

The interview will focus on three themes: job control, library instruction, and burnout. To start, I'll help contextualize the concept of job control. In a 1989 study, job control was defined "as the ability to exert some influence over one's environment so that the environment becomes more rewarding or less threatening." Examples of some domains or dimensions of job control include work tasks (what you do), work pacing (how quickly you do it), work scheduling (when you do it), physical environment (where you do it), decision making, interaction, and mobility.

Job Control

1. Based on analysis of the survey data, you experience particularly high/low job control among librarians tested. Does this surprise you? Why or why not?
2. What parts of your role or work environment contribute to your feelings of having or lacking job control? How?
3. If you have, how have you and your manager or supervisor made changes to your job assignment or role that have increased your feelings of agency or control?
 - i. In what areas of your responsibilities did you make changes?
 - ii. Do you think they've been effective?
4. If you have, how have you made changes on your own to your job assignment or role that have increased your feelings of agency or control?
 - i. In what areas of your responsibilities did you make changes?
 - ii. Do you think they've been effective?

Library Instruction

1. How do you think you experience job control or agency when doing the instruction work for your job as a librarian?
2. Will you please list all of the types of instruction that you do?
 - a. Suggested types to prompt interviewee: One-shot library instruction, workshops, for-credit courses, tours, asynchronous instruction
3. Among these types of instruction, how does the type of instruction impact the job control or agency you experience?
 - a. Either positively or negatively.
4. Are there parts of the teaching process or preparation that impact your job control or agency?
 - a. Either positively or negatively.
5. How do you think that your feelings of job control or agency with regard to instruction impact the design and delivery of your instruction sessions?
6. How do your feelings of control or agency during instruction impact how burnt out you feel?

Burnout

1. Based on analysis of the survey data, you are experiencing severe/high/moderate/mild/no burnout. Is that surprising or unsurprising? Why?
2. How does the level of control you experience at work impact your feelings of burnout?

If timing allows; however, these didn't fit in the 60 minutes allotted when pilot testing:

3. If you have, how have you considered making changes at work to reduce or mitigate burnout?
4. If you have, how have you considered making changes outside of work to reduce or mitigate burnout?
5. If you have, what changes have you made to reduce or mitigate burnout?
 - a. How have you approached those changes?
6. If you have, how have you talked with your supervisor or manager about reducing or mitigating your burnout?
 - a. What strategies did you consider?
 - b. What strategies did your supervisor recommend?
 - c. What areas of your work were the primary focus?

Closing

1. Since taking the survey, is there anything else you've been thinking about in relation to job control and agency at work?
2. When reporting qualitative data, pseudonyms can be used to de-identify participants. For the purpose of this research, a pseudonym will be used when reporting on the qualitative data in publications and presentations, such as when quoting anything you've shared in this interview. Would you like to choose your own pseudonym?