European Council of Information Associations (ECIA)

EUROGUIDE LIS

Volume 1

Competencies and aptitudes for
European information professionals

Second entirely revised edition

Produced with the support of the European Commission,
as part of the Leonardo da Vinci program.

ADBS Éditions

2004

This publication is volume 8 in a series of Professional Guides issued by the (French) Association of Library and Information Professionals (ADBS).

The ADBS has formerly published several successive editions of guides outlining the skills needed for information professionals, first for a French (in 1995 and 1998) and then for a European public (1999). These past versions are now obsolete and only the present version (2004) should be used. It has been available online on the ADBS website (www.adbs.fr) from the summer of 2004.

This new edition of the guide of competencies and aptitudes is being published simultaneously with a guide concerning qualification levels for information professionals, Volume 2 of the *Euroguide LIS* series. The two volumes must be sold as a unit.

A taxonomy of typical occupations in information services in France has also been compiled in a guide, the last edition of which (2001) is the only one available until the publication of a new and revised draft (in preparation). The 2001 edition on typical occupations presents several disparities with the revised guide of competencies that a new edition of the occupation guide will certainly clear up.

List of published guides:

Guide interentreprise pour la caractérisation des profils de compétence des professionnels de l'information et de la documentation. Première partie : caractérisation des savoirs et savoir-faire. Guide n° 5[-1], 1995 (out of print)

Compétences et emplois des professionnels de l'information et documentation. Deuxième partie : les emplois-types. Guide n° 5-2, 1996 (out of print)

Référentiel des métiers-types et compétences des professionnels de l'information et documentation. Nouvelle version révisée (mars 1998). Guide n° 05, 1998 (out of print)

Euroguide LIS : a guide to Competencies for European Professionals in Library and Information Services, by the European Council of Information Associations (ECIA). Guide n° 7, 1999 (out of print)

Référentiel des métiers-types des professionnels de l'information et documentation, par l'Association des professionnels de l'information et de la documentation (ADBS), commission Métiers et qualifications. Guide n° 05, 2001

Euroguide LIS. Volume 2 – Levels of Qualification for European Information Professionals, by the European Council of Information Associations (ECIA). Guide n° 9, 2004. Also available on the ADBS website : www.adbs.fr

ISBN 2-84365-073-9 – ISSN 1263-9265

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FOREWORD

This second edition of the guide of competencies for information professionals is, as was the first edition 5 years ago, a collective work inspired by the European Council of Information Associations (ECIA) [see table/figure page XX]. Today, this council is comprised of nine professional associations from a similar number of countries of the European Union.

In 1997, the ECIA undertook the initiative for the project DECIDoc (Développer les eurocompétences pour l'information et documentation). It proposed this project to the European Community Commission and obtained partial financing for the project under the auspices of the Leonardo da Vinci program. Six members of the ECIA assumed the responsibility of being partners in the consortium that was charged with insuring the realisation of the project. These six have been joined by national professional associations in three other European countries. Project management was assumed by the French association ADBS.

The DECIDoc project lasted from the end of 1998 to the first weeks of 2001. The first of three principal steps it undertook during its three years of existence was the realisation of a European-wide inventory of competencies that professionals of information put into action in the various trades that they exercise. This first element is the foundation on which the next steps were constructed and on which the project relied throughout. It must be added that the realisation of this taxonomy was facilitated by the experience that the ADBS already has in this field. In particular, the ADBS had already written and published (between 1995 and 1998) several guides concerning typical occupations and aptitudes on a national scale, even before initiating this European project. Increasing the dimension required a modification of the perspective, and a relative study characteristics that are uniquely national with, as a counter balance, the search for common values in the different countries.

In so doing, the authors of the *Euroguide* of 1999 quickly understood that they had not gone far enough; the European character of the skills that they had identified was not demonstrated clearly nor rigorously enough. They needed an opportunity to increase their analysis and to explain further some central questions. Above all, they knew that their work would be outdated the moment that the results were published. The reason and utility for such a guide is to describe and explain the reality of a precise moment, that is, the moment in which it was written, in the most transparent way possible. It does not describe the future, even if it is legitimate for instructors as well as training and education managers to make forecasts about future professionals and what should be expected from them in five or ten years so that their students are prepared to fill the place that awaits them. Indeed, it is their responsibility when they design their curriculum. But, the guide is not a forecasting tool, nor should it only reflect the reality of the past either. We are in a quickly changing world, innovative technologies appear and only merit the term "new" for a half a dozen years before they are relegated to the museum of those technologies which we speak of with respect but no longer use.

In other words, such a tool as this guide cannot play a real role unless it is constantly validated by its use and kept updated. The associations which were responsible for the publication of the 1999 edition of the Euroguide knew this, and from the year 2000 they began to set up a system to observe the evolution of the information profession and the competencies that are required. The Standing Committee for the Euroguide Follow-up (SCEF) also collected user requests and propositions of all different types, with the objective to make corrections and modifications quickly to the most recent edition, and also to prepare a new edition.

This committee only really began functioning correctly at the end of 2002. At this time, it was assisted by the beginning of another related project, the CERTIDoc: "Pour la certification européenne des professionnels de l'information-documentation", for which the creation of an updated guide of competencies was a. necessity. Evaluating the competence of candidates for certification represents one of the major uses of such a guide of competencies, even though the guide was also conceived for other purposes, none of which should be a detriment to the other. The SCEF, acting as an independent organisation under the aegis of the ECIA and financed thanks to the generous support of the member associations that cooperate with the ECIA (ABD/BVD, ADBS, ASLIB et DGI), recognized that it was up to it to respond to this demand and it undertook this project.

At the beginning, it was simply an updated version, correcting the mistakes or awkward passages that were observed in the 1999 edition, as well as renewing the terminology and taking into consideration new technologies and new work methods. However, the teams involved in this work soon understood that this was not sufficient to create a satisfactory tool and they undertook a more fundamental revision to such a point that in the spring of 2003, the SCEF decided on a radical transformation and to prepare, in fact, a second edition. From this moment on, the project was coordinated by the author of these words.

It is thus in this form that the new edition is presented. Its differences with the precedent version are numerous; they are described and explained in the Presentation chapter (pages XXX and following). The numerous co-authors of this work, of course, hope that this guide will be useful. They also wish that the associations responsible for the project, and others that could join this group, won't wait another five years to offer their public a new edition, but will immediately make the effort to create a working group that will maintain and update this guide on a permanent basis.

Jean Meyriat

E C I A

The European Council of Information Associations (ECIA) was created in 1992 as the continuation of a more informal organisation, the Western European Round Table on Information and Documentation (WERTID), which has been in existence for twenty years.
According to the Statute dated 23rd October 1992, article 3, the ECIA is an association of associations situated within the European Union and treating questions concerning LIS posed in these countries. It has the following objectives:

a) To support and promote the common interests of its members and to represent them with regards to concerned intergovernmental organisations, in particular those of the European Union;
b) To facilitate and insure the collaboration between its members;
c) To highlight the importance of information and promote the consciousness of its value as an essential resource to organisations of all sorts and especially for economic development;
d) To assist the development of information policy within the European Union;
e) To overcome barriers, linguistic and otherwise, that limit of use of information in EU countries;
f) To develop in Europe the sector of Information and LIS management through its teaching and training ;
g) To aid the diffusion of information to all of the countries of the EU.

ECIA Member Associations (from 31 March 2004)

Belgium	**Finland**	**France**
Association belge de documentation / Belgische Vereniging voor Documentatie (ABD/BVD) http://www.abd-bvd.be	Tietopalveluseura = Finnish Association for Information and Knowledge Specialists http://www.tietopalveluseura.fi	Association des professionnels de l'information et de la documentation (ADBS) http://www.adbs.fr
Germany	**Italy**	**Portugal**
Deutsche Gesellschaft für Informationswissenschaft und Informationspraxis (DGI) http://www.dgi-info.de	Associazione italiana per la documentazione avanzata (AIDA) http://www.aidaweb.it	Associação Portuguesa para a Gestão da Informação (INCITE) http://www.incite.pt
Spain	**Sweden**	**United Kingdom**
Sociedad espanola de documentacion e informacion cientifica (SEDIC) http://sedic.es	Swedish Association for Information Specialists (TLS) http://www.tls.se	Association for Information Management (ASLIB) http://www.aslib.com

USER'S MANUAL FOR THE EUROGUIDE

This Euroguide was created by professionals with a European perspective. The competencies and aptitudes that different specialist occupations in LIS (e.g.: archivist, librarian, information officer, monitoring specialist, etc) demonstrate, have been identified and compared.

As such, this tool is designed for a variety of audiences – working LIS professionals, employers and recruiting agencies, people who want to pursue this profession or instructors. In addition, the guide can be used for different purposes – writing a CV, developing an existing job (title, specifications and position), self evaluation, developing pedagogic curriculum…

Using it effectively supposes an understanding of all of its components: a list of thirty-three fields of expertise, divided into five groups (four primary groups and one specific group), and another twenty aptitudes, grouped into six possible orientations. These provide the body of the guide which is then completed first by a glossary to define the meanings of the terms chosen here and an index to facilitate research.

Thirty-three fields of expertise, divided into five groups

1. **Group I – Information**: This is "the heart of the profession" of LIS, that is, the fundamental fields of expertise which an information professional must have, at least on a moderate level.
2. **Group T – Technologies**: This field translates the necessary expertise in information technology and the Internet.
3. **Group C – Communication**: Necessary to occupations in LIS, the expertise of communication is indispensable and so linked to information that they are necessary for any LIS professional to have. These competencies permit them to be informed and active spokespersons for professionals of internal and external communication in a company.
4. **Group M – Management**: equally indispensable for information professionals in the global management of information and activities. These competencies permit them to be informed and active interlocutors of budget management, marketing, human resources and training.
5. **Group S – Other scientific knowledge :** This particular group takes into account the competencies associated with the users' sectors or with highly specialised information or documents that need to be treated.

Each field of expertise is defined through examples given from different constituents of the LIS profession

1. The following examples of tasks or activities were selected based on their representative quality of a particular competency at a certain level. For example, the activity of "proficiency of advanced functions of search engines and meta-search engines" was considered representative of level 3 in the competency of Information Seeking. (I07).

2. In addition, these examples were designed to cover the diversity of professional situations related to various occupations. In this way, in the field I04, "Management of content and knowledge", the first examples of levels 2 and 3 voluntarily mix the names of norms for describing documents or those of work instruments common to archivists, librarians or information officers. Or, in field I03, "The law of information", the examples of activities or tools belonging to LIS are mentioned by employing terms borrowed from legal or IS professional terminology.

For each of the fields of expertise, the examples and their analysis were organised by level

Professionals do not always have the same level of competence. Here, four degrees have been recognised as characteristic of each level:

1. **Level 1**: the professional who uses the available tools and possesses the basic knowledge of the field (essential vocabulary, ability to execute certain simple tasks).

2. **Level 2**: the professional who is proficient in the basic tools, performs specific and repeated tasks, capable of collaborating with specialists in the concerned field by using practical know-how. He has a technique for interpreting and expressing the needs that he encounters which permits him to propose improvements or to conceptualise new services.
3. **Level 3**: the professional who knows the techniques of the profession, how to talk about them and how to use them. He is capable of interpreting a situation and making judgements that imply adapting to the situation at hand or creating new tools.
4. **Level 4:** the professional who masters the methodology, which permits him to create new systems, to audit and to manage information within his company or in a network.

Attention: A professional can develop, in the context of his different professional experience, disparate levels of competence in various fields. He may even have no competence in several of the thirty-two basic fields. For example, a monitor or an expert in information seeking and resource evaluation may only have limited competence in collection management.

Another means of access proposed: index

The index is designed to help identify the field of expertise by the specific vocabulary of the profession: tools, methods, activities… It refers the reader directly to the appropriate field of competence. The field may treat a certain theme mentioned in the index without using the particular word given.

Twenty aptitudes complete the list of the fields of expertise

1. To perform professional activities, aptitudes and competencies must be associated.
2. States of mind oriented towards the development of various types of relationships, these aptitudes are often overlooked. However, their potential utility is obvious and analysis often demonstrates that their association with certain competencies is necessary to the efficient realization of a particular activity. For example, professionals often consider the aptitude "an enquiring mind" complementary to the proficiency of research tools in order to efficiently seek information (texts, documentation).
3. It is interesting to remark that though the professionals who helped write this *Euroguide* come from different countries, they were able to agree on a list of twenty global aptitudes and their definitions which appear to be the most relevant to exercising this profession.

Summary of the fields of expertise and principal aptitudes

THIRTY-THREE FIELDS OF EXPERTISE[1]	TWENTY PRINCIPAL APTITUDES[1]
Group I – Information I01 – Relations with users and clients I02 – Understanding the LIS environment I03 – Application of the law of information I04 – Contents and knowledge management I05 – Identification and validation of information sources I06 – Analysis and representation of information I07 – Information seeking I08 – Management of collections I09 – Enrichment of collections I10 – Material handling of documents I11 – Organisation of site and equipment I12 – Conception of products and services **Group T – Technology** T01 – Computer based design of information systems T02 – Computer based development of applications T03 – Publishing and editing T04 – Internet technology T05 – Information and computer technology **Group C – Communication** C01 – Oral communication C02 – Written communication C03 – Audiovisual communication C04 – Computerized communication C05 – Using a foreign language C06 – Interpersonal communication C07 – Institutional communication **Group M – Management** M01 – Global management of information M02 – Marketing M03 – Sales and diffusion M04 – Budgetary management M05 – Project management and planning M06 – Diagnosis and evaluation M07 – Human resources management M08 – Management of education and training **Group S – Other scientific knowledge** S01 – Additional fields	**A – Personal Relations** 1 – **Autonomy** 2 – **Communication skills** 3 – **Availability** 4 – **Empathy** 5 – **Team spirit** 6 – **Sense for negotiation** 7 – **Teaching skills** **B – Research** 1 – **An enquiring mind** **C – Analysis** 1 – **Analytical ability** 2 – **Critical ability** 3 – **Ability to synthesise** **D – Communication** 1 – **Discretion** 2 **– Responsiveness** **E – Managing** 1 – **Perseverance** 2 – **Rigour** **F – Organising** 1 – **Adaptability** 2 – **Foresight** 3 – **Decisiveness** 4 – **Initiative** 5 – **Sense of organisation**

[1] Within each of the six identified orientations, the order of appearance of the names of aptitudes appears arbitrary. However, in fact, it reproduces the alphabetical order of the original French names of these aptitudes, thereby maintaining a closer rendering between the versions of the text both languages. This apparent disorder is of no consequence to understanding the content expressed.

PRESENTATION

In 1999 the ECIA took the initiative for the first time to offer its public a guide of competencies (expertises) in information which was wholly European in its conceptualisation and its realisation instead of being nationally focused as already existed.

A guide is a well thought out and validated index of typical items in a particular field, to which one can refer in order to localise and characterise real events in a comparative way. The items to which we refer here are competencies, and the field is what we call LIS, which designates a sector of professional activity.

The object of this publication is therefore clearly set out, though one must still specify the content of the words we use to define it. Indeed, this was the same goal as defined in 1999 in the first edition of the *Euroguide*. However, there are significant differences between the two editions. Some of the terminology has changed its meaning, or rather, we have given these terms new significations because our vision of the world has changed. This requires an explanation.

An evolving profession

The profession concerned, that of library and information services (LIS), still fulfils its fundamental mission. That is, it is responsible for finding (and knowing how to find) information of professional use, treating this information in order to increase its quality, managing it and making it easily accessible, as well as transmitting the information to those who need it, be they users or clients.

However, even if its mission is still the same, the means to fulfil it have rapidly evolved. New and ever more proficient technologies which have invaded the work environment are also available to professionals in LIS. The risk is, in fact, that the attention given to these necessary technological innovations will undermine the reason for the existence of LIS and what it should accentuate: the informational content of documents, reports, theses, etc. At the same time, the profession is under pressure and obliged to evolve due to the increased level of social demand. Information has become an indispensable commodity to the development of any modern society, and thus, a sought after and exploited commodity. It has powerful stakes even before the advent of the information society that we speak of so often.

One consequence of the changes the information profession must undergo is the multiplication of so called “new occupations”, whose boundaries are not yet clearly defined and whose titles are not quite stable – to such a point that some of them, already well established in North America, are still in their infancy in Europe and continue to use the English terminology even in countries generally known for their high level of linguistic pride and independence. For instance, the terms employed in France are “knowledge manager” or “records manager”. Nonetheless, other terms have been created using local languages, such as in French (again) there is “ *les chargés de recherche d’information*", “*les administrateurs de bases de données*", “*les responsables de la veille stratégique*", etc. Even if the content of each of these denominations is not wholly clear, it is obvious that they are useful.

In fact, the industry itself in certain aspects is already quite well established and has always been pluri-disciplinary. The accumulation of human knowledge and the diversification of means to attain it have only amplified a movement that has always existed. Frequently, new professions are often seen in hindsight as a pre-existing specialisation within another more traditional occupation. In this case, there is no rupture, nor reason for conflict. Yet, other times, a new school of thought, not finding its place within the dominant culture in the community from which it came provokes a schism, wherein the two resulting professions tend to compete with each other. This was long the case between certain librarians and information officers.

This means that even if the profession has changed considerably, our way of considering it has changed to an even greater extent. The European associations whose members were delegated to working together on the realisation of the *Euroguide* are convinced of the profound uniqueness of this profession as well as the originality of each specific expertise that it includes. The field and the means of action of an archivist, an information officer, etc, may well be different, as is their technical jargon or their relationship to the objects that they handle. However, in the end, the expertise that they must demonstrate, as well as the ethical principles to which they adhere, are fundamentally the same.

The associations involved in the *Euroguide* want this publication to reflect, or to clarify, simultaneously the expertise of one and the other. This task has not been easy. The foreword of the 1999 edition admits to its French origins, which explains the preponderant weight given to the activities and even the language of information

officers, as well as the proposed interpretation of the title. However, convinced that this guide will contribute to a European culture, the authors of the 2004 edition have, this time, systematically tried to go further in the same direction. Friends working in information sciences helped them. They wanted this European guide to be representative of all those who work in the information industry. They intend to come even closer to this goal in the (coming) third edition.

This desire to more broadly cover the whole of the competencies used in all occupations within the same profession paradoxically gives birth to that which appears as a difference between the titles, or rather the subtitles, of the English and the French editions. But the difference only actually exists between the semantic content of words which are written in the same way in both languages. That is, the word "documentation" is also English and may be found in dictionaries, glossaries or other reference books, but it is not used commonly. The most specific element of its content (common to both French and English) is conveyed adequately in English by the word "information". To have the same meaning the French writer would resort to the word "documentation", and this obligatory use of that word widens its meaning, so that it may indicate any professional activity practised, for instance in a library or elsewhere, to treat any kind of information medium (which we could call "documents"), or even more so data which are totally independent of any medium. In this way, it is fair to call people doing this work "information professionals". But it is not enough to give them a French title that is a liberal translation of the two English words. "Professionnels de l'information" would be ambiguous. As used in French, the word "information" has inherited a very vast meaning, designating even the work of journalists. This makes it necessary to add to it the word "documentation", bearing its present rejuvenated meaning. This is why the French compound term "professionnels de l'information-documentation" is the best equivalent to the English "Information professionnals"[2].

Who is this guide for?

Our current project, while remaining fundamentally the same as the earlier edition five years ago, can claim several innovations, other than the objective that we have mentioned above. Our goal is to identify the competencies that are necessary or useful to help professionals do their jobs well. We have grouped these competencies according to the nature of work practices, with distinctive fields of expertise. In each category we have classified them according to the degree of difficulty of the task at hand, from the least to the most difficult, by accepting the simple hypothesis that the more difficult a task is, the more competence it requires. In addition to this, it is necessary to add a list of aptitudes that can be expected from these same people. Although more difficult to evaluate than the competencies needed, these aptitudes are no less important as will be indicated subsequently.

The authors hope this publication will be useful for:

1. The general public so that it can understand the scope of the LIS profession, the activities involved and the expertise and aptitudes it requires;
2. The working professional wishing to understand his job better with the aim of identifying the expertise that he must acquire or improve to remain competitive;
3. The professional wishing to change professions or to improve his qualification, and who must rewrite his *curriculum vitae*;
4. The employer-recruitment officer wishing to define precisely the profile of any collaborator he would like to employ;
5. The young person seeking career advice who would like to know if he/she already has the aptitudes necessary for the LIS profession;
6. The professional wishing to improve his/her status by undertaking a training course where he/she will acquire supplementary expertise;

[2] This paragraph is not a translation of the original French text. In the original text, this section began with a comparison between a French phrase and its corresponding English expression. When the original sentence was then translate into English, the comparison no longer made sense. Therefore, present paragraph was specially written to replace it in the English edition. It conveys the same idea but seen from the opposite point of view.

7. The education and training manager who wants to improve his curriculum or instructors wishing to modernise their educational goals in order to adapt them more efficiently to the expectations and requirements of the professional environment;
8. The professional wishing to develop the competencies of users in order that he can evaluate their degree of « information culture » not only to disseminate this culture but also to tap into and use it.

Professional expertise: fields and groups

As in the first edition, competencies are understood to mean "the set of skills necessary to perform professional activity and the understanding of the professional behaviour which encompasses them". More concretely, this definition implies that professional practices are observable elements that provide a starting point for analysis – the activity itself is defined as "a coherent group of elementary tasks that contribute to a homogenous and conservable result".

For example: the material handling of documents. This activity requires numerous professionals to consecrate a certain more or less lengthy amount of their time (and in several cases all of their time). It seeks a "homogenous and conservable result", that of "filing, protecting, preventing degradation, restoring and communicating to the public the different media, whatever their nature", electronic or otherwise. Many different elementary tasks are involved, such as mending, protecting documents from theft, verifying the storage conditions, preparing binding, etc. It is not one activity, but rather a set of activities and tasks that, together, constitute a field of activity which is defined well enough so as to give it a title. Each of these tasks or activities requires their own expertise (or sub-expertise). They all make it possible to perform the activity relevant to the domain in question, which we could call the "field of expertise". The expertises (or sub-expertises) that are concerned, however, are no less available to be used elsewhere with other competencies, in order to meet the need for expertise in other spheres of activity.

The first edition of the *Euroguide* recognised and examined thirty of these fields. This edition treats thirty-three, divided into five groups.

Group I: Information is the most important field because it alone brings together twelve areas of expertise which constitute what one could call « the heart of the profession », that is all of the competencies that any information specialist should have, to a more or less great extent and in various work conditions, whether as a library assistant or the manager of strategic monitoring in a pharmaceutical laboratory. In this group we find the competencies necessary for both information treatment as well as those that apply to information media, because in practice, these two traditionally distinct poles are beginning to overlap. This intentional union should silence those who insist in separating these two facets of the work of an information officer.

The second *Group T: Technology* operates under a different logic. The five groups which it encompasses do not provide one essential function, each with its own orientation and precise methods. Rather, they are grouped because they use the same material and intellectual tools, essentially computers, arising from the development of new technology. This explains why the field "publication and edition" is included in this group. Indeed, editors have been more affected by the general adoption of computer technology in the process of publication than by the role this new technology plays in communicating information to the public.

Groups C and M are organised with more Cartesian logic. *Group C: Communication* recalls *Group I* because the notions of communication and information are interdependent and the means they use complimentary. Some readers may find it a bit simplistic to have granted as much space to such apparently banal and obvious competencies as knowing how to read and write in one's own language as well as in a foreign language(or several). But, those who have experienced how certain young graduates are contemptuous of such frivolousness will certainly conclude that though these skills may be modest, it is not pointless to consider their necessity, even if they are secondary to working with information.

Group M: Management seems to be borrowed from another discipline and is in fact taught as an independent discipline in universities throughout Europe. The reason why it is given it a considerable place here is the growing awareness that all human activity, in this case applied to information, must be managed and that the demands of management have repercussions on the quality of the information that one has to convey and on the means used for its conveyance.

Group S: *Other scientific knowledge* may be a bit surprising, especially because it has only one field of expertise called mysteriously "Additional fields". It is understood that the expertise here has not been evoked in any of the other thirty-two previous fields and what we want is not to put the emphasis on it, like adding another coat of varnish for extra shine. This field might imply an entirely different discipline from LIS, but an area in which the person is equally versed. In this way, he benefits from double competency, for example, a Doctor of

Pharmaceutical Science who becomes a certified IS manager. This double expertise will certainly attract job offers. However, this *Euroguide* can in no way help to evaluate his capacity as a pharmacist.

On the other hand, the evaluation possibilities offered by the S01 field may be welcomed by a candidate who, having to treat specialized information or documents, is required to mobilise other capacities that belong to an area outside of the 32 previously mentioned. He can validate this under the S01 category and thus increase his recognised value. For example an information professional who must, within his mission, search for or analyse information relative to chemical products or pharmaceuticals may accentuate his level of competency acquired in chemistry, and in particular, in the systems for molecule representation used in specialized data bases. Another person working on a collection of ancient documents may pride himself on his competencies and experience in palaeography. A professional collecting and treating information designed to supply a system of geographic information may put forward his knowledge and know-how related to representation techniques and coding topographic data or other metadata specific to the field of geography.

In cases like these, which go beyond the professional scope addressed by the *Euroguide*, the S01 field may provide a kind of meta-guide, a schema which is too abstract to be used as it is, but that can be formed by a large number of concrete situations according to the intellectual experience of the person who may use it. It is a kind of open door to yet undefined uses, but for which experience will clarify its utility.

Levels of competence

All of the competencies mentioned in this *Euroguide* are mentioned because they are useful to information professionals on the job or in special circumstances. This does not mean that all useful competencies are mentioned nor that the IS professional must have all of these mentioned qualities. Not everybody possesses them, or at least not to the same degree, as experience shows. If one classified the members of a group according to their greater or lesser competency in a certain field, the classification would change with each new field.

Here, these competencies are not theoretically described. Rather, they are, as a rule, illustrated with examples chosen from real situations demonstrating how, when faced with a specific situation or question, a professional having the required competency responds in a specific manner. Therefore, according to the complexity of the question, it is possible to evaluate the degree of competence by the response given. It is then possible to organise the answers into different classes that represent approximately the same level of difficulty and therefore reveal the same degree of competence. As such, the examples provided have been organised by class to illustrate each area of competence, that is, each of the domains of professional practice in which a competency is necessary to respond efficiently. It must be reiterated that these are examples, chosen as typical either of a cross-section of the work involved in the IS profession, or of a specific occupation. Though the examples are numerous, it is impossible to represent all of the practices or occupations that one encounters in one field of competence, and it is possible that these examples could be replaced by others. It must be said then, that all of the examples provided for a given area of competence cannot cover all of the different aspects of this field.

In this *Euroguide*, the examples given for each of the thirty-three fields of expertise have been arranged in four categories which correspond to the professional situations most frequently encountered. Otherwise said, all of the examples of what a professional should be capable of doing are grouped into four levels according to their difficulty. The professional is considered competent at level X in a certain field if he or she demonstrates the ability to meet the demands classified in this field at level X by the *Euroguide* (or any other question estimated by experts to be equivalent) and if he or she cannot meet the demands classified at next level X+1.

The four levels are as follows:

Level 1: Awareness. The individual is happy to limit him/herself to using the tools. A basic appreciation of the nature of the field is necessary (essentially knowledge of the basic vocabulary and the ability to carry out certain practical or clearly defined tasks).

Level 2: Knowledge of practice or techniques. The individual is capable of reading and writing about the phenomena studied. He or she can communicate with specialists in the relevant subject. This is the first professional level (use of practical know-how). He or she can manipulate the basic tools, carry out specialised or repetitive tasks and convey practical instructions.

Level 3: Effective use of the tools. The individual is aware of the existence and content of techniques and can define, discuss and use them effectively. He or she is capable of interpreting a situation and making judgements that involve adapting the job or creating a tool. He or she can select individual actions and combine them into complex activities.

Level 4: Effective use of methodology. The individual uses a given technique but can apply it to other circumstances, use it in different ways, find new areas for its application, as well as devise improvements or

more sophisticated and/or better adapted ways of deploying it. He or she is capable of devising new tools or products and adopting a strategic or global approach to his/her activity, noting the complexity of situations and being able to find appropriate original solutions.

Required aptitudes

The definition of expertise given above -- which provided a starting point for the co-authors – began with the reminder that areas of expertise are "the set of skills necessary…", and immediately added "the understanding of professional behaviour which encompass them." Up to now in the presentation section of this Euroguide, we have only written about and commented on these skills. We will now address the behaviour, or approaches required which are, in fact, essential in professional practice and on which often depend the efficiency of the person, his or her integration in the work environment, and the fact that the contribution of his or her competencies is perceived as an enriching addition by the team to which he or she belongs and not as a display of superiority. Indeed, by reading the job advertisements published in this sector, we see that the majority mention first and foremost the skills required of candidates as "team spirit", "openness to dialogue", "decisiveness" and "perseverance". It is only after these, and not even in every case, that the necessary educational background or the degrees required for the job are mentioned.

Despite this, the aptitudes, namely acquired or natural abilities that induce appropriate behaviour, are less often and less closely defined and analysed than technical expertise. Even this Euroguide, in which the authors are convinced of the importance of these aptitudes and wish to stress their value, only dedicates a few pages to them.

The role played by aptitudes is not obvious. A competency is quantifiable (even on different levels as demonstrated in this guide). It is acquired and developed by the traditional process of training which can be observed. Its results are apparent and a really competent professional is easily identified from one that merely pretends to be competent. On the other hand, an aptitude is only a positive possibility, something like betting on the future, like that of a personality trait that seems to predict professional success but which could also reveal itself to have only been the cause for failure or a mask covering insufficiency. The conjectural character of any prediction made on the real or imaginary observation of aptitudes which are undoubtedly present, but whose results are unpredictable, does not lend itself to evaluation.

Another obstacle to the serious study of these aptitudes is the generally vague character and vast meaning of the terms which are used to describe them: "communication skills"…"creativity"… But, who doesn't communicate with others? Who never creates anything, even if it's just a dream? By trying to look more closely into the content of these formulas, one might conclude that it is only about degrees of the faculties that each of us possess to a greater or lesser extent. Certain people communicate more easily and more efficiently than others, while others create solid objects with their hands, and still others easily create in their minds imaginary constructions. The formulas adopted as examples are blanket examples. If at one point, they designate an individual whose career goal is in information, they can also be applied to the same person who, several years later, finds him/herself following a course in economic analysis. Undoubtedly, he or she retains these aptitudes, but is not worried about applying them to an activity which is foreign to information.

The lack of precision in the relationship between an aptitude that one can isolate and define and the professional sector in which the individual works seems to, by its arbitrary nature, refute the possibility of analysis which then becomes, naturally, too general. And if there are only individual cases, it is a lost cause to look for connections between an aptitude and professional practices that are more frequent than others. Is the pattern which emerges denser in one area than in another a mere coincidence?

Fortunately, there is a means to understand these aptitudes better which is to draw conclusions from the fact that they engender a certain behaviour, that is, the observable actions and conduct of an individual. It is therefore these behaviours that can be observed in order to recognise the aptitude at their origin.

This observation remains difficult and is not common practice – no solid base exists to compare its costs and benefits. However, within the framework of the previously mentioned DECIDoc project, a methodology to facilitate the evaluation of aptitudes was produced (Cf. unpublished report *Outils d'évaluation des compétences, 2^{e} partie : Évaluation des aptitudes.* Paris, 1999). This method was based on information gathered by four or five people and was unwieldy and costly. Nevertheless, its conception leads us to believe that by furthering this experimentation and consideration, it is possible to create a more manageable instrument.

One wonders if evaluation must always be a means of measuring. Of course, the methodological efforts made to quantify evaluation, and therefore make it the most objective possible and extract it from the minds of the men and women that are its judges, are positive steps and constitute progress. Wherever a possibility to measure presents itself, it should be used. But, this does not mean that everything must be measured, for the simple reason that not everything is measurable. The candidates or applicants for a job or certificate are still men and

women, that is, they are not merely machines that function without error when well tuned. In them remains an unexplored space where measuring and calculations are ignored, and which is undoubtedly an important element of their personality.

The potential for personal development relies on a collection of aptitudes, some of which have already been expressed in a professional or personal context. This is the reason why candidates to a job position are asked to include their hobbies on a *curriculum vitae*: it is a way of understanding in which environment an aptitude like "an enquiring mind" led certain individuals to look for information in contexts as different as genealogy, languages, travel and/or astronomy.

Isn't it elements like these that influence the judgements of even the wisest men and sometimes direct them towards unexpected paths? What member of a jury, in the courts or on a university committee, can be sure that his decisions were taken merely on the basis of objective calculations that allowed him to take and verify the measures that he took? In other words, we accept that non measurable elements like feelings (sympathy, admiration, disdain, etc.) can be present, even slightly, in taking decisions so full of consequences. Similarly, aptitudes are not clearly measurable, and are consequently difficult to evaluate. This difficulty which originates from our insufficient measuring tools and conceptual equipment, doesn't justify our ignoring their presence and their role among the elements that constitute competence.

Which aptitudes are "principal"?

In deciding to dedicate an entire section to aptitudes, at least one more ample than that of the 1999 edition of the *Euroguide*, those responsible for this edition wisely limited the aptitudes to those which are "principal". That said, how are these "principal" aptitudes recognised? The most acceptable answer to this question is: they are those which are the most useful in the information profession.

But, this merely sidesteps the difficulty: what does useful mean and how can it be measured so that one can say that one aptitude is more useful than another in this profession? It is hard to have more than mere impressions instead of certitudes on this point. However, it is easy to eliminate those aptitudes that have no obvious relation to work in information, such as playing a sport. But, this does not provide any hierarchical principle or classification that can be applied to the remaining aptitudes. We are then forced to rely on a general definition, one which is understood by employers and recruiters, those who publish the job offers in which these aptitudes are so frequently requested. The analysis of a corpus of these job advertisements, verified by interviews with consulting professionals – the men and women who best know this field and who retain multiple contacts in it – is the best way to recognise which aptitudes are, at a given moment, "principal", or at least those which are considered as such by their users.

This is how the fifteen aptitudes that were mentioned and defined in the first edition of this *Euroguide* were chosen. Five years later, this exercise was repeated which allowed us to confirm the relevance of the 1999 list as well as identify other new and pressing demands. The result is that the list presented later in this volume is comprised of twenty aptitudes, fifteen from the 1999 edition and five others that have been added: autonomy, discretion, availability, sense of negotiation and responsiveness. The complete list is provided later.

The integration of aptitudes in the profession

In conjunction with the above principle, these aptitudes are not exclusive to professionals of information. Most of them are general enough to play an important role in many other professional sectors. What is important here, though, is the space they occupy in the daily activity of an information professional. To recognise this place, an analysis must be made of professional situations. Any professional, for example the conservator of a research library, finds himself in a specific situation, determined in large part by the sector of employment he is in, and by his position in this sector, etc. But, at the same time, in the space of one day, he may find himself in a variety of different situations: discussing work schedules with the trade union representative, signing invoices, receiving a visiting foreign colleague, verifying how the recent arrival of a group of documents in Arabic has been catalogued, etc.

On the one hand, for the professional there is one unique and well determined situation. On the other hand, there is a whole series of different situations, which are not the same from one individual to the next nor from one professional framework to the other. If we wanted to characterise the professional situations in which a given aptitude plays a role, the level at which these situations will be examined must be determined. An independent analysis of the common practices deployed by a professional has allowed us to identify and name fifteen typical situations. This number may be too high in relation to the twenty aptitudes for which we would like to determine where their presence is most visible. This may cause dispersion or an exaggerated concentration which should rather be avoided. The most favourable numeric ratio to obtain interpretable results should be that the number of

categories to which each of the twenty aptitudes can be applied is situated between a third and half of this final number – that is a minimum of six and a maximum of ten.

Taking into account the additional desire that the situations previously studied are considered of equal importance, a list of the six fundamental situations has been established:

A – (Being or entering into) Personal relations

B – Research

C – Analysis

D – Communication (meaning conveying an object or information, etc., to another person)

E – Managing (resources, stock, collections, etc.)

F – Organising (a system, a service, an activity, etc.)

It is now possible to arrange the overall list of twenty aptitudes by associating each with the professional situation in which it is most often used. In the section entitled with one of the six situations, the relative aptitudes are classified in alphabetical order by heading (or the most significant word in their heading).

Aptitudes as elements of competence

According to the definition adopted in this guide, aptitudes are constitutive elements of competencies. To specify, they could be called transversal. They are not added to other types of knowledge or know-how, but are combined with them in various ways to make the competencies more natural for those who use them, more accessible for those who benefit from them. The role of aptitudes becomes more apparent if one examines their repartition into the six orientations we have identified:

1 – The largest group has seven aptitudes covering diverse forms of personal relations, addressing communication in a vast sense. In some ways, these aptitudes make more human the vast scope of interpersonal communication, which today needs technical expertise (the Euroguide pays justice to them by devoting to them a group in fields of expertise). Yet, it also needs the warmth of the words and behaviour of the interlocutors. These partners are not machines, but living beings, putting into action one or more aptitudes which they possess.

2 – The second largest group (with five instead of seven aptitudes) is oriented around “organisation”. These are perhaps less sensibilities, as are the major part of the aptitudes in the “relational” group, as much as attitudes to adopt when faced with an event or situation, or one could say, when faced with reality. These aptitudes play a similar role in most every human activity, but they are certainly appreciated and sought after in the field of information services. Those who enter this field as their occupation, are not especially attracted by the perspective to have to organise in general. Often they don’t even consider this. But, the truth is that there is a lot to organise, and on all different levels. Those who possess these precious aptitudes which facilitate the contact with this reality have an advantage and are particularly useful to documentary service managers.

3 – To compensate, the most technical fields of expertise, those which constitute the heart of the occupation (researching, analysing, conserving, transmitting, etc.), have the fewest number of aptitudes, such that they only comprise a minor aspect in the construction of corresponding competencies. This aspect can be played out in other senses as well, if we consider, for example, a very common communication situation (documents in a library, references in a bibliographic database, spreadsheets in a statistical database, etc.). Two different aptitudes (among the twenty identified) can affect the behaviour of the professional in this situation. A responsive aptitude leads to the quick satisfaction of the request. However, if the aptitude is oriented towards the scrupulous respect of confidentiality, the professional will be very cautious, verifying from every angle that answering the request will cause no harm to the employer, to himself, to the person making the request, nor to those who authored the original document or the information sought. Naturally, requests handled by the second professional will take longer to treat.

4 – The above remarks are designed to help the user to identify the aptitudes that he/she will encounter, to situate them in relation to some principal professional situations, and to assess their role in the construction of competencies solicited in one of these situations. They are designed to help make the best use possible of any given aptitude, because there is both beneficial and poor use of aptitudes. But, let’s not be bogged down with these words. Aptitudes are ordinarily considered positive attributes, and that is understood in the previous pages. But, certain aptitudes are ambiguous and can become obstacles. For example, “an enquiring mind” is presented as a disposition that helps and motivates the professional in a research situation, which is considered a virtue. Nevertheless, it can also distract the individual drawing his attention from one object to the next, wherein he is successively interested in a variety of subjects without ever deepening his knowledge of any one. Therefore, one

can not consider this a veritable competence. In other words, so that it does not deviate, “an enquiring mind” must be aligned with other aptitudes, such as rigor.

Aptitudes were evoked here as elements to explain behaviour as well as elements that constitute competency. It would be dangerous to place our trust exclusively in them and to consider them the sole constitutive elements of competency. However, it would also be regrettably short-sighted not to identify their influence and to recognise the place they occupy in a professional’s expertise.

Final pages

The *Euroguide* closes in a classical way.

The Glossary defines the accepted terms that the authors continually use and which designate the main themes of this guide: competence, skills, aptitudes, occupations, profiles of expertise, etc.

The Index is enriched: several words that may not have been used in the given examples of the diverse fields of expertise were also included. These words guide the user towards one of the domains in which the semantic environment of the term is found. The co-authors hope that this (virtual) wealth will counterbalance the technical insufficiency that allows the words in the Index to refer merely to the number of the field of expertise where they are found, and not a specific page and paragraph.

The list of acknowledgements is long due to the fact that we wanted to name all of those who, in one way or another, substantially or occasionally, contributed to this book. Despite unavoidable omissions, however involuntary and for which we beg your pardon, this list demonstrates the truly collective character of this work. It can be considered, as such, the collective signature of all of the co-authors.

Those who have worked on this publication know that it is not without its weaknesses, and other less involved readers will not hesitate to point these out. Before being published, the guide has undergone numerous successive versions. Yet, this had to stop because, first, rewriting is a never ending effort, and also because it was necessary to release this guide, however imperfect, because several organisations were depending on it to use as a tool in their own work.

Seeing this publication as a finished object that one can handle, open or read, it is easier to understand what is necessary to highlight so that the third edition will be improved and even easier to use. The wheels are already in motion for the third edition. Work and competence is needed to achieve this objective. It is also necessary that professional organisations manifest their interest and extend their support, being generous with their encouragement. The ball is now in their hands.

I – FIELDS OF EXPERTISE

LIST OF FIELDS

GROUP I – INFORMATION

I01 – RELATIONS WITH USERS AND CLIENTS

Take advantage of the different forms of interaction with users of information (reception, orientation, reformulating, training) in order to understand and follow their information needs and to develop their appreciation of information by allowing them to make the best use of this information.

Examples of level 1

1. Receive the public and acquaint them with the resources of the organisation by applying established procedures and presenting the tools made available to the users (pamphlets, users' manuals, etc.)
2. Understand and know the definition of terms such as: information, enquiry, data, document, reference, classification, index, request, need, end user, client, researcher, documentation policy, user services, etc.
3. Know, explain and apply the rules of the library or information service.

Examples of level 2

1. Take on a request from a user and be able to understand and situate its meaning in the context of the process of seeking information.
2. Council and orient the public towards internal as well as external resources, develop an appropriate response, even when faced with an unexpected request.
3. Conceive of and present user guides and other pedagogic tools with the aim of developing in the user an appreciation of information, and train the user to use local or online document resources.
4. Initiate the user to using the database or the documents and/or media-library portal.

Examples of level 3

1. Adapt to the needs of users and clients by anticipating their requests.
2. Determine and specify the information needs of those taking decisions and their preferences in terms of communication.
3. Compare the value and costs of the services for the user.
4. Enhance the competencies and services offered by IS professionals.
5. Design and implement local or online activities aimed at developing the appreciation of information among users and clients.
6. Organise in house or external exhibitions, cultural events, conferences, public debates in relation to the collection and the users.
7. Accompany, as an ILS professional, work groups of information users.

Examples of level 4

1. Assert the underlying principles of information needs, presentation and use, in particular each new need..
2. Originate and propose policies, actions and collective tools to help with user "interaction" (methodology guides, FAQ sheets).
3. Promote in the user a code of ethics and correct behaviour when using information
4. Promote awareness and implicate other services, such as the computer science department, in the training of users.

See also:
C06 – Interpersonal communication
M02 – Marketing
M06 – Diagnosis and evaluation
M08 – Management of education and training

I02 – UNDERSTANDING THE LIS ENVIRONMENT

Identify his/her position in the information profession both nationally and internationally, as well as within the political, economic and institutional environment of the information society in order to contribute to the recognition of the profession and its place in that society. Acquire a professional understanding and identity that translates into a knowledge of the actors of information and related professionals, the vocabulary, the background and the places where they meet and interact which will permit the individual to be more efficient in his work and managing the progress of his career.

Examples of level 1

1. Identify the main professional organisations in the information field within one's region and country, and follow their activities.
2. Understand and know the definition of terms such as : information policy, information economy, producer, service provider, intermediary, end user, interest group, occupation consultant, professional ethics, normalisation, certification, etc.

Examples of level 2

1. Describe how the profession is organised, the main players, brokers and dealers in information: e.g. information services, libraries, archives, economic intelligence and their statutory positions.
2. Identify programs and training centres and the process of LIS certification in one's country.
3. Find and use specialised professional publications, opportunities for continuing education, etc.
4. Identify the legal and ethical principles required of the profession.

Examples of level 3

1. Interpret the main principles which determine information policy and the information economy in one's country or region.
2. Identify professional organisations and training programs leading to certification in other countries
3. Place oneself within the historic context of the profession and the various associated activities.
4. Gain recognition as a member of the profession and promote the latter within and outside the employing organisation.
5. Implement guidelines that guarantee the respect of ethical principals related to the profession.

Examples of level 4

1. Actively defend the profession and its users within professional and social organisations.
2. Define and promote a specialised information policy aimed at highlighting the dynamic image of the profession.
3. Originate and promote principles of institutional co-operation in all areas at all levels, create and develop public and private sector partnerships.
4. Participate in the evolution of ethical practices.

See also:
C07 – Institutional communication
M02 – Marketing

I03 – APPLICATION OF THE LAW OF INFORMATION

Apply legal, regulatory or customary definitions and procedures relative to LIS practices, in particular concerning intellectual property rights (copy rights, industrial property rights), privacy, competition, contract law, loans, reproduction rights, freedom of speech, protection of personal data, image rights, etc.

Examples of level 1

1. Characterise the function of the main institutions which draft and apply national, European or international rules of law.
2. Recognise legal and other standard-setting documents of various jurisdictions.
3. Understand and know the definition of terms such as: law, directive, regulation, convention, norm, intellectual property, royalties, reproduction rights, copyright, patent, contract, jurisprudence, parliamentary digest, congressional records, etc.

Examples of level 2

1. Identify and rank the current regulation and legal texts relevant to national, European and international information law.
2. Identify the instruments for the right of access to legal information at the national, European and international level.
3. Interpret and apply reference texts according to their different sources (analog or digital) and use (consultation, copy, loan, presentations, respecting the legal duration of conservation, protecting privacy, etc.) within the organisation: legal texts, precedents, contracts.
4. Communicate relevant information to the user.
5. Seek information on how to adapt an information product or service to meet legal restrictions.

Examples of level 3

1. Identify and rank proposed regulation and legal texts relative to national, European and international information law.
2. Evaluate the repercussions of a change in the legal context or in the regulation used in the corporate sector on the practice of information custody.
3. Evaluate if a simple information system is in accordance with existing and future laws of information and follow steps for meeting legal restrictions.
4. Negotiate contracts with service providers for web site creation, access to online journals, buying reference software, etc.
5. Decide when it is appropriate to use alternative legal models: freeware, open access to publications, *copyleft*, etc.

Examples of level 4

1. Lead a political campaign aimed at improving or reinforcing the rights of information users.
2. Draft the text of a legally interpretable proposition or amendment.
3. Expose possible legal or administrative disparities between different countries.
4. Originate and manage a consortium which will negotiate with other actors in the field of information, such as editors of electronic resources
5. Evaluate if a complex system of information is in accordance with existing and future laws governing information and follow steps for meeting legal restrictions.

I04 – CONTENTS AND KNOWLEDGE MANAGEMENT

Organise, structure and manage resources (documents or collections of documents, archives, information or knowledge); model, create and exploit metadata and its access.

Examples of level 1

1. Identify paper or digital files, registers and catalogues used by the organisation.
2. Pinpoint easily identifiable descriptive elements for an object or document, regardless of its nature, in order to use this information in a file or for classification.
3. Understand and know the definitions of terms such as: database (factual or bibliographic data, etc), catalogue, digital indexes, inventory, authority file, knowledge base, hypertext, Dublin Core metadata, controlled list, format, bibliographic reference, column/rubric, etc.

Examples of level 2

1. Identify the elements of information which characterise a document and transcribe them into a descriptive system by applying certain standards. For example: ISBN, OAIS, archive description standards, transliteration standards, ISAN numerical coding, etc.
2. Verify the strict homogeneity of data relative to the established standards.
3. Create a file after having identified a simple structure adapted to the objects or documents to manage, and define associated data entry rules using office automation software.
4. Organise a set of related documents into an electronic or hard-copy file in accordance with an established or pre-defined objective (agenda of a meeting, simple thematic plan, steps of a project, etc.) or with the user's specific demands.

Examples of level 3

1. Collaborate on the creation and definition of a system for documentary information (database, portal) with a specific use in mind (standardised production of electronic documents, library catalogue, archive inventory, knowledge base, etc.).
2. Draft functional, organisational, ergonomic and/or technical work specifications aimed at acquiring a tool or at developing an application of an existing tool.
3. Organise the supply and management of a particular mechanism, and develop associated tools (document models, procedures, etc.)
4. Develop a collaborative system with other organisations to aggregate distributed resources (collective catalogue, personalised portal).
5. Ensure a certain degree of security and confidentiality adapted to the context.
6. Identify the stakes related to applying standards and formats, follow modifications made in this field.

Examples of level 4

1. Originate a global system to record information that responds to the general policy of the organisation (records management, economic intelligence, document portal, territorial information system, etc.).
2. Follow through with research and the selection of an appropriate technical solution in relation to the suppliers and sponsors of a project.

See also:
T01 – Computer based design of information systems
T02 – Computer based development of applications
T03 – Publishing and edition
M06 – Diagnosis and evaluation

I05 – IDENTIFICATION AND VALIDATION OF INFORMATION SOURCES

Locate, evaluate, select and validate information sources (printed documents, web sites, organisations and individuals).

Examples of level 1

1. Locate within a document resource the main categories of documents (according to their nature, their origin, their complexity, their material support, etc.).
2. Identify the main organisations or services in the sector or in the employing organisation which diffuse information and knowledge.
3. Define, for every document or item of information, its source, its currency (date of publication)
4. Understand and know the definition of terms such as : publisher, producer, distributor, information source, organisation source, personnel resource, issuing organisation, selection criteria, information gathering, shelved book, encyclopaedia, dictionary, glossary, primary resource, secondary and tertiary resource, etc.

Examples of level 2

1. Describe documents by their audience and their use (non-professional, research, academic, monitoring or decision making assistance, leisure or cultural, etc.)
2. Use the tools and methods currently available to identify sources of information: catalogues, directories, repertories, bibliographies, bookmarks, lists of hyperlinks, specialized portals, etc.
3. Identify various types of internal and external sources and verify quality by applying criteria of selection, relevance, authenticity, reliability and currency, etc.

Examples of level 3

1. Evaluate the quality and the complementarity of sources by defining criteria of selection, relevance, authenticity, reliability, currency, etc.
2. Identify those who produce non commercial and difficult-to-access documents, internal or external, by exchanging resources and participation in a network.
3. Obtain unpublished information by making contact with its holders.
4. Design and manage (identify, acquire, update, eliminate) an index of information sources: directories of organisations, web site guides, bibliographies, thematic portals, etc.

Examples of level 4

1. Originate a strategy for the validation of information sources and follow its implementation.
2. Compare information sources in terms of the best quality/price ratio and follow them up, in particular for the electronic resources market (volumes of press extracts, financial data services, etc.)
3. Coordinate within a network the definition and the application of evaluation criteria for the quality and complementarity of sources.

See also:
I02 – Understanding the LIS environment
M06 – Diagnosis and evaluation

I06 – ANALYSIS AND REPRESENTATION OF INFORMATION

Identify and describe the *content* of a document resource in order to facilitate research through indexing and the elaboration of document summaries.

Examples of level 1

1. File documents according to a thematic classification scheme.
2. Understand and know the definition of terms such as: index, filing, classification, keyword, key subject, descriptor, thesaurus, authority file, analytical grid, summary, documentary synthesis, etc.

Examples of level 2

1. Describe the main thrust or the main ideas of a document.
2. Carry out the subject cataloguing of a batch of documents.
3. Set up an index.
4. Translate into documentary language the principal ideas of a document; know how to use a classification scheme, a file, an authority list, a thesaurus; propose possible descriptors.
5. Distinguish the three types of relationships in a thesaurus: equivalency, hierarchical, relational.
6. Draft a descriptive or selective summary (in relation to the needs of the users).
7. Analyse and reference web sites for a directory.
8. Index user questions in the context of a research study in order to find relevant information.

Examples of level 3

1. Draft an analytic summary or critique.
2. Check the coherence and relevance of an authority file.
3. Establish a specific documentary language: controlled vocabulary, thesaurus, classification scheme of thema-related concepts or activities: verify the coherence and its evolution, edit indexation manuals.
4. Know the available tools for analysing and automatically summarizing, and follow their progress.
5. Create profiles and research equations or requests, within the framework of selective dissemination of information (SDI).
6. Make use of *textmining* tools (data mining)

Examples of level 4

1. Define a policy for analysis and indexation for an information service department.
2. Choose the most appropriate access tool (filing scheme, thesaurus, lexical index, etc.) for the users by establishing comparisons between them.
3. Define a methodology for developing a specific documentary language.
4. Choose and implement a thesaurus module in documentary software.
5. Choose and implement tools for automatic analysis and summarizing.

See also:
I01 – Relations with users and clients
C02 – Written communication
C01 – Oral communication
C03 – Audiovisual communication

I07 – INFORMATION SEEKING

Seek and find information, thanks to methods and computer-based or manual tools that allow the expectations of users to be met in a timely and inexpensive manner; evaluate appropriateness between a request and its response.

Examples of level 1

1. Furnish an immediate response to simple questions posed by a user: address, sending a document, etc.
2. Work efficiently with basic directories and indexes.
3. Correctly transcribe and forward requested information.
4. Understand and know the definition of terms such as: request, monitoring, research criteria, Boolean operators, search engine, directory, catalogue, full text, portal, etc.

Examples of level 2

1. Process a basic demand for information using an appropriate enquiry strategy.
2. Efficiently use a variety of complementary research tools: dictionaries, encyclopaedias, atlas, directories, databases, search engines, meta-search engines, invisible web, etc.
3. Identify and utilise sources of all kinds capable of meeting a demand and exploit them efficiently.
4. Correctly transcribe and forward the results of a basic enquiry.
5. Monitor [a particular environment] within the framework of pre-established work practices.
6. Evaluate the results of an enquiry for reliability and relevance.

Examples of level 3

1. Analyse a complex or imprecise demand for information, perform a diagnosis and work out a matching enquiry strategy, transcribe the results of the enquiry.
2. Identify and then select the most relevant of diverse information sources.
3. Efficiently use the advanced functions of search engines and meta-search engine as well as other web searching tools, combining them in an optimal way; know how to compare and evaluate these tools.
4. Proficiently use full text research tools.
5. Implement an environment monitoring programme.
6. Maintain a knowledge base, with questions and answers which will rapidly and coherently respond to frequently asked questions (FAQ).
7. Implement tools and procedures to validate reliability and relevance of found information.

Examples of level 4

1. Originate complex and developmental enquiry and monitoring strategies which will aid in decision making.
2. Define a policy of responses adapted to different categories of users, including value added services as well as an evaluation of the cost/efficiency ratio of the services provided.
3. Organise a means to capitalize on the results of enquiries, for example within a knowledge base.
4. Design evaluation methods for information seeking systems.

See also:
T05 – Information and computer technology

I08 – MANAGEMENT OF COLLECTIONS

Set out and apply criteria for selection, acquisition, conservation and disposal of documents so as to set up and organise document collections of every kind or archive stock, to look after them and guarantee accessibility, to develop them while keeping them updated and eliminating items no longer useful given the trend of users' needs; describe them in diverse catalogues (handwritten, printed, microfilm, CD-Rom, database, web sites).

Examples of level 1

1. Verify the presence or absence of documents in a collection.
2. Add or find a new place for documents within a collection.
3. Understand and know the definition of terms such as : document, file, card file, archive item, collection, stock, catalogue, inventory, series, formula, acquisition, legal deposit, withdrawal, inventory check, retention schedule, pre-archiving, archiving, ISSN, ISBN, DOI standards, etc.
4. Write up a simple catalogue with a data entry form.

Examples of level 2

1. Estimate the use made of documents in a collection.
2. Evaluate the strengths and weaknesses in a collection and adjust it to the needs of the users.
3. Identify lost documents and update catalogues and inventories.
4. Use the tools (catalogues, bibliographies, indexes, etc.) allowing desired documents to be located and retrieved.
5. Conserve or dispose of documents in an appropriate manner, taking into account the life span of different types of documents.
6. Draft or retrieve catalogue notices.
7. Update online collections and lists of links.

Examples of level 3

1. Conduct a global study of the use made of a collection.
2. Determine the criteria for pre-archiving and set up an archiving plan.
3. Determine criteria for a retention schedule.
4. Harmonise, with the other members of a network, a policy for the development of a collection aimed at communal use and conservation.
5. Design and manage online collections and links.
6. Verify the quality of a catalogue and ensure the application of the policies and standards for the catalogue (ISBN, Unimarc), write a data entry manual.
7. Verify the quality of conservation practices.

Examples of level 4

1. Draft a development plan for collections and stock.
2. Perform estimations of authenticity and age on bibliographic collections.
3. Evaluate a selection policy for documents.
4. Define methods that will allow improvements to be made to the coherence of a collection and its suitability for its conditions of use.
5. Supervise archiving policy by guaranteeing the conservation and reutilisation of all types of documents, including digital documents. Plan for media transfers and tools allowing the documents to be read and used in future.

6. Conduct a cataloguing policy that will guarantee the quality of the bibliographic notices; set up shared cataloguing and retrospective conversion ; monitor the evolution of cataloguing standards.
7. Participate in updating standards for description of documents and verify their application: Unimarc, Z.3950, Dublin Core, ISAD(G), etc.

See also:
M05 – Project management and planning

I09 – ENRICHMENT OF COLLECTIONS

Define and implement a policy to develop the stock and collections, select information resources for acquisition (documents, products, services, etc.) and supply the collection and stock in line with the general rules established.

Examples of level 1

1. Make a purchase of library documents or supplies according to a given directive.
2. Understand and know the definition of terms such as: acquisition, order, order form, invoice, expenses, receipt, cash payment, library discount, supplier, supplying, etc.
3. Proceed with accessioning serials subscribed to.

Examples of level 2

1. Compare the means for obtaining documents (online purchase, print or electronic subscription, loan, hire, gift, trust, licensed use, etc.) to find the most efficient means for a specific case.
2. Make use of electronic or printed tools to locate an item.
3. Identify possible suppliers or providers for a product, documents or services, compare their rates or request an estimation.
4. Follow the product/service from order to delivery, follow up on a supplier in case of delays, verify that the document or goods delivered were those on the order form.

Examples of level 3

1. Draft an invitation to tender, establish work specifications and contracts to supply equipment or complex services.
2. Negotiate licensing and purchasing conditions, agreements to sub-contract or outsourcing of activities.
3. Organise verification of reception for services.
4. Implement a document exchange policy in order to enrich stock at the lowest cost.

Examples of level 4

1. Define and efficiently implement an acquisitions policy and a complete supply chain for documents.
2. Exercise pre-emptive rights in a public sale, claim documents released from public archives.
3. Coordinate the different suppliers or partners, from inside or outside the company, implicated in an important acquisition project or the constitution of records.
4. Originate and verify quality-control procedures upon reception of unusual products or services.
5. Negotiate the transfer or trust of private archival stock.

See also:
M03 – Sales and diffusion

I10 – MATERIAL HANDLING OF DOCUMENTS

Determine and implement methods, measures and techniques aimed at shelving, protecting, preventing damage, restoring and communicating to the public every kind of documentary material whatever its medium.

Examples of level 1

1. Shelve documents in fixtures: shelves, files, indexes, store rooms, storage basements, etc.
2. Classify and separate documents according to simple criteria (alphabetic, numeric, geographic, chronologic).
3. Verify the state of conservation of documents and make minor reparations.
4. Understand and know the definition of terms such as: magnetic tape, optical medium, microform [fiche or film], transparency, electronic resource, video projector, digitiser, inventory check, stamping, stock book, location index, etc.
5. Tag the documents and filing containers: labels, anti-theft devices, reference number, stamp, etc.

Examples of level 2

1. Describe the main constraints and current techniques for protection of documents against deterioration and theft, as well as the standards for conservation and preservation.
2. Decide and implement available processes (rebinding, media transfer, restoration, recoding, reformatting, microfilming, digitizing).
3. Understand and verify the coherence of circulation, classification and communication of documents to the public.
4. Be aware of and verify conditions of archiving and stockholding.
5. Include in digital documents the various metadata associated with the material handling of documents for optimal retrieval.

Examples of level 3

1. Check availability of documents.
2. Implement modern techniques of security, preservation and restoration.
3. Set up, implement and oversee a programme of conservation and preservation of information media, and of the transfer of media (microfilming, digitization, recoding).
4. Choose a storage system suited to different media (handwritten, printed, audio-visual, electronic, etc.) and the appropriate methods of physical organisation.
5. Originate and evaluate document circulation, identify useless or inappropriate procedures.
6. Care for the correct conservation and security of precious documents.

Examples of level 4

1. Originate an archiving and conservation policy (management, duration and medium of conservation, stockholding) adapted to the legal demands and the needs of the organisation and its internal or external clients.
2. Originate and implement new systems for conservation, security and communication documents to the public.
3. Set up a disaster plan.
4. Evaluate and implement systems to guarantee the duration of conservation for electronic documents parallel to the evolution of formats.
5. Promote policies to adopt different norms of metadata for information retrieval.

See also:
C01 – Oral communication
C02 – Written communication

C03 – Audiovisual communication
C04 – Computerized communication

I11 –ORGANISATION OF SITE AND EQUIPMENT

Organise the workspace and the place where documents are conserved; design the layout of the reading rooms for different audiences in such a way as make all expected services available.

Examples of level 1

1. Design the layout of a location with room for different spaces and furniture.
2. Understand and know the definition of terms such as: total surface area, public space, storage, dense shelving, security, internal connection, circulation zone, safety passages, accessibility, hygrometry, air conditioning, sound proofing, ergonomics, etc.
3. Design and install orientation signs.

Examples of level 2

1. Choose the correct shelving for a small, homogenous collection and for corresponding documentary materials (documents, files).
2. Arrange existing furniture to facilitate working conditions or reception.
3. Monitor the layout of computers available to the public.

Examples of level 3

1. Set up a space for archive and library services, a documentation centre, a multimedia centre, an exhibit display or a self-service reference finding area.
2. Determine needs and means for signalling, orientation panels, access maps for different information poles.
3. Select the correct equipment for reading and protecting handwritten, printed, electronic or audiovisual documents, etc.
4. Prepare moving to a new space.
5. Take into consideration the ergonomic restrictions in the disposition of workstations for the manager or the user of a document system.
6. Choose and implement a security gate.

Examples of level 4

1. Undergo a project to create a documentation centre, an archive or a library in conjunction with design professionals: interior designers (ergonomicists), architects, acoustics experts, etc.
2. Originate the founding of a large documentation or information centre: benches for public reception, reading rooms, auto-documentation rooms, etc.
3. Decide on where to localise and set up workstations for personnel.

See also:
M02 – Marketing
M05 – Project management and planning
M06 – Diagnosis and evaluation

I12 – CONCEPTION OF PRODUCTS AND SERVICES

Make resources (documents and collections of documents, information, knowledge) available and useful by providing documentary products and/or services, while insuring their upkeep.

Examples of level 1

1. Formulate and convey simple information.
2. Know the possible uses of the available collections, products, services of the organisation.
3. Divide loan requests between libraries and take the necessary action.
4. Understand and know the definition of terms such as: product, service, performance, theme, summary, synopsis, value added service, OPAC, press review, bibliography, scientific communication, audio-visual supporting material, etc.

Examples of level 2

1. Help the user find the product or service which best suits his needs and practices, and help him to find this in an appropriate form.
2. Update products (files, sections/frames of a document portal, current contents, etc.) according to predefined procedures and explicit criteria.
3. Target or personalise the diffusion of information according to the profile of different interest groups.
4. Enter the results of research into databases.

Examples of level 3

1. Define the internal organisation and the presentation of an information product model (thematic file, research results, FAQ, electronic press review, web site guide, etc.) adapted to the users' habits.
2. Determine the architecture of an information portal, articulated around products (file, current contents, etc.) or services (agency, news, orders, profile subscriptions, etc.)
3. Define or readapt interest profiles.

Examples of level 4

1. Elaborate and make changes in a policy of services and products (catalogue, archive inventory, portal, monitoring system, etc.) adapted to different users and practices and according to the nature of the documents or of the restrictions of the environment, while remaining coherent with other existing information systems.
2. Work with other organisations within or outside the company, to develop a global strategy of access and/or of the diffusion of information.

See also:
T03 – Publishing and edition
C01 – Oral communication
C02 – Written communication
C03 – Audiovisual communication
C04 – Computerized communication
T04 – Internet technology
M02 – Marketing

GROUP T – TECHNOLOGY

T01 – COMPUTER BASED DESIGN OF INFORMATION SYSTEMS

Conceive of, specify and administrate a computer-based information system and define the appropriate user interface.

Examples of level 1

1. Use basic functions (acquisition, management, research, print, diffusion and export) of a standard, recognised information system: electronic document management system (EDOCS), information retrieval system, library management system (LMS), content and knowledge management systems.
2. Understand and know the definition of terms such as: electronic records management, library computerized management system, portal, function, module, etc.

Examples of level 2

1. Characterise the functions of different modules of an information system and the expected results.
2. Run tests on the different modules of one or several information systems.
3. Use exceptions and user conditions when inputting data into a complex information system.
4. Use a complex information system for information brokering.

Examples of level 3

1. Integrate the functions of an information system into pre-existing work flow, plan and implement the new workflow.
2. Tightly configure a complex information system (e.g. the work flow in a customer management system, lending in a library management system).
3. Make changes in existing working procedures in the framework of an information system in order to improve operations and obtain more efficient procedures.
4. Define the necessary functionality of new information system and evaluate offers on the market.

Examples of level 4

1. Combine different information systems into a global vision and project, evaluate the technical possibilities of implementing such a project.
2. Plan and realize the deployment of a complex information system.
3. Plan and run the transfer from one information system to another using the necessary computer-based tools (parsers, macros, etc.).
4. Establish and use an evaluation method (for example *benchmarking*) to test complex information systems.
5. Originate and develop a complex, computer-based information system.

T02 – COMPUTER BASED DEVELOPMENT OF APPLICATIONS

Develop, integrate and maintain documentary information systems with the help of methods for programming and modelling.

Examples of level 1

1. Use a *script*, run and verify a macro-command programmed in an application.
2. Use file management software to create a basic documentary application.
3. Understand and know the definition of terms such as: parameters, development, *script*, macro-command, column, value, data dictionary, interface, index, form, statement, etc.

Examples of level 2

1. Install, configure and use common or specialised application software.
2. Use scripting and macro-languages to create, extend or optimize applications.
3. Use database management systems (DBMS) such as SQL, etc

Examples of level 3

1. Understand the finer points of document description or script languages (e.g. SGML, HTML, XML, Javascript, ASP, PHP, etc.)
2. Specify and choose an appropriate programming language or development environment.
3. Use a programming interface to further develop a complex information system.
4. Use standards for distributed systems (e.g. Corba)

Examples of level 4

1. Use design paradigms and analysing or modelling methods (Jackson, SA, OTM, OOA, ERM, etc.).
2. Be familiar with the common types of programming (object oriented, structured), with corresponding languages (such as Java or C++) or tool kits and development environments (e.g. Rational Rose).
3. Lead complex software development projects combining different tasks, components, conjoining, and assume management of the software project.
4. Use DBMS such as Oracle, Informix, SQL-Server, etc.
5. Connect/associate DBMS with applications and operate the related programming languages (e.g. SQL, ODBC, etc.)

T03 – PUBLISHING AND EDITION

Make information available to the public in an accessible form by producing or reproducing documents in all media, by optimising the use of new tools and methods made possible through information and communication technology.

Examples of level 1

1. Format a document respecting given instructions.
2. Use a style-sheet or a pre-determined markup system.
3. Update basic information on a web site.
4. Integrate texts and illustrations, for example in a file or on a web page.
5. Verify the correct functioning of a photocopy machine and printer, know the cost of a copy or a printout, change the cartridges.
6. Understand and know the definition of terms such as : publishing, manuscript, correction, mark-up, copy-ready, BAT, HTML, XML, SGML, style-sheet, home page, index page, print run, binding, printed copy, master, DTD, offset, reproduction, .pdf, etc.

Examples of level 2

1. Draft basic information pages and upload them onto the web or record them on a CD-ROM.
2. Create or modify an example or a model for a presentation.
3. Respect rules for formatting, required notes, and specific laws concerning publication and edition.
4. Create a style-sheet.
5. Design the basic structure and links of a short web presentation or CD-ROM.
6. Find data from diverse sources and insert it into a document respecting established rules and verifying the results.

Examples of level 3

1. Develop information pages that are understandable and easy to find which correspond to the writing standards for the web, a CD-ROM, a book, etc.
2. Originate and refine a document up to its edition: mark-up, choice of font, formats (HTML, GIF, PDF, etc.), verification with a DTD.
3. Define specifications for a full paste-up or mock-up of a printed publication (book, magazine, pamphlet, catalogue, etc.) or an electronic publication (CD-ROM, web site, etc.).
4. Use Internet standards and technologies to develop a web page (e.g. metadata, *cloaking*)
5. Use advanced technologies to improve the presentation of a web page, making it more dynamic (Flash, PHP, etc.).
6. Gather the necessary elements to establish an estimation by a supplier: printer, reproduction service, etc.

Examples of level 4

1. Define a publishing strategy according to market needs, competition and the organisation's or department's priorities.
2. Propose the technical solution which has the best quality/price ratio for publishing and republishing multi-media products.
3. Offer and implement appropriate solutions to complex editorial problems involving disparate documents from multiple and varied sources.
4. Design and oversee the development of a large scale Internet site or company wide intranet treating content and structural aspects.

T04 – INTERNET TECHNOLOGY

Use Internet services and its basic technology to access heterogeneous information sources or to organise information.

Examples of level 1

1. Use commonly known web-browsers, email and other Internet tools (e.g. FTP, Telnet, news, chat, ICQ, etc.).
2. Use full functionality of Internet services (e.g. search engines, catalogues, agents).
3. Understand and know the definition of terms such as: HTML, Internet, browser, web service, agent, etc.

Examples of level 2

1. Characterise the different functions of web browsers.
2. Test new functions of Internet services according to a pre-established protocol.
3. Use different value added services, such as chat, mailing lists, ICQ.

Examples of level 3

1. Understand the basic foundations (protocols, formats) of Internet technology (e.g. TCP/IP, RFC) and basic Internet services (e.g. WWW, email, FTP, Telnet).
2. Set up and configure Internet tools at a personal computer.
3. Know and use software to convert, compress and statistical tools for analysing access.

Examples of level 4

1. Install and administer a server for various Internet services (e.g. WWW, FTP).
2. Use XML, XSLT, web services, RDF, etc. for a project.
3. Connect proprietary systems and databases to the Internet.
4. Use Internet programming languages (e.g.: CGI, Java, Javascript, ASP, etc.)
5. Develop and set up an intranet.

T05 – INFORMATION AND COMPUTER TECHNOLOGY

Use and implement methods, techniques and tools of data processing (hardware and software) for the installation, development and operation of information and communication systems.

Examples of level 1

1. Use common hardware and software.
2. Be able to connect to a professional service.
3. Use the main functions of an operating system.
4. Understand and know the definition of terms such as : data recording, byte, client, server, operating system, file, hard disk, monitor, formatting, digitization, CD-ROM, ISDN, DSL, virus, etc.

Examples of level 2

1. Be familiar with structures and functions of basic information systems.
2. Run diagnostics and differentiate between hardware faults and different error messages put out by the system.
3. Specify the basic desired characteristics of computer hardware and software with respect to the standards of the corporation and the specific context.
4. Set up a workstation or computer, or install an operating system or an office automation application on an stand-alone computer.
5. Differentiate between and use effectively specialised software for management, document enquiries, conversion or compression of files.
6. Design simple data input forms.
7. Set parameters and use communications and data transfer software.
8. Manage the directory of a company's internal email service.

Examples of level 3

1. Install and maintain computer applications or run a computer centre including different types of equipment.
2. Run a group of compatible machines under the responsibility of an administrator.
3. Develop computer-based documentary applications in whatever media in accordance with the organisation's overall plan.
4. Be familiar with techniques to secure data, in particular encryption, fire-walls, anti-virus software and filtering systems.
5. Set up and maintain a network: modify its physical set up or its reasoning.

Examples of level 4

1. Devise an information and communication plan and organise its implementation.
2. Complete functional specifications and details for an information or document system, select and establish the appropriate system.
3. Use different operating systems (e.g. Windows NT, Unix, etc.), paying attention to their advantages and disadvantages with respect to the information system environment.
4. Optimise use of shared resources according to the needs and system constraints.

GROUPE C – COMMUNICATION

C01 – ORAL COMMUNICATION

Express himself/herself and convey ideas orally in different professional environments.

Examples of level 1

1. Express himself/herself concerning a professional question using simple vocabulary, understandable to the non-professional.
2. Keep control of a conversation with several interlocutors.
3. Welcome and put at ease visitors or participants in a meeting.

Examples of level 2

1. Give an oral account of a meeting.
2. Listen, reformulate, explain, orient and council a colleague in a professional context.
3. Help a person to reformulate a question or a document enquiry by carrying out a dialogue with him/her.
4. Run an information session consisting of straightforward messages for a restricted or familiar audience.

Examples of level 3

1. Give an oral presentation lasting at least half an hour, with visuals.
2. Conduct a structured or semi-structured interview.
3. Explain in detail a procedure or the stages of a process.
4. Organise and facilitate presentations which allow individuals to introduce themselves to a group.

Examples of level 4

1. Run a round-table discussion and maintain publicly a contentious position in a professional debate.
2. Structure an impromptu talk.
3. Give an on-the-spot account of differing and complex facts and ideas.
4. Choose and modify the mode of oral expression according to the objectives sought or the environment.
5. Carry off a press or television interview.

C02 – WRITTEN COMMUNICATION

Express himself/herself and make himself/herself understood in writing in different professional environments as well as read and understand texts.

Examples of level 1

1. Understand and execute a written instruction.
2. Fill in a form
3. Write correctly (spelling and grammar) a simple message after contact with a visitor or receiving a telephone call.
4. Understand and know the definition of terms such as: note, letter, record of event, mail, text, transcript, report, minutes, electronic message, etc.

Examples of level 2

1. Comprehend a set of instructions (e.g. for a product), a technical specification, a memo, a circular or a questionnaire.
2. Draft a correspondence or the minutes of a straightforward meeting.
3. Correct spelling errors and inappropriate terms in a document.
4. Apply the standards of presentation to elements that accompany documents (title page, summary, bibliography, etc.).

Examples of level 3

1. Identify the arguments in text read rapidly.
2. Draft an informative text, summary or synopsis.
3. Record a scientific, technical or administrative discussion in the form of a transcription of proceedings.
4. Correct or rewrite (choice of terms, syntax, style) a text written by others. Create efficient titles or interest-catching headings

Examples of level 4

1. Compose and draft an original document, presenting and developing ideas, arguments and conclusions.
2. Adapt an editorial style to a specific audience.
3. Originate and draft a scenario or a professional script, e.g. a company presentation, launch of a programme, etc.
4. Draft all kinds of correspondence requiring understanding, interpretation and the integration of complex and disparate texts, data and events.

C03 – AUDIOVISUAL COMMUNICATION

Express himself/herself and be understood through different media tools which use graphics and sound.

Examples of level 1

1. Distinguish different audiovisual media.
2. Identify the major types of still and animated images.
3. Understand and know the definition of terms such as: image, icon, diagram, graphic, scale, slide, photograph, graphic semiology, film, videogram, screen, sound effect, video recorder, video projector, sound track, editing, etc.

Examples of level 2

1. Represent simple information as a chart, diagram, sketch, etc.
2. Describe the informative content of a series of images.
3. Transcribe information from one graphic form to another.
4. Create an image, diagram, graph, etc. or choose an image from an image bank relating to the desired message.
5. Film and edit a simple audiovisual document for an in house or outside event.

Examples of level 3

1. Represent complex information in the form of a chart, diagram, or sketch, etc.
2. Render the information content of a subject in the form of an audiovisual document (sketches, images, photographs, charts, etc.)
3. Judge the quality of an audiovisual document in terms of its informational, technical and aesthetic content.
4. Originate the steps involved in creating an audiovisual document in conjunction with professionals in the sector.

Examples of level 4

1. Conceptualise a scheme for audiovisual representation in the framework of a communication programme.
2. Redefine this system in as many versions and media as correspond to the culturally different audiences.

C04 – COMPUTERIZED COMMUNICATION

Make himself/herself understood in different professional environments using various office automation applications: managing files and documents, word processing, spreadsheets and calculations, database, drawing and presentation, email.

Examples of level 1

1. Use the basic functions of an operating system to start a program, save a document, search for a file, manage documents in files, reorganise directories, verify the attributes of a file or document (size, date, heading of an email, etc.), print preview.
2. Create a simple document using office automation applications (letter, report, table, graphic presentation, etc.)
3. Recognise the most commonly used types of files.
4. Understand and know the definition of terms such as : operating system, programme, parameter, proprietary, hierarchy, tree structured menu, directory or file, file and document, address, window, memory, netiquette, model, etc.

Examples of level 2

1. Use simple formulas in spreadsheet calculations.
2. Personalise the parameters of an application.
3. Format a document so that it can be published (heading, footer, margins, orientation, synopsis, styles, etc.)
4. Use the automatic filtering functions for emails in a file.
5. Insert an object in a document (table, image from an image bank, other file).
6. Run a pre-programmed macro or script.
7. Verify the state of the computer and use appropriate tools (antivirus, compression, defragmentation, etc.)

Examples of level 3

1. Use the advanced calculating functions of spreadsheet software, choose and produce the most appropriate graphic representation (pie chart, histogram, curve, etc.) to convey information for the given calculations.
2. Define the fields of each table of a data base management system and selected lists.
3. Import or export data from management software or an address book, etc.
4. Apply functions to make annotations or comments in a document and to chart modifications.
5. Create a presentation slide show.
6. Install a network for files sharing or a printer.

Examples of level 4

1. Originate model documents and style sheets, automatic enquiries or states of diffusion (lists or tables).
2. Share a document or a printer through a network.
3. Originate macros or scripts which will partially automate the production of documents (Title pages of reports, calculations across several tables, etc.)

C05 – USING A FOREIGN LANGUAGE

Understand and use a foreign language both in ordinary daily life and as part of professional activities.

Examples of level 1

1. Understand the basic content of a non-specialized document, such as a newspaper article.
2. Establish a brief personal dialogue consisting of using a few simple phrases.

Examples of level 2

1. Understand and be able to express himself/herself intelligibly in daily life and professional situations.
2. Set up and draft a few sentences in simple language.
3. Summarize a simple professional item that has been heard or read.
4. Understand the instructions of a computer programme or of a web search tool without making errors.

Examples of level 3

1. Actively participate in an ongoing professional conversation, support a decision, justify a rule or explain a procedure.
2. Participate in a work session or a seminar conducted in the language in question.
3. Deal with general or professional correspondence in appropriate language.
4. Correct a manuscript or proofs in the foreign language.
5. Draft the minutes of a meeting.

Examples of level 4

1. Draft an article, a written account, a synopsis or make a presentation in the foreign language.
2. Translate a complex professional document.
3. Without preparation, replace the interpreter (for consecutive interpretation) during a meeting.
4. Negotiate an agreement or a contract with foreign partners.

C06 – INTERPERSONAL COMMUNICATION

Make relations with individuals and groups in every kind of situation (e.g. dialogue or negotiation) easier and more efficient.

Examples of level 1

1. Recognise one's position with respect to others with whom one is in contact and adopt the appropriate tone.
2. Verify and confirm the correct reception of a message.
3. Understand and know the definition of terms such as: discussion, conflict, confrontation, consensus, negotiation, argument, proof, concession, confidence, listening, persuasion, influence, manipulation, etc.

Examples of level 2

1. Analyse the behaviour of participants in a common activity, their interests and motivation.
2. Adapt an attitude and conduct in relation to partners that will yield the best chance of attaining the desired goal.
3. Understand and take into account a different cultural environment.
4. Complete a negotiation in a way that neither party feels injured.
5. Pass on a piece of information and verify that it was received and understood.

Examples of level 3

1. Choose arguments and methods of presentation which allow you to meet objections during negotiation.
2. Conduct a negotiation from start to finish, deploying appropriate strategies.
3. Adapt language, methods and teaching procedures to an audience.
4. Run a meeting or an electronic discussion group.
5. Identify and manage different conflicting points of view during a collective activity.

Examples of level 4

1. Conduct a negotiation bringing together multiple players with conflicting interests, taking into account the strategic interests of one's employing company.
2. Anticipate and manage an emergency.

C07 – INSTITUTIONAL COMMUNICATION

Originate and implement communications operations in order to strategically position and promote activities within and outside of the company/organisation.

Examples of level 1

1. Identify the information products of the department.
2. Prepare and install tools for promotional communication: transparencies, slide show, overhead projector, video player, video projector, stand, etc.
3. Understand and know the definition of terms such as: multimedia, intranet, press review, reproduction rights, booklet, graphic chart, advertising, slogan, etc.

Examples of level 2

1. Personalise information products according to the user (e.g., manage a distribution file for a specific press review).
2. Make information available on an intranet.
3. Gather and put together the contents of a presentation pack and a list of the people who will receive it.
4. List and choose the technical resources required to mount a demonstration or exhibition.

Examples of level 3

1. Bring to attention new needs and draft corresponding recommendations.
2. Negotiate and implement the necessary means with either the communications department or a communications agency.
3. Create documents (in various types of media) to promote activities.

Examples of level 4

1. Originate, in harmony with the communications strategy of the company, a communications policy for various activities: objectives, positioning, budget, message, etc.
2. Follow up on the communications policy.
3. Implement evaluation tools and make changes in the communications policy.
4. Originate and develop an educational and cultural policy *via* activities aimed at users, within and outside the organisation.

GROUP M – MANAGEMENT

M01 – GLOBAL MANAGEMENT OF INFORMATION

Define or understand a company-wide information management policy ; guarantee or participate in its implementation deploying an appropriate, well coordinated and efficient organisation of tasks and necessary measures.

Examples of level 1

1. Identify the component elements of an information management system: human, technical, financial and legal.
2. Understand and know the definition of terms such as: documentary mediation, information management, records management, economic intelligence, knowledge management, document network, life span of documents, information circulation, information security, confidentiality, culture of information, etc.

Examples of level 2

1. Identify correlations between an information system and its environment within or outside of a company.
2. Identify the structure and the global project of an organisation and its consequences in terms of information management.
3. Identify and understand the results of information for a company and the stakes for all parties involved.
4. Identify the flow of information: incoming, outgoing and internal.
5. Apply rules relative to information security: confidentiality, saving data, antivirus protection, access control, etc.

Examples of level 3

1. Set up a network of document elements or a management system within a company, a professional sector or a region, for example by creating a monitoring network.
2. Apply ISO or European standards concerning information management: e.g. records management or metadata standards, etc.
3. Define the roles and responsibilities of information managers relative to a company's objectives.
4. Guarantee the operation of mechanisms to protect information from unauthorised access or use.
5. Detect malfunction which obstructs the system of information.
6. Take measures to guarantee the operational continuity of the information system.

Examples of level 4

1. Promote information as a strategic asset of a company.
2. Originate and propose an integrated global information management system for a company.
3. Make changes in the structure of management and organisation which will promote partnerships, interaction, and the flexibility of an information system.
4. Supervise and oversee the deployment of systems to identify, measure and monitor risks associated with information management: flooding, hacking, theft, etc.
5. Anticipate solutions to restore a system after an emergency.
6. Draft methodological guides about global information management, improve the content of existing guides or standards.

M02 – MARKETING

Analyse and position the information activity of the company within its culture and its strategic and competitive environment; promote this strategy by deploying appropriate tools.

Examples of level 1

1. Distinguish between the different information products and services of the organisation and different categories of end user.
2. Gather objective data about users and clients: enrolment, regularity, spoken requests, consultation, items checked out, etc.
3. Understand and know the definition of terms such as: market, market share, end user, inquiry, target, client/customer, strategy, marketing plan, competitor, direct marketing, media, distribution network, bulk mailing, forum, trade fair, etc.

Examples of level 2

1. Identify direct or indirect competition (competing flows of information).
2. Apply pre-established research methodology, analyse the collected data and publish graphic representations.
3. Identify and assemble the necessary information relevant to a market study for a product or service.
4. Use the information gathered.

Examples of level 3

1. Choose research methods (quantitative or qualitative) according to specific needs, user categories, customers or the market.
2. Originate the inquiry with the strategic objective to propose solutions.
3. To finalize the study, propose recommendations and possible choices.

Examples of level 4

1. After identifying a target audience and analysing the competition, define a global market strategy and formulate a “strategy product”.
2. Define the feasibility of a project (logistics, cost of development and launching, expected results, schedule, team, etc.).
3. Put into place a marketing management information system allowing follow up on the objectives reached.
4. Integrate the results of customer satisfaction surveys into market strategy by maintaining interaction with customers and users.
5. Monitor innovations in order to anticipate changes in the company.

M03 – SALES AND DIFFUSION

Develop customer and user services by maintaining close contact; implement or apply methods which respond to customer-supplier obligations, and verify their efficiency.

Examples of level 1

1. Carry out the sale of documents or standardised products and services.
2. Understand and know the definition of terms such as: client/customer, sale, contract, tariff, quotation, invoice, commercial target, after-sales, mailing, sales force, advertising, distribution, etc.

Examples of level 2

1. Liaise with a commercial partner, customer or supplier.
2. Identify a prospect and inform him/her about an information product or service (e.g. tariff, updating service, simplified offer terms, etc.) and offer changes according to his/her request.
3. Prepare and carry out and follow up a mailshot.
4. Record, recognise and process a claim or complaint knowing the right moment to turn to others if necessary.

Examples of level 3

1. Organise a plan for recognising sales prospects and draft the relevant technical and economic back up material corresponding to the commercial target; establish a budget for the plan.
2. Analyse the commercial components of an information product or service: financial analysis, technical feasibility.
3. Draw up a plan of action for decision makers: objectives, feasibility, return, verification.
4. Negotiate the diffusion and promotion of a product or service with partners inside or outside the company: integration of data in a portal, subscription campaigns, choosing type of sale (flat fee or per item).
5. Verify the contractual obligations in a sales contract.
6. Propose a promotional campaign or advertising.
7. Prepare a price grid.

Examples of level 4

1. Choose or confirm a channel of diffusion (intranet, extranet, subscription, etc.) or mode of distribution (fixed price, monthly, annual, etc.) in relation to the market for information products or services.
2. Originate, draft and verify a commercial contract of sale for products or services; take measures to have it validated by legal specialists.
3. Ensure the correct administrative and financial follow up of a commercial contract.
4. Set objectives for sales and diffusion and verify their application within fixed deadlines.
5. Put into action tools that ensure customer satisfaction and check their efficiency with a team (meetings, reports, etc).
6. Validate a promotional campaign or advertising.
7. Validate a price grid.
8. Calculate and follow return on investment (ROI).

M04 – BUDGETARY MANAGEMENT

Establish a budget, control and optimise the financial resources of the organisation and their use.

Examples of level 1

1. Keep detailed statistics or a set of reliable indicators: hours worked, output achieved, quantities consumed, etc.
2. Understand and know the definition of terms such as: estimation, invoice, VAT, net of tax, including all taxes, nominal ledger, payment voucher, overhead, product, budget, reduction, credit note, quantitative data, treasury, cost, profit, margin, etc.

Examples of level 2

1. Identify within a budget the products and overhead as well as the different budgetary positions.
2. Differentiate between an ongoing and a completed budget.
3. Verify compliance of purchase orders, delivery orders, despatch notes, payment vouchers.
4. Keep an updated follow up chart of expenditures and receipts.

Examples of level 3

1. Calculate costs of sale, identifying direct, indirect or marginal costs.
2. Identify variations in daily reporting of budget management.
3. Calculate sale price and a profit margin.
4. Propose, argument and follow through on the implementation of a budget.
5. Define a set of statistics to manage and communicate budget operations.

Examples of level 4

1. Arrange the drafting and the exercise of a large provisional budget.
2. Draw up a budget management information system in order to follow the results of an organisation or of an important project.
3. Originate budgetary tools to aid in decision making.

M05 – PROJECT MANAGEMENT AND PLANNING

Manage, conduct and bring to fruition a project or operation by mobilising human, technical and economic resources and by respecting deadlines.

Examples of level 1

1. Draw up a simple schedule to complete a task.
2. Estimate the time dedicated to all of the tasks collectively.
3. Understand and know the definition of terms such as : organisation, procedure, schedule, management information system, project, task, workload, deadline, objective, project group, organigram, etc.

Examples of level 2

1. Take on responsibility within a project team respecting the price-quality-deadline objectives defined in the work specifications.
2. Obtain all the information required to establish the state of progress of a project.
3. Establish a provisional schedule and identify the gaps in its implementation.

Examples of level 3

1. Draft work specification aimed at implementing a new information or organisation system
2. Globally manage the progress of a project applying specifications, deadlines and resources to the different tasks.
3. Establish a schedule consisting of several simultaneous operations and monitor its progress using, for example, PERT methodology.
4. Coordinate a team project.
5. Identify and correct possible problems in the progress of a project: respecting deadlines or utilisation of human, financial and technical resources.
6. Keep the sponsors, as well as future users, informed about the project.

Examples of level 4

1. Originate and carry out a complex organisation project.
2. Select and deploy all steps, methods and tools for the management of a project and for problem solving allowing coordination between the different means and partners in the project.
3. Supervise work specifications or the invitation to tender.
4. Supervise the execution of the project and the teams employed on it.

M06 – DIAGNOSIS AND EVALUATION

Identify the strengths and weaknesses of a product, service, document system or organisation ; create, set up and use statistics for evaluation; control a marketing management system of a service, take steps towards quality certification.

Examples of level 1

1. Carry out a statistical survey, observation report, manually or with specific tools, according to previously defined instructions: for example counting the number of visitors, questions, hits on a web site, pages consulted, etc.
2. Understand and know the definition of terms such as : malfunction, diagnostic, audit, statistical indicator, reference index, procedure, specification, needs analysis, satisfaction survey, marketing management system, steps for quality certification, self assessment, benchmarking, etc.

Examples of level 2

1. Identify the main characteristics of product or service utilisation.
2. Identify specific or regular malfunction in a workstation, run a check-up on a tool (file, database, etc.)
3. Apply a monitoring method; apply a problem-solving technique.
4. Keep up to date statistical indicators of activity, quality or satisfaction.
5. Identify abrupt changes with relation to precedent indicators or to a predetermined objective.

Examples of level 3

1. Originate and make available a maintenance guide and/or a questionnaire adapted to the strategy of a project; analyse and make use of the results of a study.
2. Use the most suitable tools (value analysis, quality standards, etc.) for the optimisation of performance of a product or service.
3. Make a comparison between documentary tools (thesaurus, software, etc.) or products using an evaluation grid, which allows for benchmarking.
4. Carry out a compliance audit according to a definite scheme or reference guide.

Examples of level 4

1. Originate and implement a diagnosis of an information system, propose original and adapted solutions, or a directive scheme for reorganisation.
2. Participate in the conception and writing of a reference guide.
3. Participate in the elaboration and implementation of a quality system in all its forms.

M07 – HUMAN RESOURCES MANAGEMENT

Manage the cohesion, efficiency and job satisfaction of employees in a unit, applying legal and regulatory requirements in pursuit of corporate aims. Convey to employees know-how and experience to promote their professional development. Organise work units. Manage his/her time respecting his/her own priorities and those of others.

Examples of level 1

1. Respect a schedule with its priorities and complete activities which one is responsible for within the given deadline.
2. Understand and know the definition of terms such as: contract of employment, grading system, pay, job profile, job, status, company-wide agreement, personnel representative, guide of competencies, continuing education, internship, etc.

Examples of level 2

1. Draw up a work scheme for simple activities.
2. Carry out routine administrative and personnel management tasks: establish a personal file, explain the basis of a pay notice, plan leave, enforce health and safety regulation.
3. Recruit and train an intern by establishing the organisation of his/her work.
4. Assess, using a reference guide, one's own competencies in the framework of a certification process.

Examples of level 3

1. Organise team work.
2. Create and adapt a job profile by describing the competencies which correspond to it.
3. Conduct individual interviews with each member of a team.
4. Specify what constitutes professional misconduct.
5. Set up an induction plan for trainees and new recruits.
6. Help a team member to prepare the application for a certification programme.

Examples of level 4

1. Optimise the work organisation and working conditions for all departments.
2. Anticipate changes in the profession being attentive to events in other documentation centres and within other national and international professional organisations.
3. Originate or adapt channels or procedures for recruitment in conjunction with the human resources department.
4. Carry out a recruitment, appraisal or dismissal interview.
5. Manage human resources in a document unit: salaries, bonuses, recruitment, internal promotion, training, etc., respecting employment laws.
6. Diagnose needs, choose training programmes and negotiate them within the framework of a company training scheme.
7. Evaluate the professional competency of a candidate for certification using the guidelines of a guide.

M08 – MANAGEMENT OF EDUCATION AND TRAINING

Originate and implement a basic or advanced training programme or measure.

Examples of level 1

1. Identify the objectives, the audience and the content of a training programme.
2. Carry out the practical organisation of a training programme (enrolment, reservation of rooms, logistical preparation, etc.)
3. Understand and know the definition of terms such as: professional training, continuing education, distance learning, computer-assisted learning, educational objective, teaching method, programme, prerequisites, test, validation of experience and assets, certification, etc.

Examples of level 2

1. Designate the principal players in primary and continuing education.
2. Participate in training activities (organisation of visits, presentation of an activity, demonstration of a database, etc.).
3. Give a tutorial, convey knowledge or know-how to users and colleagues with available media.

Examples of level 3

1. Identify training needs and find the means to satisfy them using internal resources or by calling upon outside organisations.
2. Define the objectives and the target audience for an educational campaign aimed at users, students, etc.
3. Define educational objectives and the content of a training programme: for example, seeking information on Internet or using sources.
4. Choose teaching methods, tools and the technical means (software, computer-assisted presentation, network connection, etc.) for a training programme.
5. Program the courses, establish a schedule and organise the necessary material and human resources.
6. Lead and/or evaluate a training programme.

Examples of level 4

1. Originate and deploy a complete system of education and training, adapted to the expectations, knowledge and experience of the trainees, and using available internal or external resources.
2. Test and develop innovative training methods like computer-assisted learning or distance tutorials.
3. Follow changes in legislation regarding training and education and verify that it is applied.
4. Organise a training programme for instructors.

GROUP S – OTHER SCIENTIFIC KNOWLEDGE

S01 – ADDITIONAL FIELDS

Possess the principal elements of another or other disciplines, apart from information services, but on which professionals of LIS often call to help them resolve problems (economic, legal, linguistic, psychological, etc.); or, benefit from a culture different from that of information (e.g. music, medicine, statistics, etc.) which could ultimately be developed to become the foundation of professional specialisation. These elements greatly enrich the overall competence of a professional and so there must be a way to evaluate this complementary knowledge. These additional fields of knowledge are extremely numerous and each has its own process of evaluation which must be developed from the necessarily general and abstract model found here. For each example, the term "discipline" should be replaced with the particular discipline in question.

Examples of level 1: Awareness of the discipline

1. Have a basic culture of the discipline.
2. Use the discipline's specific vocabulary efficiently.
3. Carry out simple, practical and concrete tasks.

Examples of level 2: Understanding of practices

1. Understand the specificity of the discipline's concepts.
2. Know how to use specialised tools, products, and basic techniques.
3. Convey practical instructions.
4. Work with specialists of the particular discipline.

Examples of level 3: Effective use of the tools

1. Understand and be able to define and use the techniques of the discipline.
2. Apply an adapted methodology for research and work.
3. Interpret a situation specific to the discipline.
4. Make a decision possibly leading to the adaptation of practices.

Examples of level 4: Methodological proficiency

1. Conceptualise different mechanisms of the discipline.
2. Originate novel and adequate tools, products, techniques or analytical methods.
3. Develop and carry out complex projects by imagining adapted methods.

NB: These supplementary competencies should not be confused with a « double competency », which is necessary to perform many specialised jobs, and which designates the conjunction between a global competency in LIS and the proficiency of another completely different field.

II – REQUIRED APTITUDES

LIST OF THE TWENTY PRINCIPAL APTITUDES

A – PERSONAL RELATIONS

1 – **Autonomy** – The ability to act independently of others, other values and social expectations. Capacity to take initiative and decisions, choose the correct solutions without depending on a hierarchy, even in the case of a previously unknown question due to the renewed configuration of previously known elements.

2 – **Communication skills** – The knowledge of how to enter easily into relations with others in an open and efficient way. To be able to formulate a message or transmit an explicit piece of information whether in terms of content or presentation, using appropriate channels, to either an individual or a defined group; to encourage feedback and to adjust the message according to its perceived effects.

3 – **Availability** – To always consider that the requests or propositions made by others are worth listening to, except when one has the objective certainty that what one is doing is even more important for the common good; to free oneself from an activity in order to assist a colleague or a user; to accept being interrupted and, after the interruption, to be able to pick up an activity where one left off.

4 – **Empathy** – The ability to perceive what another feels by paying attention to what he/she says and being open to his/her preoccupations, and consequently, to reconsider one's own point of view on the matter. By understanding the other's request, his/her point of view, his/her arguments, it is possible to treat a request while retaining the necessary distance to look for objective information.

5 – **Team spirit** – To carry out properly one's share of work in partnership with other members of a group or department, exchanging and sharing information, tools and know-how, in pursuit of common objectives (to satisfy a request, improve the efficiency of a work unit, etc.) without putting one's own interests first and being careful not to keep information (or documents) for one's own sole use.

6 – **Sense for negotiation** – To take into account conflicting interests in order to lead the two parties towards a common solution in which both are satisfied. By highlighting negotiation rather than confrontation, research can be achieved, a project implemented, and above all the fundamental mission of information services is respected. Beyond this aptitude, there is an art to negotiation that can be learned and cultured as with any competency.

7 - **Teaching skills** – To know how to impart knowledge to others in an understandable way and form appropriate to their needs. To adapt one's language to suit their level of attention and interest. To explain and make a listener clearly comprehend the facts of a situation or of a problem by adjusting oneself to his/her level. Evaluate and re-evaluate understanding and appropriateness.

B – RESEARCH

1 – **An enquiring mind** – To be open to external events and new developments which concern one's own work environment as well as the interests of the users; to seize every opportunity to enrich one's knowledge and reflective capacity.

C – ANALYSIS

1 – **Analytical ability** – To recognise the specific elements or characteristics of a situation or problem within a document (whatever the medium), a collection of data or a request. To be able to group these elements into distinct categories. To establish relationships of causality or interdependence and be able to explain what they are.

2 –**Critical ability** – To be able to evaluate an assertion, a document, a person, an organisation, a way of working, a technique for information handling, etc. so as to identify both strengths and weaknesses. To be able to put a piece of information in context, for example with reference to its veracity or the reliability of its source.

3 – **Ability to synthesise** – To rearrange distinct elements according to their relevant characteristics in relation to a defined objective. To identify the most important, and arrange them in a hierarchy. To create a new information product or service, organised according to what is considered to be the most important of these, allocating a subordinate position to the remainder.

D – COMMUNICATION

1 – **Discretion** – To gather information, either by listening to others, or by observing events, without communicating this information if it is confidential or susceptible to cause damage to other people, programmes or projects, etc. To be discreet in treating enquiries, respecting confidentiality and having reserve.

2 **– Resourcefulness** – To rapidly undertake an enquiry for information or a document in its totality and give at the same time a preliminary answer or advice about directions to take without waiting to have all of the information.

E – MANAGING

1 – **Perseverance** – To maintain a willingness to see a project through, to pursue and bring to fruition an activity in spite of the difficulties which may arise; not giving way to despondency.

2 – **Rigour** – To respect scrupulously a predefined framework or rules (for example, a particular standard of bibliographic description, analytical template for documents, working procedures, etc.). Not to allow oneself or others any bending or exception to the rules that is not seriously justified. Ensure the finalization of the work and the quality of the different components.

F – ORGANISING

1 – **Adaptability** – To find appropriate responses to new or unforeseen working methods or situations, for example in a subject outside the normal field of activity. To moderate one's action or professional approach in response to a particular environment or specific constraints. To know how to implement or adapt a solution.

2 – **Foresight** – To know how to think ahead; to anticipate an event, a succession of acts or the consequences of an action. For example, to know how to deduce and satisfy a potential information need on the basis of the known or likely way that a user activity is developing. To take appropriate measures without waiting for an unpleasant incident to occur.

3 – **Decisiveness** – To choose a particular course of action and take a decision at an opportune moment, given the objectives and the means available, taking into account opposing arguments and keeping to this initial choice. To avoid uselessly drawing out deliberation.

4 – **Initiative** – To use one's imagination, to make proposals, to start projects and to get things organised without being asked by anyone else, or following only that which is specified in the job description in a new, conflicting or difficult situation. This applies equally to situations within one's own work unit or within the framework of user relations.

5 – **Sense of organisation**– To apply a global view to one's activities or a work procedure, knowing how to comprehend the different dimensions and component parts of an operation as well as the respective roles of the different players; to grasp the more or less complex stakes of a situation; to choose and apply an appropriate method; to use one's time wisely; to make sure basic activities are co-ordinated and the course of events controlled; to evaluate and adjust one's approach according to results.

GLOSSARY

Activity

A coherent set of tasks, performed by an individual or a group, and which result in a precise outcome. Activities can be assembled in domains and contribute to the realisation of *ends* for a specific *typical occupation*.

Adaptive behavior

The capacity to demonstrate appropriate attitudes and behaviour in a given situation.

Aptitude

An individual's natural or acquired disposition, leading to a certain behaviour.

Assessment of competencies

Career orientation or assessment system which allows employees or job-seekers to understand their profile of competencies and career direction. It can identify professional and personal skills as well as aptitude and motivation. The goal of career assessment is to help individuals construct their careers, which, in certain cases, implies pursuing further education.

Assets

The knowledge, know-how and aptitudes of an individual acquired through training and other experiences, accessible at any moment.

Behaviour

An individual's observable actions and conduct.

Career mobility

The change from one occupation to another within the same profession, the modification of the level of competence within an occupation, or changing careers within the same company or in another.

Career performance

The observable result of an individual completing a targeted activity in reference to previously determined objectives and restrictions. Performance is a manifestation of this competence. It cannot be measured unless the means necessary for implementing the particular objectives have been previously set.

Certification

An operation that guarantees, authenticates and legalizes the competence or know-how of an individual based on a particular guide of competencies.

Company

Any public or private organisation bringing together individuals in order to produce and/or offer goods or services.

Competence

A set of skills necessary to perform a professional activity and the proficiency of required behaviour. The components are: knowledge, know-how and aptitudes. These are considered as proficient when put into practice effectively.

Function

Set of tasks and responsibilities defined in relation to an objective and relevant to the activity of a certain job position.

Heart of an occupation

The central practices and competencies which specify an occupation.

Information professional

A person whose professional activity is dedicated to an occupation in information services, by applying the rules of the profession regardless of the professional framework in which he/she works.

(Library and) Information services

A profession whose goal is finding (and knowing how to find) information for professional use, treating this information to increase the quality of its use, managing it, making it easily accessible and conveying it to those who need it, users or clients. It is the profession of librarians, information officers, archivists, environment monitors, among others.

Job

A common professional expression designating a group of concrete positions which are sufficiently similar to be studied and treated in a global manner. A job is comprised of activities combined in an explicit or implicit way relative to a specific organisation.

Job position

A set of activities and tasks to accomplish within a company at a given moment. A position is defined by analysing the organisation of work and not by the particular activity of the individual (see *Job profile*). The position exists independently of the individual who occupies it. A job position can be held by several individuals and an individual can hold several positions.

Job profile

A defined set of characteristics for a particular job position: activities performed, necessary competencies, job requirements.

Know-how

An individual's proficiency in exploiting the methods and tools that give him/her the skills to complete a specific professional activity.

Knowledge

Defined set of general or specific awareness and understanding that an individual possesses.

Level of competence

The degree to which an individual possesses the skills which constitute a particular given competency, identified by using a pre-established scale.

Level of qualification

A person's place in reference to a scale of qualifications which separates the knowledge and the know-how of an occupation (or group of similar occupations) into different functions. The level of qualification takes into account the individual's competence (especially technical), the complexity of different responsibilities undertaken as well as his/her degree of autonomy, decisiveness and foresight.

Mission

Responsibility given to an individual in order to fulfil a predefined objective.

Occupation

A coherent set of competencies present in a certain number of individuals contributing to the same objective and fulfilling a common technical function. An occupation has several characteristics with recognisable and identifiable professional practices. It consists of a coherent whole, of work and thought founding these practices which includes recognition, validation outside one's own company and showing proficiency in these practices and theories through a degree or a test. An occupation refers to a person and to the group in which he/she belongs. A single profession can be composed of several occupations. An occupation is neither a job nor a specific position in the workplace, nor a function in a company.

Profession

A set of similar occupations having a common objective.

Professional qualification

The state in which an individual possesses, at a specifically determined level, the *competencies* necessary to exercise a particular job. Qualification is the result of training and experience. This same word means the recognition of professional qualification and its level. It is also the steps leading to this recognition qualification.

Profile of competence

Structured set of an individual's competencies at a given moment.

Reference frame

Directory of competencies necessary to exercise a profession.

In this present guide of competencies, the latter are illustrated through examples of representative practices demonstrating competence at a specific level.

Skill

Putting into action the *knowledge*, *know-how* and *adaptive behaviour* that the individual possesses.

Task

An elementary unit of work.

Typical Occupation

A theoretically defined occupation corresponding to an occupation or a class of similar occupations.

Validation of professional assets

System by which the assets of experience are recognized and validated for credits fulfilling part or all of a degree programme.

INDEX

The pages (generally corresponding to a field of expertise) this index refers can treat the theme without containing the specific word designated. In this case, the page numbers are given in italics.

ACKNOWLEDGEMENTS

This publication was prepared and published under the patronage of the European Council of Information Associations (ECIA) which would like to extend its warm thanks to those whose work, competence and dedication permitted this work to be completed.

Among those in France, the ADBS (Association des professionnels de l'information et de la documentation) and the members of its Guide-projects group:

- Marie BAUDRY de VAUX, manager of the documentation centre of the CEREQ (Centre d'études et de recherche sur les qualifications)
- Arlette BOULOGNE, director of the INTD/CNAM (Institut national des techniques de la documentation/Conservatoire national des arts et métiers)
- Agnès CARON, manager of the documentary resources centre of the CIDJ (Centre d'information et de documentation jeunesse)
- Sylvie DALBIN, consultant (Assistance et Techniques Documentaires)
- Laurence DAPON, manager of Employment – Guides – Certification at the ADBS
- Jean MEYRIAT, professor, director of studies (retired) at the École des hautes études en sciences sociales, honorary president of the ADBS
- Sophie RANJARD, director of studies (Kynos)
- Éric SUTTER, consultant (Bureau van Dijk Ingénieurs conseils)
- Dominique VIGNAUD, director of the EBD (École de bibliothécaires-documentalistes)

As well as the specialists who were successively invited to work with them in the field in which they are known as the experts:

- Michèle BATTISTI, manager of information law monitoring (ADBS)
- Isabelle GAUTHERON, director of the Infothèque du Pôle universitaire Léonard de Vinci
- Maryvonne JOSEPH, manager of a documentation/monitoring department
- Claudine MASSE, training and education manager of the ADBS
- Paul-Dominique POMART, director of education and of the development of competencies (Bayard)
- Joëlle MULLER, human resources director at the Fondation nationale des sciences politiques (Sciences Po)
- Marie-Madeleine SALMON, manager of documentation and knowledge (Publicis)

As well as other professionals who wished to remain anonymous.

In Germany, the DGI (Deutsche Gesellschaft für Informations- Praxis und Wissenschaft) and the members of the project-group Guides and certification:

- Gabriele BEGER, director, Zentral und Landesbibliothek Berlin, President of the DGI, Frankfurt
- Christine FISCH, general secretary of the DGI, Frankfurt
- Robert FUNK, professor, Humboldt Universität, Berlin
- Sabine GRAUMANN, director, TNS Infratest Business Intelligence, München
- Ulrich KÄMPER, director, Wind GmbH, Köln
- Ute KRAUSS-LEICHERT, professor, Hochschule für angewandte Wissenschaften, Hamburg
- Hartmut MÜLLER, Deutsches Institut für Internationale Pädagogische Forschung, Frankfurt
- Marc RITTBERGER, professor, Haute école de gestion, Genève

As well as the specialists who were successively invited to work with them in the field in which they are known as the experts:

- Robert BARTH, director, Stadt- und Universitätsbibliothek, Bern
- Françoise FELICITE, documentary information consultant
- Heike GRUHL, Bionorica AG, Neumarkt
- Rainer HAMMWÖHNER, professor, Universität Regensburg
- Heike HOTZEL, Thüringer Universitäts- und Landesbibliothek, Jena
- Alois KEMPF, Eidgenössische Forschungsanstaalt WSL, Birmersdorf

- Irmgard LANKENAU, director, Universitätsbibliothek Koblenz-Landau
- Thomas MANDL, Universität Hildesheim
- Danielle MINICO, Bibliothèque cantonale et universitaire de Lausanne
- Horst NEISSER, director, Stadtbibliothek Köln
- Urs NAEGELI, instructor at the HES in Coire, president of the Association suisse de documentation
- Ulrich THIEL, Fraunhofer-Institut für integrierte Publikations- und Informationssysteme IPSI, Darmstadt

In Spain, the SEDIC (Sociedad española de documentación e información científíca), and in particular:

- Carlos Miguel TEJADA ARTIGAS, professor of documentation and library sciences at the Universidad Complutense de Madrid
- Mateo MACIA GOMEZ, Director of the archives of the Congreso de los díputados

In Belgium, the ULB (Université libre de Bruxelles), and in particular:

- Marc VANDEUR, president of the department Sciences et technologies de l'information et de la communication
- Cécile van de LEEMPUT, Vice-dean of the Faculté des sciences psychologiques et de l'éducation
- Isabel SASTRE CANTANO, assistante in Sciences et technologies de l'information et de la communication.

In the United Kingdom, the ASLIB (The Association for Information Management), and in particular, Peter MATTHEWS, European Union Coordinator.

In the Czech Republic, the SKIP (Association of library and information professionals), and in particular:

- Jarmila BURGETOVA, Bibliothèque de l'Académie des sciences of the Czech Republic, Honorary president of the SKIP
- Zlata HOUSKOVA, Bibliothèque nationale of the Czech Republic
- Miloslava FAITOVA, University library of Plzen
- Zuzana HAJKOVA, Research library at Ceske Budejovice