

## **DUNN & WILSON SCHOLARSHIP**

### **CHANGING ROLES, CHANGING GOALS: TRANSFERRING LIBRARY TECHNICIAN SKILLS BEYOND THE LIBRARY**

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Career change; library technicians; skills analysis or assessment;  
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#### **Abstract**

What we are trained to do and what we do are often very different choices. They reflect the range of opportunities available to us at various times throughout our careers and our changing expectations towards job satisfaction. The skills gained through formal and informal education can be applied in many different settings. The challenge is to perceive them in alternative ways. What opportunities are there for library technicians to utilise the library specific and general skills gained through formal training and on-the-job experiences? How do you identify the career opportunities that offer an alternative to the traditional library environment?

This study, supported by the Dunn & Wilson Scholarship & ALIA, aimed to:

- Examine the impact of technology on the workplace employment of library technicians
- Assess and clarify the range of skills of library technicians
- Identify alternate opportunities for employment to be used as a framework for individual assessment

To meet these aims the study consisted of four elements:

1. Literature review
2. Skills analysis to identify broad categories of skills and knowledge
3. Survey of job advertisements from key national newspapers to identify possible roles
4. Survey of library technicians who had experienced a role change

Based on the study a framework for skills analysis, adaptable to a broader market was developed. Job advertisements and library technician survey responses are used to provide evidence of the alternative career paths.

## INTRODUCTION

This study was made possible through the Dunn & Wilson Scholarship and supported by ALIA, the Australian Library & Information Association. The proposal offered to develop a framework for skills assessment and an identification of alternate career pathways where library technicians could utilise the skills, knowledge and expertise developed through formal training and on the job experiences.

The intention of the study was to produce a reference tool for library technicians to aid them in the identification of skills and knowledge, and the range of roles that could be considered. The research does not offer a quantitative analysis of the number of job positions advertised in major papers throughout Australia.

Personal success in achieving these roles depends entirely on the individual skills and knowledge, the individual attitude, and the approach to the job process. There are many avenues available to obtain information on effective resumes, interview skills and job identification.

In the 12 months following the receipt of this scholarship in September 1999, I was provided with two unique work opportunities that aligned closely to the subject of the proposal. Initially I was working as a Personnel Consultant for a specialist Library & Information Recruitment firm. I am currently working as an Information & Technology Trainer. These two positions have allowed me to gain personal as well as professional insights into the subject of this project.

## PROPOSAL

*The aims of the study were:*

- To assess and clarify the range of skills of library technicians
- To examine the impact of technology on the workplace employment of library technicians
- To identify alternate opportunities for employment to be used as a framework for individual assessment

## METHODOLOGY

### Literature search

A search of available literature related to two distinct areas:

1. The Impact of technology on the library
- 2 Skills analysis, transfer and library technicians

**Keywords:** Career change; library technicians; skills analysis or assessment; employment; careers; technology and libraries; workplace change

Database	Subject Area
Expanded Academic Index (Infotrac)	Multidisciplinary
Emerald	Multidisciplinary
ALISA - Australian Library and Information Science Abstracts	Library/Information Science
Lisa – Library and Information Science Abstracts	Library/Information Science
Proquest	Business & Management

**Google** (<http://www.google.com>) a World Wide Web search engine was used for a comprehensive search for available web-based information sources.

### Scope

The scope of the literature search was to retrieve articles related to the above areas of interest dated within the last 5 years: 1995 - 2000. Sources relating to library technicians in this time frame were limited and there was a need to identify and use older source material.

Whilst the main focus was to locate Australian material, I have included global perspectives where appropriate. That technology is impacting on our working environments is obvious, however it is important to realise that the library work environment is not unique. Globally, industries are being subject to diverse influences that cumulatively are creating the working environments that we currently find ourselves in. In light of these considerations, I have included a brief look at global influences and offer an overall snapshot of key elements to consider when pondering career options.

## GLOBAL WORK ENVIRONMENTS

‘In Australia, we work in a global environment that has been transfigured by the introduction of telecommunications, broadcasting and computing technologies which impact on both our working and personal lives. This is causing social and economic readjustments, which sees declining workforce numbers in mining, manufacturing, and farming, and dramatic reorganisation in government departments at national, state and local levels’. (Reid 1997 p152)

The changes we are experiencing are still relatively new, with the pace over the last 40 years being equivalent to complete eras. In the 1980’s, when the global marketplace arrived in Australia in the form of competition and economic rationalism, organisations were faced with the need to rethink the way they did business. As a result ‘between 1993 and 1995, 56 percent of larger Australian organisations downsized, and in 1997 – 98, more than 62 per cent of all-sized organisations took this path.’ Johnston (2000)

Ultimately what these streamlined businesses now demand is a workforce that is flexible enough to respond to increasingly shifting patterns of employment. The concept of the secure, full time job is under threat from part-time, contract and temporary workforces who are asked to adapt to, and provide the range of skills that the industry is seeking. Pressure is placed on the employee to offer employers continual skills development and an ability to adapt to required needs, which may, or may not be, related to their core training.

An OECD report: Technology, Productivity and Job Creation (OECD 1996) highlights the shift in organisational models with the emphasis being on core groups of employees with high skill levels who take central roles in managing the organization and draw on expertise as required for particular projects in the form of contract workers, consultants, temporary staff and outworkers.

As an indication of changing work practices the following chart provides a historical breakdown of key characteristics of the Industrial and Information ages:



Industrial period	Information Period
<b>Economic Characteristics</b>	
Centralised workplace	Distributed workplaces
Economies of scale	Flexibility of scale and place
<b>Organisational Characteristics</b>	
Labour contract	Temporary agreements
Rationalised division of labour	Partial reintegrated labour
Close supervision	Individual/group responsibility
Hierarchy (later bureaucracy)	Flatter structure
Vertical integration	Horizontal integration
<b>Technical Characteristics</b>	
Mechanisation (later automation)	Communication
Product based	Information based
Sequential flow	Distribution

From Greenbaum, Joan: *The Times they are A'Changing: Computer Systems in* (Thompson and Warhurst 1998 p131)

Bridgland (1998 p12) reflects on shifting career opportunities:

“Career paths are changing. Lifetime linear progression with one employer is becoming a rarity amongst men (it has never been a pattern amongst women). People’s careers will more likely be characterised by several organisation changes, moving away from original training, partly to meet the need for broad experience and partly because of the elimination of layers of management. The percentage of the workforce who are contractors or consultants, casuals or part-timers is likely to continue to rise.” In addition the demand as identified by Bridgland, is for staff who have an ability to acquire new skills quickly and who adapt rapidly to changing conditions in the workplace.

In this environment, successful career development will often be dependent on individual competencies, performance, skills and knowledge rather than the traditional hierarchy of seniority or formal skills.

## IMPACT OF TECHNOLOGY ON THE LIBRARY

The impact of technology on libraries is not limited to Australia and although the literature search concentrated on Australian material, information that reflects the situation elsewhere has been incorporated

At the 10<sup>th</sup> National Library Technician's Conference in 1999 the opinion was (Grant 1999) that libraries today are facing change at a pace that is unprecedented in history. The reasons for change at such a pace? Grant claims that it is technology that is the 'driving force'. Consider some of the ways that technology has been introduced into libraries to 'support' the delivery of services and resources to ever increasing and diversified client bases:

- Digitisation
- E-journals and e-books
- E-reserve
- Computer based learning platforms
- The Web
- E-commerce
- Metadata
- Synchronous communication tools – offering real-time reference support via computer and modem
- Community networks

With many of these initiatives there has been a need to collaborate with a wider range of information professionals, particularly those with IT knowledge. Is it possible that this could lead to a decreasing need for library-trained staff and an increased need for hybrid workers? It is interesting to note that selected graduate library and information courses are shifting the focus of their courses from specific library based skills to structure that represents the teaching of information management in all its aspects. Whether or not this is a correct approach is not under consideration here, but is used simply to reflect the changing view of 'information supply and management'.

"Technology remains one of the primary drivers of change in the ways that people work, seek information, communication, and entertain themselves. For the library, there is a stronger emphasis on content, context, customer service, training, and collaboration with information technology staff " (Drake 2000)

As Saurine (2000) observes "there is no question that new technologies and the Internet are the factor that have challenged traditional library services and practices "

In fact it has been stated that computers have made the most impact on libraries in areas that require 'the rapid and accurate storage and processing of structured data, the ability to operate for 24 hours a day, seven days a week, and world wide connectivity and communication.' (Dunsire 2001) The impact this has on staffing is of particular relevance to paraprofessionals, with Dunsire claiming that the application of this technology reduces the need for many of the specialist clerical type skills that have traditionally been performed by library technicians ..... "and it is not difficult to imagine

an effective library service without paraprofessional staff. Many American libraries use volunteer lay persons for this type of work”

Supporting this, Evans (2000) identifies key areas of ‘recording stock (cataloguing) and its movement (circulation)’ as those most affected by technological change. Continuing the discussion, Evans states that the next step is that of ‘seamless interlending of material, utilising the strengths of developing standards and faster and more efficient technologies’. One indication of this is LIDDAS (<http://www.caval.edu.au/Services/liddas.html>), an international consortia development, of which Macquarie University Library is a member. LIDDAS aims at creating user-controlled access to the interlending and document delivery process. Combine this with online journal access and it is not unreasonable to perceive reduced requirements for paraprofessionals within these previously key areas.

What does this all mean for library technicians in the future? Martyn (1997 p225) asks “how many library workers, in the last decade, have experienced one or more of the following organisational change processes: down-sizing, restructuring, outsourcing, reengineering, centralization, decentralisation, amalgamation, computerization, or, personally been upgraded, downgraded, re-trained, retrenched or reclassified?” In her study Martyn identified technology, along with budget constraints, outsourcing and commercialisation of services as major factor in the shifting workplace environment

This is further highlighted in Debowski’s (1999) consideration of key influences:

1. Significant advances in technology and increasing costs of journals and other print resources – massive growth in electronic services
2. Budgetary manoeuvres – staffing pared down to essential levels so that infrastructure services may be developed
3. Decreasing numbers of library visitors. Reduced coverage of service points, sustaining basic services whilst offering extended electronic access
4. Outsourcing – argument for a more cost effective system

The risk to libraries may lie in not recognising fully the impact of the global market and the role of libraries within this marketplace. The way is being left open for “new players” to undertake the role of information provision. It is possible to see this type of change in the increasing use of information brokers, news services and the public use of the Internet as an information source. (Hobohm 1996)

Whilst these views may be seen as alarming and/or challenging, they should also be seen as an opportunity, for there is a corresponding availability of diverse roles that have evolved from and in response to new technologies (see O’Leary 2000). These roles incorporate those such as - Internet search expert; Webmaster; Web site designer and intranet developer. Whilst not specifically administrative or technical they require a flexible mindset with an emphasis on attitudes, aptitudes and approaches.. in short an ability to transfer previous learning to new responsibilities and environments offering key results and outcomes for employers. Interestingly and relevant to this point, Sciacca (1993) noted that it was often library technicians who are first to be confronted with, adapt to and quickly acquire new skills in relation to new technology within the library

The alternate viewpoints about the future of libraries and the career potential for library staff are not the focus here. The evidence that technology has had a major impact on libraries is obvious, particularly in relation to staffing levels and key responsibilities. Hyde, (1997) suggests that in the future, staff will work, not in a physical library, but elsewhere with all electronic access to collections. Where there is a need for a physical location for those resources, print and otherwise that are not available or required in an electronic form, he predicts possible management options includes the increased outsourcing of major functions. This would prove to be particularly relevant to the cataloguing and current awareness service areas where there are currently large numbers of library technicians involved

In response to these demands library technicians need to be able to adapt quickly, develop the new skills that are required and be flexible in their career expectations. This outlook will support the change process whilst also creating personal and professional opportunities to reshape and redefine their future

## SKILLS TRANSFER FOR LIBRARY TECHNICIANS

Whilst there has been limited writing in relation to the skills transfer opportunities for library technicians in the last 5 years, it is interesting to note the increasing focus that this area is receiving.

At the 2000 ALIA Fringe Conference sessions focused on this issue, with presentations from librarians and library technicians who had redirected their careers. Unfortunately, obtaining copies of the papers proved difficult although I was able to gain access to Carolyn Cherrett's unpublished paper. Cherrett also presented an original paper at the 6<sup>th</sup> National Library Technician Conference (Cherrett 1991) titled Library Technician Skills Transfer.

In 1991 she stated, "That the concepts of skills held by those who work in libraries was stereotypical with no real perception of the type of work undertaken, nor of the skills developed through training and on- the-job exposure. The main emphasis was on the need for library technicians to communicate their skills in a way that could be understood by any interested external employer.

The paper also incorporated reports of a workshop held at the 1988 3<sup>rd</sup> Annual NSAIG Conference in Atlanta, Georgia with key speakers highlighting the following ideas in relation to skills transfer:

Eleanor Cook emphasised the need to define skills using 'action verbs' rather than prescriptive library-termed functions and Helen Wiltse claimed that skills acquired in library work, particularly in Serials-based roles transferred very well into administrative sectors positions. Cherrett's own experience transferring from library technician roles to that of Office Manager for the Co-op Library Services provided her with insight to the key skills and knowledge that supported her successful transfer. These were

1. Reader education
2. Reference/research skills
3. Budget monitoring
4. Supplier liaison
5. Marketing and client relations
6. Problem Solving

In 2000 Cherrett (2000) revisited the concept of 'spring-boarding' into corporate or 'beyond library' positions using the skills gained through library education and work experience

"Firstly don't let yourself be told that because you hold a certain qualification, have experience in only one area that you can't do a job or take a challenge that seems both exciting and daunting and succeed, If I had believed that I would still be a SLT in a special library in Sydney. You see, my base qualification (and my only library qualification) is as a library technician. I was actively discouraged from taking my first leap out of libraries 10 years ago, for me it was the best thing I could have done."

The 2000 paper concurred with the 1993 findings, with reference and research skills still providing underlying support for the transfer process. The ability to find out what people require from you, and your role, is a valuable skill. Others included:

1. Listening and observing – identify needs, key players and the organisation structure
2. Financial Information – budget and funding
3. Writing – for reports and presentations, communicate concepts effectively
4. Talking and presentation skills

In a survey of former library technicians who had qualified as librarians or moved into non-library positions, Evans (1993) aimed to identify the skills that supported the library technicians in the transfer process. In summary these were identified and grouped as follows:

#### **Technical skills**

1. Organisational skills including data management
2. Familiarity with computers, filing and keyboards skills
3. Information retrieval – knowing how and where to find required information
4. Information organisation and management – acquisitions, budgeting and serials control

#### **Personal skills**

1. Client service skills including dealing with difficult people and conflict management

In a move by library staff into strategic roles within a “Learning Centre”, Aylott (1999) claims the following skills proved essential:

#### **Working with Clients**

1. Communication with Stakeholders
2. Communication with Students
3. Promotion/marketing

#### **Working with others**

1. Team work/team building
2. Continuous improvement
3. Working with Information
4. Information management/Information technology
5. Training/one-on-one instruction

Denny (1993) Staff Training Coordinator for Wollongong University Library lists key positions within her university environment that have been filled by library staff, including technicians: Faculty officer – Education; Research assistant; Personnel officer; and Training officer for Information Technology Services. Library and generic skills that provide support included:

1. Knowledge of information retrieval systems
2. Clear verbal and written communication
3. Development and implementation of policies
4. Meeting deadlines and commitments
5. Experience in automated systems and with information technology
6. Customer/client relations
7. Problem solving
8. An ability to effectively teach concepts

Library technicians were also encouraged to ‘make their skills and abilities known by applying for positions in the knowledge management system and intranet design, development, and maintenance. These positions may be advertised under titles as diverse as Information Analyst, Administrative Officer, Business Process Consultant, and Media Technician (Klobas 1997 p139).

From the literature discussing the transfer of librarian skills comes the following insights of relevance to library technicians:

Dolan & Schumacher (1997) claim that the Internet and cutting-edge information technology have opened up many new paths for librarians and that there is a re-definement or a creation of new roles within the existing library environment that highlights expanding skills requirements: webmaster, systems librarian.

O’Brien (2000) credits a successful transfer into the competitive environment of bookselling being due to skills gained from libraries. In particular an ability to carry out a ‘reference’ interview, well developed marketing skills and high-level customer focused service skills proving to be the key elements.

Koenig (1991) breaks the ‘salient transferable skills’ into the following categories:

1. Knowledge of Information Sources
2. Information and Data organisation – organising data and information to make it accessible, print and electronically
3. Interpersonal Skills and Need Elicitation – customer service, value-added services, training, systems analysis

In a report on barriers to career development within libraries Dalton (2000) reported on interviews held with library and information science graduates. Whilst Dalton had a focus on career development within the Library & Information sector there were some key points of relevance to this report. Skills cited as being instrumental in any transfer situation included

1. Communication and interpersonal skills
2. Information and communications technology skills
3. Self-management skills
4. Information seeking and information handling skills
5. Communication and interpersonal skills
6. Writing and oral skills
7. Ability to deal with colleagues at all levels
8. Teamwork skills
9. Aptitude to relate to customers or users
10. Self-management skills including planning, organisation and prioritisation
11. Resource management
12. Leadership
13. Training and marketing skills

### **What's in a Name**

The difficulty in marketing our skills to the wider community lies in the perception of skills and knowledge that is indicated by the title Library Technician. This implies a knowledge restricted to the physical library, rather than a diverse array of complex skills including information management, client services, information architecture, networking and IT support, web page creation and maintenance, information analysis.

As an example if we were to translate the above functional components back into library terminology it would equate to – cataloguing, lending and information services, organisation and management of library systems, Library website development, reference and research! Simply a matter of seeing the standard in new ways

For library technicians the challenge will lie in convincing non-library employers that they have the ability, the skills, the knowledge and the attitude to successfully undertake a career shift. Moving beyond the known is a challenge. Peter Murdoch best represents a positive approach to the shift in his paper at the ALIA 'Pathways to Knowledge' conference (1998 p469)

'... I consider my change in career, as I said at the beginning, has not really been a change but a process of transition through phases of learning, application and development in the course of daily experience. '



## **ALIA - an Association Viewpoint**

Part of an association's role is to track changes in workplace environments and to offer advice on future career projections. The ALIA website disseminates this information and outlook to industry members, discussing key workplace issues affecting our future and providing statements on job opportunities and future developments.

“As technological and labour market change expands, library and information workers will take on a wide variety of workplace roles. Many of these will have new titles, possibly identifying specialist skills or targeting the needs of particular client groups: information manager, network administrator, information systems analyst, resource co-coordinator, community relations officer, and so on. To fill such positions effectively, formal education and training in industry-focused skills and enterprise specific competencies will be crucial.

Career paths will thus be more complex and are likely to include many divergent stages. Barriers between job categories are breaking down. Workers who qualified as librarians or library technicians will take their skills into new areas, whether traditional information based occupations such as records, museums, and resource collections, or into the newly developing electronic business domain. More and more, the quest for employment opportunities involves 'looking beyond the L for librarian'”

ALIA identifies the need for skills diversification through ongoing training and professional development. This is especially important as the barriers between 'occupations' become blurred and is expected to be a continuing characteristic of work in the future. With less defined career directions and flattened management structures, there is a greater need for the opportunity to develop new skills through lateral transfer.

## **SKILLS ANALYSIS OF LIBRARY TECHNICIANS**

### **Scope**

The proposal was to undertake a study of the skills of library technician. The analysis of a broadly defined skills base proved to be a challenge as skills analysis is traditionally undertaken to offer one of the following:

1. To establish/identify skills & knowledge requirements for a specific position (workplace design; recruitment)
2. Assessment of an individual to determine current skills levels and to identify training needs

To achieve the overview required for this study it was necessary to rely on currently available information sources. The resources utilised were

1. ALIA Work Level Guidelines
2. National TAFE Course unit components
3. National Competency standards

### **Methodology**

It was proposed to examine the current TAFE course units and their elements, the Library Industry Competencies and to consider ALIA Library Technician workplace guidelines to extract broad functional skills and knowledge.

1. Contact was made with course coordinators of all Library Technician courses throughout Australia, with a request (Appendix 6) for available information about the course structure, specifically the skills/knowledge and attitudes that are developed throughout the course. The responses received ranging from handouts supplied to prospective students to email attachments containing full course and element descriptions
2. ALIA Workplace Guidelines are readily available both in print and through the Association's website (Australian Library and Information Association)
3. The 1996 Arts Training Australia Library Industry Competency Standards (Arts Training Australia, Australia Dept. of Employment Education and Training et al. 1995) and the 1999 Museum and Library/Information Services Industry Training Package (Australian National Training Authority and CREATE Australia (Culture Recreation Education and Training Enterprise Australia) 1999) were examined.

## ALIA Work Level Guidelines

The ALIA Work Level Guidelines establish a core representation of workplace performance standards expected of individuals after qualification and through on-going professional development. It is expected that not everyone will fit these guidelines exactly and indeed there would be many library technicians who work beyond the scope of the stated responsibilities. The guidelines were utilised as method of identifying the skills and knowledge that would be expected as a result of undertaking the formal courses. The Guidelines also recognise the associated 'general skills' that underpin the formal education process. Generic skills development is further discussed later in this report.

In principle I have set the research at a core level for the majority of library technicians, however I am including a consideration of the skills & knowledge of Level 1 librarians in recognition of the many library technicians who have these responsibilities as a part of their role.

In Table 1 is listed the associated general skills and attributes of each level as defined by ALIA. These are considered essential skills in career development planning

Table 1 – General Skills	
Technician, practitioner stage 1	<ul style="list-style-type: none"><li>• Interpersonal skills, accuracy and data interpretation</li><li>• Communication skills, written and oral</li><li>• Use of information technology, including word-processing, spreadsheets, desktop publishing</li><li>• Use of multimedia and audio-visual equipment, e-mail operations</li><li>• Document imaging and management</li><li>• File transfer and file management</li><li>• Ability to perform complex tasks under pressure</li><li>• Commitment to quality management processes</li><li>• Quality customer-service principles</li><li>• Ability to contribute to the team</li><li>• Time management</li></ul>

**Table 1 – General Skills, cont.**

<b>Technician, experienced practitioner</b>	<ul style="list-style-type: none"><li>• IT maintenance (eg: internet connections, PC networks, printers, CD-ROMs)</li><li>• IT, multimedia and audio-visual skills</li><li>• Flexibility and adaptability in the work environment</li><li>• Interpersonal skills</li><li>• Excellent verbal and communication skills</li><li>• Time-management skills</li><li>• Excellent organisational and supervisory skills</li><li>• Leadership in the workplace</li></ul>
<b>Professional Practitioner, Level 1</b>	<ul style="list-style-type: none"><li>• Communication skills (oral and written)</li><li>• High-level skills in information technology</li><li>• Team work</li><li>• Ability to work independently</li><li>• High self-achievement standards</li><li>• Creativity and ability to develop new ideas</li><li>• Staff management and leadership skills</li><li>• Capacity to cope with change</li><li>• Decision-making skills</li></ul>

ALIA defined library specific skills and knowledge are listed in **Table 2**. These skills represent the fundamental core of the library technician course and are recognised by ALIA.

**Table 2: AUSTRALIAN LIBRARY AND INFORMATION ASSOCIATION  
WORK LEVEL GUIDELINES**

ALIA Level	Technician, Practitioner stage 1	Technician, Experienced practitioner	Professional practitioner, Level 1
<b>Qualification</b>	Recently qualified LT requiring on-the-job training	LT with consolidated experience	Newly graduated Librarian
<b>Responsibilities/Skills</b>	<ol style="list-style-type: none"> <li>1. Basic cataloguing procedures</li> <li>2. Collecting, recording and preparing information for in-house reference files and indexes</li> <li>3. Ordering and accessioning resources</li> <li>4. Processing inter-library loans</li> <li>5. Materials repair</li> <li>6. Operating circulation systems</li> <li>7. Bibliographic checking</li> <li>8. Answering simple reference queries</li> </ol>	<ol style="list-style-type: none"> <li>1. Operation of information services and systems</li> <li>2. Supervision of staff requiring initiative and judgement and the application of established practices, procedures and standards.</li> <li>3. Knowledge of information resources</li> <li>4. Use of a wide range of information tools, equipment and technology</li> <li>5. Assisting in the planning, reviewing and reshaping of operating systems</li> <li>6. Management and supervision</li> <li>7. Training and education</li> <li>8. Design and implementation of policies and procedures</li> <li>9. Marketing and promotions</li> <li>10. Resource evaluation &amp; selection</li> <li>11. Client services</li> </ol>	<ol style="list-style-type: none"> <li>1. Reference services, including on-line information retrieval</li> <li>2. Training and education</li> <li>3. Information access - bibliographies, indexes and in-house data and cataloguing</li> <li>4. Assisting with collection management</li> <li>5. Providing services to specialist areas, such as children's services or local history</li> <li>6. Assisting with promotion and publicity activities</li> <li>7. Delivering information literacy training programs</li> </ol>

## COMPETENCY STANDARDS

Competency standards are statements that set out the knowledge, skills and the application required for effective performance in employment. Competencies are industry specific or generic and for library technicians it is important to consider both for effective and successful career development and/or transfer

The purpose here is not to provide a history of the development of library competency standards (see Williamson and White 1996), but to use them to assist in the development of a skills, knowledge and attitudinal breakdown

### Library Industry Competency Standards

The Library competency standards were first 'endorsed' in 1995 to formally identify primary competencies with the key aim being

1. Introduction of flexible training pathways to meet individual and industry needs
2. Improved transferability and portability of skills within/across industries, enhancing career path options
3. Establishment of national qualifications and course accreditation procedures
4. Development of articulation and pathways between courses and institutions

Competency Standards recognise that performance at work is underpinned not only by skills and knowledge, but by prior learning, either through on the job or life experience. The standards are therefore inclusive of all these elements and are not simply a statement of tasks and duties. Individuals can use the standards to better understand what they do and/or what they need to know to succeed in their careers and to identify other areas of employability.

Arts Training Australia (Now CREATE Australia) developed Australia's first *Library Industry Competency Standards* and published them in June 1995. In 2001 a new Training Package, developed by Create Australia in consultation with the Library Industry has been implemented by National Training Authorities, including TAFE

What became evident whilst undertaking this study was the necessity of identifying the skills and knowledge in a 'generic' format that could be easily constructed into terminology acceptable to a broader audience. It would not, I think, be incorrect to assume that the majority of library technicians recall their formal training with reference to the specific Units of study eg: Bibliographic Control or Basic Reference Skills. Relying on this to identify skills leaves the individual at risk of reduced career opportunities. Career paths would be limited to choosing roles that use explicitly stated library terminology.

Offering mapped links between the course units and the Library Industry competency standards was one way of facilitating this broader view. Both the 1996 and 1999 competency standards have been utilised in an attempt to provide a broader vision.

The 1996 Library Competency Standards were divided into three streams each of which were further divided into key functional areas. These are broad generically focused divisions that offer an overall picture of the scope of library work.

Table 3: 1996 Library Competency Streams		
Working with Clients	Working with Information	Working with Others
Provide services directly to clients	Develop and maintain information for client access	Work in a service environment
Maintain client awareness and education	Organise information for client access	Maintain work effectiveness in a changing service environment
	Develop and maintain infrastructure	

**Appendix 1** maps the key competencies of both the Arts Training Competency Standards and the Library & Information Industry Competency standards to Units of study used in the National TAFE curriculum. The current standards offer clearer mapping of the knowledge development to the competencies. The benefit of mapping lies in identifying competencies achieved through the study of specific units.

Examining both competencies extracts the following **broad** functional skills and knowledge of library technicians (Table 4). Library specific terminology has been amended to reflect broader concepts. The knowledge level and expertise of an individual in relation to these would, of course, be dependant on original training strengths and subsequent experience.

**Table 4: Library Technician Knowledge & Skills extracted from Industry Competencies (non-library specific)**

<ol style="list-style-type: none"> <li>1. Use the Internet</li> <li>2. Acquire and process information &amp; resources for access</li> <li>3. Analyse and describe material</li> <li>4. Provide client services</li> <li>5. Assist with programs, activities and promotion</li> <li>6. Manage and maintain service areas, resources &amp; equipment</li> <li>7. Collect, analyse and evaluate information for research</li> <li>8. Contribute to effective working relationships</li> <li>9. Contribute to promotional programs and activities for clients</li> <li>10. Contribute to structuring information systems</li> <li>11. Contribute to the organisation and coordination of the work of others</li> <li>12. Contribute to the planning and acquisition of computer systems</li> <li>13. Coordinate selection and acquisition of information</li> <li>14. Deliver programs for clients</li> <li>15. Deliver training</li> <li>16. Develop and improve systems and processes</li> <li>17. Consult with client groups</li> </ol>	<ol style="list-style-type: none"> <li>18. Establish and manage effective workplace relationships</li> <li>19. Maintain information access</li> <li>20. Lead a team</li> <li>21. Maintain and modify technological applications</li> <li>22. Manage own work, development and learning</li> <li>23. Migrate to new technology</li> <li>24. Knowledge of OH&amp;S policies &amp; procedures</li> <li>25. Operate computer hardware</li> <li>26. Operate computing packages</li> <li>27. Manage, organise and/or coordinate the work of others</li> <li>28. Manage, organise and/or coordinate work activities</li> <li>29. Organise information for client access</li> <li>30. Participate in a work team</li> <li>31. Plan, promote and assess training</li> <li>32. Prepare, process and store resources</li> <li>33. Provide client education</li> <li>34. Provide research assistance</li> <li>35. Provide training</li> <li>36. Use multimedia equipment</li> <li>37. Use networked services</li> <li>38. Work with others</li> </ol>
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## Generic Competencies

Generic competencies have a key impact in the working environment, and can be seen as being essential in the development of a workforce that is adaptable and flexible. It means a workforce that can apply skills and knowledge in response to the varied requirements of the individual requirements of an organisation. Generic skills are also known as 'transferable', 'core', 'cross-curricular', 'foundation', 'transition' and 'basic skills'.

The importance of generic competencies first came into prominence with the 1984 Karmel Committee report that considered the development of strategies to raise the standards achieved by primary and secondary students in communication, literacy and numeracy. It was in this report that the concept of 'generic competencies' was discussed.

In 1991 the Finn Committee Report (Australian Education Council Review Committee and Finn 1991) listed 6 employment-related 'Key Areas of Competence' that contribute to lifelong learning and development.

**Communication** – Speaking, listening, reading, writing, accessing and using information

**Mathematics** – Computation, measurement, understanding mathematical symbols

**Scientific & technological Understanding** – Understanding scientific and technological concepts, skills and their cultural & social impact

**Cultural Understanding** – Australian context, global issues and the world of work

**Problem Solving** – Analysis, critical thinking, decision-making, creative thinking, skills transfer to new contexts

**Personal & Interpersonal Characteristics** – Personal management, negotiating, team skills, initiative, leadership, adaptability to change, self-esteem, ethics

## Mayer Competencies

The Mayer Committee was established, in 1992, (Australian Education Council. Mayer Committee, Mayer et al 1992) to explore and develop the generic competencies framework further. The brief was to translate the key areas, as discussed in the Finn Report, into an established list of generic or common competencies. In his report Mayer made particular reference to the complexity of modern workplaces, with the move away from specialised jobs to flattened structures and broadly defined roles. In response to this report key competencies are now embedded in and developed as part of the curriculum of many courses, including the Diploma in Library and Information Studies.

"The Key Competencies are not new. In fact they are what trainers and employers have always valued – they are the abilities that make individuals 'stand out' because they are effective and productive, because they are doing a great job." (Senyk 1997)

Table 5: Mayer's Key Competencies		
Key Competency	Description	Skills/knowledge/attitude
Collecting, analyzing and organising information	The capacity to locate information, sift it and sort information in order to select what is required and present it in a useful way, and evaluate both the information itself and the sources and methods used to obtain it.	<ol style="list-style-type: none"> <li>1. Establish the purpose for collecting information</li> <li>2. Identify possible sources of information</li> <li>3. Locate, sift and sort information in order to select what is required</li> <li>4. Organize and, if necessary present information in a useful way</li> <li>5. Evaluate the information, its source, and methods used to obtain it</li> </ol>
Communicating ideas and information	The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.	<ol style="list-style-type: none"> <li>1. Communicate effectively with others in a two way process</li> <li>2. Identify purpose, audience and the context</li> <li>3. Use communication which is clear, concise and coherent</li> </ol>
Planning and organising activities	The ability to plan and organize one's own work activities, including making good use of time and resources, arranging priorities and monitoring your performance.	<ol style="list-style-type: none"> <li>1. Identify, develop and clarify goals</li> <li>2. Plan and prioritise activities</li> <li>3. Make good use of time and resources</li> <li>4. Review progress and work quality</li> </ol>
Solving problems	The capacity to apply problem-solving strategies in purposeful ways, both in situations where the problem and the desired solution are clearly evident and in situations requiring critical thinking and a creative approach to achieve and outcome.	<ol style="list-style-type: none"> <li>1. Clarify and define a problem</li> <li>2. Explore possible strategies and solutions</li> <li>3. Apply strategies to achieve the desired outcome</li> <li>4. Evaluate the outcomes and the process</li> </ol>

<b>Using Technology</b>	<p>The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.</p>	<ol style="list-style-type: none"> <li>1. Understand the nature, purpose and use of technology to achieve a given outcome</li> <li>2. Select and use technology</li> <li>3. Evaluate technology</li> </ol>
<b>Working with others and in Teams</b>	<p>The capacity to interact effectively with other people both on a one to one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.</p>	<ol style="list-style-type: none"> <li>1. Clarify what can be achieved by working with others</li> <li>2. Take other perspectives and needs into account</li> <li>3. Identify and agree on roles and responsibilities</li> <li>4. Contribute and interact effectively to meet team and organisational goals</li> </ol>
<b>Using Mathematical ideas and techniques</b>	<p>The capacity to use mathematical ideas, such as number and space, and techniques, such as estimation and approximation, for practical purposes.</p>	<ol style="list-style-type: none"> <li>1. Establish the purpose for any mathematical technique so that the best one can be chosen and applied</li> <li>2. Apply mathematical ideas and techniques</li> <li>3. Check the outcome to ensure that it makes sense and evaluate the process</li> </ol>

## Defining the Skills

Analysis of the workplace guidelines, library and generic competencies was undertaken to facilitate the extraction of the skills and knowledge into a 'generic' format that could be used when considering alternative career pathways. This is essential to better inform non-library employers of the value of the skills available. Combining the library skills with the general skills offers a solid framework for the identification of transferable skills.

Note: the term 'management' includes all functional elements (such as processes and procedures) that contribute to the activity.

Table 6: Defining the Skills	
Library & Information Skills	General Skills
1. Collect, record and organise information	1. Interpersonal skills
2. Database management	2. Communication skills, written and oral
3. Organise, maintain and manage materials and resources	3. Information technology, (including use of packages such as email, word-processing, spreadsheets, & desktop publishing)
4. Customer services	4. IT maintenance
5. Client services	5. File transfer and file management
6. Staff supervision and management	6. Perform complex tasks under pressure
7. Operational management (including budgeting)	7. Team work
8. Policy and procedures management	8. Staff management and leadership skills
9. Services management	9. Decision-making
10. Project management	10. Time management
11. Technology (including systems, hardware and software use)	11. Organisational skills
12. Training and education	12. Work independently
13. Marketing and promotions (including presentations)	13. Capacity to cope with change
14. Research	
15. Multimedia and audio-visual equipment management & use	

## **SKILLS NEWSPAPER JOB ANALYSIS**

### **Scope**

The third stage of the study was aimed at providing an identification of how the broad skills and knowledge listings could be applied in the process of job location. To achieve this a two-month survey of job advertisements in key national newspapers was carried out between July-September 2000

### **Methodology**

Five national newspapers were chosen based on the following selection criteria:

1. Population based >1,000,000
2. High possibility of broad diversity in positions within available timeframe
3. Saturday editions selected for strength in employment advertising

The five papers selected were:

1. Sydney Morning Herald
2. The Melbourne Age
3. The Courier Mail (Brisbane)
4. The Adelaide Advertiser
5. The West Australian

All employment listings in each of the Saturday editions of these papers were assessed with criteria for ad selection based on a 75% minimum match to

1. Skills and knowledge criteria directly linked to library skills and knowledge
2. Skills and knowledge indirectly linked to library skills and knowledge (broad competencies)

Positions assessed were not traditional library roles, although positions within libraries were included if they offered non-traditional responsibilities. Limitations with this component of the study were the inability to follow an ad through to a successful outcome, including application, interview, and appointment. The result of this is that any indication of suitability in regards to these roles is purely hypothetical. What is available should be used as a data source of potential possibilities for consideration.

An approach was made to employers to discuss the positions advertised, and the potential for library technicians to be considered as suitable applicants. There was negligible response to this and the feedback was insufficient to develop verifiable data. Future research into this area could perhaps focus principally on this area in order to gain valued insight into employers' perceptions.

Collected ads were collated into broad occupational categories:

- Information
- Bookshops/Sales
- Customer Service
- Research
- Technology (Internet/Web/Systems)
- Database
- Records
- Administration
- Training
- Miscellaneous

As this was a qualitative analysis of available job ads, where there was duplication of ad types, and this was particularly so within the administrative and customer service areas, key ads were selected to indicate type of roles available.

**Appendix 4** provides a full listing of all selected ads identifying key responsibilities, and skills and knowledge requirements. Where available pay rates are also supplied.

### **Further Sources**

In addition to the job ad analysis, alternative role titles have also been sourced from the literature search and from recruitment agencies. In the case of the latter this included information gained from 9 months personal experience as a Consultant with a specialist Library and Information recruitment firm (Zenith Management Services) in 1999 - 2000. These sources do not identify key responsibilities or knowledge and skills requirements but are simply offered as a further resource of job titles.

In May 2000 at a tri-state Library Technician workshop in Mildura, NSW, I presented a session on the job market for library technicians. This session offered a list of alternate roles that Zenith Management Services had been involved with in the previous twelve months: April 1999 – April 2000

- |   |                                      |
|---|--------------------------------------|
| • Audiovisual and Learning Resources Assistant        | • Web-Site Coordinator               |
| • Research & Policy Project Officer                   | • Information Architect              |
| • Community Development Worker – Information Services | • Marketing and Research Coordinator |
| • Loose Sheet Filing Clerk                            | • Information Coordinator            |
| • Data Coordinator                                    | • Knowledge Assistant                |
| • Data Manager  | • Information Researcher             |
| • Document Analysts                                   | • Picture Researcher                 |
| • Database Coordinator                                | • Information Technology Coordinator |
| • Information & Resources Officer                     |                                      |

- Copy Processing Officer (required cataloguing skills)
- Intranet/Internet Administrator
- Community Liaison and Information Officer
- Legal Research Officer
- Publications Officer
- Medical Information Associate
- Trade Mark Searchers
- Research Assistant
- Systems Facilitator
- Research/Administration Officer
- Analyst (Internet)
- Project Officer
- Subscription Department Manager
- Document Controller

Similarly, at a 'Successful Job Interviews' workshop, held in October 1999 by the ALIA NSW Library Technician group, Library Locums (a specialist Library recruitment agency) indicated the following non-library roles that had been handled by the agency.

- Bibliographic Editor
- Customer Liaison/Support Officer
- Desktop Publisher
- Encoder
- Help Desk Assistant
- Information Coordinator
- Internet Assistant
- Internet Consultant
- Internet Coordinator
- Internet Researcher
- Internet Trainer
- Patent Searcher
- Research Officer
- Software Trainer
- Survey Consultant (conducts information assessment surveys)
- Web Page Designer
- Web Publishing Officer

The relevance and importance of this lies in the fact that employers used these specialist library and information agencies to locate suitable candidates for the diverse positions. Library technicians are qualified and capable of filling any of these positions but often do not consider applying, perhaps because the position does not have an identifiable title that enables them to link their library specific skills and knowledge to the requirements of the position.

In 'Extending the Librarians Domain', (Horton 1994) Horton reflects on this in relation to professional librarians

"The positions themselves are not formally and explicitly titled 'librarian' or even 'information professional' but rather are described and characterized in broader, functional terms not tied to classic librarianship positions, or even to modern information professional positions. Nor are the positions located in traditional library settings such as public libraries, school libraries, academic libraries or special libraries whether in the public or private sector."

Horton continues to identify potential barriers, including the writing style, language, and keywords used which do not reflect traditional library terms, higher salaries and the fact that the ads are run in channels that lie outside those traditionally sourced by librarians

looking for employment. Fear of failure, intimidation and the perception that they are not worthy of the role and/or the salary are all also contributory factors to job limitations.

A report titled 'Information professionals in Australia: Expanding Horizons' by J Michael Brittain (1996) also offers a review of available literature, skills listings and a quantitative analysis of job advertisements. In his report Brittain also utilised job categories that were originally established in a British report (Moore 1987). The aim was to identify the range of employment skills markets as this offers a method for thinking broadly across the information market rather than within the traditional 'library' sector.

**Information work:** jobs which require the traditional skills of an information worker and are usually based within an information unit or service

**Research and Information:** jobs which, in addition to information work, require, a fairly substantial element of research work including, for example, a collection of data from non-documentary sources

**Information technology:** jobs which primarily concern the use and application of information technology (where technology, rather than information is the focus)

**Information and Abstracting:** jobs which require traditional indexing and abstracting skills, including those jobs with an element of technical writing

**Servicing the information industry:** jobs in organisations which service and support the overall information industry, such as bookselling and publishing aimed at the library and information market, bibliographic database suppliers, and library automation services

**Advice work:** these jobs include a whole range of advisory jobs, from general consumer and citizen's advice to specialist careers and legal advisory centers

**Public Relations:** includes those jobs which advertise for an information officer, and which involve the sorts of skills of an information worker, although this link is often tenuous

**Management of Information:** jobs which primarily concern the provision of information about the internal operations of an organisation used as the basis for decision making (knowledge management)

**Records Management:** jobs which primarily involve the organisation, storage and retrieval of files and other documentary records related to the work of an organisation

(Brittain 1996 p21)



## MATCHING SKILLS TO POSITIONS

The aim of the study was always to establish a method of identification and matching of skills and knowledge to the broader employment market. It is fair to say that success or otherwise will still be dependant on the individual's ability to market themselves in this broader market. One of the main difficulties, however, lies in recognising and matching skills held to the essential requirements of a position. I do not intend to discuss resume preparation or effective interview techniques. Numerous resources are already available to assist with this component of career planning.

In the following table key functional skills and knowledge as identified in the skills analysis are listed along with possible Actions that can be applied to these areas. This reflects the suggestion in the literature search that library technicians need to use 'action verbs' to better understand and describe what they do. There are many more 'action verbs' that could be applied. These have been selected on the basis of dominant use in skills analysis and job advertisements.

Table 7	
Functional Skills & Knowledge	Action Verbs
1. Collect, record and organise information	<i>Analyse</i>
2. Database management	<i>Assist</i>
3. Organise, maintain and manage materials and resources	<i>Conduct</i>
4. Customer services	<i>Contribute</i>
5. Client services	<i>Co-ordinate</i>
6. Staff supervision and management	<i>Deliver</i>
7. Operational management (including budgeting)	<i>Describe</i>
8. Policy and procedures management	<i>Develop</i>
9. Services management	<i>Establish</i>
10. Project management	<i>Implement</i>
11. Technology (including systems, hardware and software use)	<i>Initiate</i>
12. Training and education	<i>Interpret</i>
13. Marketing and promotions (including presentations)	<i>Maintain</i>
14. Research	<i>Manage</i>
15. Multimedia and audio-visual equipment management & use	<i>Organise</i>
	<i>Process</i>
	<i>Promote</i>
	<i>Provide</i>
	<i>Work</i>

The combination of these elements offers a matching of the requirements of a non-library position to the skills held by an individual. For example the following requirements have been extracted from the job survey. These advertisements were for non-library roles

- *Interpret client requests*
- *Develop and conduct training*
- *Maintain and develop the records management tools*
- *Manage flow of information and enquiries received*
- *Provide information and advice to students*
- *Develop, design, produce and disseminate quality aged specific information*
- *Conduct research on a clients' behalf*
- *Handle a busy information desk*
- *Maintain database*
- *Provide high-level research*
- *Customer service to internal and external customers*
- *Responsible for the day-to-day supervision of a team of Advisory officers*
- *Provide customer service within a team environment*
- *Improve database accuracy*
- *Apply subject heading to news stories for storage in electronic databases*
- *Maintain filing systems and databases*
- *Coordinate and maintain intranet web site*
- *Ability to resolve operational issues quickly and work effectively under pressure*
- *Knowledge of principles and practice of information management & dissemination*

As we have discussed, generic skills support the individual in the workplace and they will generally be a stated requirement of any position. Doubt about position suitability often arises through a lack of awareness that these are skills held by the majority of individuals, developed through formal training and life experience. In job advertisements they will be listed similar to the following examples which have been selected from the job advertisements:

- *Team worker*
- *Time management skills*
- *Excellent communication*
- *Organised person*
- *Ability to show initiative*
- *Demonstrated analytical problem solving*
- *Excellent interpersonal/communication skills*
- *Ability to plan and operate independently*
- *Willingness to learn*
- *Initiative*

## TRANSFERRING THE SKILLS

There are alternate opinions on the ability to transfer skills and knowledge to different environments. It can be acknowledged, however, that the success of transfer will be linked to the proficiency level attained at the time of the initial development of the skills, knowledge or attitudes (Misko 1995 p15). For educators this emphasises a need to ensure that the opportunity exists, throughout a course, for continuing skills and knowledge consolidation and practice.

“Transfer cannot happen without teachers or trainers providing some signposts along the way. That is, drawing student’s attention to how new information connects to existing knowledge and giving some guidelines as to how skills learnt in the classroom or training room can be transferred to problem solving in the work place ” (Misko 1995 p 26)

In addition Misko’s study also identifies a range of other factors that contribute to successful skills transfer:

- 1 Motivation
2. Confidence
3. Task similarity and familiarity
4. Intellectual ability
- 5 Opportunity for practice

Whether an individual can undertake new roles will depend on a combination of all of these. There are no guarantees that can be applied across a broad spectrum and for the individual this reflects back to a responsibility to maintain and develop skills and knowledge continuously for ongoing and successful career opportunity.

## **CROSSING THE LINE**

### **A survey of Library Technicians in alternate roles.**

#### **Methodology**

In early 2000 an email was posted to the ALIA Libtec listserv requesting contact from individuals who were currently in, had been in or knew of people working in positions that were not traditional library roles (such as circulation, reference, serials, acquisitions or cataloguing). Network connections were also used to identify individuals who were then approached directly. Originally, I had hoped to include trips to the capital cities to interview these people in person, however, due to personal job opportunities late in 1999 and throughout 2000, I was unable to undertake this trip. To counteract this a questionnaire was developed aimed at gaining insight into:

1. Reasons for a career shift
2. Roles and responsibilities
3. Personal advice and suggestions to library technicians

Eleven library technicians responded to the questionnaire with titles ranging from Intelligence Officer to Publications and Information Officer. Of interest was that there was no obvious correlation between the amount of library experience held by the respondents and the decision to take on new roles. New graduates as well as experienced library technicians responded who had explored 'crossing the line'. There was also general agreement on the skills that supported the transfer and the opportunities that the move provided.

Analysis of the survey was done after the broad skills and knowledge listings had been established. The aim of this was to consider the similarity between the skills and knowledge identified by the respondents to the skills identified in the broad analysis. The survey also offered insight into the library specific skills that respondents found had supported their transfer.

The following represents a summary of the key responses. **Appendix 3** records the responses of individuals to all questions

**Table 8: Library Technician Survey – key responses**

<b>Reason for move</b>	<ol style="list-style-type: none"><li>1. Need for challenge/change</li><li>2. Available opportunity</li><li>3. Promotion and/or skills development</li><li>4. Financial; salary benefits</li><li>5. Climate</li></ol>
<b>Library Specific Skills</b>	<ol style="list-style-type: none"><li>1. Customer Service</li><li>2. Serials Management</li><li>3. Research/Reference/analytical skills</li><li>4. Information organisation (including cataloguing and classification, database development)</li><li>5. Knowledge and use of databases</li><li>6. Staff supervision</li><li>7. Indexing</li><li>8. Web Searching</li><li>9. Project Management</li><li>10. Training</li><li>11. Knowledge of Copyright</li><li>12. Records Management</li><li>13. Displays and Promotions</li><li>14. Library Technology</li></ol>
<b>Generic Skills</b>	<ol style="list-style-type: none"><li>1. Customer Relations/Client Service</li><li>2. Communication – oral and written</li><li>3. Computer /Information Technology</li><li>4. Web skills – HTML, design</li><li>5. Working in a Team</li><li>6. Leadership</li><li>7. Analytical skills</li><li>8. Presentation skills</li><li>9. Telephone techniques</li><li>10. Administration</li><li>11. Negotiation</li><li>12. Time Management</li><li>13. Meeting skills</li><li>14. Business Planning</li><li>15. Assertiveness</li><li>16. Conflict Resolution</li></ol>

<b>Personal Benefits</b>	<ol style="list-style-type: none"> <li>1. Career development – expanded opportunities</li> <li>2. Skills development</li> <li>3. Financial</li> <li>4. Job satisfaction – diversity of work</li> <li>5. Increased self-confidence</li> <li>6. Flexible work conditions</li> <li>7. Opportunity to identify personal strengths &amp; weaknesses</li> <li>8. Greater challenge</li> <li>9. Opportunity to express creativity</li> <li>10. Maintaining a link to libraries</li> <li>11. Increased recognition of contribution to the organisation</li> </ol>
<b>Professional Benefits</b>	<ol style="list-style-type: none"> <li>1. Expanded knowledge of the broader information industry</li> <li>2. Increased skills development</li> <li>3. Opportunity for further study</li> <li>4. Increased autonomy and responsibility</li> <li>5. Professional recognition and reputation for ability to achieve work outcomes</li> <li>6. Enhanced communication skills</li> <li>7. Opportunity to develop project management skills</li> <li>8. Development of technical writing skills</li> <li>9. Ongoing involvement with the rapid change in technology</li> <li>10. Opportunity to promote Library Technician's to a wider market</li> <li>11. Increased opportunity for professional networking</li> </ol>

The above represents a breakdown summary only. Reading of the individual responses is recommended for a more concise representation of the reasons for change, the benefits and elements to consider. All respondents reflected positively on the experience, whilst also recognising the need to consider all the pros and cons of a move. There is no sense that it has been a negative experience or that it prevents a move back into libraries. In fact for some it has been an 'opportunity' to experience and develop new skills that may prove useful in future traditional library positions

Overall changing roles offered these library technicians increased self-confidence and faith in their ability to take on new challenges and meet expectations. In their words...  
**GO FOR IT!**

## CONCLUSION

Change is never an easy process. This is even more so now when we are being asked to deal with it in so many different forms. Changing direction and roles requires a shift in perception and a willingness to consider the known in new, different and at times, unique ways

Success is not something that can be guaranteed, particularly in the context of a study such as this. It will be dependant on the individual and their ability to assess and market their skills to a broader audience.

The career opportunities are there, originating from a divers range of sections. Whilst this study concentrates on the print media, it is important for career development to consider all possible resources including your own personal networks, the Internet (including web, email and newsgroups) and recruitment agencies.

For the individual:

- Analyse formal education, positions held and experience gained
- Identify skills, knowledge and attitudes
- Determine areas that may require new skills development and initiate a personal development plan
- Market your abilities in generic terms to the employer you see as being the next step in your 'career path'.
- Take risks

"Employability is having the right mix of general skills and knowledge, together with one or more specialist skills for which there is a market need " (Johnston 2000 p60)

In the survey of library technicians the following statement highlights the intention held at the time of the original proposal submission:

Flap your wings, put your toe in the water, you may end up soaring with the eagles, and by that I mean you will extend yourself and gain so many new skills that you will end up doing things you may have previously considered out of reach, and/or beyond your capabilities. Do not be swayed by others who consider you may not be able to do the job, listen to those who do encourage and support.

Kathy Sharrad

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## Author

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**APPENDICES**  
**Appendix 1**  
**Library Industry Competency Standards**  
**Mapped to TAFE Course Units (Arts Training Australia, 1996)**

Competency Units	Module Name
Assist clients to access library's services and facilities.	The Information Industry Information as A Product Multimedia Equipment Usage Intro to Instruction in Library Use Literature and Library User Community Information and Networking Client Groups and Information Needs Australian Political Process and Info Dealing with Customers and Clients
Respond to requests from other information providers for material	Lending Services 1 Database Searching and Retrieval
Contribute to promotion and programs and activities for clients	Library Promotion and Display 2
Deliver training	The Information Industry
Contribute to the acquisition of information	Library Ordering Procedures
Accession and process information	Bibliographic Control Materials Receipt Database Searching and Retrieval
Coordinate activities of a small area of small work group	OH&S for the Library Industry Managing Effective Working Relationships Work Team Communication

Competency Units	Module Name
Obtain material from remote sources for clients.	Basic Reference Skills Lending Services 2
Contribute to client access to information	Basic Reference Skills Lending Services 2
Provide promotion and programs and activities for clients	Promoting An Information Agency
Acquire and process information for access	Library Acquisitions
Assist with circulation services	Lending Services 1
Undertake cataloguing activities	Bibliographic Description and Access Library Classification Subject Access
Maintain accessibility of information	Basic Reference Skills Managing An Information Agency Environment
Maintain service area environment, resources and equipment	Managing An Information Agency Environment Preservation of Materials OH&S Management in the Library Industry Client Interaction
Contribute to effective working relationships	Managing An Information Agency Environment Managing Self
Maintain own work, work performance and learning	Managing An Information Agency Environment Managing Self Managing Operations - Change
Organise and coordinate work activities	Research Sources and Strategies Managing An Information Agency Environment OH&S Management in the Library Industry
Organise and coordinate the work of others	Managing An Information Agency Environment OH&S Management in the Library Industry
Provide research assistance	Research Project

Competency Units	Module Name
Provide clients with access to required information	Research Sources and Strategies Client Education and Training Research Project Specialist Info. Resource Dev. & Access Client Interaction
Provide training	Client Education and Training Client Interaction
Assist with programs, activities and promotion Establish and maintain consultation with client groups	Library Promotion and Display 1 Information Access for Client Groups Research Project Client Interaction
Promote the library and library services Provide client education	Promoting An Information Agency Client Education and Training Client Interaction
Coordinate selection and acquisition of information Contribute to collection development Organise information for client access	Collection Development Collection Development Managing An Information Agency Environment Research Project Specialist Info. Resource Dev. & Access
Catalogue and classify material	Library Classification Subject Access Cataloguing Procedures Value Added Information Services

Competency Units	Module Name
Analyse and describe material	Indexing and Abstracting
Improve accessibility of information	Research Sources and Strategies Research Project Value Added Information Services
Manage maintenance of library environment	Managing An Information Agency Environment User Needs Analysis
Assist in making information accessible for clients	The Information Industry Information Literacy Intro to Instruction in Library Use Database Searching and Retrieval Literature and Library User Community Information and Networking Client Groups and Information Needs Australian Political Process and Info
Maintain and modify technological applications in the library	Client Education and Training Value Added Information Services
Contribute to the planning and acquisition of computer systems	Managing An Information Agency Environment User Needs Analysis
Manage own work, development and learning	OH&S Management in the Library Industry Value Added Information Services Managing Self Managing Operations - Change
Collect, analyse and evaluate information for research	Research Project
Process and prepare information for access	Collection Maintenance

Competency Units	Module Name
Assist with the maintenance of service area	Collection Maintenance Library Promotion and Display 1 Multimedia Equipment Usage
	Dealing with Customers and Clients Dealing with Conflict
Assist in the provision of a safe library environment	Multimedia Equipment Usage OH&S for the Library Industry Dealing with Customers and Clients
Work with others	Managing Effective Working Relationships Dealing with Conflict Work Team Communication
Contribute to own work performance and learning	The Information Industry Multimedia Equipment Usage Working in the Information Industry OH&S for the Library Industry Spreadsheets 1 Dealing with Customers and Clients Word Processing-Introduction Managing Effective Working Relationships



## APPENDIX 2

### Museum & Library/Information Services - Industry Training Package CUL99 Mapped to TAFE Course Units 2001

Competency Units	Module Name
Follow OH&S policies & procedures in the workplace to ensure own safety and that of others	Occupational Health & Safety
Manage personal work priorities and professional development	Personal Work Priorities
Establish and manage effective workplace relationships	Effective Workplace Relationships
Plan assessment	Plan Assessment
Conduct assessment	Conduct Assessment
Review assessment	Review Assessment
Train small groups	Train Small Groups
Assist clients to use an information service effectively	Assist Clients to Use An Information Service
Assist with the maintenance of service area	Assist with Maintenance of Service Area
Develop own information literacy skills	Information Literacy
Manage own work performance and learning	Manage Own Work Performance and Learning
Prepare, process and store resources	Collection Maintenance
Assist with circulation services	Lending Services 1
Assist with programs, activities and promotion	Library Promotion and Display 1
Participate in a work team	Work Team Communication
Use bibliographic methods	Use Bibliographic Methods
Accession and process resources	Materials Receipt
Contribute to promotional programs and activities for clients	Library Promotion and Display 2
Process orders	Library Ordering Procedures

Competency Units	Module Name
Respond to requests from other information providers for material	Lending Services 2
Use multimedia equipment	Multimedia Equipment Usage
Contribute to client access to information	Basic Reference Skills
Contribute to effective working relationships	Effective Workplace Relationships
Develop and apply own information literacy skills in working with clients	Basic Reference Skills
Contribute to structuring bibliographic and other information systems	Contribute to Structuring Bibliographic
Contribute to structuring bibliographic and other information systems	Organise Information for Client Access
Manage own work, development and learning	Personal Work Priorities
Organise and coordinate work activities	Managing An Information Agency Environment
Use networked services effectively to provide access to information	Use Networked Services Effectively to PR
Use networked services effectively to provide access to information	Information Access - Systems Improvement
Acquire and process resources for access	Library Acquisitions
Maintain service area environment, resources and equipment	Maintain Service Area Environment Resources
Obtain information resources from remote sources for clients	Lending Services 2
Provide promotion and programs and activities for clients	Promoting An Information Agency
Undertake cataloguing activities	Undertake Cataloguing Activities
Contribute to the organisation and coordination of the work of others	Contribute to the Coordination of Work
Deliver information literacy programs for clients	Client Education and Training
Organise information for client access	Organise Information for Client Access
Provide clients with access to required information	Research Sources and Strategies
Analyse and describe material	Indexing and Abstracting

Competency Units		Module Name
Catalogue and classify material		Bibliographic Description and Access
		Library Classification
		Subject Access
		Cataloguing Procedures
Contribute to collection development		Collection Development
Develop and improve systems and processes to increase access to information		Information Access - Systems Improvement
Coordinate selection and acquisition of information		Collection Development
Establish and maintain consultation with, and promotion to, client groups		Client Groups-Consultation & Promotion
Lead a team		Lead or Facilitate Work Teams
Maintain and modify technological applications in the library		Library Technology Apps-Maintain & Modify
Manage maintenance of physical resources and environment		Physical Res & Environ-Maintain & Manage
Provide assistance for research and projects		Research Project
Communicate in the workplace		Writing Workplace Documents
Operate computer hardware		Computer Essentials
Operate computing packages		Computer Essentials Spreadsheet Essentials Database Essentials
Migrate to new technology		Migrate to New Use of Technology
Access the Internet		Exploring the Internet Understanding the Internet
Improve customer relations		Dealing with Customers and Clients

# APPENDIX 3

Library Technician Questionnaire – Roles beyond the Library	
Question	Responses
When did you complete your Library Technician qualifications?	<ol style="list-style-type: none"> <li>1. 1997</li> <li>2. 1997</li> <li>3. 1990</li> <li>4. 1996</li> <li>5. 1998</li> <li>6. 1993</li> <li>7. 1986/ upgrade 1990</li> <li>8. 1985</li> <li>9. 1982</li> <li>10. 1985</li> <li>11. 1990</li> </ol>
Have you worked in a traditional library environment? If yes for how long in total?	<ol style="list-style-type: none"> <li>1. Approx 5 years</li> <li>2. 5 years</li> <li>3. 11 years</li> <li>4. 3 years</li> <li>5. 10 months</li> <li>6. 13 years</li> <li>7. 10 years</li> <li>8. 15 years</li> <li>9. 8 years</li> <li>10. 13 years</li> <li>11. 11 years</li> </ol>
What is/was the title of your alternate position?	<ol style="list-style-type: none"> <li>1. Account Services Manager</li> <li>2. Intelligence officer</li> <li>3. a)OHS&amp;W Consultant; b)OHS&amp;W Consultant/Rehabilitation Coordinator; c)Injury prevention</li> </ol>

	and training Consultant (now Risk Management Development Consultant) 4. Project Supervisor –kReady (Subscriptions Supplier) 5. a) Records Manager (Local Council) b) Software Support 6. Project Officer – AEShareNet (Copyright project) 7. Contractor (non-specific title) 8. Records Policy & Training Coordinator 9. Special Projects Officer; Client Services Manager; Academic Consultant & Marketing Manager 10. Personal Assistant/Office Manager 11. Publications & Information Officer, University
How long have/did you hold this position?	1. 6 months 2. 12 months (acting) 3. a) 2.5yrs; b) 1 yr c) 3 yrs 4. 2 years 5. a) 1 year b) 7 months 6. 4 months 7. 5 year period (self-employed) 8. 2 years (records positions for 4 years) 9. 5 years - total 10. 1 year 11. 5 years
What are/were the responsibilities of this position?	1. Customer Liaison 2. Provide confidential info from Govt/Non-govt agencies to investigators; ensure privacy and confidentiality provisions are adhered to; Identify new info resources; preliminary analysis of data; provide timely and efficient service 3. Management of OHS&W/Rehabilitation; ensure all State health units achieve required accreditation; Develop/deliver state wide training

	<p>program in OHS&amp;W; undertake internal audits, develop strategic business plans, provide advice/support</p> <p>4. Create contents database; develop new projects/services; facilitate project starts; client &amp; publisher liaison</p> <p>5. a) Records mgmt &amp; Team Leader; daily operations; indexing and registration of inwards &amp; outwards correspondence; implementation/training of staff part with digital imaging of documents; coordination of rescue/repackaging of paper documentation</p> <p>b) Technical writer of support notes, online info and training documents for RM system; Software trainer; provide support and help desk assistance to clients</p> <p>6. Project management, database testing, database creation and data entry; materials collection; copyright clarification; marketing; electronic records management</p> <p>7. Creating retention/disposal schedules; allocating file titles/numbering systems; records disposal; RM training; participation in information sessions</p> <p>8. Development/implementation of sector wide records mgmt practices (govt); government thesaurus development and management; promotion/training and provision of advice</p> <p>9. Academic consultant; training; sales; marketing</p> <p>10. Records management; research; book-keeping; word processing; client liaison</p> <p>11. Design/layout of Faculty print &amp; online publications; arrange printing and distribution; maintain Faculty website; coordinate Faculty Open Days; contribute to marketing strategies; support staff with publications advice &amp; assistance</p>
<p><b>What was the reason for your decision to move into an alternative role?</b></p>	<p>1. Opp to expand customer related skills; better Salary</p> <p>2. chance for greater autonomy in the workplace</p> <p>3. promotion opp; identified need to do something new</p>

	<ol style="list-style-type: none"> <li>4. previous org did not support personal growth; lack of promotion opp; personal interest in OHS&amp;W</li> <li>5. Climate based- awareness of position through networks -- applied remotely</li> <li>6. Totally financial -- inability to secure permanent library work and frustration with application interview processes; despite no previous records Management experience was successful in gaining RM position (Employment National)</li> <li>7. Workplace change, job dissatisfaction, need for challenge</li> <li>8. Network contact initially - a 'help-out' role which grew as client base developed</li> <li>9. Opportunity arose (approached re position); better pay; flexible working hours; confirmation that RM was seen as being important</li> <li>10. Advancement and opportunity to develop new skills</li> <li>11. Opportunity -- job available at the time of 'early retirement'</li> <li>12. To focus on publication design and layout -- test opportunity for future career directions; prompted by a lack of recognition or acknowledgement of the value of contribution to previous organisation's objectives</li> </ol>
<p>Can you identify the specific skills/knowledge gained from your Library Technician qualification and any subsequent library practice that were transferable to the alternative role.</p>	<ol style="list-style-type: none"> <li>1. Customer contact experience; Serials mgmt; ILS experience; client appreciation of library knowledge</li> <li>2. Research/analytical skills; computer skills are essential; ability to organise information in a useful and retrievable format; knowledge and understanding of legislation (part Privacy, Corp &amp; ASIC Acts)</li> <li>3. Customer service; research; computing, database knowledge &amp; use; ILL; reference, displays, student orientation (training); special projects; bibliography; cataloguing</li> <li>4. Reference; web searching</li> <li>5. Technical knowledge of databases; indexing; classification structures, components of systems analysis; problem solving; implementing</li> </ol>

	<p>change; research skills; internet skills; archiving practices</p> <p>6. Client services; communication; cataloguing/classification/abstracting skills; knowledge and experience with copyright requirements; project &amp; marketing skills; technology skills</p> <p>7. Cataloguing; subject heading allocation; indexing skills; research skills; questioning/interview skills;</p> <p>8. Client service; search &amp; retrieval skills, research; analytical skills; classification skills; information technology and database skills; knowledge of the information management environment</p> <p>9. Research skills; communication skills, training of others; culture of previous library roles encouraged and supported new skills, regardless of formal qualification which laid a solid foundation of valuing skills and ability</p> <p>10. ALL skills &amp; knowledge accrued during library practice have contributed to effectiveness in current role; practical areas are records management; research; word processing</p> <p>11. Computing skills; attention to detail; qualities of well designed, accessible, information resources; online user interface design; knowledge of copyright principles; awareness of the breadth and scope of collected knowledge</p>
<p>Can you identify which generic skills (ie communication) were applicable/transferable to this position?</p>	<p>1. Customer relations; telephone manner;</p> <p>2. Communication/interpersonal essential to liaison role with investigators and external agencies; negotiation skills, ability to work and communicate as part of a team; training</p> <p>3. Communication, interpersonal skills, aggression mgmt; meetings; minute taking; team work; analytical skills; telephone skills understanding people; consultation</p> <p>4. Communication, HTML. Computer skills; supervision; assertiveness training; telephone techniques</p> <p>5. Communication &amp; interpersonal skills for team leading; reference interview; technical writing &amp; reports; training, presentation &amp; seminar</p>



	<p>skills; listening skills; problem solving</p> <p>6. Written &amp; oral communication, administration skills; client service, people skills; team skills; leadership skills; time management, personal computing</p> <p>7. Word processing; database management; oral &amp; written communications</p> <p>8. Client service; written &amp; oral communication skills; basic information technology and database skills; business planning and analysis skills</p> <p>9. Communication; training (formal &amp; one-on-one)</p> <p>10. Communication; assertiveness; conflict resolution are applicable to all positions</p> <p>11. Communication; positive customer service attitude; observation and situation analysis skills; patience and tolerance</p>
<p>Would you consider or have you made a move back into a traditional library position?</p>	<p>1. Yes, but dependant on autonomy and salary level. Must match and this is not seen as likely!</p> <p>Yes</p> <p>4. No</p> <p>5. Yes</p> <p>6. No</p> <p>7. n/a</p> <p>8. Yes</p> <p>9. Unlikely</p> <p>10. Yes</p> <p>11. Cannot be discounted!</p> <p>11. Yes &amp; No....</p>
<p>If yes, Why?</p>	<p>1. No particular reason but currently enjoying position</p> <p>2. Misses aspects of library work; important to keep skills up-to-date</p> <p>3. Offered permanent position – suited requirements at that time</p> <p>4. If position offered with suitable seniority, provided a challenge and the</p>

	<p>opportunity for further advancement</p> <ol style="list-style-type: none"> <li>5. Financial, but only if alternative positions were not available; (disenchanted by erosion of LT role in library services)</li> <li>6. Library staff are fired by the passion to ignite people's imagination and to help them find answers to their questions</li> </ol>
<b>If no, Why?</b>	<ol style="list-style-type: none"> <li>1. Moved beyond library work in skills &amp; knowledge; lack of currency in library skills</li> <li>2. Salary levels; shift work requirements; autonomy; challenge and excitement of working with new technologies; travel opportunities</li> <li>3. Role is based within specialist service 'Infospec' which is closely linked to the library</li> <li>4. Current position seniority would require shift/extended hours of work; non-flexible work schedules; consider that RM is a more dynamic area of Info Mgmt than libraries at present.</li> <li>5. lack of scope for development of broad desktop publishing skills. Poor remuneration commensurate with talent/capabilities.</li> </ol>

<p>What have been the benefits to you <i>personally</i> from moving into this/these position/s?</p>	<ol style="list-style-type: none"> <li>1. Mostly financial (and less time on public transport)</li> <li>2. Greater understanding of organisation structures; broader view of working in the information industry (don't need to just work in libraries)</li> <li>3. Expanded career development; constant skills development; more responsibility; passionate about the work; job satisfaction</li> <li>4. Increased self-confidence from adapting to change in personal and professional surroundings; younger outlook based on staff age demographics of previous and current position</li> <li>5. Recognition of personal strengths &amp; weaknesses &amp; preferred role types; development of career path incorporating required skills training; awareness of EEO principles; increased self-confidence; recognition of ability to map career paths; presentation &amp; training skills; being part of emerging technologies in information management</li> <li>6. Greater challenge; skills development opportunity; further development of project mgmt skills; networking; marketing; being part of a national project; autonomy (sole operator for the project in state); being able to get on with the job</li> <li>7. Flexible working hours; financial benefits of contract work; taxation benefits; opportunity to learn other useful skills</li> <li>8. Flexible working conditions; high pay, increased promotional opportunities; diversity of work; high level of personal input into design and goals of the job; opportunity to work with people from all government areas</li> <li>9. Provision of challenges not available in libraries; business planning skills development; maintaining links to libraries; funding for skills and knowledge development; travel (at times!)</li> <li>10. Opportunity express creativity; increased recognition of contribution to organisation; Dollar value!</li> <li>11. Better financial rewards; more suitable working hours</li> </ol>
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<p>What have been the benefits <i>professionally</i> from moving into this/these position/s?</p>	<ol style="list-style-type: none"> <li>1. Knowledge of another aspect of the industry; Enhanced skills base; Professional networking opp;</li> <li>2. Skills in range of databases; new avenue for further study; network opportunity with other Intelligence officers and gov't agencies. Expanded knowledge of key legislation</li> <li>3. Professional recognition and reputation for ability to achieve work outcomes; recognised workplace training and assessment qualification</li> <li>4. Increased communication skills; knowledge of supplier useful if return to library work eventuates</li> <li>5. Scope for new skills &amp; knowledge development; project managements skills; technical writing skills development; client liaison responsibility; change management skills and knowledge; continued library &amp; info mgmt networking opportunities through conferences, seminars</li> <li>6. Acknowledgement of LT ability/competence to hold positions equivalent to Librarian; acknowledgement from management that positions can be 'skills' based not qualification based</li> <li>7. Opportunity to promote LT skills to wider market; networking opportunity – useful contacts; career planning opp. – recognise jobs that didn't suit; more employable through the wider range of skills available to potential employers</li> <li>8. Expansion of professional skills in info mgmt; opportunity to participate in rapidly evolving area of professional work, particularly with electronic records</li> <li>9. Overlap with personal benefits; Training</li> <li>10. Having decided to move from the professional mainstream (retirement) unable to identify appropriate benefits</li> <li>11. Desktop publishing/computer skills development; broader knowledge of design applications; opportunities for developing 'online' layout and design skills</li> </ol>
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**Do you have any advice for library technicians considering a move?**

1. Do it! Gain is worth the risk, even for contract work and the benefits can provide valuable contacts
2. Try other positions to identify individual niche that suits the individual
3. Plan the move; take leave of absence to explore possibilities; never forget the skills learnt as they can assist in transition;
4. Continue education & professional development; remain current with skills required for the workplace now; If the move doesn't work you can always change back
5. If unhappy or there is no scope for career development, skills enhancement or performance rewards then Go For It!
6. If you have reasonable chance of measuring up for the job (75%) then Go for it – everything to gain and nothing to lose
7. Go for it! Even if only for a short time. The benefits outweigh the negatives
8. Opportunity to work in a variety of areas offers new challenges, and extends skills, knowledge & confidence; gaining experience within different facets of info mgmt provides a useful perspective and may lead to a holistic career in this area
9. Try it, don't be afraid; can always return to library work if it doesn't work out; return however with a greater understanding of the would outside libraries; need to be prepared to work non-standard hours at times
10. Go for it! This experience further support the concept of "Change generating Change"; move has opened up greater opportunities
11. Leaving the politics of work aside, enjoy doing what you do well. Believe in yourself!

# APPENDIX 4

## Job Advertisements: July-September 2000

Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
<b>Information Officer</b>						
IO Corporate Services	Gov't - Treasury	Records management processing; Ministerial correspondence support; interpret client requests; undertake research; produce reports	Excellent communication & client services skills; effective team member	Courier Mail	12/8/00	\$34,558-\$38,539
IO Corporate Services	Govt - Treasury	Support & co-ordination for information/knowledge management; continuous quality improvement, service delivery & client relationships; interpret client requests; develop and conduct training	Excellent communication & client services skills; ability to analyse computerised systems	Courier Mail	12/8/00	\$40,864-\$44,934
Information Resources Officer (P/T) (Fixed Term)	Iluka Resources	Maintain and develop the records management system & support tools (incl. Thesaurus, archiving, file management); utilise TRIM records management system	Experience in library or records management environment; demonstrated computer competency; eligibility for membership of RMAA or ALIA well regarded; 'A' Class drivers licence	West Aust'n	12/8/00	NA
Information Officer	Institute of Languages	Reception; switchboard; marketing assistance	Good customer service skills; switchboard experience; ability to work as part of a team; demonstrated ability to liaise with people from diverse cultural backgrounds; knowledge of MS Office; office administrative experience; knowledge of EEO/AA principles	SMH	5/8/00	\$33,990-\$39,134

Job Advertisements, July-September 2000

Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
Senior Information Officer (P/T) (Casual On going)	Govt - Adelaide Goal	Assist in organisation and management of guided tours; administration; promotional activities		Advertiser	16/9/00	wk1 \$497- wk2 \$506
Communications Officer	Agency Ad	Managing flow of information and enquires received (from new Website); occasional attendance at information seminars and expos	Flexible; energetic; willing to learn & contribute as part of team to improvement/creative design of new website; marketing & info systems skills; some exposure to web editing; recent tertiary qualifications in assoc areas highly regarded.	Advertiser	16/9/00	NA
Membership Officer	Qld Writers Centre		Organised person; keen database skills; excellent phone manner; knowledge of Qld writing industry an advantage	Courier Mail	30/9/00	NA
School & Workplace Visits Officers (Cont. & Fixed Term)	Griffith Uni	Promote the uni's courses to secondary schools, workplaces and other educational providers	wide knowledge of the education sector; public relations and public speaking experience	Courier Mail	16/9/00	Level 5
Field Coordinators (Temp)	Aust Bureau of Statistics	Management of census operations in assigned area; recruitment, training and management of large temporary workforce of up to 200	Management ability and experience in particular recruitment, training and management of large temporary workforce; well developed communication & liaison skills; ability	Courier Mail	7/10/00	NA

# Job Advertisements. July-September 2000

Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
			to resolve operational issues quickly & work effectively under pressure; ability to administer a budget & work with limited supervision; ability to ensure security and confidentiality of Census materials; access to phone & secure car and current Qld driver's licence			
Information & Advisory Officer	Midland College of TAFE	Provide information and advice to students, staff, general public, other TAFE locations & govt agencies on enrolments and courses		West Aust'n	12/8/00	\$33,730 - \$37,476
Customer Support & Information Services Officer (P/T)(Fixed Term)	Municipal Council	Customer support and internal admin	Methodical & accurate; high level of customer service; friendly, willing and courteous	SMH	7/10/00	\$410-25 hr/week \$590-36 hr/week
Enquiry Officer- Complaints Unit	Health rights commission	First point of contact in relation to complaint enquires; high level of telephone work; recording of complaints on a database, facilitating direct resolution and referring clients to appropriate agencies	High level oral & written communication skills; proven research skills, qualities of confidentiality, fairness and diplomacy, ability to achieve objectives, meet deadlines & manage stress	Courier Mail	23/9/00	\$33,725- \$37,618
Team Members -	Private	Ensure exports documentation processes are undertaken in	Demonstrated organisation skills; excellent communication &	Courier Mail	23/9/00	NA



Job Advertisements. July-September 2000						
Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
Export Documentation		accordance with Service Level Agreements; prepare export bills and invoices; identify and resolve any service difficulties	interpersonal skills; ability to work under pressure; strong customer service orientation			
Information Resource Officer	State Revenue Dept	Proved effective and efficient training & education service in use of departments information resources; coordinate activities of the information resources area	Proven leadership & team building skills; good communication skills; report writing; analytical & problem solving; ability to manage change; demonstrated ability to plan & maintain information systems; experience in keyword titling and thesaurus development, experience in developing information services procedures and experience in development and delivery of training	West Aust'n	2/9/00	\$39,174-\$41,583
Information Management Officer	Seniors Info Service SA Govt	Development, design, production & dissemination of quality aged specific information	Knowledge of principles and practice of information management & dissemination, familiar with CISA Infosearch database; ability to use computer technology in relation to information provision; qualifications and/or experience in library and information studies or the human services field essential	Advertiser	9/9/00	\$35,274
Tourism Information Officer	Royal Botanical Gardens	Face to face enquires and taking in-house bookings	Demonstrated experience in disseminating information to visitors; providing high quality customer	The Age	5/8/00	NA

Job Advertisements: July-September 2000						
Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
Membership Officer	Aust Vet Assoc	Maintain database, assist with website maintenance; answer membership enquires	service Excellent customer service; administration skills, familiarity with databases and attention to detail	SMH	5/8/00	To \$35 package
Information and Resources Officer	Vic Govt	Organise information resources to assist client managers in delivering business development services	Information management graduate; proficient communication and time management skills; interest in industry development and trends	The Age	14/10/00	\$28,996-\$41,078
Information Officer/Administrator	Victorian Innovation Centre	Handle busy information desk; coordinate and promote training seminars; assist with delivery of services and programs for innovators	Tertiary qualifications, good computer & secretarial skills; strong customer relations; administration experience; interest in new ideas and products	The Age	14/10/00	NA
<b>Research</b>						
Research/Database Interest in IT	Private	Liaise with internal clients to conduct research on their behalf using global database; liaise with IT support staff; training	Degree (pref information management); min of 1-2 yrs research exp.; solid PC ability; problem solving skills; customer focused approach	SMH	7/10/00	NA
Research Officer	WA Govt	Establish, maintain and collate data into research databases; conduct primary analyses for use by senior staff; prepare materials for reports on behalf of senior officers	Year 10; good verbal communication and interpersonal skill; demonstrated skills in the analysis of quantitative information; demonstrated skills in data collection and analysis using Excel & Access; demonstrated skills to produce reports; administrative skills and experience; demonstrated ability to work under pressure of time; work as team member	West Aust'n	2/9/00	NA

**Job Advertisements: July-September 2000**

Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
Market Research	Private	Full time supervisor in face to face department	Excellent communication skills; Word & Excel proficiency; people & time management skills; great organisational skills, enjoy a variety of tasks; work under pressure	SMH	16/9/00	NA
Researcher	Resource information Unit	Researcher for mining reference books and CD-ROMS	Good literacy and numeracy skills; computer literate; good typing speed; interest in geology and mining companies essential	West Aust'n	2/9/00	NA
Research Officer Infrastructure Planning	WA Govt	Provide support for senior staff, mainly in a research capacity	Comfortable working in a team environment; effective communication skills; will developed research capabilities; highly organised; proficient Word, Excel, PowerPoint; desirable general knowledge of WA mineral resource sector	West Aust'n	19/8/00	Up to \$40,563
Project Assistant	Unisearch	Preparation of reports & other documents; coordination of training courses; undertaking special projects; answering telephone enquires	Strong administrative capabilities; flair for customer service; excellent PC skills (W4W, 60 wpm, Excel); database management; pleasant confident phone manner	SMH	26/8/00	Up to \$35,000
Project Support Officer	Qld Govt	Support for management of projects and information systems;	Sound knowledge or ability to gain of organisation, administrative and information systems and project management software including skills in the development and maintenance of computer based databases;	Courier Mail	7/10/00	\$34,558-\$38,539

# Job Advertisements. July-September 2000

Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
Research/ Administration Officer	Fed Govt	Provide high level or research and administrative assistance to Parliamentary Secretary; manage day-to-day operations of the Parliament House office	generation of reports; ability to participate and support other in a team Ability to carry out research; writing ability & excellent verbal communication skills; manage a busy office; computer skills (esp. Word & Outlook); ability to relate to Minister and others; discretion & diplomacy at all times; display initiative with minimal supervision; degree an advantage	Courier Mail	30/9/00	\$50,622- \$55,148
Research Officer	NSW Govt	Responsible for undertaking research projects into the jurisdiction and administration of the Court; undertake specific research projects for Chief judge; research assistance to judges; maintain statistical and judgement databases' complete and analysis statistics	Research skills & experience; sound analytical and written oral and communication skills; management and supervisory skill; ability to undertake and prepare complex reports; ability to interpret and critically analyse statistical data; ability to work independently and part of a team; experience in use of computers and statistics as research tools	SMH	23/9/00	\$45,545 - \$50,255
Student Services Officer	NSW Govt	Responsible for registration, enrolment and records of the Board's students at law	Experience in student administration or equivalent; skills and proficiency in Word, Excel and database; effective written and oral communication skills; well developed client service skills;	SMH	23/9/00	\$38,583 - \$42,247

Job Advertisements: July-September 2000						
Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
			commitment and capacity to work independently and to supervise the work of others in high volume environment			
<b>Customer Service</b>						
Customer Service Officer	Uni	Assist with processing of applications for admission to post grad and undergrad programs; production of correspondence; answering personal, phone and written inquiries; liaison with other sections of the Uni, govt departments and overseas agencies	Excellent oral and written communication; ability to establish work priorities and meet critical deadlines; accuracy and attention to detail; understanding of and sensitivity to issues related to international students; demonstrated capacity to work in a team; keyboard proficiency; familiarity with computer databases; knowledge of EEO/AA principles	SMH	5/8/00	\$33,069 - \$35,904
Client Services Officer	Fed Govt		Ability to work independently or in team environment; ability to interpret and apply a variety of les complex legislation, policies and procedures; sound communication and liaison skills; commitment to client services; ability to quickly acquire knowledge of departments business environment; relevant computer systems	SMH	19/8/00	\$33,987 - \$36,021
Customer Service Co-	Agency	Manage various accounts in dynamic customer-focused environment	Proven skills in customer service; problem solving; planning and	SMH	16/9/00	NA

Job Advertisements July-September 2000						
Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
ordinator			meeting deadlines; ability to achieve high quality standards; excellent written and verbal communication skills; knowledge of MS programs and interest in IT industry			
Customer Service Officer	WA Govt	Customer service to internal and external customers in provision of products & services of the Registration Services Branch; Information relating to other DOLA products and services	Ability to build and maintain positive relationships with customer service groups; good oral and written communication and negotiation skills; ability to effectively contribute in customer service orientated team; ability to use range of pc applications	West Aust'n	2/9/00	\$34,632 - \$41,013
Customer Services Officer	Local Govt	Front line customer service; administrative support		West Aust'n	19/8/00	\$26,044 - \$32,269
Customer Service/Support Officers (P/T)	Local Govt	Quality service and information to internal and external customers; promote council's services to clients in friendly and professional manner	Demonstrated knowledge of exceptional customer service principles; flexible forward thinking approach; superior written and verbal communication skills; ability to work within a team; flexibility and adaptability to work with multi disciplinary team; desirable - experience in Local Govt; computer knowledge; cash handling experience	SMH	12/8/00	\$30,646 - \$36,576
Customer Service Officer	Medicare	Process claims and resolve enquiries	Effective communication, interpersonal and organisational skills;	Courier Mail	2/9/00	\$15,187 -



Job Advertisements. July-September 2000						
Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
			keyboard and basic numeracy skill; basic knowledge of the function of the Health Insurance Commission; contribute as a member of a team			\$35,217
Client Services Assistant	Uni	Assists the Admissions Manager; first point of contact for telephone, email, facsimile and front counter enquiries		Courier Mail	19/8/00	Level 3
Team Leader	TAFE	Lead, motivate, support team to provide excellence in customer service; identify and analyse trends and provide professional advice on customer service provision	Knowledge of principles and application of Workplace Training and Assessment processes both on the job and off the job	Courier Mail	30/9/00	\$47,351 - \$51,465
Customer Relations Officers	Local Govt		Excellent communication and interpersonal skills; ability to remain calm and positive in a high pressure environment; ability to be flexible with work assignments and duties; good computer and keyboard skills	The Age	14/10/00	\$31,900 - \$37,000
Team Leaders	Local Govt	Responsible for the day-to-day supervision of team of Advisory Officers and Admin staff; monitoring and management of individual, team and centre performance and providing leadership in all internal and external relationships	Proven ability to supervise customer service functions; well developed written and oral communication skills; ability to manage and develop staff; demonstrated ability to organise your tasks and work of others	Courier Mail	7/10/00	\$55,552 - \$61,770
Client Services Manager (P/T)	Cancer Care Centre Inc	Train, support & manage volunteers; organise information accessed via the	Experience managing and supporting volunteers; experience in information	Advertiser	26/8/00	Level 3

**Job Advertisements, July-September 2000**

Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
Customer Centre Supervisor	Local Govt	Centre's phone support lines; manage the library and resource facilities including the web site; coordinate the newsletter of the centre Provide customer service within the team environment; coordination of resources and provide leadership to the customer centre team	management; experience in a community based organisation Experience in a call centre/customer centre; computer literate; effective communication skills; supervisory qualifications and experience with budgets an advantage	The Advertiser	26/8/00	\$37,114 - \$39,585
Customer Service Officer	Vic Govt		Customer service experience (pref retail); ability to work as a team member; excellent interpersonal and communication skills, both verbal and written; knowledge of and experience in the use of computer database system and point of sale system; experience in administrative support activities; knowledge of the Department's responsibilities and activities; experience in preparing visual merchandising and promotional displays	The Age	5/8/00	NA
<b>Database</b>						
Database Administrator	Private	Improve database accuracy; co-ordinate the timely submission of data from wholesale participants	Experience in database; interest in music repertoire; good administration skills	SMH	30/9/00	NA



# Job Advertisements. July-September 2000

Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
Document Indexer	Private		Excellent hand eye coordination; strong working knowledge of MS Access, Excel, Windows operating system; strong working knowledge of English; legible handwriting; strong written and oral communication skills; common sense	SMH	9/9/00	NA
Database Clerk	Private Mining		Accuracy, speed, attention to detail; ability to work with limited supervision; computer literate, experience with relational databases an advantage; experience in exploration or mine field assistant work an advantage	West Aust'n	5/8/00	NA
Administrative Services Officer	Fed Govt	Prepare publication data from a number of sources and format, for migration to a Document Management System using a variety of software packages; assist in the transfer and archiving of migration data as required; provide assistance in DMS training and carry out a range of administrative and clerical functions		The Age	9/9/00	\$30,183 - \$33,472
Data Co-ordinator	Education	Manage the data collection process; liaise with course providers, data entry and verification	Attention to detail; experience in records maintenance; MS office; knowledge of education sector;	The Age	5/8/00	Up to \$35,000

Job Advertisements: July-September 2000

Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
Editorial Database Production Assistant	Media	Data conversion and application of subject headings to all news stories for storage in electronic databases	professional phone manner Accuracy, speed (40wpm), attention to detail; time management; TAFE or uni grad; strong computer skills; previous experience using online databases in publishing or information services environment desirable; good general news knowledge; demonstrated interest in current affairs essential	SMH	5/8/00	NA
Database maintenance	Private	Customer care telephone follow-up; event tracking, updating and maintaining databases; liaising with sales	Customer service exp; hands on computing including database maintenance; meticulous approach for cross checking event calendars; outstanding communication skills	Courier Mail	7/10/00	NA
Trainee Database & Admin	Private research	Learn and support senior database administrator	Motivation; ability to cooperate; flexibility and willingness to learn	The Age	30/9/00	NA
Database Officer	Tertiary Education	Ensuring info entered into database is accurate, complete, up to date and performed in an effective manner; responsibility for advising on and running queries and reports for en-users; assisting in development of database quality and audit processes	Completed VCE; understanding of relational databases & data entry issues; demonstrated key board speed and accuracy; ability to show initiative; work as part of team	The Age	7/10/00	\$31,845 - \$34,062
Register and Database Officer	Qld Govt	Control/update retrieval systems of cultural heritage places, respond to inquiries; implement administrative	Knowledge of Qld Heritage Act 1992; cultural heritage management concepts, procedures and statutory	Courier Mail	19/9/00	\$40,864 - \$44,934

Job Advertisements: July-September 2000						
Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
		procedures	requirements; ability to participate in a team; demonstrated analytical problem solving/research skills			
Data Entry/Administrator	Children's Cancer Institute	Receipting; reporting; maintenance and development	Experienced data entry; fantastic Access skills; teams skills; eye for detail	SMH	23/9/00	NA
Database Production Assistant	Media	Data conversion, and checking and application of subject headings to all news stories for storage in electronic databases	Accuracy, speed (40wpm), attention to detail; time management; TAFE or uni grad; experience using online databases and the internet; 1 or 2 yrs library, publishing or information services environment essential; good general knowledge; demonstrated interest in current affairs essential; PC & Mac; proficient using Excel, Word & Quark Express; excellent written and oral communication skills; lateral thinker	SMH	29/1/00	NA
<b>Admin/ Student Services</b>						
Assistant Administration Officer	Tertiary Education	Provide admin support to research director and academic staff; advice to students; class timetabling; design and maintenance of web pages; word-processing; spreadsheets; databases; reception duties; coordination of diaries	Associate diploma or equiv; high level of computer literacy; experience MS office; internet & email; organisational skills; clerical skills; office procedures; able to use web based software to update web pages; commitment to provision of high standards of customer service;	Courier Mail	26/8/00	\$37,899 - \$39,877

Job Advertisements, July-September 2000						
Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
Course Administrator	Tertiary Education	Responsible for a group of courses; liaise with students concerning their application and enrolment; undertake financial transactions and manage record-keeping systems	excellent oral and written communication; able to work independently; team player; flexible Administration experience; use of management information systems; high level organisational and leadership skills; excellent communication; teamwork; interpersonal skills	The Age	30/9/00	\$39,332 -\$42,456
Administrative Officer	Victorian Arts Centre	Responsible for the collation of information to support the business unit; production of event information guides; maintenance of the unit's records and databases; allocation of physical resources such as uniforms and security passes; admin support	Familiar with MS office including Access; strong numeracy skills; excellent written and oral communication; previous office administration exp. well regarded; ability to manage multiple tasks in a time critical environment	The Age	7/10/00	NA
Clerical officer	Private Education	Responsible for maintenance of filing system and databases; preparation of documents; assisting in establishing and implementing office systems and supervision of reception	Process driven; excellent attention to detail; advance knowledge of MS Access and Word a; mini of 12 months exp. in similar role; customer focused understand and up hold the Anglican Schools Ethos	Courier mail	19/8/00	NA
Student Liaison Officer (Job Share)	Tertiary Education	Provide support staff and students	Associate diploma or equiv, degree an advantage experience MS office and various database software; exp in tertiary sector highly desirable; high level of interpersonal skills; able to	Courier Mail	19/8/00	50% \$16,454 -\$17,527

Job Advertisements, July-September 2000

Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
Clerical Officer - smartlink	Tertiary Education	Provide clerical and admin support to project team; responsible for the development and implementation of various activities associated with smartlink project	work independently; team player High level written communication skills; ability to implement modern office procedures and filing systems; understanding of high quality customer service; organisational ability; good interpersonal skills; team player; computing skills; experience in maintaining and manipulating a database	Advertiser	19/8/00	\$26,984 -\$31,031
Co-ordinator Graduate Admissions	Tertiary Education	Develop marketing material; manage applications for admission; organise student orientation programs; tracking student progress	Excellent interpersonal/communication skills; ability to plan and operate independently; good negotiation skills; computer literate	West Aust'n	2/9/00	\$34,066 -\$38,150
Administrative Assistant	Heart Foundation	Maintaining databases and lists for program participants; administer the Heart Foundation's resuscitation program; administration duties in physical activity projects; general admin and secretarial duties	Database skills; high level work processing and keyboard skills; good communication and writing skills; a class drivers licence; non smoker	West Aust'n	9/9/00	\$28,275
Administrative Officer - Rangers	Local Govt	Provide admin and customer support to ranger services	Superior written and verbal communication skills; dispute resolution skills; sound MS Office skills; accurate and fast data entry/keyboarding skills; demonstrated ability to operate effectively within a	West Aust'n	9/9/00	\$30,000+

Job Advertisements. July-September 2000						
Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
Administrative Officer	Local Govt	Admin support	team environment; experience in operation of computerised fines tracking system and advantage Excellent customer service and communication skills; demonstrated time management and organisation skills; sound MS Office and database skills; accurate and fast data;	West Aust'n	9/900	\$30,000+
Careers Resource Officer	Tertiary Education	Coordinating and maintaining central office systems including a career resource library; reception; data input to career websites and databases	Extensive secretarial and admin experience; skills in MS office, database, website creation and HTML, demonstrated knowledge of Uni structures	West Aust'n	16/900	\$31,340 - \$33,517
Administration Officer	Tertiary Education	Student enrolments; maintenance of results and other student records; word processing; data variations; student enquiries	Attention to detail; highly developed interpersonal skills; communication skills; computer skills; good keyboard skills; able to prioritise tasks; able to cope with busy office	The Age	9/9/00	\$30,683 - 32,395
Student Services Assistant	Aust film & TV school	Maintenance of information; provision of detailed responses to enquiries	Strong interpersonal skills; customer service experience; able to work under pressure; able to work as part of a team; good understanding of EEO principles; familiar with electronic mail; at least 2 yrs experience in computerised office environment; working knowledge of database software	SMH	16/9/00	\$29,747 - \$32,986



Job Advertisements, July-September 2000

Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
Administrative Assistant	Tertiary Education	Customer service; general word processing; data entry; assistance with organising workshops and meetings	Excellent communication skills; accuracy and attention to detail; ability to work independently; prioritise tasks; work as part of a team; intermediate MS Word, Excel & Access skills; able to multi task; familiar with email and internet searching; able to access on-line data information an advantage	SMH	7/10/00	\$33,232 - \$35,126
Administrative Officer	Tertiary Education	Provide admin support to dean; executive support to committees; development and maintenance of filing and record keeping systems	Highly developed computing skills essential; self directed; highly organised; possess strong interpersonal and negotiation skills; able to organise others in busy environment	Advertiser	16/9/00	80% \$31,031 - \$35,079
Clerk - Monitoring	Aust Performing Right Assoc	Assist with record keeping; data entry; monitor TV, radio & print media	Experience with Excel or Access; aptitude for detail; good knowledge of Aust film and TV productions; interest in music; familiarity with French or German advantage	SMH	16/9/00	NA
Administrative and Library Positions	Tertiary Education	Human resources; payroll; library, student or course admin; finance and budgets; external relations; general admin	Excellent problem solving; literacy & numeracy skills; great IT ability; adaptability for a rapid and changing work environment; able to work within team; self motivated; able to multi task; good customer service; outstanding ability to communicate; desirable - tertiary qualification;	The Age	9/900	\$28,743 - \$41,270

**Job Advertisements. July-September 2000**

Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
Senior Awards Officer	Tertiary Education	Responsible for team supervision; processing applications for awards; organising graduation ceremonies; overseeing gown function operations; generating correspondence to students; implementation and maintenance of the student admin systems	experience in large and complex organisations Substantial experience in provision of student admin services; experienced in use and management of computerised and manual record systems; supervision of staff; excellent organisational skills; proven capacity to conduct reviews of policies	The Age	9/9/00	\$39,332 - \$42,456
Document Services Clerk	Computershare Registry Services	Provide administrative support; data entry	Good PC skills, MS office; outstanding communication skills	SMH	5/8/00	NA
Lost Holders Clerk	Computershare Registry Services	Provide administrative support; data entry	Good PC skills, MS office; outstanding communication skills	SMH	5/8/00	NA
Admissions Officer/Administrative Assistant	Tertiary Education	All aspects of student enrolment; data entry	Highly developed computing and customer service skills; effective team member; warm outgoing personality	The Age	30/9/00	NA
<b>Records</b>						
Indexer	State Govt	Classifying and indexing documents for attaching agency files	Sound knowledge of Records or Information Management practices and principles; experience in indexing; experience with computerised records information system; good time management; conceptual and	West Aust'n	9/00	\$32,133 - \$35,876



# Job Advertisements, July-September 2000

Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
Records Clerk (50%)	Tertiary Education	Filing; filling file orders for clients; assisting in file audits; classification of correspondence; admin of prospective student file system; data entry	analytical skill; sound written and verbal communication skills including interpersonal and team skills Year 12 able to perform typical clerical tasks; good interpersonal and communication skills; flexibility in adapting to new procedures; able to work accurately and efficiently in busy team environment; experience in records management field and progress towards qualifications desirable	West Aust'n	9/9/00	\$27,851 - \$32,642
Operations Manager - Records and Information Management	Pickfords	Manage the day to day running of operations area	Exceptional organisational skills; proven team leadership experience; ability to prioritise workloads; strong computer literacy skills; lateral thinking; determination to succeed	West Aust'n	26/8/00	NA
Records Management	Private	Administration of opening new files and update database information	Similar corp. or library environment experience	The Age	7/10/00	\$32,000
Records Management Systems Officer	Local Govt		Highly motivated; team orientated	The Age	7/10/00	NA
Document Administrator	Pricewaterhouse Coopers	Electronic archiving, scanning, recording of information; other correspondence procedures; client interface	Team player; strong organisational and communication skills; exposure to progressive corporate environment	The Age	23/9/00	NA

**Job Advertisements, July-September 2000**

Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
Medical Record Clerk-Discharges	Hospital	Responsible for assembly of records form wards; allocation of records to appropriate area; filing records and loose pathology; updating location of records on database; retrieval of records; answering the telephone.	Experience in use of HOSPAS or similar	SMH	23/9/00	Award
Administrative Officer - Asset Records	Tertiary Education	Responsible for purchasing of information technology hardware and software; maintenance of fixed assets. Software and equipment registers; required to implement internal procedure re maintenance of record management systems	Assoc Dip or equiv; analytical skills; sound oral and verbal communication; computer literacy, MS office, databases, email, financial packages; able to communicate with management; able to assist in maintaining the faculty asset register; independent worker; team player; working knowledge of PCs, hardware and software; desirable - previous experience in tertiary institute; MS access	Courier Mail	12/8/00	\$32,392 - \$34,083
<b>Internet/ Web/ Library Systems</b>						
Library Systems Support Analyst	Private	Customer help desk support, training and project management	Experience in library automation system; appropriate tertiary qual; excellent communication skills; sound technical writing knowledge	The Age	19/8/00	NA
Technical Support Representative	Private	Technical support to customers	Previous customer service; technical aptitude; interest in internet; willing to do shift work; team worker	SMH	26/8/00	NA
Web Site	WA Govt	Coordinate and maintain intranet web	High level communication and	West	5/8/00	\$43,305

Job Advertisements: July-September 2000						
Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
Coordinator		site and promote it use; assist with web content; advice on intranet strategies and web-enabled business solutions	interpersonal skills; substantial experience in web page design and development; substantial experience in publishing information to web sites; demonstrated editing and proof reading skill; strong customer focus; HTML skills and MS Front Page an advantage	Aust'n		- \$51,048
Internet Layout Advisor	Citysearch	Responsible for liaising between client and web design department; to create, plan and obtain material for website layout within an established design template; identifying opportunities for increasing revenue and managing customer satisfaction	Working knowledge of internet; interest in multi-media advertising; dynamic people person; excellent communication; copy writing skills; strong time management skills; current driver licence	Courier Mail	12/8/00	NA
EdNA Online Information Officer - Schools	Education	Enhancing the comprehensiveness and quality of the EdNA Online resource database for school sector users; entry of info into both manual and automated processes; database management, provide advice and support for users	Tertiary qual; high level interpersonal, communication, consultation and networking skills; experience in using web-based communication; sound skills in evaluating and indexing web resources and negotiating and maintaining quality standards; experience in Aust. School education; knowledge of Aust. school curricula; knowledge of principles of information management including metadata	Advertiser	23/9/00	NA

Job Advertisements, July-September 2000

Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
Library Software Testing Specialist	Softlink		IT qual or experience; Library qual or exp desirable; excellent communication skills	Courier Mail	16/9/00	NA
Website Customer Service	Private		Excellent communication skills; computer and internet literate; enthusiastic; team player	Advertiser	16/9/00	NA
Internet/Intranet Content Officer	Local Govt	Coordination and management of the content of the internet/intranet sites; liaise with departments etc on web enabling their information	Expertise in, and knowledge of the development and management of websites; well developed communication, negotiation, conflict resolution and organisational skill; good knowledge of internet development tools, search engines & image processing software; expertise in developing browser base user interfaces; demonstrated high level written and oral communication and negotiation skills	SMH	7/10/00	\$51,760 -\$57,294
Internet/Image Library officer - Clerical Officer	NSW Govt		Proven knowledge of internet; general IT skills, spreadsheets, web browsers, web editing; database administration; skills in use of Dreamweaver, MS FrontPage; Access; writing HTML and JavaScript; image scanning data transfer, minimal supervision; strong organisational, diagnostic and problem	SMH	16/9/00	\$36,518 -\$37,519

Job Advertisements: July-September 2000						
Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
			solving skills; strong oral and written communication skills; excellent client service skills; customer service skills; OH&S policies and principles; desirable - tertiary qual. in web prod; system analysis, implementation and maintenance of web based systems			
Training						
Training Administrator	Finance	Administration; management of program information; course bookings; organisation of materials; training rooms; course follow up; assist with event management; responsible for updating the training site on internal website; handling of general course enquires; tracking of staff training	Excellent communication skills; interpersonal and organisational skills; confident telephone manner; superior customer service focus; willingness to learn; flexibility to assist wherever necessary; PC literacy	SMH	16/9/00	NA
Electronic Products Training Consultant	Publishing	Provide high quality after sales service; initiate cross selling opportunities; contribute to continuous improvement and development of products by providing current market feedback	Initiative; ability to embrace current and future technology; excellent interpersonal skills; familiarity with legal research techniques and/or adult training an advantage	SMH	19/8/00	NA
Tutors	Workers' Educational Assoc of SA	Tutors for courses ranging from computing and business to personal and life skills	Expert knowledge of their subject; good communication skills	Advertiser	23/9/00	Range \$28 - \$40 /hr
Bookshops/ Sales						

Job Advertisements: July-September 2000						
Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
Bookshop Assist	Private		Cheerful; good customer service; must read	SMH	19/8/00	NA
Bookshop Assist	Private		Current bookselling; computer knowledge	SMH	9/9/00	NA
Bookshop Assist	Private Gardening		Bookshop experience, knowledge of subject preferred (gardening)	SMH	7/10/00	NA
Educational Representative	Educational Publisher	Promoting titles into secondary schools;	Good understanding of NSW educational system; MS word; internet and some database management preferred; self starter; excellent communication skills	SMH	19/8/00	NA
Junior Cash Register Operators	Bookstore	Computerised register operation, general enquires, store housekeeping and customer service	Positive attitude, attention to detail	SMH	23/9/00	NA
Bookshop Assistant	Dymocks		Excellent customer service skills and book knowledge	SMH	23/9/00	NA
Bookshop Assistant	Bookstore	Customer service; cash handling; shelving books;	Professionally presented; enthusiastic; enjoy customer service	SMH	16/9/00	NA
Bookshop Manager - Second hand books	Student Rep Council Sydney Uni		Experience in book selling at a supervisory level; excellent communication and organisational skills; ability to work under pressure; proficient in Apple Mac systems; ability to work with and keenness to help student; a knowledge of uni texts an advantage	SMH	16/9/00	\$44,871+



Job Advertisements, July-September 2000						
Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
Bookseller - Primary Sales	School Supplies	Work with teachers and librarians in busy primary showroom and in schools	Well organised; excellent communication skills; strong customer service focus; team player; sales experience; some book knowledge; computer literacy highly regarded	The Age	12/8/00	NA
Invoice Matching Clerk (P/T)	Unibooks	Processing and transferring of Unibooks deliveries to all of the campuses	Previous exposure to computerised invoicing system; good customer service; team player; OHS understanding; attention to detail whilst processing invoices; able to work under pressure, well organised and able to meet deadlines	Advertiser	7/10/00	NA
Bookseller	Dymocks	Service established clients and build up client base	Experience book or publishing industry; understanding of the Public Library System	West Aust'n	2/9/00	NA
Bookseller/receiving Clerk	Dymocks	Wide variety of selling and computer tasks	Natural smile	West Aust'n	9/9/00	NA
Special Orders	Book Retailer	Operate store switchboard; order books for local and overseas suppliers; customer service	Professionally presented; eye for detail; able to work well under pressure; enjoy delivering excellent customer service	SMH	16/9/00	NA
Booksellers	Collins		Sound retail background; passion for books; energy & drive; team player	SMH	23/9/00	NA
Miscellaneous						
Fundraising Assistant	Hospital	Help with events and administration	Organisational skill; initiative	SMH	23/9/00	NA

Job Advertisements, July-September 2000

Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
(Temp P/T)						
Journalist/Information Analyst	Aust Business Intelligence	Summarising articles from daily newspapers and/or journals	Analytical ability; excellent written English, reliability, speed, attention to detail; computer literacy and good typing skills; qual./experience in journalism, technical writing or librarianship	The Age	23/9/00	Training salary \$33,000
Secretary/Adm in for State Govt candidate	State Govt candidate	Manage the electoral office; recruiting and co-ordinating volunteers; written and verbal liaison at all levels; organising functions	Strong communication skills; drive; secretarial, research and database management skills; experience in political arena; respect for confidentiality	West Aust'n	19/8/00	NA
Title Services Officers	WA Govt	Deal with applications for mining tenements, dealing and other applications under the Mining Act 1978	Experience in accessing computer based information; good communication and interpersonal skills; ability to work in team environment	West Aust'n	30/9/00	\$33,898 - \$39,737
Student Volunteer Co-ordinator	Uni of Sydney Union	Supervise student information dissemination to Union members	Excellent interpersonal, communication and organisational skills; team player; empathy to needs of student members; proven supervisory experience; decision making; delegation and negotiation skill; proficient use of MS word	SMH	30/9/00	NA
Broadcast Services Officer	Fed Govt	Various	Background & general experience in broadcasting industry or in video/audio production	The Age	7/10/00	Range \$29,591-\$50,091



Job Advertisements, July-September 2000

Job Title	Type of Organisation	Key Responsibilities	Key Skills	Paper	Date	Salary
Photographic Assistant	Landscape Photographer		Love travel; easy going personality; drivers licence; passport; prepared to work long hours	Courier Mail	2/9/00	NA
Editorial Assistant	Aust Country Style Magazine	May and varied admin aspects of magazine production	Excellent telephone and office skills; Mac systems essential; highly motivated; pleasant manner	SMH	28/8/00	NA
School Assistant	NSW Depart Education	Assist in range of school, classroom and office activities; record-keeping, bookkeeping and other clerical duties; reception; operating and maintaining classroom and office equipment; purchasing, preparing and maintaining stock and learning/resource materials	Effective communication skills; ability to meet deadlines; ability to work with teachers and students; paid or voluntary experience in one or more of: office procedure, accounting procedure; typing proficiency, operation of microcomputers and/or classroom/ office equipment; experience in library procedure; experience in hospitality/domestic service industry; laboratory experience	SMH	26/8/00	\$14.41-\$15.45 /hr

## **APPENDIX 5**

### **DUNN & WILSON SCHOLARSHIP RESEARCH**

#### **Changing Roles, Changing Goals – Transferring the skills beyond the Library A Questionnaire**

As the current recipient of the Dunn & Wilson scholarship, my research project is to determine alternative employment paths for library technicians that lie beyond the traditional library situation

As part of this research I am interested in assessing the following two aspects in relation to those library technicians who have already successfully moved into these types of roles:

- What are the triggers (if there are indeed any) that cause Library Technicians to consider a move into positions that lay beyond the traditional library
- Identify the skills and knowledge gained through library practice and study that are transferable into these new roles

I am formulating this research not as a quantitative analysis, but as a focused qualitative process, hence the reason for identifying you as a recipient of this questionnaire. Your personal experiences and information will help to me identify alternate future directions for library technicians and to share this information with all library technicians.

On completion of this questionnaire please return it in either of the following ways:

- As a return email attachment to [mmartine@library.mq.edu.au](mailto:mmartine@library.mq.edu.au)
- Via snail mail to Meredith Martinelli  
36 Parklands Road  
North Ryde, NSW 2113

If you have any enquiries I can be contacted via the above email or on

- (02) 9850 7509 (w)
- 0414 983414 (m)

Please answer the following questions with as much detail as you are able to provide. Where there has been more than one alternate role identify each specific position.

Name.....

1. When did you complete your Library Technician qualifications?
2. Have you worked in a traditional library environment? If yes for how long in total?
3. What is/was the title of your alternate position?
4. How long have/did you hold this position?
5. What are/were the responsibilities of this position?
6. What was the reason for your decision to move into an alternative role?
7. Can you identify the specific skills/knowledge gained from your Library Technician qualification and any subsequent library practice that were transferable to the alternative role?
8. Can you identify which generic skills (ie communication) were applicable/transferable to this position?
9. Would you consider or have you made a move back into a traditional library position?

If yes, Why?

If no, Why?

10. What have been the benefits to you *personally* from moving into this/these position/s?

11. What have been the benefits *professionally* from moving into this/these position/s?

12. Do you have any advice for library technicians considering a move?

13. Further comments?

Thank you for taking the time to complete this. It is hoped that the final outcomes will be of benefit to all library technicians. The results will be presented in Hobart at the 11<sup>th</sup> National Library technicians Conference in August 2001. I hope to see you all there.

Meredith Martinelli  
IT Training Officer  
Information Technology  
Training Unit  
Macquarie University

## APPENDIX 6

Address

31st January, 2000

Name

Position

Course Name

Organisation

Location

Dear Name

This letter is sent to you with a request for assistance and information. My name is Meredith Martinelli and I am the recipient of the 1999 Dunn & Wilson scholarship, an industry recognized scholarship administered by ALIA.

The aim of the scholarship is to support a library technician to carry out a body of research or report on a particular project or work application that would be of benefit to all library technicians, and in fact, to all in the library and information industry.

As the current recipient I have proposed a study of alternative employment opportunities for library technicians that lies outside the boundary of what would be considered 'traditional' employment. In researching this topic it is necessary for me to first analyse and assess the skills and abilities of library technicians that are obtained through formal and on-the-job training. My intention is to examine the following:

- Course unit components
- ALIA work level guidelines
- Competency standards

As a part of this research I am requesting of you any information that you could provide on your course structure and components and, if possible, any additional information that may outline the skills acquired in the study of each unit.

To verify my request I am attaching a copy of the original letter from ALIA awarding me the scholarship. I would be most grateful for any assistance you can provide and if you have any queries in relation to this request please do not hesitate to contact me.

Yours sincerely

Meredith Martinelli