Exploring the Competency of Academic Library Staff
Engaging in Emerging Services

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Presentation Scenario

Agenda as it stands
Key Concept & aim of this study
Exploring the differing competencies
Findings of BEI transcript analysis
Complementary Survey (HERA)
Summary and Discussion

Photos in the slides show the five
university libraries surveyed
in this research. → & ↓

Agenda as it stands

The basic capacity of library and information professionals is to be reexamined
<u>form two viewpoints</u>

1. Capacity is reshaped through **emerging knowledge and skill** under new information environment

 2. It is examined with **more attention to the capability of high attainment of outcomes**, i.e. 'competency' identified by D. C. McClelland

Precedent researches & aim of this study

1. CILIP. Body of Professional Knowledge (2004)

- Reframed system of competencies
  (Core schema, Application environment and generic and transferable skills.)
- Rather confined to knowledge base

2. SLA. Competencies for Information Professionals of 21st Century(1996, 2003)

- *Professional competencies + core personality factors*

Both has been derive from conceptual consideration
To examine empirically what competencies library and information professionals need, and how these competencies contribute to conducting their job activities

Competencies

Individual's underlying characteristics indicating their way of behaving and thinking

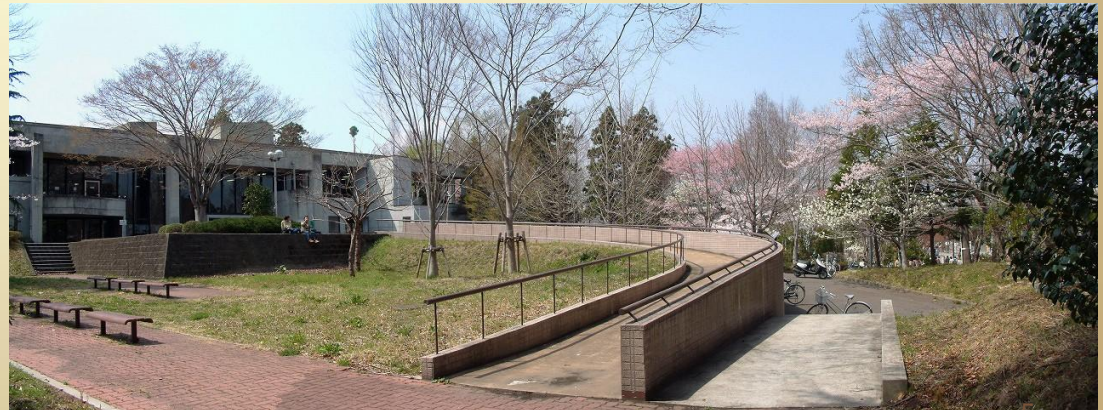Five types of competency characteristics:
Motives, Traits, Self-concept, Knowledge and Skill

1. *Threshold competencies*: usually knowledge and skills

2. *Differentiating competencies*: factors which distinguish superior from average performers

This study questions the second!

Exploring the differing competencies

Behavioral Event Interview (BEI) developed by McClelland and his followers : Methodology

Checking the competencies in interview with superior performers and average performers

Firstly to do thematic analysis and then to check them by the following competency categories

- Cognitive/Intellectual
- Interpersonal
- Motivational

	BEI		
	Superior performers	*Average performers*	*Managers*
A Library	2	2	3
B Library	2	2	
C Library	2		1
D Library	4	1	3
E Library	2	2	1
Total	**12**	**7**	**8**

Findings of BEI analysis

1-1 Users do not know library collections so much; actually they cannot utilize such fantastic goods. Our library has paid lots of money to collect wide variety of materials. It is only we that link users to those collections. (Recognition of role)

2-1 Let me think, once I have a reaction toward my work from the people around. And I have kept in touch with them about my work, and then owing to communication with them I was able to hit on the idea of sophisticating, enlarging, widening my concept, in other words what I am tackling. It is not clear, though.（Development with colleagues）

4-1 I have tackled it with strong confidence to make it. *snip* Even though it failed I still have chances to recover, but I am filled with a conviction that I won't fail. I think a great deal about ending of each task. Maybe I worry too much about details. (Achievement-centered)

Complimentary survey: HERA

HERA (Higher Education Roll Analysis) is a tool for a job evaluation scheme ; 14 elements and 50 questions to analyze jobs rather than looking into specific requirements of professional knowledge and skills

This study hypothesized that staff answers could show significant differences in job interpretation between the superior and average performers to a certain extent if comparing the answers of those who are engaging in same or similar tasks

Teaching and Learning Support

|	
	Are you required to: teach or train students or others on specific tasks, issues or activities; assess performance and provide feedback during the event? Indicate which one of the following best describes the role requirements:
47	A: develop innovative approaches to the learning experience and the curriculum; originate content and methodology?
	B: design content or learning materials within existing frameworks; make appropriate modifications to existing materials on the basis of the knowledge or experience of the learner(s)?
	C: provide standard information or deliver teaching or training?
	D: Use if any of the above statements are not relevant.
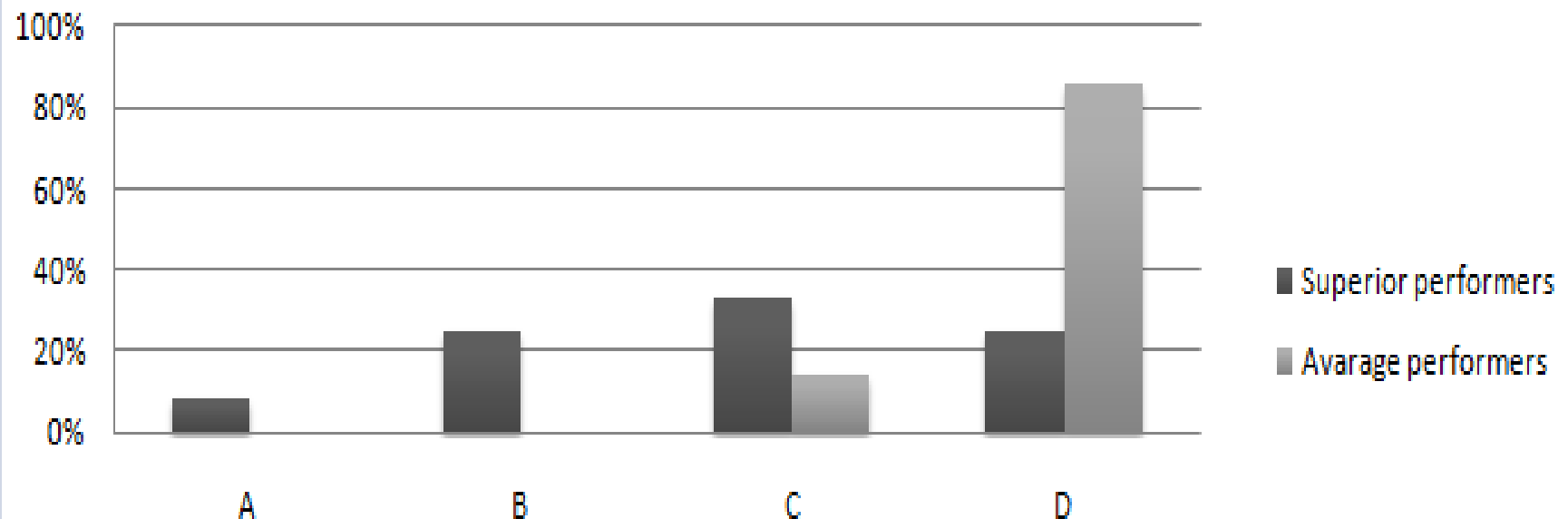
Knowledge and Experience

Indicate which one of the following best describes the role requirements:
Are you required to:

A: be a leading authority in your subject or profession with widespread professional or public recognition?

B: be recognised as an authority in your field or specialism within the institution or amongst external peers, based on demonstrated expertise; shape and influence developments within the institution through your own contribution to your area of expertise?

C: apply a breadth or depth of experience showing full working knowledge and proficiency of your own area of expertise; act as a point of reference to others; demonstrate continuous specialist development, acquiring and refining skills and expertise in new or related areas through undertaking and encouraging internal or external development activity?

D: apply working knowledge of theory and practice, sharing this knowledge with others as appropriate; demonstrate continuous specialist development by acquiring relevant skills and competencies?

E: have sufficient knowledge or expertise to work on day to day issues in your own area without direct or continuous reference to others?

F: be aware of basic principles and practices; have an understanding of the systems and procedures which directly impact on your own work and be supervised or work closely with colleagues/you can turn to for support?

50

1)Superior performers
2)Average performers
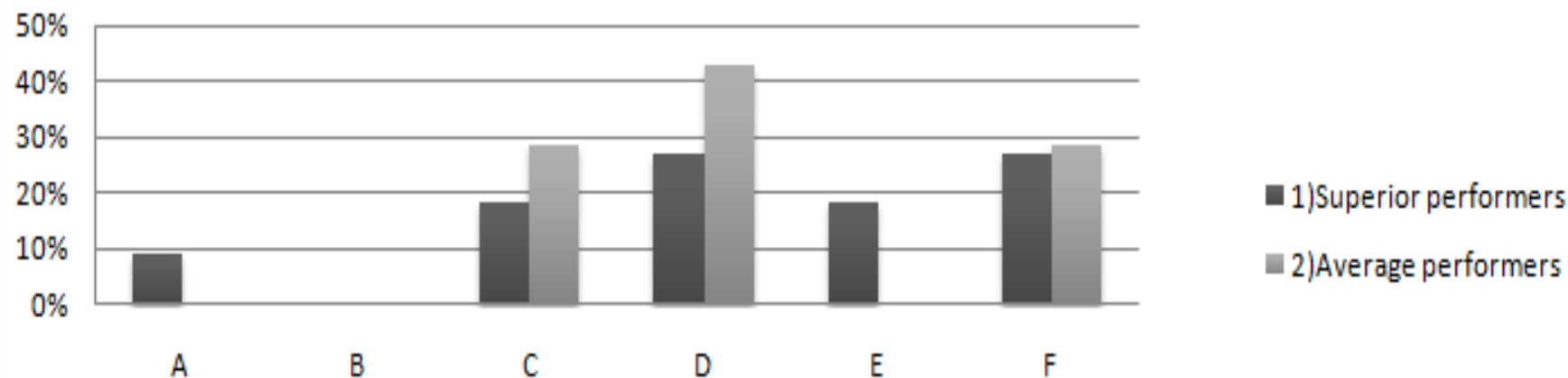
Summary and Discussion

•BEI showed that the superior performers' excellent interpersonal skills and high motivation
•Superior performers' cognitive/intellectual competencies were confirmed by HERA
☐Associative development between threshold competencies and core-personality of competency.