"The Times Are Changin"

Prof. Cornelia Vonhof, Stuttgart Media University
TREND 1:
NEW TECHNOLOGIES WILL BOTH EXPAND AND LIMIT WHO HAS ACCESS TO INFORMATION

TREND 2:
ONLINE EDUCATION WILL TRANSFORM AND DISRUPT TRADITIONAL LEARNING

TREND 3:
THE BOUNDARIES OF DATA PROTECTION AND PRIVACY WILL BE REDEFINED

TREND 4:
HYPER-CONNECTED SOCIETIES WILL LISTEN TO AND EMPOWER NEW GROUPS

TREND 5:
The global information economy will be transformed by new technologies
“It’s at these points of impact between trends that there are profound questions for libraries operating in the new information environment.”
TREND 2:
ONLINE EDUCATION WILL TRANSFORM AND DISRUPT TRADITIONAL LEARNING

TREND 3:
THE BOUNDARIES OF DATA PROTECTION AND PRIVACY WILL BE REDEFINED

TREND 5:
THE GLOBAL INFORMATION ECONOMY WILL BE TRANSFORMED BY NEW TECHNOLOGIES
Future Work Skills
2020
Future Work Skills 2020

While all six drivers are important in shaping the landscape in which each skill emerges, the color-coding and placement here indicate which drivers have particular relevance to the development of each of the skills.

**KEY**

Drivers—disruptive shifts that will reshape the workforce landscape

Key skill needed in the future workforce

**Extreme Longevity**
- Increasing global lifespans change the nature of careers and learning
  - Trans-disciplinarity

**Computational World**
- Massive increase in sensors and processing power make the world a programmable system
  - Design Mindset
  - Virtual Collaboration
  - Cross Cultural Competency
  - Cognitive Load Management

**Superstructured Organizations**
- Social technologies drive new forms of production and value creation
  - New Media Literacy
  - Computational Thinking

**New Media Ecology**
- New communication tools require new media literacies beyond text
  - Novel and Adaptive Thinking

**Globally-Connected World**
- Increased global interconnectivity puts diversity and adaptability at the center of organizational operations
  - Social Intelligence

**Rise of Smart Machines and Systems**
- Workplace robotics nudge human workers out of role, repetitive tasks
  - Sense-Making

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Skills for the future workforce

- Workers in the future will need to be adaptable lifelong learners.
Skills for the future workforce

- proficiency at thinking and coming up with solutions and responses beyond routine or rules
- ability to respond to unique unexpected circumstances

- literacy in and ability to understand concepts across multiple disciplines
- ideal worker of the next decade is “T-shaped”
Skills Frameworks for the Library Field

• Competency Index for the Library Field (WebJunction/OCLC: 2014)
• Professional Knowledge and Skills Base (CILIP: 2013)
• Our Future, Our Skills (Gillian Hallam; Victorian Public Libraries: 2014)
21st Century Skills Frameworks

**WebJunction OCLC**
- Essential Library Competencies
- Competency Sections
  - Library Collection
  - Library Management
  - Public Services
  - Technology

**Victorian Public Libraries**
- Foundation Skills
- Professional Skills
- Behavioral Skills

**CILIP**
- Generic Skills
- Professional Expertise
- Wider LIS Context
- Ethics & Values
How to work with these frameworks?
Victorian Skills Framework
Gap Analysis
CILIP Self-Assessment Skills Analysis
**Professional Expertise**

1. **Organising Knowledge and Information**

   Organising all types of knowledge, information and other resources including the development and use of tools, strategies and protocols, and enabling these resources to be organised, searched and retrieved effectively. Includes cataloguing and classification, metadata and thesauri, subject indexing and database design.

<table>
<thead>
<tr>
<th>Knowledge/Skills Area</th>
<th>Current Rating</th>
<th>Ideal Rating</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1.1 Information resources</td>
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<tr>
<td>Understanding the nature of information and of documents,</td>
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<tr>
<td>theories and models; forms of information resources, and</td>
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<td>consequences for information organisation</td>
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<td>1.2 File planning</td>
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<td>Creating a single arrangement of resources to meet a</td>
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<td>particular need; includes knowledge resource planning</td>
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<td>1.3 Classification schemes and taxonomies</td>
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<td>Using forms of knowledge organisation which aim to show</td>
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<td>the relationships between concepts by bringing together</td>
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<td>terms representing similar meanings</td>
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On the way....
**Action Plan: Employer – Employee**

**Employer**
- Sets up regular needs assessment based on reviews of employees’ performance in relation to the institution’s mission and goals
- The human resources policies show commitment to engaging all staff in ongoing learning

**Employee**
- Conducts regular self-assessment congruent with job responsibilities and aspirations
- Develops a personal learning plan

**Employer**
- Provides
  - access to a broad range of learning opportunities, both formal and informal
  - a minimum of 0.5% to 1.0% of institutional budget earmarked for staff development
  - approximately 10% of work hours provided to professional development
We are preparing students for jobs that don’t yet exist, using technologies that haven’t been invented in order to solve problems we don’t even know that they are problems yet.

(Karl Fisch/Scott McLeod)
References


• Webjunction (2014): Competency Index for the Library Field 2014 (http://www.webjunction.org/documents/webjunction/Competency_Index_for_the_Library_Field.html)

• CILIP (2013): Professional Knowledge and Skills Base (https://www.cilip.org.uk/jobs-careers/professional-knowledge-skills-base)