



LIBRARY
ASSOCIATION OF
SINGAPORE

Competency Framework for Information Professionals

ENDORSED IN JULY 2025

Introduction

1

The framework aligns with a nationwide move towards competencies-based development.

2

The framework should be inclusive and relevant to all information professionals.

3

The framework shall guide professional development and progression. It is not intended to be used in assessment.

4

The framework forms the basis for setting up alternative pathways into the profession via competencies.

The Framework consists of:

	Item	Description
1.	3 Foundational competencies	Basic knowledge, skills and abilities required to effectively perform core tasks. Unique and critical to the professional's success.
2.	4 Functional competencies	Specific technical skills and knowledge required to perform specialised tasks within a particular job or role.
3.	5 Generic competencies	Transferable skills and abilities that can be applied across different jobs, roles and professional contexts.
4.	Proficiency levels	Indicate different stages of skill mastery, from basic understanding to expert performance in a specific competency.

Foundational Competencies

	Competency	Description	Notes
1	Information Ethics & Governance	Applies ethical principles to information handling, ensuring integrity, privacy, and fair use while addressing moral dilemmas in digital environments.	Examples: <ul style="list-style-type: none"> Information governance and legal matters (POFMA, PDPA, etc.). Digital Divide: addressing inequalities in access to technology and information. Intellectual Property in the Digital Age (Copyright, Trademarks, Patents, Creative Commons).
2	Information impact on socioeconomic and environmental settings *SSG CCS Interacting with Others <input type="checkbox"/> Building Inclusivity	Able to discuss how information impacts society, economies, and the environment.	Examples: <ul style="list-style-type: none"> Consider multiple perspectives and expectations of diverse communities when making decisions or creating content. Diversity includes but not limited to cultures, education, socioeconomic status, demographics, and etc.
3	Commitment to Professional Excellence **SSG CCS Staying Relevant <input type="checkbox"/> Self management <input type="checkbox"/> Learning Agility	Consistently pursues high standards, engages in continuous learning, applies best practices, and contributes to the advancement of the profession.	Examples: <ul style="list-style-type: none"> Active membership and participation in the professional body's activities. Able to conduct research to inform practice, and share findings.

Functional Competencies

	Competency	Description	Notes
1	Information Organisation and Management	Systematically develop, organise, and maintain information collections, ensuring quality, effective access, preservation, and relevance to user needs.	<p>Examples:</p> <p>Information Organisation</p> <ul style="list-style-type: none">• Repository design and management• Cataloguing & Classification• Ontologies• Records and Archives Management• File planning• Information architecture• Metadata & Indexing <p>Collection Management</p> <ul style="list-style-type: none">• Collection strategy• Collection evaluation• Selection & acquisition of resources• Preservation & Conservation• Budget forecast and management

Functional Competencies

	Competency	Description	Notes
2	Information Service Design, Delivery and Assessment	The development, provision, and measurement of information services that meet user needs through reference services, research support, collection access, and knowledge discovery tools, ensuring continuous improvement through user feedback and usage analytics	<p>Examples:</p> <p>Service Design Thinking and User Experience</p> <ul style="list-style-type: none">• Information Needs Assessment and feedback• User-centric design• Systems Interface improvements, e.g. digital library, search profiles <p>Service Promotion and Delivery</p> <ul style="list-style-type: none">• Reference and research consultations, and Reader Advisory• Library Operations and Management of Facilities and Spaces• Outreach, Programming and community engagement• Communication Channels, e.g. websites, social media <p>Assessment and review of Service Design and Delivery</p> <ul style="list-style-type: none">• Service quality metrics and evaluation• Continuous service improvement

Functional Competencies

	Competency	Description	Notes
3	Digital Technologies *SSG CCS Staying Relevant <input type="checkbox"/> Digital Fluency	Applies digital tools and research methodologies to enhance: <ul style="list-style-type: none"> - user experiences and accessibility - digital literacy - data management - knowledge creation - scholarly communication 	Examples: <ul style="list-style-type: none"> • Digital technology development and its impact on information services • Library Services Platforms, Service Delivery Systems, • Social Media and Collaborative tools • Digital information management systems such as Collection management, repository, enterprise content management, cultural heritage management (GLAM).
4	Information Literacy and Learning	Empower users to effectively locate, evaluate, and use information, fostering critical thinking skills and teaching research skills in diverse contexts and an AI-enabled environment.	Examples: <ul style="list-style-type: none"> • Apply education and training frameworks to instructional design and delivery • Foster Reading and Lifelong Learning • Promote Digital, Media, and AI fluency

Generic Competencies

Defined as technical competencies required for professional success but are not unique to the profession.

	Competency	Description	Notes
1	Leadership & Advocacy	Inspire and guide others, champion important causes, influence decision-makers, and drive positive change through strategic vision and persuasive communication.	
2	Strategic Planning and Management	Develop and implement strategic plans by analysing trends, setting goals and aligning resources to achieve the goals while adapting to changing environments.	<p>*SSG CCS Staying Relevant</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adaptability <input type="checkbox"/> Global Perspective <p>**SSG CCS Thinking Critically</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transdisciplinary Thinking
3	Data Analytics	Identify, collect and analyse data to make decisions for service enhancement.	
4	Project Management	Effectively plan, execute, and monitor projects, manage resources, risks, and stakeholders to achieve objectives within defined constraints and organisational goals.	
5	Stakeholder Engagement and Outreach	Develops and implements strategic communication and engagement initiatives to build relationships, promote services, and foster meaningful connections with diverse stakeholder communities.	<ul style="list-style-type: none"> • Strategic communication • Marketing initiatives • Community building • Public relations • Promotional activities • Audience development • Partnership building

PROFICIENCY LEVELS

Proficiency Levels

Proficiency Levels		Description
1	Beginner *SSG CCS Level 1 **SSG TSC Level 1 & 2	Demonstrates basic understanding and application of fundamental concepts, requiring guidance for most tasks.
2	Competent *SSG CCS Level 2 **SSG TSC Level 3	Applies knowledge and skills independently in standard situations, meeting expected performance levels consistently.
3	Proficient *SSG CCS Level 2 **SSG TSC Level 4	Demonstrates advanced knowledge and skills, handling complex situations with minimal guidance and high reliability.
4	Expert *SSG CCS Level 3 **SSG TSC Level 5	Exhibits comprehensive mastery, innovates in the field, and serves as a recognised authority and mentor.
5	Master *SSG CCS Level 3 **SSG TSC Level 6	Demonstrates exceptional expertise, pioneering new approaches and shaping the future of the field. Recognised by industry peers, nationally or internationally.

REFERENCES

COMPETENCY FRAMEWORKS

OF OTHER LIBRARY ASSOCIATIONS

ALIA, CILIP and LIANZA Core Competency Mapping

<u>CILIP (Core Principles)</u>	<u>ALIA (Foundation Domains)</u>	<u>LIANZA</u>
Ethics and values	Ethics and values	BOK1 – The information environment, information policy and ethics
Professional development		
Organisational and environmental context	Sector and organisation contexts	
Wider library, data, information and knowledge sector context	Wider information contexts	
	Aboriginal and Torres Strait Islander knowledges, cultures and Country	BOK11 – Awareness of indigenous (Māori) knowledge paradigms
		BOK9 – Management in information organisation

ALA, ALIA, CILIP and LIANZA Competency Mapping

ALA	ALIA	CILIP	LIANZA
Technological Knowledge and Skill	Digital Technologies	Technology and communication (Generic)	Application of information and communication technologies.
<ul style="list-style-type: none"> Gateway Knowledge – values, ethics, legal, advocacy, communications Social Justice 	Ethics and values (Foundation Domain)	<ul style="list-style-type: none"> Ethics and values (Core) Information governance and compliance 	The information environment, information policy and ethics.
Lifelong Learning and Continuing Education	Literacy and Learning	Literacies and learning	Research, analysis and interpretation of information
<ul style="list-style-type: none"> Information Resources Organization of Recorded Knowledge and Information 	Information Management	<ul style="list-style-type: none"> Collection management and development Information management Knowledge management Records management and archiving 	<ul style="list-style-type: none"> Generating, communicating and using information. Organisation, retrieval, preservation and conservation. Information resource management and knowledge management.
Reference and User Services	<ul style="list-style-type: none"> Information Services Community Engagement 	<ul style="list-style-type: none"> Information exploitation and use Customer focus, service design and marketing (Generic) 	<ul style="list-style-type: none"> Information needs and design. The information access process
Management and Administration	Leadership and Management	<ul style="list-style-type: none"> Data management Leadership, advocacy, influencing and personal effectiveness (Generic) Strategy, planning and management (Generic) 	<ul style="list-style-type: none"> Management in information organisations Assessing service effectiveness
Research and Evidence-Based Practice – in the context of professional practice	Research - academic research, practitioner research and research support functions in academic libraries	<ul style="list-style-type: none"> Professional development (Core) Research 	
	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander knowledges, cultures and Country (FD) Sector and organisational contexts (FD) Wider information contexts (FD) 	<ul style="list-style-type: none"> Organisational and environmental context (Core) Wider library, data, information and knowledge sector context (Core) 	Awareness of indigenous (Māori) knowledge paradigms.

SSG CRITICAL CORE SKILLS

SSG Critical Core Skills

Identified as specific soft skills in the Skills Demand for the Future Economy Report 2022

Domain	Skill	Description
1 Thinking Critically	Creative Thinking	Ability to consider and connect multiple ideas and information to form solutions or develop new ways of working. Known to champion innovation and creativity, individuals who exhibit creative thinking tend to be experimental and enjoy thinking outside the box. They are often the ones pushing boundaries and reshaping current processes at work.
	Decision Making	The process of implementing a structured decision from multiple sources of information.
	Problem Solving	Ability to handle difficult or unexpected situations by generating effective and efficient solutions.
	Sense Making	Interpreting and analysing information to identify or recognise patterns and opportunities.
	Transdisciplinary Thinking	Apply concepts from multiple disciplines to supplement our knowledge to make decisions and solve problems.
2 Staying Relevant	Adaptability	Ability to exercise flexibility in behaviours or approaches to respond to changes.
	Digital Fluency	How to use the right digital tools across work processes and activities to solve problems, drive efficiency and make information sharing easy.
	Global Perspective	Demonstrate an awareness and understanding of global challenges and opportunities.
	Learning Agility	Able to make use of different learning approaches to facilitate continuous career development.
	Self management	Ability to take ownership of your effectiveness, personal brand and well-being.

SSG Critical Core Skills

Identified as specific soft skills in the Skills Demand for the Future Economy Report 2022

Domain	Skill	Description
3 Interacting with Others	Building Inclusivity	The skill to manage relationships across diverse groups.
	Collaboration	managing relationships and being a good team player.
	Communication	Art of conveying and exchanging information effectively and clearly.
	Customer Orientation	Ability to build relationships with customers, both internal and external, to anticipate their needs and solicit feedback to deliver an effective customer experience.
	Developing People	Leadership quality that seeks to empower individuals themselves and others to learn, and develop their strengths to enhance performance.
	Influence	Ability to demonstrate empathy and communicate well. Individuals with influence tend to have high emotional intelligence. They can build effective relationships with people and influence behaviours, beliefs, or attitudes to achieve desired outcomes.



SSG PROFICIENCY LEVELS

SSG Proficiency Levels for Critical Core Skills

Proficiency Level	Responsibility	Autonomy	Complexity	Knowledge & Abilities	Typical Sample Action Words
Advanced	Accountable for significant area of work, strategy or overall direction	Empower to chart direction and practices to exceed objectives / results	Complex	<p>Synthesise breadth and depth of knowledge to influence thinking, present new ideas and push boundaries</p> <p>Drive innovation and solution development to address complex issues or problems</p> <p>Role model the competency across complex, varied situations</p>	Direct, Evaluate, Assess, Guide, Formulate, Drive, Design, Synchronise, Establish, Lead
Intermediate	<p>Work under broad direction</p> <p>Accountable for performance of self and others</p>	<p>Exercise judgment</p> <p>Adapt and influence stakeholders to achieve work performance</p>	Less Routine	<p>Evaluate diverse information and demonstrate advanced knowledge within a broad work area</p> <p>Facilitate the implementation of innovation and integrate ideas to solve less routine problems</p> <p>Share knowledge, guiding others where required</p>	Plan, Develop, Monitor, Analyse, Review, Implement, Recommend
Basic	<p>Work under supervision and guidance</p> <p>Accountable for a set of broader tasks or performance of self</p>	<p>Use limited discretion to respond to issues</p> <p>Work with others to contribute to work performance</p>	Routine	<p>Apply understanding and knowledge when performing differentiated work activities</p> <p>Follow instructions and guidelines to carry out activities and solve routine problems</p>	Consolidate, Conduct, Collate, Operate, Support, Prepare, Perform, Deploy

SSG Proficiency Levels for Technical Skills & Competencies

Level	Responsibility (Degree of supervision and accountability)	Autonomy (Degree of decision-making)	Complexity (Degree of difficulty of situations and tasks)	Knowledge and Abilities (Required to support work as described under Responsibility, Autonomy and Complexity)
6	Accountable for significant area of work, strategy or overall direction	Empower to chart direction and practices within and outside of work (including professional field/community), to achieve/ exceed work results	Complex	<ul style="list-style-type: none"> • Synthesise knowledge issues in a field of work and the interface between different fields, and create new forms of knowledge • Employ advanced skills, to solve critical problems and formulate new structures, and/or to redefine existing knowledge or professional practice • Demonstrate exemplary ability to innovate, and formulate ideas and structures
5	Accountable for achieving assigned objectives, decisions made by self and others	Provide leadership to achieve desired work results; Manage resources, set milestones and drive work	Complex	<ul style="list-style-type: none"> • Evaluate factual and advanced conceptual knowledge within a field of work, involving critical understanding of theories and principles • Select and apply an advanced range of cognitive and technical skills, demonstrating mastery and innovation, to devise solutions to solve complex and unpredictable problems in a specialised field of work • Manage and drive complex work activities
4	Work under broad direction Hold accountability for performance of self and others	Exercise judgment; Adapt and influence to achieve work performance	Less routine	<ul style="list-style-type: none"> • Evaluate and develop factual and conceptual knowledge within a field of work • Select and apply a range of cognitive and technical skills to solve non-routine/ abstract problems • Manage work activities which may be unpredictable • Facilitate the implementation of innovation
3	Work under broad direction May hold some accountability for performance of others, in addition to self	Use discretion in identifying and responding to issues, work with others and contribute to work performance	Less routine	<ul style="list-style-type: none"> • Apply relevant procedural and conceptual knowledge, and skills to perform differentiated work activities and manage changes • Able to collaborate with others to identify value-adding opportunities
2	Work with some supervision Accountable for a broader set of tasks assigned	Use limited discretion in resolving issues or enquiries. Work without frequently looking to others for guidance	Routine	<ul style="list-style-type: none"> • Understand and apply factual and procedural knowledge in a field of work • Apply basic cognitive and technical skills to carry out defined tasks and to solve routine problems using simple procedures and tools • Present ideas and improve work
1	Work under direct supervision Accountable for tasks assigned	Minimal discretion required. Expected to seek guidance	Routine	<ul style="list-style-type: none"> • Recall factual and procedural knowledge • Apply basic skills to carry out defined tasks • Identify opportunities for minor adjustments to work tasks

Competency Framework Workgroup

Phoebe LIM Choon Lan, Nanyang Technological University Library

Gee Miaw Miin, National Library Board Singapore

Jonathan Pradusook, National University of Singapore Libraries

Jennifer Chor, NAFA Library, University of the Arts, Singapore