

本レポートは、ALA（米国図書館協会）と社会科学研究機関 Knology が共同で進めた、「21世紀の図書館員に必要なスキル」を体系化するプロジェクトの成果物。

\* 先行研究（NILPPA：National Impact of Library Public Programs Assessmentによる）で示された9つのコンピテンシー領域をもとに、図書館情報学教育（修士課程:MLIS）や専門研修で使えるよう、具体的な学習目標（Learning Objectives）を整理している。

### ○合意事項（タスクフォースによる）

- 先行研究で示された9つのコンピテンシーは今も有効
- デジタルスキルと EDI（Equity, Diversity, Inclusion：公平性・多様性・包摂性）を各領域に統合すべきである
- 大学での図書館学教育課程と、現場の図書館員向け研修は目的が異なるため、別々に開発する必要がある
- 公共プログラムに関する適切な教育が不足している

### 課題

#### 1 適切な教育の不足

- 多くの図書館員は**現場で学ぶ（93%）**
- 大学の図書館学課程では、プログラミング（イベント企画など）を扱う授業はあるが必修ではない
- 特に不足しているのは、財務スキル・組織運営スキル・創造性・評価（プログラム評価）

#### 2 教育と研修の目的の違い

- 大学教育：原理・理念中心、現場研修：実務中心 → 目的が異なり、同じカリキュラムでは対応できない

#### 3 COVID-19による変化

- オンライン／ハイブリッドのプログラムが急増
- 新たに「デジタルスキル」を独立させる案もあったが、既存の9つに統合する方針
- EDIの観点も全領域に組み込むべきとされた

### 現場からの声（40名以上の図書館員・教員からのフィードバック）

#### ● ニーズ

- 多くの図書館員が「正式な研修やトレーニングが不足している」と回答。研修受講者は「自信がついた」と評価
- 図書館情報学修士課程（MLIS）に、もっと実務的なプログラミング教育を入れるべきという声が多い

#### ● コミュニティ主導の重要性

- プログラムは関係コミュニティと共同設計・運営すべきで、この考え方が強く押し出されるべきという意見が多い

9つのコンピテンシー別 学習目標・・・「特に重要で、かつ教育が不足している」項目として整理されたもの。

① **内容理解**・・・プログラム内容を理解し、適切に提供・評価する力

学習目標：コミュニティのニーズ（特に未サービス層）を把握し、内容の優先順位を決める 等

② **創造性**・・・柔軟で革新的な発想で課題を解決する力

学習目標：技術的・実務的な問題をその場で解決する、代替案を提示するほか、創造的思考法を身につける

③ **評価**・・・プログラムの効果を測定し改善につなげる力

学習目標：適切な評価ツールを作成する、データを収集・分析、結果を共有し、次の改善に活かす 等

④ **イベント企画**・・・安全かつ包括的で効果的なイベントを設計・運営する力

学習目標：図書館の価値観を企画に反映する、オンライン／ハイブリッド／対面の特徴を理解し使い分ける、安全性・アクセシビリティ・持続可能性を考慮する 等

⑤ **財務スキル**・・・予算管理・資金調達・財務についてのコミュニケーションの力

学習目標：予算書・契約書などの基本文書を理解する、費用対効果分析や将来予測を行う、財務情報をわかりやすく説明し、協働的な意思決定を促す

⑥ **対人スキル**・・・多様な利用者・関係者と円滑にコミュニケーションする力

学習目標：誰もが歓迎される環境をつくる、グループごとのコミュニケーション文化を理解し適応する、組織内外の情報共有を促進する

⑦ **コミュニティ理解**・・・地域等コミュニティのニーズを把握し、共創的な関係を築く力

学習目標：EDIの視点でコミュニティを理解する、多様なデータ（統計、SNS等）を使い、未サービス層を特定する、図書館の戦略計画と整合させる

⑧ **広報・マーケティング**・・・プログラムの情報を適切な方法で伝える力

学習目標：多様な広報手段（SNS、印刷物等）を理解し使い分ける、基本的なデザイン・SNS運用スキルを身につける、マーケティング戦略を立てる

⑨ **組織運営スキル**・・・時間管理・プロジェクト管理・協働の力

学習目標：図書館に適したプロジェクト管理手法を理解する、マイルストーンを定義し、進捗を管理する、外部パートナーと協働する

## （まとめ）提言：

- ・ 専門研修（PD）を重点的に開発
- ・ 州立図書館や研修機関との連携を強化
- ・ 図書館情報学修士課程に、プログラミング教育を組み込むための働きかけ  
→卒業生調査／教員コミュニティへの情報共有／図書館員の中核業務として位置づけ／認証機関との関係構築

## 資料5(機械翻訳)

「2030 デジタル・ライブラリー」推進に関する検討会  
(第12回)R8.2.5

### ALA (米国図書館協会) による「21世紀の図書館員に必要なスキル」

※以下は機械翻訳によるものです。内容の適切な解釈については、必ず原文も参照願います。

#### 謝辞

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#### はじめに

本資料「Skills for 21st-Century Librarians: Task Force for the Development of a NILPPA-Informed Programming Librarian Curriculum」は、米国図書館協会 (ALA) 公共プログラム室による IMLS (米国図書館サービス・博物館サービス局) 助成プロジェクトです。Knology (社会科学研究組織) と協力し、以前の National Impact of Library Public Programs Assessment (NILPPA) に基づく作業を発展させました。

前段の研究では、公共プログラムを担当する図書館員が備えるべき 9 つのコンピテンシー領域を特定しました。本プロジェクトでは、図書館分野と図書館教育の指導者 12 名からなるタスクフォースを招集し、これらのコンピテンシーを教育現場 (図書館情報学位課程や専門研修等) で利用可能な形で詳細化しました。

補足：プログラムの運営スキルの習得状況 (先行調査より)

- ・ 93% : 職場で学んだ (OJT)
- ・ 62% : 同僚から学んだ
- ・ 74% : その他の非公式な学習から学んだ

#### 課題と機会

タスクフォースはプロジェクトを進めるにあたり、複数の課題と機会を議論しました。

#### 課題/機会 #1 : 正式な研修の欠如

調査とレビューの結果、短期の専門研修は多数ある一方で、体系的な研修の機会は限られていました。学位課程で取り扱われやすいのは「コミュニティ理解」であり、財務スキル、創造性、組織スキルは学位課程に含まれにくい傾向がありました。専門能力開発 (PD) ではコンテンツ知識がカバーされやすい一方で、評価や組織スキル、財務スキルは扱われにくいという傾向がありました。タスクフォースは、特に対人スキル、イベント企画、評価に対する正式な教育の必要性を認識しました。

## **課題/機会 #2：目的の不一致**

学位課程と専門能力開発は目的が異なります。専門能力開発は実務を扱う一方、学位課程は図書館学の原理に焦点を当てます。このため、研修開発はそれぞれの2方向で進める必要があります。

## **課題/機会 #3：COVID-19の影響**

本タスクフォースは、従来のコンピテンシーが2019年以前に策定されたため、パンデミックによる変化を反映すべきか検討しました。多くの図書館が対面イベントを中止する中でデジタルやハイブリッド形式に移行しました。そこで次の2案を検討しました：

- (1) デジタルスキルを新たに10番目のコンピテンシーに加える
- (2) 既存の9領域のそれぞれに関連するデジタルスキルを明示的に含める

本タスクフォースは(2)を支持しました。これは単にデジタルスキルを異なる独立したものとしてよりも、異なる様相間での連続性で示すことが望ましいと考えたからです。また、各領域にEDI(公平性・多様性・包括性)の配慮を明示することが有益であると判断しました。以下の学習目標にはこれらの結論が反映されています。

補足：調査では、図書館員の半数のみが学位課程や学校教育等でプログラスキルを学んだと答えています(残りは職場学習(OJT)等に依存)。

## **具体的な学習目標**

以下は、9つのコンピテンシー領域ごとに優先すべき学習目標を示します。これは各領域のすべての学習目標を網羅するものではなく、指導可能で重要かつ十分に教えられていないと思われる目標に絞っています。すべての図書館員がこれらすべてを習得する必要はなく、チームで役割を分担する場合があります。図書館の種別やミッションにより優先度は変わります。

各領域で、図書館の現場から推奨された参考情報源も掲載します(網羅的なリストではありません)。(※詳細は割愛)

## **内容理解**

目的：役割に応じて、プログラムのコンテンツを提供・管理・評価するのに十分な知識を備える。

学習目標：

- 自分のコミュニティのニーズ、特に過去にサービスが行き届かなかった利用者や利害関係者のニーズに基づき、コンテンツの優先事項を特定する。
- 自分自身の知識や理解のギャップを評価し、そのギャップを補うためのパートナーシップを構築する。
- 潜在的な講師やパートナーの専門性を評価し、プログラムに効果的に組み込む。

現場から推奨されるリソース：(割愛)

### 創造性

目的：課題や機会に対して革新性、柔軟性、創造性を持って対処する。

学習目標：

- 技術的・実務的な多様な問題をトラブルシュートし、その場で解決策を考案する。
- 代替計画（コンティンジェンシー・プラン）を策定・実行する。
- より包括的かつ公平なプログラムを生むための創造的思考を促進・適用する戦略のツールボックスを構築する。
- 個人およびグループで、横断的で非線形、反復的な思考と意思決定を促進する。

現場から推奨されるリソース：(割愛)

### 評価

目的：統計的および定性的手法を用いて、すべてのコミュニティ対象（歴史的にサービスが行き届かなかった層も含む）に対するプログラムの有効性と影響を測定し、その情報をもとにプログラムを反復的に改善する。

学習目標：

- 文化的に応答的で公平な評価の枠組みを認識し利用する。
- 図書館活動における測定と評価の重要性と役割を説明する。
- 図書館が評価に活用できるツールやリソースを見つけて使う。
- 評価プロセスの構成要素（活動、形成的評価、総括的評価など）を区別する。
- 目的とする成果を測る有効な測定器具（アンケート、インタビュー、観察ツール等）を、ユニバーサルデザイン、バックワードデザイン、システムデザイン等のベストプラクティスに基づいて作成する。
- 評価データを収集し、データのパターンを分析する（グループごとの差を考慮するための分解などを含む）。
- 評価結果を伝え、発見を今後のプログラム改善に活用する。

現場から推奨されるリソース：(割愛)

### イベント企画

目的：対象となる参加者に対して発達の・文化的に適切かつアクセス可能なイベントを企画・管理・実施する。

学習目標：

- 図書館員としてのコアバリューがイベント企画のすべての側面に浸透していることを説明する。
- オンライン、ハイブリッド、対面イベントそれぞれの強みと弱み、異なる仮想プラットフォーム

フォームや参加者構造が学習、楽しみ、包摂性、アクセシビリティに与える影響を区別する。

- 以下の考慮事項を特定し対処する：
    - 安全面（例：COVID-19、非常口、オンライン上の嫌がらせ等）
    - アクセシビリティ（例：移動、デジタル格差、言語アクセス、一般的なアレルギー対応等）
    - 持続可能性（例：環境影響、要員の必要性）
  - 雨天等の一般的な物流上の課題に対する代替計画を作成する。
  - オンラインイベントでのカメラ・照明、音声、背景、フィルターの利用法を用いて、画面を「舞台」として扱う技術を適用する。
  - バーチャル環境で、参加者を引きつけるシームレスでダイナミックな体験を作る。
- 現場から推奨されるリソース：（割愛）

### 財務スキル

目的：プログラムまたはプログラム群の予算編成、資金調達、財務管理を（しばしば外部パートナーと協働して）行えるようにする。

学習目標：

- 予算書、基本的契約書等の一般的な財務書類を理解し説明する。
- 個別プログラムや機関・部門のための一般的な予算ツールと手法を使う。
- コストベネフィット分析や将来予測（フューチャーキャスティング）といった財務手法を、個別プログラムおよび機関・部門レベルで活用する。
- すべての利害関係者（歴史的にこれらの会話から排除されてきた者を含む）が理解できるように、予算や財務書類について説明・コミュニケーションし、より情報に基づいた協働的意思決定を促進する。
- 助成金やパートナーシップなど多様な資源を特定し、それらを活用するための応募・申請を行う。

現場から推奨されるリソース：（割愛）

補足：学習者が正式なプログラム研修を受けていない場合、職場や非公式の経験（小売業、演劇、子どもの誕生日会運営等）から学ぶことが多いと調査は示している

### 対人スキル

目的：プログラムに関わるすべての利害関係者や対象と効果的・適切にコミュニケーションを行い、相談、仲介、助言を提供する。

学習目標：

- 歓迎的で敬意ある環境を作る。
- 異なる利用者集団の間におけるコミュニケーション規範の違いを特定し、それに応じ

て調整する。

- 特にオンライン上で効果的なコミュニケーションを妨げる要因（Zoom 疲れ、視線やボディランゲージの欠如、パンデミック疲労など）を認識する。
- 難しい対話を促進するための非暴力的コミュニケーション、紛争緩和、ファシリテーション技術をオンライン・対面両方で適用する。
- 図書館のプログラミング施策を、コミュニティとの関係構築というより大きな仕事の一部に組み込む。
- 閉じたキャプション、音声説明、通訳等を用いてオンライン・対面の両方でアクセシブルな環境を作る。
- 既存組織内での情報共有のエコシステムを支援する。

現場から推奨されるリソース：(割愛)

### コミュニティ理解

目的：プログラムを企画・実施する対象となるコミュニティを理解し、相互尊重に基づく関係を構築し、特に歴史的にサービスが行き届かなかった人々を含め幅広い参加を確保する。

学習目標：

- ケア（配慮）と好奇心の倫理を養い、それを業務に反映する。
- コミュニティの対話とプログラム開発に EDI の視点を適用する。
- 図書館貸出データ、参加型アセットマッピング、傾聴スキル、フォーカスグループ、ソーシャルメディアスキル、公的に利用可能な人口統計データなど、幅広い方法を区別して活用し、特に排除されている集団を特定する。
- 傾聴モデルを用いてパートナーシップを構築する。
- 質的・量的なコミュニティデータを収集・アクセス・解釈・適用・評価・伝達する。
- 自らの機関の戦略目標に照らしてプログラミングを行う。
- 幅広い声を招き、共同設計・共同運営を行う。

現場から推奨されるリソース：(割愛)

### 広報・マーケティング

目的：プログラムに関する情報を、図書館サービスの潜在的な利用者すべてに向けて、デジタルとアナログの多様なチャンネルを用い、文化的・発達的に適切な形で伝える。

学習目標：

- 図書館内掲示や地域掲示、ソーシャルメディアなど幅広いマーケティング手法を特定し、どの手法がどの対象に有効かマッピングする。
- マーケティング技術（グラフィックデザイン、ソーシャルメディアプラットフォームと運用管理など）の基礎を理解し、コミュニティの伝達ニーズに応じて活用する。
- オンライン・オフライン両方でアクセシブルなマーケティング資料を作成する。

- マーケティング実践に評価指標（測定）を組み込む。
- 特定のプログラムに対するマーケティング・コミュニケーション計画と、図書館の戦略計画と連動した長期的計画を作成する。

現場から推奨されるリソース：（割愛）

### 組織運営スキル

目的：個人レベル・機関レベル・外部組織との協働において、時間とプロジェクトを効率的かつ効果的に管理する。

学習目標：

- プロジェクト管理のスキル、ツール、アプローチを特定し、図書館の文脈に適用する。
- 大きなプロジェクトを具体的なタスクに分割し、責任と期日を割り当てる。
- プロジェクトのマイルストーンを定義し、マイルストーン・スケジュールを作成する。
- 複数のタスクと優先順位にわたって自分自身とチームメンバーの時間を管理する。
- 自分の作業と進捗を文書化し、作業の移行を円滑にするためチームとコミュニケーションする。
- スプレッドシートやカレンダー等、多様なデジタルツールを組織目的で使う。
- パートナーと効果的に協働する。

現場から推奨されるツール：（割愛）

### 推奨事項

ALA および本タスクフォースは以下のような活動を推奨します：

- 対人スキル、創造性、そして図書館業務に EDI（公平・多様性・包摂）の視点を取り入れる重要性に焦点を当てた専門能力開発（PD）機会を作る。学位課程と PD の目標差を踏まえ、まずは PD 資源の開発を優先し、並行して図書館学課程へ取り入れるための関係構築を進めること。
- 図書館関係の研修機会（図書館の専門教育機関や州立図書館等）を通じた追加の教育機会を模索する。
- 認定された図書館学位プログラムの支持を得るために以下を行う：
  - 最近の図書館情報学修士課程（MLIS）修了者を対象に、公的プログラミング業務への準備度を調査する。
  - 実践的なコミュニティで情報と知見を共有し、図書館学の研究者等が読む学術誌に発表する。
  - 公的プログラミングを図書館学のコア側面として位置づける論拠を提示する。
  - 認定機関との関係を構築する。

## **現場からの意見**

40名以上の図書館員および講師から、ソーシャルメディアやアンケートを通じて意見を寄せられました。全体としての反応は肯定的であり、本取り組みとこれまでの成果に支持が多く寄せられました。コメントの中で一致していた主なテーマを以下に示します。

## **明確なニーズ**

ほとんどの回答者が、自分や同僚、学生がこれらの領域の追加トレーニングから利益を得ると述べました。トレーニングを受けた人々は職務に自信を持てたと回答しています。

- 公共図書館の指導者：多くのスキルは自己学習で身に付けたが、より体系的な研修が欲しかった。
- MLIS 講師：学生は間違いなくこの種の訓練の恩恵を受ける。LIS 教育は理論と実践のバランスが必要であり、アウトリーチやプログラミングのための一般化されたコースが必要だ。

## **コミュニティ主導**

将来的に、コミュニティにおけるリーダーシップやパートナーシップにより重心を置くべきとの意見が複数ありました。コミュニティと共同で設計・運営することは重要であり、文書全体に埋め込むべきとの指摘があります。

「公共図書館指導者：プログラムはコミュニティメンバーと共同設計・共同運営されるべきであり、これは本文の複数箇所に反映されるべきだ。」

## **実用的な“仕組み”の重視**

多くの専門職は、本資料が理論に留まらず「運営の実務」を教えている点を強みとして評価しました。実用的なツールや手順に関する指導は現職者にとって有益だという声がありました。

## **財務スキルと助成金執筆**

助成金の見つけ方、書き方、管理など財務スキルの必要性が繰り返し指摘されました。助成金は多くの図書館事業において重要な資金源であり、学位課程での扱いが不足しているとの声があります。

## **トラウマと健康**

図書館でのプログラミングの業務は地域の暴力やトラウマと関連することがあり、職員がトラウマ管理、仲介、心理的安全性に関する訓練を受けるべきという意見がありました。職員のウェルビーイングと安全を守る訓練（グリーフカウンセリング、トラウマ対応、非暴力コミュニケーション、マインドフルネス等）の要望が示されています。

## **特異性**

すべてのコンピテンシーがすべての職員に必要なわけではなく、個々の図書館の役割や文脈に応じて優先順位をつけるべきであるという指摘がありました。ある項目は他部署や外注すべき業務である場合もある、という現実的視点も示されました。

## **OJTの継続の重要性**

多くの専門職は、これらのコンピテンシーは日常業務やメンタリング、職場で最も学びやすいと述べ、学位課程やPDがそれを完全に代替することはできないと指摘しました。創造性やトラブルシューティングは正式教育よりも現場での学習で磨かれる面があるとの見解です。

# SKILLS FOR 21<sup>ST</sup>-CENTURY LIBRARIANS

Learning Objectives for  
Library Programming



REBECCA JOY NORLANDER &  
JENA BARCHAS-LICHTENSTEIN

## **ACKNOWLEDGEMENTS**

This report was the result of a collaborative project involving people from both the American Library Association and Knology. We would like to acknowledge the following people for their contributions.

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# CONTENTS

<a href="#">Introduction</a> .....	4
<a href="#">Challenges &amp; Opportunities</a> .....	6
<a href="#">Specific Learning Objectives</a> .....	9
<a href="#">Content Knowledge</a> .....	10
<a href="#">Creativity</a> .....	10
<a href="#">Evaluation</a> .....	11
<a href="#">Event Planning</a> .....	12
<a href="#">Financial Skills</a> .....	13
<a href="#">Interpersonal Skills</a> .....	14
<a href="#">Knowledge of the Community &amp; Outreach</a> .....	15
<a href="#">Marketing</a> .....	16
<a href="#">Organizational Skills</a> .....	17
<a href="#">General Resources</a> .....	18
<a href="#">Recommendations</a> .....	19
<a href="#">Input from the Field</a> .....	20

# INTRODUCTION

*Skills for 21st-Century Librarians: Task Force for the Development of a NILPPA-Informed Programming Librarian Curriculum* is an IMLS-funded grant initiative of the American Library Association (ALA) Public Programs Office. Working with Knology,<sup>1</sup> a social science research organization, we built on earlier work completed as part of the National Impact of Library Public Programs Assessment (NILPPA).<sup>2</sup>

In that earlier work, we identified nine competency areas<sup>3</sup> (Content Knowledge, Creativity, Evaluation, Event Planning, Financial Skills, Interpersonal Skills, Knowledge of the Community & Outreach, Marketing, and Organizational Skills) for library workers—across all library types—who do public programming. In the current project, we convened **a task force of 12 leaders in libraries and library education to begin fleshing out these competency areas for potential use in teaching settings**, including library degree programs and professional development training sessions.

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1 Knology [[knology.org](http://knology.org)]

2 American Library Association, 2019 [[programminglibrarian.org/learn/nine-competencies-programming-librarians-findings-nilppa-alas-national-study-library-public](http://programminglibrarian.org/learn/nine-competencies-programming-librarians-findings-nilppa-alas-national-study-library-public)]; Norlander, et al., 2020 [[utpjournals.press/doi/abs/10.3138/jelis.2019-0052](http://utpjournals.press/doi/abs/10.3138/jelis.2019-0052)]; Sheppard et al., 2019 [[nilppa.org/wp-content/uploads/2019/06/NILPPA\\_Phase-1-white-paper.pdf](http://nilppa.org/wp-content/uploads/2019/06/NILPPA_Phase-1-white-paper.pdf)].

3 Library Programming Competencies (excerpt from Sheppard et al., 2019) [[nilppa.org/wp-content/uploads/2019/06/NILPPA\\_Phase-1-Library-Programming-Competencies.pdf](http://nilppa.org/wp-content/uploads/2019/06/NILPPA_Phase-1-Library-Programming-Competencies.pdf)]

The task force reached consensus about the following:

- There is a real need for a curriculum that covers all of these competency areas, and a great deal of excitement about creating it;
- The effort to develop the curriculum needs to be two-pronged: while ALA's Public Programs Office can lead the development of professional development, we will need to work with ALA's Accreditation Office and other stakeholders (such as instructors and current students) to successfully integrate this curriculum into degree programs;
- The original nine competency areas remain relevant and appropriate. Updates have been made in all nine areas to account for digital competency considerations as well as equity, diversity, and inclusion (EDI), following ALA's social justice framework.<sup>4</sup>

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<sup>4</sup> ALA's Commitment to Equity, Diversity, Inclusion, Literacy, and Outreach [[ala.org/aboutala/offices/diversity/what-we-do](https://ala.org/aboutala/offices/diversity/what-we-do)]

Of library workers surveyed...

**93%**

LEARNED TO RUN PROGRAMS

**on the job**

**62%**

LEARNED TO RUN PROGRAMS

**from  
colleagues**

**74%**

LEARNED TO RUN PROGRAMS

**from other  
informal  
learning**

Source: NILPPA Phase 1 White Paper, [nilppa.org](https://nilppa.org)

# CHALLENGES & OPPORTUNITIES

The task force also discussed a number of challenges and opportunities to keep in mind as we move forward.

## CHALLENGE / OPPORTUNITY #1:

### **LACK OF FORMAL TRAINING**

At the beginning of this process, we reviewed the landscape of training opportunities. While the review was not exhaustive, we found several telling patterns.

There were many more opportunities for short-term professional development than for formal coursework.

Formal coursework was most likely to cover **knowledge of the community**—and quite unlikely to include **financial skills, creativity, or organizational skills**. Other areas were covered to a greater or lesser degree, and there were opportunities to expand all of them.

Meanwhile, professional development courses were particularly likely to cover **content knowledge** and particularly unlikely to cover **financial skills, evaluation,** or **organizational skills**.

Task force members' professional opinions largely aligned with these findings. They saw a particular need for more formal training in **interpersonal skills, event planning,** and **evaluation** as well as more professional development in quite a few areas.

## CHALLENGE / OPPORTUNITY #2 **MISMATCHED GOALS**

Task force members shared a sense that library degree programs and professional development have very different goals. While professional development tends to cover the day-to-day realities of librarianship, degree programs focus on principles of librarianship. Combined with Challenge/ Opportunity #1, this points to a need to separate the development of these two types of library training.

## CHALLENGE / OPPORTUNITY #3 **THE COVID-19 PANDEMIC**

When the task force began meeting in early 2021, some participants raised concerns that the competency areas might need to be updated because they

**Only half of library workers surveyed said they learned programming skills in their library degree program or other academic training.**

were developed and finalized prior to COVID-19, in 2019. The practice of library programming changed considerably with the pandemic: when in-person events were canceled across the US, many library workers expanded their digital, remote, and hybrid programs. Reacting to this shift, the task force considered two potential revisions to the competencies: (1) adding a tenth competency area for digital skills, or (2) identifying and expanding upon related digital skills within each of the existing nine competency areas. The task force came to the conclusion that identifying digital skills within each of the existing competency areas was the preferred approach, since it highlights continuities between different modalities rather than differences. They also thought it would be valuable to explicitly identify EDI considerations for each competency area, using ALA's social justice framework. These conclusions are reflected in the following learning objectives.

Source: NILPPA Phase 1 White Paper, [nilppa.org](http://nilppa.org)

# SPECIFIC LEARNING OBJECTIVES

This section lays out specific learning objectives to prioritize within each of the nine competency areas. This is not intended to be an exhaustive list of all learning objectives that fall within each competency area, but rather a set of objectives that are instructable, important, and currently under-instructed. Not all library workers will need to develop all of these skills, as they may be working as part of a team. Furthermore, different library types operate in different contexts with different missions.

Task force members identified these learning objectives through deliberation, including review of other courses and learning materials (both inside and outside the library field) where available. As ALA continues to build additional professional development and work toward incorporating these competencies into degree programs, they should focus on the following considerations.

We include several resource recommendations for each competency area, all of which are based on suggestions from the library field. No resource list is intended to be exhaustive.

## CONTENT KNOWLEDGE

Works toward sufficient knowledge of program content to deliver, manage, or evaluate programs, according to role.

### Learners will be able to:

- Identify content priorities based on their community's needs, particularly the needs of underserved library users and stakeholders;
- Assess their own knowledge and gaps in their understanding and build partnerships to complement their gaps; and
- Assess the expertise of potential presenters and partners and incorporate them effectively into programs.

### Resources Recommended by the Library Field

- ALSC's Intellectual Freedom Programming Toolkit [[bit.ly/alsc-ifpt](http://bit.ly/alsc-ifpt)]
- Let's Move in Libraries [[letsmovelibraries.org](http://letsmovelibraries.org)]

## CREATIVITY

Responds to challenges and opportunities with innovation, flexibility, and creativity to resolve them.

### Learners will be able to:

- Troubleshoot a number of technical and practical programming issues and develop on-the-spot solutions;
- Develop and enact contingency plans;
- Build a toolbox of strategies that promote and apply creative thinking, particularly to create more inclusive and equitable programs; and
- Foster lateral, non-linear, and iterative thinking and decision-making, both individually and in a group setting.

### Resources Recommended by the Library Field

- Workshops: Design Thinking for Libraries [[designthinkingforlibraries.com/workshops](http://designthinkingforlibraries.com/workshops)]
- 10 Workskills for the Post-normal Era by Stowe Boyd [[www.workfutures.io/p/10-work-skills-for-the-postnormal](http://www.workfutures.io/p/10-work-skills-for-the-postnormal)]
- Anab Jain & Alex Taylor, Experiments in Feral Futuring [[publicbooks.org/experiments-in-feral-futuring](http://publicbooks.org/experiments-in-feral-futuring)]

## EVALUATION

Works toward using statistical and qualitative tools to measure program effectiveness and impact on all community audiences, including those that have historically been un- and under-served; and using this information to iteratively improve the development and delivery of programs.

### Learners will be able to:

- Recognize and use frameworks for culturally responsive and equitable evaluation;
- Discuss and explain the importance and role of measurement and evaluation in library activities;
- Discover and use tools and resources available to librarians to effectively evaluate programs;
- Differentiate components of the evaluation process (activities, formative assessment, summative assessment, etc.);
- Create valid instruments (surveys, interviews, observation tools, and other methods) that measure the intended outcomes using best practices such as universal design, backward design, and systems design;
- Collect evaluation data and analyze patterns in these data, including disaggregation to consider differences between groups; and
- Communicate results of evaluation and use findings to improve future programs.

### Resources Recommended by the Library Field

- Understanding By Design Framework [[bit.ly/UbD-framework](https://bit.ly/UbD-framework)]
- Research Institute for Public Libraries webinars [[ripleffect.org/webinars/](https://ripleffect.org/webinars/)]
- Project Outcome [[projectoutcome.org](https://projectoutcome.org)]
- PLA Data-Driven Librarianship [[ala.org/pla/data](https://ala.org/pla/data)]
- Marvin Alkin & Anne T. Vo, Evaluation Essentials [[bit.ly/evaluation-essentials](https://bit.ly/evaluation-essentials)]
- Shannon L. Farrell & Kristen Mastel, Considering Outreach Assessment: Strategies, Sample Scenarios, and a Call to Action [[bit.ly/outreach-assessment](https://bit.ly/outreach-assessment)]
- SOAR Assessment [[bit.ly/aspens-institute-action-guide](https://bit.ly/aspens-institute-action-guide)]

## EVENT PLANNING

Works toward planning, managing, and implementing events that are both developmentally and culturally appropriate, and accessible for their intended audiences.

### Learners will be able to:

- Explain how core values of librarianship infuse all aspects of library event planning;
- Differentiate strengths and weaknesses of online, hybrid, and in-person events, as well as different virtual platforms and participant structures, for learning, enjoyment, inclusion, and accessibility;
- Identify and address:
  - safety considerations (e.g. COVID-19, emergency exits, online harassment),
  - accessibility considerations (e.g. mobility, digital divide, language access, common allergens), and
  - sustainability considerations (e.g. environmental impact, staffing needs);
- Create contingency plans for common logistical challenges (e.g. rain);
- Employ camera and lighting techniques, as well as sounds, backgrounds, and filters, in online events to treat the screen as a stage; and
- Create a seamless and dynamic experience for different activities in a virtual environment that keeps participants engaged.

### Resources Recommended by the Library Field

- How to Host | Manifesto for Good Online Sessions [[manifestoforgood.co.uk/how-to-host](https://manifestoforgood.co.uk/how-to-host)]
- ALA's Programming Librarian Program Models and Program Ideas [[programminglibrarian.org/programs](https://programminglibrarian.org/programs)]
- The Wallace Foundation's Knowledge Center [[wallacefoundation.org/knowledge-center](https://wallacefoundation.org/knowledge-center)]
- Remake Learning [[remakelearning.org](https://remakelearning.org)]
- The Creative Youth Development National Partnership [[www.creativeyouthdevelopment.org](https://www.creativeyouthdevelopment.org)]
- The Collaborative for Academic, Social, and Emotional Learning [[casel.org](https://casel.org)]

## FINANCIAL SKILLS

Works toward budgeting, seeking funding for, and managing the finances of a program or suite of programs, often in collaboration with external partners.

### Learners will be able to:

- Understand and discuss common financial documents such as budgets, 990s, and basic contracts;
- Use common budgeting tools and techniques as needed for individual programs and/or institutions or departments;
- Employ financial techniques like cost-benefit analysis and futurecasting at the individual program and/or the institutional or departmental level;
- Communicate about budgets and financial documents so all stakeholders (including those historically left out of these conversations) can understand, to support more informed and collaborative decision-making; and
- Identify a variety of resources (grants, partnerships, etc.) and apply to work with those resources.

### Resources Recommended by the Library Field

- IMLS Grants [[imls.gov/grants/grant-programs](https://www.imls.gov/grants/grant-programs)]
- ALA Public Programs Office Grants [[ala.org/tools/programming/apply](https://ala.org/tools/programming/apply)]
- Emily Drabinski, An Organizer's Tale [[bit.ly/an-organizers-tale](https://bit.ly/an-organizers-tale)]
- Miya Tokumitsu, Do What You Love: And Other Lies about Success and Happiness [[bit.ly/do-what-you-love-tokumitsu](https://bit.ly/do-what-you-love-tokumitsu)]

When library workers lack formal training in programming, they turn to informal and peer learning to fill the gap. Survey respondents reported learning through ad hoc circumstances like retail jobs, theater work, and planning their children's birthday parties.

Source: NILPPA Phase 1 White Paper, [nilppa.org](https://nilppa.org)

At least 50 of the 58 masters-level library degree programs offer courses that address programming.

However, no university requires students to take these courses; all were offered as electives.

## INTERPERSONAL SKILLS

Works toward communicating effectively and appropriately with all stakeholders and audiences to provide consultation, mediation, and guidance during programs and in other contexts relating to programs.

### Learners will be able to:

- Create a welcoming and respectful environment;
- Identify varying norms of communication among different groups of library users and adapt accordingly;
- Recognize hindrances to effective communication, particularly online (e.g. Zoom fatigue; lack of eye contact and body language; pandemic fatigue, etc.);
- Apply de-escalation, conflict management, and facilitation techniques to encourage difficult conversations, both online and in person;
- Make programming initiatives part of larger relationship-building work within communities the library serves;
- Create accessible environments both online and in person (via the use of e.g. closed captioning, description readers, interpretation); and
- Support an ecosystem of information sharing within existing organizations.

### Resources Recommended by the Library Field

- “How to Be a Better Listener” from Smarter Living Guides of the New York Times [[nytimes.com/guides/smarterliving/be-a-better-listener](https://www.nytimes.com/guides/smarterliving/be-a-better-listener)]
- ALA’s “Leading Conversations in Small and Rural Libraries: Facilitation Guide” [[bit.ly/lead-conversations-in-small-libraries](https://bit.ly/lead-conversations-in-small-libraries)]

Source: NILPPA Phase 1 White Paper, [nilppa.org](http://nilppa.org)

## KNOWLEDGE OF THE COMMUNITY

Works toward understanding the communities for and with whom programs are developed, including their particular needs and interests; building respectful, reciprocal relationships with community members and organizations; and ensuring access to a wide variety of programs for all community members, especially those who have historically been underserved or face other challenges to access.

### Learners will be able to:

- Develop an ethic of care and curiosity that leads their work;
- Apply EDI lenses to community conversations and program development.
- Distinguish between and use a wide range of methods (e.g. circulation data, participatory asset mapping, listening skills, focus groups, social media skills, publicly available demographic data, etc.) to understand the community and particularly to identify populations that are being excluded currently;
- Build partnerships by using a listening model;
- Collect, access, interpret, apply, evaluate, and communicate community data (qualitative and quantitative);
- Program with an eye to their own institution's strategic goals; and
- Invite a wide range of voices to co-create and co-lead programs.

### Resources Recommended by the Library Field

- Partner Power: A Technique for Building More Authentic Community Partnerships Right from the Start [[bit.ly/ofbyforall-partner-power](https://bit.ly/ofbyforall-partner-power)]
- Pods and Pod Mapping Worksheet from Bay Area Transformative Justice Collective [[batjc.wordpress.com/resources/pods-and-pod-mapping-worksheet/](https://batjc.wordpress.com/resources/pods-and-pod-mapping-worksheet/)]
- Libraries Transforming Communities | Tools, Publications & Resources [[ala.org/tools/librariestransform/libraries-transforming-communities](https://ala.org/tools/librariestransform/libraries-transforming-communities)]
- Mary Davis Fournier and Sarah Ostman, eds. Ask, Listen, Empower: Grounding Your Library Work in Community Engagement [[bit.ly/ask-listen-empower](https://bit.ly/ask-listen-empower)]
- Kathleen de la Peña McCook, A Place at the Table: Participating in Community Building [[bit.ly/a-place-at-the-table-mccook](https://bit.ly/a-place-at-the-table-mccook)]
- Leslie Edmons Holt & Glen E. Holt, Public Library Services for the Poor: Doing All We Can [[bit.ly/public-library-services-for-the-poor](https://bit.ly/public-library-services-for-the-poor)]
- Dorothy Stoltz, Inspired Collaboration: Ideas for Discovering and Applying Your Potential [[bit.ly/inspired-collaboration-stoltz](https://bit.ly/inspired-collaboration-stoltz)]

- Vicki Hines-Martin, Fannie M. Cox, & Henry R. Cunningham, eds., *Library Collaborations and Community Partnerships: Enhancing Health and Quality of Life* [[bit.ly/library-collaborations-and-community-partnerships](https://bit.ly/library-collaborations-and-community-partnerships)]
- Julie Biando Edwards, Melissa S. Robinson, & Kelley Rae Unger, *Transforming Libraries, Building Communities: The Community-Centered Library* [[bit.ly/transforming-libraries-building-communities](https://bit.ly/transforming-libraries-building-communities)]
- John Pateman & Ken Williment, *Developing Community-Led Public Libraries: Evidence from the UK and Canada* [[bit.ly/developing-community-led-public-libraries](https://bit.ly/developing-community-led-public-libraries)]
- Sandra Feinberg & Sari Feldman, *Serving Families and Children Through Partnerships: A How-to-do-it Manual* [[bit.ly/serving-families-and-children-through-partnerships](https://bit.ly/serving-families-and-children-through-partnerships)]
- Janet L. Crowther & Barry Trott, *Partnering with Purpose: A Guide to Strategic Partnership Development for Libraries and Other Organizations* [[bit.ly/partnering-with-purpose](https://bit.ly/partnering-with-purpose)]
- Working Together: *Community-Led Libraries Toolkit* [[vpl.ca/working-together-community-led-libraries-toolkit](https://vpl.ca/working-together-community-led-libraries-toolkit)]
- Shannon L. Farrell & Kristen Mastel, *Considering Outreach Assessment: Strategies, Sample Scenarios, and a Call to Action* [[bit.ly/outreach-assessment](https://bit.ly/outreach-assessment)]

## MARKETING

Works toward communicating information about programs to all community members who could potentially attend or benefit, using a variety of digital and analog channels in ways that are culturally and developmentally appropriate.

### Learners will be able to:

- Identify a range of approaches for program marketing (from signs in the library and around the community to social media) and map which techniques are most effective for which audiences;
- Develop a basic understanding of marketing technologies, graphic design, social media platforms and management to meet community communication needs and preferences;
- Create accessible marketing materials both on- and off-line;
- Develop and embed evaluation metrics (e.g., measurement) in marketing practices; and
- Create a marketing and communications plan for specific programs and an overall long-term plan that is tied to the library's larger strategic plan.

### Resources Recommended by the Library Field

- The Marketing Library Services newsletter [[infoday.com/mls](http://infoday.com/mls)]
- Marketing Libraries Journal [[journal.marketinglibraries.org](http://journal.marketinglibraries.org)]
- Mark Aaron Polger, Library Marketing Basics [[bit.ly/library-marketing-basics](http://bit.ly/library-marketing-basics)]
- Kathy Dempsey, The Accidental Library Marketer [[bit.ly/accidental-library-marketer](http://bit.ly/accidental-library-marketer)]
- Marian Burk Wood, Marketing Plan Handbook [[bit.ly/marketing-plan-handbook](http://bit.ly/marketing-plan-handbook)]

## ORGANIZATIONAL SKILLS

Works toward managing time and projects efficiently and effectively at multiple levels: individually, institutionally, and in collaboration with outside organizations and agencies.

### Learners will be able to:

- Identify project management skills, tools, and approaches and contextualize them in the library setting;
- Divide large projects into specific tasks and assign responsibilities and deadlines;
- Define milestones for a project and create a milestone schedule;
- Manage their own time across multiple tasks and priorities, as well as the time of team members;
- Document their own work and progress across multiple tasks and priorities, and communicate with team members to streamline work transitions etc.;
- Use a wide range of digital programs and tools for organizational purposes (e.g. spreadsheets; calendars; etc.); and
- Collaborate effectively with partners.

### Resources Recommended by the Library Field

- Possible tools: Modifying Bullet Journaling for Everyday Organization [[bit.ly/bullet-journaling-for-everyday](http://bit.ly/bullet-journaling-for-everyday)], Trello [[trello.com](http://trello.com)], Evernote [[evernote.com](http://evernote.com)], OneNote [[microsoft.com/onenote](http://microsoft.com/onenote)]

## GENERAL RESOURCES

The additional resources below apply across all nine competency areas more generally.

- Libraries Transforming Communities | Tools, Publications & Resources [[ala.org/tools/librariestransform/libraries-transforming-communities](https://ala.org/tools/librariestransform/libraries-transforming-communities)]
- Mary Davis Fournier and Sarah Ostman, eds. Ask, Listen, Empower: Grounding Your Library Work in Community Engagement [[bit.ly/ask-listen-empower](https://bit.ly/ask-listen-empower)]
- ALA's Programming Librarian website [[programminglibrarian.org](https://programminglibrarian.org)] and Facebook Group [[facebook.com/groups/ProgrammingLibrarianInterestGroup](https://facebook.com/groups/ProgrammingLibrarianInterestGroup)]
- YALSA's Teen Programming Guidelines [[ala.org/yalsa/teen-programming-guidelines](https://ala.org/yalsa/teen-programming-guidelines)]
- WebJunction
- The Facebook Groups Millennial Programming Ideas [[facebook.com/groups/millennialprogramming](https://facebook.com/groups/millennialprogramming)] and The Grown-Up Table [[facebook.com/groups/grownuptable](https://facebook.com/groups/grownuptable)]
- Dawn Abron's library programming blog Teen Services Depot [[teenservicesdepot.wordpress.com](https://teenservicesdepot.wordpress.com)]
- Resource guides from state libraries, like the Alaska State Library's [[lam.alaska.gov/programming](https://lam.alaska.gov/programming)]
- EDI-focused resources, such as
  - ALA's Equity, Diversity, and Inclusion page [[ala.org/advocacy/diversity](https://ala.org/advocacy/diversity)]
  - National Museum of African American History & Culture, Being Antiracist [[bit.ly/being-antiracist](https://bit.ly/being-antiracist)]
  - Alberta Civil Liberties Research Centre, Anti-Racism [[aclrc.com/antiracism](https://aclrc.com/antiracism)]
  - Libraries Respond: Black Lives Matter [[bit.ly/ala-blm](https://bit.ly/ala-blm)]
  - Programming to Promote Diversity [[bit.ly/programming-to-promote-diversity](https://bit.ly/programming-to-promote-diversity)]
- Mizuko Ito et al., Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media [[bit.ly/hanging-out-messing-around--geeking-out](https://bit.ly/hanging-out-messing-around--geeking-out)]
- ALSC's Virtual Storytime Services Guide [[ala.org/alsc/virtual-storytime-services-resource-guide](https://ala.org/alsc/virtual-storytime-services-resource-guide)]
- Connected Learning Alliance [[clalliance.org](https://clalliance.org)]

# RECOMMENDATIONS

We recommend that ALA and its Skills for 21st-Century Librarians task force:

- **Create professional development opportunities**, with a focus on interpersonal skills, creativity, and understanding the importance of taking an EDI lens to library work. Given the different goals of library degree programs and professional development, described in Challenge / Opportunity #2 above, we recommend developing professional development resources first, while developing the relationships needed to elicit change in LIS classrooms.
- **Explore additional training pathways** through librarianship institutes and state libraries.
- **Seek buy-in from accredited library degree programs** through the following strategies:
  - Survey recent MLIS graduates about their level of preparation for the public programming components of their jobs;
  - Share information and findings in existing communities of practice and publish in journals that library faculty read;
  - Make a case for public programming as a core aspect of librarianship;
  - Build relationships with accreditors.

# INPUT FROM THE FIELD

More than 40 library professionals and instructors took the time to share their thoughts with us on social media and through a short survey. The field is generally positive about this effort, the work that has been done so far, and the project's goals. We noted several consistent themes in the comments.

## A CLEAR NEED

Nearly every person who provided feedback said that either they, their colleagues, or their students would benefit from additional training in at least some of the areas identified. Those who had received training in these areas said it helped them feel confident at work.

*Yes, as Library Director currently and then as a member of the library staff (Adult Services) for the past 13 years, many of the skills mentioned in the document I've had to learn on my own and with no real direction from the prior Library Director. Many of the ideas are simply common sense. But, I really wish I had had more formal training rather than just learning on my own.*

— PUBLIC LIBRARY LEADER

*Yes, students would absolutely benefit from this type of training. LIS education should be a balance of theory and practice. I currently teach two different courses on programming that are youth related but see the need for a more generalized LIS course on outreach, marketing, and programming. Frankly, I think LIS programs should incorporate programming skills into their program/degree learning outcomes that are aligned with the ALA Curriculum Standards and that these standards should be updated by ALA to specifically call out programming and outreach.*

— MLIS INSTRUCTOR

## COMMUNITY LEADERSHIP

Several people suggested that in the future, Skills for 21st-Century Librarians should focus more heavily on community leadership and partnerships, particularly because community leadership requires a shift in mindset.

*The document only mentions once that programs should be co-designed and co-led with community members, in the Knowledge of the Community section. This is an incredibly important component, as well as a shift in mindset for most librarians. As such, it should be embedded throughout the document.*

– PUBLIC LIBRARY LEADER

*I would have liked to see community partnerships made more salient throughout the report. The topic of partnerships appears in multiple sections, including Financial Skills and Knowledge of the Community. I believe it needs to be its own area: How to initiate, respond to, sustain, and (as needed) end multi-institutional programming partnerships.*

– LIS FACULTY MEMBER

*[C]ommunity involvement in building/planning the program might be just as important as knowledge of the community. It certainly should supercede content knowledge, at least in public libraries.*

– PUBLIC LIBRARY LEADER

## NUTS & BOLTS

A particular strength of this work, in the eyes of members of the library community, is that it teaches what one person referred to as “nuts and bolts” rather than stopping at theory.

*Delighted to see this approach and a return to the nuts and bolts of operation. [...] I understand the need for theory and pedagogy, but running a successful, community responsive library is way more than theory, metadata and information science. I see a lot of nuts and bolts questions coming from people who have completed their MLIS (congratulations!) on library FB groups. I think this is a wonderful step in creating well educated librarians who have the tools to make their libraries the center of their communities.*

– PUBLIC LIBRARY LEADER

## FINANCIAL SKILLS & GRANT WRITING

Multiple people highlighted the need to learn financial skills, from grant writing to grant management.

*I see there is some mention of grants as a source of funding, but I would like to see more emphasis on grant writing as a part of MLIS curriculum. As a recent MLIS graduate (August 2020), the curriculum I participated in made very little mention of grants and how to find, write, and win grant funding. This type of funding is so important and often means the difference between a library honoring their mission statement and library goals and not being able to do so.*

– PUBLIC LIBRARY LEADER

## TRAUMA AND HEALTH

Several people drew connections between library programming work and trauma. They thought programming librarians would benefit from skills to manage both potential conflict and harm in the library, as well as trauma and violence outside the library.

*I saw your posting on ALA Connect re: an update of skills needed for programming librarians. Enoch Pratt Free Library is training librarians in grief counseling, dealing with trauma, mediation and such to help heal Baltimore's epidemic of violence and disparities rooted in systemic racism.*

– LIBRARY CONSULTANT

*Librarians need training about their well being and how to keep their work safe from trauma, toxicity and pressure. More emotional intelligence, non violent communication and mindfulness training please. Thank you!*

– LIBRARY CONSULTANT

## SPECIFICITY

Library professionals noted that not all competencies and specific skills would be important for all individuals. Specific priorities will always depend on library type and context, as well as the role.

*[I]t should be made clear that a practitioner might not be doing all of these activities but would need to have knowledge about them even if working with vendors/performers/partners who would take on some of these activities.*

— ACADEMIC LIBRARY ADMINISTRATOR

*The objectives are terribly complete—they seem to cover any programming-related task that someone might be asked to do—including some that other departments should be doing for them whenever possible (ROI studies, finances, marketing plans).*

— LIBRARY MARKETING CONSULTANT & TRAINER

## THE CONTINUED IMPORTANCE OF ON-THE-JOB LEARNING

Several library professionals pointed out that many of these competencies are easiest to learn in professional development settings, through mentoring, or on the job, rather than in a degree program. While they welcomed the effort to provide additional training opportunities, they did not think these opportunities would or could fully replace on-the-job learning.

*All of these competencies are key to successful programming although most of them are acquired on the job instead of through formal training in the MLIS program or structured professional development. Moving forward with the recommendations, keeping the challenges in mind, would be helpful to future library workers. Creativity and troubleshooting are hard to teach formally. These may be better approached through mentoring/apprenticeship.*

— LIBRARY WORKER



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