

## Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: Vacant

Position Title: Library Technologist

Payband: I

Position Code/Number (if applicable): S00351

Scheduled No. of Hours \_\_\_\_\_ 35/week \_\_\_\_\_

Appointment Type: \_\_\_\_\_ X \_\_\_\_\_ 12 months \_\_\_\_\_ less than 12 months

Supervisor's Name and Title: David Luinstra, Manager, Career & Academic Support Services

Completed by: David Luinstra & Maggie Fry

PDF Date: March 2007

**Last Revision Date: April 10, 2018**

JEC Committee Review: April 2013

### Signatures:

Incumbent:  
(Indicates the incumbent has read and understood the PDF)

Date:

Supervisor:

Date:

April 10, 2018

### Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements for the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements.**

### Position Summary

Provide a concise description of the overall purpose of the position.

Plans, develops, assesses and maintains the periodicals, collections for Frost and Haliburton campus. Educates students, faculty, staff and administration in search strategies, skills and information resources. Provides reference services using a variety of resources. Coordinates Library communications, promotions and special events.

Develops and delivers library instruction sessions, library skills workshops and related digital learning objects.

## Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routine.

<p>Program Liaison Services – Information and Digital Literacy (IL/DL)</p> <ul style="list-style-type: none"><li>● Promotes library services and resources to students<ul style="list-style-type: none"><li>○ Liaises with faculty to develop, deliver and assess IL workshops. This includes assisting faculty with reviewing curriculum documents/assignments, considering best delivery practices, writing learning outcomes, for information/digital literacy sessions and coordinating timing of delivery.</li></ul></li><li>● Develops print and online content related to research skills and information literacy (may include handouts, online modules, research/resource guides, quizzes and other assessment tools).<ul style="list-style-type: none"><li>○ Works with faculty to incorporate IL instructional objects into curricula</li><li>○ Works with faculty and staff to integrate content into LMS environment</li><li>○ Maintains and updates areas of Library website related to research and information literacy.</li></ul></li><li>● Promotes the value of Library and Information Literacy to College community.<ul style="list-style-type: none"><li>○ Develops and delivers PD sessions for faculty and staff on library resources, research skills, and information literacy</li><li>○ Acts as liaison to academic division, serving as their point of contact for issues related to IL delivery.</li></ul></li></ul>	25%
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<p>Reference</p> <ul style="list-style-type: none"> <li>● Guides and coaches library users of all levels and abilities (students, staff, faculty, administrators, community, high school students) in academic research:             <ul style="list-style-type: none"> <li>○ Interprets assignments and/or questions</li> <li>○ Develops and refines search strategies</li> <li>○ Selects proper resources (books, periodicals, databases, correct search engines, statistics, government documents, etc)</li> <li>○ Analyzes and interprets results</li> <li>○ Evaluates the authenticity of results</li> </ul> </li> <li>● Circulation services             <ul style="list-style-type: none"> <li>○ Charges, discharges and renews library material</li> <li>○ Troubleshoots equipment problems</li> <li>○ Process overdues, billing users, tracking collecting fines</li> </ul> </li> </ul> <p>Troubleshoots problems with technology:</p> <ul style="list-style-type: none"> <li>● Advises clients on software features</li> <li>● Advises students on compatibility issues</li> <li>● Solves remote access authentication problems</li> <li>● Acts as liaison with IT over issues such as firewall, timeouts, hardware failures, new hardware</li> <li>● Researches and anticipates directions of library trends and technology in library software</li> </ul>	<p>25%</p>
<p>Collection Development (Periodicals)</p> <p>Responsible for the print periodical collections (Frost and Haliburton)</p> <ul style="list-style-type: none"> <li>● Oversees print periodical collection at the Frost and Haliburton Library and the book collection at Haliburton Library.</li> <li>● Assessing new titles for appropriateness in support of the curriculum which may require canceling print subscriptions</li> <li>● Catalogues and classifies new-resources and inputs holdings into electronic databases and library catalogue</li> <li>● Performs statistical analysis on usage.</li> <li>● Keeps current by studying current needs and future directions of curriculum, student assignments and course outlines, and trends.</li> <li>● Selecting and purchasing resources</li> </ul> <p>Responsible for the development of the serials and the Biodiversity Commons components of the automated library system.</p>	<p>20%</p>

Support Staff PDF

<p>Outreach and marketing</p> <p>Liaises with academic centres and college community to promote library learning resources and services, determine resource needs, clarify learning outcomes and assignment requirements</p> <p>Keeps current with new reference tools and web searching. Monitors trends and changes. Shares expertise with college community. Participates in the organizing of Library events and represents the Library at faculty orientation sessions.</p> <p>Creates and distributes information pamphlets, promotional handouts, newsletters, bookmarks etc.</p> <p>Works with Frost community (Counselling, Tutoring &amp; Academic Skills, AES, faculty) to plan and host events related to study skills, mental health, and other topics.</p> <p>Designs, maintains, and promotes several subject guides related to the School of Environmental &amp; Natural Resource Sciences (SENRS).</p>	<p>15%</p>
<p>Research</p> <ul style="list-style-type: none"> <li>• Researches in all subject areas using print, electronic, and web resources:             <ul style="list-style-type: none"> <li>○ To support academic research and delivery of curriculum for faculty</li> <li>○ For new program development with learning designers and content experts</li> <li>○ For program review for committees, Quality Assurance and administrators</li> <li>○ Searches, analyzes, refines findings and provides annotated results to clients.</li> </ul> </li> </ul>	<p>10%</p>
<p>Other related duties as assigned</p>	<p>5%</p>

\* To help you estimate approximate percentages:

½ hour a day is 7%	1 hour a day is 14%	1 hour a week is 3%
½ day a week is 10%	½ day a month is 2%	1 day a month is 4%
1 week a year is 2%		

### 1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the-job training in this information.

- Up to High School                       1 year certificate                       2 year diploma
  
- Trade certification                       3 year diploma / degree                       4 year degree or 3 year diploma / degree plus professional certification
  
- Post graduate degree (e.g. Masters) or 4 years degree plus professional certification
  
- Doctoral degree

Field(s) of Study:

Library Technician

B. Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

- No additional requirements
  
- Additional requirements obtained by course(s) of a total of 100 hours or less
  
- Additional requirements obtained by course(s) of a total between 101 and 520 hours
  
- Additional requirements obtained by course(s) of a total of more than 520 hours


## 2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of year of experience, in addition to the necessary education level, required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or on-the-job training occurs after the conclusion of the educational course or program.

Less than one (1) year

Minimum of one (1) year

Minimum of two (2) years

Minimum of three (3) years

Minimum of five (5) years

Minimum of eight (8) years

	Recent and progressive reference and research experience applying the principles of library science. Experience using complex technology-based research, reference and library tools including web based, automated library systems, and legal research tools. Experience working independently within a team based front line customer service environment.

### 3. Analysis and Problem Solving

This section relates to the application of analysis and judgement within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgement required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	#1 regular & recurring
Key issue or problem encountered.	Reference assistance: student is unable to locate resources to complete assignment
How is it identified?	Students approach the incumbent requesting assistance in locating resources to complete the assignment
Is further investigation required to define the situation and/or problem? If so, describe.	Interpret assignment to clarify expectations and appropriate resources; develop and refine search strategies, guide student on accessing library resources to locate resources, select appropriate resources.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Develop and refine search strategies, select appropriate sources, verify authenticity of resources, and follow up with the student to ensure suitability of information provided &/or comfort level using electronic databases
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Books, periodicals, subscription databases, library catalogue, search engines, maps, statistics, government documents Knowledge of local community, provincial, federal and international resources i.e. Interlibrary loans Library coworkers, faculty



### 3. Analysis and Problem Solving

#### #2 regular & recurring

Key issue or problem encountered

Information Literacy – identifying session need and determining learning outcomes

How is it identified?

May be identified by faculty who approach the incumbent or by the incumbent who may approach faculty as a result of:

- liaising/discussing with faculty or at events such as faculty meetings
- reviewing curriculum for specific program areas
- following up on questions received from students
- previous sessions conducted by incumbent or colleagues.

Is further investigation required to define the situation and/or problem? If so, describe.

Upon identification of need, consults with faculty to discuss opportunities for session delivery. In order to develop the workshop the incumbent must be able to understand program/course structure, timing, level of learners, assignment or course requirements, and relevant resources.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Incumbent gathers and analyzes information from a variety of sources including: information supplied through course coordinators, rubrics, program/course outlines and assignment(s), information received from faculty member. Uses this information to determine where IL instruction would best fit into the curriculum and develops learning outcomes for the proposed session.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

Course outlines, assignments and rubrics along with information supplied by faculty, coordinators and Chairs are analysed alongside other sources including:

- Accepted professional standards e.g. ACRL Standards for Information Literacy
- Curriculum documents

Consultation with other Program Liaisons or Manager

**#3 regular & recurring**

Key issue or problem encountered

Reference assistance: student is unable to locate resources to complete assignment

How is it identified?

Students approach the incumbent requesting assistance in locating resources to complete the assignment

Is further investigation required to define the situation and/or problem? If so, describe.

Interpret assignment to clarify expectations and appropriate resources; develop and refine search strategies, instruct student on accessing library resources to locate resources, select appropriate resources.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Develop and refine search strategies, select appropriate sources, verify authenticity of resources, and follow up with the student to ensure suitability of information provided &/or comfort level using electronic databases

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

Books, periodicals, subscription databases, library catalogue, search engines, maps, statistics, government documents  
 Knowledge of local community, provincial, federal and international resources i.e. Interlibrary loans  
 Library coworkers, faculty  
 Access to Ontario College Libraries and Public Libraries online catalogues.

**3. Analysis and Problem Solving**

**#1 occasional** (if none, please strike out this section)

Key issue or problem encountered

Developing online material on how to use Library resources: determining appropriate tool and delivery method

How is it identified?

Manager tasks incumbent to create or adapt suite of models that guide students on how to successfully find, use, and evaluate information sources

Is further investigation required to define the situation and/or problem? If so, describe.

Incumbent must further investigate the requirements of the research to clarify expectations and appropriate resources; develop and refine search strategies; select appropriate resources.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Looks at best practices across the college system and beyond, online research regarding software required to create material. Connects with colleagues and researches to determine cost-benefit of various solutions.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

Professional literature, system best-practices, ACRL (Association of College and Research Libraries) Standards for Information Literacy.

**#2 occasional** (if none, please strike out this section)

Key issue or problem encountered

Faculty requests orientation session which students have received in another course.

How is it identified?

Incumbent recognizes student(s), or student identifies attendance at a previous orientation session.

Is further investigation required to define the situation and/or problem? If so, describe.

Determine which course or program the student(s) are enrolled in, including which semester, and content presented.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Based on the content of the previous session, tailor the content to review the major points, focus on specific research assignments, encourage questions from the students specific to course assignments, and reinforce search strategy techniques

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

Faculty members(s)  
Student input  
Knowledge of assignment requirements

**4. Planning/Coordinating**

Planning is a proactive activity as the incumbent must develop in advance a method of acting or

proceeding, while coordinating can be more reactive in nature.

Using the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally.

**#1 regular & recurring**

List the project and the role of the incumbent in this activity.

Research: Works with learning designers and faculty to compile necessary information resources for program/course content

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Team work  
Time management skills  
Ability to manage competing and overlapping deadlines  
Communication with faculty  
Attention to detail and ability to be thorough and comprehensive

List the types of resources required to complete this task, project or activity.

Database subscriptions  
Appropriate computer and computer software  
Internet access with knowledge of web search strategies  
Communication with faculty

How is/are deadline(s) determined?

Determined by academic division administration, faculty, and/or learning designers, in consultation incumbent with respect to personal workload and other project timelines

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Clients may determine need to change project deadlines or activity, but ultimately the Library Manager determines research assignments based on workloads, operational priorities, and program liaison areas.

**4. Planning/Coordinating**

**#2 regular & recurring**

List the project and the role of the incumbent in this activity.

Revising, monitoring, developing and reviewing periodical resources in the library.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Analytical skills, budget skills, knowledge of library standards, human relation and communication skills to deliver decisions

List the types of resources required to complete this task, project or activity.

Stats on usage of collection, new library trends (moving to electronic formats, remote access required by patrons), current course outlines and assignments, relevancy of resources, industry standards, core list of resources for program if available, budget allocation, content of databases, alternative formats of resources, availability of materials in other local libraries and at other campuses

How is/are deadline(s) determined?

Ongoing project but subscriptions are renewed/cancelled according to publisher deadlines. Consortium deals often have deadlines attached.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Incumbent is self-directed. Incumbent makes decisions most decisions independently but keeps manager informed of progress. Manager is consulted re decisions that have significant impact on budget.

**#3 regular & recurring**

List the project and the role of the incumbent in this activity.

Planning, delivering, and assessing Information Literacy sessions

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Knowledge of program and course curriculum, research assignments  
 Expertise in database design and content  
 Ability to tailor sessions according to established learning styles and outcomes  
 Creation and design of workshops, tutorials and guides to support curriculum needs.

List the types of resources required to complete this task, project or activity.

Curriculum documents including program/course outlines and assignments  
 Knowledge of best practices for session delivery  
 Knowledge of library services  
 Knowledge of ACRL information literacy standards and competencies

How is/are deadline(s) determined?

Faculty determined as set out in the course outline;  
scheduled class times

Workshop schedules are developed around academic  
schedule and semester timelines

Class visits appropriate to research assignments

Who determines if changes to the project or  
activity are required? And who determines  
whether these changes have an impact on  
others? Please provide concrete examples.

Incumbent creates content of workshops in consultation  
with faculty to meet information literacy needs of the  
students, faculty, staff and administrators including  
research skills, search strategies, evaluating resources.

If databases change, the sessions need to be adjusted  
accordingly

#### 4. Planning/Coordinating

**#1 occasional** (if none, please strike out this section)

List the project and the role of the incumbent in this activity.

Coordinating in-house events as well as participation in relevant campus events, such as Open House, Orientation Activities, New Faculty Orientation, Exam Prep and Study Skills Events, Library Mixer, Living Library, etc.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Time Management  
Campus Knowledge  
Organization and attention to detail  
Communications and Marketing skills  
Working under Pressure with fixed deadlines  
Teamwork

List the types of resources required to complete this task, project or activity.

Webpages and Connections from other departments, Article databases and online library community tools  
Appropriate computer and computer software

How is/are deadline(s) determined?

Deadlines for internal events are established by Library team members as a group  
Communications and External event deadlines established by other college departments

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Changes to internal events are determined by Library team members and manager  
Communications and External event changes determined by other college departments

**#2 occasional** (if none, please strike out this section)

List the project and the role of the incumbent in this activity.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

List the types of resources required to complete this task, project or activity.

How is/are deadline(s) determined?

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.



### 5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or skill development.

Though Support Staff cannot formally "supervise" others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks.

Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
X		Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Clarifies library and college policies and procedures to library users.
X	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/procedures to others so that they can complete specific tasks.	During classroom and lab orientation and research sessions, demonstrates correct research techniques, strategies and procedures to utilize research tools to produce effective results. Demonstrates searching electronic library databases and library catalogues to students and faculty.
X	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Incumbent advises students and faculty on which databases or websites are most applicable for their research needs. Recommends key words, search methods, evaluates the search results and recommends the best resources to complete the assignment; follows up to ensure objectives are met. Imparts information literacy skills in Library workshops; instructing participants on specific IL skills; creating assignments to assess identified learning objectives
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	

□

The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.



**6. Independence of Action**

Please illustrate the type of independence or autonomy exercised in the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Works with minimal supervision and makes decisions within the scope of the position's expertise. Once work assignment begins the incumbent works independently and keeps Manager informed of progress. Day to day activity/work is performed independently.</p> <p>Objectives are set annually with input and recommendations from incumbent.</p> <p>On issues related to budget, the incumbent is given general instructions with basic timelines and parameters related to spending. Expenditures are monitored closely by the incumbent and the manager and regular check-ins are expected.</p>	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Work is guided and informed by Library policies and procedures, past practice, provincial benchmarks and best practices. The incumbent has the freedom to act independently and use discretion and judgment to interpret and apply these standards.</p>	

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?
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Support Staff PDF

Regular and Recurring	Occasional (if none, please strike out this section)
<p>Feedback from users (students, faculty, learning designers, administration) on workshops, PDs sessions, and other presentations.</p> <p>Front line service (reference, circulation) feedback is received directly from students, faculty, and staff.</p> <p>One-on-one meetings with manager or during team meetings to review service delivery.</p> <p>Status reports on major projects are provided upon request of the supervisor. Informal discussion and interaction with members of program proposal development team occur during the development of the project.</p> <p>Manager to provide annual performance reviews in which previous year's objectives are reviewed and general feedback is provided.</p>	

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Works directly with Digital Library Services Technologist and Learning Technologists when creating learning material for website</p> <p>Decisions about Information Literacy delivery made in consultation with faculty and learning designers.</p> <p>Consultations with faculty, managers, and support staff in other departments to plan and arrange details of Library events or Library participation in College events.</p>	

Describe the type of decisions that would be decided in consultation with the Supervisor.	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Budget constraints or issues which in turn affect overall collection and operation of library.</p> <p>Policy and procedure issues which affect overall operation of the library</p> <p>Recommendation of capital purchases, software, and library resources.</p> <p>Library infrastructure/issues and design (i.e. computer software)</p> <p>Problems/changes in practices or procedures which affect incumbent's ability to meet an agreed upon deadline</p> <p>Workload concerns</p>	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Identification of appropriate search strategy to address reference question. Determining appropriateness of information sources.</p> <p>Incumbent prioritizes his/her work schedule. Major projects with significant time requirements are discussed at a departmental level, with supervisor input, if necessary.</p> <p>Develops designs and delivers workshops and sessions with consultation with colleagues, faculty and/or learning designers. Determines method of delivery, content, learning outcomes, session plan, and resources.</p>	

**7. Service Delivery**

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which the position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfil the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D, W, M, I)*
How is it received?	How is it carried out?		
Reference Services by phone, in person, email	Conduct a reference interview by asking questions, asking to see the assignment or other course material to decide/assess what research tools and methods would be most appropriate	Students Employees Faculty Community	D D W I
Request for research by email, phone or in person	Meet and/or consult with learning designer &/or faculty to determine requirements. Conduct Reference interviews to determine the scope of the research. Gathers, analyzes, and delivers materials as requested. Follows up as appropriate.	Faculty Learning designers Administrative staff	W W M
Orientation Session requests by phone, in person, email	Meet and/or consult with learning designer &/or faculty to determine requirements. Conduct Reference interviews to determine the scope of the research. Gathers, analyzes, and delivers materials as requested. Follows up as appropriate.	Faculty Learning designers Administrative staff	W W M

## Support Staff PDF

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Collection development request (by phone, email or in person)	Appropriateness of requested item, budget constraints, assess collection needs and gaps	Faculty, administration	W
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\* D = Daily   W = Weekly   M = Monthly   I = Infrequently

**8. Communication**

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section(s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D, W, M, I)*
Exchanging routine information, extending common courtesy	Exchanges information regarding Library services, procedures, facilities, and resources.	Students, employees	D
	Directs to services, departments, available elsewhere in the College.	Students	D
Explanation and interpretation of information or ideas	Discussion re Library collection including why material is purchased and how it meets a curricular need	Faculty	M
	Advise or explain library policies and procedures. E.g., meeting rooms, circulation, collection policies	Students and employees	D
	Perform research for program reviews, new program development, and in support of College initiatives. Explains and clarifies findings and process.	Faculty, admin, staff	D
	Consultation on Information Literacy sessions to determine learning outcomes, resources required and most appropriate delivery method.	Faculty	W



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Imparting technical information and advice	Instructs library patrons in research and reference skills in using various print and electronic resources	Students, faculty	D
	Providing technical assistance in use of computer software and accessing materials in the library.	Students, employees	D
	Conducts classroom and computer lab library sessions to demonstrate proper utilization of research tools and software, demonstrates correct research techniques and strategies.	Students	W
	Development of online subject guides and instructional tutorials.	Faculty, students	W
	Designs PD sessions on how to effectively incorporate library resources and research skills in class	Faculty, Learning Designers	I
	Work with faculty to design and deliver classroom workshops on issues related to Information Literacy, academic integrity, and digital literacy	Faculty, students	W
Instructing or training	Work with faculty to design and deliver classroom workshops on issues related to Information Literacy, academic integrity, and digital literacy	Faculty, students	W
Obtaining cooperation or consent			
Negotiating			

\* D = Daily    W = Weekly    M = Monthly    I = Infrequently

### 9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	X	< 1 hr at a time	1 - 2 hrs at a time
Sitting	D			Sitting	D		
Walking	D	X			X		
Bending	D	X			X		
Lifting	W	✓		Lifting	W	✓	
Pushing/Pulling	W	✓		Pushing/ Pulling	W	✓	

\* D = Daily W = Weekly M = Monthly I = Infrequently

If lifting is required, please indicate the weights below and provide examples.

- Light (up to 5 kg or 11 lbs)
- Medium (between 5 to 20 kg or 11 to 44 lbs)
- Heavy (over 20 kg or 44 lbs)

Books (selection of collection), piles of periodicals, furniture

**10. Audio Visual Effort**

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform a task and the duration of the task, including breaks (eg. up to 2 hours at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (eg. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Performing research duties while attending to students	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input checked="" type="checkbox"/> No, because research is performed in a front line environment where students approach incumbent with questions that need an immediate response and causes a shift in focus				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Delivering a presentation on Library services to group of faculty at PD event	M		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually: <input type="checkbox"/> No:				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Collection development and weeding (short, usually)	I		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input checked="" type="checkbox"/> No, front line environment which allows for interruptions from students				

## Support Staff PDF

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\* D = Daily    W = Weekly    M = Monthly    I = Infrequently

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## 11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D, W, M, I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)		D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to extreme weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input checked="" type="checkbox"/> travel	Travel to Sutherland to meet with IL team (3 to 4 times per year)	I
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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