SI 626 – Management of Libraries and Information Services

Class Six: Human Resources II – Hiring, Compensation & Staff Integration
Overview

- Recap.
- Employee recruitment.
- Employee selection.
- Compensation.
- Staff integration.
- Assignments.
- Conclusion.
- A look ahead.
Recap

• Last week:
  – Staffing framework.
  – Job analysis.
  – Job descriptions.
  – Job evaluation.
Recruitment

• Learning objectives

– To develop an understanding of the principles and techniques of employee recruitment.

– To develop skills in employee recruitment.
Recruitment

• Hiring decisions are **critical** choices for libraries & info services. Remember:
  – Service sector organizations tend to have higher personnel budgets than those that produce goods.
  – Personnel expenses are typically a large proportion of library and information service budgets.
    • Public libraries: 65.9% of budgets
    • Academic libraries: 49.8% of budgets

*(NCES, 2007)*
Recruitment

- The process of seeking and attracting a pool of applicants for a vacant position, from which a qualified candidate can be selected.

(Low, 1999; Stueart & Moran, 2007)
Recruitment

• Stages:
  – (Develop job description)
  – Determine roles/responsibilities for recruitment
  – Determine target audience
  – Develop recruitment materials
  – Seek applicants
Recruitment

• Roles/responsibilities.
  – Collecting and processing applications.
  – Initial review of applications.
  – Evaluating applicants and selecting a candidate.
  – Job offers/negotiations.

• Possible participants: HR staff, supervisor, colleagues, Director/Dean, etc.

• Search committees may be formed.
Recruitment

• Determine target audience for position.
  – Recent university graduates, mid-career professionals, senior managers?
  – Training/background: professional positions or support staff?
  – Geography: local, state, national, international?
  – Language capability: English, Spanish, other?
  – Diversity – racial/ethnic, gender, disability.
  – Internal or external applicants?
Recruitment

- Recruitment materials – types:
  - Job posting. Includes:
    - Job title.
    - Employer information.
    - Job description (typically highlights; specific *position*).
    - Requirements/Qualifications.
    - Application Instructions.
  - Covering letter.
  - Advertisements (print, web, etc.).
  - Mailings/direct mail.
Recruitment

• Recruitment materials should:
  – *Attract* candidates - from the beginning.
  – Present the position as interesting and exciting (enrichment-based job design).
  – Have specific information about the position.
  – Promote your organization as an employer.
  – Represent the organization’s diversity commitments.

(Low, 1999; Taylor & Collins, 2000)
Recruitment

• **Exercise:**
• **Sample recruitment materials.**
  
  – What features of the job is this employer highlighting in order to attract candidates?

  – Would you be interested in finding out more about this job?
Recruitment

• Promoting your organization – think about:
  – Salary/benefits
  – Work hours/schedule
  – Opportunities for learning
  – Opportunities for advancement
  – Organizational culture
  – Coworkers and managers
  – Location
  – Reputation

(Low, 1999)
Recruitment

• **Discussion:**

• Internal vs. external applicants.

  – Why might you choose to hire internally for a given position?

  – Why might you choose to hire externally for the same position?
Recruitment

• Seeking applicants - strategies:
  – Internal/external applicants.
  – Advertising: web or print.
  – *Networking, word-of-mouth and referral.
  – *On-campus recruitment.
  – Job fairs/events.
  – Professional conferences (ALA, ACRL, etc.).
  – Employment agencies.
  – *Executive or search firms.

• Ensure diverse applicant pool.
Recruitment

• **Small group discussion:**

• You are recruiting a professional librarian position for an urban university.

• What strategies can you use to ensure that you obtain a racially/ethnically diverse pool of applicants?
Recruitment

• Strategies to increase diversity of applicants:
  – Use variety in recruitment sources.
  – Networking (with follow-up questions).
  – Minority professional associations – e.g., Black Caucus of the ALA; American Indian Library Association.
  – Community media.
  – Develop organizational reputation.

(Arthur, 2004)
Selection

• Learning objectives

  – To develop an understanding of the principles and techniques of employee selection.

  – To develop skills in employee selection.
Selection

• “…the process of actually choosing the individual who will be most likely to perform the job successfully.”

  (Stueart & Moran, 2007)

• Seeking best fit possible between position requirements and applicant qualifications.
Selection

• Steps in the selection process (varies):
  – Receive covering letter/resume or application form for each applicant.
  – Screen applications for basic requirements.
  – Review applicant pool.
  – Pre-screen candidates.
  – Structured interviews.
  – Background verification.
  – Decision.
  – Job offer and negotiations.
Selection

• Screen initial applications, potentially on the basis of:

  – Minimum requirements.

  – Errors or conflicting information in documentation.

  – Relevance of work experience.

(McKay, 2006; Stanley, 2008)
Selection

- Review applicant pool:
  - Develop criteria for evaluating applicants (linked to stated qualifications).
    - Sample candidate rating sheets.
  - Assess candidates according to criteria, based on application materials.
  - Develop short-list.
Selection

• Pre-screen candidates. Some potential strategies:
  – Short answer questions on an application;
  – Testing;
    • E.g., Cognitive ability; job knowledge; integrity; situational judgment; critical thinking.
  – Work samples;
  – Brief/telephone interviews; and
  – Reference checks.

(Ryan & Tippins, 2004)
Selection

• Structured interviews should:

  – Use a standard set of questions for all candidates;

  – Assess a variety of **job-related** skills (both technical and performance-related); and

  – Use behaviorally-based assessment.

  *(Ryan & Tippins, 2004)*
Selection

• Questions NOT to ask:

  – Those that would violate equal opportunity laws:
    • Race
    • Sex
    • Marital status
    • Disability
    • Financial affairs/credit status
    • Citizenship
    • Family arrangements and child care
• Interview question types:
  – Traditional
  – Holistic
  – Achievement
  – Pressure
  – Behavioral

(Stanley, 2008)
Selection

• Traditional Interview questions:
  – Common interview questions, familiar to most.
    • “Tell me about yourself”.
    • “What are your strengths and weaknesses?”
    • “What are your long-term career goals?”
    • “Why are you a good candidate for this position?”

(Stanley, 2008)
Selection

• Holistic interview questions:
  – Broad, open-ended, all-encompassing.
  – Express a candidate’s work philosophy, career goals and capacity for self-reflection.
    • What are the broad responsibilities of a library director?
    • What aspects of your current job do you consider most important, and why?
    • How does your current position relate to the overall goals of your organization?
    • What area of your skills do you most need to improve upon in the next year?

(Falcone, 1996; Stanley, 2008)
Selection

• Achievement interview questions:
  – Measures candidate’s awareness of her/his accomplishments.
    • What makes you stand out from your peers?
    • What would your current supervisor say makes you most valuable to her/him?
    • Why is xxx a better place for your having worked there?
    • What have you done to improve your library’s ability to serve its patrons?

(Falcone, 1996; Stanley, 2008)
Selection

• Pressure interview questions:
  – To determine how candidate responds under pressure.

  • Tell me about your last performance appraisal. In which area were you most disappointed?
  • I assume that you researched our organization before coming for this interview. Tell me about what you learned and what problems you see us facing.

(Falcone, 1996; Stanley, 2008)
Selection

• Behavioral interview questions:
  – Open-ended questions that seek examples of a candidate’s past/current behavior.
  – Begin with phrases like:
    • “Tell us about…”
    • “Describe a time when…”
    • “Give us an example…”
    • “When have you…”
    • “What have been your…”
  – May assess technical or performance skills.

(Turner, 2004)
Selection

• Behavioral interview questions:
  – Sample questions.
  – Mini-exercise: Choose a behavioral interview question and write a brief answer to it based on your own experience.

• What was the experience like? Was it different from answering other types of interview questions?
Selection

• Behavioral interview questions:

  – Small Group Exercise: Develop a behavioral interview question for the following performance skill.

• RELIABILITY: Can be counted on to meet job performance expectations; completes assigned tasks and projects on time; does what they say they will do; reports to work on time; has a low level of absenteeism.
Selection

• Reliability – more sample behavioral interview questions:
  – Describe a time in the last year when you told someone you would do something and you worked through challenges to do it.
  – Tell us about a task or project you started, but had to abandon.
Selection

• Behavioral interview questions:

– **Small Group Exercise:** Develop a behavioral interview question for the following performance skill.

• **GOAL SETTING:** Able to define realistic, specific goals and objectives; to prioritize objectives.
Selection

• Goal setting – sample behavioral interview questions:
  – What important target dates did you set to reach objectives in your last job? How did you set the dates?
  – What have been your experiences in defining long range goals? Tell me what specific goal was set, and how successful you were in its achievement.
Selection

• Criteria for evaluating goal setting skills:
  – **Very** strong evidence skill is **not** present:
    • Little experience in writing goals; has no regular time for setting goals; waits for others to set goals; rarely prioritizes; goal setting seen as unimportant.
  – **Some** evidence skill is present:
    • Some experience in writing goals; periodically sets goals; may independently set goals; may set priorities; recognizes value of goal setting.
  – **Very** strong evidence skill is present:
    • Writes specific goals with target dates; reserves time for goal setting; initiates goal setting; regularly prioritizes, believes goal setting important.

*(Green, 1988)*
Selection

• Background verification:
  – Personal references are generally unreliable.
  – Work – if has a work history in field.
  – Academic.

• Written permission before checks.
Selection

• Background verification:
  – Telephone vs. written.
  – Verify accuracy of information provided by candidate about:
    • position held, supervisory responsibilities, reason for leaving
  – Focus only on job performance.
  – Document in writing.
Selection

• Decisions:
  – Review notes about interview candidates and assessment of skills.
  – Do any candidates stand out?
  – Are two applicants equally qualified?
    • Second interviews warranted.
  – Look for consensus on search committee.
  – Final decision – director, supervisor, etc.?
Compensation

• **Learning objectives**

• To develop an understanding of the principles of employee compensation.

• To promote critical thinking about professional practice as managers of libraries and information services.
Compensation

• Pay
  – Hourly wages ("non-exempt" employees)
  – Salaries ("exempt" employees)

• Benefits (~30% of wages)
  – Required by law:
    • Employer contributions only: unemployment insurance, workers’ compensation
    • Employer/employee contributions: Social Security
Compensation

• Benefits (cont’d):
  – Group insurance plans:
    • Medical, dental, vision, life, disability insurance
  – Retirement plans
  – Paid time off (vacation, sick leave, etc.)
  – Employee Assistance Programs (EAPs)
  – Travel/moving expenses
  – Tuition refunds
  – Access to subsidized child care
  – Flexible work arrangements: schedule, job sharing, 80/20 plans
Compensation

• Compensation scales:
  – Typically linked to job evaluation and resulting job classifications

• Equity:
  – Internal (compared to others in organization)
  – External (compared to people outside organization)

• Competition for employees.
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.

Sources: Stueart & Moran, 2007
Compensation

• Salary scales
  – Equal pay for equal work principle
  – Salary ranges for specific positions
  – Determination based on:
    • Legal framework (minimum wage)
    • Union contract
    • Supply/demand and competition
  – May overlap with each other:
    • e.g., Librarian I - $35,000-40,000 and Librarian II - $38-43,000
Compensation

• Compensation in libraries:
  – Public and academic librarian salaries:
    • Mean salary: $58,960
      – Mean starting salary: $42,362
    • Median salary: $53,251
    • Range: $22,000 - $331,200
    • Starting salaries:
      • Mean – public/academic: $42,362
  – Special librarians: $71,812 (USA)
  – Mean computer systems analyst salaries: $75,890.

(ALA-APA, 2008; ARL, 2008; BLS, 2007; Maatta, 2008; SLA, 2008)
Compensation

• **Small group discussion:**
  • Why do you think compensation for librarians is lower than for similar professions?
  • Do you think this is important? Why?
  • What do you think can be done to achieve equity in compensation?
Compensation

• Small group discussion:
  – Library budgets
  – Advocacy and PR
  – Other?
Compensation

• Salary increases
  – Approaches:
    • Length of service
    • Merit
    • (Cost of living)
  – Merit-based increases should be tied to employee performance evaluation.
  – Other forms of employee recognition.
    • Ideas?
Staff integration

• Administrative procedures. (banking, hire documents, taxation, contact information)
• Computer and e-mail accounts, keys.
• Prepare work area.
• Review working schedule and routines.
• Tour and introductions.
• Emergency and disaster procedures.
• Review key policies.
• Orientation and Training.
Staff integration

• Orientation.
  – Can improve employee retention and motivation. May cover:
    • Strategic Plan.
    • Culture and values of organization.
    • History of an organization.
    • Work environment.
    • Customer service principles.
    • Dress and decorum.
    • Organizational policies and procedures applicable to all employees.
Staff integration

• Training
  – Training in specific tasks of the job.
  – Supervisor should be responsible for training.
  – Possible areas for training:
    • Library catalogue
    • Specific databases or reference sources
    • Technological skills
    • Cataloguing standards
    • Record keeping procedures
    • Collection development policy and procedures

• Colleagues to aid in training.
Staff integration

• Ongoing training and professional development should be provided.
  – New procedures, emerging technologies, etc.
  – Should be included in organizational budget.
  – Opportunities for advancement should be provided.
  – Organizational learning.

• Mentorship programs.
Conclusion

• Recruitment is an act of organizational marketing. It is best pursued through multiple strategies.
• Recruitment strategies should aim to draw a diverse pool of applicants.
• Selection should be systematic.
• Recommend behavioral interviewing.
• Staff integration - be proactive.
• Compensation needs systemic attention.