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# THE ARCHIVIST AS A MODERN INFORMATION PROFESSIONAL: ANALYSIS OF SKILLS IN LIGHT OF LITERATURE AND CURRICULAR TRAINING

O ARQUIVISTA COMO MODERNO PROFISSIONAL DA INFORMAÇÃO: ANÁLISE DE COMPETÊNCIAS À LUZ DA LITERATURA E DA FORMAÇÃO CURRICULAR

EL ARCHIVERO CON INFORMACIÓN PROFESIONAL MODERNA: ANÁLISIS DE COMPETENCIA EN LA LUZ DE LA LITERATURA Y PLAN DE ESTUDIOS DE FORMACIÓN

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**JITA:** AC. Relationship of LIS with other fields.

**RESUMO:** As demandas e exigências do mercado de trabalho no âmbito das profissões da informação desencadeiam necessidades de aprimoramento das práticas profissionais, por conseguinte, remetem à reforma curricular, haja vista formar profissionais competentes que atendam as necessidades sociais. Os arquivistas, ao serem categorizados como profissionais da informação, também se inserem nesse contexto, devendo adquirir status de um Moderno Profissional da Informação (MIP). Sendo assim, este estudo analisa as competências do MIP relacionando-as ao arquivista, com base na literatura e na formação curricular. Investiga na literatura o que vem sendo publicado sobre o MIP; compara as competências do MIP com o arquivista; e investiga essas competências no âmbito da formação arquivística. Metodologicamente, realizou-se revisão na literatura sobre as competências do MIP e suas relações com os arquivistas e análise a dez currículos de escolas de Arquivologia do Brasil, haja vista detectar disciplinas voltadas para construção das competências do MIP. Após pesquisa teórica e documental, percebeu-se que a maioria dos estudos realizados (80%) compara o MIP ao bibliotecário. A literatura é escassa (10%) ao direcionar o MIP ao arquivista, como também sem delinear-lo a profissionais específicos (10%). Quanto à formação acadêmica, as escolas, em linhas gerais, disponibilizam disciplinas, cujo enfoque curricular contempla as quatro competências do MIP. Detectou-se que as escolas reconhecem a necessidade de ampliar as competências dos arquivistas, a ponto de eles se tornarem MIPs, haja vista adequarem-se aos novos desafios impostos pelo mercado de trabalho.

**PALAVRAS-CHAVE:** Ciência da Informação. Arquivologia. Arquivista. Moderno Profissional da Informação. Competências profissionais.

**ABSTRACT:** The demands of the job market in the information field trigger the need to improve professional practices that refer to the curricular reform, due to the formation of competent professionals that meet the social needs. Archivists, when categorized as information professionals, also fit into this context, and must acquire the status of a Modern Information Professional (MIP). Thus, this study analyzes the skills of the MIP relating them to the archivist, based on literature and curricular training. Investigates in literature what has been published about the MIP; Compares MIP's skills to the archivist's; And investigates these skills in the field of archival training. Methodologically, a review of the MIP's skills and its relations to the archivists' and analysis of ten curricula of Brazilian archival schools was carried out, in order to detect subjects focused on the construction of MIP skills. After theoretical and documentary research, it was noticed that most of the studies (80%) compare the MIP to the librarian. The literature is scarce (10%) by directing the MIP to the archivist, but also without delineating it to specific professionals (10%). As for the academic formation, the schools, in general lines, offer subjects, whose curricular approach contemplates the four competences of the MIP. It was found that schools recognize the need to extend the skills of archivists to the point where they become MIPs, in order to adapt to the new challenges posed by the job market.

**KEYWORDS:** Information science. Archivology. Archivist. Modern Information Professional. Professional skills.

**RESUMEN:** Las demandas y requerimientos del mercado de trabajo en el campo de las profesiones de la información desencadenan las necesidades de mejora de la práctica profesional, por tanto, se refiere a la reforma de los programas, teniendo en cuenta la formación de profesionales competentes que cumplan con las necesidades sociales. Archiveros, se las califique como profesionales de la información, también cae dentro de ese contexto, debe adquirir la condición de Información Profesional Moderno (MIP). Por lo tanto, este estudio se analizan las habilidades MIP relacionándolos con el archivero, basado en el plan de estudios de la literatura y la formación. Investiga la literatura que se ha publicado en el MIP; compara las habilidades de MIP con el archivero; e investiga estas habilidades dentro de la capacitación en archivos. Metodológicamente, hubo revisión de la literatura sobre las habilidades del MIP y sus relaciones con los archiveros y análisis de los planes de estudio a diez escuelas Archivología en Brasil, dada detectar disciplinas destinadas a la construcción de las habilidades MIP. Después de la investigación teórica y documental, se observó que la mayoría de los estudios (80%) compara el MIP al bibliotecario. La literatura es escasa (10%) para dirigir el MIP al archivero, sino también sin contorno a los profesionales específicos (10%). En cuanto a los académicos, escuelas, en general, proporcionar disciplinas cuyo enfoque curricular incluye cuatro habilidades MIP. Se encontró que las escuelas reconocen la necesidad de ampliar los poderes de archiveros hasta el punto de que se conviertan precios mínimos, dado ajustarse a los nuevos retos que plantea el mercado laboral.

**PALABRAS CLAVE:** Ciencias de la Información. Archivología. Archivero. Moderna profesional de la información. Habilidades profesionales.

## 1 INTRODUCTION

Several factors have, and continue to, contributed to the redefinition of professional practices, requiring greater knowledge and expansion of skills in all professions of contemporary society. In general, the social transformations redefine the figure of a professional who can meet the requirements of an evolving, competitive, unstable, changing and globalized market.

The most influential factors in the constant improvement of professional practices, especially regarding the information market, are related to the technological advance and the appearance of the bibliographical explosion, events that marked the inauguration of the 21st century and third millennium.

There is consensus in the literature about the interference of these factors in the context of professionalization, requiring the constant improvement of those who wish to remain active in the labor market. According to Mac Garry (1999), we live a "tsunami" of information today, thanks to the new technological resources that have been inserted into society. Solla Price (1993) states that the accumulation of information has reached its peak in recent decades, but it is a long process, which begun after the invention of the press.

Certainly, with so much information being generated and made available, impacts arise, and there is a need for innovative alternatives, in the sense of making information management techniques feasible, transforming it into knowledge. For this, professionals need to acquire new skills, improving their practices, techniques and methodologies. It is clear that "in a time of such an 'explosion of knowledge' and the consequent increase in overload or 'over-information', specialization has become increasingly necessary" (BURKE, 2012, 203).

Social changes condition the consolidation of new paradigms that support the different areas of knowledge. In the field of Information Science, for example, these paradigms have been constructed in the face of the transfer, dissemination and use of information, as well as aspects related to the adequacy of information products and services to the information user (ARAÚJO, 2014).

In the context of Archivology, current paradigms are reformulated from the focus on archival information (TOGNOLLI, 2012), on information services provided to users (GARDIM, FONSECA, 2004), and, mainly, through the transfiguration of the archive's objectives that stops focusing on custody alone, to stick to the access, entering a post-custodial context (Cook, 2012).

Indeed, the paradigmatic changes in the areas of knowledge provoke changes in professional practices, requiring that professional skills be rebuilt, as well as the acquisition of

multiple skills, expanding the potential of the professional, being able to solve problems and meet complex demands.

Professionals who are inserted in a changing and challenging market, such as today, expand their skills, abilities and knowledge through continuous training. This is a prominent theme and considered as extremely important for professional adjustment.

Besides the specialization defended by Burke (2012), many problems are solved from the interaction between the areas, triggering multiprofessional work. In the case of Information Science, information workers share aids among themselves, so that, even when working in specific areas, these professionals help each other in solving problems.

Masson (1990) considers as information professionals, those whose actions are placed in the service of selecting, treating and making information available, regardless of its support and context, at the moment the user needs it. These professionals are: administrators, museologists, archivists, librarians, among others.

In particular, the professionals who have information as object of study are librarians, museologists and archivists. This trinity, according to Smit (2000), constitutes what the author calls the "three Marias", each one having its scope of action, but presenting a strong interdisciplinary tendency.

Influenced by the challenges of modern society, many questions are highlighted: how to adapt to an unstable market? How will information professionals act in the face of new challenges? How to be a recognized professional and work together? Having these questions in vogue, the extinct International Documentation Federation (IDF) carried out a study aimed at delimiting a professional profile for professionals dealing with information.

Based on these questions, the IDF funds a research project, conducted through the studies of the Cuban researcher Pojuan Dante (1993, 2000). Through these studies, a new term emerged in the last decades of the last century to characterize the information professional, in the face of transformations, called the Modern Information Professional (MIP). To be categorized as MIP, the professional must present specific characteristics that make him / her able to adapt to society. According to Pojuam Dante (1993), flexibility, innovation, imagination and creativity are some of the vital ingredients for achieving MIP status.

The strong point of the discussions surrounding MIP is in the year 2000, through the IV Meeting of Directors of the Schools of Librarianship and Information Science of Mercosul, in Montevideo, at which time the following professional competences were deemed necessary for information professionals to be considered MIP: communication, technical-scientific, managerial and social and political skills.

Archives, in particular, is inserted in this context, since it is an area dedicated to the management of information produced by societies, over time, concerned with social and cultural memory and, at the same time, enabling the production of knowledge contributing to the treatment, storage, retrieval, in short, supporting the document flow.

Archivists, considered information professionals, in view of the challenges posed by society and the paradigms that sustain the area, should reformulate their actions, acquiring skills that go beyond what are said to be traditional, that is, those focused only on custody and file management.

Lopes (2009) argues that Archives is a relatively new area and is on the rise, especially from administrative modernization. The competitive market enables organizations to find organic information and effective management, a valid strategy to reach competitive levels.

The above-mentioned author considers that the archivist of modern society is not the same as that of decades ago. On the contrary, it must reshape itself in order not to be forgotten, acquiring new knowledge in order to adjust. It must be a producer of knowledge, a hermeneutic professional, who through pro-activity, innovation and creativity acts in a critical and questioning way, modifying complex realities and problems.

To do so, the archivist must have specific skills to characterize himself as MIP, in order to adapt to new needs and be recognized in the market as an active and fundamental professional for the development of institutions and the nation.

It is clear that in order to be adapted to the changes, curricular training must be restructured, taking into account the challenges imposed by the present time. Valentim (2000) believes that Information Science schools should be guided by a formative bias that prioritizes the demands of the market, so as to empower future professionals to recognize their competencies and find different segments of activity.

Thus, this research aims to analyze the MIP skills relating it to archivists, having as a parameter of analysis the literature and curricular training. To do so, it investigates in the literature what has been published about MIPs; compares the MIP skills to the archivists; And, finally, investigates the training of MIP skills in archival training.

As a methodology, the literature on MIP skills and their relationships to archivists was first carried out. Subsequently, through documentary research, ten curricula of Brazilian archival schools were analyzed, in order to detect disciplines focused on the construction of MIP skills.

## 2 THE MODERN INFORMATION PROFESSIONAL IN THE ARCHIVISTICS FIELD: THEORETICAL DISCUSSION

In order to investigate what has been published in the Literature on MIP, a bibliographic survey technique was performed through the Brapci<sup>1</sup> database. Using specific information retrieval and retrieval procedures in the Brapci database, ten "retrieved" works were obtained through the descriptor "Modern Professional Information". Selection was restricted to searching only newspaper articles. Chart 1 shows the title of the articles, authorship, year, general objective and main results achieved.

**Chart 1.** Modern Information Professional studies retrieved from the search in the BRAPCI database.

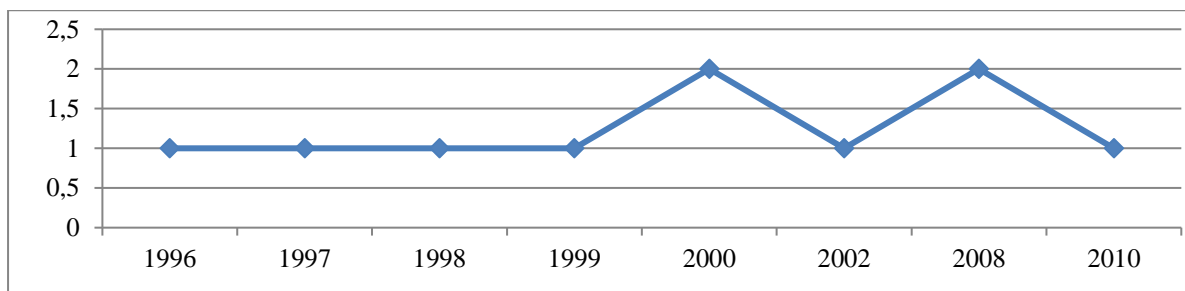
Database	Title	Authorship	Year	General goal	Results obtained
	The training of librarians to work in virtual libraries: an issue to deepen	MADUREIRA, Helania Oliveira; VILARINHO, Lúcia Regina Goulart	2010	Analyzing the training of librarians for work in virtual libraries (BV).	The formation of the librarian is far from privileging the profile of the modern professional of information
	The librarian as a historical agent: from "humanist" to "Modern Information Professional"	SILVEIRA, Fabrício José Nascimento da	2008	Analyzes, from a social-historic perspective, the set of activities that marks the librarian professional actions.	It is necessary to revitalize the image of the librarian means to imbricate, in equal measure, the humanistic and technical nature of the set of knowledges that defines him as an information professional.
	Professional education of librarians	WALTER, Maria Tereza Machado Teles; BAPTISTA, Sofia Galvão	2008	It presents aspects that differ the profession, that distinguishes employment and work and that constitutes the construct of professional competence	Schools should seek to keep curricula in line with market demands, but attentive to social needs, just as the professional's initiatives in pursuit of continuing education are important.
	Curricular amendment of the librarianship course of the State University of Santa Catarina - UDESC	OHIRA, Maria Lourdes Blatt et al.	2002	This paper presents the Universidade do Estado de Santa Catarina (UDESC)	The proposal presented is valid as it meets the emerging job demands
	Modern information professional: scholarship and	VALENTIM, Marta Lúcia Pomin	2000	To discuss training and market perspectives for the information	The librarian's education is still very technical and should be reformulated, taking social trends into account

<sup>1</sup> This database was selected because it is specific in providing articles in the area of Information Science in Brazil, studies based on activities planned institutionally.

Brapci	professional perspectives			professional with a focus on the librarian	
	Information professional: desired profiles and attitudes	CASTRO, Cesar Augusto	2000	These are the profiles and attitudes desired for Modern Information Professional - MIP	The MIP profile requires a proactive, creative and innovative approach, linked to technical and humanistic knowledge
	Education quality at Fabi-Campinas vis-à-vis the modern information professional	BERAQUET, Vera Silva et al.	1999	To identify what has been the performance of the undergraduate course in Librarianship of PUC-Campinas	The subjects of the FABi course are satisfied with it, however, there are many questions to be discussed in face of what the literature disposes
	The Impact of the Third Revolution on the post-modern society: the service sector	CAMPETTI SOBRINHO, Geraldo	1998	Stresses the importance of a good professional background in today's highly competitive labor market.	The updating is indispensable to the information professional, mainly considering the accelerated pace of changes that we are witnessing nowadays. Speed is the greatest symbol of postmodernity.
	The Undergraduate Program of Archival Science at U.E.L	MULLER, Mary Stela et al.	1997	This is a study about the implantation of the under-graduate program of Archival Science at Universidade Estadual de Londrina (Londrina State University), including a previous research about regional market and clientele.	The undergraduate course in Archival Science at UEL intends to offer a training focused on the areas already mentioned, thus forming a professional with its own innovative characteristics.
	The modern information professional: the librarian and his profile against the new times	SANTOS, Jussara Pereira	1996	Presents aspects related to the librarian profile in the face of social transformations	The librarian must broaden his/her skills in order to become an MIP, for which it requires a broader education, in addition to investing in continuing education

Source: the author (2015).

Analyzing the sample of research investigated, it is verified, in principle, that the publications on the topic "MIP", began, in Brazil, in the year 1996. Within the ten articles, the last year in which an MIP research was published is 2010. Graph 1 presents the ten articles, considering the dates of publications.



**Graph 1.** Number of articles published through the years, in Brazil.

**Source:** the author (2015).

The reading of the graph above shows that the surveys began to be carried out in the late 1990s. From 1996 to 1999, four articles were published, one in each year. In 2000, two articles were published. This may be justified by the occurrence, in 2000, of the IV Meeting of Directors of the Schools of Librarianship and Information Science of Mercosur, held in Montevideo, where MIP skills were established. In 2002, another article was published; In 2008, two articles and, finally, in the year 2010, again, only one article.

Through the analyzes of the publications, different segments directed to the MIP are detected. Understanding which professionals fall into the category of MIP, it is necessary at first to define who the information professionals are. According to the study by Castro (2000, p.7), when citing Le Coadic (1996, p.106)<sup>2</sup>, it is observed that information professionals comprise all subjects who acquire information recorded in different media and through criteria and scientific techniques "[...] organize, describe, index, store and retrieve and distribute this information in its original form or as products made from it."

Therefore, Santos' research (1996, p. 23, our bold) defended that information professionals, in general, are those who have the information as object of analysis and work, citing as an example: "[...] **archivists**, museologists, administrators, system analysts, communicators, documentalists and librarians, as well as professionals in computing and information technology and telecommunications."

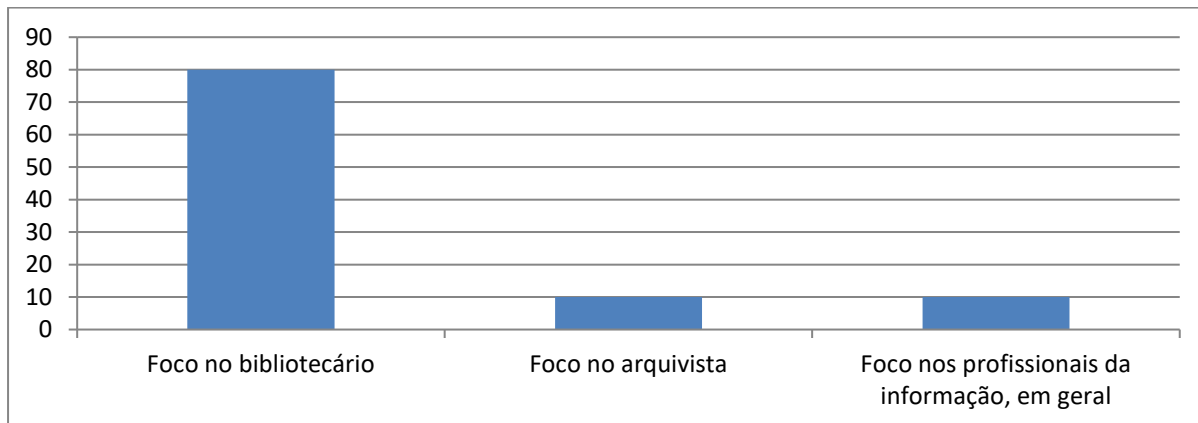
However, if so, archivists also fall into the MIP category. Analyzing the focus of professional category, which the ten studies analyzed, in which segment (librarian, archivist, museologist, etc.) the MIP was directed in the research, we verified the following orientations: MIP focused on librarians, focused on archivists and not directed to specific professionals.

The data collected from the literature review show that most of the studies, that is, eight of them (80%) were developed relating the MIP to the librarian. One article (10%) related the

<sup>2</sup> LE COADIC, Yves- Francois. A Ciência da Informação. Briquet de Lemos:Brasília,1996.



MIP to the archivist, and also, one article (10%) did not delimit a specific professional, but addressed the MIP theme in the information professionals in general (graph 2).



**Graph 2.** Directions covered in the studies: focus on the librarian, focus on the archivist and focus on the information professionals in general.

**Source:** the author (2015).

Through the reading of these results, we can see that Librarianship in the Brazilian context has been developing more research on the MIP, discussing the need for librarians to have constant updating, acquiring new skills and profiles, making an active, questioning, innovative and audacious professional, therefore, achieving the characteristics of MIP.

Research in the field of librarianship is unanimous in considering continuing education as the most viable alternative for librarians to modernize. The study by Walter and Baptista (2008), for example, points out that the sum of the skills acquired with daily practice and investments in continuing vocational training will provide the professional with better conditions to act in the information market, anchored in a solid theoretical and practical foundation.

In general terms, the eight articles analyzed, which were addressed to the librarian, also consider as one of the essential prerequisites for the librarian to master modern technologies in order to use them in favor of the management and treatment of information. According to Silveira (2008, p. 83), when librarians reach the category of MIP, they become "[...] subjects who participate actively in all stages of the informational cycle and maintain close contact with information technologies [ ...]".

The study by Valentim (2000) points out some indicators, which, according to the author, are essential for librarians to exercise all the skills attributed to them. The following are cited:

- a) Remodeling of the unit/information system, seeking a deep interaction between the actors in this scenario;
- b) Training of information professionals, seeking the necessary knowledge to act in this scenario;
- c) Defined vocation focused on information services, seeking the enchantment of the client; and,
- d) Visualization of the unit / information system in a critical way, seeking continuous improvement.

Some studies, in addition to mentioning the social transformations and the paradigm change in Librarianship, demanding an increasingly competent professional, also highlight the role of academic training, taking into account the participation of schools in this context.

According to Castro (2000, p. 10),

Our concern about the paradigmatic changes occurring in the information world is in the librarianship schools/courses absorbing ideas, values and knowledge without paying attention to its affects to the Brazilian reality, permeated by serious social, cultural and educational problems, among others [...].

On the other hand, the author warns of the fact that, by adopting fads and terminology from other fields of knowledge only to configure the Information Science as science and the professionals who act on it as information professionals, may, before bringing significant contributions , weaken the nature, role, function, practices and theories of the area (CASTRO, 2000).

According to the results of the research of Madureira and Vilarinho (2010), librarianship schools need to adapt to the current market, offering disciplines that condition the professional to work with digital libraries, practicing librarian practice beyond conventional environments, such as the physical libraries. Thus, the curriculum still lacks technological disciplines, which hampers the training of skills related to the use of information technology and communication.

In the view of many academics, the courses are coming into this reality. However, it is necessary to approximate the professional practices required in the market with what is offered in the academic disciplines (BERAQUET et al., 1999).

According to Santos (1996), it is necessary to understand that Brazilian librarians "...are leaving their area of dominance, safe and comfortable (the written document) and entering into the specific treatment of information..." At the core, they become MIP, but to achieve this end, it is necessary to invest in continuing education, just as it is the responsibility of the librarianship schools to direct training according to the market demand, making librarian activity visible in environments that go beyond the information units.

Analyzing the article directed to the archivist, one has the research done by Muller (1997). Through surveys, the work demands existing in a municipality were detected, which supported the structuring of the Course of Archivology in that city.

The author notes through the needs of companies in the region that it is not enough to form an archivist with a purely technical profile. It is necessary to involve this professional with broader skills and competences, to the point of referring them to the characteristics of MIP. Thus, the curriculum of the course was designed with the purpose of educating a professional with a humanistic and technical base, aiming at the modern information professional for the 21st century.

Throughout the article, the author discusses the new vision that archivists have acquired over time, losing the stereotype of being just "a paper keeper". On the contrary, the archivist starts to act in the management of information, with a view to producing knowledge for society. Thus,

[...]The archivist can not be confused with the "archivists" of previous decades, since he must act not only in public institutions, but in various sectors of society, public or private, in which the management of archival systems, whether individuals, groups, companies, industries etc., appears to be necessary (MULLER, 1997, p. 47).

The author concludes the theoretical discussion, stressing the possibilities of the work of the archivist in the job market. According to the author, the market therefore requires a professional capable of working with information from its production, collection, organization, interpretation, storage, retrieval, dissemination and use, using as a tool the available technology. It infers that the skills of the archivists permeate the universe of Information Science, which reminds the professional to acquire MIP status, in order to adapt in the midst of the accelerated transformations.

Finally, the article by Campetti Sobrinho (1998), instead of directing the MIP profile to specific professionals such as librarians or archivists, highlights the need for all those who work with information and are embedded in a globalized society, constantly remodeling their practices in order to overcome the challenges.

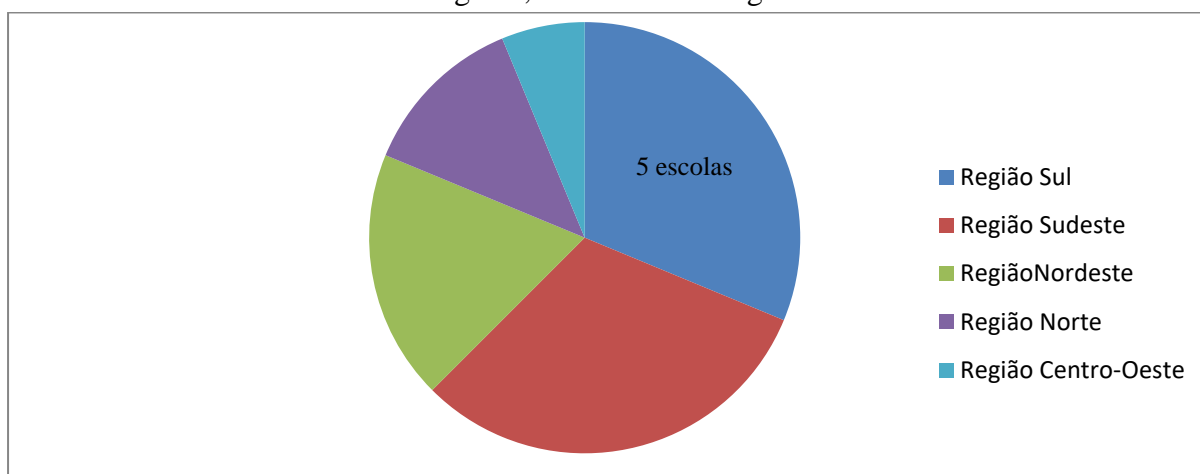
Rather than emphasizing the need for reformulation of academic curricula, the author focuses more specifically on continuing professional education, which, as a consequence, will enable self-development to the professional.

Emphasizes that professionals need to acquire management skills, with a view to acting proactively on the problems; It is important that they have analytical and critical capabilities, contributing to decision making; It is necessary to be creative in order to propose consistent answers to the problems that arise, and, in short, these professionals need to be constantly updated, in order to meet complex and diversified demands.

After analyzing the literature, few studies on MIP were found, developed by archivists. From then on, we resorted to the second methodological stage, supported by a documentary study. At first, the question is: are the curricula of Brazilian archival schools offering disciplines aimed at consolidating the four MIP skills? The analysis of the curricula of these schools, carried out below, has this intention.

### 3 THE ARCHIVIST AND ITS RELATIONSHIP WITH THE MODERN INFORMATION PROFESSIONAL: A FOCUS ON CURRICULAR TRAINING

According to the National Archives Council (CONARQ), Brazil has 16 archival schools, distributed in different Brazilian regions, as shown in image 3.



**Graph 3.** Distribution of archival schools, by Brazilian regions  
**Source:** the author (2015, based on CONARQ).

In the South region, archival schools are located in the following universities: Federal University of Santa Maria (UFSM), Londrina State University (UEL), Federal University of Rio Grande do Sul (UFRGS), Federal University of Rio Grande (FURG) and Federal University of Santa Catarina (UFSC). In the southeast region, the schools are: Federal Fluminense University (UFF), Federal University of Rio de Janeiro (UNIRIO), Federal University of Espírito Santo (UFES), Paulista State University (UNESP / MARÍLIA) and Universidade Federal de Minas Gerais (UFMG). In the Center-West there is a school located at the University of Brasilia (UNB). In the Northeast of Brazil, three schools are located: Federal University of Bahia (UFBA), State University of Paraíba (UEPB) and Federal University of Paraíba (UFPB). Finally, in the North, two courses are offered at the following universities: Federal University of Amazonas (UFAM) and Federal University of Pará (UFPA).

The South and Southeast Region includes the largest number of archival schools. Thus, in order to assess the representativeness of this research's sample, only the curricula of the schools of these two regions were studied, resulting in a sample of ten schools.

In order to analyze the school curricula to understand the focus that has been given to the training of the archivist in the context of the MIP, subjects that deal with aspects related to each of the four IPM skills were analyzed: communication, technical-scientific, management and social and political skills.

Regarding communication and expression skills, in all courses subjects have been identified that include topics that enable professionals to transmitting information, through communication processes.

In general, curricula offer subjects related to linguistics and textual production, such as "Writing Practice" and "Reading and Writing"; Also subjects that demonstrate the dynamicity of information and its distribution through languages and communication channels, such as "Introduction to Communication", "Theories of Communication" and "Reading and Information". Regarding the domain of other languages, in the context of Archival Studies, the following are the "Instrumental English I and II" and "Spanish Language" disciplines. We also observed disciplines that enable the academic to have healthy relationships in team life, as in the discipline "Human relations at work" (Chart 2).

**Chart 2.** Identification of the subjects aimed at consolidating the communication and expression skills.

SKILLS	SUBJECTS
COMMUNICATION AND EXPRESSION	Documentary information and languages; Instrumental English I and II; Introduction to Communication; Reading and production of texts; Writing practices; Instrumental French; Spanish language; Communication theories; Communication theory; Introduction to communication; Communication and negotiation; Text production; Human relations at work; And Reading and information.

Source: the author (2015).

The communication and expression skills, in general terms, are those that enable the professional to "[...] Elaborate information products (bibliographies, catalogs, guides, indexes, selective dissemination of information, etc.); Plan and execute studies of users of information systems [...]" (VALENTIM, 2000, p.21).

The curricula, in offering the above mentioned subjects, are concerned with inserting in the market a professional who interacts easily with other people, adapts to different contexts and is able to make viable, through channels and documentary languages, the dissemination of information.

Technical-scientific skills are those specific to the work of an information professional, that is, comprise the set of activities related to the treatment and management of the information, so that it becomes recoverable and able to cure needs, becoming knowledge to the user. Having technical-scientific skills, it is up to the professional:

[...] Develop and execute the processing of documents in different media, units and information services; Select, record, store, retrieve and disseminate information recorded in any medium for the users of units, services and information systems [...] (VALENTIM, 2000, p. 19).

The documentary research in the ten curricula allowed to verify the focus of the training in the technical and practical activity that permeates the daily life of an archivist or information professional who will work with archival information, information that comes from the organic activities of an institution. Most of the disciplines aim to foster technical-scientific competence. It was possible to identify 40 subjects as main technical disciplines of the curriculum, as expressed in chart 3.

**Chart 3.** Identification of the subjects aimed at consolidating technical-scientific skills.

SKILLS	SUBJECTS
TECHNICAL-SCIENTIFIC	Practice and production of documents; Foundations of Archivology; Applied archives; Evaluation of documents; Arrangement and description of documents; Conservation; Current file; Intermediate file; Permanent file; Documentary computing; Diplomatics; Documentary analysis; Indexing; Documentary normalization; Database applied to Archivistics; Archival management of digital documents; Fundamentals of Information Science; Paleography; Digital documents; Basic statistics; Specialized archives; Normalization; Metadata; Records and knowledge supports; Digital authenticity; Electronic document management; Digital preservation; Digital repositories; Diffusion of files; Archival practice; Introduction to informatics; Fundamentals of Information Science; Information retrieval in archives; Information and Knowledge Management; Information sources; Quality Management in Information Units; Publishing; Organization of Information Units; Archivometry; And Usage and user study.

**Source:** the author (2015).

By analyzing the disciplines included in Table 2, it is noted that the academic training is directed to form a hybrid archivist, who dialogues with other areas in an interdisciplinary way, managing documents in different media, especially in front of documents made available in a digital environment. Although a job specification is understood, that is, the archivist deals with the archival information, be it in different media, it is inferred that the professional performance, at least what has been taught in the analyzed schools, aims to form an archivist who can act in other professional segments, acting in the management of electronic documents, either in information units, or in organizations that prioritize information as a basic input of development.

Regarding management skills, it is common to perceive it in any professional practice. In the Information Science field, to be an MIP, the professional must possess management-oriented characteristics, holistically encompassing the actions of "[...] Formulating, directing, administering, organizing and coordinating units, systems, projects and information services [...]" (VALENTIM, 2000, p. 20).

Analyzing the curricula of the archival schools of the South and Southeast of Brazil, 10 main subjects were developed to foster management skills (Chart 4).

**Chart 4.** Identification of subjects aimed at consolidating management skills.

SKILLS	SUBJECTS
MANAGEMENT	Introduction to Management; File Management I and II; Administrative methods and procedures; Organization, methods and systems; Contemporary management; Document Management I and II; Administration applied to Information Science; And General Theory of Administration.

**Source:** the author (2015).

Some courses have management skills in the context of files or information units, such as the subjects' Records Management I and II ", " Document Management I and II "and" Management applied to information science. " Others already present managerial techniques as based on administrative science. They comprise the following disciplines: "Introduction to Administration", "Administrative Methods and Procedures", "Organization, Methods and Systems", "Contemporary Administration" and "General Management Theory".

Finally, when discussing the social and political skills of the MIP, these skills emerge for the social role of the professional, and must expand their work beyond the walls of the information unit. In this regard, Valentim (2000, p.21) states that it is up to the professional to foster an "open and interactive" attitude with the various social actors (politicians, entrepreneurs, educators, workers and professionals from other areas, institutions and citizens in general) that configure the current informational cycle [...]"

Analyzing the curricula of the courses of Archivology, eight subjects provide students with content related to the social and political role of the archivist and the archive in society (Chart 5).

**Chart 5.** Identification of subjects aimed at consolidating social and political skills.

SKILLS	SUBJECTS
SOCIAL AND POLITICAL	Archive, patrimony and memory; Professional ethics applied to archivology; Memory and patrimony; Professional performance in Archivology; Contemporary Brazil: society, culture, economy and politics; Policy and legislation in archives; Cultural action; And Patrimonial education.

**Source:** the author (2015).

These subjects present aspects related to the historical, social and economic development of nations, focusing on the presence of culture and the importance that the archive plays as a unit that enables the preservation and dissemination of the cultural and social memory of a given locality.

Some subjects also focus on the archivist's commitment, responsibility and mission to social development. That is, through a commitment to professional ethics, acting in a civilized way and legally fulfilling their skills, the archivist certainly provides development for society, as it manages quality information, seeking to produce innovative knowledge that solves numerous problems of daily life.

In fact, the curricular analysis showed that the commitment to social and political causes was the less represented skill in the courses of the schools analyzed. It is a complex process to demonstrate the social side of the professional in a society that still recognizes these professionals as those who only act in information units, organizing books and documents. However, as advocated by Ribas and Ziviane (2007), we need to join forces in the sense that we can transform reality, as we use our potential to make society more democratic, egalitarian and inclusive.

#### **4 ON CONCLUSIONS**

Through this study, the MIP's skills were analyzed relating them to the archivist, having as a parameter of analysis the Archival Literature and the curricular formation. Through the analysis in the literature on MIPs, it is possible to conclude that most studies (80%) compare the MIP to the librarian. Literature is scarce (10%) in directing the MIP to the archivist, and there are also few studies that address MIP without targeting specific professionals (10%).

Regarding the analysis of the MIP's skills according to the academic formation provided by the ten schools analyzed, it is concluded that the schools, in general terms, offer subjects whose curricular approach contemplates the four skills of the MIP. Thus, we infer that schools recognize the need to extend the skills of archivists, to the point that they become MIPs, in order to adapt to the new challenges imposed by today's job market.

In a way, a great shortage of researches directed to the MIP was observed, not being discussed frequently in the present time. Perhaps this is due to the search limitations of the articles. Therefore, it is recommended to carry out more in-depth bibliographic research, using other databases, in order to increase the number of publications to be analyzed on the subject in question.

It is recommended that an on-site study be conducted, investigating the opinion of the entrepreneurs regarding the skills of the modern professional. Regarding academic training, schools need to continue to innovate their curricula frequently, as set out by Ribas and Ziviani (2007: 54): "[...] It is believed that the training and qualification process of this professional can be perceived as a dynamic and unfinished reality, the fruit of the transformations arising from contemporaneity [...]", as Johnson (1998, p. 15) proclaimed, noting that schools need, first of all, "[...] to accelerate their ability to cope with changes and, in particular, to launch



new talent and energy in order to develop new subjects and courses quickly and periodically." These will be permanent challenges imposed on professionals by their own social evolution.

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