

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Library Technician

Payband: E

Position Code/Number (if applicable): S00350

Scheduled No. of Hours _____ 35/week _____

Appointment Type: _____ x _____ 12 months _____ less than 12 months

Supervisor's Name and Title: David Luinstra, Director, Student Learning Supports

Completed by: David Luinstra

PDF Date: April 3, 2024

Signatures:

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

Date:

Supervisor:

Date:

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.

Provides direct customer service (circulation, assistance with online resources, reference questions, and service, policy, and directional questions) services to students, staff, and faculty. Monitors and updates service desk schedule and compiles statistics for reports. Works with Sutherland staff to update and maintain circulation policies and procedures. Responsible for maintaining reserve materials and coordinates inter-library loan service. Monitors and supports room booking process and tracks and reports on use of this space. Under the direction of the Director, the incumbent coordinates the recruitment and general onboarding processes for student library assistants.

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 routines.

| | Approximate % of time annually* |
|--|---------------------------------|
| <p>Customer service</p> <p>Reference</p> <ul style="list-style-type: none"> • Guides and coaches library users of all levels and abilities (students, staff, faculty, administrators) in academic research: <ul style="list-style-type: none"> ○ Interprets assignments and/or questions ○ Develops and refines search strategies ○ Selects proper resources (books, periodicals, databases, correct search engines, maps, statistics, government documents etc) ○ Analyzes and interprets results ○ Evaluates the authenticity of results • Technology <ul style="list-style-type: none"> ○ Provides explanation to clients on software features ○ Advises students on compatibility issues ○ Solves remote access authentication problems ○ Acts as liaison with IT over issues such as firewall, timeouts, hardware failures, new hardware • Circulation services <ul style="list-style-type: none"> ○ Charges, discharges and renews library material ○ Troubleshoots equipment problems ○ Process overdues, billing users, tracking collecting fines | 65% |
| <p>Student employees</p> <ul style="list-style-type: none"> • Works with manager to recruit, schedule, and provide general support to a small number of student library assistants (1-2, depending on time of year). Scheduling for student workers is done within established deadlines and procedures. Develops and updates student training manual. Completes routine paperwork required under government work study guidelines, ensures necessary paperwork is filed with Human Resources and OSAP. Processes timesheets for submission to payroll. Escalates all non-routine issues to the Manager for resolution. | 10% |
| <p>Reserve collection and Inter-library loan</p> <p>Reserves</p> <ul style="list-style-type: none"> • Catalogues reserve collection materials, maintains collection, and liaises with faculty regarding course material <p>Inter-library loan</p> <ul style="list-style-type: none"> • Searches union catalogues for material to fill student and staff requests • Manually tracks loan periods for individual titles • Notifies students when items are available and assigns fines for overdue material | 10% |

| | |
|---|-----|
| Administrative duties: <ul style="list-style-type: none"> • Updates and maintains customer service schedule to ensure coverage. • Tracks, records, and organizes statistics for internal and external reporting. • Oversees and troubleshoots room booking process and software • Oversees supplies budget | 10% |
| Other related duties as assigned | 5% |

* 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

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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

- Experience in an automated library environment using technology and web-based based research, reference and library tools.
- Experience working in a customer service front-line environment.
- Experience with database, spreadsheet, word processing, email applications.
- Experience working independently in a team environment, organizing and prioritizing work.

Minimum of three (3) years

Minimum of five (5) years

Minimum of eight (8) years

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 and/or comfort level using electronic databases |
| What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines). | <ul style="list-style-type: none"> -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

#2 regular & recurring

Key issue or problem encountered

Student requires a journal article not available in the Fleming databases

How is it identified?

Student presents a journal citation to the reference desk and makes an Inter-Library Loan request

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

Incumbent needs to confirm the article is not available in the Fleming databases, as well as if the article is available for loan at another library. Information is gathered regarding when the item is required, and whether the article can be accessed and delivered in the specified time frame.

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

Incumbent checks the Fleming databases to confirm the article is not accessible and searches the union catalogues of Ontario libraries to ensure it is available for lending.

Gathers contact information from the student as well as a time frame the material is required by.

Sends out a request to lending libraries, confirming e-resource lending policies.

Contacts the student when the material is received.

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

Past practices, Ontario library union catalogues, Library and Archives Interlibrary Loan Policies, Rapid Access to Collections by Electronic Requesting (RACER) guidelines

#3 regular & recurring

Key issue or problem encountered

How is it identified?

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

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

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

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3. Analysis and Problem Solving

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

Key issue or problem encountered

How is it identified?

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

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

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

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

Key issue or problem encountered

How is it identified?

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

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| |

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

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

| | |
|--|--|
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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.

Maintains a Service Desk schedule each semester. Based upon established deadlines and procedures, builds a schedule that ensures appropriate support staff coverage.

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

Attention to detail, communication, time-management, knowledge of academic cycles and peak periods of activity, flexibility and problem-solving skills.

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

Academic calendar, shared Outlook calendars, staff vacation/summer hours schedule, special instructions from Manager, if applicable

How is/are deadline(s) determined?

Schedule is created by the incumbent each semester and revised throughout the year to account for unexpected requirements such as staff meetings or unexpected absences

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.

Manager communicates any changes to staffing model, hours of operation, early closures, or other changes that would affect the schedule. Manager determines what level of staff to use when filling shifts to cover for illnesses or other unexpected absences (i.e., student, PT, or FT)

#2 regular & recurring

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

Preparation of statistics for the annual CLO (College Libraries Ontario) survey and other requests for statistical information related to library usage. Tracks and reports on library use and metrics and provides regular reports to Director or on request.

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.

Time management, attention to detail, communication with co-workers to gather data.

Previous surveys, integrated library system, online databases, communication with manager and colleagues.

Deadline determined by CLO and by Director to support a specific initiative.

CLO determines format of survey and communicates any change directly to staff re what information is to be gathered. Director to determine format, time ranges, and the specific metrics require to be reported on.

4. Planning/Coordinating

#3 regular & recurring

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.

Incumbent to maintain Room Booking schedule using specialized software. Incumbent establishes parameters (e.g., number of hours students can book per day/week), monitors use, reports on use, and identifies any issues (e.g., misuse of the room) to Director for follow-up.

Attention to detail, communication, time-management, computer literacy (LibCal software)

Access to and proficiency with LibCal software system.

Schedule to be established each semester depending on factors such as hours of operation.

Director determines room booking policy and leads any changes to any rules or parameters that govern the use of this space.

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

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

Supplies budget

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

Communication skills, basic knowledge of spreadsheets or other budget tracking tools, attention to detail, ability to forecast and anticipate needs

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

Excel spreadsheet, supplier catalogues, budget information, email.

How is/are deadline(s) determined?

Supplies ordered throughout the year, as needed.

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.

Director determines supplies budget and approves large or high quantity orders. Staff make requests for basic office supplies.

4. Planning/Coordinating

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

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

Handles complex circulation issues, including following up on overdue and lost material, customer holds, inter-library loan, and reserve shelves.

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

Attention to detail, communication, time-management.

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

-Reports generated through integrated library system, booking module, shared college catalogue

How is/are deadline(s) determined?

Reports of outstanding material generated at regular intervals, material added and cleared from reserve shelf upon request, list of items to be pulled from shelf for customer requests generated daily.

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.

Manager decides on changes to procedures. Incumbent able to make exceptions to policy on a case-by-case basis.

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. | Explain library policy (collections, noise, meeting rooms, food & drink, etc) |
| 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. | <p>Demonstrates video streaming service to faculty and students to provide them the skills to efficiently and successfully use product.</p> <p>Demonstrates correct processes and procedures for student workers and checks quality of work.</p> <p>Incumbent demonstrates effective strategies for searching our Library search tool (Page 1+) to find books, articles, etc.</p> |
| 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 |
| <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. | |

- X 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.

Allocating, prioritizing, adjusting & clarifying tasks for Student Workers

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) |
| Job duties are completed in accordance with specific goals and objectives using Library policy, industry standard, and established practices and procedures. Objectives are set annually with input and recommendations from incumbent. | |

| | |
|--|---|
| What rules, procedures, past practices or guidelines are available to guide the incumbent? | |
| Regular and Recurring | Occasional (if none, please strike out this section) |
| Work is guided and informed by Library policies and procedures, past practice, provincial benchmarks and best practices. | |

| | |
|--|---|
| How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)? | |
| Regular and Recurring | Occasional (if none, please strike out this section) |
| Front line service (reference, circulation) feedback is received directly from students, faculty, and staff. One-on-one meetings with manager or during team meetings to review service delivery. | |

| | |
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| 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>Seeks input from co-workers on what resources to use for difficult reference questions. Consults staff on complex or unusual issues related to circulation policy. Seeks input when drafting or updating circulation policy/procedures.</p> | |
|---|--|

6. Independence of Action

| | |
|---|---|
| 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) |
| Policy and procedure issues which affect overall operation of the library | <p>Recommendation of capital purchases, software, and library resources. Workload concerns Customer service issues where a formal complaint is pending.</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>When providing reference service, incumbent selects the most appropriate resources to meet the needs of diverse skill groups/users daily.</p> <p>Incumbent makes exceptions to Library policies and procedures on a case-by-case basis (e.g., extending the loan of an item beyond its original due date or making an exception to our room booking guidelines)</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 etc to decide/assess what research tools and methods would be most appropriate | Students Employees Community | D D I |
| Assisting students, employees with technical issues related to Library technology (e.g., not able to access databases remotely) | Incumbent investigates the problem, possible solutions used in the past and other options which may be available | Students, employees - D | D |
| Circulation services in person, by telephone, email | Uses automated system to checkout and renew items. Verifies identification and creates appropriate Library record. Process items for reserve shelf as requested by faculty. | Students and employees | D |

* 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, employees | D |
| Explanation and interpretation of information or ideas | Advise or explain library policies and procedures - e.g., meeting room, circulation, collection policies | Students and employees | D |
| Imparting technical information and advice | Advise library patrons on how to effectively use various print and electronic resources | Students, faculty | D |
| | Provides technical assistance in use of computers and accessing materials in the library. | Students, employees | D |
| Instructing or training | | | |
| 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 | Yes | No | N/A |
| Sitting | D | | X | | ✓ | | |
| Walking | D | X | | | ✓ | | |
| Bending | D | X | | | ✓ | | |
| Lifting | I | X | | | ✓ | | |
| Pushing/pulling | I | X | | | ✓ | | |

* 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)

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| Books or other Library or archival material |
| |

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 |
| CLO survey | 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 - Work requires incumbent to reference multiple sources while handling customer questions and requests at service desk. | | | | |

| Activity #2 | Frequency (D, W, M, I)* | Average Duration | | |
|--|----------------------------|--------------------|---------------------|---------------------|
| | | Short < 30 mins | Long up to 2 hrs | Extended > 2 hrs |
| Search online resources to fulfill interlibrary-loan request from another college. | W | 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. | | | | |

| Activity #3 | Frequency (D, W, M, I)* | Average Duration | | |
|-------------|----------------------------|--------------------|---------------------|---------------------|
| | | Short < 30 mins | Long up to 2 hrs | Extended > 2 hrs |
| | | | | |

Can concentration or focus be maintained throughout the duration of the activity? If not, why?

- Usually
- No

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

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 type="checkbox"/> travel | | |
| <input type="checkbox"/> working in isolated or crowded situations | | |
| <input type="checkbox"/> other (explain) | | |

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