

St. Lawrence College

Position Description Form (PDF)

Effective: March 1, 2007

Revised: May 15, 2026

Campus: Kingston (with Tri-Campus Responsibilities)

Incumbent's Name: Vacant

Position Title: Library Coordinator

Payband: H

Position Number:

NOC Code: 51100

Hours per Week: 35

Supervisor's Name and Title: Sonja Irving, Manager of Libraries and Learning Commons

Completed by: Sonja Irving

Signatures:

Incumbent:

Date:

(Indicates the incumbent has read and understood the PDF)

Supervisor:

Date:

One-Over-One:

Date:

Support Staff PDF

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 of 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 representative 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.

The Library Coordinator supports the effective delivery of academic library services across the College’s libraries. Reporting to the Manager, Libraries and Learning Commons, the incumbent coordinates daily library operations, oversees library acquisitions and budgets, and provides leadership and guidance to library technicians, bursary students, and placement students to ensure consistent, high-quality service delivery.

The position plays a key role in library collection development, cataloguing, and systems administration, and serves as a liaison with faculty, staff, consortia partners, and vendors to support teaching, learning, and research needs. The Library Coordinator also provides frontline reference, research assistance, and information literacy instruction, both in person and online, and contributes to the development of instructional resources and learning objects. Working with a high degree of independence, the incumbent supports operational planning, data collection and reporting, service improvement initiatives, and the promotion of library services, ensuring that library spaces, resources, and services are responsive to institutional priorities and student needs.

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 the Time Annually*
Library Acquisitions and Finances - Under direction of the Manager, responsible for purchasing library print and online collections including ordering and acquisitions; coding and processing invoices; record-keeping and reconciling with financial services; and system maintenance - Works within budget and revenue targets established by the Manager - Monitors financial commitments encumbrances, and expenditures for the libraries. - Purchases supplies and library materials on a Corporate Purchasing Card or corporate account - Liaises with provincial consortia on eResources subscriptions, implementation, and technical troubleshooting, corresponds with vendors, liaises with IT service on implementation, maintenance and technical troubleshooting - Collects data and creates usage reports; detailed and accurate financial expenditures reports; and in-depth analysis - Reconciles financial records and liaises with financial services - Receives and processes invoices for payment - Participates in the creation of annual budgets with ingoing monitoring and budgetary compliance - Responsible for following up on lost and long overdue library materials and liaising with other College departments regarding fees on library accounts.	25%
Information Literacy Support and Instruction - Provides library reference and research assistance to students and faculty - Instructs and assists in the use of online research tools and library databases or other information sources - Conducts individual or small-group information literacy instruction, guiding students in the use of reference tools and research techniques required for specific College programs, subjects, or assignments. Instruction is delivered through multiple channels, including online appointments via video conferencing, the library's Chat + Text Message service, email, phone, and in-person sessions - Provides Library orientation, training and instruction for groups and individuals based on level and program, in the format of appointments, workshops, and in-class sessions - Under the direction of the Manager, provides in-classroom instruction to students to strengthen information literacy and digital fluency skills, assisting learners in research and scholarship activities as defined by the ACRL threshold concepts. Liaises with faculty and coordinators. - Help faculty and students locate relevant Open Educational Resources.	20%
Administrative/Operations Support Responsible for the coordination of daily operation of the tri-campus libraries	15%

Support Staff PDF

• Provides guidance and coaching to all library technicians, bursary students, and placement students to ensure consistent procedures and services • Under the direction of the Manager, coordinates the orientation, onboarding, training, and scheduling of bursary students and placement students. • Supervises the day-to-day work activities of bursary students, and placement students establishes and allocates daily workload and assigns tasks. Contributes to skill development • Develops and implements improvements to operational processes and procedures in consultation with the Manager and Library and Learning Commons team • Is responsible for accurate data collection and statistics for tri-campus libraries and assists Manager with producing metrics and reports. • Oversees facility repair and maintenance needs and coordinates furniture and/or technology installation, set-up, or revision with relevant departments to meet student needs • Responsible for all library promotional and marketing materials including the creation of social media content and print copy. • Assists the Manager in creating, administering, monitoring and assessing surveys/customer feedback tools. • Controls supply inventory for the tri-campus libraries	
Library Collection Development and Program Liaison • Liaises with individual faculty and coordinators in assigned program areas to assess student academic needs and available library supports. • Creates, develops and maintains courses, programs, or topic-based instructional guides and learning objects, including web content, video content, tutorials and interactive modules, resources lists, and how-to tools and guides. • Recommends the selection and de-selection (weeding) of Library collections, including print and online materials, to ensure collections meet academic needs of all students and learning styles	15%
Customer Support, Circulation, Library Information Services, and library facilities operation • Provides front-line customer service to library clients including students, faculty, staff and community members • Assesses client information needs and makes appropriate referrals to other staff or service departments • Conducts general group tours and orientation sessions of the library for new users. • Provides standard library circulation services to clients by performing lending and receiving materials, processing holds, reserves/short-term loans, and intra-campus deliveries in Integrated Library System. • Day to day functioning and troubleshooting of the library's integrated library system including handling error reports and making any necessary adjustments • Supervises the public space of the library and its clients, as assigned, to ensure safety and compliance with policy, procedure, and guidelines. • Enforces policy, including deescalating complaints, noise, property damage, and misconduct in coordination with Security and management. • Liaises with Security, Facilities, IT, and/or Custodial Staff as needed to resolve immediate technical, safety, and cleanliness issues. • Monitors library technology, equipment, and supplies for students	10%

Support Staff PDF

- Performs shelving and shelf reading duties - Maintains accurate data collection for statistics programs pertaining to reference services, circulation, and other library activities.	
Cataloguing - Performs copy and original cataloguing for print and digital items, including creating and maintaining bibliographic, authority, and holdings records - Keeps up to date on cataloguing procedures and standards - Works with provincial consortia on cataloguing and metadata issues and projects - Works with the Manager to develop, implement, and maintain cataloguing and collection management procedures	10%
Other Duties as Assigned - Represents the College to member associations, external user groups, and at CLO/OCLS meetings and events. - Represents the department on College committees and working groups - Reviews professional literature to maintain knowledge of the current trends for academic libraries. - Attends PD or training sessions as requested by the Manager - Participates in Student Engagement programming and events including pre-orientation programs and service fairs, for all students.	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 or equivalent

☐ 1 year certificate or equivalent

☒ 2 year diploma or equivalent

☐ Trade certification or equivalent

☐ 3 year diploma/degree or equivalent

☐ 3 year diploma / degree plus professional certification or equivalent

☐ 4 year degree or equivalent

☐ 4 year degree plus professional certification or equivalent

☐ Post graduate degree or (e.g. Masters) or equivalent

☐ Doctoral degree or equivalent

Field(s) of Study:

A 2-year Library Technician Diploma

- B.** Check the box that best describes the requirement for the 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 requirements 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 requirement obtained by course(s) of a total between 101 and 520 hours

☐ Additional courses obtained by course(s) 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 years 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 the 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

Progressive experience in an academic library. Experience with accounting/financial records and library acquisitions. Project planning/coordinating experience. Experience providing administrative support.

☐ Minimum of eight (8) years

3. Analysis and Problem Solving

This section relates to the application of analysis and judgment 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 judgment 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.	Delivery and coordination of campus library services and programming that are proactive and responsive to the interests and needs of a diverse contemporary student population. Considers available library resources, staffing allocations, and facilities limitations
How is it identified?	Input from students and faculty evaluation of past participation and usage of resource. Receiving recommendations and suggestions for new resources of services. Identification of trends and best practices through professional development and literature through provincial networks, through liaison activities with other college departments and working groups.
Is further investigation required to define the situation and/or problem? If so, describe.	Assessment of student and/or faculty needs and wants are continuously evaluated costs and available staffing resources research into current trends consultation and discussion with Manager.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Service program and resource decisions must be assessed holistically to meet the needs of the variety of college programs and diverse student population. Consideration and analysis of how programs, services. And resources align with the goals of the library and the college strategic plan. Consults or surveys other departments and provincial working groups
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Manager, past practices, established best practices and library standards, departmental guidelines. Consultation with colleagues, review of information published or shared by other libraries, professional library literature, provincial and national networks, budget and funding available.

#2 regular & recurring

Key issue or problem encountered.

Client misconduct in the library such as excessive noise, destruction of property, deliberate and/or repeated non-compliance with guidelines that interferes with other clients.

How is it identified?

Escalated and/or reported by other clients or employees. Direct observation or received communications and reports.

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

Yes. Asking appropriate questions of complainant or directly communicating with the client in question to understand the reason for misconduct.

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

Attempt to deescalate and control the situation; offer support and guidance to the client; offer appropriate referrals to the client; contact other departments or management for support as required. Document and communicate issue to manager for follow-up as needed. Assess and re-evaluate relevant policy, procedure, signage, and/or staff training to proactively prevent further issues if applicable.

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

Manager, other campus management, past practice, established college procedures and guidelines. Consultation with colleagues. Student Code of Conduct, Academic Policy, Student Rights and Responsibilities Officer, Security personnel. Liaising with Student Success Facilitator, Counselling/Wellness and Accessibility staff, Financial Aid staff, or faculty/coordinator as required.

3. Analysis and Problem Solving

	#3 regular & recurring
Key issue or problem encountered.	An invoice arrives from a vendor for a book or service
How is it identified?	The invoice arrives by mail or email
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. The incumbent must look at the invoice to determine the amount, how it is to be paid, the budget code needed, and the payment deadline. The incumbent must also check if the service or item has been delivered.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Check with the manager or colleagues regarding the invoice and its related products and services, determine if it is something that can be paid by purchase card or if it requires another method. Keep on top of due dates to avoid late charges.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)	Past practice, internal procedures, College policies, vendors terms and services, provincial consortia

3. Analysis and Problem Solving

	#1 occasional (if none, please strike out this section)
Key issue or problem encountered.	Operational scheduling issue at a service point due to student or staff tardiness or absenteeism or schedule conflict.
How is it identified?	Direct observation: employee does not attend shift as scheduled; received communications or reports of conflict
Is further investigation required to define the situation and/or problem? If so, describe.	Direct communication and contact with the employee to investigate cause of absence, lateness, or reason for being unable to work as scheduled.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent uses all available means to recruit the strongest applicants from the eligible student enrollment. The incumbent applies College approved employee selection techniques. Assessing the employee and being confident the staff member will follow direction and be punctual can be reinforced during selection and training. Regular monitoring and performance evaluation is important in order to avoid complaints misconduct and repeated incidents of

	concern. If the employee is unable to work scheduled shift, contact staff list to determine potential individuals who can fill the shift on short notice. If no coverage is available, incumbent must determine whether they will request overtime to cover the shift. The incumbent could also consult with management if a closure is an appropriate solution depending on the circumstances.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	The Manager, past incumbent finding/solution, past practices, established standards or guidelines. Consultation with colleagues and coordinators in different departments. Student employee training manual and operation guidelines. Human resources guidelines on bursary students or relevant collective agreements, Risk management training, regular health and safety inspections, employee work log forms, staff scheduling through outlook calendars.

3. Analysis and Problem Solving

#2 Occasional

Key issue or problem encountered.	The library purchases a new item for the collection, but the item does not come with a MARC record
How is it identified?	New item is either physically received, or an email link is received from the manager. The incumbent will check various professional sources and website for an existing MARC record that meets the provincial consortia standards.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. The incumbent may find partial or substandard MARC records and will need to decide to either adapt those records to meet the consortia standards or create a new MARC record that meets the standards.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Careful review of the MARC records that are available, comparing them to the consortia standards for uploading in the shared ILS. If a new record must be created or if a existing record must be adapted ensuring all fields are correct and no information is missing
What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)	Shared ILS cataloguing records, WorldCat, Library and Archives Canada records, RDA Toolkit, local procedures, Consortia guidelines

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.

In the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring to the position, up to two (2) examples that occur occasionally:

#1 regular and recurring

List the project and the role of the incumbent in this activity.	The incumbent purchases library materials for all campuses
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Budget knowledge, organizational skills, attention to detail, administrative/word processing skills, communication skills to engage stakeholders. Computer skills, library searching skills
List the types of resources required to complete this task, project or activity.	Vendor ordering platforms, the Library catalogue, other library catalogues, websites, purchase request forms, emails, payment modes
How is/are deadline(s) determined?	Deadlines are determined by the academic calendar and by invoice due dates
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	Changes are determined by the incumbent in consultation with the manager. An example would be an item needed for a course is back ordered from the vendor. The incumbent and the manager can work together to find another solution including alternative formats, interlibrary loan, OERs to meet the clients' needs.

#2 regular & recurring

Key issue or problem encountered.	The incumbent trains and schedules library staff, bursary students, placement students, and replacement staff; assigning local projects for effective function of the libraries and ensuring the tasks are completed on time and satisfactorily.
How is it identified?	Knowledge of staffing needs, workloads and volumes, department resources, policies and procedures, department systems, office equipment and software, college policies and guidelines
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent consults with the Manager to identify needs and/ or consults with academic departments if department services are not meeting their demands.

Support Staff PDF

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

Organisation and time management skills to schedule training times. High level of written and verbal communication skills to effectively trains support staff, bursary students, and placement students, using hands-on techniques and local training guides written by the incumbent. High levels of supervisory skills to delegate tasks, schedule, advise, and guide support staff, placement students, and bursary students.

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

Previously created training resources and past practices, support from the Manager, third party training guides that the incumbent can adapt for the college.

4. Planning/Coordinating

List the project and the role of the incumbent in this activity.	#3 regular and recurring The incumbent actively monitors and coordinates operation of the libraries. The incumbent supervises the physical facilities and usage patterns. The incumbent investigates operational issues related to services, resources, and facilities, and analyses options for changes or improvements. These can include display materials, service desk configuration, renovations and decor, health and safety measures, and furniture supply requests
What are the organizational and/or project management skills needed to bring together and integrate this activity?	The incumbent must have the ability to analyse, forecast operational gaps, communicate effectively, problem-solve, work to a deadline, and show initiative
List the types of resources required to complete this task, project or activity.	Knowledge of library and tutoring operations and academic trends. Knowledge of policies and procedures. Familiarity with legislation such as AODA, Workplace Health and Safety, Occupational Health and Safety Act, Employment Standards Act, and FIPPA
How is/are deadline(s) determined?	By the incumbent in consultation with the Manager and/or other departmental priorities.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	The incumbent makes recommendations to the Manager. Examples advanced booking of study rooms vs first come first serve; relocating a portion of the library collection to facilitate optimal usage of space, identifying need for accessible furniture. With the Manager's approval of the initiative or project the incumbent acts independently to complete phases of the project keeping the Manager informed.

4. Planning/Coordinating

List the project and the role of the incumbent in this activity.	#1 occasional (if non, please strike out this sections) The incumbent researches and identifies material relevant to the requirements of specific groups (i.e. classes, programs, faculty, etc.) in preparation for library instruction. This task is done independently as delegated by the Manager or in consultation with colleagues and faculty. The incumbent also performs library instruction by in-person one-on-one or group appointments, e-appointments, through chat or text service, or by email.
--	---

Support Staff PDF

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

The incumbent requires leadership, knowledge and communication skills.

-Leadership in order to foster a successful learning environment.

-Knowledge regarding both library resources, courses offered at St. Lawrence College and an understanding of the needs, interests, issues and motivations of the clients.

-Communication skills to optimize and achieve desired results.

Skills in administration and time management are also required (prioritizing, assessing, record-keeping, etc.) Advanced preparation is required in order to respond appropriately to a variety of questions and comments.

Presentation Skills required:

High level of communication and public speaking skills and organizational skills and retrieval of appropriate materials;

Exceptional ability to handle questions.

Advanced computer literacy required:

In-depth knowledge of library automation software, library service software, and social media; Standard applications software including word processing, databases, and spreadsheets; internet, E-mail, chat/text software and virtual video sharing platforms such as Microsoft Teams. Use of Smartboards for in-person instruction."

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

Catalog and library search tools for locating information; Circulation computer; computers and printers for student use; photocopier; periodicals; newspapers; books (both Reference and regular collection); videos; subject guide's page; social media sites; college and online bookstores; standard library supplies. Professional literature; colleagues, Library Team. Knowledge of the American Library Association's ACRL Framework for Information Literacy. College course outlines/assignments.

How is/are deadline(s) determined?

Deadlines are agreed upon between the incumbent and the instructor. For student appointments, mutually convenient times are decided between the incumbent and the student, with attention to assignment deadlines.

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

The person requesting the instruction session could ask for a change in content or the incumbent might be aware of something new to be incorporated into the presentation. Consultation with and direction from the Manager if needed.

#2 occasional (if non, please strike out this sections)

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

The incumbent is the lead in planning and executing the ongoing promotion of the libraries.

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

The incumbent must have knowledge of audience needs, the ability to research, analyze materials and communicate knowledge. Marketing communications knowledge and strong writing skills are required.

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

A survey of existing clients and the general student body provided insights into understanding the awareness and barriers to accessing services. For promotion purposes, the incumbent identifies the target audiences and determines the best channels for communication to reach this audience(s). Review of previous promotions and the incorporation of lessons learned augment ongoing activities. Informal focus group sessions are held to research the appropriate messaging. Access to standard office equipment, specialized software and the Marketing Department as needed

How is/are deadline(s) determined?

The incumbent refers to past practices and best practices at other comparable services. Deadlines are determined by the incumbent.

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

The incumbent in consultation with the Manager determines the need to increase the client base and serve more students to meet Student Services and Faculty needs.

#3 occasional (if non, please strike out this sections)

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

At the request of the Manager, the incumbent plans departmental meetings or internal PD/training events taking care of the logistics for employees' tri-campus. The incumbent would be responsible for planning items such as availability, calendar invites, communicating agenda items, booking meeting rooms, arranging transportation if applicable, arranging catering or other amenities, booking technology or room setup, ensuring adequate supplies and resources. Recording meetings minutes and monitoring action items. Regular communication with the Manager.

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

Professional communication skills and excellent proficiency with office technology including online calendars and books systems, liaison with relevant vendors or other departments such as facilities, and

	food services. Strong attention to detail, organisational skills and time management to answer questions accurately, provide timely responses, ensure requests and bookings are completed within required timelines and deadlines. Leadership skills to respectfully communicate and build rapport with diverse employee population.
List the types of resources required to complete this task, project or activity.	. Colleagues, College facilities, policies and procedures, vendor and supplies catalogues. Standard office equipment
How is/are deadline(s) determined?	Dates are set in consultation with the Manager. Deadline would be determined by the incumbent based on experience, knowledge and time management skills to ensure all components of planning are adequately completed in advance of the meeting date.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	Changes are made by the incumbent under the general direction and consultation with the Manager. Decision-making is independent by the incumbent in order to complete the required event/meeting.

5.Guiding/ Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus the actions taken (rather than the communication skills) that directly assist others in the performance of their work 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
☐	☐	Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to other employees or students	
☒	☐	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks	Regular The incumbent provides reference information expertise to assist clients in accessing information to meet their academic/personal deadlines.
☐	☒		

☐	☒	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Regular the incumbent provides training and direction to support bursary students in their execution of day-to-day activities.
☐	☐	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.	Regular The Incumbent provides leadership and shares position-based expertise with the Library Team.
☐	☐	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.	Regular The incumbent is responsible for scheduling service shifts for library staff and assigning day-to-day tasks carried out by bursary students, and placement students. Provides direction to staff to ensure proper completion of tasks and if necessary, corrects the way a task is completed.

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in this 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)
Works independently to coordinate daily operations using existing guidelines and procedures, established goals, and past practice.	Direction on projects and initiatives provided by the Manager. New or special projects are provided with verbal and/or written instructions including suggested work methods and recommended timeframes.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)

Support Staff PDF

Department guidelines and business plan; strategic plan; previous evaluations results; minutes and documents from meetings and committees; Past practices. The incumbent is guided by their discretion and expertise in consultation with past practice and experiences, interpretation of library procedure manuals, ILS manual, OCLS Policy and Standards, Library Standards, College Policy, PeopleSoft, technical guidelines, software operating manuals, and equipment maintenance service manuals are referred to as needed. Canadian Copyright Legislation and Fair Dealing policy; Intellectual Property and licensing terms; The laws of the Land eg. Freedom of Information, Protection of Privacy Act.	In-house training on databases and professional development activities. Occasionally, incumbent will check on past practices or guidelines with external contacts.
--	---

How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)?	
Regular and Recurring	Occasional (If none, please strike out this section)
Regular meetings with the Manager to ensure that all implemented work plans are meeting outlined expectations and goals. Budget and resource purchases approved by the Manager, expense reports, purchase orders require manager approval. Feedback is received from library clients and work is verified through successful completion of tasks and the functionality of the College's Library System.	Work is reviewed periodically through reporting and data analysis, departmental meetings, and checks for accuracy and completeness. Annual performance appraisal. Library Satisfaction Survey/KPI/Student Satisfaction survey.

6. Independence of Action

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)
Collection development and development of resources for the academic support of students in consultation with faculty, coordinators or other service departments.	Library Policy interpretation with colleagues. Referral and awareness requires liaising with other departments and College resources to identify available support and options for students.

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)
Library hours of operation, collection selections and weeding, budget expenditures and purchasing, total staffing allocations, facility usage prioritisation, changes to service of operations, feedback on performance issues involving support staff and/or student employees. Identifying student information, data and/or communications to respond to complaints or academic appeals.	Library issues and changes in policies. Attendance at library workshops Identifying student information, data, and/or communication in order to respond to complaints or Academic Appeals. Issues that have legal or licensing implications or major staff/budget implications.

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
Enforcement of library lost item process; collections maintenance as delegated by the Manager; cataloguing, processing; and selection; interlibrary loans and requests; library policy enforcement; IT and facility maintenance; initiating liaison activities with other departments. Training, scheduling, and assigning tasks to bursary student, placement students, and replacement support staff. Supervising the tasks and duties of the bursary students, and placement students. Determining work quality of bursary students. Plans daily and semester schedules of service points and staff. Customised library supplies selection and purchases within budget.	Approval of special circulation loans; corrections and minor modifications to the bibliographic and patron database.

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 a 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 fulfill 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?		
In-person, e-mail, phone , online chat service/text message – requests for service.	Incumbent undertakes delivery of service in manner initiated or preferred by customers – in person, by phone, email, online chat service/text message. Incumbent must ask relevant questions to determine the nature of the reference question.	Clients (Students, Faculty, Staff, Community)	D
Information services, reference appointments and instruction – received in-person, by email, phone	The service is carried out as an in-person or online e- appointment using video conferencing software, or by in-person presentation or online presentation/webinar using video conferencing software. Incumbent may also refer to an online help guide or tutorial video to answer frequently asked questions.	Clients (Students, Faculty, Staff, Community)	D
Computer and hardware (Smartboards, personal devices), Software (including mobile and web- based applications), Photocopying, scanning, Printing support is received in person, by phone, email, online chat service or text- message.	The incumbent provides the service in person or provides direction by channel initiated by the client (email, phone) or initiates an online e- appointment using video conferencing software. Often the incumbent must ask relevant questions to	Clients (Students, Faculty, Staff, Community)	D

Support Staff PDF

	determine the nature of the printing and photocopying issue and determine whether it can be corrected by the incumbent.		
Requests for purchase of materials are received in person or in writing.	The service is carried out in manner preferred by customer – in person or written correspondence.	Faculty Staff Students	W
Workshop requests are received in person, by phone or email.	The incumbent conducts the library tour in person or delivers in-person during class or live online/webinar instruction using video conferencing software, in consultation with Manager – The incumbent must ask the requester relevant questions to ensure the appropriate material and resources are used for the orientation.	Faculty Staff	W

* 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	Verbal direction to clients	All Clients (Faculty/Program Coordinators, Support Staff/Service Departments, Community)	D
	Provides accurate information on all services, programs and resources		D
	Answer general enquiries.		D
	Discuss activities and day-to-day operations	Departmental Staff	D
	Liaison to program faculty	Faculty/Coordinators	W
Explanation and interpretation of information or ideas.	Explains policies, procedures and services before arriving at a decision	All Clients (Students, Faculty, Program Coordinators, Support Staff/Service Departments, Community)	D
	Explains information retrieval strategies		D
	Guides clients through the research process		D
	Explains technical jargon and complex topics in appropriately leveled vocabulary		D
	Interprets and evaluates information in search results effectively		D
	Effectively initiates the Reference Interview, a stepped approach to ensuring accuracy and success for a library client. Checks for understanding, rephrases, or repeats instructions.		D
	Dealing with complaints and student misconduct		D
	Reads, researches and investigates complex licensing agreements and copyright guidelines to answer questions.		I

Support Staff PDF

Imparting technical information and advice	Explains, instructs or guides client through troubleshooting or registration/login steps in the use of computer software and hardware (including mobile and web-based applications and personal devices), photocopiers, printers, scanner, SmartBoards, audio visual equipment, computer peripherals, library databases and search tools.	All Clients (Students, Faculty, Program Coordinators, Support Staff/Service Departments, Community)	D
	Provides easy-to-understand coaching at an appropriate vocabulary.		D
	Explaining College computer systems / academic shares, Blackboard, slc.me and PeopleSoft.		D
Instructing or training	Verbal or written direction and training on library policy and procedure to student workers and support staff.	Employees (support staff, bursary students, placement students) Clients (Students, Faculty, Staff, Community)	D
	Instructing faculty, students, community members and staff on how to use and retrieve library materials and online resources.		D
Obtaining cooperation or consent	Incumbent is responsible for resolving potential conflicts with clients. Incumbent must resolve conflict while being mindful of the client's abilities, limitations, and personal backgrounds which causes differing perspectives.	Clients (Students, Faculty, Staff, Community)	D
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, and 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
Standing	D		X		X		
Sitting	D			X	X		
Lifting and carrying	D	X				X	
Crouching, kneeling, reaching, pushing (working in awkward positions such as retrieving books from return bin, pushing book-carts, high and low shelving activities).	D (Sept – Apr)	X				X	
	D (May-Aug)		X			X	
Keyboarding	D			X	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 and 11 to 44 lbs.)

☒ Heavy (over 20 kg. or 44 lbs.)

Mail, books, periodicals, signage, supplies

Boxed books, audio visual equipment

Occasionally, large boxes of books.

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 the task and the duration of the task, including breaks (e.g. up to two hrs. 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 (e.g. 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 min	Long up to 2 hrs.	Extended > 2 hrs
Paying a vendor through an online platform or over the telephone	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
☐ Usually ☒ No Focus lost due to problem solving required to assist clients. Work is completed in common area not in private office				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Creating the weekly schedule	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
☐ Usually ☒ No Focus lost due to problem solving required by other staff members. Work needing to be done in common area not in private office				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Updating the financial spreadsheet	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
☐ Usually ☒ No Multi-tasking is required based on current work schedule or other core duties require attention. Work needing to be done in common area not in private office				

* 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)*
☒ acceptable working conditions (minimal exposure to the conditions listed below)	Works in an indoor and climate-controlled environment with standard office technology and furniture.	D
☐ accessing crawl spaces/ confined spaces		
☐ dealing with abusive people		
☐ dealing with abusive people who pose a threat of physical harm		
☐ difficult weather conditions		
☐ exposure to very high or low temperatures (e.g. freezers)		
☐ handling hazardous substances		
☒ smelly, dirty or noisy environment	Incumbent must complete work in common area. This area is not a silent area. Noise levels are attempted to be controlled; however, there is constant noise from clients, printers, photocopier, etc. Smell of printer toner, noise of printer running constantly. Book dust. Close physical interaction is required with clients and members of the general public who present with hygiene issues and/or strong scents. Interaction with dirty public facilities including garbage, food mess, spills.	D
☐ Travel	Travel to other campuses as assigned.	I
☐ working in isolated or crowded situations		

Support Staff PDF

☐ other (explain)		
--	--	--

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