frequency with which it is identified as a core competency across all organizations. For example, Communication is at the top of the table because every library listed it as a core competency, while at the bottom of the table, the competencies shown under 'Other' are listed by only one library.

There is some duplication in the listing of the core competencies in the table. The definition of a competency in a library may overlap two types in the first column. For example, Library A groups communication and interpersonal skills competency types together as teamwork skills. Therefore, teamwork is listed under both types of competencies in the table. Library A also lists a competency called adaptability/innovation which represents the separate competency types of Adaptability and Creativity/Innovation. Library E defines interpersonal/group skills to include 'understands/meets the needs of customers'. Detailed examples of the definitions and behavioural indicators of the competencies are given in the Appendix.

There are four competency types that appear in every library's list of core competencies. These are communication, interpersonal skills, customer service, and analytical skills.

Communication typically includes written and oral communication skills, with emphasis on active listening and providing feedback. Interpersonal skills focuses on relationships with others, including working cooperatively, sharing knowledge, and being respectful. Customer service showed the most variety in terms used for this competency. Whether called 'client focus' or 'reaches out to offer service', this competency stresses

Competency Type	Library A	Library B	Library C	Library D	Library E	Library F
Communication	Teamwork	Communication Skills	Strong written & verbal communication skills	Communication	Communication skills	Communication skills
Interpersonal skills	Teamwork	Interpersonal/Group Skills	Positive interpersonal skills	Interpersonal skills	Interpersonal/group skills	Interpersonal/group skills
Customer service	Customer service orientation	Service Attitude	Reaches out to offer service	Serving clients	Interpersonal/group skills	Client focus
Analytical skills	Judgement/ decision-making	Problem Solving and Decision Making	Critical Thinking	Critical Thinking	Problem solving & decision making Innovative thinking skills	Problem-analysis/decision-making
Accountability	Results orientation	Accountability/Dependability	Personal Accountability	Workplace ethics	Planning and organization skills	
Adaptability	Adaptability/ innovation	Adaptability	Adaptability	Managing transition		Flexibility
Technological competence	Technological competence	Technological Competence	Comfortable with technologies	Technology		
Planning and organizing	Results orientation	Planning and Organizational Skills		Self-management skills	Planning and organization skills	
Knowledge of organization	Knowledge of org policies and practices	Organizational Understanding and Global Thinking		Workplace ethics		
Creativity/ Innovation	Adaptability/ innovation	Creativity/ Innovation	Initiative			
Leadership		Leadership				Leadership
Other		Resource Management			Health and Safety	Continuous learning
		Respect for Diversity				
		Knowledge of Work				

Table 2. Core Competencies

responsiveness to customers, politeness, courteousness, and sensitivity to diversity among customers. Analytical skills involves judgement, decision-making skills and recognizing when guidance is needed.

Accountability and adaptability are found on the list of core competencies of five libraries. Accountability refers to taking responsibility for actions and results. This competency is closely related to that of planning and organizing. Adaptability focuses on the employee's ability to handle change and to cope with uncertainty in a positive way.

Two competency types appear in the core competencies of four libraries. These are technological competence and planning and organizing. Technological competence refers to demonstrated levels of technological expertise and ability to learn new technologies. Planning and organizing as a core competency includes being able to set priorities, meet goals and deadlines.

Three libraries require all employees to be knowledgeable about the mission, policies and procedures of the organization. This is known as organizational understanding and workplace ethics. In addition, creativity/innovation is also found on the list of core competencies of three libraries. This competency includes initiative and promoting new ideas.

Leadership is a core competency for all employees in one library and a core competency for professional and managerial employees in another library. In these libraries, leadership refers to setting high performance standards and ensuring achievement of strategic objectives. However, leadership is considered a core competency for supervisory employees only in two other libraries and so is not included in the table.

Finally, the 'Other' category includes competencies which are unique to an organization. These are resource management, respect for diversity, knowledge of work, health and safety and continuous learning. Resource management is the ability to manage resources in a manner consistent with organizational priorities. Respect for diversity can be found under communication or interpersonal skills competencies in other libraries. Knowledge of work is a job-specific competency at a general level. It also includes keeping up-to-date, similar to the competency of continuous learning. Health and safety is concerned with maintaining a safe workplace.

6. Discussion

The study found that in six public libraries which have adopted core competency models for all employees, there are eleven competencies which all employees are required to demonstrate. These competencies are observable and measurable as they are being used in performance appraisal, for the human resource management functions of recruitment, selection and identifying training needs.

The competencies are communication, interpersonal skills, customer service, analytical skills, accountability, adaptability, technological competence, planning and organizing, knowledge of the organization, creativity/ innovation and leadership. These competencies reflect the 'soft skills' that have gained importance in the workplace. It has been suggested that the competencies of problem solving, critical thinking, creativity and innovation, and planning and organization are related to intelligence, while those of teamwork, customer service, interpersonal skills and leadership are related to

conscientiousness and organizational citizenship behaviour (Hunter et al. 2000). Intelligence and conscientiousness are innate abilities which are not amenable to significant change through training. It is often argued that competencies should only reflect those knowledge, skills and attitudes that can be learned through training and that competency models should only be used for development purposes, not appraisal purposes (Cooper 2000; Parry 1996). On the other side, competencies need to be integrated into the performance management system in order to be taken seriously by staff and management (Kochanski 1997; Lucia and Lepsinger 1999).

The competency models of the public libraries in the study are used for performance management in all libraries and for training and development in three libraries. This is done through the performance appraisal process. Performance appraisal is usually carried out for evaluation purposes, i.e., to determine salary and bonus or to support promotion decisions, and for development purposes, i.e., to determine training needs. These two purposes are in conflict with each other, leading to avoidance and ambivalence (Beer 1992). Substituting competencies for expectations based on specific job duties in the performance appraisal form is unlikely to change attitudes to performance appraisal, or improve the appraisal outcomes. Certainly training in the appraisal system will improve the process. Training will ensure a shared understanding of what will be monitored and measured and focuses the feedback discussion (Lucia and Lepsinger 1999).

In four libraries, the competency models form the basis for recruitment and selection of new employees. One library uses the competency model for succession planning purposes. It has been suggested that competency models increase the likelihood of hiring employees who will succeed in the job in addition to identifying candidates who will not perform well. A more systematic interview process results when interviewers concentrate on the competencies critical for job success (Lucia and Lepsinger 1999). Because the list of competencies includes many soft skills not amenable to training, there is an increased emphasis on selection as a key human resource management function in public libraries.

The benefits of a competency-based training and development system are that it enables the organization to focus on relevant behaviour and skills and that it makes the most effective use of the training system (Lucia and Lepsinger 1999). Training efforts can be concentrated on those skills that have been deemed essential for the organization's strategic direction. In addition, training dollars do not need to be allocated for skills that all employees are expected to have already obtained. The onus for training and development shifts from the organization to the employee who is expected to demonstrate and maintain the competencies.

Competency lists have been used in elementary and secondary schools to prepare students for the workplace. For example, the Conference Board's Employability Skills 2000+ include communication, problem solving, positive attitudes and behaviours, adaptability, working with others and science, technology and mathematics skills (Conference Board of Canada 2000). This list was developed by representative of business, industry, educational institution, and the federal and provincial governments under the auspices of the Conference Board of Canada. Library and Information Science educators are also dealing with proliferating lists of competencies for business reference, for serving young adults, children's librarians, for new librarians, for school library media specialists, etc., all of which can be found on the American Library Association website (www.ala.org). These competencies tend to focus on occupational or job-specific skills. The core competencies identified by the libraries in the study apply to all staff, not

only professionals, and include general skills. Educators are proud of the fact that their students graduate with communication, decision-making, teamwork, planning and leadership skills. We are now being asked to add customer-service skills, interpersonal skills, accountability, adaptability and innovation skills to the list.

Further research is needed to examine how the libraries have revised the lists of competencies since they were first implemented. One library had been using core competencies for about five years and had just commenced the process of revising them. Another library had one year's experience with the competencies in the performance appraisal process and were reviewing the effectiveness. Another library was using competencies for appraisal and identifying training needs, and was about to write them into the job descriptions. Staff reactions to the use of competency models should be studied.

One limitation of the study is that only a few public libraries in Canada responded to the invitation to participate in the study. Anecdotal evidence suggests that these were the only ones using core competencies at the time of the study. Another limitation is that the information was provided by managers and do not reflect the views of employees who were affected by the application of core competencies.

7. Conclusion

This paper has described the use of core competencies by six public libraries in Canada. These libraries have adopted competency-based human resource management for performance management, recruitment and selection, training and development and succession planning. In a highly computerized and networked environment, the core competencies needed by library staff are, for the most part, 'soft skills' such as communication, interpersonal skills and leadership. The 'hard skill' of technological competence is found on the lists of four libraries. The use of core competencies allows managers to focus on the recruitment and selection of staff who already demonstrate the competencies, to base work expectations on the competencies, and to prioritize training needs according to the competencies. Educators should look at the core competencies and assess their relevancy to the curriculum.

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10. Appendix. Definitions and Behavioural Indicators of Core Competencies

Communication:

Presents information in a form which is understandable and accurate; uses appropriate communication channels; listens effectively and actively to both staff and clients; keeps supervisor and co-workers informed; takes into account different audiences and chooses best communication format; demonstrates good understanding and command of English grammar, both written and oral; aware of others' non-verbal cues; clear and appropriate speaking style; active listener; transmits information accurately and clearly, in both written and verbal form; solicits and provides feedback; expresses ideas and information verbally and in writing, clearly and effectively; listens, understands and effectively conveys information; provides feedback in a constructive manner; provides accurate and timely information; provides opportunities for others to speak; present ideas and concepts effectively in both informal and formal situations; promotes input from others; conveys wholehearted commitment to goals.

Interpersonal skills:

Participates willingly and productively as a team member; makes positive contributions; treats others with respect and their views with empathy; handles interpersonal conflict effectively; actively builds relationships; pleasant and polite; approachable; respectful; co-operative; supportive; gains satisfaction working in team environment; builds strong work relationships; respects the dignity and ability of co-workers; works co-operatively with colleagues both inside and outside formal organizational units; participates in and contributes to group efforts, supports consensus building efforts; able to work effectively with, through and for other members of the organization; able to cooperate in achieving work unit or department objectives; interacts with clients and co-workers to build and strengthen good working relationships; behaves in a positive and respectful manner; shares knowledge and skills with others; uses empathy, tact, patience and courtesy to build and maintain good working relationships; is friendly, polite and approachable; builds strong work relationships through trust and respect; shares expertise with colleagues; participates in and contributes to team and group efforts.

Customer Service:

Develops and builds client relationships; demonstrates a commitment to service excellence; demonstrates proactive customer service; is friendly, polite and approachable to all clients; respects diversity; recognizes customers; is responsive; interested in helping

customers meet their needs; understands and meets the needs of customers; addresses their interests and concerns; is friendly, polite and approachable; understands service objectives; understands and meets the needs of internal and external customers; recognized the variety of customers in the community and all levels of the organization and effectively accommodates their diverse needs; identifies and meets the diverse needs of clients; makes each client feel welcome; serves all clients equally; conveys policies and procedures in a professional manner; understands/meets the needs of customers.

Analytical skills:

Works well with others in solving problems; gathers, uses and interprets relevant information when making decisions and determining priorities; recognizes when to seek guidance; informs supervisor of problems observed; shows judgement; adapts approach to the demands of the situation; logical; considers alternatives; recognizes patterns, uses analytical skills to draw logical conclusions and makes recommendations for action; uses sound judgement in making decisions, despite obstacles or resistance; able to analyze relevant data and evaluate alternate courses of action as appropriate within scope of position, including fiscal responsibilities; analyzes situations from a variety of perspectives before making decisions, using informed and sound judgement; grasps the big picture; thinks broadly; considers the short-term and long-term implications of decisions; learns from experience to improved performance; seeks out and identifies opportunities for change in service processes and methods.

Accountability:

Takes responsibility for actions/mistakes; uses resources effectively/efficiently; manages work time effectively and honestly; reliable; accepts responsibility for actions and results; accomplishes goals, completes tasks and meets deadlines or gives reasonable notice and explanation; is productive while maintaining accuracy and quality; acts in an honest, trustworthy and respectful manner; is punctual; follows through on commitments made; delivers on-time and on-target.

Adaptability:

Embraces new roles and responsibilities; shows enthusiasm for new approaches in department and system; handles successfully multiple tasks and responsibilities; able to prioritize; ability to multi-task; copes with uncertainty; flexible; open to change; responds effectively to changes in direction and priorities and accepts new challenges and responsibilities; ability to be flexible when considering concepts, ideas and work practices and in approach to duties and work assignments; effectively meets the demands of a changing work environment; adapts to new job responsibilities and issues; ensures own understanding of organizational and operational changes; provides constructive feedback to supervisor on organizational and operational changes.

Technological competence:

Enjoys learning and applying new technologies; analytical; familiar with concept of computer use; able to transfer knowledge; pursues and demonstrates expertise in technology and can apply it as requires; understands the critical and evolving role of technology; makes appropriate and efficient use of relevant PC, internet and library system applications; uses available technology with fluency and ease; can resolve routine problems without assistance; learns to use new technologies quickly and adapts to resulting changes in procedure easily; demonstrates level of technical expertise appropriate to job function and a willingness and ability to learn and apply new technologies.

Planning and organization:

Identifies and analyzes data; sets appropriate priorities and objectives; devises effective methods and allocates resources accordingly; anticipates internal and external changes, trends and influences; able to achieve or surpass identified goals with the appropriate degree of supervision; produces quality work through proactively planning, establishing priorities, allocating resources, implementing, monitoring and adjusting in order to meet objectives; plans and organizes for positive results; organizes work flow and sets priorities as applicable; makes effective use of available time and other resources; identifies and analyzes data to determine appropriate priorities.

Knowledge of organization:

Shows a commitment to the organization's mission; demonstrates an understanding of the organization, its services and the materials it provides; understand and accepts his/her role in accomplishing branch or department priorities and the organization's strategic plan; is knowledgeable about and adheres to the policies, principles, standards, methodologies, procedures, rules, laws and regulations, guidelines and interpretations which apply in the working context; applies policies and procedures fairly; supports organizational goals and policies.

Creativity/Innovation:

Action oriented; focus on continuous improvement of organization; experimental; likes solve problems; self-motivated; innovative; looks for appropriate opportunities to generate and to apply new and evolving ideas, methods, designs and technology; promotes new ideas and suggests or introduces new methods, solutions and procedures.

Leadership:

Sets an example of excellence for others to follow; takes every opportunity to share expertise and knowledge with co-workers; takes initiative; ensures achievement of strategic objectives; establishes and demonstrates high performance standards; earns trust and respect; respects and trusts others; shows integrity; motivates by coaching, empowering and recognizing the work of others.