



JOB DESCRIPTION

(REFER JOB EVALUATION POLICY HRG/47)

NB:

- To be completed in conjunction with Form 1 – Request for Job Evaluation and Grading (See HRG/47).
- Please also ensure that the Appendix – Part 7 – Authority is signed in accordance with the Guidelines.
- Please read the Guidelines for Compiling a Job Description before completing this form.
- This job description is subject to change depending on operational, financial, strategic and other needs of the University.
- Existing jobs will only be re-evaluated if there are significant changes of a long term nature from date of last evaluation.
- The duties listed herein are NOT intended to be an exhaustive list and the incumbent is expected to perform other related duties incidental to the work described in this document.

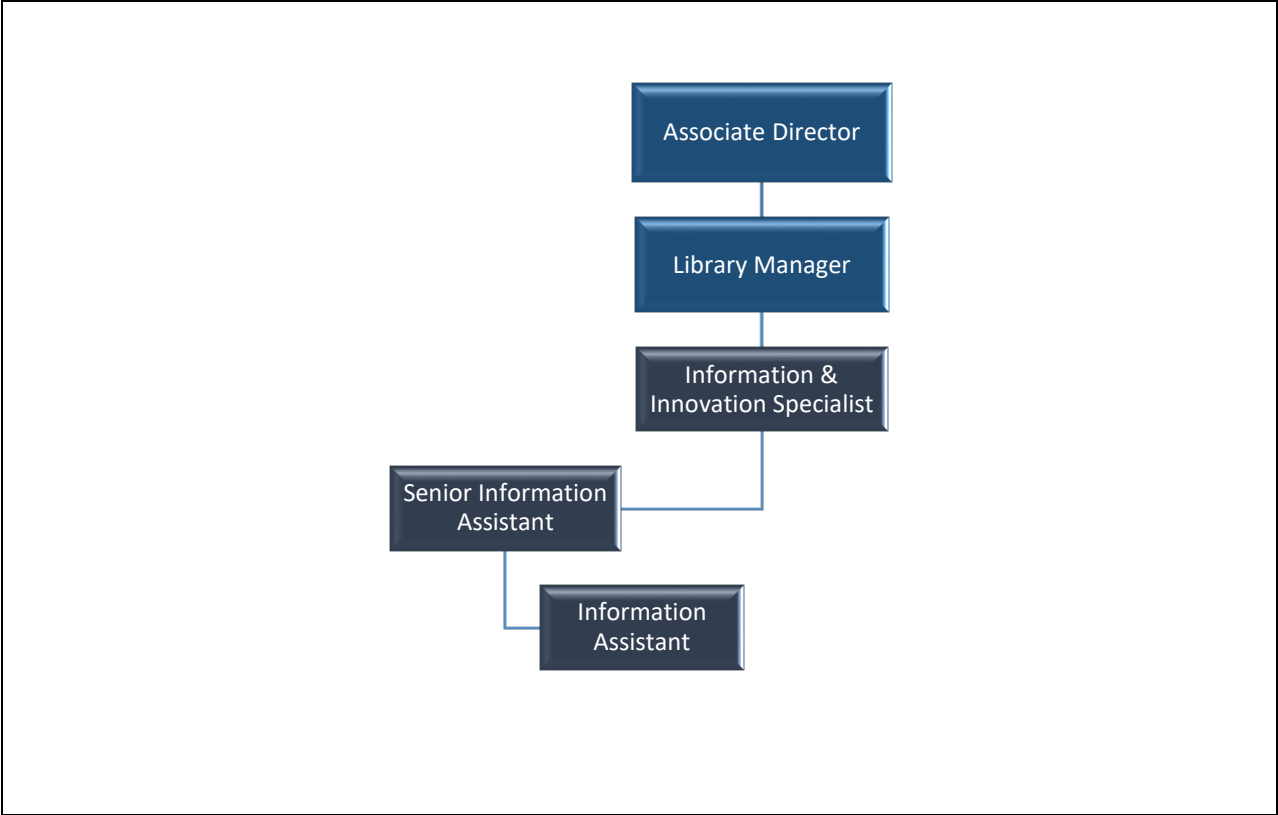
1. POSITION DETAILS

Position/Job Title (<i>current title e.g. Business Manager</i>)	Manager: Faculty Library			
Status of Post (<i>tick</i>)	New Post	X	Re-evaluation	
Job Grade (<i>current grade</i>)	AD06			
Faculty /Division	DVC: Research & Innovation			
School/Department	University of the Witwatersrand Libraries			
Nature of Post	Permanent	X	Temporary	
	Support	X	Academic Related	
Percentage Appointment e.g. 100%	100%	100%	Other (Specify)	
Date of Compilation	October 2022			
Direct Line Manager(Post Title)	Associate Director			
Direct Subordinates (List post titles)	Information & Innovation Specialist Senior Information Assistant Information Assistant			
FOR OFFICE USE				
Position/Job Title(after evaluation)	Manager: Faculty Library			

Date of 1 st grading and result	24 July 2023 (AD06) Graded
Date of 2 nd grading and result	
Date of 3 rd grading and result	

2. ORGANOGRAM

- **The organogram MUST be completed in order for job evaluation to proceed**
- The organogram must show the reporting lines of authority for this post.
- Complete the organogram in a way that shows the line manager, the peers and the staff that report to this post.
- Show up to a maximum of 4 hierarchical levels. Highlight or shade the reporting line applicable to the incumbent.



3. MAIN PURPOSE OF THE POST

The main purpose of this position/job is to:

- Lead and coordinate the service unit in a strategic, innovative and dynamic management of human resources and information services for the faculty libraries.

4. MINIMUM /ESSENTIAL REQUIREMENTS

Required Academic Qualification/s	NQF(if applicable)
Library qualification (e.g. B.Bibl, BInf degree OR Bachelor's Degree plus Postgraduate Diploma in LIS AND/or Honors degree in LIS/ A Relevant Honors	7 8
Required Years of Work Related Experience	<ul style="list-style-type: none"> • 6 years in an academic or research library of which 3 years should be in management • Working as an Information Specialist with knowledge of the subject and work environment of the primary users • Research process • Use and impact of information technology • Managing teams

5. DESIRABLE REQUIREMENTS

Academic Qualification/s	NQF (if applicable)
Master's degree in Library and Information Science	9
Years of Work Related Experience	5 years in an academic or research library of which 2 years should be in management
Competencies (Knowledge, Skills and Behaviors)	

Expert:

- Subject knowledge
- Information sources in various formats
- Building information retrieval strategies
- Research process and methodology
- Information organisation methods/packages/tools
- Benchmarking methods
- Training and evaluation
- Work processes (environment, industry)
- Interviewing skills
- Searching skills
- Information analyzing, evaluating and organising skills
- Information management skills
- Knowledge management skills
- Collection management skills
- Training skills

Advanced:

- Relevant information technology (software and hardware)
- Marketing methods/procedures
- Administration systems, policies and processes
- Legal requirement with regard to information distribution and information media
- Marketing skills
- Financial management skills

Behavioural Competencies:

- Interpersonal skills
- Negotiation skills
- Emotional intelligence
- Communication skills across cultural borders
- Conflict management skills
- Organisational skills
- Presentation skills

- Self-control and personal drive
- Creativity and innovation
- Adaptability
- Responsible
- Client focused
- Knowledge

	<p>ability to relate them to the DLS' services and products</p> <ul style="list-style-type: none"> • High level of information skills • Provide services according to the SLA and annual revision thereof • Identify, analyse and filter potential partners and competitors • Collaborate with other library stakeholders to ensure that faculties are provided with seamless services • Ensure that information services are benchmarked against international best practice • Enhance and assess the quality of the user experience of the library • Assume leadership in the implementation of the DLS' quality strategy in the faculty library 				
2) Professional Management of the Faculty Library	<ul style="list-style-type: none"> • Provide professional leadership and manage the faculty library according to 	15%	<ul style="list-style-type: none"> • Library service delivery is consistently aligned with library, strategy, 	<ul style="list-style-type: none"> • Problem solving/decision making/analytical and critical thinking 	3

	<p>relevant policies and procedures</p> <ul style="list-style-type: none"> • Establish direction and clear vision for the faculty library • Manage staff, resources and services in branches and/or faculty libraries • Ensure the provision of training for users, both student and academic staff in subject specialties of faculties by utilizing the most appropriate methods and technologies • Create capacity for the implementation of new strategies in the faculty library • Monitor the quality of support for each academic department and research institute and provide recommendations where change is required • Ensure training in and optimal use of technology for personnel as well as clients 		<p>business plan, policies and procedures</p> <ul style="list-style-type: none"> • User feedback/comments • All in-service training programs for staff planned and conducted (Attendances) • Professional staff mentored in regard to research and continuing professional development • Staff fully aware of the nature of all duties and tasks, and able to operate interactively with each other in order to provide optimal service • Budget statements • Usage statistics • Emerging technologies adopted • Infrastructure maintenance log records 	<ul style="list-style-type: none"> • Strategy planning and implementation skills • Project management skills • Change management skills • Organizational understanding • Collaborative skills • Innovation • Initiative • Communication • Influencing/persuasion/advocacy • Resilience • Planning and organizing/time management • Delegation • Teamwork • Financial management 	<p>4</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>4</p> <p>3</p> <p>3</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>3</p>
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	<ul style="list-style-type: none"> • Communicate the faculty needs and the importance of libraries within faculties • Ensure that sound knowledge management practices are implemented and marketed in the faculty library and faculty • Relate Wits' strategies and policy to individual roles of the personnel • Ensure that quality information services are consistently provided for all academic departments in the faculties 				
3) Faculty Support and Engagement	<ul style="list-style-type: none"> • Responsible for effective communication between the Faculty library and all relevant internal and external stakeholders • Attend Faculty Board meetings and all relevant committee meetings in the Faculty • Develop relationships with HOD's in academic departments and regularly schedule meetings to assess progress and address any concerns 	15%	<ul style="list-style-type: none"> • The Library has a good relationship with the user community • Matters arising from participation in Faculty and School meetings are addressed • The Library is integrated into school programs 	<ul style="list-style-type: none"> • Presentation skills • Liaison • Advocacy and Negotiation • Interpersonal skills • Attention to detail • Communication • Customer service focused • Initiative • Integrity 	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p>

	<ul style="list-style-type: none"> • Communicate faculty concerns and ensure they are addressed timeously • Ensure that the Faculty is supported with undergraduate student excellence, postgraduate and academics' research needs, and support in collaborative research within research institutes • Provide feedback to faculties of new services available to them • Collaborate with different stakeholders within the University i.e. Library Systems and keep up with rapid technological changes 			<ul style="list-style-type: none"> • Results oriented 	3
4) Operations Management and Physical Resources Management	<ul style="list-style-type: none"> • Manage all budgets for the faculty library as well as other related funding • Notice where the Library environment can be improved and make suggestions for improvements accordingly • Coordinate all IT related matters in the Faculty library. This includes, but not limited to: - reporting IT problems 	15%	<ul style="list-style-type: none"> • Budget monitoring • Infrastructure maintenance log records • Asset log 	<ul style="list-style-type: none"> • Budget management • Planning • Delegation • Time management • Communication skills • Organisational skills • Time management 	3 4 4 4 4 4 4

	<ul style="list-style-type: none"> - updating the IT asset register - updating the Faculty Library Page • Collaborate with Library Systems Section to ensure high levels of systems availability, functionality, integrity and efficiency • Provide input in operational, tactical and strategic decisions • Implement the delivery of traditional and new services such as Scholarly Communication, Bibliometric Analysis and Research Data Management (RDM) to the faculty • Manage and optimize the physical facilities of the unit • Maintain asset control • Ensure optimal use of, and maintain, physical resources • Identify and manage risks in the faculty library 			<ul style="list-style-type: none"> • Leadership • Problem solving 	<p>4</p> <p>4</p>
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	<p>Marketing</p> <ul style="list-style-type: none"> Plan, support, participate in the marketing events of the DLS and faculty 		<ul style="list-style-type: none"> Usage of LibGuides/Digital signage and physical displays to market new resources 	<ul style="list-style-type: none"> Marketing skills Personal drive Creativity and innovation Presentation skills Interpersonal skills Communication skills across cultural borders Client focused 	<p>3</p> <p>4</p> <p>3</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p>
5) Human Resources Management	<ul style="list-style-type: none"> Responsible for Human Resource Management activities for all reporting staff e.g. approval of leave, performance management, training, job descriptions as contracted Take responsibility for the attendance of training sessions by relevant staff members in faculty libraries Continuous re-positioning of the faculty library to meet the demands of the changing dynamics of the profession and the external environment as well as the DLS' strategies 	15%	<p>Performance Management:</p> <ul style="list-style-type: none"> Performance management is an ongoing process and is used as a management resource with which to implement the organisation's strategies and goals and manage staff development needs Role/job descriptions for all team members exist, are continuously updated and are in line with Wits' strategies Library staff are professionally 	<ul style="list-style-type: none"> Strategic thinking Leadership Knowledge of Employment Equity Act Interviewing skills Training skills Attention to detail and customer orientation Communication skills Management, administration, supervisory and leadership skills Problem solving 	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>4</p> <p>4</p> <p>3</p>

	<ul style="list-style-type: none"> • Act as a change agent and drive changes in the faculty library and faculty <p>Professional Development and Contribution</p> <ul style="list-style-type: none"> • Improve subject and professional knowledge and skills continuously • Integrate new products, services and tools into work processes • Determine the impact of changes in the University, Higher Education arena (research, teaching and learning) and international trends on products and services • Translate and implement library strategies in own work environment • Lead Library working groups and projects • Involved in professional activities outside of the Library, as well as regional, national and/or international level • Participate in corporate projects 		<p>developed and the attendance of appropriate programs by Library staff continues</p> <p>Climate:</p> <ul style="list-style-type: none"> • A shared meaning for the values of Wits exist and are adhered to • The working climate is sensitive to the dynamics of the external environment • Promoted positive attitudes • A healthy, positive and emotionally safe working climate exists for creative service <p>Diversity Management:</p> <ul style="list-style-type: none"> • Team composition promotes Library Services' diversity goals • The value of diversity in the unit is recognised and exploited to the advantage of Wits Library Services 	<ul style="list-style-type: none"> • Conflict and stress management • Emotional intelligence • OHS&E knowledge • Technological development and changes • Attention to detail • Inclusive and diversity skills • Motivational and flexibility skills • Innovative skills • Interpersonal skills 	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>2</p> <p>3</p> <p>3</p>
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			<ul style="list-style-type: none"> • A development plan for diversity <p>Conflict Handling:</p> <ul style="list-style-type: none"> • Conflict is handled to the advantage of the persons involved, the team <p>Time Management:</p> <ul style="list-style-type: none"> • The leader and team members meet all deadlines • Team members understand and implement good time management and act as a role model • Staff is available at all times at service delivery points <p>Identification and Development of staff potential:</p> <ul style="list-style-type: none"> • Every team member is afforded the opportunity to develop to their full potential in line with the needs of the organisation 		
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			<p>Optimal use of existing expertise:</p> <ul style="list-style-type: none"> • Skilled personnel are recruited, retained and employed to the advantage of the whole organisation • Staff have the skills to realise strategies <p>Communication:</p> <ul style="list-style-type: none"> • Management is informed about matters arising from the team and/or client groups • The team is informed of strategic and tactical decisions • Interfaces with faculty, academic departments and internal units are created and maintained <p>Mentoring:</p> <ul style="list-style-type: none"> • Mentorship relationships are established 		
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			Facilitation/Team Leadership: <ul style="list-style-type: none"> • Team members are enabled to make decisions • Participative decision making takes place • The team shares the same vision and mental models • Synergy and interdependence • Higher morale • Service innovations • Performance review results • Employee retention & turnover statistics 		
6) Information Resources Management	<ul style="list-style-type: none"> • Establish communication channels in faculties for input about information resource management 	20%	<ul style="list-style-type: none"> • Academics, students & researchers have access to a current and relevant Library collection 	<ul style="list-style-type: none"> • Faculty subject knowledge • Knowledge of collection 	3 3 3

	<ul style="list-style-type: none"> • Management of Technical Services interface • Implement the collection development policy • Monitor the collection development in their respective departments • Management of IM strategies e.g. migration to electronic resources • Optimal use of available funds to build and maintain a relevant collection of high standard • Monitor the collection development in their respective departments • Ensure that electronic resources are appropriately evaluated and prioritised for Faculty needs 		<ul style="list-style-type: none"> • Resources are followed up & delivered • Users are aware of and make use of new resources and trials of new subscriptions • New academic development needs are sufficiently catered • Budgets spent appropriately and effectively; collection development, usage statistics and budget statements • Lists of book titles ordered • List of new journal/database subscriptions • Usage of LibGuides/Digital signage and physical displays to market new resources 	<ul style="list-style-type: none"> • Information organisation methods/packages/tools • Collection management skills • Advocacy/Negotiation • Knowledge of research areas within the faculty • Customer/ Service focus • Delegation • Financial management • Accountability • Collaboration • Results-orientation • Knowledge of copyright law 	<p>4</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>4</p>
		100%			

7. AUTHORITY

NB: For job evaluation to proceed, the University Grading Committee requires authorization as per the Policy and therefore the completion of this Appendix.

(Once signed this page could be scanned in “pdf” format for signature protection and submitted as a separate document together with Forms 1 and 2.)

	PRINT NAME	SIGNATURE	CONTACT NO.	DATE
Incumbent				
Line Manager				
HR Manager				
JE Officer				

NOTES:

1. Completed document to be sent to relevant HR Manager for review. Once approved all parties sign final document
2. Incumbent and line manager to retain copy of signed document. Original to be submitted to relevant HR Manager.
3. Before completing this form please refer to:
 - a. Job Evaluation Policy HRG /47
 - b. Guidelines for Compiling Job Descriptions
 - c. Competency Dictionary
 - d. Guide to identifying competencies

PROFICIENCY KEY (for information)

For each competency there are four possible levels of proficiency thus the competencies can be applied to all levels of appointment in the University. The indicators or behaviours listed in this document are generally in ascending order (basic to expert) of level of proficiency.

Required Level of Proficiency		
Basic/Limited	1	Requires limited functional/technical understanding, knowledge and skills. Generally uses the competency under supervision.
Solid	2	Requires technical/functional knowledge and skills; requires the selection and application of relevant methodology and technology to support operational efficiency; requires the application of appropriate technical or functional processes and standards.
Professional/Extensive	3	Detailed knowledge. Requires expertise in a technical or functional area; requires the ability to introduce or champion new systems, processes, methodologies or technologies within the environment; requires the ability to develop concepts and resolve problems.
Expert/Specialist	4	Extensive, substantial expertise and applied knowledge. Requires leadership in technical or functional trends; requires the ability to train/coach in this area; requires the ability to create long term vision; requires the ability to anticipate future technical or functional competency needs and trends.