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### ***Summary***

At any stage of our careers we are all constantly asking ourselves, 'What will I do next?', 'Where are the jobs?', 'What kind of career do I want?', 'What extra education or development do I need?'.

This paper aims to give practical advice to those new to the archives and information management sector or wanting to further their career, about the different education and development options, how to get exposure to practice while studying and what the job opportunities might be. The discussion is not country specific but aims to give an international perspective. The paper is not restricted to any one discipline in the sector and would be relevant to archival science, information management, recordkeeping and records management. The paper would be of value to students, newly graduated professionals, employers, educators and trainers, and professional associations.

## ***Career choices for archivists and information managers: Lessons learned from graduate experiences***

### ***Introduction***

Students and practitioners in the archives and information management professions are always asking questions about what course best suits them for their interests and what kind of work is available and where to find it. This paper seeks to provide practical information and advice to help students find that first job and to help practitioners who want to change career direction.

The paper seeks to present a global picture but through the eyes of those wanting to be part of the archives and information management professions, drawing on surveys and studies of students and practitioners in a range of countries. Different approaches are compared to help individuals understand the different environments in which they might seek employment. The increase in online and distance-based education programs opens up new opportunities for practitioners to learn and work in international and cross cultural contexts, so it is important to be aware that frameworks can vary between countries and communities. The discussion is therefore not country specific but aims to give an international perspective. The paper is not restricted to any one discipline in the sector and would be relevant to archival science, information management, recordkeeping and records management. Examples of different situations are illustrated using Germany and Australia or other countries as appropriate.

This paper first provides a picture of the descriptions used in the archives and information management professions and how they might influence choices. It then discusses education opportunities and how they help students achieve employment, and who can help them. The paper then explores a range of career pathways, where the work is and where to look for available positions. The conclusion provides some suggestions for that next step to establish or build a career.

### ***Audience of discussion or Titles of archivists and information managers***

There is no one description that covers the wide range of education and employment opportunities in the records, archives, and information management professions. To illustrate the breadth of the environment, this paper has chosen the titles of 'Archivist' and 'Information Manager', which also reflects the targeted audience of the ICA Congress: "... The challenges and changes that archivists and information management professionals face are based on the need to manage, preserve and make accessible our collections be they paper, film, audio visual or digital formats."<sup>1</sup>

This paper does not seek to define in any detail what an archivist or information manager might do. There is extensive information in the literature and job advertisements that illustrate the wide range of roles and responsibilities. Table 1 highlights just a sample of position titles that would be relevant for archives and information management roles.

**Table 1: Examples of position titles for archives and information management professions**

Archivist	Collection Officer	Digital Archivist
Document Controller	eDRMS Systems Engineer	Heritage Officer
Information analyst	Information Manager	Knowledge Manager
Recordkeeping Consultant	Records Officer	Records Manager

In some countries the list might be larger, in others smaller. Where there is variation it is essential that individuals do not just look at the position title when looking for employment. In Germany, and the United Kingdom for example, there is still a strong distinction between jobs within the field of information management. Librarians, archivists, documentalists and records managers are most of the time working in different institutions and have traditionally their own education and separate roles. In Australia there is more integration of the work and study, and position titles are more varied. An Archivist and a Records Officer could do exactly the same work.<sup>2</sup> A study in Sweden illustrates significant change in skills and knowledge for archivists and records managers in municipal government as e-government demands new business processes and information paradigms.<sup>3</sup>

In Germany most of all (about 85%) offered jobs are looking for someone with a clear profile as archivists or librarians etc. Only about 15% offer positions which require skills from more than one field. Over the past few years, there has been a rising number of jobs involving archival science and computer science. Unfortunately few have this combination of disciplines, so most organizations have to appoint either archivists or information technology professionals and have to train them in-house in the other discipline. Although the job descriptions for archivists can vary considerably, the position title “archivist” is always used and there are clearly defined educational requirements for all these jobs. With a recent increase in formal education in records management, the description “Records Manager” has been increasing in job descriptions and these can be fulfilled by trained archivists. Other position titles are not common in Germany.

In the United Kingdom there is also an increase in formal education and positions for records managers, especially since the introduction of the freedom of information legislation.<sup>4</sup> Some students in a United Kingdom study about employment prospects immediately dismissed job titles without looking at the detailed job descriptions, thinking they were not relevant or interesting.<sup>5</sup> Others only wanted to work with historical records: “Most of the students had a strong interest in history and many felt records management would deprive them of the opportunity to work with historical materials.”<sup>6</sup> Not taking such narrow approaches to employment in the global and increasingly diverse community of practice is a key lesson both students and graduates in multiple contexts need to consider.

### ***Who can help students and graduates?***

In a discussion about preparation for work, several groups of stakeholders can make a contribution to ensuring students have the best preparation and the best start to a career. Employers can be a source of structured internships, paid and unpaid ongoing work or summer holiday internships, giving them an opportunity to assess the next cohort of employees and students greater understanding of how theory works in practice. Educators need feedback from graduates and industry to ensure courses connect theory and practice. Professional associations are involved in education and career development and can help build a robust, highly regarded workforce and may accredit courses to ensure students are learning best practice.<sup>7</sup> Career counsellors and recruitment

agencies help students, graduates and potential employers match skills and knowledge with workforce needs. They also have an ongoing interest in what the industry expects and the skills and knowledge of the potential workforce.

In Germany, the leaders of the main employers of archivists and professional associations form a higher level group of 24 archivists to oversee the structure and content of archival education and the make-up of job outlines. Together with educators and students members of this higher level group also sit on the Boards of the tertiary institutions, which are responsible for the general structure of archival education. Australia and New Zealand boards or review committees of tertiary institutions have industry and professional representatives and courses can also be recognised by professional associations.

### *Overview of education programs*

Globally, there are numerous models of education relevant to the archives and information management fields. In Australia and New Zealand, models are defined by Government through education frameworks. There are three main levels of formal qualifications including the following:

- Competency-based vocational or technical qualifications
- Undergraduate degrees
- Post graduate and research degrees

In the Australia and New Zealand, individuals generally decide they want to work in a discipline such as information studies (which can include archives, records management, librarianship, digital curatorship) and then choose a courses or particular streams that best suit their interests and abilities. There is no formal link between the education and positions as employers set their own requirements and levels. A matrix of suggested level, competencies and qualifications can assist employers determine skills, knowledge and attributes needed for different positions.<sup>8</sup> Undergraduate degrees and vocational qualifications support entry level positions and then further education, such as a Masters in Information Management supports both entry level and more senior roles.

In Germany, education levels determine the levels at which archivists can work: undergraduate, graduate and post-graduate. Each level contains four sublevels of payment, but not every sublevel has its own responsibilities. For example in larger archives, at the postgraduate level, the Leading Director (A16) is responsible for the whole archives, which is divided into two or three departments, lead by directors (A15), and each department contains several subject areas, each lead by an consultant (A13 or later with more experience A14). Until recently it has not been easy to change the level, so normally practitioners can only make a career within their level. There has been discussion in Germany about opening the levels and to make it easier to rise to the next level, but at the moment this is only possible in some single German states and even there, it is still not very common.

For each level there is a corresponding formal archival education. On the undergraduate/vocational level it is organized as training comparable with an apprenticeship in a trade, which means the trainees are learning by working in an archives and in addition they attend classes one day a week at vocational school. Courses are three years and are not centralized. At the graduate (bachelor) and postgraduate (post PhD-) level archival education is centralized in one university of applied science (Potsdam) and two archives schools (Marburg and Munich), who are also working as universities but within the civil servant system which means that their students are also civil servants while they are trained.

In many environments, short courses or self-directed learning are also essential elements of education and development, delivered through educational institutions, in-house programs,

professional associations. Delivery of education is diverse and often a mixture of classroom, online, distanced based, work-integrated learning, and at the workplace. For example, the University of Dundee offers short courses through distance-based learning that has relevance in an international context.<sup>9</sup>

In Germany, those who have no formal education often undertake in-training courses of 2-5 days mainly offered by the Archives School Marburg but also by professional associations or single archives as in-house-training. In addition the University in Potsdam offers a part time distance learning program which will lead to a bachelor or master degree for practitioners who are still working in an archive, but so far, few have taken up this option.

## *Internships*

Internships in multiple forms provide opportunities to prepare for the workplace. Internships that are part of formal qualifications are negotiated between education institutions, students and workplaces or communities (such as ethnic or marginalised groups or community elders). Students have formal supervisors, their work is assessed and they may have access to a mentor. Duration can vary between blocks of time or 1-2 days a week over a set period, such as a semester. Summer holiday jobs, either paid or unpaid, are also referred to as internships and while there is no assessment, students have an opportunity to gain practical experience for a set time.<sup>10</sup> In some contexts, initial employment periods are called internships. They follow study or are regarded as in-house learning and development or induction programs. These kinds of internships could be for six months or up to a year and may involve rotations to different areas of an organisation. Internships can be located in organizations, or with communities who have custody of records or knowledge. There is growing evidence that virtual internships are a valuable alternative for students living outside cities or major centres or in other countries, giving students opportunities to contribute to cross-cultural sharing of ideas and practice.<sup>11</sup> Internships may involve the following type of work:

- arranging and describing a group of records;
- writing or updating policies for organizations and communities;
- providing reference services to reading rooms or for online readers;
- helping communities connect with their memories and records, which could be written, photographic, through dance, art or oral through community elders; and
- creating websites or webpages, and physical or online exhibitions.

Internships can be rewarding experiences. When internships or work placements are optional, students are encouraged to take them. Students already working in the field would also benefit from a placement in another setting to broaden exposure to different contexts.

A study in Australia confirmed this predominance of students having internships during studies. 12 out of the 16 research participants had an internship during their studies and found them to be valuable, though two found that they were just too short.<sup>12</sup> This is one Australian student's view of the value of internships:

*"I organised my own internship as it was new for the course to have one. I undertook research into the archive of an individual one day a week for a semester. It was really good to see how another cultural institution worked and to make contacts and build networks and experience different databases. It was a bit of a challenge."<sup>13</sup>*

In Germany, nearly all postgraduate students have a master (and 90-95% a PhD) in history before they start archival education. As students they have to undertake at least one internship but most undertake two, one of which is in an archive. A survey of students from the Archive School Marburg indicates that most students do have some kind of internship. Table 2 shows the prevalence of internships at the Archives School Marburg.

*Table 2: Ratio of students undertaking internships at the Archive School Marburg*

<b>Internships 2011-2013</b>	<b>Undertook internship</b>	<b>Did not have internship</b>
Post graduate students	14	1
Bachelor students	14	5
• From school	4	2
• Had already studied history	10	3

### *Work experience during studies*

Studies exploring employment expectations have indicated study, internships and work experience all contributed to students gaining confidence to apply for positions and adjust to the context of different organizations. For some it could be their first full time position so potentially a daunting experience.

There is a mixture of views by European universities about the need for some kind of practical experience before commencing post-graduate study. A survey of 11 universities indicated that seven did not have a requirement for practical experience before starting their studies. Employers used practical placements to assess potential employees, so even it was not required to commence study, it could bring benefits. In Australia and New Zealand there is generally no mandatory requirement by educational institutions for practical experience before commencing study. However, one study in Australia indicated that a significant proportion of students are already working in the field before they commence their study.<sup>14</sup> A study of new employees in collecting institutions in Australia identified a range of work experiences while studying that helped graduates gain employment and quickly adapt to their new environment. The work was voluntary or paid, part or full-time, usually temporary and often concurrent with a formal internship.<sup>15</sup>

### *What was most valuable for finding work?*

In Germany, there is variation in employment prospects depending on where the students live. Munich students are usually employed by the Bavarian State Archives, so they do not have to look widely for positions.

Marburg students have to try to find a job. Between 20-30% are employed by archives, which funded their education. The remaining students have to look for a job by themselves. Asked their views on how important internships and practical parts of the education should be within the education, most responded that both are important, with 60% emphasising practical experiences and 40% theoretical education. Some liked especially the system in the Bachelor courses, where the students have an initial one year internship, then 1.5 years theoretical education in Marburg and later a six month internships. This makes it possible to reflect the learned theories in operational daily work within an archive.

Current Marburg students and a range of employers were asked how important internships and practical parts of their education will be to get a job. Table 3 compares views of students and employers towards practical experience and internships.

**Table 3: Views of students and employers on the value of internships and practical placements**

	Very low value									Very high value
	1	2	3	4	5	6	7	8	9	10
<b>Postgraduate students</b>	0	0	3	3	1	4	2	2	0	0
<b>Bachelor students</b>	0	1	0	2	6	2	3	1	2	0
<b>Employers</b>	1	0	1	0	0	0	3	7	2	2

The results in Table 3 indicate that employers placed more value on experiences and internships than students expected they would. What was more important to the employers was the experience rather than a formal mark, as they could sometimes make an assessment based on observation.

One Australian student’s views illustrate the value of both internships and volunteer work:

“Volunteer experience in another institution was similar to the internship – it is about going into a new environment, building networks, looking at different systems. Experiences in different institutions gave me more knowledge of different formats of records and objects and importance of object handling when used as evidence. Internship and volunteer work made it easier when I started my new position”.<sup>16</sup>

### **Careers and pathways**

Having achieved qualifications and hopefully had some practical experience, the next stage for graduates is to consider their first position and their career options. The discussion now offers suggestions on how individuals seeking first-time or different employment options can make the most of resources available to them. Topics to be highlighted include career pathways, sources of information about the range of responsibilities, who is employing, examples of job advertisements and the potential role of mentors.

There are multiple career pathways for archivists and information managers. Influencing factors include government regulation, changes in organizational roles and structures, change in practice, potential impact of convergence, and individual goals and aspirations.

One common approach to starting out a career is an entry level position in a particular organization as a cadet or intern and gradually progress through promotions, recognising that sometimes, “someone has to retire before a vacancy arises”. The first position might be on contract or temporary, but a key goal is a permanent, full-time position. This approach could offer stability, access to in-house professional development and if available access to in-house mentoring relationships. Over time the work could change so there would be opportunity for diverse challenges.

Another approach is referred to as a ‘protean career’, where individuals take contract or temporary positions for a number of years, and are enthusiastic about moves to other organizations or locations as a way to build skills and knowledge.<sup>17</sup> Such individuals do not rely on organizations to provide professional development. They see side-ways movement as “almost a promotion” to gain exposure to new work and networks. They can access professional development through educational institutions, training providers, consultants and professional associations and seek out

multiple, concurrent, formal and informal mentoring relationships through work and professional networks.<sup>18</sup> Individuals following protean careers do not have permanency as key goals, but thrive on diverse, challenging roles that help them build their skills and knowledge.

The diversity of work cannot be captured in the short space allowed by this paper. The literature, professional associations and job advertisements and even YouTube gives information about working in the field.<sup>19</sup> Common across the fields is the increasing engagement with digital information and digital work environments. Studies have indicated that working in cross-discipline contexts (also referred to as convergence) is increasing,<sup>20</sup> especially with managing digital collections, shared content management systems and digital rights management, which broadens again the categories and scope for employment.

In Germany, 95% of all archivists work as civil servants or as public employees. In June 2012 there were more or less no unemployed trained archivists from the Munich and Marburg Schools. Most were working, as archivists in a permanent position, some on project-based contract and a few having graduated, were working but not as archivists. Such good employment prospects are encouraging for the next cohort of students.<sup>21</sup>

Employment for German archivists is very stable. Most postgraduate archivists change jobs only one to two times within their 30-35 years of working. For archivists working at the graduate level, they might change jobs about three times within an approximate 40 year working life.

Initial employment in Germany could be on a fixed-term employment contract but most find permanent employment reasonably quickly. Younger graduates (22-27 years old) move more often at the same level as their priority is a particular role or kind of archive. Once they find their 'dream job' they are happy to remain in the role for several years before seeking promotion. Career development is based on technical knowledge, publication, leadership qualities and management skills. Protean careers where individuals are happy for a range of fixed contracts and changing jobs every few years are very rare in Germany and sooner or later the desire for a stable position in a small or large archive is their goal.

In Australia, in government-produced statistics, there is a category of occupation for 'Archivists, Curators and Records Managers'. The job outlook is positive and trends indicate a growth in employment.<sup>22</sup> As mentioned above records management jobs are increasing in the United Kingdom and in a study about employment of young archivists in the United States, there was work, but full-time, permanent positions seemed to be more difficult to achieve.<sup>23</sup>

### *What kind of work?*

Broad categories of potential career pathways include the following, though there is overlap, as practitioners, researchers and consultants may teach students on a part-time basis, while working in the industry, so have more than one potential career pathway. Educators may have started out in industry and then began to teach on a full-time or part-time basis. Examples of career pathways include:

- practitioners in organizations and communities;
- educators and trainers working within institutions or as consultants providing services to professionals and to organizations;
- consultants assisting organizations and communities to resolve issues and develop business capability, such as developing governance frameworks, designing and implementing systems, managing records and archives;
- researchers in educational institutions or being search agents for individuals or communities;

- volunteers working in organizations and helping other communities and organizations to manage records or capture identify through memories; and
- members of a professional association to engage with networks, share knowledge and advocate professional and industry issues.

### *Where are the careers and jobs?*

In any country or society, there are various organizations that employ archivists and information managers in some capacity, either a sole practitioner in small organizations and communities or as part of a team in larger and multinational organizations with multiple roles and levels of employees. These levels might range from operational such as Archives or Records Officers to executive level roles such as Chief Knowledge Officers, Chief Information Officers or Chief Archivist. A small sample of the range of organizations is listed below.

- Government
  - National, state and local archives and records institutions
  - Judicial bodies, such as the courts and tribunals
  - Departments, authorities, municipal agencies
- Educational institutions from primary school to universities
- Cultural institutions such as archives, galleries, libraries and museums or foundations (government or private)
- Non-government organizations (global, national and local)
  - International Records Management Trust.
  - Community, cultural, religious, volunteer and not-for-profit organizations
- Business or private sector
  - Managing business records and archives to support organisational goals
  - Providing consultancy, storage or preservation services
- Education and training providers that teach individual students or work with whole organizations to build capabilities

In Germany about 90% of all archivists are working for authorities of the federal, state or local level, for the big two churches or the universities, academies and research institutes (and they are also mostly public organizations). Jobs in private archives, archives of companies are rare and are not regarded as a long term career pathway. A study about employment for young archivists in the United States found that the largest source of employment for young archivists was in academic institutions<sup>24</sup> and in the United Kingdom students were more likely to want to work as archivists in private (non-business) sector or in education institutions.<sup>25</sup> Employment information in Australia indicates that the largest employer is the government sector, at Federal, State or local levels.<sup>26</sup>

### *Will a mentor help?*

Through the workplace or professional colleagues, professional associations or other communities of practice new employees need to be pro-active in finding a mentor. Mentors can help define goals, how to navigate career pathways, assess the value of particular types of positions and debate theory and practice. With current technology, mentors do not have to be located geographically close, but could be anywhere.

A study of 16 new employees working in collecting institutions in Australia found that most had some kind of mentoring relationship once they started working, though few had access to a formal program.<sup>27</sup> The relationships were mostly informal; through teams, informally with work or professional colleagues, for a specific project or they regarded their supervisor as a mentor. Not all were long-lived but were valuable as a learning experience and to give confidence about future directions. Those that did not have a mentor wished they had someone to help them adapt to new environments, as one new employee noted:



“Now that I am here [new position], I need new goals and without a mentor, it has been very difficult – that is why a lack of a mentor has been such an issue because I needed one at this point. I need some help.”<sup>28</sup>

A review of a Swedish mentoring scheme indicated that it supported newly appointed professionals:

“My mentor helped me see obstacles I wasn’t aware of myself and gave me tools to deal with them. But most of all her confidence in me has given me a stronger self-esteem.”<sup>29</sup>

### *Job advertisements for beginning professionals*

Whatever the kind of work and employment context, individuals need to consider what kinds of positions to apply for that match their interests, skills and knowledge. It is not practical to capture the diversity of beginning or entry-level work.<sup>30</sup> Table 4 shows a description of a typical beginning level position in Germany and extracts from advertisements in Australia and New Zealand.<sup>31</sup>

**Table 4: Elements of positions for beginning professionals**

<b>Typical entry level Archivist positions in Germany</b>	<b>Extracts from entry-level archives and records job positions in Australia and New Zealand</b>
<p><b>Graduate Level in a state archives:</b> Tasks:</p> <ul style="list-style-type: none"> <li>• decision about the access to records</li> <li>• consultation in the reading room</li> <li>• answering of written requests</li> <li>• appraising and describing records</li> <li>• preparing and being responsible for projects</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Diploma as an archivist (Bachelor)</li> <li>• proficient in relevant office and archives software</li> <li>• flexible and well organized</li> <li>• ability to take stress</li> <li>• ease in dealing with users</li> <li>• ability to work independently and in a team</li> <li>• openness to change</li> </ul> <p><b>Postgraduate Level</b> Tasks:</p> <ul style="list-style-type: none"> <li>• development of the model of the archive</li> <li>• directing and managing the archive, including its employees and financial responsibility</li> <li>• advising the authorities on records management</li> <li>• development of concepts for access</li> <li>• publication of scientific papers</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• diploma as an archivist (postgrad)</li> <li>• PhD is required</li> <li>• proficient in relevant office and</li> </ul>	<p><b>Archiving and Disposal Process Practitioner</b> Successful candidate will have practical experience applying sound records management practices specifically Archiving and Disposal processes.</p> <p>Experience will be favourably looked on, but not essential. Applicants must have advanced computer skills, good presentation, excellent interpersonal skills and be a strong problem solver with attention to detail and commitment to quality results. The role has ongoing opportunity to work across Australia and occasionally overseas.</p> <p><b>Archivist/Archives Advisor</b> Permanent position responsible for implementing the appraisal and acquisition strategy for the transfer of records, including digital, to our custody and for all aspects of working with clients to meet their business needs for the disposal of records. Advise clients on management and use of records / archives. Practical experience of records or information management, particularly in a digital environment and/or experience working in a local authority or government agency would be an advantage.</p> <p>A university degree is required. A postgraduate qualification in archives, records, or information management is a considerable advantage.</p> <p><b>Records Officer</b> 12 months fixed term contract. This position is ideal for someone who has completed their studies in information, records or library management or has</p>

<p>archives software</p> <ul style="list-style-type: none"> <li>• high commitment</li> <li>• ability to take stress</li> <li>• flexibility and assertiveness</li> <li>• very good conceptual and organizational skills</li> <li>• personnel management skills</li> </ul>	<p>one to two years of equivalent experience. Roles include:</p> <ul style="list-style-type: none"> <li>• records management (physical)</li> <li>• backup records management (electronic)</li> <li>• some library administration</li> <li>• undergraduate degree (or equivalent experience in information, records or library management)</li> </ul>
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### *Where are the jobs advertised?*

There is no one source for looking for positions and the growth of global listservs has also opened opportunities for those seek work to move countries. Common sources include:

- Listservs;
- social media sites such as Archiveslive, Archives and Records and LinkedIn;
- national and local newspapers; and
- job websites sites, government gazettes and websites of individual organizations and educational institutions.

In Germany for example, there is one main website run by the Archive School, Marburg. In Switzerland, United Kingdom and Australia listservs or websites run by professional associations are sources of employment. In New Zealand the Victoria University of Wellington runs the main listserv for archives and records related positions.

### *Where might graduates start?*

There are multiple avenues for graduates to find employment and also to promote themselves, outlining experiences, qualifications, skills and knowledge and what kind of work they are interested in undertaking. Here are a few ways to become known or to find out what is happening with employment:

- subscribe to a range of listservs or follow them through websites, as they advertise permanent and temporary positions on almost a daily basis;
- build networks with students and co-workers, in community of practice or professional associations to take advantage of the more informal means of hearing about positions coming up;
- promote interests and attributes through various media;
- think widely about potential employers and about positions available – do not dismiss positions based on their title.

### *Conclusion*

The paper sought to present a global picture but through the eyes of those wanting to be part of the archives and information management professions, drawing on surveys and studies of students and practitioners in a range of countries.

The evidence has revealed that change is a significant factor for students and graduates and there is much to learn from those learning and working now. Key lessons include the need to think broadly about educational opportunities knowing that there is access to professional development to specialise at a later stage. It is also important to recognise that archivists can work in environments beyond historical records and both archivists and records and information managers can have whole new careers in a digital records environment by combining information and technology skills and knowledge. Contract or temporary work maybe a fact of life in some areas, but can be a positive experience and give flexibility that a permanent position might not.

There is no one education or employment framework that fits all jurisdictions and communities so it is very important for graduates to be aware of the environment in which they wish to develop their careers. The work is changing, the skills and knowledge needed are evolving and so too must the attitudes of those entering the workforce. Diversity is good to have, but it also challenges those with traditional perceptions of what working in archives and information management is all about. Employment across different environments looks positive, but not always in the areas most expected or sought after. A wide range of resources, networks, social media and professional associations are available to help graduates, locally and virtually, so it is essential that they are exploited as much as possible. Practical experience in more than one workplace while studying, as well as internships, can add to the preparation and confidence building. Multiple, concurrent mentoring relationships can be particularly helpful and they can come from a range of sources – it is a matter of being pro-active and not relying on someone else to offer a formal program. Today's graduates are in a great position to take the initiative can be the change agents for tomorrow, adapting to new education programs, new job titles and descriptions and very different roles and responsibilities.

### End notes

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<sup>1</sup> International Council on Archives (ICA). (2010) *Congress Program* at <http://www.ica2012.com/program/>

<sup>2</sup> 'The Statement of Knowledge for Recordkeeping Professionals' that is produced by the Australian Society of Archivists and RIM Professionals Australasia covers the whole records continuum. See [http://www.archivists.org.au/page/Learning\\_and\\_Publications/ASA\\_Learning/Educational\\_Standards/](http://www.archivists.org.au/page/Learning_and_Publications/ASA_Learning/Educational_Standards/) or <http://www.rimpa.com.au/professional-development/statement-of-knowledge/>

<sup>3</sup> Kallberg, M. (2010). Taking care of business – but what about the records? A Swedish study of recordkeeping expertise in business development projects. *Comma*, 2010/1, pp. 169-188.

<sup>4</sup> Yeo, G., & Ander, E. (2008). 'My first professional post': Students' expectations of the job market in archives and records management in the United Kingdom. *Journal of the Society of Archivists*, 29(2), p. 171.

<sup>5</sup> Yeo, & Ander, 2008, p. 182

<sup>6</sup> Yeo, & Ander, 2008, p. 175.

<sup>7</sup> Examples include the Australian Society of Archivists at [http://www.archivists.org.au/page/Learning\\_and\\_Publications/ASA\\_Learning/Accredited\\_Courses/](http://www.archivists.org.au/page/Learning_and_Publications/ASA_Learning/Accredited_Courses/); and RIM Professionals Australia at <http://www.rimpa.com.au/professional-development/courses-available/>

<sup>8</sup> Australian Society of Archivists/ RIM Professionals Australasia. (2010). Tasks, Competencies & Salaries for Recordkeeping Professionals (TCSRPs). [http://www.archivists.org.au/icms\\_docs/111929\\_Tasks\\_Competencies\\_Salaries\\_for\\_Recordkeeping\\_Professionals.pdf](http://www.archivists.org.au/icms_docs/111929_Tasks_Competencies_Salaries_for_Recordkeeping_Professionals.pdf) and also at <http://www.rimpa.com.au/professional-development/tcsrps/>

<sup>9</sup> University of Dundee (2012). *Continuing Professional Development*. <http://www.dundee.ac.uk/cais/cpd/>.

<sup>10</sup> See Bastian, J., & Webber, D. (2008). *Archival internships: A guide for faculty, supervisors, and students*. Chicago, IL: Society of American Archivists

<sup>11</sup> Franks, P. & Oliver, G. (2011). *Virtual Internships: Opportunities for Experiential Learning and International Collaboration in Digital Curation Curricula*. IFLA 2011, San Juan, Puerto Rico, 13-18 August 2011. <http://conference.ifla.org/ifla77>

<sup>12</sup> Hoy, M. (2011). Building pathways to working with collections. Can internships and student work experience help? *Australian Academic & Research Libraries*, 42(1), pp. 29-42.

<sup>13</sup> Hoy, 2011, p. 35.

<sup>14</sup> Pember, M. (2005). What employers really want when recruiting recordkeeping practitioners: Expectations in the Western Australia State sector? *Archives and Manuscripts*, 33(2), 130-159.

<sup>15</sup> Hoy, 2011, p. 37.

<sup>16</sup> Hoy 2011, p. 37.

<sup>17</sup> Hesketh, B., & Allworth, E. (2003). Career development and change. In M. O' Driscoll, P. Taylor & T. Kalliath (Eds.), *Organisational psychology in Australia and New Zealand* (pp. 106-124). South Melbourne: Oxford University Press.

<sup>18</sup> Hoy, M. (2010). Making the most out of mentoring relationships: Experiences of new professional, *Comma* 2010/1, pp. 109-121.

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- <sup>19</sup> See *Records and Information Management Careers* <http://www.youtube.com/watch?v=vDZvHfy3RMA> or *So you want to be an Archivist* at <http://www.youtube.com/watch?v=h6-APEYAmMg>
- <sup>20</sup> Australian Teaching and Learning Council (2011). *Reconceptualising and re-positioning Australian library and information science education for the 21st Century: Final report*. See in particular discussion starting p. 48 on convergence. [www.liseducation.org.au](http://www.liseducation.org.au); Guercio, M. (2010). Innovation and curricula: An archival perspective on education of “digital curators”, *Comma*, 2010/1, pp.151-167.
- <sup>21</sup> See <http://www.archivschule.de/uploads/Stellenanzeigen/Stellenlagen2012.pdf>
- <sup>22</sup> Job Outlook Australia. (2011). *Job Outlook for Archivists, Curators and Records Managers*. <http://joboutlook.gov.au/Pages/occupation.aspx?search=alpha&code=2242>
- <sup>23</sup> Cushing, A. (2010). Career satisfaction of young archivists: A survey of professional working archivists, age 35 and under. *The American Archivist*, 73 (Fall/ Winter), p.610.
- <sup>24</sup> Cushing, 2010, p. 611.
- <sup>25</sup> Yeo & Anders, 2008, p. 176.
- <sup>26</sup> Job Outlook Australia, 2011.
- <sup>27</sup> Hoy, M. (2010). Making the most out of mentoring relationships: Experiences of new professional, *Comma* 2010/1, p. 113.
- <sup>28</sup> Hoy, (2010), p. 118.
- <sup>29</sup> Naeslund, S. (2010). The Swedish Mentoring Scheme – a case study of trial and error and success. *Comma* 2010/1, pp. 147.
- <sup>30</sup> RIM Professionals Australasia. (2012). *Records and Information Management Careers*. <http://careers.rimpa.com.au/>. See also ARMA International. (2007). *Records and information management core competencies*. <http://www.arma.org/competencies/document.cfm>
- <sup>31</sup> These extracts of advertised positions have been taken from the RIM Professionals Australasia listserv at <http://www.rimpa.com.au/resources/rim-mailing-list-faq/> and the New Zealand Records listserv <http://lists.vuw.ac.nz/mailman/listinfo/nzrecords> between 2011 and 2012. Positions from entry to senior levels are advertised on these listservs on a regular basis.