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

- <u>Discussion:</u>
- 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

- <u>Small group discussion:</u>

- 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

Selection

- 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.

  – <u>Mini-exercise:</u> 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:

  – <u>Small Group Exercise:</u> 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:

    – <u>Small Group Exercise:</u> 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

- <u>Learning objectives</u>

- 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

- <u>Small group discussion:</u>
- 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

- <u>Small group discussion:</u>

  - 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.