Library and Information Science (LIS) Transferable Competencies

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Abstract

This article uses data obtained from a content analysis of job advertisements to explore the questions of (1) what types of non-traditional jobs are available for library and information science (LIS) professionals and (2) how can LIS students and professionals take advantage of non-traditional job opportunities. Two groups of job advertisements were used in this investigation: advertisements from LIS-targeted job boards (two library school job boards and two library association job boards) and Government of Canada internal job postings. These two sets of job postings were selected to compare the competencies in job postings targeted to LIS graduates (the LIS job board advertisements) and job postings that were not targeted to the LIS community (the Government of Canada job advertisements). An analysis of these groups of job advertisements demonstrated that both samples focused mainly on transferable competencies. Due to the emphasis on transferable competencies, the analysis of job postings from the Government of Canada job list revealed that there are many non-traditional opportunities for LIS graduates. A typical LIS professional could apply for 51 (or 25.8%) of the job advertisements in this set, having met all of the listed criteria. This individual may be able to apply for an additional 40 (or 21.2%) of the jobs listed if they had certain additional competencies or knowledge obtained through prior experience working in the Government of Canada but not necessarily obtained by the average LIS professional. This supports the argument that there are numerous opportunities for LIS professionals in non-traditional jobs. The exploration of commonly requested competencies can be used to guide LIS job seekers to craft their resumes and CVs to address the competencies requested by potential employers.

Keywords

competencies; job seeking; job advertisements; transferable skills; employability; professional development

Introduction

Current and emerging employment opportunities for Library and Information Science (LIS) professionals has long been a hot topic for both current students
and experienced professionals. There is a perception that traditional LIS jobs, such as jobs in libraries and archives, are disappearing. This is supported by studies suggesting that there are fewer job opportunities available (Stronski 50) and that there is significant competition for available opportunities, particularly at the entry level (Clark 472). Despite these negative findings about the LIS job market, there is optimism about the future for LIS professionals based on the idea that the LIS skill set is highly transferable and will be increasingly desirable in the modern knowledge economy (e.g., Fagerheim 17; Haycock and Garner 7). Non-traditional jobs for LIS graduates may include positions outside of libraries and in other industry sectors; new or unusual job titles, such as metadata specialist or data analyst; or jobs with traditional titles (such as librarian) in traditional settings such as libraries or archives but which involve new tasks such as working with emerging technologies or offering new, value added information services.

This paper seeks to address the questions of (1) what types of non-traditional jobs are available for LIS graduates and (2) how can LIS students and professionals take advantage of non-traditional job opportunities. A small study on competencies required in a set of job advertisements specifically targeted to LIS graduates (representing mainly examples of traditional job opportunities) and job advertisements that were not specifically targeted to LIS graduates (Government of Canada internal job postings) was used to address these questions.

**The Job Advertisement Data**

The objective of this study was to determine the types of non-traditional jobs for which an LIS professional could be eligible based on the competencies they possess, as demonstrated by the competency requirements of traditional LIS jobs. Two sets of job advertisements were examined to develop a sample list of competencies required in LIS and non-LIS jobs. The LIS job postings were gathered in October 2012 from the University of Western Ontario Faculty of Information and Media Studies (FIMS) job board, the University of Toronto iSchool job board, the Canadian Library Association job board, and the Ontario Library Association Partnership job board. These job boards were selected for three main reasons. The first is that they were all from organizations situated in the same geographic area of Ontario, Canada. Second, they were not restricted from public viewing (for example, in a “members only” section of a website). Third, they were not from organizations that focused on a specialized type of LIS profession such as special librarians, music librarians, law librarians, etc. Two of the sites were from library associations and two were from library schools. The fact that both of the library schools offer graduate level LIS degrees (Masters and Doctorates) means that there was a bias toward jobs that required a graduate level LIS degree. A possible expansion of this research would be to include postings from job boards at schools offering library technician diplomas. The two library associations included in the examination do include library technicians as members, so this group of LIS practitioners was not completely neglected.
The second set of job postings was taken from the Government of Canada internal recruitment site (job advertisements open to current Government of Canada employees) in November 2012. Government of Canada (GoC) job postings were selected because government jobs cover a broad spectrum of job types and skill sets ranging from entry-level clerk positions open to individuals with a high school diploma that do not require any prior work experience through senior managerial or professional positions requiring advanced degrees and years of specialized experience. This allows a government job posting site to serve as a microcosm for job opportunities and skills sets required across disciplines.

A total of 110 LIS job advertisements and 189 Government of Canada job advertisements were collected and analyzed. Each job advertisement was examined for the following elements: employer type (for the first set of job advertisements, as all of the advertisements from the second group were for the Canadian federal government), employment requirements and competencies (required/essential and desired/asset qualifications were grouped together).

**Employer Type**

The jobs from the LIS job board were examined by employer type. The majority of the job postings were from traditional library jobs in either academic library (33 postings or 30%) or public library settings (31 postings or 21%) (see Figure 1). The next largest employer in this sample was academia, but in this case hiring instructors or professors rather than librarians into teaching positions, with 21 results (20 from universities and one from a college). No other employer type represented more than 3.6% of the sample: school libraries (3.6%), information and communication technology firms (3.6%), government (3.6%), health care (1.8%), industry or professional associations (1.8%), research or consulting firms (1.8%), etc. Taken together, however, these non-library employer settings consisted of 19% of the positions available on the library school and association job boards. This suggests that LIS graduates searching for work in non-traditional settings will find some opportunities on the LIS job boards. The figure below depicts the breakdown of job advertisements from the library job boards organized by employer type.
Educational Requirements

**LIS Job Board Educational Requirements**

The vast majority of the job advertisements from the LIS job boards group required a Master of Library and/or Information Science or equivalent degree (see Figure 2). There were a fairly large number of university teaching positions for PhD graduates in this sample (18 out of 110 or 16.5%). The most commonly requested competencies for the positions requiring a PhD were research experience (12/59 instances), teaching experience (9/63 instances), and non-library related subject knowledge (12/26 instances). The figure below depicts the educational requirements from the LIS job boards.

![Educational Requirements (LIS Job Boards)](chart1)

Figure 1. Employer type (LIS job boards)

Figure 2. Educational requirements (LIS job boards)
**Government of Canada Job Board Educational Requirements**

The majority of the advertisements from the Government of Canada group required an undergraduate degree, with the second largest group requiring a minimum of a secondary school diploma (see Figure 3). The Government of Canada job advertisements often listed several education and experience alternatives to potential employees in a deliberate effort to prevent education level from being a barrier to employment, a means of removing a form of systemic discrimination against groups identified in Canadian employment legislation. It is worth noting that there were eight job advertisements in the Government of Canada job posting group that required an LIS educational background. The majority of these (5/8) required an education in information management or information technology and contained a list of information technology competencies. Two of these were librarian positions requiring a Masters of Library and Information Science degree. It is also worth noting that a senior library position was included in this sample that did not require an LIS education.

![Educational Requirements (Government of Canada Job Postings)](image)

**Competencies**

The competencies, both required and preferred, were the main focus of analysis. The next sections of this paper describe the frequency and types of competencies found in job postings from the two sets of job advertisements. Competencies were organized into groups of similar or related abilities (described in this paper as “competency groups”) and examined individually (described in this paper as “individual competencies”) to determine which specific
skills were most in demand. Definitions and explanations of the competencies and competency categories described in this paper are provided in the Appendix.

**LIS Job Advertisement Competency Groups**

There were a total of 1,336 competencies found in the 110 advertisements from the LIS job posting list, with an average of twelve competencies in each. The competencies from the library job board advertisements were divided into sixteen competency groups. Knowledge and experience related competencies (such as “Experience in the financial services, banking or insurance industries an asset” or “Aware of emerging issues and trends in public library services”) were grouped together and represented the most commonly requested type of competency in the job advertisements. Of the remaining fifteen categories, three were library-specific (Cataloguing and Metadata, Collection Management, and Library Marketing and Promotion); there was a category for Information Technology competencies, and the remaining eleven were transferable skill categories (listed below in Table 1).

<table>
<thead>
<tr>
<th>Competency Group</th>
<th>Count (n=1336)</th>
<th>Percentage of Total Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Experience</td>
<td>194</td>
<td>14.5%</td>
</tr>
<tr>
<td>Communication*</td>
<td>164</td>
<td>12.3%</td>
</tr>
<tr>
<td>Personal Qualities*</td>
<td>156</td>
<td>11.7%</td>
</tr>
<tr>
<td>Information Technology*</td>
<td>147</td>
<td>11%</td>
</tr>
<tr>
<td>Management and Supervision*</td>
<td>120</td>
<td>9%</td>
</tr>
<tr>
<td>Teamwork and Interpersonal Skills*</td>
<td>114</td>
<td>8.5%</td>
</tr>
<tr>
<td>Organizational Skills*</td>
<td>82</td>
<td>6.1%</td>
</tr>
<tr>
<td>Teaching, Training and Instruction*</td>
<td>63</td>
<td>4.7%</td>
</tr>
<tr>
<td>Cataloguing and Metadata</td>
<td>60</td>
<td>4.5%</td>
</tr>
<tr>
<td>Research and Reference*</td>
<td>59</td>
<td>4.4%</td>
</tr>
<tr>
<td>Problem-Solving and Analysis*</td>
<td>52</td>
<td>3.9%</td>
</tr>
<tr>
<td>Customer Service*</td>
<td>46</td>
<td>3.4%</td>
</tr>
<tr>
<td>Program Delivery and Management*</td>
<td>30</td>
<td>0.2%</td>
</tr>
<tr>
<td>Collection Management</td>
<td>27</td>
<td>2%</td>
</tr>
<tr>
<td>Professional Development</td>
<td>17</td>
<td>0.13%</td>
</tr>
<tr>
<td>Library Marketing and Promotion</td>
<td>5</td>
<td>0.04%</td>
</tr>
</tbody>
</table>

Note: Transferable competencies are marked with an asterisk (*)

**Government of Canada Job Advertisement Competency Groups**

There were 1,552 competencies found in the 189 Government of Canada internal job postings, with an average of eight competencies in each advertisement.
These competency statements included single words (e.g., “Communication”), competencies with qualifiers (e.g., “A strong understanding of computer/information technology, including databases, media asset management and storage”), and lists of related skills (e.g., “Excellent problem-solving and analytical skills, interpersonal team building skills, and a well-developed sense of client service”).

The Government of Canada job advertisements were divided into sixteen competency groups. Knowledge and Experience was also the most commonly listed type of competency in this set of job advertisements and included a range of qualifications such as “Knowledge of office protocol” and “Significant experience in media relations, communications or journalism”. This competency may have been particularly common in this sample because internal job postings were examined. Internal job postings are restricted to current government employees, so experience working in a government setting was expected. Information technology, information management and records management competencies were grouped together in a competency set that proved to be the second most common competency type among these job postings. The majority of the competencies in this group were information technology related and ranged from general word processing skills to advanced coding and networking abilities. As with the library board postings, the remaining fourteen competency groups in this set of job postings consisted of transferable skills (listed below in Table 2).

Table 2. Government of Canada job advertisements: competency groups

<table>
<thead>
<tr>
<th>Competency Group</th>
<th>Count (n=1522)</th>
<th>Percentage of Total Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Knowledge and Experience</td>
<td>244</td>
<td>16%</td>
</tr>
<tr>
<td>2 Communications*</td>
<td>178</td>
<td>11.7%</td>
</tr>
<tr>
<td>3 Information Technology / Information Management / Records Management*</td>
<td>172</td>
<td>11.3%</td>
</tr>
<tr>
<td>4 Teamwork and Interpersonal Skills*</td>
<td>141</td>
<td>9.3%</td>
</tr>
<tr>
<td>5 Personal Qualities*</td>
<td>131</td>
<td>8.6%</td>
</tr>
<tr>
<td>6 Research, Analysis and Problem Solving*</td>
<td>866111</td>
<td>7.3%</td>
</tr>
<tr>
<td>7 Management and Supervision*</td>
<td>84</td>
<td>5.5%</td>
</tr>
<tr>
<td>8 Financial and Resource Management*</td>
<td>79</td>
<td>5.2%</td>
</tr>
<tr>
<td>9 Policies and Procedures*</td>
<td>65</td>
<td>4.3%</td>
</tr>
<tr>
<td>10 Project or Program Implementation, Coordination and Administration*</td>
<td>65</td>
<td>4.3%</td>
</tr>
<tr>
<td>11 Providing Advice and Recommendations*</td>
<td>64</td>
<td>4.2%</td>
</tr>
<tr>
<td>12 Human Resource Management*</td>
<td>46</td>
<td>3.0%</td>
</tr>
<tr>
<td>13 Business Planning and Reporting*</td>
<td>40</td>
<td>2.6%</td>
</tr>
</tbody>
</table>
Individual Competencies

In addition to examining groups of competencies found in these two sets of job postings, the frequency of occurrence of individual competencies was explored. Individual competencies refer to specific abilities requested in the job postings as opposed to categories that group similar competencies together. These competencies were examined to determine if there were any particular skills, knowledge or types of experience that were particularly important to employers. At the individual competency level, transferable skills dominated the library job board advertisements. Knowledge of metadata schemes or standards was the only library-related competency to make the top ten most commonly requested competencies list. This highlights the importance of metadata knowledge in the LIS skill set.

The most commonly requested competency in the library job board advertisements was communication skills, which was found 111 times (8.3% of all of the competencies found in the job postings). Although the occurrence of this competency was low in the overall percentage of competencies, it appeared in 58 of the 110 library board job postings examined (or 52.7% of the advertisements), well above any of the LIS-specific competencies – suggesting that developing communication skills should be a priority for LIS professionals. The fact that communication skills represented only 8.3% of all the competencies requested suggests that there is no standard set of competencies for LIS professionals, even for those who work in similar positions, as 51% of the postings in this sample were academic or public librarian positions. There was even less uniformity in the competencies required in the Government of Canada job advertisements. The most commonly requested competency was “knowledge of subject areas or job tasks” at 5.6% (85 occurrences in the sample). This was not a surprising finding given that this set of job advertisements included postings for a wide variety of job types ranging from entry level clerks to senior executives and highly-specialized technical experts.

The only factor that appeared in the top ten most commonly requested competencies list from both the Government of Canada and the library job board advertisements was “analytical and problem solving skills” (this competency was listed as “Analytical, Problem Solving and Critical Thinking Skills” in the library job advertisement sample and “Analytical Ability / Skills / Thinking” in the Government of Canada job advertisement group) (see Table 3). Two information technology related skills were included in the library job advertisements top ten most commonly requested competencies: “Innovative Technologies, Applications
and Social Media” and “Business Software (Microsoft Office).” The connection between information management and information technology was strong in the Government of Canada job advertisement set as well. As mentioned earlier, the majority of the jobs in this sample that asked for an educational background in information management included mainly information technology competency requirements. Although information technology skills were a significant competency group for the Government of Canada advertisement group, no single information technology related competency appeared in the top ten most commonly requested competencies for this sample.

In general, the top ten most commonly requested competencies from the library job advertisements included a wide range of Transferable skills which could be argued to cluster generally around research, analysis and organizational skills, and interpersonal and communication skills. These competencies are outlined in Table 3 below. The most commonly requested competencies from the Government of Canada advertisements were more strongly clustered around management skills, with preparing documents, providing strategic advice, program implementation / coordination / administration, resource management, liaising / consulting / negotiating, management, and business planning and reporting all appearing in the top ten. There was, in fact, a conspicuous lack of management skills in the top ten competencies from the library job advertisements. This suggests that librarians may need to deliberately seek out management experience opportunities in order to transition into other employment fields. It should be noted, however, that there was a lack of management positions in this sample, which could have decreased the presence of management competencies. Although the sample size was small and further investigation would be needed, it suggests that there might be a shortage of management positions available in traditional library settings, which might encourage LIS professionals to move to other fields in order to realize their professional ambitions.

Table 3. Top ten most commonly requested individual competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Library Job Advertisements</th>
<th>Government of Canada Advertisements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills*</td>
<td>111</td>
<td>8.3%</td>
</tr>
<tr>
<td>Analytical, Problem Solving and Critical Thinking Skills*</td>
<td>52</td>
<td>3.9%</td>
</tr>
<tr>
<td>Knowledge of Metadata Schemes or Standards (17 different examples)</td>
<td>46</td>
<td>3.4%</td>
</tr>
<tr>
<td>Competency Area</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Delivering Training, Instruction or Teaching</td>
<td>42</td>
<td>3.1%</td>
</tr>
<tr>
<td>(instructional skills)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innovative Technologies, Applications and Social Media*</td>
<td>36</td>
<td>2.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Management / Multi-Tasking / Meeting Deadlines /</td>
<td>35</td>
<td>2.6%</td>
</tr>
<tr>
<td>Managing Workloads*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Software (Microsoft Office)*</td>
<td>34</td>
<td>2.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Qualifications (no criminal record,</td>
<td>34</td>
<td>2.5%</td>
</tr>
<tr>
<td>ability to travel, driver's license, etc.)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Skills*</td>
<td>31</td>
<td>2.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Skills*</td>
<td>30</td>
<td>2.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Transferable competencies are marked with an asterisk (*)

**Eligibility of LIS Professionals for Government of Canada Jobs**

Another consideration in this exploration of job advertisements was the question of which job advertisements an LIS professional could apply for. For the sake of this example, a “sample” LIS professional was considered to be a person with a post-secondary degree or diploma in Library and/or Information Science and a bachelor's degree in the humanities or social sciences that possessed the competencies present in the LIS job advertisement sample. Persons meeting these criteria could apply for 51 (or 25.8%) of the job advertisements, having met all of the listed criteria. These individuals may be able to apply for an additional 40 (or 21.2%) of the jobs listed if they had certain competencies or knowledge that could be obtained through prior experience working in the Government of Canada but would not necessarily have been obtained by the average LIS professional. That left 98 out of 189 (or 51.9%) of the jobs examined in this sample for which LIS professionals would be ineligible unless they had received additional non-LIS training, credentials, or experience at an earlier point in their
careers. Job titles in the eligible group included Officer – Human Resources; Threat Management Analyst; Webmaster; Analyst – Corporate Risk, Performance Management and Evaluation; Information Management Administrator; Systems and Project Administrator; Program Analyst; Data Analyst – Directorate of Technology; Business Analyst; Developer; Manager; IT Team Leader; Information Management / Information Technology Operations Officer; Manager, Application Development; and Business Analyst.

**Applications**

How can LIS professionals use these data to aid in their job searches? A first observation that LIS professionals might make from this data is that they may want to expand their job searches beyond LIS job boards. The sample of job advertisements found on LIS-targeted job boards was dominated by traditional academic and public librarian positions, with these two types of positions representing 64 (58%) of the 110 positions listed, and other academic positions (mainly those for university teaching positions requiring a PhD) representing another 21 (19%) of the 110 jobs in this group. Only 21 (19%) of the remaining positions could be said to be either special library or non-traditional positions, and of these one was a volunteer position for a current library student. By expanding the search to include all potential postings from the Government of Canada group, an LIS professional could access an additional 51 to 91 potential job opportunities.

LIS professionals could potentially use these data to plan their professional development and learning activities to prioritize learning activities that focus on in-demand skills. These skills could be obtained through a combination of independent and on-the-job learning activities, including participation on committees and working groups, job shadowing, attending workshops and lectures, and participating in volunteer activities requiring leadership and teamwork.

The information about desired competencies can also be used to help LIS professionals in crafting their resumes and CVs. One of the most important pieces of advice for LIS professionals seeking employment in either traditional or non-traditional roles is to read the job advertisement carefully and to ensure that they clearly communicate how they meet the essential or required competencies. For Government of Canada job postings this is particularly important due to the high number of applications that are often received for jobs. The first level of screening in the Government of Canada context usually involves human resources personnel reading through applications and CVs to determine if the essential competencies criteria have been met. If it is not immediately clear that you have met these required criteria, you are more likely to be screened out of a job competition before your application is seen by the hiring manager. Whether it is required or not, you may wish to include with your application a resume that is organized under headings which reflect the required or essential competencies in...
order to ensure that those reading it can quickly see that you meet the criteria for the job.

Keep in mind when applying for jobs in the Government of Canada (or any other non-LIS environment) that the first people to read your resume are not going to be LIS subject specialists. In some cases, particularly if you are applying for a job that is not usually filled by LIS professionals, your potential manager may not be familiar with LIS terminology or practices. To ensure that those reading your application understand the skills you are bringing to the table, try identifying anything that could possibly be considered LIS jargon and express it in relation to the desired competencies instead.

As an example, consider experience working at a library reference or information services desk. To perform this task effectively, a library employee must have a range of highly desirable transferable skills. Members of the LIS community who have taken courses on, or provided reference services understand the skills involved in this task, but outsiders may not. Below is an example of ways in which experience working as a reference services librarian or library technician could be communicated to potential employers in terms of highly desired transferable competencies:

- **Communication Skills:** A library employee must have strong active listening and oral and written communication skills in order to respond effectively to questions and concerns from members of the public. Getting to the heart of a reference question involves asking questions for clarification from clients in person, over chat or email, or over the phone.

- **Customer Service:** The reference desk is a front-line position that involves interacting with library clients who may include members of the public, employees of the library’s host organization, academics, senior managers, and others. Library employees often follow or establish service delivery standards to ensure high quality service at the reference desk. Most librarians can provide multiple examples of times when they have gone the extra mile to provide service to a library client.

- **Interpersonal Skills:** Reference staff should be able to point to examples of instances when they have fostered relationships with clients, worked well with other staff, and even diffused difficult situations in their libraries.

- **Analytical / Research Skills:** Strong analytical skills are essential to reference service. We analyze each reference question we receive. First, we use active listening and questioning to fully understand the research question we are answering during the reference interview phase. Next, we analyze the question to determine a plan for answering it. This may include identifying keywords and searching for definitions and synonyms of keywords to begin our research. Next, we analyze where to conduct our search by determining which types of resources could contain the
information we need. This may include identifying and contacting stakeholders such as associations, professors, or government agencies. In the process of searching, we develop search strings which we re-evaluate based on the results we receive. Finally, we may provide value-added services, such as preparing executive summaries or other tools to help our clients use the information we have found for them. We have experience conducting research using electronic databases, online resources, and print resources.

- **Organizational Skills**: Working at a busy reference desk requires staff to develop strong organizational and time management skills. Reference services employees have to juggle multiple requests and tight deadlines, and this involves determining order of priority of different reference requests.

- **Relationship Building / Collaboration**: Reference staff often work as a team and regularly consult or collaborate with their fellow team members to determine which resources to consult to answer a reference question. They may also be involved in library outreach projects which involve building relationships with library clients or stakeholders inside or outside the library’s host organization, engaging in consultations to understand their needs, and creating or modifying services based on that consultation.

- **Technological Competencies**: Many reference staff have experience working with a range of technologies such as social media tools (chat reference, library social network pages, blogs, RSS feeds, media sharing resources, etc.), online research tools (electronic databases, citation tools, etc.), and content management systems (integrated library systems, SharePoint, etc.).

The data analysed in this study provide LIS professionals with some usable information regarding potential employment opportunities and desired competencies. A limitation of this study was that it examined only a small number of job advertisements sampled during a single point in time. Given the sampling limitations, the author is reluctant to make conclusive statements about the LIS practitioner’s most desired transferable competencies, but the results do suggest that individuals with LIS experience and training have a set of competencies that would allow them to compete for a variety of positions beyond the traditional library jobs that have been associated with the profession. Simply meeting the criteria in a job advertisement does not guarantee that an applicant will obtain a job, but it should at least get that applicant past the initial stages of screening and give the individual a chance to compete for the position.

**Conclusion**

The data analysed in this study provide LIS professionals with some usable information in regard to potential employment opportunities and desired
competencies. First, the number of positions for which an LIS professional could be eligible in the Government of Canada job advertisement sample suggests that there are many opportunities for LIS graduates other than traditional LIS jobs. In addition, the competency lists produced for both sets of job advertisements provide LIS practitioners with data they can use in planning their professional development activities or structuring their resumes or CVs when applying for jobs.

Works Cited


Appendix: Competency Definitions

This appendix provides descriptions of the competency groups found during analysis of the library job board and Government of Canada job board advertisements. The following information is provided for each competency group:

**Competency Name:** Note that, when available, the alternative form of the competency group name is provided in brackets. The choice of competency names was selected based on the terminology used in the job advertisements to accurately reflect the language of the job advertisements and to preserve the differences between the two data sets.

**Definition:** A definition of the competency category is provided. The source of the definition is always cited and a definition from the employer is included wherever possible.

**Individual Competencies Included in this Category:** A list of all of the individual competencies that were grouped to form the categories is included here. Library job board and Government of Canada competencies are kept separate, allowing readers to see differences between the two sets of job postings.

**Business Planning and Reporting**

**Definition:**

Business planning and reporting refers to activities involved in the planning and reporting of business activities, including the identification and management of risks. There is no Government of Canada definition for business planning and reporting per se, as this competency is captured in other related competency definitions such as organizational competencies (measuring progress, taking calculated risks), leadership competencies (strategic orientation, developing a vision, planning the future), and business competencies (making business decisions) (competency examples taken from Public Service Commission of Canada site).

**Individual Competencies Included in this Category:**

**Government of Canada Job Board Competencies:**

- Business Planning and Reporting (incl. strategic planning) (Occurrences: 35)
- Risk Identification and Management (Occurrences: 5)
Cataloguing and Metadata

Definition:

There is no official definition of cataloguing and metadata provided in the job advertisements and as they were all retrieved from different employers a single employer provided definition is not available.

This category was defined by the author to include knowledge of the principles and practices of resource description including an understanding of the theories and principles of cataloguing, knowledge of cataloguing and metadata standards, and experience cataloguing materials in a library catalogue or tagging documents in a content management system.

Individual Competencies Included in this Category:

Library Job Board Competencies:

- Cataloguing Experience (Occurrences: 8)
- Knowledge of Metadata Schemes or Standards (17 different examples given) (Occurrences: 46)
- Taxonomies / Thesauri / Vocabularies (Occurrences: 2)

Collection Management

Definition:

There is no official definition of collection management provided in the job advertisements and as they were all retrieved from different employers a single employer provided definition is not available.

This category was defined by the author to include activities associated with the management of a physical or electronic library collection such as:

- Collection development planning
- The acquisition of library materials
- The physical processing of materials
- The maintenance of a collection including the de-selection of outdated, unused or damaged materials

Individual Competencies Included in this Category:

Library Job Board Competencies:

- Collection Management (planning, acquisitions, development and maintenance) (14)
- Repository, Electronic Resource or Digital Asset Management (13)
Communication (Communications)

Definition:

The Government of Canada defines effective interactive communication as “transmitting and receiving information clearly and communicating actively with others in order to respond appropriately” (Canada Revenue Agency 31). This includes:

- Paying attention to the communication of others
- Checking understanding of the message
- Adapting communication
- Communicating for maximum results (Canada Revenue Agency 31)

Individual Competencies Included in this Category:

Library Job Board Competencies:

- Additional Language Skills (other than French or English) (Occurrences: 7)
- Communication Skills (Occurrences: 40)
- English Language (fluency, proficiency) (Occurrences: 14)
- French Language (fluency, proficiency) (Occurrences: 10)
- Impact and Influence (Occurrences: 1)
- Negotiation Skills (Occurrences: 4)
- Oral Communication (Occurrences: 32)
- Presentation Skills (Occurrences: 8)
- Public Relations (Occurrences: 1)
- Translation (Occurrences: 1)
- Writing or Preparing Documents (Web documents, letters, memos, reports, etc.) (Occurrences: 7)
- Written Communication (Occurrences: 39)

Government of Canada Job Board Competencies:

- Communication Skills (Occurrences: 19)
- Communications or Marketing Plans and Strategies (Occurrences: 6)
- Developing / Delivering Presentations (Occurrences: 10)
- Interpretation or Translation (Occurrences: 4)
- Media Relations / Writing for Media (Occurrences: 7)
- Oral Communication (Occurrences: 23)
- Persuasion / Influence (Occurrences: 3)
- Preparing / Producing Documents (briefing materials, correspondence, reports, memoranda, etc.) (Occurrences: 73)
- Processing, Editing or Proofreading Documents / Providing Communications Support (Occurrences: 5)
- Representing the Organization (Occurrences: 4)
- Written Communication (Occurrences: 24)

**Customer Service / Customer Service**

**Definition:**

The Government of Canada defines client service orientation as “giving the best service to internal or external clients” (Canada Revenue Agency 16). This includes:

- Responding to a client’s request or to service requirements
- Taking responsibility for addressing a client’s need or for meeting service requirements
- Exceeding a client’s expectation or service requirements
- Improving client service delivery (Canada Revenue Agency 16)

**Individual Competencies Included in this Category:**

**Library Job Board Competencies:**

- Customer Service / Client Service / Client Focus (Occurrences: 25)
- User Centered / User Focused / Service Oriented (Occurrences: 21)

**Government of Canada Job Board Competencies:**

- Client / Customer Service (Occurrences: 25)
- Client Focus / Service Orientation (Occurrences: 10)

**Financial and Resource Management**

**Definition:**

The Government of Canada describes the technical competencies of financial management and resource management in terms of a cluster of related skills and knowledge. The skills and knowledge included in financial management are:

- Understanding financial management (for example, related legislation, regulations, policies and practices)
- Understanding the planning, budgeting and accountability processes
- Understanding and ability to apply financial management techniques such as financial planning, budgetary control, variance analysis, forecasting, estimates, projections, and procurement
- Understanding and ability to use financial management systems such as the Corporate Administrative Systems (CAS) (Canada Revenue Agency 56)
Individual Competencies Included in this Category:

**Government of Canada Job Board Competencies:**

- Contracting, Procurement and Asset Management (Occurrences: 12)
- Finance, Budget and Resource Management (Occurrences: 43)
- Financial Analysis, Forecasting, Planning and Reporting (Occurrences: 24)

**Human Resource Management**

**Definition:**

The Government of Canada describes the technical competency of human resource management in terms of a cluster of related skills and knowledge. The skills and knowledge included in human resource management are:

- Understanding, applying and/or interpreting human resource administration (for example, acts, regulations, policies, directives, collective agreements, etc.)
- Providing advice on and/or developing legislation, policies, directives and/or procedures related to HR programs/disciplines
- Understanding current approaches, best practices and linkages to business in relation to specific HR programs/disciplines
- Understanding current approaches, best practices and linkages to business in relation to specific HR programs/disciplines
- Understanding and ability to use HR management systems (Canada Revenue Agency 56)

Individual Competencies Included in this Category:

**Government of Canada Job Board Competencies:**

- Human Resources Discipline Experience (employee acquisition, classification, compensation, etc.) (Occurrences: 16)
- Labour Relations / Working with Union Representatives (Occurrences: 4)
- Managing Human Resources (Occurrences: 26)

**Information Technology (Information Technology / Information Management / Records Management)**

**Definition:**

The competencies of information technology, information management, and records management were combined for the Government of Canada job postings because information technology, information management, and information
science skills were often requested together in job advertisements examined in this study. There are separate competency lists included for these skills and the definitions are provided below.

The Government of Canada describes the technical competency of information technology in terms of a cluster of related skills and knowledge.

The skills and knowledge included in information technology are:

- Enterprise architecture
- Data management
- Distributed infrastructure
- Mainframe infrastructure
- Network infrastructure
- Programming (concepts and tools)
- Application analysis and design
- Technology infrastructure design
- E-commerce/Internet
- IT principles, concepts, practices and methods (Canada Revenue Agency 57)

The Government of Canada describes the technical competency of library and information science in terms of a cluster of related skills and knowledge. The skills and knowledge included in library and information science are:

- Acquisitions, collection development and serials control
- Cataloguing, classification and subject analysis
- Reference, research and document delivery
- Marketing, promotion and library orientation
- Automated library databases and systems administration
- Electronic database creation, search and retrieval (Canada Revenue Agency 57)

Individual Competencies Included in this Category:

**Library Job Board Competencies:**

- Business Software (Microsoft Office) (Occurrences: 34)
- Information Architecture (Occurrences: 1)
- Innovative Technologies, Applications and Social Media (Occurrences: 26)
- Library Systems (integrated library systems) (Occurrences: 30)
- Managing IT Systems and Projects (incl. implementing new software, troubleshooting) (Occurrences: 19)
- Use of Library Technologies other than Integrated Library Systems (bibliographic tools, online cataloguing products, content management systems, etc.) (Occurrences: 6)
• Use of Technology / Technology Literacy (Occurrences: 6)
• User Interface Design (Occurrences: 1)
• Website Design or Development (Occurrences: 14)

**Government of Canada Job Board Competencies:**

- Basic Computing Skills (operating a PC, using the Internet) (Occurrences: 13)
- Designing, Implementing or Supporting Information Technology Systems (Occurrences: 29)
- Emerging Technologies (social media) (Occurrences: 3)
- Experience in IT, IM or Records Management (Occurrences: 8)
- Information Technology Security (Occurrences: 3)
- Knowledge of Programming and Coding Languages (.NET, ActionScript, C#, HTML, Java, JavaScript, Perl, SQL, etc.) (Occurrences: 16)
- Network / Application Provisioning (including configuration and troubleshooting) (Occurrences: 28)
- Office Automation Tools / Office Software (Microsoft Office) (Occurrences: 20)
- Records Classification, Control and Maintenance (Occurrences: 7)
- System or End-User Support (Occurrences: 5)
- Website Design and Development (Occurrences: 6)
- Working with Organization or Subject Specific Software (Occurrences: 34)

**Knowledge and Experience / Knowledge and Experience**

**Definition:**

This category includes all specific knowledge and experience requests included in the job postings that were not included in other categories. They were not included in the other categories either because they were highly specific to particular types of jobs (such as “Experience in microbiological and/or molecular biological methods for detection and identification of pathogenic bacteria”) or because they called for a general level of experience (e.g., “Extensive experience, within the past five years, in managing programs related to information services, such as a library”).

**Individual Competencies Included in this Category:**

**Library Job Board Competencies:**

- Experience in General (record of work history) (Occurrences: 30)
- Experience Performing a Certain Task (Occurrences: 11)
- Experience Working in a Particular Environment (e.g., academic libraries) (Occurrences: 28)
• Knowledge of the Principles, Practices and Operations of Librarianship (Occurrences: 22)
• Subject or Sector Knowledge (Occurrences: 26)
• Employer-Related Knowledge (Occurrences: 2)
• Knowledge of User / Patron Groups (children, students, etc.) (Occurrences: 5)
• General Qualifications (no criminal record, ability to travel, driver's license, etc.) (Occurrences: 34)
• Additional Education or Training (beyond MLIS or library technician diploma) (Occurrences: 20)
• Completion of Specific LIS Training (courses in children's services) (Occurrences: 2)
• Strong Academic Background / Record (Occurrences: 2)
• Information Management or Records Management Knowledge and Experience (Occurrences: 12)

Government of Canada Job Board Competencies:

• Experience in a Particular Role, Field, or Sector (Occurrences: 27)
• Experience with Particular Skills or Tasks (Occurrences: 55)
• Experience Working in a Particular Environment (branch, dept.) (Occurrences: 13)
• General Entry Requirements (no criminal record, ability to travel, good health, etc.) (Occurrences: 6)
• Completion of Additional Training, Certifications, Courses, or Degrees (Occurrences: 11)
• Knowledge of Legislation, Regulations, Policies or Procedures (Occurrences: 18)
• Knowledge of Subject Areas or Job Tasks (Occurrences: 86)
• Knowledge of the Employing Organization (Occurrences: 18)
• Language Abilities (Occurrences: 8)
• Successful Completion of Knowledge Tests (Occurrences: 2)

Library Marketing and Promotion

Definition:

There is no official definition of library marketing and promotion provided in the job advertisements and as they were all retrieved from different employers a single employer provided definition is not available.

This category was defined by the author to include activities associated with the marketing and promotion of library services including:

• Planning and organizing library outreach activities
• Conducting library use evaluations to assist in designing and delivering library programs
• Creating marketing and promotional materials
• Delivering library information sessions

**Individual Competencies Included in this Category:**

**Library Job Board Competencies:**

- Library Marketing and Promotion (Occurrences: 5)

**Management and Supervision**

**Definition:**

Management and supervisory skills involve a range of skills and knowledge (see the lists of individual competencies for examples). The Government of Canada provides definitions for several of the competencies that are included in this group. They are outlined below.

**Project Management:**

- Initiate, plan, execute, control and close projects.
- Identify the key activities, risks, dependencies and milestones in a project.
- Develop critical paths, performance standards and indicators, data collection methodology, monitor and review impacts of performance or changes.
- Schedule resources and assign tasks to meet project objectives.
- Use specialized project management methodology and tools.
- Manage project costs and/or deliverables.
- Report on results and/or lessons learned. (Canada Revenue Agency 58)

**Individual Competencies Included in this Category:**

**Library Job Board Competencies:**

- Budget / Financial Management (Occurrences: 12)
- Change Management (Occurrences: 9)
- Fundraising and Grant Writing (Occurrences: 3)
- Human Resource Management (Occurrences: 5)
- Labour Relations or Experience Working with Unions (Occurrences: 2)
- Leadership (Occurrences: 18)
- Management Experience (Occurrences: 17)
- Occupational Health and Safety (Occurrences: 2)
- Preparation of Corporate Funding Proposals / Resource Management (Occurrences: 3)
Government of Canada Job Board Competencies:

- Change Management (Occurrences: 6)
- Management / Management Excellence and Leadership (Occurrences: 35)
- Project Management (Occurrences: 25)
- Supervising Employees (Occurrences: 18)

Personal Qualities

Definition:

The category of personal qualities includes a number of behavioural competencies. The particular competencies requested vary from job posting to job posting. The Government of Canada provides definitions for several of the personal qualities found in this study.

Adaptability: “altering behaviours and/or attitudes to work effectively when faced with new information, a changing situation or environment” (Canada Revenue Agency 8).

Creative Thinking: “discovering new opportunities and solutions for problems by looking beyond current practices and using innovative thinking” (Canada Revenue Agency 22).

Dealing with Difficult Situations: “keeping one’s emotions under control and restraining negative responses when provoked, or when faced with opposition or hostility from others” (Canada Revenue Agency 24).

Decisiveness: “making, taking responsibility for, and demonstrating commitment to appropriate decisions in a timely manner” (Canada Revenue Agency 26).

Impact and Influence: “gaining others’ support for ideas, proposals and solutions, and getting others to take action to advance work objectives” (Canada Revenue Agency 34).

Initiative: “the preference for identifying opportunities or issues, and taking action to enhance organizational results, without being prompted by others” (Canada Revenue Agency 36).
Individual Competencies Included in this Category:

**Library Job Board Competencies:**

- Accountability / Dependability (Occurrences: 5)
- Accuracy and Attention to Detail (Occurrences: 14)
- Adaptability and Flexibility (Occurrences: 28)
- Consistency / Reliability (Occurrences: 2)
- Courtesy / Diplomacy / Tact (Occurrences: 8)
- Creativity / Curiosity (Occurrences: 9)
- Eager / Energetic / Engaged / Enthusiastic / Positive Attitude (Occurrences: 11)
- Initiative / Motivated / Self-Motivated / Self-Starter / Proactive (Occurrences: 23)
- Innovative / Innovating / Forward Thinking / Future-Oriented (Occurrences: 12)
- Integrity (Occurrences: 1)
- Judgment (Occurrences: 8)
- Non-Discriminating / Non-Judgmental / Open Mind (Occurrences: 9)
- Patience and Perseverance (Occurrences: 3)
- People Skills / People Person / Collegial / Friendly / Pleasant / Outgoing (Occurrences: 8)
- Professionalism (2)
- Reasoning and Decision Making (Occurrences: 5)
- Resourceful (Occurrences: 1)
- Results Orientation (Occurrences: 4)
- Risk Taking (Occurrences: 1)
- Self-Confidence (Occurrences: 1)
- Values and Ethics (Occurrences: 1)

**Government of Canada Job Board Competencies:**

- Ability and Willingness to Learn and Follow Instructions (Occurrences: 3)
- Adaptability and Flexibility (Occurrences: 28)
- Creativity, Initiative and Innovation (Occurrences: 5)
- Decisiveness (Occurrences: 1)
- Dependability and Reliability (Occurrences: 15)
- Diplomacy and Tact (Occurrences: 4)
- Discretion and Integrity (Occurrences: 2)
- Focus on Results (Occurrences: 2)
- Initiative / Self-Management / Autonomy (Occurrences: 18)
- Judgment (Occurrences: 17)
- Positive Attitude and Engagement (Occurrences: 5)
- Professionalism and Integrity (Occurrences: 2)
- Result(s) Oriented / Orientation (Occurrences: 8)
- Rigor, Thoroughness, Verification, Accuracy and Attention to Detail (Occurrences: 11)
- Values and Ethics (Occurrences: 10)

**Organizational Skills (Planning and Organizational Skills)**

**Definition:**

The Government of Canada divides organizational skills into organizing skills and self-management competencies. Organizational competencies include planning the work, organizing resources, dealing with crises, getting the job done, measuring progress, and taking calculated risks (Public Service Commission of Canada, para.8). Self-management competencies include being self-motivated, acting with confidence, managing own learning, demonstrating flexibility, and initiating (Public Service Commission of Canada para. 13).

**Individual Competencies Included in this Category:**

**Library Job Board Competences:**

- Organizational Skills (Occurrences: 25)
- Time Management / Multi-Tasking / Meeting Deadlines / Managing Workloads (Occurrences: 35)
- Work Independently (Occurrences: 22)

**Government of Canada Job Board Competencies:**

- Organizational Skills (Incl. multitasking, balancing competing tasks and priorities) (Occurrences: 22)
- Planning and Organizing (Occurrences: 7)

**Policies and Procedures**

**Definition:**

The Government of Canada describes the technical competency of legislation, policies and procedures in terms of a cluster of related skills and knowledge. The skills and knowledge included in this competency category are:

- Understanding and ability to interpret/apply/advice on relevant legislation, policies and/or procedures
- Understanding of the issues/rationale behind the legislation, policies, and/or procedures
- Understanding and ability to modify and/or develop legislation, policies and/or procedures (Canada Revenue Agency 57)
Individual Competencies Included in this Category:

**Government of Canada Job Board Competencies:**

- Analyzing / Interpreting Legislation, Policies and Procedures (Occurrences: 13)
- Creating / Developing Policies and Procedures (Occurrences: 26)
- Implementing / Applying Legislation, Policies and Procedures (Occurrences: 26)

**Problem-Solving and Analysis (Research, Analysis and Problem Solving)**

**Definition:**

The Government of Canada defines analytical thinking as “using a logical reasoning process to break down and work through a situation or problem to arrive at an outcome” (Canada Revenue Agency 11). It includes activities such as:

- Recognizing fundamental elements of a situation
- Clarifying the situation by identifying and linking related elements
- Examining the elements of the situation and making an assumption to move forward with the analysis
- Evaluating and integrating diverse and multidimensional elements to arrive at a complete solution (Canada Revenue Agency 11)

Individual Competencies Included in this Category:

**Library Job Board Competencies:**

- Analytical, Problem Solving and Critical Thinking Skills (Occurrences: 52)

**Government of Canada Job Board Competencies:**

- Analytical Ability / Skills / Thinking (Occurrences: 54)
- Conducting / Managing Research (Occurrences: 25)
- Information Gathering and Data Analysis (Occurrences: 21)
- Problem Solving and Decision Making (Occurrences: 11)

**Professional Development**

**Definition:**

There is no official definition of professional development provided in the job advertisements and as they were all retrieved from different employers a single employer provided definition is not available. This category included
characteristics such as a demonstrated interest in pursuing continued professional development opportunities or involvement in professional associations. It also included any experiences that demonstrated a commitment to or passion for libraries and librarianship.

**Individual Competencies Included in this Category:**

**Library Job Board Competencies:**

- Commitment to and Passion for Libraries (Occurrences: 2)
- Committed to Continuing Professional Development (Occurrences: 15)

**Program Delivery and Management (Project or Program Implementation, Coordination and Administration)**

**Definition:**

The Government of Canada describes the technical competencies of planning, organizing and/or monitoring in terms of a cluster of related skills and knowledge. The skills and knowledge included in this competency are:

- Plan, organize and/or monitor one’s own work or the work of others to ensure achievement of desired results.
- Identify activities and/or assign resources (human or other resources) for one’s self or the team to meet objectives in optimal fashion.
- Establish goals and objectives that align with the Corporate Business Plan and meet the needs/targets set by their work area.
- Report on results to promote accountability and taking action as appropriate. (Canada Revenue Agency 58)

**Individual Competencies Included in this Category:**

**Library Job Board Competencies:**

- Program or Service Monitoring and Evaluation (Occurrences: 10)
- Program or Service Planning, Development and Delivery (Occurrences: 20)

**Government of Canada Job Board Competencies:**

- Meeting, Working Group or Committee Management (Occurrences: 8)
- Program Evaluation / Performance Measurement (Occurrences: 6)
- Project or Program Implementation, Coordination and Administration (Occurrences: 51)
Providing Advice and Recommendations

Definition:

Providing advice and recommendations does not have an official definition in the Government of Canada competency literature and this may be due to the fact that fulfilling this competency criterion requires a range of related skills. These skills include knowledge and experience in a given subject area as well as analytical and problem solving skills to be able to determine a recommended course of action; strong communication skills to be able to articulate recommendations to others; and confidence, as these recommendations and advice must frequently be made to senior managers.

Individual Competencies Included in this Category:

Government of Canada Job Board Competencies:

- Providing Strategic Advice, Guidance and Recommendations (Occurrences: 64)

Research and Reference (Research, Analysis and Problem Solving)

Definition:

The Government of Canada defines research as “the ability to acquire a greater understanding of a subject under study through the application of formal research methodologies such as those used in the pure, applied and social sciences or the fields of law, statistics, business or education. It may involve one or more of the following:

- Systematic gathering and analysis of reliable, relevant and verifiable information;
- Testing of hypotheses/models/theories
- Drawing conclusions or developing recommendations
- Planning, initiating, and managing research projects” (Canada Revenue Agency 59)

Individual Competencies Included in this Category:

Library Job Board Competencies:

- Familiarity with Scientific Research Process (Occurrences: 2)
- Information Literacy (Occurrences: 2)
- Reference / Information Services (Occurrences: 9)
- Research (Occurrences: 31)
- Scholarship Publication / Presentation History (Occurrences: 15)
**Government of Canada Job Board Competencies:**

- Analytical Ability / Skills / Thinking (Occurrences: 54)
- Conducting / Managing Research (Occurrences: 25)
- Information Gathering and Data Analysis (Occurrences: 21)
- Problem Solving and Decision Making (Occurrences: 11)

**Teaching, Training and Instruction (Training)**

**Definition:**

A Government of Canada competency dictionary developed and published by the Canada Revenue Agency uses the term “Developing Others” to describe this competency. This is defined as “fostering the learning or development of others with an appropriate level of needs identification to meet individual and organizational development needs in a continuous learning environment [and it includes the following activities]:

- Providing task-specific direction
- Providing instruction relative to technical skill acquisition
- Providing guidance to influence behavioural change
- Facilitating comprehensive employee development” (Canada Revenue Agency 29)

**Individual Competencies Included in this Category:**

**Library Job Board Competencies:**

- Assessment or Evaluation of Training Programs (Occurrences: 2)
- Delivering Training, Instruction or Teaching (instructional skills) (Occurrences: 42)
- Developing Training, Teaching, Instruction or Mentoring Programs (Occurrences: 11)
- Experience with Online Learning Tools and Techniques (Occurrences: 8)

**Government of Canada Job Board Competencies:**

- Coaching, Mentoring and Development (Occurrences: 5)
- Delivering Training (Occurrences: 19)
- Designing or Developing Training (Occurrences: 11)
- Training Skills (Occurrences: 3)
Teamwork and Interpersonal Skills / Teamwork and Interpersonal Skills

Definition:

The Government of Canada defines team leadership as “engaging others and guiding them while being accountable for the achievement of organizational goals and objectives” (Canada Revenue Agency 45). This includes:

- Informing the team
- Encouraging team input and using authority fairly
- Enhancing the team’s effectiveness
- Positioning the team within the organization (Canada Revenue Agency 45)

The Government of Canada also provides a definition of teamwork and cooperation. It defines teamwork and cooperation as “being part of a team and working cooperatively with team members toward a common goal” (Canada Revenue Agency 48). This includes:

- Participating in team processes
- Assisting the team
- Encouraging others to collaborate with the team
- Fostering a cohesive team (Canada Revenue Agency 48)

Finally, the Government of Canada includes competency categories for both interpersonal skills and relationship and network building skills. The Public Service Commission of Canada lists empathy, consensus building, networking, persuasiveness, negotiating, diplomacy, conflict management (resolving conflict), respecting others, and being a team player (Public Service Commission of Canada, para. 6) as interpersonal skills. The Canada Revenue Agency describes relationship/network building as: “building and maintaining effective and constructive working relationships, partnerships or networks of contacts with people who are, or might someday be, instrumental in achieving work-related goals [and include the following activities in this competency definition]:

- Maintaining relationships within current network
- Creating new working relationships
- Networking to address future issues
- Strategically expanding network (Canada Revenue Agency 38)

Individual Competencies Included in this Category:

Library Job Board Competencies:

- Advice and Consultation (Occurrences: 4)
• Collaboration / Collaborative Efforts / Outreach / Community Development (Occurrences: 26)
• Conflict Resolution (Occurrences: 1)
• Interpersonal Skills (Occurrences: 30)
• Liaise / Relate / Interact with Diverse Populations (Occurrences: 6)
• Relationship Skills / Relationship Building / Develop Relationships (Occurrences: 14)
• Team Leadership (Occurrences: 4)
• Teamwork (Occurrences: 29)

**Government of Canada Job Board Competencies:**

• Collaboration and Consensus Building (Occurrences: 7)
• Conflict Management and Dispute Resolution (Occurrences: 3)
• Interacting / Working with Various Stakeholders (Occurrences: 17)
• Interpersonal Skills / Awareness / Understanding (Occurrences: 21)
• Liaising, Consulting and Negotiating (Occurrences: 36)
• Relationship / Partnership Building and Maintenance (Occurrences: 18)
• Team Leadership and Management (Occurrences: 18)
• Teamwork (Occurrences: 21)