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SI 626 – Management of Libraries and Information Services

Class Five: Human Resources I – Staffing and Hiring

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Overview

- A Staffing Framework.
- Job analysis.
- Job descriptions.
- Job evaluation.
- Conclusion.
- Feedback: Assignment One.
- A look ahead.

Staffing framework

- Human resources are key organizational "assets".
  - Service sector organizations tend to have higher HR budgets than those that produce goods.
  - HR expenses are typically a large proportion of library and information service budgets.
    - Public libraries: 65.9% of budgets
    - Academic libraries: 49.8% of budgets

Sources: *NCES, 2007*

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Staffing framework

- Types of staff:
  - Library/Info Professionals (smallest group).
  - Support Staff (largest group).
    - Technical.
    - Clerical.
- Typical Ratio of professional to support staff:
    - 1 professional librarian: 3 support staff.
- Trend towards more division between professional/support staff responsibilities.

Sources: *ALA, 2002; Prentice, 2005; Stueart & Moran, 2007*

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Staffing framework

- Examples of support staff:
  - Systems Specialist.
  - Web Designer.
  - Copy cataloger.
  - Bookmobile Driver.
  - Human Resources Specialist.
  - Editor.
  - Financial Officer.
  - Reference Assistant.
  - Circulation Assistant.

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Staffing framework

- Jobs are building blocks of organizational design.
- **Job:** Group of positions with similar responsibilities, skills, etc.
- **Position:** one person's total responsibilities.

Sources: *ALA, 2002; Prentice, 2005; Stueart & Moran, 2007*

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Job analysis

- An examination and documentation of a the responsibilities and duties of a particular job.
  - Responsibility: a major job activity and its end result (broader).
  - Duty: a specific task (narrower).

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Job analysis

- Mini-exercise:
  - Which is a “responsibility” and which is a “duty”?
    - “Maintain and update the “Ready Reference Rolodex” for use by librarians”.
    - “Manage, supervise and coordinate reference services”.

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Job analysis

- Need for regular review of jobs, especially when hiring.
- Why do we conduct job analyses/audits?
  - To ensure a position meets current organizational needs.
  - To keep up with changes in responsibilities.
  - To (re)consider the allocation of responsibilities between jobs.
  - To develop a basis for recruitment.

Job analysis

- Steps in conducting a job analysis/audit:
  1. Solicit information from current employee(s) and/or supervisor.
     - May use surveys, interviews, diaries or observation to gather information.
  2. Describe current position.
     - Responsibilities.
     - Duties.
       - » Supervision.
       - » (Time allocation).

Sources: *Low, 1999*

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Job analysis

- Steps in conducting a job analysis/audit:

3. Document any planned changes in responsibilities or duties.

5. Document the people that this person interacts with on a regular basis, and why.

6. Broadly, assess knowledge, skills, education, licenses/certifications and training needed.

Sources: *Low, 1999*

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Job analysis

- Steps in conducting a job analysis/audit:

6. Consider special requirements of position:
   a) Physical requirements.
   b) Hours.
   c) Travel.

7. Identify any job hazards.

8. Consider how this performance is evaluated.

Sources: *Low, 1999*

Job analysis

- Individual Exercise:

  - Think about a position you have held and imagine that you have decided to leave that position. Your employer is conducting a job analysis in order to determine future hiring needs.
  - Using the Job Analysis Worksheet, analyze your position's key responsibilities, duties, requirements, etc.

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Job descriptions

- Often use data from a job evaluation/audit.
- Should answer the questions:
  - What is the job?
  - What preparation does the job require?
- Should focus on organizational needs.
- Should group together similar responsibilities and duties.
- Responsibilities and duties should require similar qualifications.

Sources: *Low, 1999; Stanley, 2008*

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Job descriptions

- How job descriptions are used:
  - As a recruitment tool – should attract candidates.
  - As a communication tool in an organization.
  - A guide for prioritization.
  - To identify training needs.
  - To determine compensation level.
  - As a basis for performance appraisal.
  - As a legal document in the event of lawsuits.

Sources: *Low, 1999; Mosley & Kaspar, 2008; Stanley, 2008; Stueart & Moran, 2007*

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Job descriptions

- Key elements:
  - Job title and/or classification
  - Job summary
    - Major responsibilities; reason for existence
  - Job responsibilities and duties
    - [Responsibility]
      - [duties]
    - Arrange in order of importance

Sources: *Low, 1999; Mosley & Kaspar, 2008; Stanley, 2008; Stueart & Moran, 2007*

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Job descriptions

- Key elements:
  - Reporting relationships
    - Who job reports to, number of direct reports
  - Qualifications
    - Education, experience, knowledge, skills or abilities
    - May outline personal characteristics sought
    - Minimum Requirements
    - Desirable Qualifications

Sources: *Low, 1999; Mosley & Kaspar, 2008; Stanley, 2008; Stueart & Moran, 2007*

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Job descriptions

- Tips for writing job descriptions:
  - Write a compelling job title.
    - E.g., “Librarian” vs. “Collection Development Librarian”
  - Seek to maximize job enrichment by providing:
    - The opportunity to apply a range of skills.
    - The ability to complete tasks from beginning to end (task identity).
    - A clear communication of task significance.
    - Autonomy regarding how a job is carried out.

Sources: *Low, 1999; Mosley & Kaspar, 2008; Stanley, 2008; Stueart & Moran, 2007*

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Job descriptions

- Tips for writing job descriptions:
  - Rule of thumb: 3-5 broad responsibilities.
  - Duties that will take more than 5% of time.
  - Use descriptive phrases and avoid jargon.
    - "patron instruction" vs. "Develop instructional materials for patrons on how to use the library's databases"
    - "services to children" vs. "Responsible for developing and implementing monthly story times and reading programs for children"

Sources: *Low, 1999; Stanley, 2008*

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Job descriptions

- Tips for writing job descriptions:
  - Emphasize opportunities for advancement.
  - Emphasize transferable skills and avoid limiting criteria.
  - Ensure requirements are necessary for successful job performance (Title VII, Civil Rights Act, 1964).

Sources: *Low, 1999; Mosley & Kaspar, 2008; Stanley, 2008; Stueart & Moran, 2007*

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Job descriptions

- Sample job description:
  - Reference Librarian, Davenport University

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Job descriptions

- "Jigsaw" Small Group Exercise:
  - Review random list of responsibilities & duties.
  - Group responsibilities and duties to develop two distinct jobs.
  - Using the Job Description Worksheet, create a job description for each job.
    - Choose a job title.
    - Choose a job classification.
    - Identify *educational* qualifications for this position.
      - Required.
      - Preferred.

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Job descriptions

- Determining requirements/qualifications
  - Technical/job skills
    - Based in training or past experience.
      - E.g, “Familiarity with information resources in a variety of formats”.
    - Learned more easily than performance skills.
  - Performance skills
    - How a person gets the job done – how well they will do it.
      - E.g., “have a strong customer service orientation”.

Sources: *Green, 1999; Velsoft [n.d.]*

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Job descriptions

- Determining requirements/qualifications
  - Sample: Checklist of Performance Skills

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Job descriptions

- Individual exercise:
  - Review job description for “Desktop Support Specialist / Intermediate”.
  - Look closely at the job requirements. Which items are “technical skills” and which are “performance skills”?

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Job descriptions

- Small group exercise:
  - Review job description for “Associate Director”.
  - Look closely at the duties and responsibilities and answer these questions:
    - What “technical skills” might be needed for this position?
    - What “performance skills” might be needed for this position?

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Job evaluation

- Job Classification Systems
  - Common in larger organizations .
    - Libraries may need to integrate with classification of parent organizations.
  - Arranged into levels based on education, experience and supervision required.
    - Often divided into categories.
    - Each job in each level has a job description.
  - Typically linked to compensation.

Sources: *Prentice, 2005*

Job evaluation

- Job Classification Systems
  - Evaluation of skills, education and experience
  - Methods of ranking:
    - Point or factor systems.
    - Ranking of positions to create a hierarchy.
    - Job classification system – classes of jobs based on duties, skills, abilities, responsibilities, etc.
      - Subdivided by groups, such as: professional library positions and library assistants.
      - Hierarchical levels of jobs based on experience, education and responsibility.
  - Sample: Princeton University Position Grades

Source: *Stueart & Moran 2007*

Job evaluation

- Princeton U job titles for support staff:
  - Level III
    - Bibliographic Specialist
    - Special Collections Assistant III
    - Conservation Technician II
  - Level V
    - Senior Bibliographic Specialist
    - Special Collections Assistant V
    - Conservation Technician II
- Sample job classification scheme

Source: *Princeton University Libraries, 2009*

Job evaluation

- Princeton University Professional Librarian Ranks:

1. Associate Librarian
2. Librarian
3. Senior Librarian

Sources: *Princeton University Libraries, 2009*

Job evaluation

- Associate Librarian:
  - "Associate Librarian is the initial and probationary rank which provides an opportunity for librarians to develop advanced professional skills and explore opportunities for development in areas of specialization which will enhance their value as members of the professional library staff and for participation in professional and/or University activities…"

Sources: *Princeton University Libraries, 2009*

Job evaluation

- Librarian:
  - "…Librarians have achieved a high level of competence in their area of responsibility, and duties are generally performed independently and with initiative. The librarians at this rank should have recognized knowledge and skills, and may hold either administrative or non-administrative positions…"

Sources: *Princeton University Libraries, 2009*

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Conclusion

- Human resources are key organizational assets.
- Development of job descriptions is a complex analytical task involving:
  - Job analysis.
  - Job description development.
    - Responsibilities and Duties.
    - Qualifications. (Technical/Performance Skills)
  - Job evaluation.