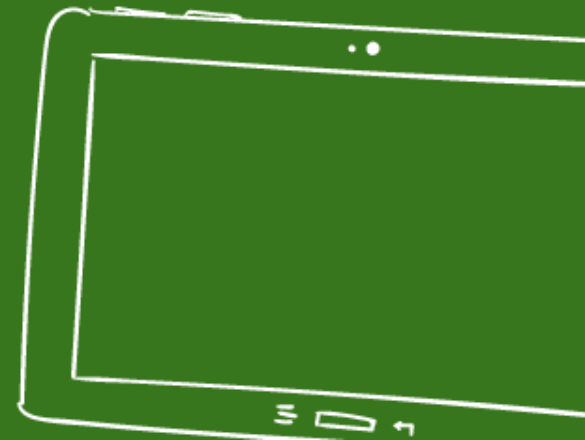


# TECHNOLOGY COMPETENCIES

AND HOW TO IMPLEMENT THEM





## AGENDA

- ❑ Who are we?
- ❑ What is a competency?
- ❑ What are 21st c. skills?
- ❑ Where do you start?
- ❑ How do you assess?
- ❑ Finding training
- ❑ Implementation and tracking

## YOUR PRESENTERS

Katherine Huddle  
Carmel-Clay Public  
Library

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# WHAT IS A COMPETENCY?



## Minimum Core Technology Competency Checklist

Below is a generic version of a Minimum Core Competency Checklist. This list was derived with the help of **Katherine Huddle and her team at the Carmel Clay Public Library**. Your individual checklist may vary depending on the needs and practices of your library. The best practice is to always know when and who to go to for help.

### COMPUTER BASICS

	Self-Assessment	Supervisor Assessment
Locate power buttons on CPU, monitor, printers, and receipt printer		
Know difference between log off, restart, and shut down in Windows and/or Mac		
Restart a frozen computer		
Print screen		
Log into library computers using staff log-in		
Insert and use flash drives		
Knows what 'the cloud' is		
Know how to get to library's website & major features		

### WINDOWS

	Self-Assessment	Supervisor Assessment
Minimize, maximize, resize, and restore windows		
Navigate, create & delete folders		
Open folders & documents		
Copy, paste, and drag and drop files		

[Get your own copy of this list:](https://goo.gl/NM5DGZ)  
<https://goo.gl/NM5DGZ>

# WHAT IS A COMPETENCY?



## Information Technology Core Competencies Checklist: Core I



Employee \_\_\_\_\_ Start Date \_\_\_\_\_ Completion Date \_\_\_\_\_

The following are the foundation Information Technology Core Competencies that are suggested for all PLCMC staff. The employee should check each item as competency is acquired or mark N/A for competencies that are not applicable.

- |                          |                          |   |
|--------------------------|--------------------------|---|
| ✓                        | N/A                      | <b>A. PLCMC Technology Overview</b>   |
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Familiar with basic structure, organization, and function of the Information Technology Department within the PLCMC organization.            |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Familiar with PLCMC rules of conduct regarding email and computer use.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Familiar with Core Competency Plan for PLCMC and with individual Core Competency Plan.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Can navigate through PLCMC Central and find information pertinent to job-duties.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Can log in to and navigate through MyHR. Can enter time sheet via MyHR.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Thorough understanding of PLCMC's Internet Use Policy for the public.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Familiar with CIPA and its implications for the library.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Knows how to complete and submit a request for CIPA block and unblock.   |
| ✓                        | N/A                      | <b>B. Basic Branch/Department Technology Knowledge</b>  |
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Knows branch (or department) logins and passwords.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Knows location of spare computer equipment (e.g. extra keyboards, mice, and toner cartridges) and how to request more when supplies are low. |

[From Public Library of Charlotte & Mecklenburg County](#)

# WHAT ARE COMPETENCIES?

- 1 = No experience; Theory/observed only  
 2 = Intermittent experience; < 5 times per year; Needs review  
 3 = Moderate experience; > 5 times per year; May need minimal resource  
 4 = Competent; Performs on a daily or weekly basis; Proficient

Skill Level	1	2	3	4
<b>General Surgery</b>				
AKA/BKA (amputation)				
Radical Mastectomy				
Abdominal-Perineal Resection				
Cholecystectomy (Open)				
Exploratory Laparotomy				
Appendectomy				
Laparoscopic Procedure-				
Cholecystectomy				
Appendectomy				
Hernia				
Nissan				
Colectomy				
Gastrectomy				
Inguinal / Ventral Hernia Repair				

Skill Level	1	2	3	4
<b>Cardiac / Thoracic / Vascular</b>				
Coronary Artery By-pass				
Mitral Valve Repair / Replacement				
Aortic Valve Replacement				
Multiple Valve Transposition				
Septal Defects				
Ventricular Aneurysm Repair				
Bring Back Heart				
Pericardial Window				
Intra-Aortic Balloon Insertion				
Heartport or Similar CABG				
Thoraco Approach Mid-Cab				
Aortic Arch Replacement				
Aortic Valve Conduit				
Mechanical Heart / LVAD				

Medical professionals really love them!



# WHAT ARE COMPETENCIES?



WebJunction + IMLS: <https://bit.ly/29QssDl>



## WHAT ARE COMPETENCIES?

- ❑ Specific skills/tasks.
- ❑ Needed to do a larger job.
- ❑ Needs to be evaluated.
- ❑ They are changing all the time!
- ❑ Clarifies and communications expectations.
- ❑ Created with input from board, admin, management and staff.





## WHY SHOULD I USE COMPETENCIES?

- ❑ Identify minimum requirements for new hires (can be an interviewing tool.)
- ❑ Articulate and standardize expectations.
- ❑ Capture knowledge from retiring employees.
- ❑ Identify departmental gaps and opportunities for growth.
- ❑ Makes performance review time easier. :)



WHY SHOULD I USE COMPETENCIES?

Helping someone  
improve  
is easier than  
replacing them!\*



## CULTURE CHANGE & GETTING BUY-IN.

- ❑ “I GET to learn “X,” not “*I HAVE* to learn “X.”
- ❑ Require a minimum amount of learning annually.
- ❑ Training time is paid time.
- ❑ Annual pay raise dependent upon completion.
- ❑ Chocolate helps. :)



## 21ST C. SKILLS

### **ICT (Information, Communications and Technology) Literacy**

#### ***Apply Technology Effectively***

- Use technology as a tool to research, organize, evaluate, and communicate information
- Use digital technologies (e.g., computers, PDAs, media players, GPS, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

[From IMLS](#) – “Museums, Libraries, and 21st Century Skills

# 2ST CENTURY SKILLS

## VIGO COUNTY PUBLIC LIBRARY Performance Review – All Job Classes

Name:		Job Class & Title:	
Review Period	June 1, 2017- May 31, 2018	Manager:	
<b>Job Knowledge:</b> Demonstrates proficiency in performing duties and responsibilities and is effective in applying professional knowledge and current methods to meet the needs of the library and community.			
Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unacceptable <input type="checkbox"/> <b>Additional Action :</b> Training <input type="checkbox"/> HR Counseling <input type="checkbox"/> Notes <input type="checkbox"/>			
<b>Employee Development:</b> Has thorough knowledge of library operations and professional capacity of position. Stays informed on current trends, issues, and practices. Pursues continuing education as it applies to position and seeks self-development and training of new job skills.			
Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unacceptable <input type="checkbox"/> <b>Additional Action :</b> Training <input type="checkbox"/> HR Counseling <input type="checkbox"/> Notes <input type="checkbox"/>			
<b>Judgment:</b> Makes sound and timely decisions in the best interest of the library - analyzes facts and reaches logical conclusions. Establishes appropriate goals and methods to meet organizational needs.			
Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unacceptable <input type="checkbox"/> <b>Additional Action :</b> Training <input type="checkbox"/> HR Counseling <input type="checkbox"/> Notes <input type="checkbox"/>			
<b>Critical Thinking:</b> Engages in constructive problem solving by objectively considering multiple aspects and ramifications of potential solutions. Uses critical thinking when developing ideas that increase effectiveness of library services and improves performance, processes, and productivity.			
Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unacceptable <input type="checkbox"/> <b>Additional Action :</b> Training <input type="checkbox"/> HR Counseling <input type="checkbox"/> Notes <input type="checkbox"/>			
<b>Adaptability:</b> Adjusts effectively and positively to change and supports implementation of new initiatives and processes.			
Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unacceptable <input type="checkbox"/> <b>Additional Action :</b> Training <input type="checkbox"/> HR Counseling <input type="checkbox"/> Notes <input type="checkbox"/>			
<b>Teamwork:</b> Works collaboratively and assists teammates to support the workflow and goals of all departments. Models inclusiveness and listens to, respects, and considers the ideas and perspectives of colleagues. Is flexible and able/willing to work in various roles.			

<https://goo.gl/hhrsza>



## WHY SHOULD I USE SOFT SKILLS/21ST C. SKILLS?

- ❑ Emphasis not on specific things a person needs to know, rather on their ability to be adaptable and learn new things
- ❑ Provides a baseline of attitudes and mindset that every employee should have.
- ❑ Hard skills are a lot easier to teach.



CAN'T YOU JUST TELL ME WHAT TO DO?

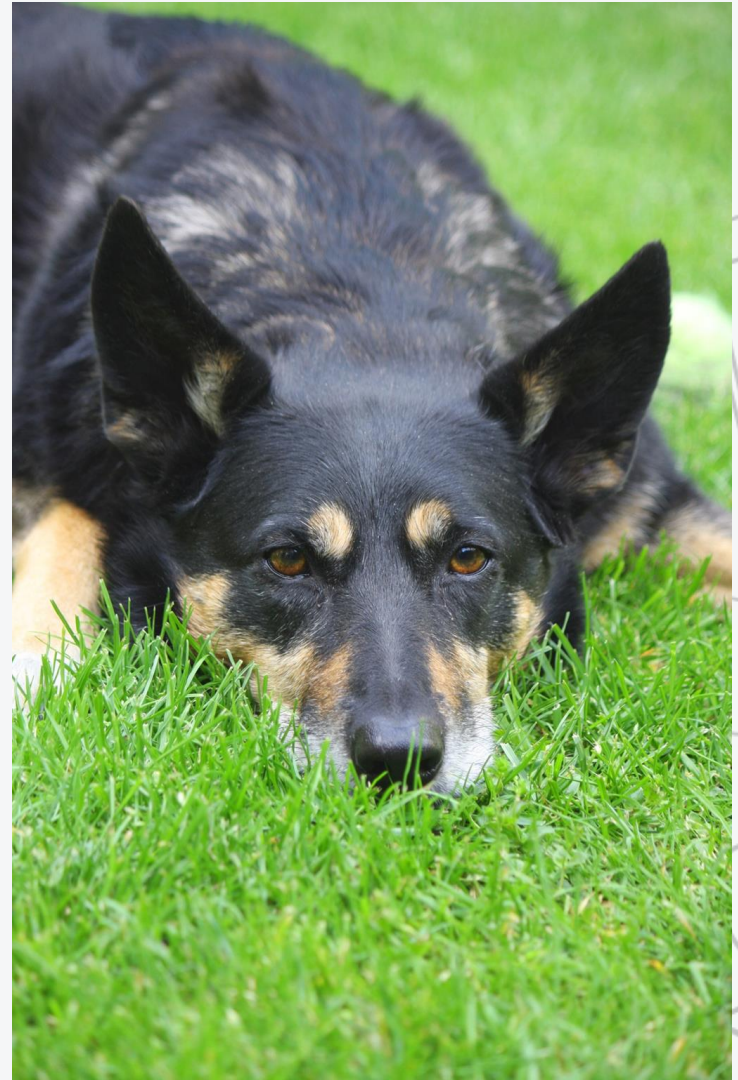


# START AT THE VERY BEGINNING

Job Descriptions!

If you have them,  
update them.

If you don't have  
them, create them.





# DEVELOP YOUR POLICY AND PROCEDURE

Soft Skills?

Competencies?

How often?

Rating tools?

Consequences? (more about that later)

# WHAT VCPL DOES (SOFT SKILLS)




## Use of Technology, Employee Development, Professional Capacity, and Initiative

NEEDS IMPROVEMENT	SATISFACTORY	ABOVE SATISFACTORY
Infrequently uses feedback, generally does not change behaviors in response to it	Receptive to feedback; often uses feedback to improve performance	Consistently solicits feedback from supervisor, colleagues and/or supervisees to improve individual performance
Has difficulty learning and/or applying new skills and knowledge effectively	Utilizes new skills, technology, and/or emerging theories and practices to improve work quality & efficiency	Explores and implements new skills, technologies and/or advances in field to improve quality & efficiency
Infrequently pursues developmental opportunities related to job skills	Seeks opportunities for continuous learning	Engages in regular self-reflection to assess personal and professional needs
Does not always identify and address needs for improvement	Identifies areas for self improvement and sets and achieves goals to address those areas	Demonstrates continuous improvement in self and inspires others toward it
		Has exceptional skills in mentoring and coaching and is sought out by others




<https://goo.gl/4FaZiG>



# WHAT CARMEL-CLAY DOES (COMPETENCIES)

 CCPL Skills Assessment Survey 2018 [Reference Department Librarian, Level 7] ☆  

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	A	B	C	D	E	F
1	<b>Tech Skills Assessment - Carmel Clay Public Library</b>					
2						
3	<b>Name</b>					
4	<b>Date</b>					
5						
6	<p>Please rate your skills on the following topics on a scale from 1-5, with 1 being <i>no knowledge</i> of the topic and 5 being <i>so skilled</i> on the topic you could teach someone else how to perform this task. Please enter your rating number into the box in <b>Column A</b>.</p> <p>This survey will auto-save. You do not need to do anything after you are finished with the survey. Thank you!</p>					
7	<b>Computer Basics</b>					
8						
9		Know location of power buttons on CPU, monitor, printers, and receipt printer				
10		Know difference between log off, restart, and shut down in Windows				
11		Know how to turn a frozen computer off to restart				
12		Know how to print screen				
13		Know how to log into library computers using public login accounts or staff log-in				
14		Know how to insert and use flash drives (save to & attach files from emails)				
15		Know how to use and instruct patrons to use self-checks				
16		Know when and who to go to for help				
17		Asks for help when needed				
18		Knows what "the cloud" is				

Customize for Your Library: <https://goo.gl/QitejU>



FINDING TIME FOR TRAINING.

**“But we don’t  
have time to get  
our work done as  
it is!”**





## FINDING TIME FOR TRAINING.

- ❑ *You have to schedule it.*
- ❑ Start small – 15 minutes per week!  
Work up to 30, 60 minutes.
- ❑ Lynda.com courses come with transcripts, closed captioning and can be viewed on the desk.
- ❑ Managers supporting staff to provide time for training!
- ❑ Micro-learning: chunk it into smaller segments.

# TRACKING TRAINING

Doesn't have to be complicated. Start simple!

Staff Continuing Education Tracker - Individual ☆

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	A	B	C	D	E	F	G
1							
2			<b>Continuing Education Tracker - 2018</b>				
3			IT Department - Huddle, Katherine				
4			<b>Name of Training</b>	<b>Date</b>	<b>Length</b>	<b>Format</b>	<b>Provider</b>
5	1		Understanding Power, Identity, and Oppression in the Public Library	12/5/2018	1.00	Webinar	PLA
6	2		The Future of Learning and Work - By Design	12/5/2018	1.00	Webinar	TrainingMagNetwork
7	3		Hoopla Development and Roadmap	12/5/2018	1.00	Webinar	PLA
8	4		Kirkpatrick Training Evaluation Doesn't Have to be As Formal As You Think	12/7/2018	1.00	Webinar	TrainingMagNetwork
9	5		Microlearning and Manager Training	12/7/2018	1.00	Webinar	TrainingMagNetwork
10			<b>TOTAL =</b>	<b>5.00</b>			

Free Tracking Template: <https://goo.gl/BH41kE>



## DEVELOP A PLAN

**“A goal without a plan is just a wish.”**



## EVALUATING PROGRESS

- ❑ Individualized Learning Plans (ILPs.)
- ❑ Performance Improvement Plans.

Remember to set SMART goals

- ★ Specific
- ★ Measurable
- ★ Achievable
- ★ Relevant
- ★ Time-Bound

# CREATE A LEARNING PLAN.

ILP Template ☆

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Staff Name

### Individualized Learning Plan (ILP)

● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

<b>Learning Objective:</b> Identify where to locate downloaded books in the OverDrive app.		
<b>Actions:</b>	<b>Target Date</b>	<b>Date Complete</b>
1.		
2.		
3.		
<b>Criteria for Success:</b> (Name) will successfully be able to identify where downloaded books are located in the OverDrive app and will <u>verbalize and physically demonstrate</u> to a patron how to accomplish this task.		

<b>Learning Objective:</b>		
<b>Actions:</b>	<b>Target Date</b>	<b>Date Complete</b>
1.		
2.		
3.		
<b>Criteria for Success:</b>		

Customize for Your Goals: <https://goo.gl/Z88NjC>



## TIPS FOR IMPROVEMENT & PERFORMANCE PLANS

- ❑ Develop continuous feedback. *It should never* be a surprise if someone is struggling.
- ❑ Make employee accountable, but also be a human. Change is hard.
- ❑ Involve employee in solution/finding training. *(They'll be more involved/committed!)*
- ❑ Document.
- ❑ Communicate, communicate, communicate.
- ❑ Follow through.





## YOUR QUESTIONS

How do you check up on staff's continuing technology education? We have an assessment at hiring, but following up with check-ins on 'weak areas' (per the hiring assessment) etc, often fall by the wayside. We also don't make mastering these part of annual reviews (at least not to my knowledge).

From a management point of view, we need to measure our competencies and then have staff proceed to either catch up or move ahead. What's the best way to do this without boring all the people who are on top of technology and their own personal learning?

The background features a collection of light gray line drawings. At the top left is a portion of a computer keyboard. To its right is a USB drive. Further right is a pen and a notepad with a sketch of a face. At the bottom left is a coffee cup on a saucer with a spoon nearby. At the bottom center are a pair of glasses. At the bottom right is a smartphone, a small square object, and a pair of earbuds with their cables.

GO FORTH...AND ESTABLISH BASIC TECH COMPETENCIES!

**“An investment in  
knowledge pays the  
best interest.”  
– Benjamin Franklin**



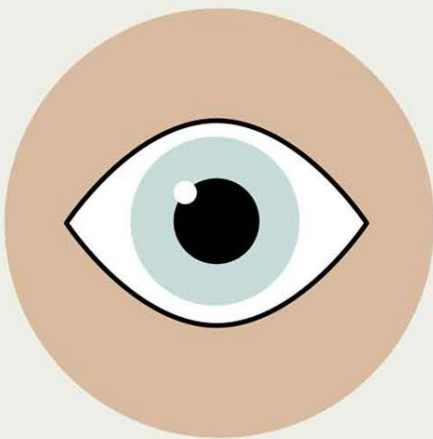
## THE EMPLOYEE DEVELOPMENT CYCLE

1. Create or adopt competencies/skills.
2. Roll out to staff.
3. Employees self-assess, reflect.
4. Supervisors assess direct reports.
5. Post-assessment conversations between supervisors and direct reports.
6. Employee and supervisor work together to create plan.
7. Employee pursues approved learning opportunities outlined in plan.
8. Supervisor checks in throughout the year to monitor progress, offer feedback.
9. Reassess! Reflect some more.

# FIND TRAINING!

❑ How does your staff learn best?

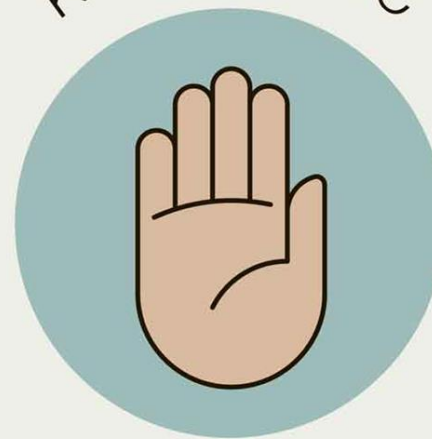
VISUAL



AUDITORY



KINESTHETIC





## FIND TRAINING!

- ❑ WebJunction
- ❑ TechSoup Webinars, Cookbooks
- ❑ Lynda.com
- ❑ Gale Courses
- ❑ GCFLearnFree
- ❑ Khan Academy
- ❑ DigitalLearn.org
- ❑ TechBoomers.com
- ❑ Alison.com
- ❑ Ted Talks & More!

**Get the full list  
here:  
<https://goo.gl/8AoaB>**



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