Developing Human Resources for Parliamentary Library & Research Services

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Developing Human Resources for Parliamentary Libraries & Research Services

1. Introduction
2. Values, Skills, Knowledge & Competencies
3. Staff Development
4. Conclusions
Looking back...
Tools of the trade in 1983
Values: Service Values

- Impartial
- Clear & authoritative
- Accessible
- Timely
- Relevant
- Confidential
Personal / Team Values

- Collaborative
- Helpful/Supportive
- Professional
- Calm
- Proactive
- Cares
Successful Teams Look Like…

- Engaged
  ‘I know what’s going on’

- Innovative
  ‘Shall we try this instead?’

- Flexible
  ‘I don’t mind doing that’

- Trusting
  ‘I’ll let you get on with that’

- Adaptable
  ‘I can do that’

- Open
  ‘Let me share this with you’

- Supportive
  ‘How can I help you with that?’

- Inclusive
  ‘Would you like to join me?’
Skills:

- General research / reference
- Communications
- Presentation
- Numeracy / analysis
- IT / digital
Knowledge:

- Parliamentary
- Subject
- Sources / Contacts
- Customers
- Colleagues
Competencies

**Competence** is the ability of an individual to do a job properly.

A competency is a set of defined behaviours that provide a structured guide enabling the identification, evaluation and development of the behaviours in individual employees.

*From Wikipedia, the free encyclopedia*
Competencies: IFLAPARL Guidelines

- ability to communicate simply, both orally and in writing
- ability to synthesize complex ideas
- ability to find and extract relevant information
- knowledge of research methodologies
- ability to present analysis in a balanced manner
- ability to interact with parliamentarians in a non-partisan way
- political awareness and an understanding of political cultures and the political process
- understanding of laws/legal systems and the legislative process
- understanding of a client-service culture
- adaptability
- ability to negotiate with clients and resolve conflicts
- technological skills
Competencies: UK House of Commons

• Providing a customer-focused service
• Delivering results for Parliament
• Innovating and improving
• Managing and leading people
• Working with people
• Communicating
• Influencing & persuading
• Planning & organising
• Analysing & decision making
• + other job-specific competencies
  (e.g. finance, resource management, functional knowledge / skills)
## Competencies: UK House of Commons

### Providing a customer-focused service

Provides a high quality service that meets our customers' needs and expectations. Our customers are Members, Members' staff, House Service staff, visitors and the public.

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<th>Level 1</th>
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<th>Level 4</th>
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<tr>
<td>Responds to customer needs and meets their expectations</td>
<td>Takes ownership and responsibility for customer needs. Seeks to exceed customer expectations</td>
<td>Develops a good understanding and anticipates the needs of customers. Takes responsibility for delivering a high quality service</td>
<td>Works throughout the organisation to improve customer service delivery. Uses relevant standards and quality tools where appropriate to achieve excellent customer service</td>
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Values & Competencies: Why?

- Recruitment
- Setting standards
- Recognise strengths
- Identify areas for development
- Measure & manage performance
- Personal & career development
Values & Competencies: Success Profiles

Experience
the knowledge or mastery of an activity or subject gained through involvement in or exposure to it.

Strengths
the things we do regularly, do well and that motivate us.

Ability
the aptitude or potential to perform to the required standard.

Technical
the demonstration of specific professional skills, knowledge or qualifications.

Behaviours
the actions and activities that people do which result in effective performance in a job.
Staff Development: Why?

- Skills & knowledge (& behaviours)
- Service development
- Personal & career development
- Talent management
- Motivation & reward
- Retention
Staff Development: How?

- Shadowing
- Mentoring
- Coaching
- Personal reflection
- E-learning
- Internal courses
- External courses
- Self study
- Secondments
- Networks
- Conferences
- Research
Staff Development: Training

- Classroom learning
- Talks & drop-in sessions
- e-Learning
- Modular programme
Staff Development: Guidance
Staff Development: Guidance example
# Staff Development: Guidance example

## A to Z Style Guide

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| Abbreviations and Acronyms | **Expand/ explain**  
Make sure that your abbreviations and acronyms are expanded or explained, at least for the first use, unless you are certain that they are well known to your audience. |               |
| Acts                       | Acts are cited by the calendar year with the name but not the definite article italicised, as follows:  
The *Television Act 1963*  
After first reference in the text, the Act is cited as *Television Act*. |               |
| Americanisms               | American usages should generally be avoided; for example:  
use ‘had an impact on’ not ‘impacted’  
use ‘committed him/herself to’ not ‘committed himself/herself to’ |               |
| Apostrophes                | Apostrophes can indicate two different things: missing letters (eg “they’re” for “they are”; “don’t” for “do not”; “can’t” for “cannot”) the replacement of a possessive (“of” usually with a following “s” — as |               |
Staff Development: Getting out there…

- Secondments
- Conferences
- Networking
Staff Development: Management & Leadership

– Coaching
– Mentoring
– By example
– Case studies
Staff Development: Case Studies

Career Connectors

Career Connectors are informal points of contact who represent their teams, identifying and sharing development opportunities and information with colleagues from across the House of Commons and bicameral teams.
Staff Development: Follow through

- Put it into practice
- Share the learning
- Exchange ideas
- Capture best practice
- Record who knows what
Conclusions: What’s my recipe for success?

Staff need:

– …to enjoy what they do
– …to be supported
– …to feel valued / respected
– …to be free to speak & be heard
– …freedom & boundaries
– …good leadership
Conclusions: What has worked for me?

- Great people – it’s a family
- Interesting work
- Plenty of opportunity
- Considerate & flexible employer
- Parliament is constantly changing
- Everyone cares about our customers and our service
Thank you

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