PUBLIC LIBRARY COMPENSATION TOOLKIT

A Guide to Fair & Equitable Pay

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Public Library Compensation Toolkit

A Guide to Fair & Equitable Pay

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Table of Contents

Introduction

Too often the work of library directors and staff is not understood, is undervalued, and is not compensated fairly. In other words, many library directors and staff receive lower pay than other employees who do comparable work in the same local government network.

The purpose of this document is to address these inequities as well as provide library boards, directors, and staff the tools needed to request fair and competitive compensation.

To assist with this effort, this toolkit contains:

- A **Job Analysis Questionnaire** designed to understand the value a position provides to the local government and establish a basis for determining the fair market value of a position.

- A **guide to creating or updating effective Job Descriptions**.

- An **overview on how to request fair compensation** and communicate the results of the Job Analysis Questionnaire/job description, including resources for compensation information.

- An **appendix with helpful resources** and information, including interview questions

This guide is intended to help you make a case to your local government for providing the library director and other staff with a fair wage. This toolkit provides a "how to" section for comparing library jobs to positions in government requiring similar **knowledge, skills, and abilities**.

While this toolkit is written from the perspective of a library director, it can be used for all library positions (librarian, administrator, or support staff).

Job Analysis Questionnaire

Introduction

Understanding the value of a position is the first step to determining or requesting fair compensation. A position's value correlates to the knowledge, skills, abilities, and qualifications needed to perform a job's duties and responsibilities.

This section presents a Job Analysis Questionnaire designed to gather important information regarding a position and the value it provides to the library. The questionnaire gathers data regarding a position's duties, responsibilities, essential functions, required qualifications, and physical conditions. This information provides a baseline with which to compare to other, similar positions and ensures libraries have an appropriate understanding of the expectations of the role for compensation considerations, as well as in recruitment and performance and development.

> *Please note, this questionnaire is intended to understand a job and its requirements,*
>
> *not individual performance, or specialized skills.*

The responses in the Job Analysis Questionnaire can be used to form a request for fair compensation and/or develop a job description that documents the role, responsibilities, and expectations of a position as well as the needed knowledge, skills, and abilities to be successful. For example, Job Analysis Questionnaire responses can provide key job information that can be compared to other positions within local government structures, to ensure fair and equitable compensation for positions that have similar expectations and requirements like KSAs/qualifications.

Access the Job Analysis Questionnaire

The Job Analysis Questionnaire is available as a fillable Word document on the State Library of Iowa website. Download the Word document to complete the Job Analysis Questionnaire by clicking the link below:

Job Analysis Questionnaire Fillable Word Document

Job Descriptions

Introduction

Job descriptions play a critical role in communicating the value of a position and the expectations regarding the role it plays within local government. Job descriptions serve as documentation that outlines a position's essential functions and responsibilities, in addition to the necessary qualifications, requirements, and the knowledge, skills, and abilities needed to perform the job.

Job descriptions should be regularly reviewed and updated for proper performance management and recruitment processes. If a position's job description is out of date, this could be the source of misunderstandings regarding expectations, the value of a position, or underlying compensation inequities.

The Job Analysis Questionnaire is designed to ask targeted questions that identify the key duties and responsibilities of a position and the required qualifications and knowledge, skills, and abilities needed to perform its work. The responses to the Job Analysis Questionnaire can be used to create a new job description or refresh an existing job description to align with the current expectations of the role.

In the following sections, you will find:

- A link to a **job description template** Word document to assist with developing a job description.

- A link to an **example job description** PDF for a Library Director.

The appendix of this Toolkit also contains additional job description resources, including:

- An **overview of the key elements** found in a job description with best practices regarding each element.

- An **outline of the role of a job description** in the performance management process and guide on goal setting.

- A **glossary of action verbs** to assist with outlining a position's essential duties.

- **Examples** of communications interactions, supervisory responsibilities, problem solving responsibilities, and technology proficiencies.

Job Description Template

The Job Description Template is available as a fillable Word document on the State Library of Iowa website. Download the Word document by clicking the link below:

Job Description Template Word Document

Example Job Description

An Example Job Description is available as a PDF document on the State Library of Iowa website. Download the PDF by clicking the link below:

Example Job Description PDF

Requesting Fair Compensation

Introduction

This section is intended to assist with the process of requesting fair and competitive salaries by communicating the value of a position (through Job Analysis Questionnaire responses and job-based comparisons) and identifying resources that provide salary information.

Steps for Requesting Fair & Competitive Pay

1. Determine the Position's Value

- Complete the Job Analysis Questionnaire and ensure the position's job description is up to date and reflects the current duties and responsibilities of the role.
- Identify and research other, similar positions within the local government (city or county) or other similar organizations (like the local school district administration) that would have similar Job Analysis Questionnaire responses (similar expectations; responsibilities; knowledge, skills, and abilities; and qualifications required of the role).
- For example, an accountant may have similar knowledge, skills, and abilities to a librarian, and a permit or tax clerk a similar scope of responsibility to a library clerk. The position of Library Director should be compared to a department head leading a department with a similar size and budget to the library.
- Ask to see job descriptions of positions in your local government and seek to compare that way. Depending on your relationship with local government leaders, you might ask for individuals with a similar position to complete a Job Analysis Questionnaire.

2. Collect Salary Data

Once you've identified comparable positions in your local government or similar organizations, collect salary data using the resources identified in the "Compensation Data Resources" section below. The goal for this step is to understand the appropriate salary range that is fair and competitive with comparable positions.

3. Understand the Full Picture

In addition to ensuring fair compensation, consider other elements of job satisfaction for employees: benefits, library culture, contribution to the community, for example.

4. Discuss Your Findings

The final step is to identify the appropriate government official(s) (e.g., city council member, city manager, or Human Resources Director) and arrange a discussion to share your findings and request a salary increase.

Comparing Positions

As noted above, the Job Analysis Questionnaire is designed to ask targeted questions that identify the key duties and responsibilities of a position and the required qualifications and knowledge, skills, and abilities needed to perform its work. The responses to the Job Analysis Questionnaire can be used to compare a position to others based on standard characteristics such as:

- Scope of responsibility (financial, supervisory, etc.)
- Impact of work (decision making, financial responsibility, etc.)
- Type and level of communication with others
- Required knowledge, skills, and abilities
- Working conditions and level of physical demands

After completing the Job Analysis Questionnaire and ensuring a position's job description is up to date, identify other similar positions within your local government structure or similar organizations. These similar positions should have equivalent duties and responsibilities and required knowledge, skills, abilities, and qualifications. As no two jobs are the same, make sure to note any areas of difference (i.e., how this position is the same, how this position differs) during this process. These key similarities or differences can then be used to communicate *why* a position should receive the same, or higher, compensation rate.

Example Job Comparison

For example, if the Job Analysis Questionnaire responses of position A reveal it is very similar (regarding the expectations and qualifications required of the role) to position B within the same city government administration, then position A should be compensated similarly to position B.

	City Position A	**City Position B**
Overview	• **Position:** Library Director • **Salary:** $45,000	• **Position**: Department Head, Marketing • **Salary:** $55,000
Key Similarities	• Provides daily oversight and leadership of the library. • Responsible for financial operations, such as budget development, and financial forecasting. • Develops (or assists in the development of) a strategic plan and goals for the library. • Oversees 3-5 staff including hiring, training, supervision, evaluation, professional development, and disciplinary actions. • Requires a bachelor's degree with 6 Years of Experience.	• Provides daily oversight and leadership of the marketing department. • Responsible for financial operations, such as budget development, and financial forecasting. • Develops (or assists in the development of) a strategic plan and goals for the city. • Oversees 1-2 staff including hiring, training, supervision, evaluation, professional development, and disciplinary actions. • Requires a bachelor's degree with 6 Years of Experience.
Key Differences	• Requires State Library of Iowa endorsement within 2 years. • Works directly with the Board of Trustees to develop policies, plan and evaluate library services, and prepare/oversee the library budget. • Responsible for facilities management and oversight, (building maintenance, grounds, and equipment, and capital projects/ renovation).	• Reports directly to the Chief Operating Officer of the City.

If position A had more responsibility and required greater qualifications than position B, the Job Analysis Questionnaire can help identify those areas of difference and be used to discuss why additional pay, greater than position B, could be warranted.

Library Jobs & Comparable Examples

Library Job	Example Comparable Jobs
Library Clerk	- Permit Clerk - Tax Clerk - Customer Service Representative - Paraeducator
Librarian/Library Assistant	- Accountant/Financial Analyst - Project Coordinator/Project Manager - Records Manager/Document Controller - Grant Writer/Editor - Teacher
Library Director	- Department head of a unit of a similar size and scope to the library - School administrator or principal

Understanding the Total Rewards Approach

An Employee Value Proposition (EVP) represents what an employer offers its employees in exchange for their effort and commitment. An employer's EVP defines the specific offerings provided to employees, also known as the total rewards package, comprised of financial and non-financial opportunities including:

- **Alliance:** An organization's internal culture and external presence.
- **Career:** Characteristics related to the job itself and its potential opportunities.
- **Compensation:** The full package of total compensation related to pay and benefits.

Understanding the total rewards package and developing a compelling EVP is vital to a library's ability to attract, retain, and reward employees.

While compensation is only one element of the total rewards package, pay is perhaps one of the most visible, tangible, and measurable elements. Therefore, it is extremely important for libraries and their Boards of Trustees to understand the value of their Library Director and staff to ensure they are paid fairly and competitively. At the same time, the total rewards package presents an opportunity for libraries and their Boards of Trustees to also consider and communicate the many other rewards of working at the library (e.g., contribution to the community, dedication to lifelong learning, and the opportunity to eliminate barriers and provide equal access to resources).

Compensation Data Resources

Introduction

A variety of resources are available to make job comparisons and collect salary information. Below presents a few sources that provide compensation and related information that can be used to support requests for fair and competitive pay.

Multiple resources should be reviewed and considered in an attempt to understand the current market rate or salary for a position. Consider the compensation structure within your own local government and the current salaries paid to other, similar positions. Local governments are required to share the compensation structures and rates for all positions. Therefore, this information should be accessible on your city/county/state's website or by contacting a local government administrator. Also, when looking for salary information, consider state (or even more localized) minimum wage requirements.

When using resources for compensation data, make sure to review the source of the data to ensure it is an accurate and credible source with a documented methodology on how the data is collected. For example, using websites such as Glassdoor, which publicize self-reported salaries without standard definitions or data review, is not advised. Likewise, when collecting data from multiple sources, it should be noted where each source may differ in data methodology (e.g., date/location the data was collected, format the data is reported, adjustments made to the data, etc.).

The resources outlined in this section provide a preliminary, but not exhaustive, list of recommended sources for salary and compensation related information. These sources provide broad compensation information and salary estimates based on generalized job information and job profiles.

Please note, the list of compensation resources provided by this Toolkit

are not endorsed by the State Library of Iowa.

Salary Calculators & Surveys

Free Resources

- **Educate to Career's Job Seekers Salary Calculator** provides free information and data targeted at high school students and parents to make informed and objective college and career planning decisions. The non-profit organization's website provides a salary calculator for over 900 identified jobs based on data from the U. S. Department of Labor and U. S. Bureau of Labor Statistics, among others. Using the link below, users can identify an estimated salary by providing quick information on a position's location, occupation, experience, and education.
  Link: Job Seekers Salary Calculator

- **Career One Stop's Salary Finder** provides free compensation data, among other career information, based on 800 identified jobs from the U.S. Department of Labor's Bureau of Labor Statistics Occupational Employment and Wage Statistics Program. Using the link below, users can identify an estimated salary by providing quick information on a position's title and location.
  Link: Salary Finder

Paid Resources

- **PayScale's Salary Calculator** provides salary information based on job title and location to help individuals ensure they are paid fairly for the work they do. Using the link below, users can identify an estimated salary by providing the position's title and location. The compensation data provided by PayScale is derived from a comprehensive list of reputable salary surveys in a variety of industries for a vast number of job positions. Please note, this for-profit organization can provide a free basic salary report with a few additional questions when you create an account, but additional information (or information on another position) may warrant a subscription purchase.
  Link: PayScale Salary Calculator

- **Economic Research Institute's Salary Expert Salary Calculator** provides salary information based on job title and location for both employers and job seekers. However, this for-profit organization only provides a free demo of its services for individuals looking for salary information. Using the link below and selecting the option for job seekers, users can identify an estimated salary by providing the position's title and location (followed by additional questions on education, skills, employment, and current salary). The compensation data provided by the Economic Research Institute is derived from a comprehensive list of reputable salary surveys in a variety of industries for a vast number of job positions.
  Link: Salary Expert

Public Sector Resources

- **State Library of Iowa's Library Job List** provides a current list of open library positions in both Iowa and other states. The job list includes a job description, outline on how to apply, job posted date, and application deadline (if applicable) for each open position.
  Link: [Iowa Library Job List](#)

- **State Library of Iowa's Library Statistics** provides statistics from Iowa libraries such as income, expenditures, hourly wages for the director and other staff positions, benefits, and other measures for the most recent fiscal year. Compare across similarly-sized libraries, or between size codes (the next size up, for example).
  Link: [Iowa Library Statistics](#)

- **State of Iowa Wage Report** provides wage estimates based on data from the Bureau of Labor Statistics Occupational Employment and Wage Statistics program. Using the link below, users can gather data on localized hourly wage information by selecting a specific area in Iowa and occupation type.
  Link: [Iowa Wage Report](#)

- **Iowa League of Cities' HR Resources** provides information regarding a wide array of HR topics.
  Link: [Iowa League HR Resources](#)

- **U.S. Bureau of Labor Statistics State Occupational Employment and Wage Estimates** provides hourly and annual wage estimates by occupation based on US employer data collected from all industry sectors in both metropolitan and non-metropolitan areas. View wage estimates for Iowa by clicking the appropriate occupation from the list. Educational Instruction and Library Occupations begin at code 25-000.
  Link: [Occupational Employment and Wage Statistics](#)

- **U.S. Bureau of Labor Statistics Occupational Outlook Handbook** provides information such as job overviews, work environment information, training, education, and qualification requirements, and compensation rates for more than 300 job profiles.
  Link: [Occupational Handbook](#)

Cost of Living & Cost of Labor

When comparing compensation data, it is also important to understand *where*, or the location, the data came from. Salaries, or compensation rates, reflect what an employer is willing to pay for a specific position, based on organizational needs and the supply and demand for labor within a given area. Throughout the United States, the supply and demand for jobs varies based on the market (location and industry for a position) and availability of talent/labor to perform the work. This is also known as the cost of labor.

Cost of Labor represents the differences in salaries in a particular location based on the talent market and what it "costs" to hire someone to work in a specific location.

Additionally, another area that impacts compensation is how expensive it is to live (e.g., housing, groceries, etc.) and work in a specific area in comparison to another. This is known as the cost of living.

Cost of Living represents the amount of money required to purchase basic needs such as housing, food, taxes, and healthcare, or what it "costs" to live, in a specific area.

There is often a relationship between the cost of living and cost of labor, but they are not exact. A location with a high cost of living will often have a higher cost of labor, but not to the same extent. Additionally, there is typically less variance in the cost of labor than the cost of living (i.e., the cost of labor is more stable while the cost of living has greater fluctuations due to economic factors and conditions).

While salaries are primarily determined by the cost of labor within a given talent market, cost of living may impact an individual's compensation. Inflation and other economic factors can reduce the purchasing power of individuals if their salary is not adjusted accordingly.

The resources outlined below can be used to understand the costs of labor and living in your area and how that may differ within the state of Iowa, or in comparison to another location in the United States.

Cost of Labor & Living Wage Resources

- Forbes provides a free **Cost of Living Calculator** to understand the differences in the cost of living between two locations.
- The U.S. Bureau of Labor Statistics provides a free, helpful **Consumer Price Index (CPI) Inflation Calculator** to understand how salaries compare to previous years given the rise in inflation.
- The Massachusetts Institute of Technology (MIT) provides a **Living Wage Calculator** that estimates a local wage rate that meets the minimum standard of living in specific areas.

Other Resources

Other resources that may be helpful include:

- Iowa State Association of Counties **(ISAC) Website**
- State Library of Iowa's **Library Law FAQs**
- State Library of Iowa's **Library Trustee's Handbook**
- State of Iowa's **Workforce Development Website**

Additional resources can also be found in the appendix of this document.

Conclusion: Next Steps

After conducting a thorough review of your position's duties and responsibilities, identifying comparable positions, and collecting salary data in support of your case, the final step is to discuss your findings with a local government official(s) and request a pay increase.

As a part of this process, you will need to identify the appropriate individual on your Board of Trustees and within your local government network to discuss compensation; this may be someone within the Office of Human Resources or a member of City Council. Scheduling a meeting or opportunity for discussion, rather than an email, is highly recommended to ensure a mutual understanding.

During the discussion with the government official, provide the information collected (Job Analysis Questionnaire, job description, compensation data, etc.) on the position and any appropriate comparison jobs. This conversation should:

- Highlight the role and responsibilities of the position.
- Identify key similarities and differences in comparison to other similar positions.
- Outline why the current compensation is not appropriate for the position given these comparisons.
- Provide an appropriate salary range based on your research.
- Share documentation of your overall research and findings.

Additionally, provide context on the vital function your library plays within your community. For example, it is always helpful to share how the library contributes to your local government's strategic plan or how it relates to economic development efforts within your community. Make sure to provide information and statistics about the library as found in your Annual Survey responses that describe the scope of its role, such as how many patrons it serves, how many books or collections are available, and how many programs are run per month or year.

> *Inviting the local government official for a tour of the library is always appropriate to help provide an overview of all the library's programs and services.*

Before your discussion, it is also important to review any applicable federal, state, and local laws and regulations. There may be compensation laws, such as minimum wage, pay equity, or pay transparency, that impact how compensation is determined within your local government.

Iowa Code section 216.6A, entitled "Additional unfair or discriminatory practice—wage discrimination in employment," creates an actionable claim for discrimination if wage disparities appear to be based on an employee's sex.

Cities and library boards also must not violate the Federal Equal Pay Act and the Lilly Ledbetter Fair Pay Act of 2009.

The section below outlines a few key phrases that may be helpful during your salary discussion.

Talking Points for Salary Discussions

- Thank you for taking the time to meet with me today.

- The job description for this position has recently been updated to better reflect its role and responsibilities. Given my research on similar/comparable positions, the compensation provided to this position appears low.

- This position pays $XX while another similar position within the local government pays $XXX.

- This position at libraries X and Y, in the towns of X and Y, who are similar in terms of size, budget, and number of employees, pays X% more.

- This position is paid the same as another within our local government, however, this position includes additional responsibilities that should be recognized with additional compensation.

- The library/this position has not received salary increases in XX years. Due to this, the compensation for this position is no longer competitive with others in our city/county/area.

- My research indicates the appropriate salary range for this position within our city/county/area is $XX - $XX.

- I appreciate the opportunity to meet with you. What are the next steps to continue this discussion/process?

Appendix

A. Interview Questions for Library Directors

The following section provides a list of interview questions (categorized by general, job specific, situational, and curveball/other) that can be used when evaluating candidates for the position of Library Director.

General Questions

- Tell us about your background, including your education, work experience, special skills and knowledge.

- Why are you interested in the position? How does it align with your personal plans and goals for the future?

- What about our library interested you to apply for this position?

- What is the biggest challenge you have had to deal with in a prior job? How did you handle the challenge? If you could go back, what would you do differently?

- What did you enjoy about your current/previous role?

- What frustrates you about your current/previous role?

- What is your proudest achievement? Why?

- What is your definition of customer service in a library?

- What do you think you would bring to our library?

- If we were to ask your current/previous colleagues about your greatest qualities/skills, how do you think they would respond?

- If we were to ask your current/previous colleagues about your weakest qualities/skills, how do you think they would respond?

- Is there anything else we should know about you?

- Do you have any questions for us?

Job Specific Questions

Ask or adapt the following questions, as applicable to the role.

- What is your previous experience working with a Board of Trustees?

- What would you do if you disagreed with the position of the Board of Trustees?

- What will you have accomplished in your first year as Library Director?

- What is your previous experience in _____. *[managing budgets, overseeing projects, etc.]*

- How would you define your _____ style? *[supervisory, communications, etc.]*

- Tell me about a creative idea you have had to improve _____. *[customer service, a library service, etc.]*

- Provide an example that demonstrates your technical expertise in _____. *[Excel, applicable software/databases, etc.]*

- If you were hired for this position, how would you approach the first 30/60 days?

Situational Questions

Ask or adapt the following questions, as applicable to the role.

- If a patron became angry at you because of a library policy, how would you handle the situation?

- The Board of Trustees tells you to do something in a manner you are convinced is wrong. How would you proceed?

- You have two projects to be completed by the end of the day and you have only the time to complete one. How do you proceed?

Curveball/Other Questions

Ask or adapt the following questions, as applicable to the role.

- What is one misperception people have about you?

- What strategies do you use when you cannot solve a problem?

- What qualities do you have that make you a team player?

- Describe a time you have had to sacrifice quality to meet a deadline.

- Tell me about a situation that would exemplify your integrity.

B. Job Analysis Questionnaire & Job Description Resources

Job Descriptions: Key Components

An effective job description contains clear, concise information regarding a role's duties and responsibilities and the necessary qualifications and knowledge, skills, and abilities to perform its work.

The section below outlines the various components found in a job description and the best practices that should be considered when creating or updating a description.

Job Summary

This section summarizes the overall purpose of the position and its role within the library, using concise yet specific language. A job summary should outline the key areas of responsibility and share any important logistics or factors relevant to the position. When the job description is also intended to serve as a job ad, or will be posted to attract candidates, the summary should also provide an understanding of the ideal candidate for the role and the characteristics/qualities that would make someone successful in the position.

About the Library

This section provides background information on the library and highlights its history, special programming, and awards. When the job description is also intended to serve as a job ad, or will be posted to attract candidates, this section should also include an overview of the library's area using positive, alluring, and descriptive language.

Essential Duties

This section details the essential functions/duties of the position as they relate to specific subject matters (e.g., Board Relations, Human Resources Management, etc.).

Essential functions are the key responsibilities of a particular role that must be performed for a unit, department, or the library to operate successfully. While positions may perform other duties/ tasks, the essential functions are those that would cause harm to the library if not performed.

A **function** is a group of duties that constitute one of the distinct and major activities involved in the work performed. *Example: A Library Director works with the Board of Trustees to ensure the proper stewardship and financial management of the library.*

A **duty** is a distinct activity that is a logical, essential step in the performance of a function and a detailed description of:

1. What work is done (action)

2. How the work is done (procedures, materials, tools, or equipment)

3. Why the work is done (purpose)

Example: A Library Director prepares an annual budget and presents it to the Board of Trustees.

Essential functions/duties should be listed in a logical order, starting with the most important or those that take the greatest amount of time. Additionally, this section should align with the job summary and focus on duties that take a significant portion of the position's time. *Please note, this section is **not** intended to provide a full or running list of all job responsibilities, but rather provide more context into the functions/duties performed by this position.*

Describing Essential Functions Clearly

Describe a position's essential duties using the following pattern, with each action verb ending with "s" or "es" as appropriate:

Action Word + Subject + Activities

For example: *Reviews and validates transactions by ensuring completeness and accuracy of account balances.*

Education, Experience & Other Requirements

This section defines the minimum and preferred qualifications for the role in terms of education and experience. Additionally, this section should include any educational, certification, endorsement, and/or licensure requirements.

*Please note, this section is intended to focus on the required/preferred qualifications **for the role**, regardless of any education or experience of any individuals who may currently occupy the position.*

Knowledge, Skills, and Abilities

This section lists the key competencies (in terms of knowledge, skills, and abilities) required for an individual to be successful in the position.

- **Knowledge:** a set of information or facts used to perform a job.
- **Skill:** mastery needed to perform a job, typically developed over time, and acquired through practice. A skill typically requires the use of an object, process, or maybe a computer program.
- **Ability:** capacity or means to do something or perform a skill.

Other Considerations & Tips

Job descriptions provide an opportunity to demonstrate the culture and values of your library. Make sure to include your library's mission statement at the top of the job description and use language that is relevant to your library, its patrons, and its community.

Make sure to review and proofread all job descriptions to ensure consistency and proper grammar and punctuation.

Avoid the use of abbreviations or include a reference to abbreviations in parentheses. *Example: Program Evaluation Committee (PEC)*

Job Descriptions & Performance Management

Job descriptions play a vital role in performance management as the foundation for performance conversations. Job descriptions provide a clear, shared understanding of the expectations and responsibilities of employees based on their role.

> *All employees, including the Library Director, should receive ongoing feedback and regular performance reviews, documented in writing, to measure success and support growth and development.*

Performance is reviewed based on several factors in relation to a job description, often considered in terms of does not meet, meets, or exceeds expectations:

- Knowledge of the position and the library.
- Mastery of the skills needed to perform the position's duties and responsibilities (such as communication, problem solving, and customer service).
- Work product quantity (completion of tasks and timeliness) and quality (thoroughness and accuracy).

As a part of the performance management process, employees should also participate in annual goal setting and evaluation to identify long-term and short-term goals that align with their professional vision and the library's strategic objectives.

To help improve goal achievement and success, goals should clarify what is expected and the measurements that will be used to define success. The SMART goal method is one option to establish Specific, Measurable, Achievable, Relevant, and Time sensitive components that help structure goal achievement for successful outcomes.

S	M	A	R	T
Specific	**Measurable**	**Achievable**	**Relevant**	**Time Sensitive**
What will you accomplish? Think about who, what, when, where and why.	How will you know you have reached your goal? What metrics, milestones or other measures will you use?	What do you need (e.g. resources) to accomplish this goal?	How does this help with the library's strategic plan?	When do you want to accomplish your goal? What check-in dates are needed?

Glossary of Action Verbs

The following section provides a list of action verbs and definitions that can be used to develop the list of essential functions in a job description.

- **Adjust**—Bring to a more satisfactory state; change to enhance a situation.

- **Administer**—Exercise and implement control over the performance of specific operations, approved plans, or established policies within the scope of limited and well-defined authority.

- **Advise**—Give information or opinion pertinent to a probable course of action.

- **Analyze**—Study the factors of a problem to determine a proper solution.

- **Arrange**—Put into suitable order or sequence; to make preparations or plan.

- **Assist**—Take an active part or give support in performing a function.

- **Balance**—Arrange so that one set of elements exactly equals another.

- **Calculate**—Work out by mathematical computation.

- **Check**—Compare with a source, original, or authority.

- **Compile**—Put together a series or group of facts or figures from somewhat related sources into a related whole; usually used in the sense of making a report.

- **Compose**—Form by putting together; formulate or write.

- **Communicate**–Provide or exchange thoughts, feelings, or information.

- **Conduct**—Exercise leadership in a project or study.

- **Coordinate**—Combine (through balancing, tuning, or integrating) the efforts of separate groups to accomplish a specific objective; coordination can be exercised without line authority.

- **Counsel**—Give advice and guidance to another.

- **Create**– Originate; bring into existence or make something new.

- **Demonstrate**—To show clearly; illustrate or explain with many examples.

- **Develop**—Advance programs, planning or personnel capabilities to higher states.

- **Direct**—Authoritatively define, regulate, or determine the activities of subordinate organizational units to achieve predetermined objectives.

- **Distribute**—Give out; divide among several.

- **Execute**—Put into effect according to a plan (See "Administer").

- **File**—Arrange in order for preservation or reference; place among official records.

- **Gather**—Come or bring together into a group mass or unit.

- **Initiate**—Start, begin, or introduce a program or action.

- **Install**—Set up for use or service.

- **List**—Place in a specified category; register.

- **Maintain**—Keep in an existing state; to continue or preserve; keep in a state of efficiency or validity.

- **Manage**—Plan, organize, and control to achieve coordinated objectives by leading and directing subordinates without giving detailed supervision.

- **Monitor**—Watch, observe, or check for a special purpose; keep track.

- **Negotiate**—Reach agreement on specific proposals through discussion with others of a different viewpoint.

- **Obtain**—Gain or attain by planned action or effort.

- **Operate**—Perform a function.

- **Organize**—Set up plans and procedures for achieving objectives.

- **Participate**—Take part in and share responsibility with others for action but without individual authority to take action.

- **Perform**—Carry out, accomplish; to do in a formal manner or according to a prescribed method.

- **Plan**—Devise or determine a course of action to achieve a desired result.

- **Provide**—Furnish necessary information or services.

- **Post**—Transfer an entry or item from one record to another.

- **Prepare**—Make ready for further action or purpose.

- **Present**–to show, introduce, or offer something or someone.

- **Process**—Perform a series of actions or operations leading to an end.

- **Promote**–Give awareness to; help further the progress of; support or actively encourage.

- **Prove**—Determine extent of agreement or disagreement with intended relation between results.

- **Recommend**—Offer for acceptance and support a course of action to persons responsible for approval or authorization.

- **Record**—Register, make a record of.

- **Repair**—Restore by replacing a part or putting together what is torn or broken; to fix.

- **Report**—Give an account of; make a written record or summary.

- **Research**—Careful or diligent search; investigate or experiment with the aim of discovery and interpretation of facts.

- **Review**—Critically examine (completed work, reports, performance) with a view to amendment or improvement.

- **Schedule**—Plan a timetable; to set, appoint, or designate for a fixed time.

- **Sort**—Put in a certain place or rank according to kind, class or nature.

- **Supervise**—Oversee or watch with authority work, proceedings, or progress; control employment status, including hiring, salary adjustment, promotion, termination; implies day-to-day concern with details of operation.

- **Tabulate**—Arrange figures or items in rows and columns; computing by means of a table.

- **Verify**—Determine the accuracy of one thing or figure in relation to other things or figures known to be accurate.

Types of Communication Interactions

The following section outlines a few different types of interactions and the necessary communication skills needed which can be used to develop the essential functions or KSA sections of a job description. *Please note, a position may require different levels of interaction based on the type of audience (e.g., internal vs. external to the library, colleague vs. patron, etc.).*

- **Transactional Communication:** Interaction involves routine information exchange and/or cooperation requiring common courtesy, e.g., answering questions, responding to questions that require some research to provide the correct answer.

- **Standard Communication:** Interaction requires substantial sensitivity and cooperation, e.g., basic project interaction, providing information to individuals who from time to time may be upset or angry.

- **Complex Communication:** Interactions involve considerable explanation and persuasion leading to decision, agreement, or rejection on complex issues, e.g., problem solving or discussions around difficult matters such as responsibilities, contracts, finances, etc.

- **Strategic Communication:** Interaction requires expert skills in persuasion, influence, and motivation at the highest level. Interactions may result in recommendations or decisions regarding policy development and implementation.

Types of Supervisory Responsibility

The following section provides a scale of supervisory/managerial responsibilities of the position. When developing a job description, choose the one(s) that best describes the position.

- **Individual Contributor:** Job has no responsibility for the direction of others.

- **Lead Worker:** Job functions as a lead worker performing essentially the same work as those supervised. May assist in training.

- **Supervisor/Manager:** Job supervises work within a unit of the organization. Makes recommendations on hiring and disciplinary actions. Evaluates program/work objectives and effectiveness and realigns work as needed. Responsible for training, instructing, and scheduling work within a unit or agency. Has input into performance evaluations.

- **Functional/Divisional Manager:** Job oversees multiple work functions within the organization. Makes hiring decisions and carries out disciplinary actions. Evaluates work objectives and effectiveness and recommends modifications to staffing patterns as needed. Conducts performance evaluations.

- **Administrative Manager:** Job has direct responsibility for supervising and managing the operations of **multiple** departments and resolves the most complex problems.

Types of Supervision Received

The following section provides an overview of the types of supervision a position may receive/require. When developing a job description, choose the one(s) that best describes the position.

- **General Supervision:** Work is performed under general supervision where the position functions independently on routine work; questionable cases and situations are referred to the immediate supervisor.

- **Functional Guidance:** Works under general supervision with little functional guidance; rarely refers cases to supervisor unless a change to policy or procedure is involved.

- **General Direction:** Position functions under general direction and uses a wide range of procedures in meeting job responsibilities. The position plans and manages its own work with minimal direction.

- **Administrative Direction:** Position is under broad administrative direction; determines procedures for a library or division; is directly accountable for results.

Types of Problem-Solving Responsibilities

The following section lists a few examples of the types of problem-solving responsibilities a position may require, which can be used to develop the essential functions or knowledge, skills, and abilities sections of a job description.

- **Routine Problem-Solving:** Work of a relatively routine nature; requires only the ability to understand and follow instructions.

- **Procedural Problem-Solving:** Work involves a choice of action within limits of standard policy and procedures.

- **Limited Problem-Solving:** Work requires judgment in the adaptation and interpretation of established practices, procedures, theories and/or concepts to solve problems and situations for which the solution is not clearly defined.

- **Standard Problem-Solving:** Work is governed generally by broad instructions and objectives usually involving frequently changing conditions and problems with some judgment, initiative, creativity, and/or ingenuity.

- **Strategic Problem-Solving**: Work requires the ability to plan and perform involved or technical work presenting new or regularly changing problems, work from broad instruction, and deal with complex factors not easily evaluated. Work requires considerable judgment, initiative, creativity, and/or ingenuity in areas where there is little precedent.

- **Administrative Problem-Solving:** Work requires the ability to act independently in the administration of policies and programs for major divisions or functions.

Technology Proficiencies

The following section provides a list of technology proficiencies that can be used to develop the knowledge, skills, and abilities section of a job description.

Computer Hardware Skills

Basic	Advanced
- Turn on, restart, and shut down computers and monitors - Identify power sources for devices - Use a mouse or trackpad - Use the keyboard - Check and identify connection ports - Assist patrons with and operate smartphones, tablets, and E-readers - Add devices to the library's WiFi network	- Connect, install, and configure external and internal components - Repair a corrupted hard drive - Troubleshoot connectivity issues - Understand and install networking hardware and software - Understand and install centralized software management systems - Understand and install a "Reboot to Restore" system

Operating System Skills

Basic	Advanced
- Start and exit programs - Respond to dialog boxes - Minimize and maximize windows - Scroll within a document - Find file icons and open them - Use menus and toolbars - Manage multiple windows - Take a screenshot	- Manage computer settings - Find and open files by browsing from within a program - End non-responsive programs - Install, update, and remove software - Install and maintain antivirus software - Edit configuration files

Printers and Other Equipment Skills

Basic	Advanced
- Turn equipment on and off - Connect to printer - Load paper, clear jams, replace toner - Use print preview - Change print settings - Send a fax - Operate a barcode scanner - Operate a microfilm/microfiche reader - Operate audio/visual equipment - Operate meeting room technology	- Operate a mobile printing app - Set up and operate makerspace equipment - Operate and monitor security system - Operate specialized library equipment - Set up and operate print management system - Set up and operate computer lab management system

File Management Skills

Basic	Advanced
- Understand and use external storage devices - Understand file sharing software - Understand, create, access, rename, move, and delete files and folders - Empty or recover files from the recycle bin - Understand file extensions - Change file name or location using Save As	- Backup files – to website, USB device, or a network drive - Create a shortcut to a file, a folder, or program

Office Productivity Software Skills

Basic	Advanced
- Understand word processing file types - Understand platforms for editing text - Insert and edit text and images - Cut, copy, and paste text - Format text and page settings - Use spell check - Use templates to create documents	- Use basic formulas in spreadsheet software - Sort and filter spreadsheet columns - Create charts and graphs using spreadsheet data - Create and manipulate pivot tables - Use accounting software

Internet and Web Browser Skills

Basic	Advanced
- Understand, identify, and use an internet browser - Understand and use a search engine - Search from the address bar in a web browser - Navigate using links & URLs - Use the Find command - Zoom in or zoom out on a webpage - View and delete browsing history - Add, delete, and organize bookmarks - Create a secure login and password - Fill out an online form	- Download files - Print all or part of a web page - Use a password manager - Allow or block popups - Create and maintain social media accounts - Support patrons in the use of the library's online resources (including apps) - Evaluate online content - Manage filtering software - Understand fundamentals of web design

Email Skills

Basic	Advanced
- Create and log in to an email account - Access via email client and web - Set up a professional signature - Read, archive, and delete emails - Send emails to one or multiple recipients - List recipients as CC or BCC - Reply to, forward, and print messages - Download and send attachments - Recognize spam and scam messages	- Create and manage email folders - Customize settings - Manage spam blockers - Understand vacation notices - Use filters to sort email into subfolders - Set up and manage multiple staff email accounts - Set up and manage an email server

Library Application Skills

You should understand specialized software that performs common library functions (usually called an Integrated Library System, ILS) and web-based services provided by the State Library.

Basic	Advanced
- Log in to your ILS - Search for and add new patrons - Search for materials; add local holdings - Check in, check out, renew, or place items on hold - Use State Library systems: SILO ILL, Library Talk, Iowa Library Directory, IA Learns, and IA Shares	- Import and export records - Print spine labels - Access, read, and edit MARC records - Create and edit circulation rules - Run ILS reports - Set up and customize OPAC - Set up receipt printers - Add self-checkout kiosks - Make out of state ILL requests - Update library holdings in SILO - Log in to Bibliostat and OverDrive Marketplace