Professional Competence for Law Librarians: Core Attributes and Their Measurement

The Report of the American Association of Law Libraries Special Committee to Develop Performance Measurements for Law Librarians

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EXECUTIVE SUMMARY

The Special Committee on Developing Performance Measures was appointed by AALL President Barbara Bintliff in 2001 to explore performance measures that can be adapted for use by law librarians and their employers in a variety of law library settings. The Special Committee was charged to "develop universal performance measures that can be used for self-assessment by individual librarians or for performance evaluation of law librarians by employers". The committee was also directed to base their work on the Competencies of Law Librarianship.

The Competencies of Law Librarianship (http://www.aallnet.org/prodev/competencies.asp), a document describing the skills, abilities, knowledge, and personal characteristics necessary for successful performance as a law librarian, formed the starting point of this committee's discussions. The Committee spent many hours discussing competence measures and evaluation devices including differences between cognitive and emotional intelligence competence, ways of measuring performance success in the workplace, and what competencies signal that an law librarian can be pushed on to the next career step. The committee's deliberations resulted in a distillation of the AALL core competencies into the 30 critical traits for which 27 potential measures are presented here.

These measures are useful for both individual law librarians and those who supervise library personnel. Individual law librarians may use the descriptions to guide their self-development and career progression. They can gauge the amount of experience needed to move to the next level of responsibility, assist in their choice of continuing education programs, and perhaps in deciding whether to seek a mentor. Supervisors will find the performance measures valuable in screening candidates for employment, in formulating questions for reference checking, and in performance reviews.

Performance measures for specific job duties (for example, original cataloging or fulfillment of a reference request) must be determined by each individual's employer, most successfully, in consultation with the librarian involved. The performance measures presented here focus on the broader skills and abilities all law librarians should acquire as they develop their careers. The Law Librarian Competencies and Roles Matrix included in this document is intended to be used by employers as a starting point for determining the competencies relevant to each unique position within that institution.

INTRODUCTION

"...people will never know how long it takes you to do something. They will only know how well it is done." Nancy Hanks

Nancy Hanks was the chairperson of the National Endowment for the Arts from 1969 to 1977. The NEA was founded in 1965 and was facing many problems when Ms. Hanks became chairperson. She both doubled the NEA's funding and found it permanent headquarters.

"What really matters is what you do with what you have." Shirley Lord

American Writer and Magazine editor, Shirley Lord, is the author of four bestselling books and an autobiography. She is a former senior editor for Harper's Bazaar.

Work and our work environments define us as human beings and help us create our self image. To most of us, the work environment is like a second home. Some of us spend more hours in the workplace than ever before, and many form lasting relationships with coworkers; colleagues and supervisors alike. Our relationship with our supervisor is critical to our success in the workplace and our self image, and, in many cases, hinges on the evaluation devices supervisors use to evaluate our work. In order to be fairly evaluated by our supervisors, it's important that we do the best we can with our innate talents and abilities, but we also need to know what tools they will use in an evaluation process and the tools they can provide to help us improve. AALL believes that our supervisors should have access to the very best measuring sticks available for performance evaluation and formed a committee to create them.

The Special Committee on Developing Performance Measures was appointed by AALL President Barbara Bintliff in 2001 to explore performance measures that can be adapted for use by law librarians and their employers in the various law library settings. The Special Committee was charged to "develop universal performance measures that can be used for self-assessment by individual librarians or for performance evaluation of law librarians by employers". The committee was also directed to base their work on the *Competencies of Law Librarianship*, approved by the Executive Board in April 2001, and to submit this final report to the Executive Board at the July 2003 meeting.

AALL recognizes that law librarians are called on to assume critical roles within their organizations. In order to be effective in new work environments, law librarians must develop their skills and abilities to meet new organizational challenges and needs. Law librarians once spent the majority of their time at work identifying, organizing, and maintaining information resources. They are now called on to serve in increasingly diverse organizational roles (see *Beyond the Boundaries: the Report of the AALL Special Committee on the Future of Law Libraries in the Digital Age*) as leaders and partners. Law librarians are also called on to make key decisions and must take responsibility for those decisions.

As jobs in the law library field have become increasingly dynamic in nature, employers have become aware that narrowly drafted job descriptions and narrowly structured classification schemes don't work as well as they once did. Although employers have tended to use a variety of tools to measure workplace performance, competency-based measurement systems can be used to ensure that law librarians take greater self-direction and responsibility for their work and development. Instead of trying to measure or evaluate everything law librarians do in their jobs, competency-based measurement ensures that a law librarian's roles, responsibilities, and goals become a part of a measurement system

used to evaluate a law librarian's skills, knowledge, and abilities which already make that law librarian effective or that will make that law librarian effective in the future.

It's important that in each individual law library employers decide which capabilities to enhance, keep the same, or change depending on where the organization is headed. The vision for competency-based measurement is a flexible one. As organizational needs change, the law library's needs change too. This means that the skills required a few years ago may no longer be necessary or as relevant to the law library as they once were. Competency-based measurement of the law librarian's adaptation to the organization's needs takes this into account.

Although competencies will be similar between law library functions, as law librarians move into new levels or as organizational needs change, librarians need to bring new techniques into play for each competence. Take the newer law librarian, for example. If a new hire has little work experience, that law librarian's application of solutions to a problem will come from their academic background and learning. As they grow in the position, their set of approaches to problem solving grows exponentially as well and needs to be evaluated differently.

To achieve a competency-based scheme that works well in an organization, a variety of descriptions of competence must be developed in differing levels of detail. The competence that a cataloger needs to bring to the workplace will be different at the beginning level than the advanced level, and will often differ drastically from the set of competencies that a legal reference librarian will need at the beginning and advanced levels, depending on the workplace setting.

Along with a detailed description of the competencies, the employer must draft a set of assessment, evaluation, and feedback tools in order to guide the law librarian into the next level of competence. The law librarian and employer should also create a set of employee-specific professional development ideas and career planning tools supplemented by training programs to help the law librarian achieve organizational and personal goals.

In most cases the organization would be wise to map progress through the system back to recruitment and selection systems they are already utilizing as well as considering a competency-based pay structure.

Measurement Concepts

The American Association of Law Libraries' *Competencies of Law Librarianship* were created to define the skill sets law librarians must bring to the profession of law librarianship and build on as they grow in their professional positions. Our Association believes that law librarians must attain competence in a set of core skills that can be measured because new skills and abilities required in the workplace of the future tend to build on old skills and abilities. Once we learn how to effectively measure the old skills and abilities, we can then devise professional development programs that will train the members of our profession to build on and refine those skills so that they can prepare for the future.

By creating this committee and charging it to create performance measures for the competencies, the Association also realized that when we measure competence we improve it. Good measurement devices evaluate actual performance, identify areas for improvement, and, as they are used as evaluation tools over time, discern law librarian's growth.

As a starting point for using this committee's work, before any organization decides to measure competence it must first define it. Definitions are bound to vary widely from institution to institution. To ensure performance quality, an organization must set specific expectations about what quality and levels of skills, services, or activities are desirable well in advance of attempting to measure them. Many times these quality levels and standards can be gleaned from job descriptions and mission statements. Institution-based standards define the level of performance that an organization is willing to accept as representing "excellent" performance quality or some other level that an organization sets as its standard against which all performance will be judged. An organization must be aware that there can and should be differing acceptable levels of quality for different services or products that the law library provides. Additionally, the staff involved in setting performance levels must discuss and agree on what constitutes "quality" for a range of activities and performance. This is a time consuming process, but once it happens, a range of measurement devices and techniques can be employed to assess whether the standard or level is met or not.

Measurement devices are difficult to develop, use, and update. Many times an organization will "borrow" a device from another institution that, although it may have been meant to be usable in any situation, isn't related enough to the mission and levels of service and quality desired by the borrower to be useful at all. A variety of measurement devices should be explored as an institution prepares to meet its goals and develops its law librarians to help it do so. The Law Librarian Competencies and Roles Matrix (Appendix II) is intended to be used as a starting point for determining which competencies are relevant for specific law librarian's roles within a given institution. This Committee also intends that the broad ideas that follow be used to create measures that are specifically tailored to the needs of the organization.

Ideas for Sample Measurement Devices and Techniques

When you can't be present to observe law librarian performance every moment, certain processes can be set in place through which both a law librarian and employer can learn about how well a law librarian is performing.

Any measurement processes an organization creates should be open, fair, and understood by everyone. Measurement concepts need to be set in context with the mission of the institution and the levels of skill and quality desired by the institution. Before a measurement scheme is implemented, it needs broad-based discussion and wide dissemination to managers and law librarians alike.

Although a standardized form is often the easiest to administer, it is also often the most unreliable style of evaluation device. Some other possibilities for evaluating performance include:

- Peer assessment
- Structured self-assessment
- Virtual reality (computerized simulations)
- Pre-/post-evaluation discussions followed by observations in the work environment
- Critiquing results/differences in behavior
- Using expert evaluators assigned from inside or outside the organization to evaluate the law librarian's competence in a specific area
- Evaluating the output and products of the law librarian's work using checklists or other agreed on feedback

- Routine one-on-one meetings with the law librarian that include discussions of performance
- Periodic review and discussion about the standards of performance for a law librarian's job during which the employer shares expectations with the law librarian
- Periodic reports written by the law librarian that are then shared with a supervisor for discussion
- Written feedback from customers using surveys or other devices
- Brief check-ins or phone calls to follow up after a crisis or event that puts specific competencies into play
- Routine spot checks of a law librarian during the work day
- Confidential evaluations of law librarian performance by peers (or direct reports of supervisors). This process should be clearly understood by everyone and applied fairly to all
- Law librarian self-assessment followed by feedback
- Surveys, skills inventories, questionnaires, profiles, multi-rater instruments, portfolios satisfaction surveys, checklists, and law librarian created performance samples
- Interviews with the law librarian from which the employer creates observation measures
- Evaluation of a variety of library related activities to ensure librarians are in compliance with established measures and procedures. Evaluated by noting and documenting differences
- Creating a diary of techniques (job holders record what they do and how they do it, how long time is spent on each task) that is shared and discussed with a supervisor
- Creating staff appraisal forms and Management by Objectives information to share with law librarians that sets out the competencies that are important to the institution

Some of these measurement ideas will work in any workplace setting, some will not. The key is to determine what competency areas are critical to your organization, define levels of competence for certain skills within those areas, determine what measures will most accurately evaluate a law librarian's level of competence, measure it, and then create a training and development program that will help the law librarian advance to the next level.

COMMITTEE PROCESS

The Competencies of Law Librarianship formed the starting point of this committee's discussions. The Committee spent many hours discussing competence measures and evaluation devices such as differences between cognitive and emotional intelligence competencies, ways of measuring performance success in the workplace, and when a law librarian can be pushed on to the next career step.

This final product represents two questions that drove our work. What is competence? How do you measure competence in a meaningful way for all AALL constituencies?

The group began their work by critically analyzing AALL's *Competencies of Law Librarianship* document and discerning the meaning behind each stated competency. The Committee consulted with members of the PDC who were the originators of the document and analyzed the 2000 Annual Meeting open forum and PDC Listserv discussion on the topic of competencies.

After a series of discussions, consultation with outside experts, and some reliance on Anntoinette D. Lucia's and Richard Lepsinger's book, The Art and Science of Competency Models, Jossey-Bass (1999), we determined that the competencies needed to be broken down into more specific concepts that could be better defined before they could be effectively measured. Our consultant/experts also told us that the Competencies of Law Librarianship document contained more that 300 competencies and qualities that could be measured. We decided to choose the 30-40 most critical competencies. We then divided those competencies into five performance areas, similar to those used by the American Institute of Certified Public Accountants (AICPA); functional expertise, leadership, professional perspective, communication, and personal attributes/qualities.

After completing our preliminary work, we devised a survey and sent it to selected members of the Association to validate our ideas about which competencies are most critical to the success of librarians in our profession in any job capacity. AALL members were made aware of the survey at the AALL Annual Meeting in Orlando in an article placed in the convention newspaper, the *Orange Peel*. The survey was also advertised using law-lib and other email mechanisms, and the survey itself was posted to email shortly after the convention. The Committee then did an analysis of the results (see Appendix, Survey Results)

After validating our hunches about using this list of critical competencies, the Committee began further refining the competencies and placed them in a workplace learning continuum; devising beginning, intermediate and advanced levels for each performance area. Most competencies build on each other and tend to be cumulative, so a learning continuum seemed the most effective way to organize our information.

It needs to be stressed that each job in any organization is so unique, that mastery at any given level must be determined by that organization. This continuum will also be useful for measuring the performance of a person in a solo or single person library; however, the special requirements of such a position must be taken into account when a measurement device intended to assess competence in such a position is crafted. Our measures are merely guidelines and suggestions for employers to consider as they create performance plans and define competence mastery.

The workplace learning continuum that follows sets out a continuum of entry to mastery level skills. The continuum is intended to help individuals discern their current skill levels so they can set future goals and can be used by employers as a broad evaluative guide:

Basic: Describes the level at which someone new to a skill or attribute should be performing. Often this law librarian will occupy an entry-level position in the organization. However, it may also describe a seasoned professional with limited exposure to this performance area.

Intermediate: Describes the level at which someone with detailed knowledge in an area should be performing. It is expected that this law librarian is capable of taking operational responsibility for an area. Often, this law librarian occupies a mid-level position within the organization and has supervisory responsibilities.

Advanced: Describes the level at which someone with mastery of a skill should be performing. Often this person is the highest-ranking law librarian in the organization. However, it may also describe a department head with specialized knowledge in a subject area. Additionally, because some competencies are so complex, they can only be performed by a senior law library staff member.

After refining the competencies, we began developing measuring devices. This part of the process proved to be difficult, since jobs and the skills necessary to perform vary so widely from workplace to workplace. We decided that the best course of action was to create "examples" or "indicators" of professional growth and then create sets of illustrative or sample measurement devices for those indicators. The measures are quite broad, but will give law librarians and employers ideas about new or unique ways to measure workplace competence.

Although our work is not comprehensive, it is intended to give readers an idea of the types of indicators they could develop n conjunction with internal performance measurement instruments mandated by their institution's human resource group. The measures we suggest on the pages that follow are met to coordinate with an employer's internal performance measurement instruments, not replace them.

CRITICAL AREAS OF COMPETENCY FOR LAW LIBRARIANS

Competence can be learned. An organization can create training and evaluation programs to help its law librarians attain competence in a skill area that is critical to the organization. However, it's important that the organization or department first identify which performance areas are critical to its success. The work set out below attempts to identify and set out some of this information. It's important to note that although the broad performance areas the committee identified are tied to the sets of skills and competencies needed for our law library profession, each skill set identified within that area may not be one that an organization will want or need to measure for every law librarian it employs.

The Committee chose to divide competency areas into five distinct performance areas in order to group and label them. Many of the competencies our committee identified as using AALL's *Competencies of Law Librarianship* document are not included here because of the time it would have taken to create measurement devises for each of them (see Conclusion). Some of the competencies set out below are cognitive and knowledge-based, while others are personal or social and reflect the emotional intelligence that law librarians bring to a workplace (see Working with Emotional Intelligence by Daniel Goleman). Each Committee member chose to develop measurement devices for one of the following areas:

FUNCTIONAL EXPERTISE

Mental Agility
Problem Solving
Attention to Detail

LEADERSHIP

Credibility
Negotiation
Vision
Risk Taking
Critical Analysis

COMMUNICATION SKILLS

Oral Communication
Writing Skills
Listening Skills
Sociability
Consulting
Presentation Skills
Maintaining Open Relationships

PROFESSIONAL PERSPECTIVE

Understanding People

Teamwork

Community Perspective

Reliability/Trustworthiness

Empathy

Tactfulness

Ethics

PERSONAL ATTRIBUTES/QUALITIES

Accountability

Adaptability/Flexibility

Client Focus

Persistence

Enthusiasm

Self-Management

Functional Expertise

Mental Agility-Ability to deal with multiple issues and details; alert; possesses broad learning capacity; approach problems resourcefully and creatively; actively pursues related information

Indicators of Growth in this area could include the following:

Beginning Level: A Beginning law librarian should be able to manage multiple pieces or sources of information effectively, be able to concentrate totally on what s/he is doing, seeing, reading, hearing, learning, feeling, observing or experiencing while engaged in the activity or performance; is not easily distracted.

Measurement Examples:

- Interview a new law librarian.
- Shadow a new law librarian to determine if they understand the interactions between the information resources they chose to answer a question. Provide guidance/feedback using a standard set of examples or based on the interactions observed.
- Ask law librarians open-ended questions such as "what would you do if
 ...something...." Then interview then about a similar actual experience and
 their ability to resolve it.
- Observe staff member Work with a patron on research issue and identify materials in response to a request

Intermediate Level: An Intermediate law librarian should have mastered all of the Beginning indicators and be moving toward refining his/her ability to think and learn more effectively and to remember more details; in addition the law librarian should now be able to use a range of tools to help him/her think more creatively; and should have refined his/her ability to focus fully on the array of information items s/he will need to complete a job. The law librarian should now be comfortable with complexity, ambiguity and explaining his/her thinking to others.

Measurement Examples:

- Conduct a direct observation of the law librarian in a variety of settings doing his/her day to day job. Critique his/her performance and share the results with the law librarian
- Prepare a skills inventory related to the competency, share it with the law librarian, rate him/her in a variety of situations, and follow up with suggestions for change.

Advanced Level: An Advanced law librarian should have mastered all of the beginning indicators and most, if not all of the Intermediate indicators and work toward being more creative and original in their thought or expression; they should now to able to demonstrate divergent thinking skills or thinking that extends in many directions from a single point (i.e. coming up with many possible solutions to a single problem)

- Observe the law librarian as s/he attempts to analyze a problem. Ask them to describe the "solution paths" they thought of.
- Create a checklist of divergent thinking skills and rate the law librarian as s/he

attempts to help a patron answer a question. Provide feedback on his/her performance.

Problem Solving-Anticipates problems, determines the nature of problems by asking appropriate questions, invites ideas, reviews documentation, determines probable causes, and implements solutions

Indicators of Growth in this area could include the following:

Beginning Level: A Beginning law librarian should be able to identify solutions for simple problems from a variety of resources and tools either learned in his/her professional education and training or which he/she has come to be familiar with by virtue of on the job use and training. When unsure of an answer to a question, the law librarian should be willing to seek out advice from a superior and use the resulting information to begin to form sets of basic parameters to use regularly in answering similar questions.

Measurement Examples:

- Interview a patron about his/her interaction with the law librarian.
- Observe a law librarian/patron interaction. Ask the patron a series of leading questions afterwards. Provide feedback to the law librarian based on the interactions discussed with the patron.

Intermediate Level: An Intermediate law librarian should have mastered all of the Beginning indicators and be moving toward asking more leading questions to determine the context for the nature of the problem presented. At this level, the law librarian should be reading directly related articles and documentation that can help him/her determine outcomes.

Measurement Examples:

- Conduct a direct observation of the law librarian in one on one interactions, meetings, and training sessions. Critique his/her performance and share the results.
- Prepare a skills inventory related to the competency, share it with the law librarian, rate him/her in a variety of situations, and follow up with suggestions for change.

Advanced Level: An Advanced law librarian should have mastered all of the beginning indicators and most, if not all of the Intermediate indicators and be working toward posing a variety of solutions for the problem presented.

Measurement Examples:

- Observe the law librarian as he/she works through a problem. Ask for a list of resources used and have an expert rate their usefulness for the problem at issue.
- Observe the law librarian working with a patron on research issue and identifying materials in response to a request. Discuss alternation solutions and outcomes.

Attention to Detail-Ability to review details quickly; keep accurate records; produce error-free work

Indicators of Growth in this area could include the following:

Beginning Level: A Beginning law librarian should be able to review his/her supervisors instructions quickly and complete a project with only minor errors; he/she should be tracking documents he/she has consulted in preparing the project, and be able to create a personal record keeping system for tracking purposes.

Measurement Examples:

- Interview a new law librarian to determine his/her record keeping skills and knowledge of alternate techniques. Suggest changes.
- Provide feedback about the law librarian's ability to review details on a standard email sent to all law librarians.
- Observe the law librarian as he/she creates a new document based on instructions he/she has received. Check the work for errors.
- Create a checklist on accurate record keeping. Rate the law librarian using the checklist.

Intermediate and Advanced Levels: An Intermediate or Advanced law librarian should have mastered all of the Beginning indicators and be able to create error free work more than 90% of the time; he/she should also be moving toward creating unique tracking systems for situations and problems never before encountered.

- Shadow the law librarian as he/she performs his/her day to day work. Check a document he/she has prepared for accuracy and share the results.
- Prepare a skills inventory on record keeping skills, share it with the law librarian, rate him/her as he/she adapts tracking mechanisms in new situations.
- Observe the law librarian as he/she reads a set of instructions. Note the questions he/she poses afterwards and discuss them with him/her.

Leadership

Credibility-Keeps promises; honors commitments; accepts responsibility for mistakes; honest and truthful when communicating information; behaves consistently with espoused values

Indicators of Growth in this area could include the following:

Beginning Level: A Beginning law librarian should demonstrate their ability to keep their word, accept responsibility for mistakes when questioned, and strive to effectively and honestly communicate information.

Measurement Examples:

- Locate an error or mistake in judgment made by the law librarian and ask about the circumstances.
- Observe the law librarian interact with patrons and verify the accuracy of the information conveyed.

Intermediate Level: An Intermediate law librarian should be willing to admit mistakes before being asked, honor all commitments and promises for themselves and the department, and behave in an honorable fashion.

Measurement Examples:

- For one month track all promises/commitments made by the law librarian and note if and when the commitment was honored.
- Observe the law librarian with other workers and patrons to determine if they are living up to the values and goals set by the institution for law librarians.

Advanced Level: An Advanced law librarian should be actively willing to admit mistakes and should set and follow high-level values as examples for others to follow.

Measurement Examples:

- Ask the law librarian to develop a code of ethics for the library.
- Observe how other law librarians view the behavior and ethics of the law librarian.

Negotiation-Compromises and reaches acceptable solutions without alienating others in the process; can influence others both within and outside the institution; persuasively presents thoughts and ideas; can make appropriate trade-offs; wins concessions without damaging relationships; and influences, motivates and persuades others in order to achieve institutional and departmental objectives

Indicators of Growth in this area could include the following:

Beginning Level: A Beginning law librarian should be able to participate in a meeting or planning process and offer his/her views.

Measurement Examples:

 Place the law librarian on a team charged with accomplishing a specific task and observe how the law librarian interacts with others. **Intermediate Level:** An Intermediate law librarian should be able to work closely with peers and direct superiors and be able to work towards reaching mutually acceptable goals. Should have a basic understanding of the institutions goals and how they might be achieved.

Measurement Examples:

- Place the law librarian on an interdepartmental team to determine how well they
 are able to negotiate with other law librarians at various levels of responsibly and
 observe how well they represent the department.
- Have the law librarian write a memo or report on an issue that involves several departments within the library.

Advanced Level: An Advanced law librarian should be able to negotiate with vendors and law librarians both within the organization and outside the institution. The law librarian should be able to accurately represent the views of the institution to people at all levels and should be able to promote the views of the institution effectively.

Measurement Examples:

- Observe the law librarian in a negotiation with a vendor.
- Observe the law librarian negotiate with superiors in the institution for funding or other library needs.
- Have the law librarian develop a report on an issue or work on a team that involves several groups within the organization.

Vision-Conceptualizes what tools are needed by the library in order to effectively implement programs

Indicators of Growth in this area could include the following:

Beginning Level: A Beginning law librarian understands the overall goals of the library and knows what basic resources are needed to achieve these goals.

Measurement Examples:

- Have the law librarian develop a bibliography of resources in a specific subject area.
- Watch the law librarian interact with patrons and review scope of knowledge of the collection and resources with him/her.

Intermediate Level: An Intermediate law librarian actively employs tools to further the mission of the library.

Measurement Examples:

- Ask the law librarian to develop a bibliography of possible resources in a particular subject area.
- Discuss professional literature he/she reads to ensure awareness of new resources.

Advanced Level: An Advanced law librarian seeks out new tools and methods for improving the long-range functionality of the library.

Measurement Examples:

Ask the law librarian to do a needs assessment of the services offered in a

- particular area and develop a new product or service to meet needs not being addressed.
- Talks to vendors on a regular basis to see what new tools and services are available.
- Writes long range planning document for library or department.

Risk Taking-Takes calculated, prudent risks; open to experimenting with new approaches to discover if they will be successful; takes responsibility for making difficult decisions; willing to implement solutions and ideas which may be unpopular, new, or different.

Indicators of Growth in this area could include the following:

Beginning Level – A Beginning law librarian should demonstrate willingness to try new tasks/risks within the boundaries of his/her own job. Tries different ways of accomplishing a task. Suggests ways to improve quality and efficiency.

Measurement Examples:

- Make a presentation at a staff meeting
- Volunteer for a new assignment
- Partners with a staff member in another department on a project

Intermediate Level – An Intermediate law librarian is self confident and encourages others to takes risks within the team's objectives. Helps create a safe environment for risk-taking within defined parameters. Demonstrates resourcefulness. Challenges assumptions. Thinks and acts innovatively.

Measurement Examples:

- Suggests a new project for team and leads team to successful outcome of project.
- Influences change where needed, including talking to team, customers, and other departments to facilitate.

Advanced Level – An Advanced law librarian shows initiative in risk-taking. Sees risk as an integral part of organizational learning and continuous innovation. Sees the implications of and consequences of risks on the long-term success of the enterprise. Responsibly promotes an environment for others to follow his/her example. Champions new ideas and approaches.

Measurement Examples:

- Initiates a project with risk one that challenges the status quo or traditional ways of doing things
- Becomes involved with and/or suggests a project that incorporates staff and/or resources outside of the unit. Leads project team to a successful conclusion

Critical Analysis-Synthesizes diverse information and analyzes data in order to make informed decisions

Indicators of growth in this area could include the following:

Beginning Level – A Beginning law librarian should demonstrate awareness of simple cause and effect relationships, but unaware of larger, complex and multi-dependency systems. This level law librarian is capable of diagnosing a simple problem and following through to its solution. Seeks out and listens to the ideas of others.

Measurement Examples:

- Grows aware of inter-relationships between library departments such as reference and circulation
- Asks questions about the organization and questions assumptions.
- Participates in staff meetings and clearly shares opinions that help the evaluation process during a discussion

Intermediate Level – An Intermediate law librarian should demonstrate his/her ability to attain deeper understanding of non-obvious issues and relationships. Has a broader "big picture" view of his/her organization and responsibilities. Considers a broader range of factors in decision-making. Has developed ability to evaluate options quickly and carefully. Develops ability to think logically and outside the box.

Measurement Examples:

- Attends association conferences and other meetings in order to learn new approaches to tasks and projects. Brings the new ideas home with the plan of working with other staff to implement them
- Demonstrates broader understanding of library within its organizational structure through participation in committees outside the library
- Effectively conducts brainstorming with a team.

Advanced Level – An Advanced law librarian should demonstrate personal vision, focus, energy, patience and commitment to creative development of new solutions. Can identify and recognize patterns in surrounding environment. Utilizes solutions from traditional and non-traditional frames of reference in providing leadership and action for the patterns observed. Continually evaluates performance and progress toward stated goals. Looks beyond current reality to prepare organization for alternative futures.

Measurement Examples:

- Writes a strategic plan for the organization. Implements the plan and monitors its success.
- Keeps current with professional reading and tries creative and different workplace examples from the reading in the incumbent's library

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Communication Skills

Oral Communication-Speaks to clients and others clearly, professionally and tactfully; explains complicated issues and procedures simply and accurately; identifies user level of knowledge and provides understandable information; translates technical terms into understandable terms.

Indicators of growth should include the following:

Beginning Level: The Beginning law librarian should demonstrate good oral communication skills in order to work effectively with colleagues, supervisors, patrons and outside agents in problem solving, cooperative projects and responding to requests for information. In doing so, the Beginning Librarian should give clear instructions, explain technical terms clearly, ask clarifying questions if necessary and be able to give accurate and straightforward responses to questions asked by others.

Measurement Devices:

- Observe the new law librarian and evaluate the his/her oral interaction in work situations, e.g., answering a patron's question, sharing information at staff meetings, responding to and asking questions of others and during one-onone conferences with the law librarian.
- Obtain feedback from the law librarian's peers about his/her ability to explain technical concepts and procedures.
- Videotape the law librarian giving presentations at forums such as a class or a training session for other law librarians.

Intermediate and Advanced Levels: An Intermediate and Advanced level librarian should have mastered all of the Beginning indicators and be moving toward communicating with a broad range of internal and external audiences to communicate the library's principles, policies and procedures. In oral presentations to staff, governing bodies and external groups, the librarian should identify the audience's level of knowledge and be able to articulate complicated issues simply and accurately.

Measurement Examples:

- Interview those trained by law librarian to determine that the oral instructions were clear and were geared to match trainee's level of experience.
- Videotape the law librarian's presentations to classes, at professional conferences and to external groups.
- Conduct a direct observation of the law librarian's verbal interaction with subordinates, peers and supervisors. Provide feedback and discuss with the law librarian.

Writing Skills-Expresses ideas clearly and concisely in all written work.

Indicators of growth should include the following:

Beginning Level: At the Beginning level the new law librarian should demonstrate good writing skills characterized by clarity, accuracy, and correct grammar, spelling, and punctuation.

Measurement Examples:

- Review the law librarian's written communication carried out in the course
 of his/her job responsibilities, including memos to fellow staff and reports
 to supervisors. Provide feedback and discuss with the law librarian.
- Have the law librarian write periodic reports and share them with you for discussion.

Intermediate and Advanced Levels: At Intermediate and Advanced levels, the law librarian should demonstrate the basic writing skills of the Beginning level and be moving toward the ability to provide clearly-written communication on complex issues for both internal and external groups, including library staff, patrons, the library's governing body, colleagues at regional and national levels and the public. The intermediate and advanced level law librarian should be able to write in a clear and concise style that is appropriate for the intended audience, whether the document is a proposal, budget information, scholarly research, performance evaluation, news article or report.

Measurement Examples:

- Review documents prepared by the law librarian, provide feedback and discuss them with the law librarian.
- Solicit feedback from governing officials and external groups as to the effectiveness of the law librarian's documents.

Listening Skills-Recognizes feelings, concerns and underlying messages of others; identifies important information in oral transactions, pays attention to orally presented facts and details.

Indicators of growth should include the following.

Beginning Level: At the Beginning level the law librarian should listen to peers, supervisors and external agents by giving full attention to their questions, instructions and information. The Beginning Level Law librarian should maintain eye contact and employ body language, such as facing the speaker, which demonstrates the law librarian is listening. The Beginning Level Law librarian is able to discern emotional cues that may underlie what the speaker is saying.

- Have routine one-on-one meetings with the law librarian to discuss standards
 of performance and follow through with a review of the work product in order
 to determine whether the employee was listening to supervisor's instructions.
- Perform routine direct observation as the law librarian works with peers, observing whether law librarian accepts and welcomes information from others.

Intermediate and Advanced Levels: At the Intermediate and Advanced levels, the librarian should demonstrate basic listening skills of the Beginning level and should be moving toward the ability to identify and understand complex information conveyed by internal and external groups.

Measurement Examples:

- Perform direct observation at staff meetings to determine by law librarian's comments that he/she is paying attention to facts and details.
- Spot check law librarian's interaction with subordinates to identify whether s/he is giving full attention to the conversation.
- Solicit feedback from subordinates, peers and others who have contact with the law librarian during the course of business.

Sociability-Desires and values interactions with others; relates to a wide variety of people; works effectively with others to accomplish goals.

Indicators of growth should include the following:

Beginning Level: The Beginning librarian should value and demonstrate the ability to interact and associate with peers, supervisors and outside agents, on a one-to-one basis and as part of a group, in order to collaborate on projects and work in carrying out the library's mission. This includes being open to casual and task-oriented discussions, the exchange of ideas, planning with others and taking direction from supervisors.

Measurement Examples:

- Make direct observation of law librarian's performance in working on a project.
- Solicit feedback from peers who participate in the project with the law librarian.
- Perform routine spot checks as the new law librarian interacts with staff.

Intermediate and Advanced Levels: At Intermediate and Advanced levels, librarians should have mastered all of the Beginning Indicators and be moving toward the promotion of group cohesion and successful collaboration among staff. Intermediate and Advanced level librarians should be able to work cooperatively with internal and external groups in negotiation, problem solving, teaching, marketing the library's services and lobbying for issues that promote the interests of libraries and librarians. Successful Intermediate and Advanced level law librarians demonstrate an understanding of the institution's political environment and can thereby work effectively with governing bodies and outside groups to promote the library and advocate for its needs.

- Observe the law librarian's effectiveness in working with subordinates to promote team efforts, determining whether the s/he establishes clear standards for performance and cooperation among staff.
- Solicit feedback from the law librarian's administrative peers.
- Solicit feedback from officials who have interacted with the law librarian or served on the same committee.

 Make direct observation of the law librarian's ability to work in cooperation with outside agents, such as governing officials, political representatives and the public.

Consulting-Checks with people before making changes that affect them; encourages participation in decision-making; allows others to influence decisions.

Indicators of growth should include the following:

Beginning Level: The Beginning librarian should be open to consulting with colleagues by encouraging suggestions, questions and discussion of the librarian's tasks in relation to overall library operations. In doing so the Beginning law librarian demonstrates an awareness library functions are interrelated and should be carried out in collaboration with peers and supervisors for the achievement of enhanced workflow. This involves consulting with support staff, peers and supervisors about proposed changes in procedures and soliciting feedback as to possible benefits or drawbacks.

Measurement Examples:

- Obtain feedback from peers as to law librarian's willingness to consult and collaborate with others.
- Spot-check law librarian's interaction with staff in discussing library procedures.
- Observe Beginning librarian when staff meeting discussion covers procedures and workflow.

Intermediate and Advanced Levels: An Intermediate and Advanced level librarian should have mastered all of the Beginning indicators and be moving toward reviewing issues, concerns and policy and procedural changes with relevant internal and outside groups in the course of making decisions. This includes library staff, supervisors, governing officials, colleagues at peer institutions and other agencies.

Measurement Examples:

- Interview library staff to determine that librarian checks with staff before making changes that affect them.
- Solicit feedback from governing officials as to librarian's willingness to share information and invite feedback in the course of making decisions.

Presentation Skills-Ability to teach the use of resources and tools available; gives directions clearly; advocates effectively for library concerns and issues.

Indicators of growth should include the following:

Beginning Level: The Beginning level law librarian should demonstrate the ability to give clear directions to staff and patrons in using library resources and tools. The Beginning law librarian should present information in simple and concise statements, appropriate to those being instructed.

Measurement Examples:

- Spot-check new the law librarian in performing reference duty or training new support staff.
- Have beginning librarian present new procedures or information at a staff meeting. Review librarian's presentation in a one-on-one session.
- Obtain feedback from the law librarian's peers and support staff about the law librarian's ability to give direction and instruction clearly.
- Videotape the law librarian giving presentations at forums such as a class or training session for other law librarians. Review performance with him/her.

Intermediate and Advanced Level: Intermediate and Advanced level should have mastered all of the Beginning indicators and be moving toward making presentations that advocate for library concerns and marketing library services to a broad range of internal and external groups. In doing so, the Intermediate and Advanced law librarian should demonstrate careful preparation by effectively presenting information that is sequenced and paced so as to get the message across to the audience. The law librarian should be able to identify when visual aids, handouts or written reports will strengthen a presentation and use these accordingly.

Measurement Examples:

- Videotape employee presentations and review with law librarian.
- Obtain feedback about law librarian presentations from internal and external groups. Review findings with him/her.

Maintaining Open Relationships-Promotes and maintains clear lines of communication with a wide range of individuals and entities.

Indicators of growth should include the following:

Beginning Level: The Beginning librarian should establish and promote open relationships by listening, cooperating, responding to questions and working toward common solutions with peers, supervisors and outside groups. The Beginning law librarian shares relevant information and builds trust with internal and external groups in order to maintain open relationships.

Measurement Examples:

 Assign law librarian to special joint project and conduct direct observation of law librarian's openness and support of cooperative efforts. Share observations with him/her. Obtain feedback for those working on the joint project and discuss feedback with law librarian.

Intermediate and Advanced Levels: Intermediate and Advanced level librarians should have mastered all of the Beginning indicators and be moving toward building a work environment that values and supports teamwork, communication and trust between staff, supervisors and outside groups. The Intermediate and Advanced level law librarian consistently honors and acknowledges the importance of working toward common solutions through openness and collaboration. The Intermediate and Advanced law librarian effectively manages conflict and establishes lines of communication with governing officials and external groups.

- Make direct observation of law librarian's ability to network with governing officials and external groups.
- Solicit feedback from law librarian's staff and administrative peers.
- Conduct direct observation of law librarian's staff as to whether clear lines of communication are established in library operations.

Professional Perspective

Understanding People-Perceives and responds to behavioral cues; has insight into the reasons underlying the behavior and actions of others; can analyze the motives and feelings of colleagues, clients, and others

Indicators of Growth in this area could include the following:

Beginning Level: A Beginning law librarian should demonstrate his/her unique understanding of methods and processes for working effectively with others. They are attentive to emotional cues, listen well, and recognize that prior judgments may be incorrect.

Measurement Examples:

- Interview a new law librarian to determine their ability to listen well. Provide feedback using a checklist of items they should have spotted during the interview.
- Shadow a new law librarian to determine the methods and processes they use to interact with others. Provide feedback using a standard set of examples or based on the interactions observed.
- Create a Customer Feedback Survey that can be administered shortly after an interaction with a beginning law librarian that measures mastery of emotional cues and keys in on judgment and insightfulness of the law librarian. Provide feedback and discuss with him/her.

Intermediate Level: An Intermediate law librarian should have mastered all of the Beginning indicators and be moving toward identifying and demonstrating an understanding of and sensitivity toward the mindsets, values, and cultural differences of others with whom they work and interact. Is forthright when an error in judgment exists.

Measurement Examples:

- Conduct a direct observation of the law librarian in a variety of settings with people of different mindsets, values, and cultural differences. Critique his/her performance and share the results.
- Prepare a skills inventory related to the competency, share it with the law librarian, rate him/her in a variety of situations, and follow up with suggestions for change.

Advanced Level: An Advanced law librarian should have mastered all of the beginning indicators and most, if not all of the Intermediate indicators and work toward synthesizing and summarizing relevant points from ambiguous discussions. Knows when to appropriately question a process or plan to aid in understanding a unique perspective. Challenges bias and intolerance.

- Observe the law librarian as they attempt to institute some type of change process in the institution.
- Create and then video tape a performance-based simulation of the law librarian with another person in a race-based, sex-based, or other highly charged situation. Provide feedback on his/her performance.

Teamwork-Ability to work effectively with other groups in order to further the common goals of the team and the institution.

Indicators of Growth in this area could include the following:

Beginning Level: A Beginning law librarian should demonstrate the ability to use a group's core values in making decisions and clarifying choices.

Measurement Examples:

- As a group, create a set of "team" ground rules and guidelines. Share them
 with all group members. Have members individually critique the other
 members of the group on behavior associated with the ground rules and share
 that information with the team leader and the law librarian's supervisors.
 Provide individual feedback.
- Videotape a "team" meeting. Have supervisors meet with the team as a group to provide feedback about the decision-making processes that took place.

Intermediate Level: An Intermediate law librarian should have mastered all of the Beginning indicators and be moving toward identifying and demonstrating an understanding of the mind sets, values, cultural differences, and roles of group members (group dynamics); readily make sacrifices to meet a larger organizational goal; and find a sense of purpose in the larger mission.

Measurement Examples:

- Have the law librarian create a portfolio of examples s/he has used in working with diverse groups of people. Critique the portfolio.
- Have the law librarian create a self-assessment of instances in which s/he has been involved that exemplify making sacrifices to meet a larger organizational goal. Critique the self-assessment.

Advanced Level: An Advanced law librarian should have mastered all of the beginning indicators and most, if not all of the Intermediate indicators and work toward actively seeking out opportunities to fulfill a group's mission. Additionally the Advanced law librarian should be able to read a group's emotional currents and power relationships and work towards keeping the group on-track and on-task in spite of or because of those relationships.

Measurement Examples:

- Obtain feedback from team members about the law librarian's ability to keep a group on-track. Discuss with the law librarian.
- Have the law librarian prepare a self-report about his/her ability to read a team's emotional currents and power relationships and how s/he conducted him/herself during the meeting.

Community Perspective-Understands the role the library plays within the larger community; recognizes the importance of other departments and works to achieve the best solution for the entire institution

Indicators of Growth in this area could include the following:

Beginning Level: A Beginning law librarian should demonstrate his ability to align his/her goals with the goals of the group or organization within which s/he has a specific role.

Measurement Examples:

• Create a role play with the law librarian in which his/her goals conflict with the organization. Have an outsider critique the role play.

Intermediate Level: An Intermediate law librarian should have mastered all of the Beginning indicators and be moving toward finding a sense of purpose in the organization's larger mission.

Measurement Examples:

 Have the law librarian self-report on his/her role and purpose in the larger organization. Provide feedback on the report.

Advanced Level: An Advanced law librarian should have mastered all of the beginning indicators and most, if not all of the Intermediate indicators and work toward using the organization's values in making decisions and clarifying choices for others in the organization. Additionally, they should actively seek out opportunities to fulfill the organization's mission and goals.

Measurement Examples:

• Have law librarians from other parts of the organization observe and report on the law librarian's ability to use the organization's values in making decisions and clarify choices for others.

Reliability/Trustworthiness-Behaves consistently and predictably; is dependable, able to gain trust by being honest; works with integrity; and meets commitments

Indicators of Growth in this area could include the following:

Beginning Level: A Beginning law librarian should exhibit his/her ability to build trust by demonstrating reliability and authenticity in cultivating good relationships and creating good work products.

Measurement Examples:

- After an law librarian has been assigned a difficult task, obtain written feedback from those with whom s/he has worked about his/her success in cultivating a relationship and a critique on the usefulness of the work product itself. Share the feedback with the law librarian.
- Evaluate the output and products of the law librarian's work and share your findings with him/her.

Intermediate Level: An Intermediate law librarian should have mastered all of the Beginning indicators and be moving toward demonstrating how s/he balances the accuracy and value of information received from others, by meeting commitments and keeping promises, and by holding him/herself personally accountable for meeting objectives

Measurement Examples:

 Have the law librarian share his/her goals for accomplishing his/her part of a major project with you. Evaluate his/her goals in light of other time pressures and commitments. Readjust his/her time line to help him/her meet project goals. **Advanced Level:** An Advanced law librarian should have mastered all of the beginning indicators and most, if not all of the Intermediate indicators and work toward admitting their own mistakes, confronting unprincipled actions in others, and taking tough principled stands even if they are unpopular.

Measurement Examples:

 Ask someone considered an expert evaluator in your organization to critique the law librarian in a situation in which s/he has to admit they are wrong or in which they confront another about his/her actions.

Empathy-Understands and displays sensitivity to others needs and concerns; minimizes anxiety and frustration

Indicators of Growth in this area could include the following:

Beginning Level: A Beginning law librarian should build good working relationships with peers and management by listening to and following advice of managers, coordinating with and offering to help peers whenever practical, and by interacting at meetings by asking clarifying questions. Additionally, the Beginning law librarian should demonstrate sensitivity and respect for differences in individual perspective, personality, work style, and ethnic/cultural values (i.e., values diversity) in meetings and in one on one interactions.

Measurement Examples:

- Observe the law librarian during a meeting. See if s/he had questions following the meeting. Discuss techniques s/he used or could have used to help clarify information.
- Perform brief check-ins with the law librarian after observing him interacting with other employees, managers, or outsiders. Evaluate his/her sensitivity, ability to deal with differences in perspective, and ability to deal with different personality types.

Intermediate Level: An Intermediate law librarian should have mastered all of the Beginning indicators and be moving toward setting systems in place that permit her to acknowledge others' unique skills and distinct contributions to business success and to learn from them. Additionally, at the Intermediate level the law librarian be aware of and sense the developmental needs of other employees and help to bolster their abilities.

Measurement Examples:

• Critique the law librarian on his/her ability to evaluate the skills of another employee who works outside his department or area.

Advanced Level: An Advanced law librarian should have mastered all of the beginning indicators and most, if not all of the Intermediate indicators and work toward developing and maintaining positive, high personal visibility and credibility with top management, board committees, and community leaders. Additionally, the Advanced law librarian recognizes possible relationship problems and issues and formulates appropriate, timely resolutions without hesitation.

Measurement Examples:

Observe the law librarian in an interaction with an employee outside his/her area who
is a higher level employee; create a checklist of discussion items about style or
diversity sensitivity for a later discussion.

Tactfulness-Respectfully responds to information requests; handles colleagues, clients, and others in one-on-one and group meetings with poise and diplomacy; respects the ideas and input of others; and respectfully suggests or implements divergent solutions

Indicators of Growth in this area could include the following:

Beginning Level: A Beginning law librarian should share appropriate information with the right people in a polite and timely manner regardless of the circumstances in which information requests are made.

Measurement Examples:

- Create a checklist of appropriate behaviors with the law librarian. Observe his/her behavior in a variety of interactions. Critique his/her performance based on the factors on the checklist.
- Obtain feedback from colleagues, clients and others about his/her poise and diplomacy in handling their requests.

Intermediate Level: An Intermediate law librarian should have mastered all of the Beginning indicators and be moving toward politely but appropriately shifting attention and refocusing on new tasks/goals when complex, competing work demands call for it.

Measurement Examples:

- Observe the law librarian in an interaction with a colleague; offer feedback on ways to end a conversation and move on to other work related discussions, if called for.
- Ask a law librarian for a self-report on how he/she handled recent information requests; discuss the results and offer feedback.

Advanced Level: An Advanced law librarian should have mastered all of the beginning indicators and most, if not all of the Intermediate indicators and work toward maintaining awareness of and effectively using the time and talents of others in the organization who may be more qualified to answer a question or implement a solution.

Measurement Examples:

 Request a list of tasks and timelines; discuss alternative employees to whom work might be assigned in order to build their talents.

Ethics-Exhibits high professional and personal standards, treats people fairly and with respect, is honest in all communications; refrains from being manipulative or obscuring facts

Indicators of Growth in this area could include the following:

Beginning Level: A Beginning law librarian should exercise unyielding integrity in all business transactions; will not compromise library values to achieve short-term objectives. Demonstrates personal integrity by providing an accurate and straightforward interpretation of data. Demonstrates understanding of and appreciates professional ethics, and applies them in day-to-day business activities.

Measurement Examples:

- Observe the law librarian as he/she works with a colleague. Discuss their interaction in terms of his/her professional demeanor and standards.
- Brainstorm an ethics checklist with all staff. Use the form to track discrepancies in treatment and behavior.

Intermediate Level: An Intermediate law librarian should have mastered all of the Beginning indicators and be moving toward building trust with key personnel at all levels of the organization by consistently demonstrating direct, honest behavior. Demonstrates an indepth understanding of more complex and judgmental areas/issues. Identifies ethical issues and discusses them in a constructive manner.

Measurement Examples:

- Involve the law librarian in an uncomfortable discussion. Challenge him/her to be direct and honest in his/her responses. Identify problem areas afterwards.
- Observe the law librarian discussing an ethical dilemma with those he/she supervises. Discuss alterations he/she might consider making.

Advanced Level: An Advanced law librarian should have mastered all of the beginning indicators and most, if not all of the Intermediate indicators and be able to apply benchmarks in ethical judgment and in counseling personnel on appropriate behavior in gray (undefined) or highly judgmental areas. Sets the tone for ethical behavior. Will not tolerate a compromise of ethics in others; serves as an example to others.

Measurement Examples:

• Discuss an interaction a top level law librarian has with his/her superior concerning an ethical dilemma. Discuss alternative approaches.

Personal Attributes/Qualities

Accountability-Maintains motivation when faced with challenges; takes initiative beyond routine responsibilities; meets deadlines; accepts responsibility for mistakes and demonstrates commitment to accomplish work in an ethical, efficient and cost effective manner

Indicators of growth should include the following:

<u>Beginning Level</u>: At the Beginning level the new librarian will take responsibility for own personal and professional actions, results, risks or mistakes which contribute to or detract from overall goals and objectives of the library.

Measurement Examples:

- Collection and analysis of monthly statistical reports on work output (e.g. reference, cataloging, acquisitions)
- Observed compliance with work schedules and policies, meeting attendance, deadline compliance
- Quality review of documented reference, research, cataloging activity and actions taken for self-development, for designated periods of time
- Observed willingness/reluctance to take ownership of work, products, services and results

Intermediate and Advanced Levels: Librarian will have mastered all Beginning level indicators and have moved on to monitoring others programs/or activities and will take corrective actions when called for. Proposes/recommends policy and procedure changes and assures that effective organizational level status and control mechanisms are developed and maintained to assure performance of library services. Encourages others to take ownership of work products and services and identifies how program results are to be measured.

Measurement Examples:

- Observation during unit staff meetings
- Analysis of statistical reporting of work performed, including any recommended policy/procedure proposals
- Periodic focus interviews with co-workers, customers, incumbent
- Observable quality of performance appraisal assessments of subordinates conducted by incumbent

Adaptability/Flexibility-Responsive to changes in the library organization and to the work styles of others; maintains focus on a task or project in the face of numerous interruptions and changing library environments; when interrupted, judges how to proceed.

Indicators of growth should include the following:

Beginning level: At the Beginning level the novice librarian exhibits the ability to quickly adapt to changes in policy and procedure, handle some multiple demands simultaneously and accommodate new situations and realities. The successful law librarian works well with all levels and types of people (internal & external), welcomes divergent ideas, and maximizes limited resources.

Measurement Examples:

- In observable situations (staff meetings, self-evaluation reviews, on the job performance), through interaction with law librarian's peers and customers, ascertains whether incumbent is willing to learn new procedures and technologies, is open to ideas different from one's own and looks for better alternatives in accomplishing required tasks, identifies problems and reports them to supervisor.
- Observe law librarian's enthusiasm or reluctance to adapt to new automated software applications by monitoring productivity reports on a new serials check-in system. How long does it take to become proficient in utilizing new technology?

Intermediate level: At the Intermediate level the librarian incorporated the basic competency, and in addition, may adapt a supervisory style to individual needs of his/her subordinates. Handles with increasing frequency multiple projects and duties simultaneously and prioritized as needed. Respects and deals effectively with others fears of change and exhibits leadership roles and the ability to continue a course of action despite setbacks.

Measurement Examples:

- Monitors more closely the satisfactory completion and follow through of work projects that have been delayed for any number of reasons.
- Observes and interviews co-workers relative to effectiveness of incumbent's sensitivity to providing instruction, training, counseling for new programs / procedures used by subordinates. Observes performance closely in high pressure situations by consulting with co-workers and customers.

Advanced level: At the Advanced level incumbent brings with them competencies in basic and intermediate levels and in addition exhibits leadership/management skills to newly assigned positions and duties – responds to increase or downsizing in staff or increases in workload by involving other librarians in restructuring work and stays abreast of and educates staff about changing trends in the law library community.

- Review of quality of presentations made at professional associations and writing completed for publication about the changing library profession.
- Monitor level of success in winning funding necessary to accommodate the ever-changing law library scene.
- Observable documentation generated which addresses strategies designed to address changing environments.

Client Focus-Demonstrates a concern for the needs and expectations of both internal and external clients and makes them a high priority; maintains contact with clients; understands client needs and makes them the focus of organizational decision making and action.

Indicators of growth should include the following.

Beginning level: At the Beginning core level the new librarian recognizes that making customers and their needs is the primary focus of the institution's actions. Developing and sustaining productive customer (internal & external) relationships is key to the library's long term success. Key actions inherent, in even the beginner's repertoire, are to seek to understand the client, educate them, build collaborative relationships, take actions to meet their needs and concerns, and set up customer feedback mechanisms.

Measurement Examples:

- Observation of reference transactions
- Results of user surveys.
- Critical review of relevance of customer oriented website.
- · Review of answered email reference inquiries.
- Statistics showing increased/decreased use of library services and collection.
- Periodic use of testing of reference/other staff.

Intermediate and Advanced Levels: At the Intermediate and Advanced levels the librarian carries forward the beginning competencies and in addition provides leadership and management level qualities demonstrating enhanced client focus factors including (1.) recognizing fellow employees who excel at good customer service and empower them to resolve problems independently, (2.) actual design of processes and procedures that are customer-friendly, (3.) development of mechanisms for continuing client feedback, (4.) basing strategic planning on customer feedback and establishing a client-oriented culture in the library promoting the hiring of librarians who espouse that culture.

Measurement Examples:

- Monitor frequency of award/recognition programs for good client service.
- Observe and evaluate various customer feedback survey mechanisms designed by incumbent.
- Track success at recruiting / hiring client focused library staff.
- Observe accessibility and visibility of librarian to all customers, including coworkers.
- Gauge success rate at eliminating barriers (irritants) to customer oriented library services.
- Interview via focus group process, staff and primary customers for satisfaction feedback.

Persistence- Can see problems or issues through to completion; overcomes organizational or structural barriers. Clearly identifies and acquires resources needed to complete tasks.

Indicators of growth should include the following:

Beginning Level: At the Beginning level the new librarian should know when to follow directions, question plans or seek help. The librarian should exhibit patience, eagerness to learn, and be determined to see projects through to completion.

Measurement Examples:

- Observe the law librarian and evaluate his/her ability to complete a given assignment e.g. how well does the law librarian follow direction, stay focused, and acquire information or assistance necessary to complete a task.
- Obtain feedback from law librarian's peers and clients.
- Have routine meetings with law librarian to discuss his/her perceptions.

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Intermediate and Advanced Levels: At Intermediate and Advanced levels, librarians should have mastered all of the Beginning Indicators and be moving toward establishing sophisticated strategies for achieving their goals. They should have a keen knowledge of their organizational structure and resources available to them. While steadfast and assertive in their ability to see projects through to completion, librarians at these levels should show a high degree of insight and judgment when using resources or overcoming barriers to goals. At the advanced level, librarians should be moving toward creating an environment that encourages perseverance in their subordinates.

Measurement Examples:

- Observe the law librarian and evaluate his/her ability to accomplish goals and develop strategies independently, e.g. how often is direction required, do strategies demonstrate good judgment and efficacy, what obstacles had to be overcome.
- Observe those reporting to the librarian to determine if persistence is a value encouraged in the librarian's unit.
- Solicit feedback from subordinates, peers and others who have worked with the law librarian.

Enthusiasm- Eagerness and willingness to promote a library-related interest or cause. Often illustrated by actively and energetically promoting and advocating for the library profession, the institution, and others. Displays an exuberant, inspirational, or passionate viewpoint about the interest or cause at issue and is an excited and focused advocate.

Indicators of growth should include the following:

Beginning Level: At the Beginning level, the new librarian understands the vision and culture of librarianship and shows an intense and eager interest in being a librarian, displaying excitement about his/her work. The librarian should have membership in at least one professional association.

Measurement Examples:

- Observe the librarian's interaction with other librarians and library clients to determine the level of professional understanding and enthusiasm about the library.
- Conduct regular meetings with librarian to assess the librarian's positive outlook.

<u>Intermediate:</u> At the Intermediate level, the librarian should have mastered all of the Beginning Indicators and be moving toward full awareness of the trends of librarianship and developing others' understanding of the profession. The librarian actively participates in at least one professional association. e.g., work for a committee or section. The librarian should begin writing for professional journals and making professional presentations.

Measurement Examples:

- Observe the librarian's professional engagement.
- Solicit feedback from peers and others on the librarian's ability to encourage others by his/her example.

Advanced: At the Advanced level, librarians should have mastered all of the Beginning and Intermediate Indicators and be moving toward communicating a vision that generates excitement and enthusiasm in subordinates. Librarians should also be moving toward influencing their environment. The advanced librarian is fully engaged in the profession and is aware of external influences on library trends and values. Develops and maintains high personal visibility and credibility with other professionals and community leaders. Has attained leadership in a professional association.

Measurement Examples:

- Observe the librarian's ability to advocate for the library with outside agencies.
- Observe the librarian's ability to mentor beginning librarians
- Solicit feedback from outside agents, peers and subordinates.

Self-Management- Ability to maintain motivation and work independently for extended periods of time with minimal support and approval; takes initiative. Uses time management techniques to organize workflow and set priorities. Anticipates delays and potential problems when planning work and adjusts time frames accordingly. Manages the stress of simultaneous tasks while still producing results. Is appropriately assertive.

Indicators of growth should include the following:

Beginning Level: At the Beginning level, new librarians should demonstrate the ability to achieve results on time with high-quality output. Librarians should act assertively and decisively to meet deadlines and learn from experience.

Measurement Examples:

- Observe the librarian to determine how the librarian approaches work, e.g. does the librarian step forward to take assignments, is the work product thorough, is work completed on time without urging.
- Interview peers to determine if the librarian assumes a fair proportion of assignments and makes a fair contribution to joint assignments.
- Meet with librarian to assess the effectiveness of time and stress management techniques.

Intermediate and Advanced: At the Intermediate and Advanced levels, librarians should have mastered all of the Beginning Indicators and be moving toward performing at a consistently high level in a setting of changing priorities and demands. At the advanced level, librarians should create an environment that encourages independence and initiative, sets an example for others to follow.

Measurement Examples:

- Observe the librarian to determine how often the librarian requires direction, management or urging from supervisors.
- Obtain feedback from peers, subordinates and library clients to determine the consistency of high level output
- Observe the work ethic of the librarian's direct reports

CONCLUSION

AALL believes that our supervisors should have access to the very best performance evaluation measuring tools they can and formed a committee to create them. Only by modeling good performance, creating opportunities for developing performance, and then evaluating performance can our Association expect the law librarians of tomorrow to be capable of and comfortable in being proficient in old roles and willing to take on new roles.

Our members are always an important part of any process such as the creation of this document. The member survey we conducted to help the Committee validate its work also provided us with the impetus and energy to complete this final document. The Committee members worked tirelessly and engaged in many interesting and lively discussions about how, when and what to measure. They are to be congratulated for being trail blazers in competency measurement; an area not investigated by any other library association or group to date.

The measurement tools in this document provide the framework for developing a meaningful and relevant set of evaluation devices that can be used by all law librarians. The document provides:

- A list of competencies relevant to the practice of law librarianship.
- Suggested measurement tools that can be used by librarians and employers to evaluate proficiency in the competencies.
- A model of beginning, intermediate, and advanced skill levels that provide guidance in the evaluation process.
- A final tool, the competency grid below that can be utilized as a guide to the specific critical competencies needed to perform in specific law library specialties.

Our work is not complete, but forms a starting point for developing further self-assessment tools that can be used by individual librarians or for performance evaluation of law librarians by employers. The Committee found it difficult to begin this process and create a workable methodology that was comfortable to all. Competency measurement is difficult and assumes a level of expertise that few in our profession have attained. Our committee assumes that other committees that AALL forms to follow this one will have the same concerns and difficulties. Hopefully they will begin by teasing out further competencies from the Core Competencies such as the following list that this Committee believe need further refinement and measurement, as well as begin to deal with the Specialized Competencies and their measurement:

 Divergent Thinking-Ability to see and think beyond the obvious and formulate original solutions

- Knowledge of Legal Systems & Profession-Ability to understand implications of and needs for legal information, draw conclusions from it, seek other relevant information, and identify relationships between information resources & information needs
- Knowledge of Information Theory-Ability to evaluate and select print and electronic information resources aimed at specific goals using knowledge obtained as a result of education and on the job training.
- Knowledge of Information Creation-Ability to conduct searches for complex, difficult, or multi-layered information based on knowledge obtained as a result of education and on the job training.
- **Knowledge of Information Organization**-Ability to identify, classify, and index resources using resources available in-house and out based on knowledge obtained as a result of education and on the job training.
- Knowledge of Information Delivery Options-Ability to obtain and keep up to date
 with information products and modes of information delivery based on knowledge
 obtained as a result of education and on the job training.
- **Computer Literacy**-Possesses basic computer skills that apply to information retrieval & management
- Openness to New Ideas and Concepts-Able to listen to, select or reject, and incorporate continuing education and professional reading ideas and concepts into the day to day workflow.
- **Consulting**-Checking with people before making changes that affect them; encouraging participation in decision making; allowing others to influence decisions
- Recognizing-Giving praise and showing appreciation to others for effective performance, significant achievements, and special contributions
- Assertiveness-Ability to take command of face-to-face situations while displaying appropriate tact and diplomacy
- Strategic Thinking-Identifying the implications of social, economic, political, and global trends that influence markets and customer needs; taking a long-term perspective on problems and opportunities; proposing innovative strategies to leverage competitive advantage
- Affiliation Need-Has a desire to interact with others and, when doing so, projects warmth and relates well to a variety of people; wants to be liked and accepted by others
- Training Focus-Willing to seek opportunities for continuous learning; able to treat the
 unexpected as a chance to learn something new; thriving on the opportunity to
 explore new areas and acquiring new knowledge

- Endurance Ability to maintain focus and effectiveness under stressful and frustrating situations
- High Energy-Ability to establish and maintain a fast pace and tempo
- **Multi-tasking**-Ability to maintain focus on a task or project in the face of numerous interruptions; when interrupted, ability to judge how to proceed
- **Self-Confidence**-Ability to handle criticism, willingness to challenge others thinking, ask questions & be pro-active
- Stress Tolerance-Ability to handle work pressures & the uncertainty of new information resources while maintaining poise; ability to thrive on variety and deal with unexpected problems
- Nurturing-In a mentoring role, ability to patiently serve as a coach and further the
 development of new librarians, associates, or others; teach and explain the
 responsibilities of new jobs to them, and provide social support as well as
 professional guidance
- Reflectiveness-Is self-aware and understands how other people perceive him or her, thinks about the impact of words and behavior on others before acting, is not impulsive
- **Influencing**-Using techniques that appeal to reason, values, or emotion to generate enthusiasm for work; committing to task objectives; complying with requests
- **Program Coordination**-Ability to facilitate and encourage cooperation, teamwork, and identification with the institutional unit

A listserv discussion on the topic of performance measures is scheduled to take place sometime in 2003-04 after the publication of this document. Committee members will moderate that discussion.

APPENDIX I

DEFINITIONS

The following definitions were used for the terms below:

Advanced: Describes the level at which someone with mastery of a skill should be performing. Often this person is the highest ranking law librarian in the organization. However, it may also describe a department head with specialized knowledge in a subject area. Additionally, because some competencies are so complex, they can only be performed by a senior law library staff member.

Basic: Describes the level at which someone new to a skill or attribute should be performing. Often this law librarian will occupy an entry-level position in the organization. However, it may also describe a seasoned professional with limited exposure to this performance area.

Competencies: Knowledge, skills, and abilities. Identifiable skill categories that can be evaluated.

Competency Areas: The five subject areas identified in this document that support new concepts and competencies relevant to law librarianship. The competency categories are Personal Attributes/Qualities, Leadership, Professional Perspectives, Functional Expertise, and

Functional Expertise: The traditional technical skills that law librarians possess and which form the basis for their unique ability to understand information and its relevance to the organization from a perspective that others cannot.

Intermediate: Describes the level at which someone with detailed knowledge in an area should be performing. It is expected that this law librarian is capable of taking operational responsibility for an area. Often, this law librarian occupies a mid-level position within the organization and has supervisory responsibilities.

Leadership: The skills that permit a law librarian to assume a position of influence in an organization by organizing and leveraging information resources that address organizational problems and opportunities.

Measurement Devices: Evaluation tools that can be used to ensure that knowledge, skills, and abilities have been attained.

Personal Attributes/Qualities: Characteristics that enable law librarians to bring others to evaluate well reasoned and logical points of view, to effectively communicate, and to relate to others.

Proficiency Levels: The continuum into which the competency evaluation tools have been divided. The three levels of the continuum include beginner, intermediate, and advanced.

Professional Perspective: The body of knowledge that demonstrates the law librarian's understanding of an organization, it's goals and strategies, and their applicability to the organization.

Skills: The specific actions that relate to a competency. By evaluating these skills, proficiency in competencies is proven.

APPENDIX II Law Librarian Competencies and Roles Matrix

The Law Librarian Competencies and Roles Matrix that follows on the next page has been developed as a tool for individual law librarians to assess job performance within specific job categories. It can be utilized either by managers or law librarians as an aid in choosing the critical competencies that are necessary for job performance in a specific position in a particular library. As such, it is only meant as an additional guide for assessing job performance.

To use the matrix, a supervisor (working with a supervisee) could check off all the relevant boxes in the grid that he/she believes form the critical competencies for that particular position in that law library. For example, if the director of the law library were to meet with his/her manager, they might conclude that the director of the law library should possess all of the competencies listed in the matrix. Thus, that director's job performance would be evaluated on his/her performance in all categories. On the other hand, other law library positions (roles) in the same law library might require fewer of the competencies in order to meet performance standards for their jobs in a satisfactory manner.

The matrix could also be used by an individual law librarian as a self-assessment tool. The law librarian could locate his/her role along the top of the matrix and then study the whole range of competencies, searching for appropriate ones for his/her position in the law library. By thoroughly analyzing the competencies, the law librarian might find categories that they can work on and improve for greater success and satisfaction in their present job.

Co	Competencies & Roles Matrix												
				\$ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\	Pole Manage	15 100 100 100 100 100 100 100 100 100 1	(8) /e) (18) (8) (18) (18) (18) (18) (18) (18)	Dee H 25, 1960	Meo7 Vievou	Acquired Technol	Silon Silon Silon	000 West Wes	
		ial ie	Mental Agility										
		Functional Expertise	Problem Solving									П	
		Fun Exp	Attention to Detail										
╟┢			Risk Taking										
		hip	Critical Analysis										
		Leadership	Credibility										
		Lead	Negotiation										
			Vision										
			Oral Communication										
		on	Writing Skills										
S		Communication	Listening Skills										
l			Sociability										
၂ ၀			Consulting										
2 6		S	Presentation Skills										
-			Maintaining Open Relationships										
b G		,e	Understanding People										
٤		ectiv	Teamwork										
0		Professional Perspectiv	Community Perspective									П	
^ပ		al P	Reliability/Trustworthiness										
		ssior	Empathy									П	
		rofe	Tactfulness									П	
		ъ	Ethics										
			Accountability										
		Personal Attributes	Adaptability/ Flexibility									П	
	$\ \ $	Attril	Client Focus										
		nal,	Persistence									П	
		ersc	Enthusiasm									\square	
		4	Self-Management										

APPENDIX III

Summary Of Special Committee Survey Results
Compiled and Prepared by Professor Mario Mainero
Director of the Academic Success Program, Whittier Law School
February 2003

TOTAL RESPONDENTS' STATISTICS

Traits that a majority of respondents considered "absolutely essential."		
Mental Agility Problem Solving Self Management Adaptability/Flexibility Reliability/Trustworthiness	86.48% 73.80% 66.76% 66.48% 65.63%	
Ethics	64.79%	
Accountability	63.66%	
Attention to Detail	56.90%	
Client Focus	56.34%	
Knowledge	50.99%	

Traits that a plurality of respondents of	Traits that a plurality of respondents considered		
"absolutely essential."			
Clarity	49.58%		
Persistence	49.30%		
Tactfulness	48.17%		
Teamwork	45.63%		

Traits that a majority of respondents considered "essential."		
Consulting	57.46%	
Maintaining Open Relationships	55.21%	
Sociability	54.08%	
Writing Skills	52.96%	
Negotiation	51.27%	
Oral Communications	51.27%	
Listening	50.14%	

Traits that a plurality of respondents of	onsidered
"essential."	
Vision	49.86%
Presentation Skills	49.58%
Risk Taking	48.17%
Creativity	47.95%
Critical Analysis	47.89%
Empathy	47.89%
Teamwork	45.63%

Community Perspective	45.35%
Enthusiasm	45.07%
Understanding People	44.23%

Traits that a majority of respondents considered "useful but not essential."

None

Traits that a plurality of respondents considered "useful but not essential."

None

STATISTICS BY WORKPLACE

Traits that a majority of private emp	raits that a majority of private employer		Traits that a majority of institutional		
respondents considered "absolutel	У	respondents considered "absolutely			
essential."		essential."			
Mental Agility	85.96%	Mental Agility	86.96%		
Problem Solving	72.51%	Problem Solving	75.00%		
Adaptability/Flexibility	65.50%	Self Management	70.65%		
Attention to Detail	64.91%	Ethics	68.48%		
Reliability/Trustworthiness	63.16%	Reliability/Trustworthiness	67.93%		
Self Management	62.57%	Adaptability/Flexibility	67.39%		
Ethics	60.82%	Accountability	66.85%		
Accountability	60.23%	Client Focus	57.61%		
Client Focus	54.97%	Persistence	52.72%		
Knowledge	51.46%	Critical Analysis	52.17%		
		Tactfulness	51.63%		
		Clarity	50.54%		
		Knowledge	50.54%		

Traits that a plurality of private employer respondents considered "absolutely essential."		Traits that a plurality of insti respondents considered "ab essential."	
Clarity	48.54%	Attention to Detail Teamwork Understanding People	49.46% 46.74% 42.93%

Traits that a majority of private employe considered "essential."	Traits that a majority of institutional respondents considered "essential."			
Maintaining Open Relationships	57.89%	Consulting		60.33%
Presentation Skills	56.73%	Sociability		54.89%
Critical Analysis	54.97%	Negotiation		53.80%
Consulting	54.39%	Writing Skills		53.26%
Sociability	53.22%	Maintaining	Open	52.72%
Writing Skills	52.63%	Relationships	-	50.56%

Oral Communication	51.98%	Oral Communications	50.54%
		Listening	50.54%
		Vision	

Traits that a plurality of private e	Traits that a plurality of institutional		
respondents considered "essen	respondents considered "essential."		
Listening	49.71%	Enthusiasm	48.37%
Persistence	49.71%	Risk Taking	48.37%
Vision	49.12%	Community Perspective	47.28%
Empathy	48.54%	Empathy	47.28%
Negotiation	48.54%	Creativity	45.65%
Creativity	47.95%	Presentation Skills	42.93%
Risk Taking	47.95%		
Understanding People	47.95%		
Teamwork	46.20%		
Tactfulness	45.61%		
Community Perspective	43.27%		
Enthusiasm	41.52%		

Traits that a majority of private	Traits that a majority of institutional
employer respondents considered	respondents considered "useful but
"useful but not essential."	not essential."
None	None

Traits that a plurality of private employer respondents considered "useful but not	respondents considered "useful but
essential."	not essential."
None	None

STATISTICS BY MANAGEMENT LEVEL

Traits that a majority of non-management respondents considered "absolutely		Traits that a majority of management respondents considered "absolutely	
essential."	70 470/	essential."	02.020/
Mental Agility	78.17%	Mental Agility	92.02%
Attention to Detail	61.97%	Problem Solving	81.61%
Problem Solving	60.61%	Adaptability/Flexibility	73.71%
Self Management 55.63%		Accountability	73.46%
Reliability/Trustworthiness	60.56%	Ethics	72.30%
Ethics	53.52%	Reliability/Trustworthiness	72.30%
Knowledge	52.82%	Self Management	70.89%
		Client Focus	62.26%
		Clarity	61.03%
		Persistence	56.34%

Tactfulness	53.99%
Attention to Detail	53.52%
Teamwork	53.05%

Traits that a plurality of non-		Traits that a plurality of management		
management respondents considered		respondents considered "absolutely		
"absolutely essential."		essential."		
Accountability	countability 49.31% Listen		49.77%	
Client Focus	47.55%	Understanding People	48.36%	

Traits that a majority of non-management respondents considered "essential."		Traits that a majority of management respondents considered "essential."	
Maintaining Open Relationships	61.97%	Consulting	55.87%
Consulting	59.86%	Sociability	54.46%
Writing Skills	59.15%	Negotiation	52.11%
Listening	55.63%	Risk Taking	52.11%
Vision	54.83%	Maintaining Open Relationships	50.70%
Sociability	53.52%	Empathy	
Oral Communications	52.90%		50.23%
Clarity	52.82%		
Persistence	52.82%		
Critical Analysis	52.38%		
Teamwork	52.11%		
Presentation Skills	50.70%		

Traits that a plurality of non-management		Traits that a plurality of management	
respondents considered "essential."		respondents considered "essential."	
Negotiation	50.00%	Oral Communications	50.00%
Knowledge	49.77%	Presentation Skills	48.83%
Tactfulness	49.30%	Writing Skills	48.83%
Understanding People	47.89%	Community Perspective	47.89%
Creativity	46.48%	Creativity	46.95%
Empathy	44.37%	Vision	46.48%
Enthusiasm	43.97%	Enthusiasm	45.79%
Risk Taking	42.25%		
Community Perspective	41.55%		

Traits that a majority of non-management respondents considered "useful but not	Traits that a majority of management respondents considered "useful but not
essential."	essential."
None	None

None	None
essential."	essential."
respondents considered "useful but not	respondents considered "useful but not
Traits that a plurality of non-management	Traits that a plurality of management

STATISTICS BY YEARS OF EXPERIENCE

Traits that a majority of respondents with 0-10 years' experience considered "absolutely essential."		Traits that a majority of respondents with 11+ years' experience considered "absolutely essential."	
Mental Agility	80.15%	Mental Agility	90.18%
Problem Solving	72.73%	Problem Solving	74.36%
Self Management	61.36%	Ethics	72.65%
Adaptability/Flexibility	59.85%	Reliability/Trustworthiness	72.20%
Attention to Detail	56.82%	Adaptability/Flexibility	70.40%
Reliability/Trustworthiness 54.55%		Self Management	69.96%
Accountability Ethics	53.79%	Accountability	69.51%
•	51.52%	Client Focus	62.33%
		Attention to Detail	56.95%
		Persistence	56.05%
		Clarity	55.61%
		Tactfulness	53.36%
		Knowledge	52.02%
		Critical Analysis	51.12%

Traits that a plurality of respondents with 0-10 years' experience considered "absolutely essential."		Traits that a plurality of respondents with 11+ years' experience considered "absolutely essential."	
Knowledge	49.24%	Teamwork	49.78%
Client Focus	46.21%	Understanding People	44.29%

Traits that a majority of respondents with 0-10 years' experience considered "essential."		Traits that a majority of respondents with 11+ years' experience considered	
years experience considered essential.		"essential."	
Maintaining Open Relationships	64.89%	Sociability	54.71%
Consulting	62.68%	Consulting	53.99%
Writing Skills	61.36%	Negotiation	51.12%
Oral Communications	57.64%	Risk Taking	51.12%
Persistence	56.82%		
Vision	53.79%		
Listening	53.03%		
Presentation Skills	53.03%		
Sociability	53.03%		

Critical Analysis	51.52%	
Negotiation	51.52%	

		Traits that a plurality of respondents with 11+ years' experience considered "essential."		
"essential."		years experience considered esser	ılıaı.	
	50.00 %		40 =00/	
Clarity	50.00%	Empathy	49.78%	
Understanding People	49.26%	Maintaining Open Relationships	49.55%	
Creativity	48.48%	Listening	48.43%	
Tactfulness	48.48%	Writing Skills	47.98%	
Teamwork	48.48%	Enthusiasm	47.53%	
Community Perspective	44.70%	Presentation Skills	47.53%	
Empathy	44.70%	Vision	47.53%	
Risk Taking	43.18%	Oral Communication	46.92%	
Enthusiasm	40.91%	Community Perspective	45.74%	
		Creativity	45.74%	

· · · · · ·	Traits that a majority of respondents with 11+
10 years' experience considered "useful but not essential."	essential."
None	None

Traits that a plurality of respondents with 0-	Traits that a plurality of respondents with 11+
10 years' experience considered "useful but	years' experience considered "useful but not
not essential."	essential."
None	None

TENDENCIES TO CHOOSE EACH OF THE FOUR CATEGORIES

TOTAL RESPONDENTS:

Category	Number	Percentage of Total	
Absolutely Essential	4906	46.06573	
Essential	4587	43.07042	
Useful but not essential	1129	10.60094	
Unnecessary	28	0.262911	

10650	

BY RESPONDENTS' WORKPLACE:

Category	% of Private Respondents	% of Institutional Respondents
Absolutely Essential	44.17835	47.82372
Essential	44.04206	42.1654
Useful but not essential	11.39019	9.865796
Unnecessary	0.389408	0.145085

BY RESPONDENTS' POSITIONS

Category	% of Non-Management	% of Management Respondents
	Respondents	
Absolutely Essential	37.37921	51.81832
Essential	46.50012	40.79913
Useful but not essential	15.6493	7.257687
Unnecessary	0.471365	0.124863

BY RESPONDENTS' LENGTH OF SERVICE

Category	% of Respondents 0-10	% of Respondents 11+ years
	years	
Absolutely Essential	38.56028	50.53168
Essential	47.14322	40.647
Useful but not essential	13.91895	8.626629
Unnecessary	0.377548	0.194698

Legend: For LIBRARY SURVEY DATA that follows"

Pvt.Pty.	Private Party (Private and Corporate)
Inst.	Institutional—Government and Academic
NonM	Non-management—Librarian
Mgmt	Management—Director, Asst. Director, Manager
# yr	Number of years of service
AbsEss	Absolutely Essential (Category 1)
Essntl	Essential (Category 2)
Useful	Useful (Category 3)

Numbers in Tables are in percentages of total responses for that category.

Unneces. Unnecessary (Category 4)

Item 1: Mental Agility

Category	Total	Pvt. Pty .	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	86.47887	85.96491	86.95652	78.16901	92.01878	80.15267	90.17857
Essntl	13.52113	14.03509	13.04348	21.83099	7.981221	19.84733	9.821429
Useful	0	0	0	0	0	0	0
Unneces.	0	0	0	0	0	0	0
Total	100	100	100	100	100	100	100

Item 2: Problem Solving

Category	Total	Pvt. Pty .	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	73.80282	72.51462	75	60.60606	81.61435	72.72727	74.35897
Essntl	24.22535	24.5614	23.91304	34.84848	17.93722	23.96694	24.35897
Useful	1.971831	2.923977	1.086957	4.545455	0.44843	3.305785	1.282051
Unneces.	0	0	0	0	0	0	0
Total	100	100	100	100	100	100	100

Item 3: Attention to Detail

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	56.90141	64.91228	49.45652	61.97183	53.52113	56.81818	56.95067
Essntl	37.1831	32.16374	41.84783	32.39437	40.37559	39.39394	35.87444
Useful	5.915493	2.923977	8.695652	5.633803	6.103286	3.787879	7.174888
Unneces.	0	0	0	0	0	0	0
Total	100	100	100	100	100	100	100

Item 4: Accountability

Category	Total	Pvt. Pty .	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	63.66197	60.23392	66.84783	49.30556	73.45972	53.78788	69.50673
Essntl	34.08451	37.4269	30.97826	47.22222	25.11848	42.42424	29.14798
Useful	2.253521	2.339181	2.173913	3.472222	1.421801	3.787879	1.345291
Unneces.	0	0	0	0	0	0	0
Total	100	100	100	100	100	100	100

Item 5: Adaptability/Flexibility

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	66.47887	65.49708	67.3913	55.6338	73.70892	59.84848	70.40359
Essntl	32.95775	33.91813	32.06522	43.66197	25.8216	39.39394	29.14798
Useful	0.56338	0.584795	0.543478	0.704225	0.469484	0.757576	0.44843
Unneces.	0	0	0	0	0	0	0
Total	100	100	100	100	100	100	100

Item 6: Client Focus

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	56.33803	54.97076	57.6087	47.55245	62.26415	46.21212	62.33184
Essntl	36.61972	35.08772	38.04348	43.35664	32.07547	43.93939	32.287
Useful	7.042254	9.94152	4.347826	9.090909	5.660377	9.848485	5.381166
Unneces.	0	0	0	0	0	0	0
Total	100	100	100	100	100	100	100

Item 7: Persistence

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	49.29577	45.61404	52.71739	38.73239	56.33803	37.87879	56.05381
Essntl	45.35211	49.7076	41.30435	52.8169	40.37559	56.81818	38.56502
Useful	5.352113	4.678363	5.978261	8.450704	3.286385	5.30303	5.381166
Unneces.	0	0	0	0	0	0	0
Total	100	100	100	100	100	100	100

Item 8: Clarity

<u>Category</u>	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	49.57746	48.53801	50.54348	32.39437	61.03286	39.39394	55.60538
Essntl	43.38028	47.36842	39.67391	52.8169	37.0892	50	39.46188
Useful	7.042254	4.093567	9.782609	14.78873	1.877934	10.60606	4.932735

Unneces.	0	0	0	0	0	0	0
Total	100	100	100	100	100	100	100

Item 9: Enthusiasm

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	28.4507	26.31579	30.43478	17.02128	35.98131	24.24242	30.9417
Essntl	45.07042	41.52047	48.36957	43.97163	45.79439	40.90909	47.53363
Useful	25.35211	30.40936	20.65217	38.29787	16.82243	34.09091	20.17937
Unneces.	1.126761	1.754386	0.543478	0.70922	1.401869	0.757576	1.345291
Total	100	100	100	100	100	100	100

Item 10: Self-Management

<u>Category</u>	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	66.76056	62.5731	70.65217	60.56338	70.89202	61.36364	69.95516
Essntl	30.70423	34.50292	27.17391	34.50704	28.16901	34.84848	28.25112
Useful	2.535211	2.923977	2.173913	4.929577	0.938967	3.787879	1.793722
Unneces.	0	0	0	0	0	0	0
Total	100	100	100	100	100	100	100

Item 11: Reliability/Trustworthiness

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	65.6338	63.15789	67.93478	55.6338	72.30047	54.54545	72.19731
Essntl	31.83099	34.50292	29.34783	39.43662	26.76056	41.66667	26.00897
Useful	2.535211	2.339181	2.717391	4.929577	0.938967	3.787879	1.793722
Unneces.	0	0	0	0	0	0	0
Total	100	100	100	100	100	100	100

Item 12: Tactfulness

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	48.16901	44.44444	51.63043	39.43662	53.99061	39.39394	53.36323
Essntl	43.38028	45.61404	41.30435	49.29577	39.43662	48.48485	40.35874
Useful	8.450704	9.94152	7.065217	11.26761	6.57277	12.12121	6.278027
Unneces.	0	0	0	0	0	0	0
Total	100	100	100	100	100	100	100

Item 13: Ethics

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	64.78873	60.81871	68.47826	53.52113	72.30047	51.51515	72.64574
Essntl	31.5493	35.08772	28.26087	40.84507	25.35211	41.66667	25.56054
Useful	3.380282	3.508772	3.26087	4.929577	2.347418	6.060606	1.793722
Unneces.	0.28169	0.584795	0	0.704225	0	0.757576	0
Total	100	100	100	100	100	100	100

Item 14: Understanding People

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	38.30986	33.33333	42.93478	23.23944	48.35681	28.67647	44.29224
Essntl	44.22535	47.95322	40.76087	47.88732	41.78404	49.26471	41.09589
Useful	17.46479	18.71345	16.30435	28.87324	9.859155	22.05882	14.61187
Unneces.	0	0	0	0	0	0	0
Total	100	100	100	100	100	100	100

Item 15: Teamwork

Category	Total	Pvt. Pty.	Inst.	NonM	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	45.6338	44.44444	46.73913	34.50704	53.05164	38.63636	49.77578
Essntl	45.6338	46.19883	45.1087	52.11268	41.31455	48.48485	43.94619
Useful	8.732394	9.356725	8.152174	13.38028	5.633803	12.87879	6.278027
Unneces.	0	0	0	0	0	0	0
Total	100	100	100	100	100	100	100

Item 16: Risk Taking

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	22.8169	19.88304	25.54348	14.78873	28.16901	18.18182	25.56054
Essntl	48.16901	47.95322	48.36957	42.25352	52.11268	43.18182	51.12108
Useful	27.60563	31.57895	23.91304	39.43662	19.71831	34.84848	23.31839
Unneces.	1.408451	0.584795	2.173913	3.521127	0	3.787879	0
Total	100	100	100	100	100	100	100

Item 17: Critical Analysis

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	46.76056	40.93567	52.17391	39.45578	51.92308	39.39394	51.12108
Essntl	47.88732	54.97076	41.30435	52.38095	44.71154	51.51515	45.73991
Useful	5.070423	4.093567	5.978261	7.482993	3.365385	8.333333	3.139013
Unneces.	0.28169	0	0.543478	0.680272	0	0.757576	0
Total	100	100	100	100	100	100	100

Item 18: Creativity

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	34.08451	33.33333	34.78261	26.05634	39.43662	25.75758	39.01345
Essntl	46.76056	47.95322	45.65217	46.47887	46.94836	48.48485	45.73991
Useful	18.87324	18.12865	19.56522	27.46479	13.14554	25.75758	14.79821
Unneces.	0.28169	0.584795	0	0	0.469484	0	0.44843
Total	100	100	100	100	100	100	100

Item 19: Empathy

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	24.22535	20.46784	27.71739	18.30986	28.16901	16.66667	28.69955
Essntl	47.88732	48.53801	47.28261	44.3662	50.23474	44.69697	49.77578
Useful	27.88732	30.99415	25	37.32394	21.59624	38.63636	21.52466
Unneces.	0	0	0	0	0	0	0
Total	100	100	100	100	100	100	100

Item 20: Negotiation

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	34.3662	36.84211	32.06522	24.64789	40.84507	29.54545	37.21973
Essntl	51.26761	48.53801	53.80435	50	52.11268	51.51515	51.12108
Useful	13.80282	13.45029	14.13043	24.64789	6.57277	18.93939	10.76233
Unneces.	0.56338	1.169591	0	0.704225	0.469484	0	0.896861
Total	100	100	100	100	100	100	100

Item 21: Knowledge

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	50.98592	51.46199	50.54348	52.8169	49.76526	49.24242	52.01794
Essntl	44.50704	44.44444	44.56522	40.84507	46.94836	45.45455	43.94619
Useful	4.507042	4.093567	4.891304	6.338028	3.286385	5.30303	4.035874
Unneces.	0	0	0	0	0	0	0
Total	100	100	100	100	100	100	100

Item 22: Vision

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	37.1831	37.4269	36.95652	23.94366	46.00939	25.75758	43.94619
Essntl	49.85915	49.12281	50.54348	54.92958	46.47887	53.78788	47.53363
Useful	12.67606	12.8655	12.5	20.42254	7.511737	19.69697	8.520179
Unneces.	0.28169	0.584795	0	0.704225	0	0.757576	0

Total	100	100	100	100	100	100	100

Item 23: Community Perspective

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	32.67606	31.57895	33.69565	22.53521	39.43662	25	37.21973
Essntl	45.35211	43.27485	47.28261	41.5493	47.88732	44.69697	45.73991
Useful	20.84507	23.39181	18.47826	33.09859	12.67606	28.0303	16.59193
Unneces.	1.126761	1.754386	0.543478	2.816901	0	2.272727	0.44843
Total	100	100	100	100	100	100	100

Item 24: Oral Communication

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	42.53521	39.54802	45.50562	38.70968	45.5	37.5	45.97156
Essntl	51.26761	51.9774	50.5618	52.90323	50	57.63889	46.91943
Useful	6.197183	8.474576	3.932584	8.387097	4.5	4.861111	7.109005
Unneces.	0	0	0	0	0	0	0
Total	100	100	100	100	100	100	100

Item 25: Writing Skills

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	40	37.4269	42.3913	28.87324	47.41784	29.54545	46.18834
Essntl	52.95775	52.63158	53.26087	59.15493	48.82629	61.36364	47.98206
Useful	6.760563	9.356725	4.347826	11.97183	3.286385	9.090909	5.381166
Unneces.	0.28169	0.584795	0	0	0.469484	0	0.44843
Total	100	100	100	100	100	100	100

Item 26: Listening

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	43.38028	43.27485	43.47826	33.80282	49.76526	38.63636	46.18834
Essntl	50.14085	49.7076	50.54348	55.6338	46.47887	53.0303	48.43049
Useful	6.478873	7.017544	5.978261	10.56338	3.755869	8.333333	5.381166
Unneces.	0	0	0	0	0	0	0
Total	100	100	100	100	100	100	100

Item 27: Sociability

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	21.12676	21.05263	21.19565	14.08451	25.8216	15.90909	24.21525
Essntl	54.08451	53.21637	54.8913	53.52113	54.46009	53.0303	54.70852
Useful	24.22535	24.5614	23.91304	31.69014	19.24883	30.30303	20.6278
Unneces.	0.56338	1.169591	0	0.704225	0.469484	0.757576	0.44843
Total	100	100	100	100	100	100	100

Item 28: Consulting

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	24.22535	22.80702	25.54348	18.30986	28.16901	16.90141	29.10798
Essntl	57.46479	54.38596	60.32609	59.85915	55.86854	62.67606	53.99061
Useful	17.74648	21.63743	14.13043	20.42254	15.96244	19.71831	16.43192
Unneces.	0.56338	1.169591	0	1.408451	0	0.704225	0.469484
Total	100	100	100	100	100	100	100

Item 29: Presentation Skills

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	33.23944	25.1462	40.76087	28.16901	36.61972	25.75758	37.66816
Essntl	49.57746	56.72515	42.93478	50.70423	48.82629	53.0303	47.53363
Useful	16.61972	17.54386	15.76087	20.42254	14.08451	20.45455	14.34978
Unneces.	0.56338	0.584795	0.543478	0.704225	0.469484	0.757576	0.44843
Total	100	100	100	100	100	100	100

Item 30: Maintaining Open Relationships

Category	Total	Pvt. Pty.	Inst.	<u>NonM</u>	Mgmt.	0-10 yr	11+ yr
<u>AbsEss</u>	34.08451	30.99415	36.95652	22.53521	41.78404	22.90076	40.625
Essntl	55.21127	57.89474	52.71739	61.97183	50.70423	64.8855	49.55357
Useful	10.14085	9.94152	10.32609	14.08451	7.511737	12.21374	8.928571
Unneces.	0.56338	1.169591	0	1.408451	0	0	0.892857
Total	100	100	100	100	100	100	100