

Voices

Topics in Canadian Librarianship

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About the Cover

Clockwise from top: Bank of Canada and West Block (Credit: R. Cameron); Library of Parliament (Credit: R. Cameron); Robyn Cameron, Nicole Lacelle, Meranda Nolan, Sheila Galbraith, Page Taylor (Credit: C. Yu)

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Failing Forward and Staying Cool

by Robyn Cameron

Summer break gives students the chance to reimagine themselves and test out new roles in the workforce. Summer jobs let us ask, “Who do I want to be?” and to try on different versions of ourselves. When your first day of work comes around, you slip on your newest, squeakiest shoes and put on your best version of yourself, ready to mingle and make friends.

This summer I was lucky enough to work at a federal government department, Immigration, Refugees and Citizenship Canada (IRCC). Coming from a background in small business and innovation, trying on a new identity as a public servant was a significant shift for me. Instead of putting my laptop on whatever desk had space, suddenly I had my own desk with a nametag. Where at my former full-time job, I’d started work when I wanted and went home when work was over, people took the set starting and ending times seriously at IRCC. Most importantly, would people think I was cool? However, my fear that a more formal workplace would mean a stuffier intellectual climate thankfully proved false. Getting accustomed to the culture was easier than the early wake-up times.

Exciting things are happening in the information field, and library school is a hot place to be. Librarians and information professionals of all stripes are having public conversations about our roles and values, and learning from each other. I needn’t have worried about looking cool at work, because the work itself has become cool. What we do as information professionals is increasingly seen as important, thoughtful and inherently interesting. Many of the contributors in this edition found themselves doing work they loved amongst good company. There’s nothing better you could ask for in a summer job, aside from a steady supply of chocolate.

Change isn’t always easy, and the new identities students try on in the summer may not always fit. Like we say in user experience design, failure is normal. Try to fail fast, and “fail forward,” or learn from your failures so that next time, you succeed. Summer work is a great time to take risks, take in your surroundings, and try something new. Whether you’re up in the air like



contributor Jim Seale, or getting hands on with materials like Nicole Corbo and Karine St-Onge, your experiences build you into the professional you want to become.

As for my most pressing concern at the beginning of the summer - whether people would think I was cool - I re-learned the most important lesson: doing something you love and sharing your passion with others is always cool.

Robyn Cameron is a second year User Experience Design and Knowledge and Information Management student at the University of Toronto. This summer she worked as an Information Specialist at Immigration, Refugees and Citizenship Canada.

A Venture into Practicality

By Nicole Lacelle

About two months into my library sciences program at Algonquin College, my program supervisor advised me personally about an open position in the Solutions and Information Management branch at Immigration, Refugee and Citizenship Canada. Of course, like most eager starters in the field, I gratefully accepted the chance to experience a very unconventional form of librarianship.

I had already started my program at school and now I had landed a job practicing what I was being taught! Though I had already learned of the importance of information management through a private sector position in office administration, my knowledge of the field as it pertained to public sector information was nonexistent. Although many of the best practices are similar in intent, I think it's important for everyone interested in the field of information management to experience both before they choose where they would like to end up contributing their newly-honed expertise. Never be hesitant to make connections and ask others to share their experiences with you!

This job has also taught me the importance of observation in the workplace. Although you may not be making drastic business decisions at your current level, I recommend observing those above you by reflecting on the decisions they make and, in turn, the affects those decisions have on the larger picture. Not only does job shadowing help you develop crucial second-hand experience on which to reflect, but it also helps you develop a broader understanding of the invaluable roles of other employees and how they contribute to department or company for which you work.

That being said, reading the experiences of this issue's contributors has been a pleasure. I wish them all a future of professional success and exploration!

Nicole Lacelle is a student of library sciences at Algonquin College. She has been working as an information project officer at Immigration, Refugee and Citizenship Canada since January 2017.



Reference Service on a Global Scale

By Krisandra Ivings

Inside the Lester B. Pearson Building, just beyond the impressive entryway with a collection of world flags hanging from the ceiling, sits Global Affairs Canada's Jules Léger Library. With a mandate to "support the research needs of departmental employees," (Global Affairs Canada, 2016) the library's commitment to reference service, outreach, and training is like many others; library staff strive to ensure that each employee is aware of the resources available to them, how to access and use them, and what librarians can offer when a patron is short on time or needs research support.

What does it mean, however, to offer these services to your patrons when over half of them are based outside of Canada? (Foreign Affairs Trade and Development Canada, 2016) How can a library best support their patrons in different time zones? Those without reliable internet connections? Those who are simultaneously learning a new language, culture, and job position? Beyond the factors the Jules Léger Library has in common with others like it are a particular set of challenges that staff must address.

Staff at the Jules Léger Library work hard to mediate the challenges their users encounter. They practice extensive virtual reference and outreach, with initiatives like posting reviews of new books on a department-wide collaboration tool and making all training sessions accessible remotely by videoconference, while making their online presence as streamlined as possible without overloading the bandwidth of those with poor internet connections. The American Library Association's Reference and User Services Association acknowledges that provision of virtual reference services "may call for additional skills, effort, or training to provide quality service on par with face-to-face reference services," (ALA, 2017) and this has certainly been my experience; the value added for populations who cannot visit the library in person, however, is entirely worth the added effort.

In my time with the Jules Léger Library, I had a first-hand view of how factors such as job position, digital literacy, access to technology, and geographical location influence how individuals access library services. I became acutely aware that even within a highly specialized library with a mandate to support a specific population of employees working on a relatively narrow range of subject areas, the variation in patron need is vast. I now believe that offering

quality reference service, research help, and training starts from a place of humility; in order to understand the needs of any particular library patron, you must acknowledge from the beginning of the interaction that you know very little about their knowledge and comfort level (with the topic and with various resources), what has brought them to seek your assistance, what their technological needs are, and what they are truly looking for out of their interaction with the library.

The conversation around library access for those who cannot visit the library in person is certainly not new to librarians who advocate for marginalized patrons in the library communities, including those who cannot visit the library due to a mobility challenge, lack of public transportation, and various other factors. I hope that the skills I have developed surrounding service to geographically diverse populations will also allow me to offer improved service to many of these populations in the future. In my time at Global Affairs Canada, working with the dedicated and knowledgeable staff at the Jules Léger Library, I improved both my concrete reference skills, like those described in RUSA's Guidelines, and my appreciation for the overarching challenges of reference work - on a global scale.

American Library Association, Reference and User Services Association. (2017, June 13). *Guidelines for Implementing and Maintaining Virtual Reference Services* (Publication). Retrieved from http://www.ala.org/rusa/sites/ala.org/rusa/files/content/GuidelinesVirtualReference_2017.pdf

Global Affairs Canada. (2016). *Departmental Performance Report 2015-16* (Rep. No. FR2-23E-PDF). Retrieved http://www.international.gc.ca/gac-amc/assets/pdfs/publications/plans/dpr-rmr/dpr-rmr_2015-2016-eng.pdf

Government of Canada, Foreign Affairs Trade and Development Canada, Deputy Minister of Foreign Affairs, Communications, E-Communications Communications Products and Services. (2016, January 27). Jules Léger Library. Retrieved 2017, from <http://www.international.gc.ca/library-bibliotheque/index.aspx?lang=eng>

Krisandra Ivings was a Co-op Librarian at Global Affairs Canada's Jules Léger Library. She is a Master of Library and Information Science student at Western University.

Dedication and Passion: Records Management at the Women's Art Museum Society of Canada

By Karine St-Onge

The Women's Art Museum Society of Canada (WAM) is a small not-for-profit organization in Edmonton, Alberta whose mission is to help bridge the gap in the representation of Canadian women's visual art in museums across our country. In the summer of 2017, I had the honour of working under the supervision of two women artists as the electronic records management assistant. The museum itself has existed since 2006 but has had a physical space only since 2015. Therefore, the majority of the records were in electronic format.

Since this is a small organization and I was their first and only employee, I was able to work on a variety of projects. First, I entered every electronic document into a spreadsheet for retrieval purposes. Then, I went through every email sent through the organization's electronic mail system, decided on which ones to keep, and created a guide on how to preserve them in the future. I created policy statements on the records management of emails, social media, and the museum's website as well as created retention schedules. I compiled subject guides on the best archival practices for artists who wish to start their own home archives.

Another interesting aspect of this employment is that WAM is a bilingual organization and therefore, everything I created, I also translated into French. My final project consisted of writing a grant proposal for an interactive exhibition that will hopefully take place next summer. This small workplace allowed me to work as both a records management assistant and an archives assistant: this enabled me to manage the records for their entire lifecycle. It is my belief that the policy statements and retention schedules I created are consequently better suited to the organization and to the types of records it creates. It would not have been as intimately molded to the organization if my role as an electronic records management assistant had not consisted of archival work as well.



I believe this position was a wonderful learning experience. Not only was I able to work under a retired archivist, but I was also able to work on diverse projects. The skills I acquired will be transferrable to many different possible careers in the information science field. More importantly, I was able to witness what dedication and passion can help get accomplished: as I worked through the records and understood the administrative history of WAM, I saw how hard these women worked to make this museum happen. It was an absolute honour to work for an organization that strives for gender equality in the art world, and for women that truly believe in the cause.

Karine St-Onge was an Electronic Records Management Assistant with the Women's Art Museum Society of Canada, and is a second year student in the Master of Library and Information Science program at the University of Western Ontario.

Five Tips to Make the Most of Your Summer Job

By Erica Vanden Bosch

This summer, I worked as an Information Management Analyst at Cogniva. The previous three summers, I worked as an Information Management Project Officer at Health Canada. Here are five of my tips to make the most of your summer job.

Review Job Postings

You've landed a job, so there's no reason to read the latest job postings, right? Not quite. Review current job openings to see what experiences and skills employers are seeking. Knowing what is in-demand means you can seek opportunities to gain those experiences and hone those skills. That way you'll be well-equipped for job hunting after graduation.

Take Note

Record everything to make sure you remember all the professional experiences you have. Write down the tasks you do, the skills you use, and how you handle situations in the workplace. It may seem silly but after years in the workforce it's easy to forget the details of a project you worked on three years ago. Your notes will be a great resource for when you're preparing for job interviews. As an added bonus, it gives you tons of true examples to prepare for the notorious "tell me about a time when..." interview questions.

Build Connections

I used to hate networking. It wasn't until I landed my first job in information management that I realized networking isn't limited to approaching strangers at mixers or asking strangers if they'd like to go for coffee. A benefit of a summer job is that you can build your connections over time. Plus, your summer job provides you with relevant conversation topics. So take some time to get to know your colleagues during coffee breaks/walking breaks/lunch breaks/work functions/whenever.

Reflect

What do you like about your job? e.g. Rewarding work, coffee shop nearby, enjoyable colleagues. What do you dislike about your job? e.g. Early mornings, creepy stairwells, IT firewalls. Use your summer job as an opportunity to learn what makes you your happiest and most productive at work so you know what to prioritize for future jobs.

Express Interest

If you're interested in extending your summer contract, tell your supervisor early and often! After landing what was originally a summer job at Health Canada, I ended up staying there for over two years. My latest summer job at Cogniva turned into a full-time job offer. The (not so) secret to receiving these offers: I made it clear that I was interested! Before you know it, your summer job could turn into long-term employment.

Conclusion

I highly recommend students seek work experience to supplement their education. Work experience can help you to better understand the theoretical concepts you learn inside the classroom and become familiar with the practical challenges that exist outside the classroom. Summer might be over but why wait? Check out opportunities to work part-time during the school year.

Erica Vanden Bosch is a Master of Information Studies Candidate at the University of Ottawa.

Volunteering at the Computer Center of the Atwater Library: “Connecting the Dots Backwards” with the Academy

By David Ramirez Jaimes

At the dawn of my professional life in the field of Information Studies, volunteering at the Computer Center of the Atwater library has been such a rewarding experience. I graduated from the McGill School of Information Studies last June, and have been volunteering for ten months at Atwater Library. I began while I was still a student, and would continue to seek volunteer opportunities even after finding a job. Volunteering presents great opportunities for information professionals to gain experience in professional settings, and to network with other information professionals with experience in the field. Especially, it allows the consolidation of professional skills and knowledge by encouraging us, to borrow a phrase from Steve Jobs, to “connect the dots backwards” with the academy.

During my time working at the Atwater Library’s registration desk, I have been granting library users access to the services of the computer center, and assisting them with their information needs. For example, I provide them with tips on using Microsoft Office programs, and help them learn how to find and evaluate information on the Internet. Every Saturday morning, I find myself being a guide who helps newcomers connect with their families overseas through Internet platforms, assists seniors to learn more about the digital world, and so on. I often find myself “connecting the dots backwards” with what I learned in my Master’s in Information Studies.

I draw upon skills I learned in the Information Literacy course I took, when giving directions to users on accessing webpages, or during the elaboration of the manual for instructing new volunteers at the Computer Center. Other courses I took such as multimedia and Knowledge Management also prove useful in my practice, such as when I assist a user on how to use a

photo editor for retouching a photo of a document before printing, or when thinking about the possible ways to enhance the practices and procedures established at the Atwater Library.

At the end of every shift at the Atwater Library I am grateful and optimistic. Volunteering has empowered me with the possibility of serving a community, letting me learn and teach in an environment of fraternity and solidarity. Every time I see a patron make progress after giving them a little explanation, that inspires me to serve this community the best that I know.

Connecting the dots backwards with the academy has been a constant in my experience at the computer center of the Atwater Library, and whenever finding a job it will be impossible not to connect the dots backwards to the volunteer experience. Summer is over, but yet I hope that volunteering can be a lifelong experience along my professional life.

David Ramirez Jaimes is a volunteer at Registration Desk at the Atwater Library Computer Center in Montreal. He completed his Master of Information Studies at McGill University in 2017.

The View From Above: Behind the Scenes at the Western Archives

by Jim Seale

The platform on which I am standing begins to rise. I feel a shudder as the first of two hydraulic cylinders reaches the extent of its height and the second one kicks in. The platform stops rising with a clang and a slight sway as I reach the highest shelf thirty feet above the floor of the high density module. As I find the box I am looking for, I wonder how I managed to get myself here, nineteen shelves up in the air within a climate controlled storage facility, and what it has to do with my chosen career path. Yet, this part-time student position is one element in my journey rising toward academic librarianship.

I applied to the Casual Student Library Assistant position at the Western Archives as a way to stay involved at Western Libraries after the completion of my co-op placement in the Research and Instructional Services Department of Weldon Library. I enjoyed my co-op experience and I was very interested in continuing to be involved with Western Libraries. This position allowed me to take part in a different element of the greater library system. My main responsibilities involved retrieving materials from the high density module (a state of the art storage facility for archival materials, faculty records and off-site books) using the order picker.

This job was very different from my co-op placement in that it was very process-focused, while my co-op experience involved managing a variety of projects that often required creative solutions to obstacles. I think having experienced these two different 'worlds' within the library has allowed me to think more holistically about the library system than I was able to before. Despite the differences in these two roles, my job at the archives served to complement the skills I had already acquired during my co-op.

In my role at the archives, I was able to add several new pieces of software to my skill set, and I learned a great

deal about the library system from a very different perspective than the ones I had as a patron or as a reference-focused co-op student. The role also allowed me to make connections with colleagues from across the library system, and most importantly I had the pleasure of working with a group of dedicated and hard-working people whose 'behind-the-scenes' efforts sometimes pass unnoticed by the average library patron.

I have developed a more comprehensive understanding of an academic library system, and a greater appreciation for the people who keep it running smoothly. I am confident this experience at the archives will make me a better librarian in the future.

Jim Seale is the Casual Student Library Assistant at Western Archives. He will be completing his MLIS degree this December and is interested in pursuing academic librarianship.

My Summer with the Sisters of St. Joseph Archives

By Nicole Corbo

Over the summer, I was given the opportunity to learn the extensive process that material must follow before being placed into the archive. I worked with the archivist Mary Kosta, who was kind enough to share knowledge and expertise with myself and other practicum students each week. During my practicum, I was required to do readings from the Archive Processing Manual created by Mary, watch various webinars and have hands-on experience with different material to demonstrate the knowledge I had just learned.

The practicum began by learning preservation methods that must be done to all material before it enters the archive. This included steps such as: how to inventory the records; handling restricted medical records; separating vital records into an envelope and properly rehousing the material, especially photographs. The hands-on experience was done with records of Sisters who were deceased, this way their records would be preserved for many years to come. As well, if someone required information on a deceased Sister then all the information regarding that Sister would be easily accessible and properly stored in their file. I found this part of the process to be very enjoyable and interesting, not only seeing all the different records but also maintaining a bird's eye view as an archivist.

Next, I learned how to arrange and describe material, which in this case, was related to the history and relocation of the Sisters of St. Joseph. Here, myself and another student were given a few boxes of records that had already been preserved. It was our task to first arrange the records in a way that made the most sense while attempting to retain the original order of the records as much as possible. Describing the records takes a great deal of time in order to successfully describe the contents of the series records, as well as following all of the requirements from RAD (Rules for Archival Description).

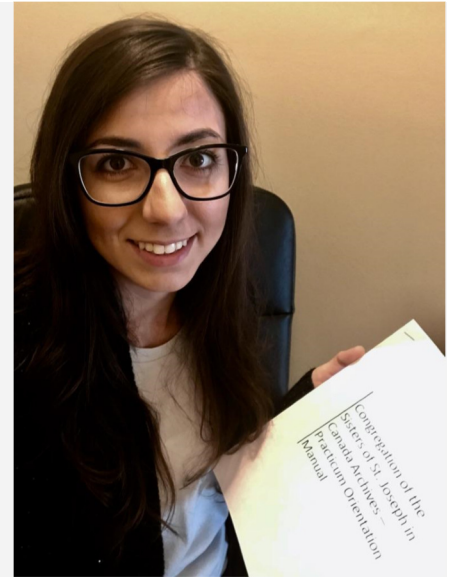
One of the most interesting aspects to me was digitizing

photographs. This was a through process with many different steps to ensure that multiple versions of the photo were preserved into their digital representation. Not only was digitizing the photographs beneficial to preservation as well

as the storage of metadata, but it also allowed the photographs to be more accessible as well. I found this process surprising as my initial ideas of digital preservation were thought to simply include scanning the photo and saving it. Learning the digitization process changed many of the preconceptions I had with it.

This valuable experience taught me that there is much more to archival work than I previously had thought. I found that this practicum coincided very well with the Archival Description course I was taking at the same time as I was learning much of the same things. I am currently in a co-op placement at Leddy Library at the University of Windsor and even though this is not an archive, I can see how skills I have learned during my time as an archival practicum student are applicable to this position. I am very grateful to have been able to participate in this practicum and I know I will use these skills within my career in the future.

Nicole Corbo was a Summer Practicum Student with The Congregation of the Sisters of St. Joseph Archives in London, Ontario and is currently completing her Master of Library and Information Science at Western University.



Building a Career in Archives

By Richard Gale

This summer I was lucky enough to be offered a co-op position in the Western Archives working with architectural material. My role was to arrange and describe the architectural output of Charles H. Gillin, an architect who worked in and around London during the mid-20th century. I had little in the way of archival experience and even less (zero!) experience working with architectural material, but through the guidance of my direct supervisor Amanda Jameison, and the support of the wonderful staff in the Western Archives, I quickly took to the work like a duck to water.

Since I was new to the world of architecture, I first needed to develop my own subject knowledge and that meant research, research, research! It was in the process of learning about local London architectural history and the biographical history of Mr. Gillin, that I had one my first (of many!) “aha” moments. Whatever topic/subject/time period/etc. you happen to be focusing on as an archivist, there will most likely be an incredibly passionate and enthusiastic community of people who dedicate their time to that topic/subject/time period/etc. It did not take me long to discover that London possesses such a community dedicated to local architecture.

On my very first day I sent out exploratory emails to various groups and organizations around London seeking information about my area of focus, and in as little as a few hours I was receiving messages back that not only provided vital background material, but also thanked me and Western Archives for committing time, money and resources to improving community access to local architectural history and offered continued support throughout the project. I have since been in regular contact with members of the Architectural Conservancy of Ontario’s London chapter, The Ontario Association of Architects, Heritage Planning Services in London, and several other interested parties and the relationships I’ve developed with these groups and individuals have been key to the success of the project.

On a personal level, a huge source of satisfaction came from the challenge of teasing out the stories hidden within the material in order to make it accessible and useful for researchers. A lot of what crosses an archivist’s desk was not created with posterity in mind. Therefore, pulling important data from certain types of material can be tricky. However, if you have any experience writing or reading history (and if you’re in the archives then you likely do!) you’ll know that uncovering new information from primary sources is a remarkably rewarding and culturally important task. I take great pleasure in thinking ahead to future researchers putting my archival descriptions to good use and contributing to what constitutes our national memory.

My co-op position in the Western Archives has firmed up my decision to pursue archival work as a career. I would recommend the co-op experience to anyone looking to make important professional connections while participating in practical and fulfilling work.

Richard Gale worked in the Western University Archives as COOP student and has completed three terms of his MLIS program at the University of Western Ontario.

Getting the Most out of Student Work Placements

By Helena Merriam

Are you thinking about taking on a student for a co-op or work placement term? Are you a student about to go on a co-op or field work placement? Then this article is for you. In my role as Professor at Algonquin College in the Library and Information Technician Program and coordinator of the field placements, I have learned a few things about what makes the field work placements work well, from both the student perspective and the employer perspective.

Employer Perspective

Learn about the program

Find out a bit about the program of study, whether it is the library technician program at your local college, or the Master's program at the university. The programs may have changed since when you went to school or since you last hired a librarian or library technician. The technology alone has changed dramatically and today's students are often leading the way in this area. Read the program descriptions or monographs or talk to the faculty at the school. You might be surprised to learn what the student can do for you.

Prepare in advance

Be prepared for the student when they arrive on the first day. Have a desk for them to sit at, a computer network account set-up, a project or tasks to work on right from the beginning. Some of the placements are quite short in duration, and you want to make the most of it. This also helps the student feel welcomed and wanted.

Teach your student

Remember that the person coming to you is a student and this is part of their educational component. Give them meaningful work, befitting of where they are in their particular program. Challenge them, teach them, show them different aspects of library work, even if you have them working on a specific project. Give them feedback

Comment tirer le maximum des stages d'étudiants

Par Helena Merriam

Envisagez-vous d'embaucher un étudiant dans le cadre d'un stage d'enseignement coopératif ou de formation pratique? Êtes-vous un étudiant qui s'apprête à commencer un stage d'enseignement coopératif ou de formation pratique? Si c'est le cas, je vous invite à poursuivre votre lecture. Dans le cadre de mon travail comme enseignant en technique de bibliothéconomie et de documentation et coordonnateur des stages au Collège Algonquin, j'ai appris à reconnaître quelques-uns des facteurs qui contribuent à la réussite de l'expérience, tant du point de vue de l'étudiant que de celui de l'employeur.

Conseils pour l'employeur

Se renseigner sur le programme

Trouvez de l'information sur le programme d'études, qu'il s'agisse du programme collégial de bibliotechnicien offert dans votre région ou d'une maîtrise universitaire. Le programme a possiblement évolué depuis la fin de vos études ou depuis votre dernière expérience d'embauche d'un bibliothécaire ou bibliotechnicien. La technologie a beaucoup changé et les étudiants sont souvent à l'avant-garde dans ce domaine. Lisez les monographies ou descriptions de programmes, ou communiquez avec la faculté de l'école. Vous pourriez être étonné d'apprendre ce qu'un étudiant peut faire pour vous.

Se préparer à l'avance

Soyez prêt lorsque l'étudiant se présentera la première journée. Aménagez un poste de travail à son intention, configurez un compte sur le réseau informatique, et déterminez le projet ou les tâches que vous lui confierez en premier. Comme certains stages sont de très courte durée, l'expérience doit être des plus profitables. Cela aide également l'étudiant à se sentir accueilli et apprécié.

Enseigner à l'étudiant

Souvenez-vous que la personne qui se présente à vous est un étudiant et que le stage s'inscrit dans le cadre de ses

on how they are doing. Be willing to be a reference if you had a very good experience with the student.

Report back to the school

Let the faculty person at the college or university know about your experience with the student. Often you will be visited by the field placement coordinator, and this is your chance to give feedback on the program. If you do not receive a visit, you can still call or email your comments.

Take it in stride

Every field work experience is different, and sometimes you might find you have a student that does not fit in with your workplace or does not work out well. Chalk it up to experience, but don't give up; the next student may work out so well, you hire them in the future.

Student Perspective

Choose carefully

Choose a placement or co-op that interests you or gives you some new opportunity to practice a skill. Do not just pick an employer based on convenience factors, such as a good location or free parking. Remember, this is your career, and your opportunity to learn. Make the most of it.

Be Professional

The employer knows you are a student, but make the most of this chance to meet people in the field and leave a good impression. This means DRESS UP for the job interview, if you have one, for the first day and then make sure you are dressed similarly to those around you. Be professional in your attitude to colleagues and clients. Phone, not email, your supervisor if you will be late or are ill. Have a good work ethic and attitude on the job. You are there to learn, not to pick and choose your tasks, or challenge how things are done at this library.

Be ready to learn

Your supervisor does not expect you to know how to do everything. Be willing and open to learn from your supervisor and take their advice, suggestions, criticisms and comments to heart. Learn from them and improve for the next time. Ask questions and write down notes so you do not have to keep asking the same question. If you are asked a question that you can't answer by a library patron, don't guess at the answer. Ask for help. Look for opportunities to learn new things, attend meetings, and

études. Confiez-lui un travail enrichissant qui correspond à son niveau d'apprentissage dans son programme particulier. Proposez-lui des défis, transmettez-lui des connaissances, présentez-lui différents aspects du travail en bibliothèque, même si vous l'affectez à un projet particulier. Donnez-lui de la rétroaction sur son rendement. Soyez prêt à fournir une lettre de recommandation si vous avez eu une très bonne expérience avec l'étudiant.

Présenter un compte rendu à l'établissement d'enseignement

Communiquez avec le responsable de la faculté au collège ou à l'université pour lui parler de votre expérience avec l'étudiant. Si le coordonnateur des stages vous rend visite, comme c'est souvent le cas, profitez de cette occasion pour donner une rétroaction sur le programme. Sinon, vous pouvez toujours transmettre vos commentaires par téléphone ou par courriel.

Ne pas se laisser décourager

Chaque expérience de stage est différente. Vous aurez parfois le sentiment que votre milieu de travail ne convient pas à un étudiant donné ou que l'expérience n'a pas été profitable. Mettez cela au compte de l'expérience et n'abandonnez pas; le prochain stage pourrait être si positif que vous voudrez embaucher l'étudiant dans l'avenir.

Conseils pour l'étudiant

Choisir avec soin

Choisissez un stage d'enseignement coopératif ou de formation pratique qui vous intéresse ou vous permet de mettre en pratique une nouvelle compétence. Ne choisissez pas un employeur par simple commodité, par exemple parce qu'il est bien situé ou que le stationnement est gratuit. N'oubliez pas qu'il s'agit de votre carrière et de votre apprentissage. À vous de tirer le maximum de cette expérience.

Être professionnel

L'employeur s'attend à recevoir un étudiant, mais cela ne vous empêche pas de profiter de l'occasion pour rencontrer des gens du domaine et faire bonne impression. Habillez-vous CONVENABLEMENT pour l'entrevue, s'il y en a une, ou pour la première journée,

be open and attentive. Read your evaluations and work on any improvements they suggest.

Report back to the school

Let your professor or field placement coordinator know how the work experience went. Discuss with them any concerns, during the placement or co-op.

Stay in touch

If you had a good experience at your placement, and were well thought of, keep in touch with your supervisor. This person is an important contact, and potential reference for you. Take their email and other contact information, and send them a message from time to time, updating them on what you are currently doing professionally.

Take it in stride

You may find that some of your placements do not work

out well, for one reason or another. This can happen, and it will likely happen to you throughout your working life. Learn what you can from the experience and move on to the next.

Field placements or co-op positions can be beneficial for both the employer and the student. The student receives the opportunity to practice skills learned in school and the employer receives a skilled temporary employee to help with extra work or projects. For the student, it is a chance to make a connection with people in the library field and get a glimpse at their future careers. For the employer, it is also a chance to give back to the profession and foster new talent.

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puis adaptez vos choix vestimentaires en fonction du milieu de travail. Adoptez une attitude professionnelle dans vos échanges avec vos collègues et les clients. Au lieu d'envoyer un courriel, téléphonez à votre superviseur si vous êtes en retard ou malade. Adoptez une bonne éthique de travail et une attitude adéquate. Vous êtes là pour apprendre, pas pour choisir vos tâches ou contester le mode de fonctionnement de la bibliothèque.

Se montrer disposé à apprendre

Votre superviseur ne s'attend pas à ce que vous connaissiez tout. Soyez prêt et disposé à apprendre de votre superviseur, et sachez recevoir ses conseils, suggestions, critiques et commentaires. Voyez-y des occasions d'apprendre et de vous améliorer. Posez des questions et prenez des notes pour éviter de poser plusieurs fois les mêmes questions. Si un usager de la bibliothèque vous pose une question dont vous ne connaissez pas la réponse, n'inventez rien. Demandez de l'aide. Recherchez les occasions de faire de nouveaux apprentissages, assistez à des réunions, montrez-vous ouvert et attentif. Lisez vos évaluations et concentrez-vous sur les points à améliorer.

Faire un compte rendu à l'établissement d'enseignement

Parlez de votre expérience à votre professeur ou au coordonnateur des stages. Faites-lui part de toute préoccupation survenue durant le stage.

Garder contact

Si vous avez vécu une belle expérience de stage et avez fait bonne impression, gardez contact avec votre superviseur. Il s'agit d'une ressource importante qui peut vous fournir de bonnes recommandations. Demandez-lui son adresse électronique et ses coordonnées, et envoyez-lui un message de temps à autre, pour l'informer de votre cheminement professionnel.

Ne pas se laisser décourager

Pour une raison ou une autre, certains stages ne se dérouleront peut-être pas comme le voudriez. Cela peut arriver, et une expérience de ce genre pourra se reproduire tout au long de votre carrière. Tirez le maximum de l'expérience et passez à la suivante.

Les stages d'enseignement coopératif ou de formation pratique peuvent être bénéfiques à la fois pour l'employeur et l'étudiant. Pour l'étudiant, c'est l'occasion de mettre en pratique les techniques apprises à l'école. Quant à l'employeur, il accueille une ressource temporaire qualifiée pour aider à des tâches supplémentaires ou à des projets. Le stage offre à l'étudiant la possibilité de créer des liens avec des personnes du milieu et d'avoir un avant-goût de sa future carrière. Pour l'employeur, c'est aussi l'occasion de redonner à la profession et de former de nouveaux talents.