

Information Technology Skills Bibliography

Cuddy, C., & Medeiros, T. S. (2002). Designing a library staff computer training program: Implementation of core competencies. *Information Technology and Libraries*, 21(2), 87-90.

Through a process of data gathering and analysis along with a review of current library literature, a need was identified to establish a continuum of staff training in technology. The educational needs of library staff at the Ehrman Medical Library (EML) of New York University School of Medicine were assessed via observation, interviews, logging incoming questions at public service areas, and reviewing Helpline electronic mails. Data gathered during the assessment assisted in the development and design of a staff training program and will be used in project evaluation. This tutorial outlines a process of designing and implementing a staff computer-training program while providing general tips and strategies. (For full text of this article see http://www.lita.org/ital/2102_cuddy.htm). (Original abstract)

Munson, K. I., & Walton, L. J. (2004). Assessing reference staff competency in the electronic environment. *Medical Reference Services Quarterly*, 23(2), 33-40.

This paper shows how the Gaiter Health Sciences Library of Northwestern University's Feinberg School of Medicine developed and implemented a program to assess reference staff competencies for assisting users in the electronic environment after completing a new training program. The first phase was a year-long assessment of reference questions to identify the types of questions received at the desk. Next, a training program for reference was developed and implemented with an emphasis on answering the most common questions identified such as remote access, access privileges, holdings information, and database searching. The program included individualized instruction on library policies, electronic resources, access restrictions, and troubleshooting. The next phase was to create instruments to test staff competencies in answering questions after training. Based on the scores, additional training was individualized and provided to the appropriate staff member to enhance their skills where needed! The training system that was developed has proven to be effective as most staff scored better than 92% on initial testing. As a result, library management can be certain that users' questions are being answered correctly and that the staff has the skills required to work in an electronic environment. Copies of this article are available for a fee from the Haworth Document Delivery Service [mailto:docdelivery@haworthpress.com]. (Original abstract)

Todaro, J. B. (2001). Competency lists for library staff: Online exploration. *Community and Junior College Libraries*, 10(3), 61-67.

Discusses the rise in demand for lists of competencies, concepts of competency and the use of competency terminology in guidelines and standards. Formulates questions to be asked before making use of lists and gives details of Web sites offering guidance on technology competencies for library staff and educators.

Links to library sites:

<http://www.ncwiseowl.org/ncwin/matrix.htm>

<http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te10lk13.htm>

<http://www.vjc.edu/library/index.aspx?id=3043>

<http://statelibrary.dcr.state.nc.us/ce/competencies.pdf>

http://www.cla-net.org/included/docs/tech_core_competencies.pdf

<http://www.law.uconn.edu/library/libinfo/corecomp.pdf>

<http://www.librarysupportstaff.com/4competency2.html>