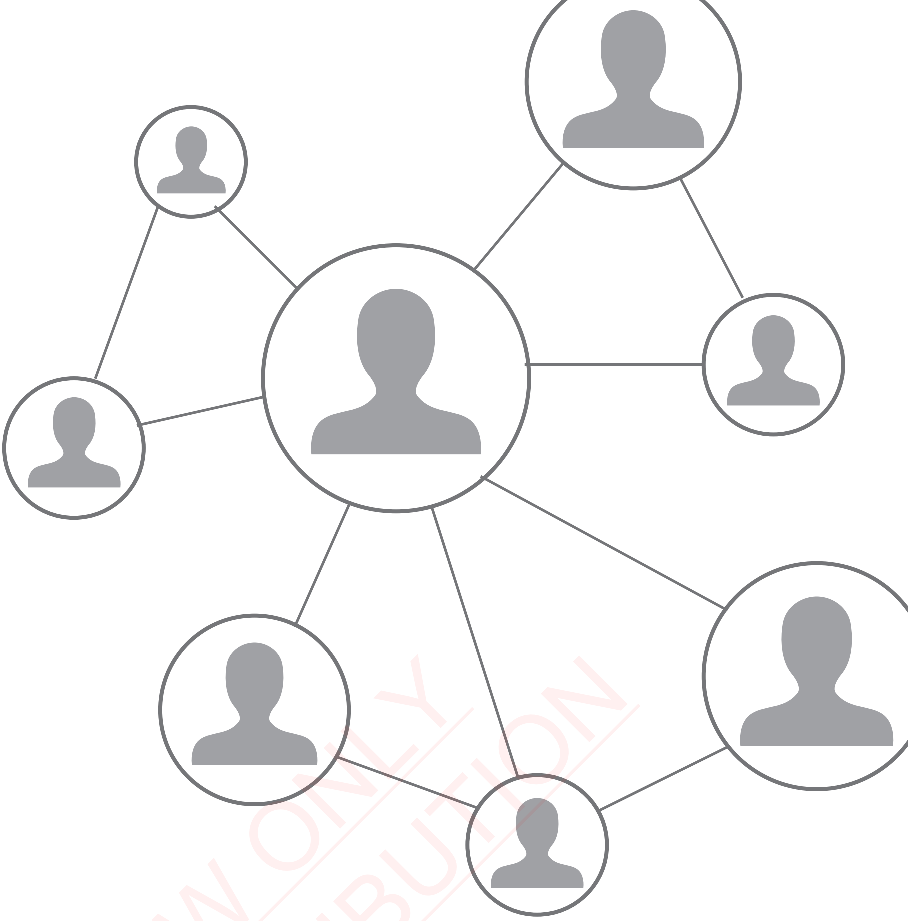


THE
PUBLIC LIBRARY DIRECTOR'S
HR TOOLKIT

KATE HALL + KATHY PARKER

ALA Editions
CHICAGO | 2022

KATE HALL is the executive director of the Northbrook Public Library (IL) after serving as director at the New Lenox Public Library (IL) and in various library positions in the Chicagoland area for over twenty years. In her eleven years as a library director, Kate has been in leadership positions in state and national library groups including the American Library Association, Illinois Library Association, and Reaching Across Illinois Library System. She has served on the committee and chaired Director's University, an intensive training for new Illinois Public Library directors. Kate is the recipient of the 2021 Illinois Library Association Librarian of the Year Award and has just launched Illinois Libraries Present, a new statewide joint programming cooperative. She is the co-author of *The Public Library Director's Toolkit*, published by ALA Editions, and the devoted servant of one demanding cat.

KATHY PARKER was the director of the Glenwood-Lynwood (IL) Public Library District from 2002 to 2018 after serving as assistant director at the Harvey (IL) Public Library. She has worked in public and private libraries for over forty years in nearly every department and cofounded Director's University. She has served on numerous state committees including the Illinois Library Association and has served as library trustee for her local library and the regional library system, Reaching Across Illinois Library System. She was the 2016 recipient of the American Library Association's Trustee Citation award. After retiring in 2018, Kathy launched the kathyparker consulting firm, which provides training to trustees and new directors. She is the coauthor of *The Public Library Director's Toolkit*, published by ALA Editions.

© 2022 by Kate Hall and Kathy Parker

Extensive effort has gone into ensuring the reliability of the information in this book; however, the publisher makes no warranty, express or implied, with respect to the material contained herein.

ISBN: 978-0-8389-3839-3 (paper)

Library of Congress Cataloging-in-Publication Data

Names: Hall, Kate, 1979- author. | Parker, Kathy, 1963- author.
Title: The public library director's HR toolkit / Kate Hall and Kathy Parker.
Description: Chicago : ALA Editions, 2022. | Includes bibliographical references and index. | Summary: "This book will take you through the life cycle of an employee, providing a framework to develop your HR skills"—Provided by publisher.
Identifiers: LCCN 2021062374 | ISBN 9780838938393 (paperback)
Subjects: LCSH: Library personnel management—United States—Handbook, manuals, etc. | Library directors—United States—Handbook, manuals, etc. | Public libraries—United States—Administration—Handbook, manuals, etc.
Classification: LCC Z682.2.U5 H35 2022 | DDC 023—dc23/eng/20220111
LC record available at https://lccn.loc.gov/2021062374

Cover design by Kim Hudgins.
Text design and composition by Alejandra Diaz in the Gotham and Laski Slab typefaces.

∞ This paper meets the requirements of ANSI/NISO Z39.48-1992 (Permanence of Paper).

PRINTED IN THE UNITED STATES OF AMERICA
26 25 24 23 22 5 4 3 2 1

CONTENTS

Acknowledgments **ix**
Introduction **xi**

PART I / HR TOOLBOX—RECRUIT AND ONBOARD

1 Job Descriptions and Job Ads **3**
2 Interview and Hiring Process **15**
3 Salary and Benefits **29**
4 Onboarding **49**
5 Personnel Policies and Procedures **65**

PART II / HR TOOLBOX—DEVELOP AND RETAIN

6 Feedback and Evaluation **79**
7 Continual Training and Career Development **93**
8 Employee Engagement and Strengthening Morale **105**

PART III / HR TOOLBOX—DEPART AND REASSESS

9 Staffing Needs and Succession Planning **117**
10 Legal Issues **127**
11 Discipline and Termination **143**
12 Offboarding **157**

Applying Your Learning Answers for Chapters 1–12 **167**

PART IV / **TOOLKIT**

Sample 1.1 Job Description Worksheet **178**

Sample 1.2 Job Ad Worksheet **180**

Sample 2.1 Hiring Philosophy Worksheet **182**

Sample 2.2 Hiring Checklist **184**

Sample 2.3 Interview Question Worksheet **186**

Sample 2.4 Rubric Creation Worksheet **190**

Sample 3.1 Compensation Philosophy Worksheet **193**

Sample 5.1 Manager Onboarding Checklist **195**

Sample 5.2 Manager Training Checklist **197**

Sample 6.1 Communication Styles Worksheet **199**

Sample 6.2 SMART Goals Worksheet **200**

Sample 7.1 Training Framework Reflection Sheet **201**

Sample 8.1 Core Values Worksheet **202**

Sample 9.1 Director Succession Planning Checklist **203**

Sample 10.1 When to Call an Attorney **207**

Sample 11.1 Discipline Philosophy **209**

Sample 11.2 Discipline and Termination Checklist **211**

Sample 11.3 Written Warning Worksheet **212**

Sample 12.1 Manager Offboarding Checklist **213**

Index **217**

INTRODUCTION

MANY MANAGERS AND directors receive no formal training on the Human Resources (HR) aspects of their job. While some libraries have HR managers or departments, at many libraries, managers and directors must go it alone.

Going it alone does not mean handling HR without professional help. In the writing of this book, we had the assistance of labor law firm Ancel Glink, two HR professionals, and EDI consultant Biz Lindsay Ryan who reviewed it to ensure compliance with the law and HR best practices.

This book will take you through the life cycle of an employee, providing a framework to develop your HR skills. As a manager or director, you need to know what will get you in legal hot water, and also need to develop the skills necessary to successfully recruit and develop staff. If you are new to managing people, this will be a significant shift as you move away from task-oriented work to focusing on how you can help the people you manage to be successful. Many managers and directors don't want to focus on the more uncomfortable side of HR, discipline and termination, but to effectively lead, you need to know how to do that as well. Throughout the book, you will find tools and resources to help you develop your identity as a manager.

Equity, diversity, and inclusion (EDI) should be central to our work in the realm of HR, but is often overlooked. HR is about hiring and retaining strong employees that bring different perspectives to the library. By putting EDI work at the core of your HR practices, you are creating a stronger organization that will increase retention and productivity. We have shared how you can incorporate an EDI lens into your employee processes and acknowledge that this is an area that we all need to continue to learn and grow in.

The journey is long, but the view at the end is worth it.

RECRUIT AND ONBOARD: CHAPTERS 1–6

In the first part of the book, you will learn how to lay a strong foundation for employees with job descriptions before turning to how to hire and onboard new staff.

DEVELOP AND RETAIN: CHAPTERS 7–9

Once you hire staff, how do you help them grow and extend their life cycle with the organization? We will cover individual development and retention, the importance of continuing education, and how to engage staff and strengthen morale.

DEPART AND REASSESS: CHAPTERS 10–12

Despite all your best efforts, sometimes employees will leave the organization. Knowing all the laws and when to apply them is critical to help navigate difficult situations. Looking at the full organization to assess what your staffing needs are and put a plan in place for when key staff depart will allow your organization to thrive. Handling discipline and, if necessary, terminations is often the most difficult part of being a manager. We will give you a solid framework for tackling these issues and cover the offboarding process before you go back to the beginning to do it all over again.

APPLYING YOUR LEARNING

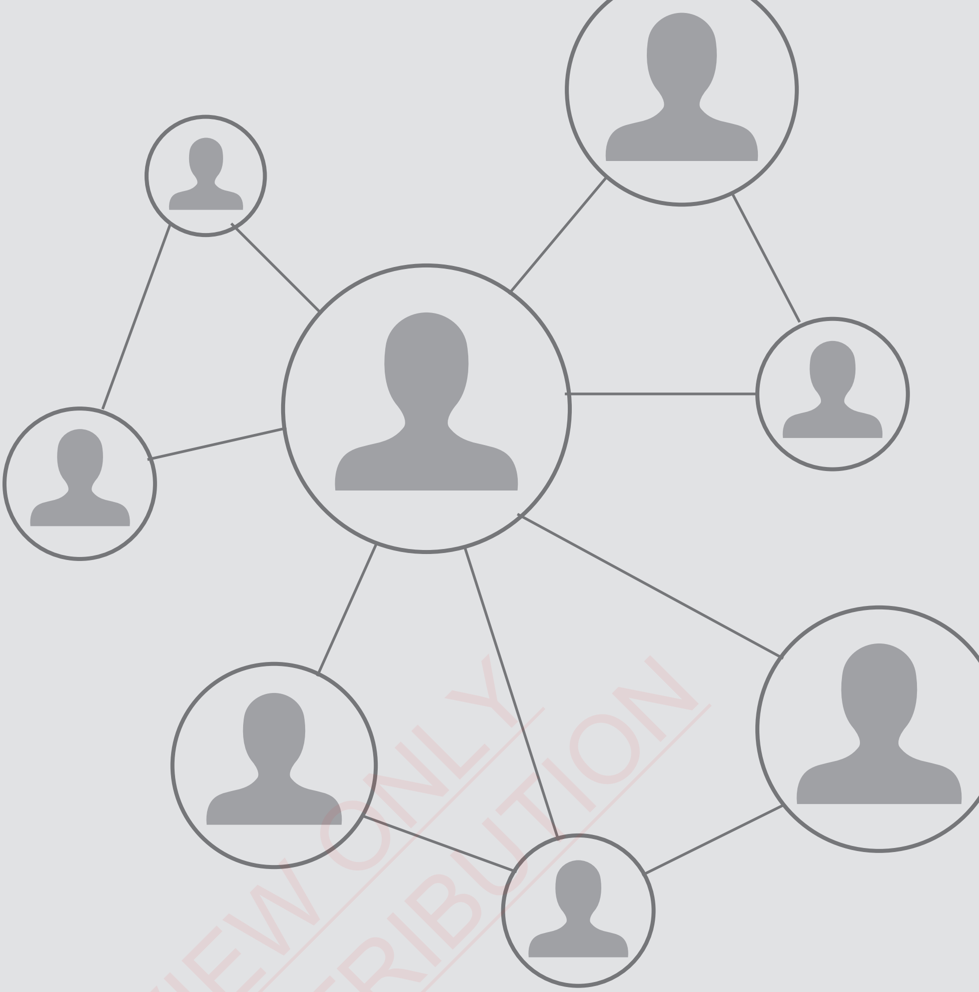
We have included sample scenarios with questions at the end of each chapter for you to better understand and think through how to apply the information provided in each chapter. In this section, find out how we answered the questions throughout chapters 1–12.

THE TOOLKIT

After you learn about the life cycle of an employee, our Toolkit provides you with the templates and tools you need to create structure around your HR practices. You can also find more samples to help you in your HR journey on our website at www.librarydirectorstoolkit.com.

This book will not give you all the answers, but it will set you up on a path to HR success. We hope you will share your struggles and successes with us at info@librarydirectorstoolkit.com.

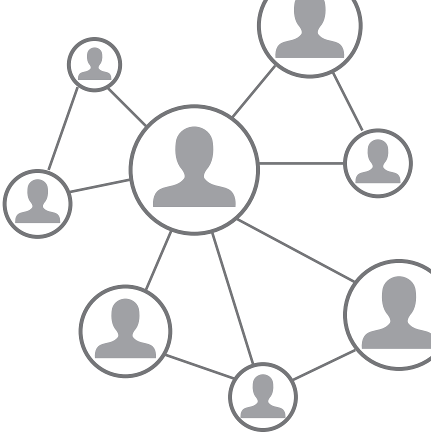
—KATE AND KATHY



PART I

HR TOOLBOX

Recruit and Onboard



CHAPTER 1

Job Descriptions and Job Ads

After reading this chapter, you will know the following:

- How to tell the difference between a job description and job ad
- How to write an accurate job description
- How to craft a compelling job ad

The life cycle of a library employee begins with a well-crafted job description and job ad. These set the framework for an employee's tenure at your organization. The job description will be used as a guide for the overall job responsibilities that the employee will perform and as a base for the salary structure of the position. The job ad is how an organization attracts talent. Effective job ads should contain information about the expectations and qualifications for the position, and include some information about the library and the community. The goal is to sell the position, library, and community to prospective applicants.

JOB DESCRIPTIONS

A good job description is the foundation for the position and outlines the essential functions. Every task and duty the employee performs is not listed; it highlights the areas where an employee spends the majority of their time. Position duties may change over time but the essential functions do not. A job description might say, "Performs collection management for assigned areas of the library's collection." A duty for an employee might say, "Collection management for board books and picture books."

ELEMENTS OF A JOB DESCRIPTION

The elements in each job description will differ based on the position (see figure 1.1). The description is written for the position, not for individuals who occupy the position. People will come and go, but job descriptions should reflect the needs of the organization, not the skills of a particular individual.

When crafting organization-wide job descriptions, check for consistency among similar jobs in the organization. When responsibilities mirror each other, use the same language. You also want to make sure that education and experience levels match for similar positions. Someone who works on programming in a children's department could have the same language in the job description as a programmer in the adult department: "Develops, produces, and evaluates programs to meet community needs." Review all of your job descriptions every few years to ensure that you are being consistent in your description of each essential function.

FROM THE DIRECTOR'S CORNER: KATHY'S STORY

The great library debate is the Degree vs. No Degree requirement. Each library will have its own philosophy. The requirement for a degree will be predicated on a few factors: community size, budget, past experience, and so on. I made the decision to make a degree for most positions *desired*, but not *required*, and sought work experience over a degree for most positions. This allowed me to be able to hire within the community, which is something I would have been unable to do had I mandated a degree for every librarian position. It also allowed me to stay within my smaller budget and hire more people, which in turn allowed my library to better serve the community. However, if the person hired showed aptitude for the work and a desire to go to school to get a degree, the library paid 50 percent of the tuition for the program. Focus on hiring good people for the organization regardless of degree. If an employee shows the aptitude and desire to pursue a library related degree, help them achieve it.

MORAL: Worry more about getting good people on staff first and less on whether they have a degree. Then help them get the degree desired.

FIGURE 1.1 | **Elements of a job description**

1. **Job Title**—What is the position title?
2. **FLSA (Fair Labor Standards Act) Status—Exempt or Non-Exempt**—An exempt employee receives an annual salary and is not eligible for overtime regardless of hours worked. A non-exempt employee is paid hourly or salaried, for actual hours worked and must receive overtime compensation for any hours worked in excess of 40 hours in a given workweek. A workweek is defined by the Department of Labor as Sunday-Saturday. Some states may have more generous overtime laws that you will need to follow. You should consult with an employment attorney when determining whether a particular position should be classified as exempt. Errors in properly classifying exemptions can result in costly wage and hour lawsuits.
3. **Union Status**—Employees should be told if the position is a union or non-union position.
4. **Reports To**—Who does this person report to as their supervisor or manager? This would be the person responsible for evaluating, providing feedback, and disciplining them.
5. **Requirements for All Employees**—Are there any requirements that all employees must comply with? Is everyone required to work one evening a week or be on a weekend rotation? What technology requirements do you have for staff? Do you have a staff code of behavior or values that staff must adhere to?
6. **Position Summary**—This is a one or two sentence statement of what the position does.
7. **Requirements for This Position**—What are the minimum requirements for a person to be successful in the position? A few examples are: general knowledge of library services; familiarity with online databases; having a working knowledge of a particular type of software (Word, Excel, etc.).
8. **Education/Experience**—What is the minimum education and experience for someone entering in this position? List if a degree or certification is necessary. When thinking about minimum education requirements, think through whether education is a requirement or an industry norm. Also consider the number of years of experience actually needed to do the job well. Is experience more important than education for the position or vice versa?
9. **Duties of This Position**—What are the essential functions of this position? Do not include all the duties, but do include the essential functions that anyone who occupies this position will be required to perform. These functions should be listed in order of time spent performing them. For example a youth manager will have “managing youth services staff” as the first item on the list as this is the function that they will spend the largest amount of time performing.
10. **Physical Requirements**—What are the specific physical requirements necessary to perform the essential duties of this position? When putting physical requirements together, think about the jobs through an accessibility lens and use language that is inclusive. Instead of stating, “must be able to stand for 4 hours at a time” instead try, “must be able to remain in a stationary position for 4 hours at a time.” It is important to be clear about the physical requirements of a job as they often implicate considerations under the Americans with Disabilities Act (ADA).

WRITING JOB DESCRIPTIONS FOR AREAS OF INEXPERIENCE OR KNOWLEDGE

Writing a job description for a position you have little or no experience or knowledge in can be difficult. If you are creating a job description for an existing position, discuss the duties of the position with the person currently occupying that position and compile a list of duties performed. You can use this as a template for writing the description, but remember that job descriptions should be written for the position, not the employee in the position.

To write a job description for a newly created position, do research to see if anyone else has the same or similar position in a library or other type of organization. If you find a similar position, you may use the job description as a template for the newly created position. Make a list of essential functions, job duties, and experiences that you believe are desirable for the position. Some questions you can ask to help flesh out your description are:

- What will be the essential functions and job duties for this position?
- Is this position similar to any other positions in the library?
- Are there tasks that overlap with other positions?
- Is there a minimum education level needed for this position?
- Is relevant experience necessary or desired?
- Who will this person report to?
- Does this person have anyone who reports to them?
- Are they exempt or non-exempt?

WHAT TO AVOID IN A JOB DESCRIPTION

- Requiring a higher level of skill than is actually needed for the position
- Writing requirements based on the current employee who holds the position
- Listing every task performed
- Forgetting to list physical requirements
- Detailing how a certain task should be accomplished

An example of a good job description is included on our website at www.librarydirectorstoolkit.com.

JOB ADS

The job ad is what is used to attract prospective employees to your institution. A compelling ad should explain the open position including the basic duties and responsibilities, hours, salary, and basic benefits, in addition to including information about the library and community. Before writing the job ad, read over the job description and then make a list of skills and abilities your ideal candidate would have. This helps you further define what you are looking for in a candidate. For example, for a shelver position, you could list the following characteristics:

- High attention to detail
- Comfortable working alone for long periods of time
- Enjoys repetitive tasks
- Loves to put things in order

In the event that you have multiple positions open, consider whether you should mention why in the ad. Multiple openings could be a red flag to candidates. By explaining that the position is open due to a retirement, or that new positions are being added, you alert candidates that there are not a lot of open positions due to high turnover and a toxic environment. The goal is to attract the most qualified candidate for the position.

Often employers will create a job ad and use the job description as the ad. A job ad should always include a link to the job description, so that the prospective candidates can get a better feel for the job, but relying only on the job description does not give the library a chance to sell itself to potential applicants. A good ad should convey the pertinent details and give applicants a sense of the organization so they can determine if this would be a good organization to work for.

A good job ad should include:

1. **Position Title**—The title should be such that anyone can determine what type of job this is.
2. **Hours of Position**—full-/part-time, exempt/non-exempt
   List if the job is full-time and include if it is a 35-, 37.5-, or 40-hour workweek. If part-time, list how many hours per week. If a certain schedule is required, list the days and times.
3. **Basic Description of Duties**—Include the basic description of the job duties. It should not be an exhaustive list of duties, but just enough for candidates to get a good understanding of the duties for the position. A link to the full job description should be added so that candidates can delve further for additional information.

4. **Position Requirements**—Include the basic requirements to be eligible for the position: degree, experience, special skills, residency, and so forth. Give enough information for prospective candidates to determine if they are qualified to apply.
5. **Library Information**—Include details about the library including the type of work environment the library has (friendly staff, professional environment, etc.). What makes your library unique? In addition, listing your library's mission, vision, and values will ensure that applicants have a good sense of the library's culture. Then add some details about the community and links to community information.
6. **Salary**—Always include the annual or hourly rate of pay ranges for the position.
7. **Benefits Package**—List basic benefits for the position: vacation, sick days, personal days, pension, health care, and any other nonstandard benefits the position may have. Don't list the specifics of each benefit in the job ad. The specifics will be shared during the interview or job offer.
8. **Union**—Many libraries have union affiliations. Be sure to include if the position is part of a collective bargaining unit.
9. **How to Apply for the Position**—Be specific regarding what the requirements are for applying for the position. Does the applicant need to fill out an application? If they need to email a resume and references to a contact person, include that requirement and the contact information. This section is where you can put information on interview accommodations, which we will talk about in chapter 2 (Interview and Hiring Process).

WHAT TO AVOID IN A JOB AD

- Posting the job description as the job ad
- Listing every duty of the position in the ad
- Leaving out salary information
- Forgetting to include a link to the full job description
- Not linking to information about the community

A sample job ad is included on our website: www.librarydirectorstoolkit.com.

POSTING JOB ADS

Now that you have an updated job description and an enticing job ad, where do you post it so people can see and apply? At a minimum you should post the job ad on your library website and your social media platforms. Some other common places to post ads are:

- Local or regional library system
- State and national library association, including any specific caucus or special groups
- Local or regional newspapers
- Local job boards (chamber of commerce, workforce development programs, etc.)
- Online job search engines like Indeed, LinkedIn, and so on.

If your position is in a more specialized field that is not necessarily library related—such as a graphic designer, social worker, or IT professional—posting ads on platforms that are specific to those specialized fields can help. Investigate to see if there are associations for that field, newsletters, social media platforms, job search engines, and the like.

In order to gain a larger pool of diverse applicants, libraries must rethink where they are posting jobs. Getting a diverse applicant pool matters because more diverse companies perform better. According to a 2020 McKinsey and Company Report, "Companies with more than 30 percent women executives were more likely to outperform companies where this percentage ranged from 10 to 30."[1] Bringing more diverse employees into our libraries will benefit the libraries and communities they serve. Look beyond the usual job boards and seek out diverse job boards like wehere.space to get your job ads in front of as many eyes as possible.

Now that you have written your job descriptions and advertised your position opening, you are ready to gather the applicants and prepare for the next phase in the life cycle of an employee: interviewing and hiring.

HR LAW

The key law related to job descriptions and job ads that you need to know is the Fair Labor Standards Act.

FAIR LABOR STANDARDS ACT[2]

The FLSA establishes the minimum wage, overtime pay, and all employment standards for employees in public and nonpublic sector jobs. In order to determine if an employee is exempt (does not receive overtime), staff members must meet all of the requirements under the salary and duties test. Exempt employees should spend the majority of their time on managerial, non-repetitive duties. If an employee does not meet the salary test and at least one of the duties tests, they are considered non-exempt (eligible for overtime). For each of these exemptions, the employee does little routine work.

Salary test: In order to be considered exempt, as of 2021, an employee must make more than $35,568 annually.

Duties test: There are three tests for libraries to determine if an employee is considered exempt—executive, administrative, and learned professional.

1. Executive exemption—these employees must:
   - Be a manager or supervisor
   - Have their primary duty be managing a department or the entire organization
   - Customarily and regularly direct the work of at least two full-time employees or equivalent (FTE)
   - Have the ability to hire and fire employees
2. Administrative exemption—these employees must:
   - Perform office work directly related to the management or general business operations of the employer
   - Have decision-making authority on matters of significance
3. Learned professional exemption—these employees must:
   - Perform work requiring advanced knowledge (defined as work that is predominantly intellectual in character and that includes work requiring the consistent exercise of discretion and judgment)
   - Work in a field of science or learning
   - Have an advanced degree

The law always allows you to be more generous to an employee, and when it comes to exempt vs. non-exempt, the federal government considers making someone non-exempt more generous. When in doubt, leave the position non-exempt.

APPLYING YOUR LEARNING: JOB ADS MISSTEP

Beth was new to HR and posted a job ad for a computer lab attendant. She did not review the job description or ask the manager what they needed for the position before she posted the ad. It stated that the person needed to be friendly and have computer experience, but she neglected to link the job description to the ad. After several weeks she selected a handful of applicants to interview. She offered the position to Ben, a charming, friendly person who worked at his college computer lab and was able to start right away.

A few weeks into Ben's employment, the lab manager came to Beth and asked why she had hired him. He had been trained on the computer lab basics but did not have in-depth knowledge of computer programs like Excel or Word. In addition, he was not good with helping patrons with these programs and was often impatient and rude with the older people.

While Ben was very cheerful and had worked in a computer lab before, he hadn't worked with people who didn't know computer basics. Ben was just monitoring the lab and keeping supplies filled. He did not have much experience with instruction or how to use computer programs beyond his own needs. The manager asked Beth to terminate Ben and hire someone else.

QUESTIONS

1. What is the primary issue in this scenario?
2. Who are the players involved?
3. What went well in how this was handled?
4. What should have been handled differently? Why?
5. What laws might come into play on this topic?
6. How would you have approached handling this scenario?

• • •

KEY TAKEAWAYS

Job descriptions are the foundation of a position and should contain:

- Job title
- FLSA status
- Union status
- Reports to
- Requirements for all employees

- Position summary
- Requirements for this position
- Education/experience
- Duties of this position
- Physical requirements

When you are not familiar with the job you are writing a job description for or have a newly created position, research job descriptions for similar positions in other libraries or, if it's an existing position, have the employee make a list of essential tasks.

Job ads are focused on attracting talent and should contain:

- Position title
- Hours of position
- Summary of duties
- Position requirements including a link to the job description
- Library information
- Salary
- Benefits package
- Union
- How to apply

For both job ads and job descriptions, avoid being too vague and listing every task the employee needs to perform. When posting a job ad, consider posting in multiple locations to ensure more people see the ad.

REFLECTION QUESTIONS FOR CHAPTER 1

- Do I have job descriptions for each position in my organization?
- Do my job descriptions cover the essential duties of the position or all the duties?
- Have I included the appropriate physical requirements for the position?
- Does my job ad include enough information about the position, library, and community to attract qualified candidates?
- Where am I posting to attract qualified and diverse candidates?

ADDITIONAL RESOURCES

Gender Decoder for Job Ads. http://gender-decoder.katmatfield.com.

Kurter, Heidi Lynne. "Hiring Managers, Here Are 4 Useful Tips to Create More Inclusive Job Descriptions." *Forbes*, January 20, 2021. www.forbes.com/sites/heidilynnekurter/2021/01/20/hiring-managers-here-are-4-useful-tips-to-create-more-inclusive-job-descriptions/?sh=58bf49ed3586.

Maurer, Roy. "Crafting the Perfect Job Ad." SHRM, February 26, 2016. www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/crafting-perfect-job-ad.aspx.

Society for Human Resources Management. "How to Develop a Job Description." SHRM. www.shrm.org/resourcesandtools/tools-and-samples/how-to-guides/pages/developajobdescription.aspx.

Ward, Marguerite. "The Words and Phrases You Should Stop Using in Job Descriptions if You Want to Attract Applicants from Diverse Backgrounds." *Business Insider*, February 16, 2021. https://africa.businessinsider.com/careers/the-words-and-phrases-you-should-stop-using-in-job-descriptions-if-you-want-to/x3ee21m.

NOTES

1. Sundiatu Dixon-Fyle, Kevin Dolan, Vivian Hunt, and Sara Prince, *Diversity Wins: How Inclusion Matters* (McKinsey and Company, May 2020), www.mckinsey.com/featured-insights/diversity-and-inclusion/diversity-wins-how-inclusion-matters.
2. U.S. Wage and Hour Division, "Wages and the Fair Labor Standards Act Fact Sheet #17A: Exemption for Executive, Administrative, Professional, Computer & Outside Sales Employees Under the Fair Labor Standards Act (FLSA)," U.S. Department of Labor, www.dol.gov/sites/dolgov/files/WHD/legacy/files/fs17a_overview.pdf.

INDEX

***f* denotes figures**

#

457 retirement plans, 40, 162

A

abuse and molestation liability, 135
accommodations
  under the Americans with Disabilities Act, 136–138, 154
  for candidates in interviews, 8, 20, 27, 168
account and password information, 123, 158, 160–161, 162, 204, 213–214
administrative exemptions, 10
ads, employment. *See* job ads
Affordable Care Act (ACA), 44, 128
Age Discrimination in Employment Act (ADEA), 128, 173
Americans with Disabilities Act (ADA)
  about, 128, 154
  accommodations under, 136–138, 154
  disciplinary procedures and, 149
  need for policies on, 67, 70
  physical job requirements and, 5, 179
  scenarios involving, 73–74, 164, 168, 169–170, 173–174
attorneys, help from, 70, 111, 133–136, 172–173, 207–208
awards and recognition, 110–111

B

background checks, 24–25, 185, 195
badges, pronouns on, 89–90, 110, 170
bargaining units, 144, 150, 158. *See also* unions
behavior-based questions, 21, 188
benefits
  categories of, 35, 36–42, 43, 67
  compensation philosophies for, 29–30, 34, 193–194
  HR law regarding, 42–44
  including in job ads, 8
  need for equity in, 35–36
bereavement leave, 38
bias, unconscious, 17, 20, 24, 28, 35, 129, 188, 212
BIPOC and marginalized employees, 84, 107, 112, 209
breaks, 60
buildings, succession planning for, 204, 206

C

Cambridge University, 100
candidate interviews. *See* interview process
career development, 41, 93–103, 198
caregiver leave, 39
Civil Rights Act, 22, 172
coaching, 101, 147
COBRA, 67, 70, 128, 161, 163, 213
collective bargaining, 8, 138
communication strategies, 55, 69, 79–84, 109, 199

commuter benefits, 41
compensation packages
  about, 29, 35, 42, 43, 45–46
  constructing a philosophy of, 29–30, 34, 193–194
  example of, 43
  See also benefits; salaries
compensatory time. *See* overtime
complaints, to EEOC, 129, 155, 173, 207
conduct, policies on, 67, 70
conferences, 98–99
Consolidated Omnibus Budget Reconciliation Act (COBRA), 67, 70, 128, 161, 163, 213
consultants, 33, 70–71, 72, 75, 88, 107
continuing education, 41, 93–103, 198
contracts, with unions, 31, 66, 72, 82, 100, 144, 150, 158
core values, 96, 106, 112, 202
credit unions, 41
cyber-attack liability insurance, 136

D

degrees
  hiring philosophies on, 15–16
  requirements for, 4, 5, 182
  scenarios involving, 102, 171
dental insurance, 36
departing employees. *See* offboarding
Department of Labor, 5, 42, 59, 62, 141, 156, 165
development. *See* training
directors. *See* library directors
disabilities, accommodations for
  under the ADA, 136–138, 154
  for interviews, 8, 20, 27, 168
  See also Americans with Disabilities Act (ADA)
disability benefits, 38
discipline
  constructing a philosophy of, 143–145, 209–210
  in extenuating circumstances, 148–150
  HR law regarding, 154–155
  manager checklist for, 211
  performance improvement plans as, 146–148, 153
  progressive, 145–147
  termination and, 144, 150–156, 211, 214
diversity. *See* equity, diversity, and inclusion (EDI)
duties. *See* job duties

E

earnings. *See* salaries
Edmonson, Amy, 53
emergency procedures, 57, 96
employee assistance programs (EAP), 37, 110
employees
  awards and recognition for, 110–111
  communicating effectively with, 79–84, 109, 199
  determining staffing levels of, 117–122, 125–126
  discipline of (*see* discipline)
  engagement and morale in, 105–112
  exempt vs. non-exempt, 5, 10, 130
  interviewing of (*see* interview process)
  of long tenure, 149–150
  minimum requirements for, 5, 6, 178–179, 181
  offboarding of (*see* offboarding)
  onboarding of (*see* onboarding)
  in protected classes, 22, 154–155, 212
  receiving feedback from, 84–87
  recordkeeping on, 59–60
  who are marginalized, 84, 107, 112, 209

employment law. *See* laws and regulations
engagement and morale, 105–112
Equal Employment Opportunity Commission (EEOC)
  about, 26, 154–155
  complaints to, 129, 155, 173, 207
  laws under, 67, 129, 131, 168, 170, 172, 173–174
  resources from, 28, 141
equal pay provisions, 44, 129
equity, diversity, and inclusion (EDI)
  in applicant pools, 9
  consultants in, 70–71, 72, 75
  creating a culture of, 52–53, 109–110
  pronouns and, 50, 89–90, 110, 170
evaluation
  formal *vs.* informal, 87–89, 91
  of workflows, 117–120
evaluation rubrics, for interviews, 18, 19, 184, 190–191
executive exemption, 10
exempt employees, 5, 10, 42, 130
exit interviews, 159–160, 165, 213
expert policy review, 70–72
external training, 97–99

F

Fair Labor Standards Act (FLSA), 5, 10, 42–44, 59–60, 67, 70, 130, 173
Family Medical Leave Act (FMLA), 38, 44, 70, 130
Federal Insurance Contributions Act (FICA), 44
feedback and evaluation, 79–91
financial benefits, 40–41, 46
first day activities, 49–52, 61, 196
first week activities, 52–55, 196
flexible spending accounts (FSAs), 37, 161
formal evaluation, 87–88
fun, to boost morale, 110
future-proofing, of staff levels, 121–122, 126

G

general leaves of absence, 38, 46, 60, 169
Genetic Information Nondiscrimination Act (GINA), 130
goals, SMART, 89*f*, 200

H

Hall, Kate, 31, 49–50, 69, 85–86, 95, 108, 153, 160–161
harassment claims, 111–112, 171–172
health care benefits, 36–38, 45–46, 131
health insurance, 36, 45, 131, 161, 163
Health Insurance Portability and Accountability Act (HIPAA), 131
health reimbursement accounts (HRAs), 37–38
health savings accounts (HSAs), 37, 161
hiring
  checklist for, 184–185
  constructing a philosophy of, 15–16, 182–183
  not rushing through, 25
  scenarios involving, 16–17, 26–27, 168
  See also interview process; onboarding
holiday pay, 39
human resources (HR)
  Kate's anecdotes on, 31, 49–50, 69, 85–86, 95, 108, 153, 160–161
  Kathy's anecdotes on, 4, 16–17, 123, 133
  lack of formal training in, xi
  laws on (*see* laws and regulations)
  policies and procedures for, 65–75, 197

I

I-9 forms, 50, 51, 60, 196, 214
identities, types of, 71–72*f*
inclusion. *See* equity, diversity, and inclusion (EDI)
informal evaluation, 87, 88–89
institutional knowledge, 122
internal policy review, 69
internal training, 95–97
interview process
  accommodations for, 8, 20, 27, 168
  crafting questions for, 20–22, 28, 186–189
  for exiting employees, 159–160, 165, 213
  HR law regarding, 26–27
  rounds of, 23–24
  rubrics for, 18, 19, 184, 190–192
  steps to take afterwards, 24–26
  steps to take prior to, 15–20
involuntary termination, 144, 150–156, 211, 214

J

Job Accommodation Network, 137
job ads
  elements of, 7–8, 12
  HR law regarding, 9–10
  vs. job descriptions, 3, 7
  missteps with, 11, 167
  postings of, 9, 184
  worksheets for, 180–181
job descriptions
  for areas of inexperience, 6
  elements of, 3–5, 11–12
  HR law regarding, 9–10
  vs. job ads, 3, 7
  reviewing with employees, 53, 54, 119, 158
  in salary benchmarking, 33
  worksheets for, 178–179
job duties
  describing in job ads/descriptions, 3, 5, 6, 7, 12, 54, 180
  exemption tests for, 10
  transitioning of, 158
  workflow evaluation of, 118–120
job offers, 25–26, 34–42
job requirements, 5, 6, 8, 12, 178–179, 181

L

last day activities, 162–163, 214
laws and regulations
  about, 127–132, 140–141
  common scenarios involving, 136–140
  on compensation packages, 42–44
  on discipline, 154–155
  on interviewing, 26–27
  on job descriptions and ads, 9–10
  liability insurance and, 135–136
  need for attorneys' help with, 133–136, 207–208
  for offboarding, 163–165
  for onboarding, 58–60
  required postings on, 59, 131
  scenarios involving, 167–174
  See also specific legislation
lawsuits, 134–136, 155, 173, 207
lawyers, help from, 70, 111, 133–136, 172–173, 207–208
leadership, role in morale, 105–106
learned professional exemption, 10
leave benefits, 38–40, 46, 60–61, 67, 169
leaves of absence, 38, 46, 60, 169
liability insurance, 135–136
librarians
  degree requirements for, 4, 5, 182
  who over-rely on their degrees, 102, 171

library buildings, succession planning for, 204, 206
library degrees. *See* degrees
library directors
  core values of, 106, 112, 202
  Kate's anecdotes on role of, 31, 49–50, 69, 85–86, 95, 108, 153, 160–161
  Kathy's anecdotes on role of, 4, 16–17, 123, 133
  liability insurance for, 135
  role in employee morale, 105–106
  scenarios involving, 44–45, 73–74, 102, 111, 164, 168–173
  as spokespersons, 106
  succession planning for, 122–126, 203–206
library information, in job ads, 8, 181
library staff. *See* employees
library staffing needs, determining, 117–122, 125–126
life insurance, 37, 214
lifelong learning, 41, 93–103, 198
listening skills, 85–86
login/password information, 123, 158, 160–161, 162, 204, 213–214
long-tenure employees, 149–150

M

management. *See* library directors
marginalized employees, 84, 107, 112, 209
master's degrees. *See* degrees
maternity leave. *See* parental leave
McKinsey and Company, 9
meal breaks, 60
medical insurance, 36, 45, 131, 161
meetings, for succession planning, 205
mentoring, 100–101
minimum job requirements, 5, 6, 178–179, 181
minimum wage, 10, 31, 42, 44–45, 168–169
missteps, with job ads, 11, 167
morale and engagement, 105–112
mothers, who are nursing, 59, 60–61, 169

N

name badges, pronouns on, 89–90, 110, 170
National Labor Relations Act (NLRA), 132, 138
non-exempt employees, 5, 10, 130
nursing mothers, 59, 60–61, 169

O

Occupational Safety and Health Administration (OSHA), 131
offboarding
  documentation for, 161–162
  exit interviews and, 159–160, 165, 213
  HR law regarding, 163–165
  last day activities, 162–163, 214
  manager checklists for, 197–198, 213–215
  planning for, 157–159
  scenarios involving, 160–161, 164–165
  technology access during, 160–161
offers of employment, 25–26, 34–42
onboarding
  first day activities, 49–52, 61, 196
  first week activities, 52–55, 196
  first quarter activities, 55–57
onboarding
  first year activities, 57–58
  HR law regarding, 58–60
  manager checklist for, 195–196
  scenarios involving, 60–61
overtime, 5, 10, 42, 59, 67, 70, 130

P
paid time off (PTO), 39–40, 46, 163
paperwork, on first day, 50, 51, 61
parental leave, 39, 60–61, 169
Parker, Kathy, 4, 16–17, 123, 133
parking benefits, 41
parties, for offboarding, 159
password information, 123, 158, 160–161, 162, 204, 213–214
past employer checks, 24–25, 185
pay. *See* salaries
paychecks, final, 162–163
pensions, 40, 161
performance improvement plans (PIPs), 146–148, 153
personal days, 40
personnel policies and procedures, 65–75, 197
philosophies
  of compensation, 29–30, 34, 193–194
  of discipline, 143–144, 209–210
  of hiring, 15–16, 182–183
physical requirements, 5, 6, 12, 179, 181
policies, on personnel, 65–75, 197
positions
  descriptions for (*see* job descriptions)
  duties of (*see* job duties)
  evaluating, 118–120
postings
  of employment laws, 59, 131
  of job ads, 9, 184
Pregnancy Discrimination Act (PDA), 131, 169
procedures
  defined, 73
  training on, 96
professional development, 41, 93–103, 198
professional development plans (PDPs), 100
professional memberships, 42, 56
progressive discipline, 145–147
prohibited questions, 22
project-based development, 101–102
pronouns, 50, 89–90, 110, 170
protected classes, 22, 154–155, 212
psychological safety, 53

Q
questions
  for clarifying feedback, 86
  for constructing a compensation philosophy, 29–30, 193–194
  for constructing a discipline philosophy, 209–210
  for constructing a hiring philosophy, 15–16, 182–183
  for interviewing, 20–22, 28, 186–189
  for learning when to call an attorney, 207–208
  for reflection (*see* reflection questions)
  that are prohibited, 22

R
recordkeeping, 59–60
recruiting, ads for. *See* job ads
reference checks, 24–25, 185
reflection questions
  for departures and reassessments, 126, 141, 156, 165
  for development and retention, 91, 103, 112
  for recruiting and onboarding, 12, 28, 46, 61, 75
  for training sessions, 201
regulations. *See* laws and regulations
remote work, 41, 137
reports and statistics, 57
requirements
  to display employment law posters, 59, 131

  - for employees and positions, 5, 6, 8, 12, 178–179, 181
- resignations. *See* offboarding
- rest breaks, 60
- retaliation/whistleblower protection, 70, 132, 155
- retention, through engagement, 105–112
- retirement savings, 40, 162
- review, of policies, 69–72
- rubrics, for interviewing, 18, 19, 184, 190–192

S

- salaries
  - compensation philosophies for, 29–30, 193–194
  - exemption tests for, 10
  - HR law regarding, 42–44
  - including in job ads, 8
  - minimum wage and, 31, 42, 44–45, 168–169
  - negotiations on, 25, 34
  - ranges of, 30–34, 45
  - for women, 34, 129
- salary schedules, 30–35, 45, 46
- second interviews, 23–24
- sexual harassment claims, 111–112, 171–172
- sick leave, 40
- skills-based questions, 21, 188
- SMART goals, 89*f*, 200
- Society for Human Resource Management (SHRM), 13, 18, 28, 62, 75, 91, 126, 156
- staff. *See* employees
- staffing needs, determining, 117–122, 125–126, 172
- Start, Stop, Continue method, 81*f*, 83
- statistics, training on, 57
- succession planning, 122–126, 203–206
- suspensions, 144, 146–147, 156, 211

T

- technology
  - cutting employee access to, 160–161
  - succession planning for, 204, 206
- termination
  - HR law regarding, 154–155
  - involuntary, 144, 150–156, 211, 214
  - voluntary, 150, 157–165, 213–215
- time off (PTO), 39–40, 46, 163
- Title VII of the Civil Rights Act, 22, 172
- Toolkit website, xii, 6, 8
- training
  - checklists for, 197–198, 205–206
  - continual, 41, 93–103, 198
  - during onboarding, 54, 55, 56
  - reflection sheets for, 201
- trust, establishing, 82, 85
- tuition reimbursement, 41

U

- unconscious bias, 17, 20, 24, 28, 35, 129, 188, 212
- unemployment insurance, 131, 139, 140–141, 152–153, 162, 164–165
- unions
  - about, 138
  - collective bargaining by, 8, 138
  - contracts with, 31, 66, 72, 82, 100, 144, 150, 158
  - mentioning in job ads/descriptions, 5, 8, 11–12
  - offboarding and, 158
- U.S. Department of Labor, 5, 42, 59, 62, 141, 156, 165

V

vacant positions, evaluating, 119
vacation benefits, 39
values alignment, 18, 19, 21, 106, 188–189, 191, 202
verbal warnings, 144, 145–146, 156, 211
vision insurance, 36–37
voluntary termination, 150, 157–165, 213–215
voting leave, 40

W

wage compression, 31, 44–45, 168–169
warnings
  second, 144, 146–147, 156, 211
  verbal, 144, 145–146, 156, 211
  written, 144, 146, 156, 211, 212
web resources, xii, 6, 8
wellness initiatives, 38
whistleblower protection, 70, 132, 155
women
  performance of, 9
  salaries of, 34, 129
  who are nursing, 59, 60–61, 169
wording of policies, 66, 71
workers' compensation, 73–74, 132, 134–135, 138–139, 141, 169–170
workflow evaluation, 117–120
workweeks, defined, 5
written warnings, 144, 146, 156, 211, 212