

inula | quarterly

TO THOSE
WONDERFUL GUARDIANS
OF OUR
LITERARY TREASURE:
THE LIBRARIANS
OF AMERICA

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articles

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Focus on CLR interns

Three Indiana University librarians discuss their experiences as Council on Library Resources interns:

William Crowe, University of Michigan

Barbara Halporn, Harvard University

Wilson Luquire, Joint University Libraries, Nashville

On cover: I.U.'s two CLR Interns (Dr. Wilson Luquire and William J. Crowe) and Barbara Halporn, a CLR grant recipient. Photo courtesy of I.U. News Bureau.

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job analysis: whither for

ABSTRACT

“Job analysis: whither for” describes some of the benefits/uses of job analysis in a library situation. The article also describes some of the general techniques of job analysis and includes a comparison to other techniques such as work analysis, job evaluation and position classification.

Librarians have been harangued with negative statements about under utilization of staff, lack of money, over professionalized and under trained personnel. Many librarians have been concerned about these issues, sometimes to the point of stifling creativity. Within virtually every library there is a need to review and evaluate staff functions.

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On the everyday operation of a library system, it may become apparent to the library administrators that position classifications and job descriptions are out of date and no longer applicable. Some persons may now be accomplishing tasks that are not reflected by old classifications and job descriptions. On the other hand, some tasks described in outdated classifications and job descriptions are no longer performed. There may also be a blurring of work duties between those that are professional in nature and those which are supportive. These changes can lead to inequities both in remuneration and responsibility.

The situation described above may only reflect an intuitive feeling on the part of the administrator. Before beginning any changes in position classification or rewriting of job descriptions, the administration will need concrete information. Job analysis provides this type of information.

Although there are extensive and detailed definitions of job analysis, it can be informally defined as the process of gathering information about jobs.¹ How much information is gathered and how it is used depends on the intended use of the information and the personnel doing the analysis. The major uses for job analysis are for job evaluation (e.g. organizing, planning, and avoiding task duplication) and training.

The techniques of job analysis vary. For instance, the University of Cincinnati library system performed a job analysis in 1973 based on methods reported by Jewel C. Hardkopf.² The Hardkopf methods were adapted to reflect local needs. Another job analysis method is reported in Edward A. Chapman's **Library Systems Analysis Guidelines**.³ The development of a specific task list is one item which can vary greatly from institution to institution. Each institution can

develop its own internal list so that all tasks are specifically related to the local situation, or a list developed by another organization or study such as the list in Ricking and Booth's **Personnel Utilization in Libraries: A Systems Approach** may be used.⁴ A locally developed task list may not be as sophisticated as a predeveloped list, but it would have the advantage of staff involvement in the process, thus entailing better acceptance of the final product. A middle road would involve taking a predeveloped list of tasks and utilizing it as a checklist when developing local task lists for specific positions.

Another procedure in job analysis which can vary is the method of collection of specific position task data, depending on the amount of time available for the study and who is doing it. If done by internal staff, the task data would normally be supplied by a daily log sensitization technique wherein all staff keep a record of what they do during the period and add tasks performed less frequently. This is a variation of industrial engineering operational audit techniques without the emphasis on the amount of time taken to do the tasks. Task data can also be gathered by using in depth interviews and an analysis of current job descriptions and standard job classifications. However, this would require much more staff time as well as relatively sophisticated interviewing techniques.

Job analysis can be used in large, medium or small libraries. It is probably least useful in small libraries. The study done by the University of Cincinnati showed a high level of mixing of duties in its departmental and branch campus libraries with fewer than five persons working in the library. For example, at one branch campus with two full time library personnel and a complete range of library operations, the librarian's duties ranged from check-

ing out books, to reference work, to verification of bibliographic information on book orders, to budget preparation and justification, to all external contact with faculty and community. Libraries of this size cannot afford to specialize duties to a large extent. Since one of the major purposes of a job analysis study is alignment of duties, there is no great benefit in a situation where the duties cannot be reallocated, although it is still of benefit in developing good job descriptions. Larger libraries have the flexibility to rearrange work flow to specialize some positions for greater effectiveness.

Library personnel should be clearly informed of the purpose of the job analysis. As pointed out above, job analysis can be used for many things, including manpower allocations. Staff must be assured of the goals of a job analysis or morale will suffer. Who does the study will also affect morale to some extent. If in house via committee with staff input there will be little adverse morale effect. If an outside consultant is brought in there could be negative reaction. Other approaches to who does the study include the personnel department, a full

time analyst, wage and salary personnel or industrial engineering personnel.

Since one of the procedures involved in a job analysis is an individual analysis of each job, all library personnel will have to become involved to some extent. Care should be taken to insure that all participants know what is going on and how the study is proceeding. The person or persons doing the study will have to try to insure consistent application of the study procedures by all participants.

The need for a job analysis will become more apparent as implementation is effected. The library staff will begin to be more open with regard to their areas of concern, including areas of overlap and required tasks. The hours of discussion, analysis and review will become a systematic approach to library organization and personnel utilization. When the study is completed it will allow each department to review its pattern of operation and make necessary changes with regard to work flow, staffing patterns, job distribution, hours, and possible services offered.

1 Formal definitions can be found in: Robert M. Goldman, **The Encyclopedia of Human Behavior** (Garden City: Doubleday, 1970), p. 649 or Harold B. Maynard, **Industrial Engineering Handbook** (New York, McGraw-Hill, 3d ed., 1971), p. 6-13.

2 Jewel C. Hardkopf, "Personnel Utilization in a Group of California Public Libraries," **California Public Library Commission Report No. 3** (Berkeley: The Commission and University of California, 1959). The University of Cincinnati study was reported in an unpublished **Final Report**, Library Commission on

Personnel (University of Cincinnati, Jan 1974) of which the present authors were members.

3 Edward A. Chapman, Paul L. St. Pierre and John Lubans, Jr., **Library Systems Analysis Guidelines** (New York: Wiley, 1970), chap. 4, which further refers you to Richard M. Dougherty and Fred J. Heinritz, **Scientific Management of Library Operations** (New York: Scarecrow, 1966).

4 Mryl Ricking and Robert E. Booth, **Personnel Utilization in Libraries** (Chicago: American Library Association, 1974).

William J. Crowe, currently a CLR Intern at the University of Michigan, Ann Arbor, Dr. Wilson Luquire, a CLR Intern at Joint University Libraries, Nashville, Tennessee, and Barbara Halporn, recipient of a CLR grant at Harvard University have each written a statement informing their colleagues in Indiana of their activities since leaving I.U. last September.

FOCUS ON CRL INTERNS

The first semester is behind me, the second semester has not yet begun and since I haven't yet received my grades I can still speak with some affection and optimism about the experience. When I arrived here on September 21 I was scarcely able to make myself understood because of my faulty pronunciation of "Haavad," but with a bit of luck and improvisation I managed to get the cab driver to leave me off at the right spot. I found that in some respects dormitory life had changed for the better in the twenty years between my first entrance into college and the present: a telephone in my room, a bathroom shared with only one other person, no curfew, no bedchecks. But the first meal took me on a nostalgic trip back through the corridors of time to the stiff cold gravy and meatloaf, brussels sprouts, and cottage pudding of my freshman dormitory at Mizzou. The world has not changed all that much. The threat of muggers is as effective as the Dean of Women ever was in keeping the women in their chambers.

During the fall the best diversion was walking around Cambridge just so long as there was no need to arrive at a specific destination. One of my minor triumphs was to master the geography of the area around the Yard and Square. The brick sidewalks, the big frame houses surrounded by picket fences, the unpredictable, narrow streets give Cambridge a timeless atmosphere it has studiously maintained. But the heavy traffic never lets you forget that you are in the modern world. The Blacksmith House of Longfellow fame has been put to use as one of the best (and handiest) bakeries around. George (and Martha) Washington not only slept here, but went to church, mustered the troops, etc., etc. After classes began I had to forego reading the historic inscriptions which are as common as pigeons in the parks.

My program has consisted of four courses: Research Methods in the History of Science; Seminar in Ancient Science (i.e. Aristotle); Greek Reading; and Independent Study (the correspondence of a fifteenth century Basel printer). In addition I have audited two courses: Foundations of 18th and 19th Century Science and Dionysis in Poetry and Art. Do not, therefore, be surprised if I never see Faneuil Hall, the Old South Meetinghouse, or Old Ironsides. My fellow-students are challenging and formidable; I almost think they are what makes the difference here. As anywhere some professors care about their teaching, others do not. Both the History of Science and the Classics departments have been hospitable.

I have not explored the library system fully since I find that the main humanities collection in the Widener fills most of my needs. The Widener was built as a memorial to an alumnus who died while returning from a grand tour of Europe on the Titanic. It is a splendid example of the grand library architecture of the early 20th century with its spacious foyer, marble staircases, coffered ceilings in the enormous reference/reading room and vast darkened

stacks. It has been very well kept and with the additional space provided by the Pusey underground library in 1975 it manages to house the collection comfortably and handle the needs of the community. Incidentally, the student body is about 15,000 total, so the pressures on the collection are not all that great. The hours are a bit quaint: 9 a.m. - 10 p.m. Monday through Saturday. They have just begun conversion to LC from their own classification system in Widener, with Dewey in the undergraduate collection, and still other schemes in departmental libraries. According to librarians I've talked to the impact is being felt throughout technical services, but it is only beginning to be noticed by the clientele. I have met fewer librarians that I would like because, like us at Indiana, they spend a lot of time in meetings. As a student I look at the library rather differently than I do as a librarian on such matters, for example, as loan policies and departmental collections.

I have not spoken of the collections which have been a joy to use. There is no substitute for wealth and a long tradition of collecting. The library has had every esoteric item I have needed for my early printer project.

The change has been very exhilarating. Much of the time I feel as if I were living in my office; my dormitory room is about that size and the work is inescapable. Being a full-time student is more demanding than I remembered, and possibly more rewarding as well.

My best wishes to everyone for a good Spring, provided there is one of course. I shall see you sometime mid-summer.

BARBARA HALPORN

Several months into the Council on Library Resources Academic Library Management Internship, I am still asked by many people for an explanation of what I am doing as an intern. The very term "intern" leads to some understandable confusion, perhaps because so many associate it with the medical profession, where it denotes a junior, but fully competent, practitioner **working** under expert senior supervision. The essential difference for the CLR interns is that we are not working, that is, we have no line or staff authority or responsibility within the host institution. The intern is a guest, an observer, a disinterested participant in discussions, and a sometimes doer of special tasks (e.g., drafting a building program for a new branch library facility, writing sections of position papers, surveying service areas where a neutral perspective would be of interest to decision-makers).

But the most valuable part of the internship has been the opportunity to observe at close hand the environment in which administrators of large academic libraries must function: the library, the university at large, and the national library leadership community. It is here that administration shows most clearly that while it must be grounded in technical knowledge and experience, it can take structure only in the careful application of basic human skills: listening, observing, questioning, and explaining. The **internship itself** has provided much listening and observing and has offered many opportunities for free discussion with not only an able and experienced director, but with senior administrators throughout a **superior library system**. The experience cannot be overvalued for the insights gained, principally that promoting excellence of library service — while reconciling human concerns with resource limits — is indeed the stimulus for creative library administration.

bill CROWE

After being in Nashville for four months and having just returned from South Carolina and Ann Arbor, the new year has really begun to pass. With budget hearings in progress, the five snows and zero degree weather have not been supportive of the deep South's image. Thus far Nashville has experienced its most severe winter in years. Today it is literally zero with a wind chill factor of minus twenty. Since Nashville has no snow clearing equipment to speak of, the schools have been closed almost two weeks due to inclement weather – at this rate they will be in school on the Fourth of July.

So diverse have been the many activities, that I can hardly enumerate them. Since Mr. Frank Grisham, the director of the Joint University Libraries on the Vanderbilt University Campus, is currently serving as the president of the Tennessee Library Association (including its executive committee and board of directors), on the SOLINET board of directors, on the Tennessee Advisory Council on Libraries, and since the library has its own Board of Trust, I have been in every sort of meeting, conference, and situation imaginable.

The library here is independent and operates under its own trust indenture; it has all its activities in-house, including accounting, auditing, payroll, personnel, general maintenance, etc. Procedures for such an operation are quite different from those in most systems, particularly when coupled with program budgeting and when funded by three parent institutions.

There have been numerous experiences in every aspect of library management – from daily routines to attempted burglaries. The four assistant directors and the administrative assistants and staff have been very cooperative and helpful. They have provided many opportunities to be involved with the library operations apart from the avenues afforded by the director.

Since this library, itself a consortium for three academic institutions, is in the private sector, it provides a useful contrast to the large, public institutional setting of I.U. Even though the Nashville system is very productive and well-run, I find that many aspects of Indiana and Bloomington are best appreciated only when they are not available.

The suit for the Vanderbilt TV news broadcasts was recently dropped, primarily because of the new copyright law implications. The JUL pioneered the effort to systematically record and retain the major news broadcasts of the three networks in the late 60's. Even though the networks had not retained these broadcasts themselves, they pressed suit against the JUL project. Country music and its archives and the large, local recording industry provide a unique flavor for Nashville. Coupled with the presence of some twenty institutions of higher education, the total exposure has been gratifying and enlightening. It is nice to know, first-hand, that the problems which sometimes appear to be exclusive to one's location and profession are not really so exclusive as we like to think.

wilson luquire

The Use of Algorithms as Training Tools

The use of algorithms (a simple form of flow chart or flow diagram) for training purposes is not a new idea in libraries. As illustrated in Ivor K. Davies' article "Get Immediate Relief with an Algorithm" complex instructions can be communicated more clearly using algorithms than narrative text. Too many "ifs," "ors," "buts," "only whens" can be very confusing, and proceeding logically one step at a time can eliminate this confusion.

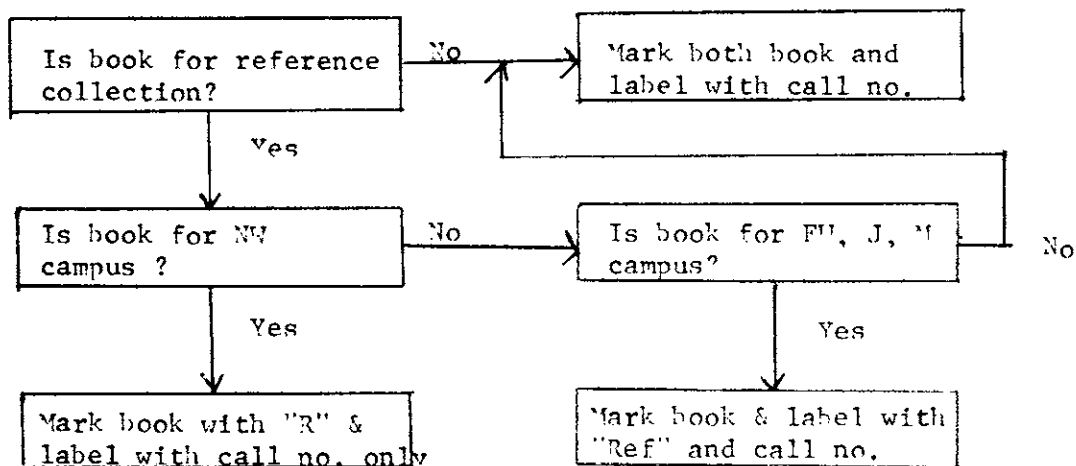
OCLC implementation at Regional Campus Libraries Technical Services Center provided an excellent opportunity to experiment with using algorithms to train support staff. Many hours of work had already been devoted to designing a new system. The "new" system was the same as the "old" in its basic concept: the use of a single file of records to produce data, files and records for both cataloging and acquisitions. The "new" system was different from the "old" in that all of the specific routines and procedures performed by cataloging support staff were re-shuffled so that essentially all of the cataloging support-staff had to be re-trained in terms of what steps to follow in each flow line. The Associate Cataloger, Assistant Cataloger and Support Staff Cataloger took each flow line (e.g. a vendor book, a gift book, a request for corrected cards) and designed a

flow diagram to carry the procedure through from the time the item arrived at the Junior Cataloger/Searcher's desk until the time it was sent to marking.

Each Junior Cataloger/Searcher was given a copy of the 108 page series of flow diagrams. Approximately two full days of orientation and practice were given by the Cataloging staff. Learning to read the flow diagrams presented very little difficulty. During the first two weeks the Associate Cataloger, Assistant Cataloger and Support Staff Cataloger were available throughout each day to answer questions regarding interpretation of the flow diagrams. When the Junior Cataloger/Searchers actually began to process items using the flow diagrams, they began to discover decisions that had been overlooked. Some were corrected on the spot; others required decisions that involved consultation with other librarians or Center personnel. Perhaps it should also be pointed out that the flow diagrams from which the Junior Cataloger/Searchers were working were actually detailed operational flow charts as opposed to the simple flow diagrams one usually associates with algorithms.

Each Junior Cataloger/Searcher was asked to write comments on his/her experience using flow diagrams during the training period. Favorable comments included statements such as "easier to follow than narrative text," "allows one to work at his/her own rate of comprehension," "permits the supervisor to train a large number of persons at once." Negative comments included statements such as "too detailed — one loses sight of the total operation," "not detailed enough — impossible to include everything," "should not be used as the sole training tool."

Larry W. Griffin is Head Cataloger for RCL-TSC at Indiana University, Bloomington.



Sample Algorithm: marking procedures for books

Librarians and support staff agreed that it would have been impossible to have re-trained the number of persons that we did in such a short period and with minimum of confusion had we not used the flow diagrams as training tools. The Associate Cataloger and Assistant Cataloger are presently revising the algorithms and plan to use them in lieu of narrative text whenever possible in the new RCL/OCLC documentation.

Anyone interested in further exploration of the use of algorithms as training tools should read the following (preferably in the order given):

Davies, Ivor K., "Get Immediate Relief with an Algorithm," *Psychology Today*, v. 3, no. 11, April, 1970, p. 53-55, 68-69.

Lewis, Brian N. and P. J. Woolfenden, *Algorithms and Logical Trees: A Self-Instructional Course* (Cambridge, Algorithms Press, 1969).

Navarre, Caroln, "Decision Flowcharts as Training Tools in Libraries," *Information: Part 2/Reports: Bibliographies*, July-August 1972, pp. 1-5.

Haskell, Peter, "Algorithms! Real New Solutions to Old Problems," *Cornell University Libraries. Bulletin*, November/December 1972, no. 180, pp. 3-6.

DEDICATORY TRIVIA

Scratch a librarian and you'll often find a collector. One wouldn't be at all surprised to meet librarians who collect rare books or bindings, first editions or art books, but often librarians are stamp collectors, antiques addicts, or model railroad aficionados. There are some collections, however, which seem native only to librarians, collections of things which we find in our daily work.

I have known three librarians, one of whom was an ordained minister, who collected risqué LC cards, and have been charged to send any ridiculous names I come across to a collector at the British Art Center at Yale.

My own pride and joy is a fledgeling collection of dedications. In the past two years, I've managed to collect some one hundred and twenty unusual expressions of grateful sentiment and figure that by the time I retire in some forty years, I may have enough to publish.

Dedications fall into many categories. Some are not effective unless one knows the nature of the book involved.

"to 1-2-3!" (a finite mathematics text)

"To Suzie . . . not to Los Angeles" (an astronomy thesis)

"To Ruthie, whose Interest in Principles deserves Appreciating" (**Principles of Management Science**)

Spouses, especially the long-suffering wife, figure heavily in dedications in all languages.

"Carissimae uxori"

"Author's dedication: A ma femme.

Translator's dedication: To my wife."

"For My Wife

The Power behind the Drone"

"To my dear wife
who has been my constant companion
for over fifty years and has put up with
me for this length of time without a
single quarrel or even a harsh word"

Relatives get their due.

"To my sisters, brothers, fathers and
mothers"

"Dedicated to my Beloved, Romantic,
Humanist, Altruist, and Bon Vivant
Uncle Amir"

Then there are those unidentified loved ones.

"To B.N.N. -- or Tuesday in Paris, if she
prefers"

"To the girl whose book it is."

"For her without whom . . ."

"For all my family --
official and unofficial,
living and unliving."

In the miscellaneous category some examples are harder to explain than others.

"For the skeleton in the kitchen"

"To the basement of the Peabody Museum at Harvard (The Crossroads)"

"To Vanity, my sole encouragement,
whose specious counsels have urged me
to publication."

And finally from **200 Years of Great American Short Stories** by Martha Foley:

"To Those

Wonderful Guardians
of Our

Literary Treasure

the Librarians of America"

Heidi Hoerman, a former staff member at Yale University Libraries, is presently a GLS student and Junior Cataloger/Searcher for RCL-TSC.

ANNOUNCEMENTS

On May 20 and 21 InULA will hold its annual continuing education conference. The workshop, entitled "Minorities, Libraries, and Realities: an Awareness Conference for Librarians," will be held at the Monroe County Public Library. The registration fee of \$15 includes a buffet dinner at the Poplars Friday evening. Registration will be limited to 100.

The conference will focus on the needs of cultural and ethnic minorities, exploring programs and library services from the viewpoint of what is needed by minorities and what is being provided by libraries. In addition, there will be an intercultural communication workshop.

Our keynote speaker is Mr. Bernard Lukenbill, an I.U. graduate currently on the library school faculty at the University of Texas at Austin. Mr. Lukenbill will lead the workshop session on intercultural communication similar to one he recently did in Texas.

Additional panel members include: Wilma Miller, former Black Culture Center librarian at I.U. and now Outreach Program person for the Indianapolis Public Library; Mrs. Sandra Bokamba, Public Relations Director for the Gary Public Library; Mr. Marty Martines, from the chicano radio program on WNAP Indianapolis; and Mr. Jack Ramos Needham, director of LA CASA, the I.U. latino center. The conference will close with a video tape presentation by Ms. Coralie Wolf, of the Tucson Public Library; Ms. Wolf spoke at ALA Midwinter on the topic of library service to minorities.

Those interested in attending should contact Laurel Jizba at 337-7511. We will be sending out preliminary programs and registration forms. Hope to see you there!

The InULA Quarterly editorial staff is currently soliciting articles for the Fall and Winter issues of next year. Articles should be submitted to Larry W. Griffin, RCL-TSC, Library 501W, Indiana University, Bloomington, Indiana, 47401.
