State Library of Victoria

Evaluation of the Statewide Training Project 2000-01

… and …

Statewide Public Library Training Plan 2002/05

May 2002

I & J MANAGEMENT SERVICES

Evaluation of the Statewide Training Project 2000-01
Statewide Public Library Training Plan 2002/05

The evaluation of the Statewide Training Project 2000-01 and development of a statewide training plan for Victorian public libraries was conducted for the State Library of Victoria by:

Evaluation of the Statewide Training Project 2000-01 Statewide Public Library Training Plan 2002/05

Contents

EXECUTIVE SUMMARY

"Now I understand." – Library staff member.

In 2000 and 2001 the Victorian public library Statewide Training Project efficiently delivered good quality low-cost practical training across a wide range of relevant topics to library staff at all levels. It provided significant benefits to library services and staff by:

- developing new skills and raising awareness of solutions to problems
- exposing staff to new ideas
- providing opportunities for professional networking and generating contacts in other libraries
- presenting a wider environmental context than could be obtained within a single library service
- generating enthusiasm and team spirit, enabling staff to meet challenges faced in the workplace
- providing a consistent approach to training across all Victorian public libraries
- giving managers and staff time out to focus on change and improvements.

This evaluation identified numerous examples of situations where public library staff have been able to improve the quality of the library services delivered, the effectiveness of their work practices, their strategic and service planning capability and organisational operations as a result of participation in training and activities provided through the Project.

"We serve the public better. We have increased knowledge, increased confidence in dealing with the public and increased confidence in using IT." – Staff member.

Overall, 68% of library services indicated that they were highly satisfied with the courses provided by the Statewide Training Project in 2000-2001, with a further 29% moderately satisfied. Of particular value, beyond the practical skills staff developed through the courses, has been the professional networking opportunities offered by having training undertaken as a statewide project. This has acted to link Victorian public libraries and foster the idea of a statewide library network.

In the two year period from January 2000 to December 2001 the Statewide Training Project provided 1,770 training places and 1,951 training days, an average of 0.7 days training per EFT in Victorian public libraries. The take up of training opportunities and the reliance for training on the Project by library services varied considerably due to factors including training budget, staff skill profile, access to alternative training sources and the relevance of training offered relative to a library's needs at the time. It is notable that the Statewide Training Project's aim of ensuring equity of access to all library services, and therefore targeting delivery in regional areas, has seen country libraries become clearly higher users of the Project when compared with metropolitan libraries on an EFT basis.

The Project is also highly regarded for the way central development, coordination and management of library specific training delivered by quality presenters enables libraries to stretch their training budget to benefit all staff, and ultimately Victorian public library users.

"The program has been invaluable. We would not have been able to send as many staff to training if the costs had not been so cheap." – Marketing coordinator.

It is also worth noting that the Statewide Training Project has evolved over time as an example of the way public libraries can work collaboratively together to achieve mutually beneficial strategic and operational outcomes. Following an initial review in 1997 the project has adopted an evaluative approach that has meant it has periodically taken stock of its value and efficiency. At the same time it has considered its place in supporting development of skills to meet the future needs of library staff.

Given this ringing endorsement from library managers and staff of the past performance of the Statewide Training Project, it is not surprising that that the recommendations for the future are to build on the strength of the good work done to date.

> *"An excellent program that MUST be retained as a means of providing the necessary support to library staff." – Library service manager.*

> *"I believe it to be an essential program if we are to maintain our place in the community." – Library service manager.*

> *"More please!!!" – Library service manager.*

The recommendations in this report address a number of different issues across two timeframes:

- general recommendations related to the direction of the Statewide Training Project in the next three years
- specific recommendations on the training to be undertaken in 2002/03 and improvement to the way which the Project could be designed, delivered and managed.

Underpinning the recommendations on courses to be included on the training calendar is an intent to re-present the Project in a more strategic way. Recognising that the Statewide Training Project is not the only source of training for library staff, and nor can or should it replace acquisition of professional library qualifications, it is suggested that the Project view some courses as core or baseline training that provides for basic competencies required by staff across the Victorian public library system. Once adopted as baseline training, these courses would be provided on a regular basis as required. In addition, the calendar would also include supplementary and pilot courses that are highly valued by participants but not considered part of baseline training.

In parallel to this program of library training, it is recommended that the Statewide Training Project adopt one or two themes each year and deliver a range of training courses related to that theme across the spectrum of staff from senior management to library officers. By providing a concentrated focus on a particular competency this would enable individual libraries and Victorian public libraries collectively to more dramatically shift the level of skills and the quality of service outcomes. This approach could be used to address emerging training issues where there are benefits in all libraries acting as a group and provide a longer term and strategic view of training needs. Suggested themes include 'Promoting and positioning libraries for the future' and 'Risk management.'

It is also recommended that:

- the IT Training Grants program continue with annual grants to all library services
- the Staff Exchange program be refocused as a site visits program to better meet needs of library staff
- training and development opportunities involving exposure of current and potential library leaders to organisations outside the library environment be explored
- the information infrastructure supporting management and monitoring of the Statewide Training Project be enhanced.

A number of other issues for further and future investigation or monitoring are also noted.

The recommendations arising from this evaluation and the outline of the Statewide Public Library Training Plan for the next three years are presented in full in Section 3.7 of this report.

1. BACKGROUND

1.1. Statewide Training Project

The Statewide Public Library Training Project is one of a number of statewide projects designed to enhance the development of the services and collections in Victorian public libraries. The project is an initiative of VICLINK and the State Library of Victoria (SLV) and is administered by the Library Network Unit at SLV. An advisory committee with representatives from metropolitan and country library services oversees the project.

The Statewide Training Project aims to ensure that a competent, relevant and skilled public library workforce is delivering library and information services to all Victorians. Its objectives are:

- to provide professional low cost training opportunities for public library staff
- to support and enhance training provided to public library staff through other sources and avoid duplication of training effort
- to motivate public library staff to have an adaptable attitude towards new social, industry and organisational trends.
- to ensure that Victorian public library staff constantly renew their skills
- to ensure that public library staff are skilled and confident in using and promoting the latest information technology in libraries and the community
- to provide equity of access to training for all public library staff, and in particular reduce barriers of professional and geographic isolation
- to facilitate staff networking
- to be cost effective and provide optimum benefit for the funds committed.

That is, the Statewide Training Project aims to provide training opportunities for all levels of staff working in Victorian public libraries in order to develop a highly skilled and flexible workforce capable of delivering quality library services to all Victorians. Training courses are offered in Melbourne and regional Victoria each year and cover a variety of subjects including customer service, library display, reference skills, workplace communication, middle management, leadership, marketing and internet skills.

An online training calendar (http://librariesvictoria.vicnet.net.au/training/index.html) provides information on upcoming courses and allows public library staff to register to attend or be included on a waiting list for future courses. The training courses on the calendar are based on meeting training requirements and priorities identified in a training needs analysis conducted by AIMA in 1999. Courses are introduced to meet new demands.

The Project has produced a Human Resources Guide for public libraries. It has also assisted public libraries to address their local training needs through Information Technology Training Grants. The Project encourages, coordinates and subsidises a Staff Exchange and visits scheme for public library staff and provides travel and accommodation assistance for staff participating in training courses delivered through the Project.

The Statewide Training Project has been operating since 1997, offering subsidised training for public library staff. In the 2000/01 financial year it received funding of $369,000 from a total statewide project grant pool of approximately $1.1 million.

1.2. Previous Project Reviews

There have been two previous reviews of training activity in Victorian public library services in the past five years (see Appendix A).

The first of these, *Steps to Success* in 1997, laid the foundations for development of the Statewide Training Project. Following consultation with library managers and staff and other key decision-makers the review noted the challenge facing libraries to shift into new markets with new customers and new technologies, requiring awareness of what customers wanted and monitoring to ensure that quality library services were delivered. The review determined that a regional and statewide training program for Victorian public library staff should focus on:

- training needs that need to be addressed at a centralised or regional level
- statewide whole-of system change,
- widely needed skill development that could be cost effectively delivered at a centralised level
- conferences, industry updates and mentoring programs
- regional broadly based cost effective skills development.

The review concluded that there was a clearly and frequently expressed need for priority training in information technology and the Internet, advanced customer services, marketing skills and market research and customer need analysis. The 1998/99 Plan also identified courses in strategic leadership and management as a priority and recommended introduction of the Staff Exchange Program and development of the Human Resources Manual.

The second review conducted by AIMA in 1999, evaluated the operation of the Statewide Training Project to that time and found that that the program of training offered in 1998/99 had closely followed the plan developed in 1997. A majority of library services were supportive of the Project as it delivered quality training at low cost. The review identified the difficulties faced by rural libraries and small libraries in releasing staff for training and recommended seeking additional funds for rural (and especially small rural libraries) for replacement of staff while at training or providing in-house on-site training.

The 1999 review also produced a three-year training plan which has since been the basis of the Statewide Training Project in 2000-01. This plan built on the courses provided over 1998/99 and established as a priority training in communication, team management and interpersonal relationships. The review also recommended (among other things) that training programs from other statewide projects be integrated into the Statewide Training Project calendar and that training be delivered by Registered Training Organisations (RTOs) within the relevant Australian Qualifications Framework.

1.3. Evaluation

In March 2002, I & J Management Services was appointed to evaluate and make recommendations on future training and development activities for Victorian public libraries. The evaluation had two major intended outcomes:

1. Evaluation and Review of the Statewide Public Library Training Project 2000-01
   - Evaluation of outcomes of the in-house/on-site training programs against current and other appropriate performance measures
   - Assessment of and recommendations on training delivery
   - Review of and recommendations on other elements of the State Training and Development Program.
2. Development of a Strategic Training and Development Plan 2002-05
   - Identification of core and priority training needs for 2002-05
   - Recommendations for training programs in 2002-03 (including delivery modes, evaluation approaches and a framework for linking statewide training to individual library service training plans)
   - High level assessment of competencies required by all public library staff by 2005.

The evaluation was to cover all activities delivered through the Statewide Training Project in the two-year period from January 2000 to December 2001.

The evaluation project was completed over an eight week period in April-May 2002 under the guidance of the Library Network Unit and the Statewide Training Advisory Committee.

The project methodology is outlined in Appendix B. All library services were invited to participate in the evaluation through completion of a survey. Consultative activities included visits to meet with management and staff in eight library services, face-to-face and telephone interviews with other managers, participants in training courses, participants in the Staff Exchange scheme and other key stakeholders in the State Library of Victoria and the Department of Infrastructure.

This report presents the findings and recommendations of the project in three broad areas:

- analysis of the impact of the Statewide Training Project in 2000-01 against the project's stated objectives
- assessment of the factors that should be considered in designing and delivering efficient and effective training to public library staff
- identification of the future training needs of public library staff.

2. STATEWIDE TRAINING PROJECT 2000-01

The Statewide Training Project has received overwhelming endorsement from library service managers and staff. The Project is seen to have delivered high quality low cost training and development opportunities to all library staff across a wide range of topics.

> *"The Statewide Training Project probably has more direct benefit to library services than any other state library program." – Library service manager.*

> *"I didn't realise I was part of a team until we all did the team planning course." – Mobile driver.*

The courses offered through the training calendar have:

- been relevant to library staff, addressing leadership and management, customer service, information management and information technology skills
- been practical, developing competencies and presenting techniques that library staff have been able to apply in their workplace
- been delivered by presenters with an appreciation of the library environment
- facilitated professional networking and the exchange of ideas among library staff.

Overall, 68% of library services indicated that they were highly satisfied with the courses provided by the Statewide Training Project in 2000-2001 (29% moderately satisfied, 3% somewhat satisfied).

The majority of libraries had no specific concerns with the quality of courses delivered through the Project. Where there have been concerns, they have been related to isolated cases of poor course design, delivery or scheduling.

2.1. Training Profile

In 2000-01 (the two years from January 2000 to December 2001) the Statewide Training Project delivered 147 training courses, offering 1,770 places to Victorian public library staff across four broad areas of skills development:

- leadership and management
- business planning and marketing
- communicating and building relationships
- information management.

A fifth important area of skill development, information technology (IT) skills, has been addressed on an individual library basis through the IT Grants program (see Section 2.9).

Table 1 shows that in each of these four areas the Statewide Training Project has offered a wide range of courses addressing different skills and competencies that contribute to the overall efficient and effective operation of a library. The Project has also offered different courses applicable to staff at all levels of a library.

For example, in relation to business planning and marketing the Project delivered two 'Strategic Planning and Best Value' courses in 2000 targeted at senior library management while also providing eight 'Library Display' courses at which 109 library staff have been able to learn about different approaches to presenting their library and communicating information on library services to their patrons.

Table 1: Training Courses in 2000-01

Course	Provider	2000		2001		Total Participants
		M	C	M	C	
Leadership and Management						
Middle Management and Front-line Management	Centre for Leadership and Management (CLM)	3	1	1	1	93
Scenario Planning and Development	CLM	1				13
Project Management	Results Training			1	1	22
Human Resources Management	CLM			1		13
Sub-total		*4*	*1*	*3*	*2*	*141*
Business Planning and Marketing						
Strategic Planning and Best Value	CLM	2				32
Business Planning and Budgeting	CLM	1				8
Customer Service Skills - Monitoring, Adjusting and Reporting on Quality Service	Creative Informatics			1	4	47
How to Manage and Conduct a Service Review	CLM			1		32
Marketing Planning Briefing for Chiefs	AIMA	1				8
Marketing Planning In-house	Results Training/AIMA			10	10	218
Effective Marketing Communications	AIMA	1	3			42
Library Display	RMIT	2	4	2		109
Sub-total		*7*	*7*	*14*	*14*	*496*
Communicating and Building Relationships						
Team Leadership	CLM			2	3	58
Team Management	CLM			1	3	49
Team Planning	CLM			3	3	67
Communicating in Writing	RAP Activities			1	2	38
Communication at Work: Developing Trust and Confidence	Bigelow & Assoc.			1		10
Presentation Skills	Norton/Durston			2		19
Public Relations	Walsh/Spark			1		14
Train the Trainer	Results Training	2	3			52
Handling Complaints/Telephone Skills	Nicky McCartney	1	4			58
Building Trust and Confidence: Dialogue Workshop	Bigelow & Assoc.			3		51
Managing Difficulties	Nicky McCartney	2	4			64
Customer Service Skills - Ensuring Quality of Service Delivery	Creative Informatics	1	4			50
Customer Service Skills - Planning to Meet Customer Expectations	Creative Informatics	1	4			51
Intellectual Disability	Michael Mwayo				1	10
Psychiatric Disability	VICSERV			1	1	20
Children's Programs	AIMA			1		16
Handling Difficult People	Nicky McCartney	1	5			84
Sub-total		*8*	*24*	*16*	*13*	*711*

Table 1 (continued): Training Courses in 2000-01

Course	Provider	2000		2001		Total Participants
		M	C	M	C	
Information Management						
Preservation of Books	Box Hill TAFE			1	1	22
Basic Reference Interview Skills	SLV			1	3	60
Internet Train the Trainer	Infosentials/Franklin Collins	2		2		68
Reference Services (online searching)	CAVAL	1		1		34
Gulliver Databases Workshop	Gale Group			10		128
Gulliver EBSCO Data Administration	EBSCO			3		23
Gulliver EBSCO Effective Searching Strategies	EBSCO			6	1	66
Government Publications: How to find Health/Medical Information	SLV			1		11
Legal Resources	SLV			1		10
Sub-total		*3*	*-*	*26*	*5*	*422*
Total		**22**	**32**	**59**	**34**	**1,770**

Table 1 shows a significant increase in the number and range of courses offered through the Statewide Training Project in 2001 relative to 2000. The number of courses conducted increased from 54 to 93 with the number of training places offered up 68% from 661 in 2000 to 1,109 in 2001. The increase in course numbers and participation is almost entirely explained by two discrete training activities.

The first was the twenty 'Marketing Planning In-house' courses in which the trainers went to a library service and delivered the marketing training on site. By taking relevant training directly to a library on a day convenient to staff in that library, the Project overcame the two major issues associated with training participation – rostering/backfill and travel. As a result 218 staff in both metropolitan and country locations (with an average of 10.9 staff per course) were able to attend this training. This training reached 15% of all Victorian public library staff.

The second reason for the increase in training numbers in 2001 was the training associated with Gulliver. Twenty half-day courses on the use and administration of the Gulliver databases were delivered to 217 library staff. As there were many courses offered over an extended period of time and the courses were only of half-day duration, the issue of rostering/backfill was avoided. However, as all except one course were delivered in central Melbourne locations participation was biased toward staff from metropolitan library services. 191 places were taken by metropolitan staff with only 26 country staff having this Gulliver training, most of these in the one course offered at Shepparton. With a total of 217 participants, 15% of all Victorian public library staff attended this training.

In discussions with library managers and staff, there was a perception that the Statewide Training Project had shifted its emphasis in recent years to management and marketing training away from front-line and traditional information management and library skills development.

> *"The recent focus seems to have been on senior and middle management. It needs to shift to front-line skills." – Library service manager.*

This perception arises from the delivery of activities like the 'Marketing Planning In-house' and the fifteen team leadership, management and planning courses run in 2001, whereas in 2000 there was a greater emphasis on customer service skills, handling difficult people and managing difficulties. In 2000 these 27 courses reached 307 participants and made up 46% of all training places offered in the year. Over the two year period 2000-01 the Statewide Training Project is considered to have delivered a balance of management, marketing, front-line and professional skills development opportunities.

There has, however, been wide variation in the take up by library services of training offered through the Project. Table 2 shows that Mildura and Yarra-Melbourne were clearly the heaviest users of the Project. Mildura benefits from the fact that due to its geographic isolation and its willingness to pursue training opportunities, when courses are scheduled in country areas Mildura is usually included on the schedule, it has essentially exclusive access to the course (staff travelled from Swan Hill to a course in Mildura on one occasion), and the library schedules training on a day when a large number of staff can attend. At the other extreme, Gannawarra, Melton, Vision Australia, Swan Hill and Corangamite all had less than 10 training places in the Statewide Training Project in 2000-01.
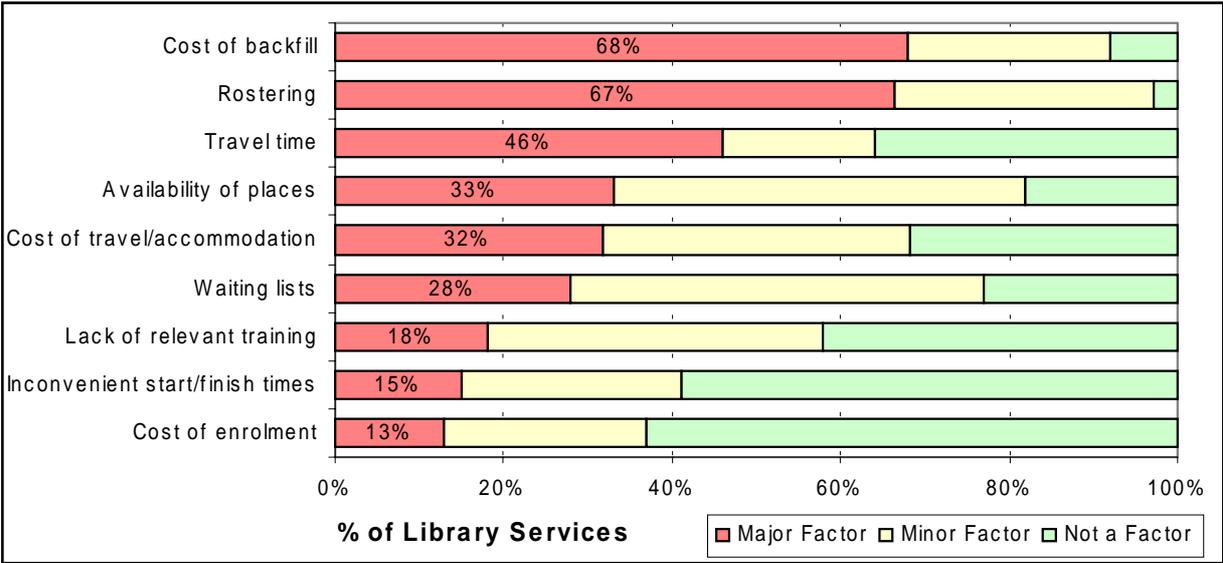
Table 2: Participation in Training Courses 2000-01 by Library Service

Library Service Metropolitan	Training Places			Library Service Country	Training Places		
	2000	2001	Total		2000	2001	Total
Yarra-Melbourne	40	89	129	Mildura	82	73	155
Bayside	17	66	83	Central Highlands	50	49	99
Brimbank	20	49	69	Goulburn Valley	41	44	85
Eastern	28	31	59	Glenelg	35	44	79
Casey-Cardinia	15	34	49	Campaspe	31	29	60
Greater Dandenong	9	38	47	High Country	28	25	53
Hume-Moonee Valley	5	41	46	West Gippsland	30	23	53
Whitehorse-Manningham	11	34	45	Geelong	23	28	51
Port Phillip	18	26	44	North Central Goldfields	8	23	31
Mornington Peninsula	6	35	41				
Maribyrnong	10	30	40	Latrobe	15	12	27
Monash	8	30	38	Mitchell	10	16	26
Yarra Plenty	17	18	35	East Gippsland	16	9	25
Hobsons Bay	-	30	30	Wimmera	5	20	25
Stonnington	9	20	29	Upper Murray	3	19	22
Glen Eira	19	6	25	Murrindindi	7	7	14
Darebin	1	22	23	Wellington	2	9	11
Moreland	12	10	22	Corangamite	3	3	6
Frankston	2	19	21	Swan Hill	5	-	5
Kingston	1	17	18	Gannawarra	-	-	-
Wyndham	4	14	18				
Boroondara	2	11	13				
RVIB	10	2	12				
Vision Australia	1	3	4				
Melton	2	1	3				
Sub-total	*267*	*676*	*943*	*Sub-total*	*394*	*433*	*827*
Total Training Places ...	**… in 2000 = 661**			**… in 2001 = 1,109**		**… in 2000-01 = 1,770**	

Table 2 also shows that from 2000 to 2001 there was a 153% increase in the number of training places used by metropolitan library services (267 to 676) compared with a 10% increase in country libraries (394 to 433). This dramatic increase is a result of the relatively low level in metropolitan areas in 2000 and the impact of the previously mentioned Gulliver training (most of which was delivered in Melbourne) and the in-house marketing training.

There are many reasons for the variation in participation in these training courses. The size of the library and the number of staff to be trained is clearly a major factor, as is the existing skill profile of library staff, the library's training budget and the level of access to other sources of training (in-house, local council or external). (Issues associated with the equity of access to training are discussed further in Section 2.6.). Other factors are shown in Figure 1.

Figure 1: Factors influencing Participation in Training and Development Activities delivered through the Statewide Training Project

Individually or collectively, these issues influence participation in the training courses offered. As does the prevailing organisational culture and attitudes of library management and staff toward training and development activities. For example, discussions with some library managers and staff in library services with limited training budgets indicate that even rostering and travel issues can be overcome to some extent where there is a high level of commitment to skills development at both an organisational and personal level.

The differences in uptake of training offered through the Statewide Training Project are further highlighted when considered relative to the size of each library service. Table 3 on the following page shows the training undertaken by each library through the Project in 2000-01 in total training days and compares this to their EFT at June 2001.

In total, the training courses in the Statewide Training Project provided 1,951 training days over two years, which given a total of 1,463.4 EFT Victorian public library staff represents an average of 0.7 training days per EFT per year delivered through the Statewide Training Project. However, the number of training days per EFT per year varies from a high of 4.1 in Glenelg to 0.1 and less at RVIB, Vision Australia, City of Boroondara and Gannawarra. (As indicated earlier, issues related to equity of access to training and alternative training courses will be discussed in Section 2.6).

Of particular note is the fact that nine of the ten highest users on an EFT basis (and twelve of the top fourteen) are country library services. This is an outcome of the focus of the Statewide Training Project on ensuring that country libraries were not disadvantaged by travel requirements and therefore taking training to country locations. For example, each of the three customer service training programs was delivered five times, one course in a metropolitan location servicing 25 metropolitan libraries and four courses in country locations servicing nineteen libraries. As a result this training was skewed toward country libraries. The use of the Project is also influenced by the location of the training with Ballarat attracting staff from Glenelg, Central Highlands, Wimmera and Geelong; Shepparton servicing staff from Campaspe, Goulburn Valley and High Country; and Morwell/ Warragul attracting staff from West Gippsland, East Gippsland, Latrobe and Wellington.

> *"We very much appreciate the provision of subsidised training, especially provided onsite and regionally." – Country library service manager.*

Table 3: Training Participation by EFT 2000-01

Library Service	Location	Staff 2001#		Training Days 2000-01		
		EFT	% EFT	No.	%	Per EFT*
Glenelg	C	10.5	0.7%	86.0	4.4%	4.1
Mildura	C	21.0	1.4%	160.0	8.2%	3.8
Campaspe	C	9.6	0.7%	65.0	3.3%	3.4
Goulburn Valley	C	19.3	1.3%	83.5	4.3%	2.2
High Country	C	14.6	1.0%	59.5	3.0%	2.0
Murrindindi	C	5.0	0.3%	20.0	1.0%	2.0
Central Highlands	C	28.2	1.9%	105.0	5.4%	1.9
Mitchell	C	8.5	0.6%	26.0	1.3%	1.5
Bayside	M	26.0	1.8%	77.5	4.0%	1.5
Wimmera	C	10.0	0.7%	28.0	1.4%	1.4
Yarra-Melbourne	M	54.7	3.7%	151.5	7.8%	1.4
West Gippsland	C	21.8	1.5%	55.0	2.8%	1.3
East Gippsland	C	12.1	0.8%	26.0	1.3%	1.1
Latrobe	C	13.5	0.9%	29.0	1.5%	1.1
Brimbank	M	42.5	2.9%	85.0	4.4%	1.0
Maribyrnong	M	24.0	1.6%	44.5	2.3%	0.9
Port Phillip	M	38.1	2.6%	51.5	2.6%	0.7
Upper Murray	C	17.7	1.2%	22.5	1.2%	0.6
Casey-Cardinia	M	49.7	3.4%	59.0	3.0%	0.6
Mornington Peninsula	M	39.8	2.7%	46.5	2.4%	0.6
Geelong	C	53.4	3.6%	61.5	3.2%	0.6
North Central Goldfields	C	34.0	2.3%	39.0	2.0%	0.6
Hobsons Bay	M	25.7	1.8%	26.5	1.4%	0.5
Monash	M	47.1	3.2%	46.5	2.4%	0.5
Wellington	C	12.4	0.8%	12.0	0.6%	0.5
Hume-Moonee Valley	M	57.9	4.0%	55.5	2.8%	0.5
Wyndham	M	17.9	1.2%	16.5	0.8%	0.5
Greater Dandenong	M	47.5	3.2%	43.5	2.2%	0.5
Stonnington	M	35.0	2.4%	30.0	1.5%	0.4
Frankston	M	26.8	1.8%	21.0	1.1%	0.4
Melton	M	6.5	0.4%	5.0	0.3%	0.4
Glen Eira	M	37.5	2.6%	26.0	1.3%	0.3
Darebin	M	46.9	3.2%	31.0	1.6%	0.3
Whitehorse-Manningham	M	76.0	5.2%	48.0	2.5%	0.3
Eastern	M	105.2	7.2%	66.0	3.4%	0.3
Kingston	M	42.4	2.9%	26.0	1.3%	0.3
Yarra Plenty	M	91.1	6.2%	50.5	2.6%	0.3
Swan Hill	C	9.6	0.7%	5.0	0.3%	0.3
Moreland	M	48.7	3.3%	19.5	1.0%	0.2
Corangamite	C	19.7	1.3%	6.0	0.3%	0.2
RVIB	M	58.0	4.0%	16.0	0.8%	0.1
Vision Australia	M	20.3	1.4%	4.5	0.2%	0.1
Boroondara	M	71.2	4.9%	14.5	0.7%	0.1
Gannawarra	C	6.0	0.4%	-	0.0%	-
Total		**1,463.4**	**100.0%**	**1,951.0**	**100.0%**	**0.7**

EFT per library service taken from DOI Survey 2000/01.
* Training days per EFT per year.

Another factor which differentiates the uptake of training by country libraries relative to metropolitan libraries is the degree of reliance of country libraries on the Statewide Training Project to meet their training needs. Some libraries at the top end of Table 3 rely on statewide training for up to 95% of their total training activity. Other libraries do more than 80% of their training activity outside the Statewide Training Project, and so their low position in Table 3 does not reflect a low level of overall training. On average 68% of training undertaken by country libraries occurs through courses offered by the Statewide Training Project. Among metropolitan libraries this figure is only 38%.

Taking this into consideration, it is estimated that the total level of training undertaken in Victorian public libraries is around 1.6 training days per EFT per year, 0.7 of which is done through the Statewide Training Project. Whilst it is difficult to set industry-wide benchmarks for training as the level of training undertaken is a factor of specific industry characteristics, risk profile, professional accreditation and job characteristics, staff turnover, organisational skill profile and the impact of technology (among other things), a level of three to four days per EFT per year is considered by HR specialists to reflect a good commitment to training and development. It is notable that some libraries indicated that they had training targets in the order of four to five days per EFT.

Delivering nearly half of all training undertaken in libraries in 2000-01, the Statewide Training Project has made a significant contribution to skills development and knowledge transfer in Victorian public libraries.

> *"Training guarantees our future. We get the right people with the right skills." – Library service manager*

2.2. Strategic Impact

The Statewide Training Project has had a strategic impact on Victorian public libraries and the competencies of library staff through delivery of a combination of targeted and general access training activities.

> *"The management and planning courses made us look at the big picture, which we need to do." – Staff member.*

> *"The Statewide Training Project is good for the whole of industry things." – Library service manager.*

As shown in Table 1, the Project includes training courses aimed at development of specific strategic capabilities. It has delivered selected courses multiple times in multiple locations to raise the average skill levels in these areas across all Victorian public libraries. It has also, through the design of courses, provided library managers and staff with time out to reflect on where their individual library and libraries generally are headed and how they can be part of facilitating change to shape that future.

For example, in mid-2000 the Statewide Training Project engaged the Centre for Leadership and Management to deliver courses on 'Strategic Planning and Best Value' and 'Scenario Planning and Development'. 45 staff (primarily senior and middle managers) attended these courses which encouraged and enabled participants to develop a strategic outlook on the future directions of their library service.

The three-day residential 'Middle Management and Front Line Management' courses (six courses, 93 participants) have been a significant investment by Victorian public libraries and the Statewide Training Project in the future management capability of library staff. The courses have been very well received with participants praising not only the opportunity to develop and hone their middle management skills, but importantly the opportunity to do so in an environment removed from the demands of the front desk and the time to initiate and consolidate relationships with colleagues from

other library services. These courses have given library managers greater confidence in the management skill profile across all public libraries – large and small, metropolitan and country. 77% of libraries rate these courses as of high benefit to them.

There have been other training courses delivered through the Project that have had both a strategic and operational impact. The in-house 'Marketing Planning' courses have clearly influenced the way library staff think about their clients and how to best identify and meet their library needs. A number of libraries indicated that as a result of this training they have now developed marketing plans for their library service. Library staff indicated an increased awareness of the different client groups in their local communities and since the course have undertaken steps to tailor library communication and programs to specific audiences. This has fed through to increased public awareness of available library services.

> *"We used to have no idea about marketing theory. Now we access statistics from the librariesvictoria site, have identified target groups, are trying to track them in our community and come up with new ideas to get them in." – Staff member.*

Another strategic benefit of the Statewide Training Project, the importance of which should not be underestimated, is that by delivering low cost good quality training to all Victorian public libraries it has provided a training safety net for library services that without the Project would have little access to a comprehensive range of relevant training activities.

> *"A lot more people have got training because of the Statewide Training Project. It would not have been possible to cover so many people without it." – Library service manager.*

As library services take up the training opportunities provided, the Project mitigates to some extent the potential for some library services to fall behind their peers and widen the gap in service quality across public libraries.

Collectively, the courses run through the Statewide Training Project mean that Victorian public library staff are now better equipped and more confident to influence the way in which their library positions and portrays itself.

> *"The marketing training had a front-line benefit. People became aware that they were the first point of marketing our library." – Library service manager.*

> *"For some people it's a revelation to find out that they are a supervisor and not just a librarian. They leave with ideas about how this might change their outlook." – Trainer.*

2.3. Operational Impact

The practical benefits of the Statewide Training Project are demonstrated in the ways library staff have been able to improve the delivery of services to library patrons.

> *"The marketing team has been transformed. They've gone from photocopies on the library wall to thinking about how we get involved in the community, inviting groups to the library and public speaking." – Library service manager.*

> *"The Gulliver training was good because I was able to apply it the same day." – Staff member.*

Examples of the changes to library services as noted in responses to the survey of all library services are listed below:

- Greater understanding of front-line staff of the needs of customers with disabilities ('Intellectual Disability' and 'Psychiatric Disability' courses).
- Increased capacity to help customers with reference queries through the combination of the 'Basic Reference Interview Skills' course (90% of libraries rate this as of high benefit) and training on the Internet databases.
- Introduction of Internet classes for the public following staff completion of the 'Internet Train the Trainer' course (71% of libraries rate this as of high benefit).
- Development of improved displays, promotional material and library newsletters as a result of the 'Library Display' and 'Marketing Planning' courses.
- Liaison with local secondary schools to develop a slogan and logo for the library's Children's Book Club.
- Development of a plan for dealing with difficult customers.
- Better understanding of product planning through the 'Marketing Planning' course.

The direct relevance of the training delivered to library managers and staff and the practical focus of the training has meant that staff have heightened confidence in their skills and an expectation that participation in these training activities will enable them to directly translate their training experience to the workplace and make real improvements to service delivery. The 'Library Display' courses, in particular, have had a direct impact on library displays and enabled library officers and lower level staff to participate in training activities.

> "The reference skills training was good because it was exactly what we do at the counter." – Staff member.

Library managers also report practical improvements in staff confidence and competence and internal library operations as a result of courses run through the Statewide Training Project:

- Greater emphasis on creating a team environment following the 'Team Planning' course.
- Review of the staff appraisal process and questionnaire following participation in the 'Team Management' course.
- Increased staff confidence in using the Internet.
- Increased awareness among middle managers following the 'Middle Management and Front-Line Management' course of the impact of their personal management style on the performance of their teams.
- Better communication between staff and less evident conflict.

For staff in some libraries, training on non-professional library skills (e.g. management and supervision, communication) is very well-received as it is training that they do not usually get access to via other sources. The 'Train the Trainer' courses are well-regarded by staff as they demonstrate how different people learn and can be applied to improved customer service as well as used for internal training and development activities.

Overall, libraries report that the greatest actual benefit of staff participation in courses delivered through the Statewide Training Project in 2000-01 has been an increase in staff confidence (see Figure 2 on following page). 68% of libraries indicated that they had received a high benefit in from staff confidence through statewide training activities. This was consistently reinforced and demonstrated in discussions with staff during the evaluation.

> "The course reinforced to me that I was doing alright." – Manager of one-person branch.

> "I may only take away one or two things from each course, but it still makes a difference to me." – Staff member.

With more than 80% of library services obtaining high or moderate benefits from training in the Statewide Training Project against nearly all of the areas identified in Figure 2, it is clear that the Project has had a very practical impact on outcomes in Victorian public libraries.

Figure 2: Actual Benefits from Participation in Training Courses
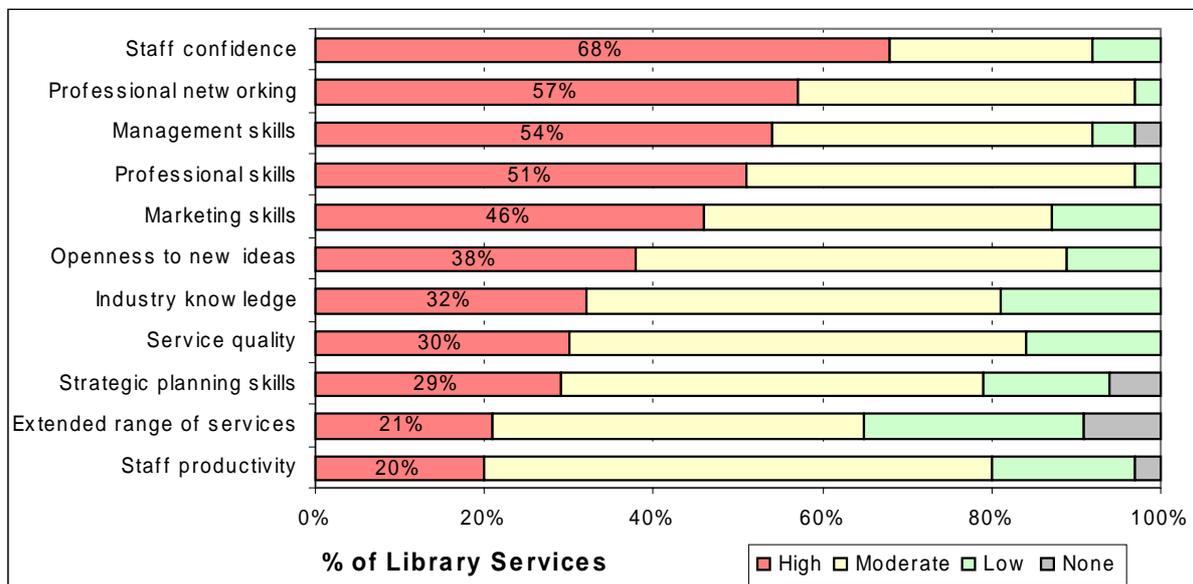
2.4. Networking

Figure 2 shows that 57% of library services believe they obtained a high benefit from professional networking made available through the Statewide Training Project. 40% report a moderate benefit. This evidences the high anecdotal value placed on networking as a spin-off of statewide training. By delivering training on this basis the Project actively facilitates networking through:

- establishment and maintenance of relationships with peers in the library industry
- opportunities to share information with colleagues, exposure to new ideas and new ways of doing things and prevention of reinventing the wheel
- allows discussion on relevant topics of interest with input from people with different library and work experiences
- overcomes feelings of isolation, particularly among staff in small or remote libraries
- provides a point of reference for comparing the level of service offered and working conditions that exist in an individual library
- fosters a view of Victorian public libraries as a significant entity and community resource and generates trust between libraries.

"Talking to people at training can affirm what we're doing, or reassure us that it's a problem for everyone." - Staff member.

"Networking is important. Staff need to be able to lift their eyes above the counter to see what's happening to other people in other places." – Library service manager.

"The Project is of great value to Victorian public libraries as a whole." – Operations coordinator.

In the future design and delivery of training courses it should be remembered that the opportunity for face-to-face networking is a highly valued feature of the Statewide Training Project.

2.5. Design and Delivery

Library services were very satisfied with the quality of the design and delivery of training courses delivered through the Statewide Training Project in 2000-01. Where there were concerns with the courses these were generally related to instances where a course did not meet an individual participant's expectations or there were problems with the running of a particular course on a given day. For example:

- a presenter arrived late to a training venue at a country location, infuriating participants who had travelled long distances to arrive on time
- participants from one library service found a course was pitched at a level well below their level of expertise and experience (expectations and course requirements were not made clear in the course information)
- a very low level of enrolment at one course (which was not communicated to participants prior to the course) inhibited the generation of ideas and quality of interaction on the day
- a course got bogged down seeking resolution to problems raised by a small number of participants
- the failure of the presenter to link the content of one course to library operations reduced the practical benefit that might have been achieved.

No systemic problems have been identified with the design and delivery of projects conducted through the Statewide Training Project.

Course Content and Materials

The most important factor for libraries in development of training courses is that the content be specifically designed for library staff. 92% of libraries identified this as a feature of high importance and one that the Statewide Training Project has been successful in achieving. This makes it easier for staff to engage with the training material and see its relevance to their own situation. In some cases (e.g. middle management courses) staff have been able to work cooperatively on their own problems as a case study in the training environment. Interactive courses are viewed positively, although library staff have a very negative view of those that involve role plays.

The availability of training materials is also a useful feature of some training courses as this provides an easy avenue for facilitating skills transfer to colleagues that do not attend the training. 41% of libraries rate access to take home materials as highly important. Pre-reading material is also seen as valuable if all participants read it, enabling more time to be spent on practical training activities.

> *"The course materials are great. We share them around the region." – Staff member.*

It is also important that course information outline the targeted audience and expected learning outcomes. This does not imply a need for strict enrolment criteria, but publication of this information will enable managers and staff to collaboratively select training that is relevant their organisational and individual needs.

Presenters

Participants have been enthusiastic in their endorsement of the presenters used by the Statewide Training Project. Most course presenters have engaged participants in active adult learning and demonstrated an awareness of the library environment and the training needs of librarians.

> *"He's excellent. The stories are spot on and hit the mark." – Staff member.*

> *"The trainer talked about real situations." – Staff member.*

Several library service managers did note, however, that there was a need for succession planning to ensure that course quality did not become overly reliant on individual presenters or providers and that fresh faces with new ideas were engaged. This is not a reflection on the quality of current presenters. It was also noted that an awareness of local government operations and the way libraries interface with other local government was a valuable asset for presenters.

Venues

No libraries identified dissatisfaction with training venues as a major factor in their participation in the Statewide Training Project (31% noted this as a minor factor). For most, venues and facilities have been satisfactory with isolated issues where a regular venue was not available for use. Only 19% of libraries indicated that a high quality venue was of high importance in the delivery of training courses (although 65% rated venue quality as of moderate importance).

Scheduling

Managers and staff in country libraries expressed their concern with the start and finish times of courses in Melbourne. In particular, for staff with a two to three hour drive to attend a training course that is only offered in Melbourne from 9:00 a.m. to 5:00 p.m. it is often impractical to travel on the day of the training. To do so requires a very early start to the day which may lead to fatigue during the afternoon session. If staff travel to Melbourne the night before this introduces accommodation costs (which the Statewide Training Project has sought to ease), may be personally inconvenient and can create more rostering problems. Notwithstanding that networking time is seen as very valuable to staff, presenters should consider start and finish times and the length of meal breaks when conducting courses in Melbourne locations that involve country staff.

> *"I just can't do a full day's training after three hours on the road, especially when I know I have another three hours drive home that night." – Country staff member.*

Future Planning

Figure 3 shows the factors that libraries consider important in the design and delivery of training courses for library staff. Where possible, these responses should be factored into the planning of future training activities.

Figure 3: Important Factors in Design and Delivery of Training Courses
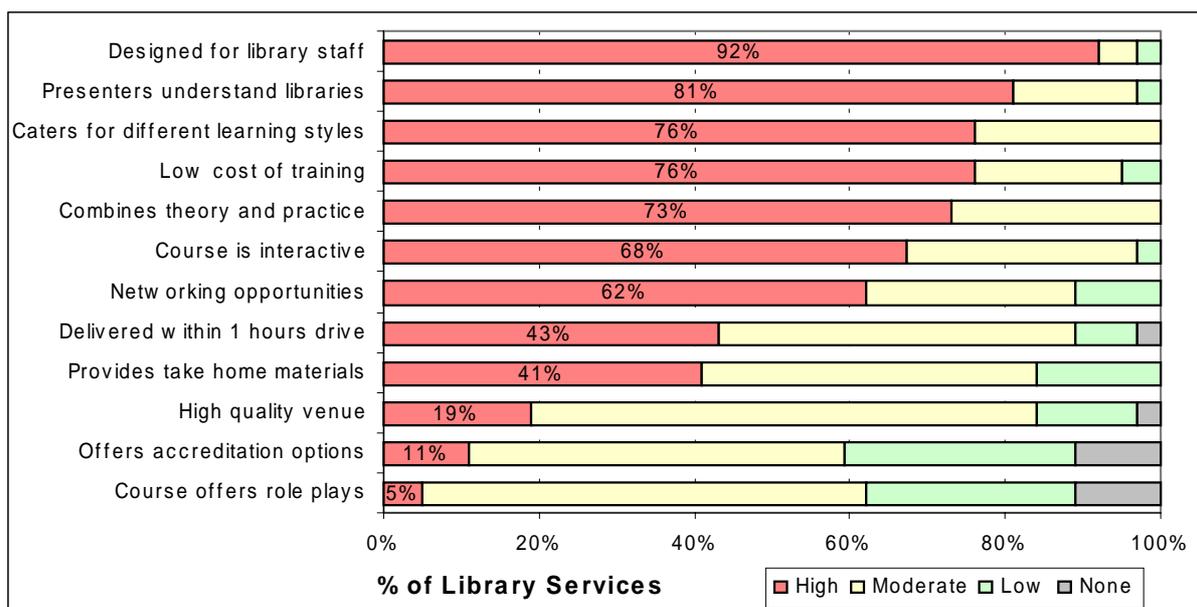
2.6. Training Uptake

As noted in Section 2.1, the Statewide Training Project has endeavoured to make training courses available to all public library staff by running popular courses in both metropolitan and country locations. This has been successful in that country libraries have been relatively higher users of the Project than metropolitan libraries. However, there have been other notable factors influencing the uptake of training in 2000-01 (some of which are discussed in Section 2.1) that the Statewide Training Project needs to be aware of in planning future training courses.

Access to Training

For some library services, the Statewide Training Project is a critical to the training and development of their staff. As shown in Figure 4, some libraries have a very high degree of reliance on the Project to meet their training needs.

Nine of the libraries responding to the evaluation survey indicated that at least 80% of their total training activity is undertaken through the Statewide Training Project. On average 53% of library training is undertaken through the project, although this is 68% in country areas and only 38% for metropolitan libraries. Among country libraries 54% of their training budget is spent on courses delivered through the Statewide Training Project, with only 24% of budget in metropolitan libraries spent this way.

Figure 4: Reliance on the Statewide Training Project
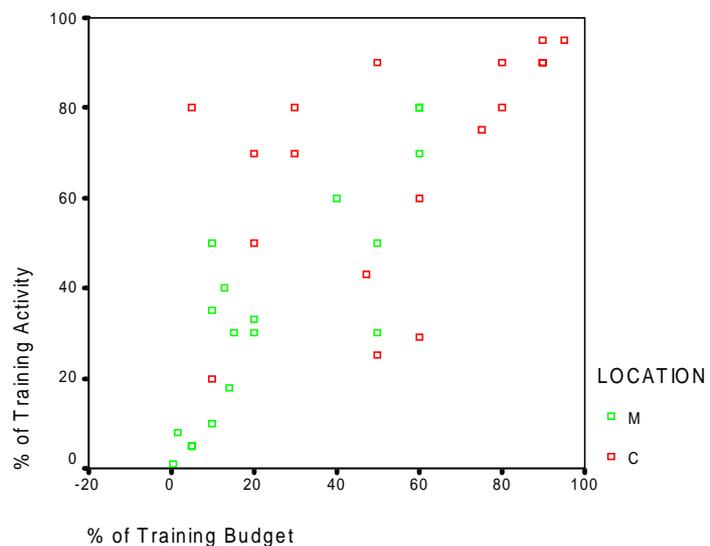
Other than the fact that the Statewide Training Project provides good quality low cost training, there may be a number of reasons for this level of reliance on the Statewide Training Project:

- lack of alternative sources of training (e.g. local government, local external providers, in-house staff)
- lack of budget to access alternative sources of training
- ease of using the Statewide Training Project over seeking out other training opportunities (or even arguing for an increase in training budget).

The implications of this are that some libraries, including some of the larger metropolitan libraries, are able to pick and choose from the training calendar the courses that best meet their identified training needs, and deliver other networking or professional benefits. They then access other training (e.g. council, VECCI, ACCL, Kinetica) or provide it in-house to provide a well-rounded training program for their staff.

50% to 60% of library services access some form of management and leadership training outside the Statewide Training Project, usually through council or external providers. Up to 40% access other customer service training, primarily through external providers with some in-house provision. Where information management training (e.g. collection management, information searching and retrieving) is accessed outside the Statewide Training Project this is usually done in house or through specialist providers.

"If most of our staff need this training, we'll do it here or get support from the Statewide Training Project to do it here." – Library service manager.

For other library services the situation is less optimal. They are likely to have a training plan, but whether staff receive the training identified in the plan depends to a large extent on whether that training appears on the Statewide Training Project calendar in any year.

Propensity to travel

Almost all training courses are run in Melbourne, whether they are one-off courses or one of a series of repeat sessions. This is sensible on two grounds. Firstly, the majority of library services and library staff work in the metropolitan area and Melbourne is centrally located and the most efficient location for access using public transport. Secondly, Melbourne is also the geographic centre of the state and the most efficient single delivery point for staff from all country libraries. Therefore, it is appropriate that training courses, especially one-off courses, be held in Melbourne.

The effect of this has been that country libraries have a significantly greater travel impost in terms of time, cost, scheduling and personal inconvenience. Table 4 shows that in 2000-01 staff from country libraries occupied 162 places in courses run in Melbourne. Conversely, metropolitan libraries occupied only 52 places in training courses run in country areas, 45 of which were for attendance at the three-day residential 'Middle Management and Front-Line Management' courses. This suggests that metropolitan staff are not inclined to travel to attend training outside the metropolitan area (although for staff in outer areas travel to the CBD may still take an hour or more).

Table 4: Course Participants vs Training Location

Course Participants	Training Location		
	Metropolitan	**Country**	**Total**
Metropolitan	891	52*	943
Country	162	665	827
Total	1,053	717	1,770

* 45 of these are attendance at three-day residential 'Middle and Front-Line Management' courses

In future, where the Statewide Training Project is running repeat sessions of a course, it may wish to consider testing other training locations to attract a different mix of staff and reduce net travel times. For example, locations on the metropolitan fringes (e.g. Pakenham, Werribee, Craigieburn) would reduce the travel time for country staff who would not have to go all the way into the CBD while still providing access for staff in neighbouring metropolitan library services.

Enrolment processes

During the evaluation some library services raised the issue of 'hogging' courses, where one library may enrol a large number of staff in a single course, effectively limiting the number of places available to other libraries. This was of particular concern on one-off courses or pilot courses where there was no assurance that the course would be repeated. There were a small number of courses in 2000-01 where one or two libraries dominated enrolment.

For the most part, this arises where a library is vigilant in monitoring the training calendar and finds an upcoming course that meets the identified training needs of a number of staff. This behaviour should not be discouraged. The Statewide Training Project should take the approach of encouraging libraries that wish to enrol staff in courses that are fully subscribed to use the waiting list facility on the training calendar. The Project should then actively monitor waiting lists and schedule (within budget) additional courses where there is an unfulfilled level of demand for training. A more restrictive approach to enrolment may be necessary for one-off or pilot courses.

2.7. HR Manual

The Statewide Training Project has developed and made available to all Victorian public libraries a human resources (HR) manual, *Managing Human Resources: A Guide for Public Libraries*. The manual is aimed at public library supervisors and managers who are new to their positions or experienced managers who need to brush up their knowledge in a specific area. It provides over 100 pages of information on HR practices within the context of public sector and local government reform and community expectations of libraries, with checklists of procedures, references and suggested practices and methods for dealing with a range of practical problems experienced every day in management and supervision of library staff. The manual covers topics such as:

- HR Management in Local Government and the Library
- Workforce Planning
- Recruitment and Selection
- Leading and Managing Staff
- Developing Teams and Motivating People
- Managing Change in the Workplace
- Performance Management
- Counselling
- Employee Relations
- Health and Safety
- Equal Employment Opportunity

Libraries report that the HR Manual is a useful and practical resource presenting sound guidance on HR issues in an easy to use format. 58% of libraries indicated that they had used the manual to help them address specific HR issues, with 39% saying it was used to understand best practice in HR management and 29% using the manual in training staff in HR issues. For other libraries, their local council sets HR policies, is the primary source of information on HR issues, and in some cases manages aspects of HR (e.g. workers compensation and OHS).

> *"I don't rely on it, but it's nice to know it's there. If the council didn't provide us with HR services it would be a bible." – Library service manager.*

Therefore, whilst the manual is not of value to all library services, there are many that do use it and appreciate the advice it contains. Users suggest the manual could be improved by updating it annually to reflect legislative changes that impact library operations (e.g. industrial relations, employee relations, OHS). There might also be opportunities to replicate the model used by the HR Manual in other administrative areas relevant to Victorian public libraries without duplicating information already available through local councils and other government and industry sources (e.g. risk management, OHS and manual handling).

2.8. IT Grants

It is difficult to target information technology (IT) training on a statewide basis across all Victorian public libraries as they use different library systems (often with some level of integration with council systems and processes) and the IT expertise, experience and training needs of staff vary widely.

In recognition of this, IT grants were first offered through the Statewide Training Project in 2000 when all 44 Victorian library services were offered a grant of $3,000 for IT-related training. The program aimed to enable libraries to structure in-house IT training to suit local needs and provide training at a time when it was most convenient to them. To receive the funding libraries were required to submit proposals to the Statewide Training Project for approval. All 44 library services took up the grants. IT grants were offered again in October 2001 at a level of $2,000 per library service.

Funded Activities

In 2000, the IT Grants were used to train almost 900 staff (representing approximately 50% of total Victorian public library staff). Of those receiving training 31% were librarians, 18% library technicians and 51% other library officers. The most frequently provided training courses focused on:

- basic IT operations and troubleshooting
- use of library systems
- use of software packages such as Microsoft Word and Excel.

Introductory courses to basic packages and troubleshooting were used by many libraries to ensure that all their staff had basic skills and a solid understanding of the programs they use, what to do in times of trouble and how they fit into the network. For many libraries it is imperative that all service staff be able to troubleshoot and solve PC problems. The number of branches and the geographic distances between them, plus increased demand from library patrons for Internet services, means that library branches need to have these skills on-hand. This ensures that Internet and other online library services to the public can continue with little or no disruption when problems occur.

Training in library systems was also seen as particularly important for front-line staff. It was noted that libraries are committed to extending the services they provide through electronic means and patrons often now have access to the online library catalogue and related services. As a result, front-line staff must have a sound understanding of the libraries electronic systems to support users.

The IT Grants were also used to fund training for specialist IT and support staff. One library sent its systems coordinator and systems support officer to a certificated course to learn teaching skills which then enabled them to structure and deliver IT-related training sessions to the rest of the library staff. Other training covered introductory and advanced Internet skills and web design and development. One library used the grant to train the library management team in the development of an Information Technology Strategic Plan.

A mixture of internal and external trainers was used to provide the training. Where internal trainers were used, the IT grant was often used to pay for backfill.

Identified Benefits

The IT Grants program has a high degree of support from library services. 90% believe the grants process is an effective way of obtaining training that is suited to and flexible to their local IT needs. Libraries report that the timing of the grants was important and that after years of having basic IT access and infrastructure many are now making a leap forward in terms of access to new equipment and its use by their clients. While this has highlighted the need for continuing IT staff training, many libraries did not have the resources for such training to take place. As one library noted in the 2000 evaluation reports:

> *"… networking of our many standalone PCs will give patrons access to shared computer resources such as databases, printers, scanners, etc. and allow efficiencies in staff use of these items. However, this future expansion will put great demands upon our staff in operating the forthcoming equipment and technologies. The IT training that IT grants support will be of much benefit." – Library service manager.*

Libraries have identified many benefits that flowed from the IT grants related to better access to IT training, being responsive to library IT needs, development of capacity for train the trainer activities, improved provision of customer services and making better use of technology available to the library. Examples of these benefits include:

- Training enabled a large proportion of staff in one library to undergo training in areas normally beyond the budget.
- Staff gained training in a couple of long-standing problem areas where the courses are costed way beyond our means.
- The grant allowed a library to implement a comprehensive IT training program which addressed the most urgent IT training needs as identified by staff in a training audit.
- By having training tailored to local needs and conducted over a length of time and within their own geographic region, the majority of branch staff from one library were able to attend.
- Training was chosen that was cost effective in terms of participation, practicality and immediate relevance to the needs of branches and library patrons. It enabled staff to fully exploit the existing technology available in the branches.
- Training helped staff to identify changes that needed to be made to the library system. Since the changes have been made the system has been more user friendly and comments from customers are positive.
- One library responsible for all installation and maintenance of their library management system gained knowledge from the chosen course that greatly improved staff confidence, productivity and performance.
- Staff indicated that they feel more confident in attempting to fix problems which occur with the Public Access Internet PCs.

Future Directions

Many libraries noted that IT training will be a never-ending issue for them and that they must run very fast with just to keep up with it. Refresher courses are also critical because of the speed with which IT is developing. The IT Grants are seen as an important means of allowing libraries to meet their needs in a practical and cost effective manner.

It was also suggested that libraries could share the IT skills and training capacity that has been built up across libraries. Some libraries now have small teams of IT people who have developed an expertise in training and put together in-house training courses which could be leveraged for the benefit of other libraries, potentially for the cost of backfill and travel. It was also suggested that libraries should share information about what training they have offered their staff and the benefits obtained, as well as their knowledge of good IT training companies that could be used by other libraries.

Overall, the $2,000-$3,000 grant has proved to be of enormous value to libraries by giving them the flexibility to provide highly relevant IT training to meet priority local staff needs, with the opportunity for rapid application of skills learned.

The point was also made that having a single grant amount for all library services, regardless of size, provided a relatively greater benefit to small libraries. The evaluation notes this outcome and recommends adoption of a sliding scale of grants.

2.9. Staff Exchange and Site Visits

The aim of the Staff Exchange and site visits program, as raised in the *Steps to Success* report, was to enable library staff to widen their skill base and obtain new ideas through exposure to a different library environment and work practices. This was considered particularly important because of the stability of the public library workforce with many staff working in the one library for an extended period with little opportunity for job change. A survey of public libraries in June 2000 found that libraries were generally very positive about the program and saw the potential benefits as:

- observing different ways of doing things to stimulate improvements in the home library, leading to potential productivity increases

- providing knowledge of new and alternative library resources
- gaining new promotional ideas (e.g. for library layout and book display)
- networking and creating unity across the public library network
- broadening staff outlook.

It was understood that this was a resource intensive exercise and a number of factors would be critical to making the program work including the commitment of the home and host library in preparing for the exchange or visit, participating staff clearly articulating their objectives and expectations, and timing (from the perspective of the individuals and organisations involved).

Participating libraries are expected to contribute 50% of the costs of the exchange or visit while the Statewide Training Project provides assistance for travel and accommodation based on state government allowances. This pays for accommodation for a period of up to two weeks. Protocols have been established for managing the exchange process and agreements are signed between the participating libraries. To attract Statewide Training Project funding exchanges and site visits must be approved by the Statewide Training Advisory Committee.

Funded Activities and Identified Benefits

To date approximately $8,000 has been spent on the Staff Exchange program. It has funded:

- Three site visits in which Goulburn Valley has been the home library, with one visit to Swan Hill and two to Eastern.
- One site visit for four staff from Glenelg to visit Eastern and Whitehorse-Manningham libraries. This visit focused on observing work being done in the area of youth and children's services.

Each of the exchanges from Goulburn Valley was a 'one-way' exchange and all had a well-defined purpose. One branch manager wanted to observe a library with similar expertise (genealogy and local history) operating in a similar type of environment for comparative purposes. One branch manager who was particularly interested in children's services wanted to participate in a library with a strong commitment to children. One administrative officer wanted to obtain insights into the workings of a large library service. All participants agreed that overall their exchange had been very worthwhile and had provided an important learning experience for all concerned. Benefits included:

- the opportunity to see another library in action
- observation of different work practices that were implemented at the home office
- working with a customer base that had different needs
- participation in activities would not normally be available (e.g. a mobile service visit)
- sharing ideas and making new contacts.
- finding out about different services libraries offer (e.g. housebound services)
- obtaining materials that were used as a starting point for future use by the home library.

The visits were viewed as successful because of the flexibility, approachability and welcoming attitude of staff at the host libraries.

The site visit undertaken by Glenelg staff was focused on observing provision of storytelling for children. The visit has provided practical benefits for Glenelg in setting up its own services in this area. The staff were able to observe what other libraries were able to achieve on small budgets and gained the confidence that they could do this in their own library. Contacts made on the trip have provided a valuable sounding board as Glenelg has developed and implemented its own program.

While appreciating the value of this program, participating libraries noted some of the factors that may make Staff Exchanges problematic at a practical level:

- balancing the amount of 'routine' work given to the person on exchange with the opportunities for them to observe what is going on around them (it was noted that hosts might be concerned about overworking the person on exchange and tentative in the tasks they give them)
- identifying how much can reasonably be achieved in a short visit (staff can be too ambitious and try to cover too much, not leaving enough time to absorb what is being learned)
- communicating and agreeing expectations with all those involved in the exchange and preparing a timetable which reflects this.

Future Directions

Despite its very low take up, most libraries strongly support the aims and objectives behind the Staff Exchange and site visit program and appreciate the benefits that can flow from staff gaining practical experience of how another library operates. 86% of libraries see this as a way of exchanging new ideas, 79% see networking benefits and 65% note the potential for increased motivation of staff participating in such a program.

However, the program has proven hard to get off the ground for a number of reasons. The major issue is backfill (see Figure 5), particularly where the exchange is 'one-way'. It is argued that it is hard to find people that can easily step into a role in a different library, and also hard for managers to find time to organise and coordinate exchanges. The concept of how to exchange is complex and raises question of how exchange can work when libraries they are all at different stages of evolution.

Figure 5: Barriers to Participation in a Staff Exchange Program
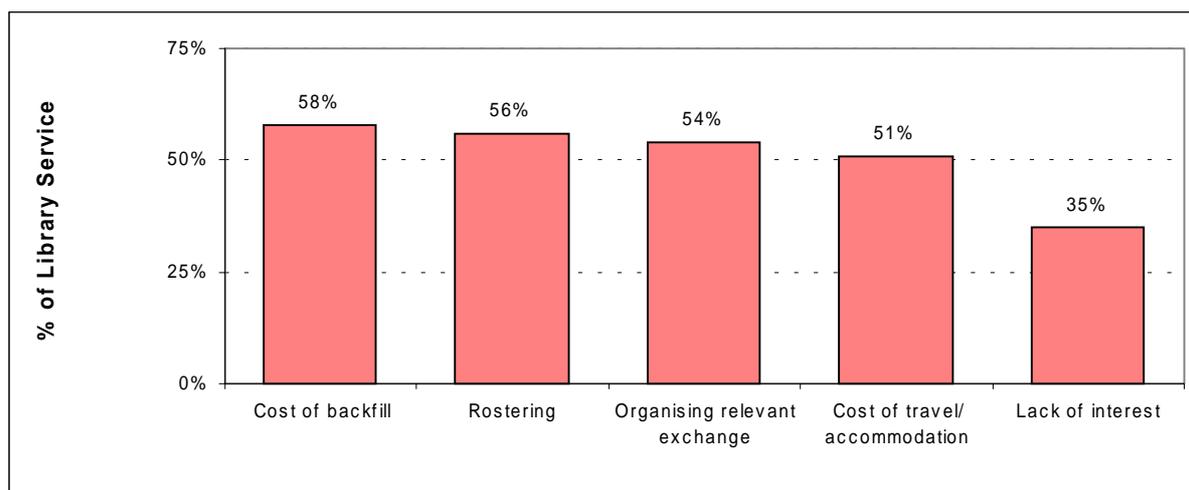
A number of libraries commented that there is a need to do some rethinking around the Staff Exchange program especially in the context of what the pilot exercise has told us. People are keen not to lose the potential benefits from this program but to remodel it so that these benefits are more easily realised. Potential ways forward include:

- providing opportunities for up and coming leaders to 'shadow' a senior manager in another library (this could include a component of mentoring following the placement)
- continuing to encourage site visits to observe 'best practice' services and operations
- development of a register that provides information on libraries keen to participate in the program.

It was felt that if an exchange program is to be maintained, consideration should be given to increasing the length of time for this. One to two weeks was not seen as adequate for someone to become familiar with a role and start to add value. Consideration should be given to exchanges of six to eight weeks, also this may limit the attractiveness to staff with other personal commitments.

2.10. Cost Effectiveness

Financial analysis of the cost effectiveness of the Statewide Training Project in 2000-01 is made difficult by a number of factors. Firstly, the timing difference between funding allocated on an annual financial years basis and a training calendar developed and managed on a calendar year basis means that standard aggregate expenditure reports are not aligned with the evaluation timeframe. Secondly, due to levels of under expenditure in earlier years the Statewide Training Project has been progressively rolling over unspent money from one year to the next, making the available funding in any year greater than the amount allocated by the Statewide Projects Steering Committee. Thirdly, fees charged to library services for enrolment in training courses are fed back into the total pool to provide for additional training. Finally, SLV's accounting records do not make it easy to identify all costs associated with delivery of individual training courses. Therefore, the following analysis of the cost effectiveness of the Statewide Training Project is based on the best available information to the evaluation.

The total amount expended on the Statewide Training Project in 2000-01 is approximately $700,000. (This does not include the cost incurred by SLV's Library Network Unit in the management and administration of the Statewide Training Project, a substantial and time consuming task.)

Table 5: Annual Statewide Training Project Funding and Expenditure

Financial Year	Allocation	Expenditure
1997/98	$245,000	$30,003
1998/99	$245,000	$271,852
1999/2000	$222,000	$364,368
2000/01	$322,000	$312,726#
2001/02	$369,000	$420,000*#
Total	**$1,403,000**	**$1,398,949**

* Estimated based on expenditure to 6 May 2002.
\# GST exclusive.

In this period library services have each received funding through the IT Grants program of $5,000 ($3,000 in 2000 and $2,000 in 2001), representing a total of $220,000. A further $8,000 has been spent on the Staff Exchange program in this period and around $13,000 was paid for the development, production and distribution of the HR Manual for public libraries.

The total amount spent on training courses in 2000-01 is estimated at $459,000. During this time there were three three-day residential 'Middle Management and Front-line Management' courses catering for a total of 60 library staff (i.e. total of 180 training days). These have a relatively higher cost per participant due to the additional accommodation and meals costs and are budgeted at approximately $16,000 to $18,000 per course.

Table 6: Summary of Estimated Expenditure on Statewide Training Project Activities 2000-01

Activity	Estimated Expenditure
Training Courses – General	$411,000
Training Courses – 3-day Residential Courses	$48,000
IT Grants	$220,000
HR Manual	$13,000
Staff Exchange	$8,000
Total	**$700,000**

Based on these estimates, the total expenditure on non-residential training courses over the two year period is approximately $411,000. This equates to an average cost of around $230 per training day, which covers development of courses and course material, presenters' fees and travel costs,

production of course materials, and payment for venues and associated costs. This is a competitive price relative to commercial training options, especially given the acknowledged side benefits of having a course designed specifically for library staff that offers professional networking opportunities.

For most of these courses, library services are required to pay a nominal 'booking' fee of $16.50 for a one-day course ($15.00 prior to 1 June 2000). Some courses such as the half-day Gulliver training, 'Preservation of Books' and the 'Handling Difficult People' courses were delivered free of charge. This does not mean that training is free, for all libraries still have to pay backfill and travel costs which generally far outweigh the fee paid for participation in training courses.

Overall, the objective of delivering low cost training to Victorian public library staff has been achieved. Participation in training activities run through the Statewide Training Project is very affordable. This is important given the reliance on the Project of some libraries with low training budgets. It also allows relatively more well-off libraries to extend the training opportunities they can offer to their staff.

> *"Because the training is subsidised it alleviates some financial inequities between library services." – Staff member.*

> *"Low cost training in the Statewide Training Project helps us stretch our budget further." – Library service manager.*

Perhaps the most significant cost contribution that the Statewide Training Project makes to Victorian public libraries is that it allows centralised design and delivery of highly relevant training courses that could not be financially justified by any one or a small group of libraries. By pooling resources, development activities occur once and once only and training providers with appropriate skills and experience can be drawn from a statewide pool. This process would be cost prohibitive if undertaken on an individual basis, especially for residential courses and library specific training activities where there may be no qualified local providers, especially in country areas.

> *"The Project is great. It saves us up to $10,000 per year. More if you considered what it would cost us to do the same ourselves." – Library training manager.*

> *"I don't mind paying because the Statewide Training Project is doing all the organisation. It saves me time and effort." – Library service manager.*

Centralised training management is kind on library service and training managers.

3. STATEWIDE PUBLIC LIBRARY TRAINING PLAN 2002/05

3.1. Introduction

The Statewide Public Library Training Plan 2002/05 presents the core and priority training requirements for public library staff for the next three years, with specific recommendations for training programs to be delivered in 2002/03, as well as recommendations on management and administration of the Statewide Training Project.

This is the second triennial training plan prepared for the Statewide Training Project. As with the previous plan, it has been developed in conjunction with a review of training activities undertaken over the previous two years. The plan is based on extensive consultation with key policy and decision-makers, library managers and staff and the findings of a survey of all Victorian public libraries.

The development of the plan reflects the ongoing commitment of Victorian public libraries to working collaboratively and with stakeholders to identify and understand the training requirements of staff in Victorian public libraries. Experience from the field has been used to guide development of the training plan and ensure that it will continue to meet the needs of individuals, library services and the industry in an effective and responsive way.

Development of the 2002/05 plan has been specifically guided by consideration of the objectives and goals which underpin the Statewide Training Project and the views of people in the field regarding:

- lessons from the past two years of the Statewide Training Project
- competencies required by public library staff
- the most urgent developmental needs
- issues that will shape the future of public libraries, and consequently the skills needed by staff.

3.2. Statewide Training Project Objectives and Goals

Since the Statewide Training Project was introduced in 1998 the underlying objectives of the program have been discussed and clarified in a number of forums (e.g. Library Odyssey conference - March 2001, Blair - 2000). Stakeholders' views about what the program is meant to achieve and why, have also been considered as part of the evaluation of Project activities in 2000-01. In summary, the Statewide Training Project aims to ensure that a competent, relevant and skilled public library workforce is delivering library and information services to all Victorians. Its objectives are:

- to provide professional low cost training opportunities for public library staff
- to support and enhance training provided to public library staff through other sources and avoid duplication of training effort
- to motivate public library staff to have an adaptable attitude towards new social, industry and organisational trends.
- to ensure that Victorian public library staff constantly renew their skills
- to ensure that public library staff are skilled and confident in using and promoting the latest information technology in libraries and the community
- to provide equity of access to training for all public library staff, and in particular reduce barriers of professional and geographic isolation
- to facilitate staff networking
- to be cost effective and provide optimum benefit for the funds committed.

These objectives provide an important frame of reference for review of the Statewide Training Project and underpin development of the 2002/05 plan.

3.3. Lessons from the Statewide Training Project in 2000-01

In the interview and survey process respondents were asked to reflect on the Statewide Training Project over the last two years and identify what worked well and what were the strengths of the Project that needed to be carried into the coming years? Where could the Project be improved, and consequently, what changes would library managers and staff like to see over next three years. The main strengths of the Statewide Training Project can be summarised as follows.

Flexible
The Statewide Training Project provides a wide range of training opportunities through a mix of basic training courses, residential courses, pilot training courses and IT grants which are flexible in meeting the needs of a diverse group of library services. The program has responded well to meeting the needs of libraries that while enormously similar in many respects vary significantly in terms of their:

- size, structure and funding profile
- staff skill/qualification profile
- product and service specialisation
- geographic distribution (i.e. from remote to regional and metropolitan)
- dependence on the Statewide Training Project for provision of training.

Affordable
The Statewide Training Project offers affordable high quality training. It enables public library staff to participate in training programs that might otherwise be beyond the reach of many services.

Efficient
Central administration of the Statewide Training Project by the Library Network Unit means that public libraries do not have to individually seek out, evaluate and book training. The result is significant time and cost savings for all Victorian public libraries.

Effective
The Statewide Training Project yields many tangible benefits in Victorian public libraries. It facilitates development of practical skills that can be applied immediately on the job. For example, the IT training has enabled libraries to maximise the benefits from their investment in IT infrastructure. It is important that future training maintain a practical focus and avoid becoming too theoretical.

Equitable
The Statewide Training Project acts to promote equity of access to training with a special focus on the needs of small and rural libraries. This is achieved by offering courses in regional locations and through in-house training, as well as covering some accommodation costs for rural staff who travel to courses held in Melbourne. Further consideration should be given to ways to promote training for smaller libraries and branches that currently miss out on training because of availability, cost of backfill and related issues. One option favoured by these libraries is provision of centrally organised in-house training, as small libraries do not have to expend their very limited staffing resources identifying and recruiting training providers. A number of smaller libraries were very supportive of the idea of using library staff who have developed expertise in various subject areas such as IT to provide this in-house training.

Adaptable
The IT Grants Program has been highly effective in meeting sectorwide training needs that in application are more library specific and for which training is available locally. It has given libraries the capacity to acquire IT training to meet individual organisational and system requirements. Consideration should be given to using the grants process to fund other training activities, such as training of mobile library drivers.

<u>Linking</u>

The Statewide Training Project plays an important role in promoting a strong network of public libraries across Victoria that is an important and valuable resource in itself and should continue to be nurtured. It is suggested that the impact of compulsory competitive tendering made people cautious about sharing ideas, and that the Statewide Training Project is helping to get this trust back. The Project is getting people to share their ideas and also ensures staff are not reinventing the wheel, but are able to benefit from what others have already done.

Training can be delivered in a more cost-effective manner if the resources and expertise built up in libraries can be more widely utilised. It was suggested that the Statewide Training Project utilise this expertise to deliver training. This could see courses conducted at individual libraries and provide an opportunity for a first-hand opportunity to have a look around at what other people are doing. This would leverage current expertise, extend networking, support sharing of resources across libraries and may encourage development of partnerships and strategic alliances.

> *"Rather than use external consultants, library professionals could deliver some training in areas where they have achieved success." – Library service manager.*

<u>Informative</u>

The networking provided through training is especially important for the more junior levels of library staff to find out what is happening in public libraries. This facilitates increased sharing of ideas and opens up opportunities for staff from different library services to work more collaboratively.

<u>Consistent</u>

Libraries have used the courses in the Statewide Training Project to ensure that their staff in a particular area have received the same level of training and are working from the same base (e.g. children's programs). To do this it is important to get all staff through a course, which is seldom achievable due to service and work demands and course availability. This reinforces the need for some core courses to be repeated at regular intervals, with perhaps full coverage of courses over a three year cycle. This also captures people who change roles over time.

There is also a noted benefit in follow-up courses, as has been done a number of times for the 'Middle Management and Front-line Management' course. This was seen as important because some staff felt overwhelmed by the breadth of the material on the course and needed a refresher. This is can be used to see how people have gone back in the workplace and what lessons they have to share? Refresher courses may be needed in some technical areas where staff may not get to use the skills learned all the time.

Specific Lessons

Library managers and staff also identified some courses as being particularly important in meeting their needs.

- The three-day middle management courses provide people with an opportunity and an environment to think more broadly about issues, as they are part of a continuous flow of ideas over the three days.
- 'Library Display' courses create enthusiasm for staff to take ideas back with them and get involved in enhancing the public face of the library.
- Marketing courses have been useful in prompting marketing plans to be developed in public libraries, identifying some things that can be done straight away without big budget requirements.
- Library Updates are seen as good for finding out what is happening in public libraries a broader sense and would be useful for introducing people back into the service.

The training courses in the Statewide Training Project that were seen as a high priority are shown in Figure 6. These responses need to be considered in framing the training plan for public libraries for the next three years.

Figure 6: Priority of Training Courses from the Statewide Training Project in 2000-01
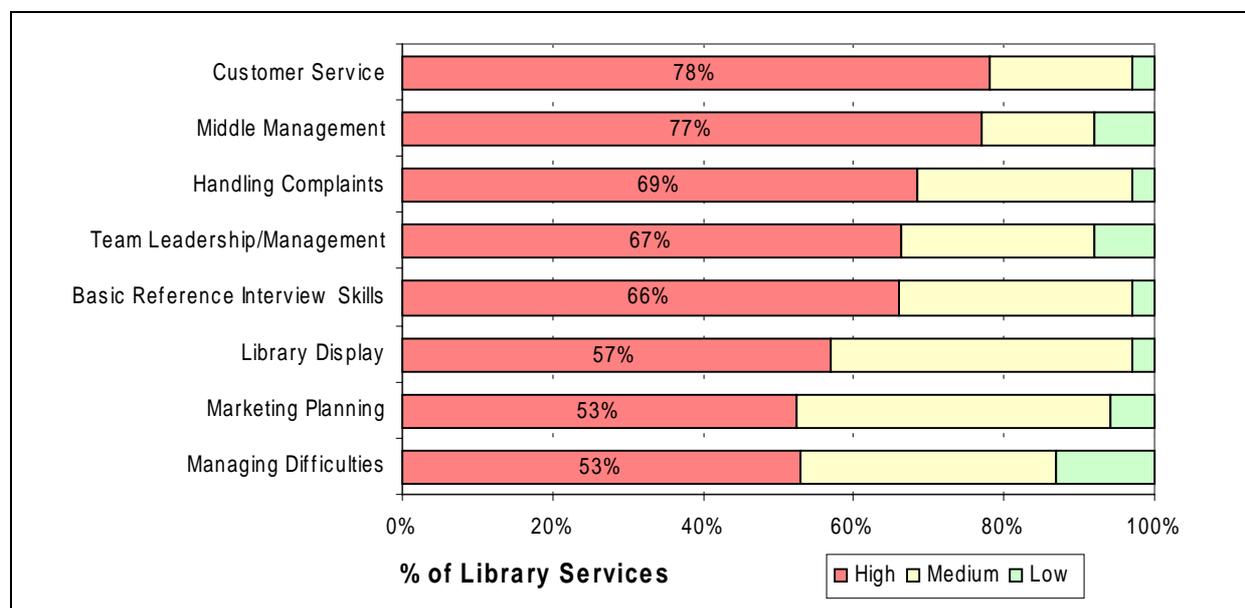
Some specific issues were also raised as needing to be addressed in the 2002/05 plan.

Focus
Library managers and staff suggest that more focus is needed on training for less experienced staff. It is perceived that since the Statewide Training Project was first introduced it has put more emphasis upon senior and middle management. Library officers and assistants and front line officers get access to less training than other staff. At the same time, it is seen as critically important to develop executive leadership within the public library system. This was regarded as essential for the future positioning of libraries and for developing staff who are motivated and committed to a new vision.

Calendar
The Statewide Training Project calendar is seen as very useful, but could provide more information about the content of the course, its intended outcomes and who it is targeted at. Ideally it should keep libraries more informed about what training is coming up (e.g. through an email about two months before courses are run advising that places are available) and allow people to register and, if there is a high level of demand, offer re-runs of the course. A number of libraries noted their preference for receiving information about courses in hardcopy format, noting that this need not be in a glossy format but should focus on providing essential information. Some libraries have sent many participants on a course while others found it difficult to get into. This occurred mainly with some one-off courses delivered in Melbourne. Attendance at these courses could be limited to one person per library service.

Presenters
Presenters are very good and well attuned to the needs of libraries and local government. However, there is a need for 'succession' planning to ensure exposure to new and different ideas and examples and different ways of doing things.

> *"The statewide project has been excellent. We just need to make sure that the content remains fresh and relevant." – Library services coordinator.*

The emphasis of the Statewide Training Project to date has been overwhelmingly on face to face training. This has been important in networking and developing 'people' skills. However, there is s feeling among some library managers and staff that online training is worth trailing, especially for IT training. It might also be used by staff in remote areas or for refresher courses. One difficulty with this will be that some staff do not have a dedicated computer to use for training.

Planning
Libraries collect good basic data for planning purposes (e.g. DoI Statistical Report) but recognise that the current training database does not provide the information required for most effectively and proactively planning and monitoring the program. Financial reports are poor and do not support this process. Data needs to be made more accessible and regular reports run off.

3.4. Core Competencies

The issue of the competencies required by public library staff was canvassed in the survey and interview process. It is considered that all staff require a level of competency in:

- marketing and promotion
- communication, working in teams and customer service
- information management
- information technology.

Marketing skills are regarded as most important for senior and middle managers, although the 'Library Display' course is identified as providing an important introduction to marketing and library promotion for library technicians and other officers. The current course was highly regarded as it led to very practical outcomes and generated enthusiasm and motivation among participants. Marketing skills are important for helping libraries to attract wider patronage in the community, including those who would usually not use libraries. For example, if teenagers are an important target group, training courses could focus on youth marketing and building relationships with schools and other bodies.

IT competencies are seen as very important for staff below management level. Library patrons have increasing access to shared computer resources (e.g. databases, printers, scanners) which places demands on library staff to operate and support new technologies. Yet only 13% of library technicians/officers are viewed as confident users of IT, with 32% viewed as beginners. By comparison almost three-quarters of senior management staff were rated in the survey as being confident in their use of IT. However, senior managers require competencies beyond an ability to use IT, into areas that require understanding of the strategic and business applications of technology in the library environment and the capacity to develop an IT strategy for their library. Staff with designated marketing roles are seen as needing skills in web design while library IT specialists require skills in infrastructure and systems maintenance. Improving the existing IT skill base and maintaining IT proficiency is an area requiring urgent attention.

Some specific competencies have been identified as being required by library staff in particular roles. Depending on the size and structure of the library service or branch a single staff member may be required to fulfil more than one role.

Upper/Senior Management
Senior managers are seen as responsible for securing and shaping a future for libraries in the evolving information economy. They have to build strong relationships within the library team, with local government, other library services and external parties. They need competencies in:

- strategic and business planning
- building partnerships and alliances in the wider community

- financial and contract management
- team building.

Middle/Functional Management

These managers are seen as providing the pool of leaders for the future. They have an important role in decision-making and taking some pressure off senior management. Required competencies include:

- problem solving
- dealing with political situations
- negotiation skills
- working with the media
- financial management and budgeting.

Other middle management staff are seen as having a critical information management/librarianship role and need competencies in:

- reference interviewing
- identification of information sources
- searching and retrieving information
- customer service
- team management and supervision
- dealing with specific issues (e.g. legal issues related to privacy and copyright).

Training skills, such as those developed through 'Train the Trainer' courses, are valuable as librarians seek to develop information literacy skills in the public (e.g. courses teaching the public how to use the Internet).

Front-line Management/Supervision

The most important competencies for these managers are related to their ability to lead staff and elicit the best from them. These skills include:

- supervisory skills, staff assessment and feedback
- team building and management
- dealing with conflict and staff problems.

Library Technicians/Officers

In addition to the IT, marketing and communication skills noted previously, library technicians and officers are seen as also needing skills in:

- dealing with new types of customers and demands for new products
- reference interview skills (i.e. the capacity to tease out what customers really want - it was noted that this skill is really needed on weekends when qualified librarians may not be present).

Other Required Competencies

In addition to these core competencies, a range of other skills are seen as valuable within a library. These include:

- LOTE/literacy support
- community consultation skills
- retail skills
- contract and tender management
- performance measurement, benchmarking and evaluation skills.

3.5. Developmental Needs

Given the core competencies described above, library managers and staff were asked to identify what they considered to be the most urgent areas for staff development over the next three years.

One of the biggest gaps identified was in the area of 'people skills'. It was noted that when dealing with the public, library staff need to be able to respond to a range of different behaviours. For example, managing angry customers is particularly challenging, especially for one-person branches where bad behaviour can be threatening in the absence of direct back-up support.

It was also noted that library staff needed to develop skills in working with particular groups of customers. One library said they would like to see a course designed around providing services to teenagers. They noted that some staff may be taken back by the assertiveness of teenagers and that training could help them to develop ways of responding to this group and creating a space for them in the library. It was suggested youth workers rather than formal trainers, may best run such a course.

Public libraries are seen as facing a significant issue in terms of developing leaders for the future. While the Band 5 library managers are regarded as very professional librarians, their management skills are seen as seriously undeveloped. This is contrasted with other local council staff where the general management level is seen as much better prepared. It was noted that in some libraries Band 5 staff do library work and may not get exposed to issues such as budgeting or working to deadlines. The current middle management training program is seen as important because it starts to expose this group to general management principles.

Another issue that libraries raise as a priority relates to staff who have been in the public library system for a long time, often with little training. Nearly 40% of staff in Victorian public libraries have worked in the public library service for 11 years or more, and almost half of these for over 15 years. The low turnover rate of library staff raises challenges for training. A number of libraries noted that people who have come up through the library system and not had exposure to other environments might find the amount of change now occurring bewildering and are in need of support in handling it. For this group, it was emphasised that training should not be confrontational but gradually build up a sense of self-esteem and capacity to handle new job challenges.

'Library Updates' are regarded as important training for this group as they help build knowledge of the industry and how it works. Targeted at new starters, people returning to the library sector after a break and other middle to lower level staff the aim of the updates would be to communicate relevant practical industry information on the Victorian public library network and current and future directions in library programs and services. It could also be used to showcase innovative practices adopted in Victorian public libraries, handy tips and latest technological advancements.

> *"Training like 'Industry Update' is relevant to a small service with staff who have never worked in a different environment." – Library service manager.*

Addressing the special needs of staff in small libraries and branches is also seen as a priority. Staff in these libraries need to be able to turn their hands to many different tasks. They may not need the same depth of training on all topics that is required by staff in the medium-sized to larger libraries. Consideration should be given to 'cut down' versions of courses and courses that provide a more general introduction to a range of issues. Better access to training for branches was seen as important in building the confidence and ensuring that branch staff felt part of the library network.

Libraries also acknowledged the need for upper and senior management to further develop skills across a number of areas if libraries are to face the future with confidence. These included strategic planning, financial management, change management and team building.

3.6. Looking to the Future

As an integral part of the information industry, public libraries have been exposed to massive changes in the amount and types of information available and the technologies that can be used to deliver this to customers. Figure 7 identifies the issues the survey respondents thought would most impact on them and the services they deliver over the next three years. The implications for training have provided an important backdrop for the recommendations and training plan developed in the final section of this report.

Figure 7: Issues that will Impact Library Operations in the next 3 Years
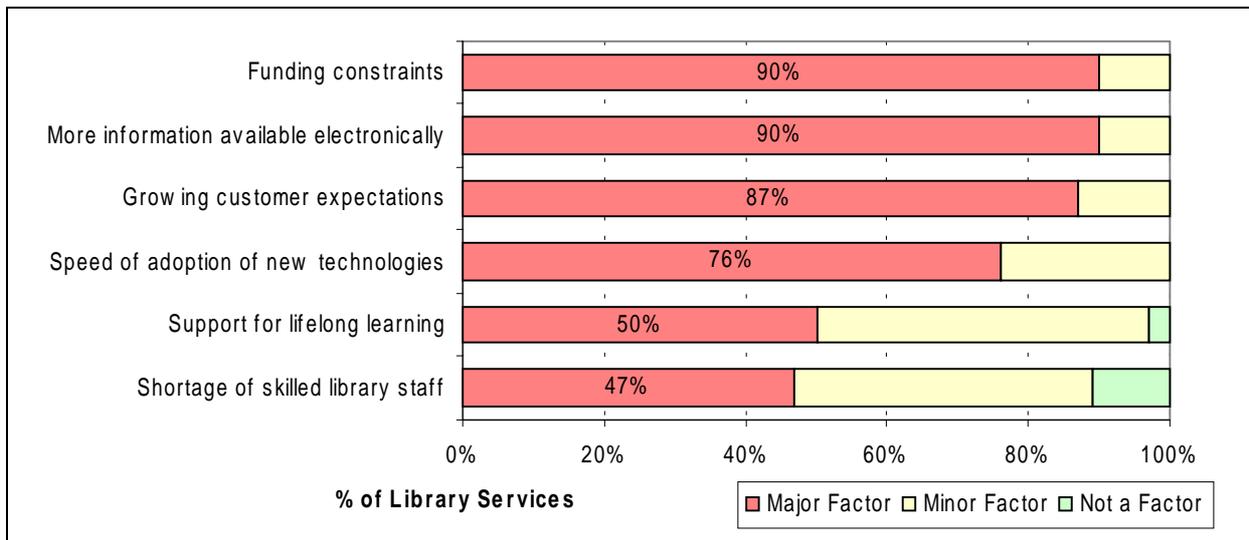
Of the issues facing public libraries, the two major ones are funding constraints and the growth in the range and type of information available electronically (90% of survey respondents rated these as major factors impacting future operations). Growing customer demands and expectations was rated high by 87% of respondents. Comments from the surveys illustrate these findings.

> *"Training is becoming fairly constant but the full cost (i.e. all on costs) is prohibitive." – Library service manager.*

> *"Library staff still have some catching up to do following rapid changes in how information is delivered. Competencies will be needed in accessing, interpreting and delivering electronic information." – Library service manager.*

> *"We need more specialised and 'sophisticated' information skills. Seekers and learners in the community will demand increased staff skills in locating and using information. Our skills will need constant updating." – Library service manager.*

A significant proportion of libraries felt speed of adoption of technology and the need for customer training in technology will be a major factor. Staff will need access to constant refresher courses (e.g. update PC/IT skills to keep at the forefront of technology).

> *"We need more IT savvy customer service officers to troubleshoot for customers." – Library service manager.*

> *"Libraries will require staff who can keep up with IT changes, convey expertise to customers and provide excellent customer service skills." – Library service manager.*

The need to support for lifelong learning and shortage of skills was seen as a major factor influencing future library operations by 50% of library services, with 47% noting a shortage of skilled staff.

> *"There is a growing commitment to lifelong learning during people's working career. It's more than just a 9 to 5 job." – Library service manager.*

> *"We need funding to retain staff." – Library service manager.*

> *"There is less interest in librarianship as a career. Staff move in search of a more professionally fulfilling career." – Library service manager.*

Libraries noted a number of other factors that may change the services they provide, the way they work and the training needed:

- multiskilling
- working together, as libraries have to cooperate and network even more than they do now (some staff may feel unskilled so in-house and external training will be very important)
- competition as information providers to the community (e.g. bookshops, Internet)
- managing change.

To successfully respond to change library managers and staff will be required to adopt a cultural mindset receptive to change. This will mean that training has to be flexible and adaptable, two stated strengths of the Statewide Training Project.

3.7. Recommendations

As noted throughout this report, the Statewide Training Project is a highly valued program that has provided significant tangible benefits for public libraries across Victoria. The next triennial training plan should build on the successes of the last four years, while providing some fine-tuning to enable the project to meet its key objectives with optimal effectiveness.

The core components of the Training Plan 2002/05 will be:

- Baseline training
- Supplementary courses and pilot courses
- Training themes that will provide a focus for training effort
- Grants
- Site visits.

Baseline Training
The high level of demand for particular courses and the number of repeats of these courses over the four years of the Statewide Training Project point to certain training courses being regarded as critical to the development of basic competencies across library staff. This view was reinforced by the findings of the 2002 evaluation.

> *"Staff should get to do the basic training. The emphasis should be on covering these basics for everyone who needs them." – Library service manager.*

Once adopted as baseline training, courses should be provided on a regular basis as required and as budget allows. They would not be subject to detailed ongoing approval processes. Overtime, additional courses may be nominated into or excluded from the baseline training category. A list of courses for inclusion as baseline training is provided at Table A.

Table A: Baseline Courses

Area	Course	Target Group
Leadership and Management	Leadership for Senior Managers Leadership for Senior Managers (Follow–up)	Upper/senior management
	Middle Management and Front-line Management Middle Management and Front-line Management (Follow-up)	Middle/functional managers
	Human Resources Management	Upper/senior management
	Change Management	Upper/senior management Middle/functional managers
	Industry Update	New staff Staff returning to work Library technicians/officers
Business Planning and Marketing	Strategic and Business Planning	Upper/senior management
	Library Marketing and Promotion	Management and staff with designated marketing roles
	Library Display	Library technicians/officers
Communicating and Building Relationships	Building and working in Teams	All library staff
	Staff Supervision	Middle/functional managers Frontline managers/supervisor
	Managing Difficulties	All library staff
	Customer Service	All library staff
Information Management	Internet Train the Trainer Reference and Research	Librarians Library technicians/officers
	Accessing on-line information	Librarians Library technicians/officers

Supplementary Courses

Many of the courses which are currently provided through the Statewide Training Project (or have been part of the training calendar in previous years) but which are not seen as baseline courses are nonetheless highly valued by library staff and managers. Provision of these courses should be subject to ongoing approval processes and take into account:

▪ consistency of the course with Project objectives and goals
▪ the contribution the course makes to the overall effectiveness of the public library system
▪ availability of training through other sources
▪ demand for the course.

Courses that potentially fall into this category are listed in Table B on the following page.

Pilot Courses

Library managers and staff have appreciated the flexibility and responsiveness of the Statewide Training Project in offering 'pilot' courses, often as one-off training sessions, which are subject to review and which can be considered for on-going provision. It is recommended that funds be allocated to enable piloting of further programs over the next three years. Attendance at the courses should be limited to one place per library unless a strong case can be made otherwise.

Table B: Supplementary Courses

Area	Course
Leadership and Management	▪ Project Management ▪ Scenario Planning and Development
Business Planning and Marketing	▪ Strategic Planning and Best Value ▪ Business Planning and Budgeting ▪ Ensuring Service Quality ▪ Managing and Conducting Service Reviews ▪ Marketing Planning
Communicating and Building Relationships	▪ Communication at Work ▪ Presentation Skills ▪ Public Relations ▪ Building Trust and Confidence ▪ Planning to Meet Customer Expectations ▪ Working with Specific Customer Groups (e.g. children's programs, people with disabilities)
Information Management	▪ Preservation of Books ▪ Government Publications ▪ Health/Medical Information ▪ Legal Resources

Themes

There are many training issues that the public libraries would like to tackle which would promote greater productivity of staff and place libraries in stronger position for meeting future information and library needs of their communities. Libraries do not have the resources and energy to work on all of these issues at the same time. However, it is possible to identify emerging training issues that it would be beneficial for libraries to tackle as group using a phased approach.

It is recommended that the Statewide Training Project, in consultation with public library staff, identify a small number of themes that will be given annual priority in the 2002-05 training plan. The aim of the themes will be to facilitate a significant shift in skills across the Victorian public library sector and provide more opportunities for leverage of skills within a library.

Chosen themes would be expected to promote 'whole of service' training and would need to ensure that courses are developed for every level of the library service as a part of the theme. Two examples of the sorts of courses that might be offered under different themes are shown in Table C.

Table C: Public Library Training Themes (examples)

Target Audience	Theme: Promoting and Positioning Libraries for the Future	Theme: Risk Management
Upper/senior managers	▪ Strategic and Business Planning ▪ Winning Presentations	▪ Developing Business and Funding Proposals ▪ Scenario Planning and Development
Middle/functional managers	▪ Change Management	▪ Managing Difficulties
Front-line managers/supervisors	▪ Library Marketing and Promotion	▪ Team Building
Library technicians/ officers	▪ Library Display ▪ Library Update	▪ Manual Handling
Staff with specialist roles	▪ Teenage Services ▪ Children's Programs	▪ Internet and Systems security

Grants

As the evaluation has shown, the IT Training Grants have provided a cost-effective approach to meeting the local IT training needs of library staff at all levels. Given the speed with which technology is developing and its application throughout the library network, this program should continue with annual grants to all library services.

Consideration should also be given to funding other areas of training using the grants process where this may be effective in meeting training goals.

Site Visits

The Staff Exchange and site visits program should be retained but needs to be restructured to better meet the needs of library staff. Given the practical difficulties of organising staff exchange between libraries, this program should be focused on site visits.

Consideration should also be given to using the program to support a 'shadowing' program and mentoring for potential future library leaders.

Training Design and Delivery

Three areas where changes to the design and delivery of training could enhance the effectiveness of the Statewide Training Project have been identified. These are:

- locating training, when appropriate, on the Melbourne metropolitan fringes to enable attendance by staff from both metropolitan and country libraries. This will allow spin-offs in terms of enhanced networking and reduced travel time for many staff.
- exploring training opportunities for upper and senior management that will expose them to other relevant organisations and management environments and to a broader range of views and perspectives than currently exist within library services.
- investigating alternative training providers who will introduce variety of views and approaches. This is not intended as a criticism of current providers, but a reminder of the importance of fresh ideas to keep up the enthusiasm and interest of participants in training courses. Over time this will also ensure that the Statewide Training Project has a larger range of people to turn to provide courses. In choosing these providers care should be taken to ensure that they understand the local government and library environment.

Planning and Monitoring

Regular review and monitoring of the Statewide Training Project is critical to ensuring that it continues to meet the diverse needs of Victorian public libraries. Appendix D identifies a range of performance measures that could be used to support this process. They include a mix of quantitative and qualitative measures that address issues related to the profile of training delivered, the uptake by library services, and the impact of the training on library operations. Improved information infrastructure will be required to implement these performance measures and to also ensure that the Statewide Training Advisory Committee and the Library Network Unit have the financial information they need for accountability and budgeting purposes.

Administration

Central coordination of the Statewide Training Project is a major factor in the efficient and cost effective running of training activities for all libraries. The only area identified by library managers and staff as requiring modification relates to provision of more useful and up to date information about training courses. It was felt that the training calendar should provide better course descriptions, information on intended outcomes and more clearly identify intended target groups. This would potentially eliminate any confusion as to who should participate in course and helps maximise the benefits from training. Many library managers and staff would also like to see e-mail or hard copy reminders that courses are being held about one or two months prior to courses being run.

The implementation of the recommendations of this training plan needs to take into account the capacity of the Library Network Unit to undertake the associated management and administrative tasks (i.e. briefing and contracting providers, guiding development of courses, managing enrolments and the database, arranging venues, etc.). This is a small group whose resources could easily become overstretched.

Issues for Further Investigation

Some issues raised as part of the 2002 evaluation of the Statewide Training Project require further investigation before recommendations can be made in regard to the most appropriate way to respond and incorporate findings into the Project. These issues include:

- Certification and accreditation of training courses in association with ALIA.
- Introduction of a co-payment approach between library services and the Statewide Training Project to fund training activity (currently not undertaken by the Statewide Training Project) where there are benefits in centralised development and coordination of training for public libraries.
- Development of management and administrative support manuals (e.g. IT, finance, risk management). These manuals would build on the success of the HR Manual in providing ongoing support to library staff with limited HR management experience.
- Trial and assessment of online delivery of IT training courses.
- Review of the training needs and requirements of small library branches, especially those in remote areas.

Detailed recommendations for the Statewide Training Plan 2002/05 and specific recommendations for the next 12 months are described in Table D.

Table D: Summary of Recommendations

	Training Project 2002/05	Training Plan 2002/03
Baseline Training Training that provides the basic competencies required by staff across the Victorian Public library system. Once adopted as baselines training, courses will be provided on a regular basis as required and budget allows and will not be subject to ongoing approval.	Devote in the order of 40% to 60% of the annual funding in the Statewide Training Project over the next three years to the delivery of core training activities required to maintain basic competencies in library services.	Provide the training courses listed in Table A as part of the baseline training program in 2002/03.
Supplementary Courses Courses that have been offered through the STP over the last four years which are highly valued by participants but not considered part of baseline training.	Provide supplementary courses subject to an ongoing approval process, taking into account: • consistency with Project objectives and goals • the contribution the course makes to the overall effectiveness of the public library system. • the availability of training through other sources. • course demand.	Consider the training courses listed in Table B as supplementary courses to be offered as demand arises in 2002/03.

Table D: Summary of Recommendations (continued)

	Training Project 2002/05	Training Plan 2002/03
Pilot Courses Libraries appreciate the flexibility and responsiveness of the Statewide Training Project in offering 'pilot' courses that are subject to review and which can be considered for ongoing provision.	Allocate funds to enable piloting of small scale training courses in areas of high demand over the next three years. Limit attendance at the courses to one place per library service unless a strong case can be made otherwise.	Consider running pilot courses in the following areas: ▪ Self management (time/stress management) ▪ Media and PR training ▪ Contract management ▪ Multimedia training (e.g. digitization, Photoshop) ▪ Local history/genealogy
Themes Themes cover emerging training issues that it would be beneficial for libraries to tackle as a group. Themes will provide a longer term view of training needs and will place libraries in a stronger position for the future.	Identify in consultation with libraries a small number of annual themes to be given priority in the 2002/05 training plan. The aim is to facilitate a significant shift in skills across the Victorian public library sector and provide more opportunities for leverage of skills within a library.	Identify theme(s) for 2003. Options may: ▪ Promoting and positioning libraries for the future ▪ Risk management ▪ Services for young people ▪ Development of future leaders
Grants Grants are a cost effective approach to priority training need in cases where training does not have to be library specific and is readily available locally.	Continue the IT Grants Program with annual grants to all library services.	Maintain the IT Grants for 2002/03 on a sliding scale of $3,000 for large libraries, $2,000 for medium size and $1,000 for small libraries. Provide one-off grants to library services to enable them to provide driver training to their mobile library drivers.
Site Visits Visits are regarded as a good idea but hard to achieve in practice.	Retain but restructure the Staff Exchange and site visit program to better meet the needs of library staff. Shift the focus to site visits. Consider using the program to support potential future library leaders through shadowing and mentoring initiatives.	
Training Design and Delivery	Explore training and development opportunities involving exposure of library leaders and potential library leaders to organisations outside the library environment.	Investigate use of additional training providers to provide diversity of views and methods. Use, when appropriate, training locations on the Melbourne metropolitan fringes.

Table D: Summary of Recommendations (continued)

	Training Project 2002/05	Training Plan 2002/03
Planning and Monitoring of the Statewide Training Project	Provide improved information infrastructure to enable better monitoring of expenditure and library demand for training.	Modify the training database and associated business processes to enable provision of more comprehensive reporting, including improved financial information. Adopt and implement the performance measures included in this report.
Administration of the Statewide Training Project Access to training is facilitated by the training calendar and can be supported by more regular updates for library staff. The central coordination role of the Library Network Unit enables the training program to run smoothly, meet its priorities and provides time and cost savings. Demands on the Unit have grown over time as the Project has grown.		Modify the Training Calendar so that course descriptions, intended outcomes and target audience groups are clearer. Provide email updates regarding training sessions to targeted training contacts in libraries about two months prior to running courses. Examine implications of the Training Plan for the workload and responsibilities of the Library Network Unit and, if required, adjust resourcing.
For Further Investigation	Investigate over time the following issues: ▪ Certification and accreditation of training courses in association with ALIA. Monitor ALIA developments and contribute to debate. ▪ Introduction of a co-payment approach between library services and the Statewide Training Project to fund additional training activity. ▪ Development of management and administrative manuals along the line of the HR Manual (e.g. financial management, legislative requirements, IT troubleshooting). ▪ Trial and assessment of online delivery of IT training courses. ▪ Training needs and requirements of small library branches, especially those in remote areas.	

APPENDIX A – PREVIOUS PROJECT REVIEWS

There have been two previous reviews of training activity in Victorian public library services in the past five years. The first of these, in 1997, was a precursor to the development of the Statewide Training Project. The second, in 1999, reviewed the operation of the Project to that time and produced a three-year training plan which has been the basis of the Statewide Training Project in 2000-01.

Steps to Success (1997)

In 1996 and 1997 work was undertaken by library mangers and representatives from the State Library of Victoria and the Office of Local Government on strategic and funding directions for Victorian public libraries. State Government funding for public libraries which had previously been provided through one-off grants was pooled and allocated to projects identified as strategically important. Training was agreed as one of the highest priorities.

In 1997 a consultancy project was undertaken to prepare a training plan for the workforce of Victorian public libraries. The consultancy involved extensive consultation with key decision-makers and library managers. Data was collected from a sample of Victorian public library staff. The resulting Regional and Statewide Training Program identified a range of activities and short training programs for delivery at either state level (Melbourne based) or at a regional level.

Training Needs

The consultants identified a number of common themes in training needs:

- Victorian public libraries were feeling the pressure of keeping abreast of rapidly developing new technologies and their impact on the gathering and storage of information and its dissemination to library clients.
- The community is demanding constantly improving levels of customer service. There are increasing expectations of the range of products and level of service that should be offered.

A number of characteristics of public libraries which impact on training needs were also identified:

- Workforce stability: There is low staff turnover and many have worked in only one library. This presents a challenge for instilling enthusiasm and keeping library practices up to date.
- Libraries are decentralised: Staff have a high level of autonomy and responsibility. People make decisions by themselves and need to be well equipped for this.
- Skills are needed at levels below senior management: This enables decisions to be made and develops a bias for action among a wider range of staff members.

Areas identified through the consultation as requiring most attention were:

- high level customer services
- high level interpersonal communications
- team building/communications/internal customer training
- product and service skills
- marketing for all levels
- market research and customer satisfaction
- information technology and computer skills.

Library staff specifically emphasised the need to focus on the content of the information service and not get bogged down in information technology. A big issue was the need to be able to anticipate customers' needs, requiring more sophisticated market research skills.

The consultants noted the need for the plan to reflect the strategic training needs of libraries, in that all organisations that are going to succeed in a volatile and rapidly changing environment need to develop effective leadership and keep a stake in the future. The challenge was to shift into new markets, new customers and new technologies, which required awareness of what customers want and monitoring to ensure that quality services are delivered. These issues were taken into account in developing the training plan for Victorian public libraries.

Training Priorities

The consultants argued for segmentation of the Statewide Training Project to cater for senior managers, front-line supervisors, specialists and customer service staff. For senior library managers they argued that the Statewide Training Project should be strategic in content and develop high level HR skills which can be honed to provide a way of getting training and development built into each library's way of operating. They identified a need for some highly targeted training for specialist staff (e.g. systems staff, reference and children's librarians) but noted the need to make sure not to duplicate training offered elsewhere.

The consultants noted that a coordinated approach to the Statewide Training Project brings immense benefits and savings but that training contributions should also come from other sources (e.g. individuals, employers, government and professional associations). The Statewide Training Project should focus on:

- things that need to be addressed at a centralised or regional level
- statewide whole-of system change,
- widely needed skill development which is cost effectively delivered at a centralised level
- conferences and general industry updates, mentoring programs
- regional broadly based cost effective skills development.

Training Delivery

The consultants argued that the plan should provide training centrally and in regions, noting the:

- high level of travel costs for libraries if courses are only delivered in Melbourne
- networking benefits that are gained from bringing librarians from across the state together
- cost constraints that are inherent to particular types of programs (e.g. specialist technical skills training may not attract the numbers for some programs to be economically delivered at regional locations).

It was recommended that training be offered in Shepparton, Hamilton, Traralgon and Swan Hill.

The Plan for 1998/99

The objective of the Statewide Training Project was to help staff contend with change while delivering services that are appropriate now and in the future. Its aim was to comprehensively train up to 1,000 management, professional and para-professional library staff. The plan also noted the pressure to strive for cost efficiency in training provision.

The consultants concluded that there was a clearly and frequently expressed need for training in:

- information technology and the Internet
- advanced customer services
- marketing skills
- market research and customer need analysis.

The consultants also identified change, quality and HR management as areas worthy of support.

Reflecting these training needs the consultants identified seventeen unique courses to be provided through the Statewide Training Project. They developed a brief for each training course that specified the aims of the course, the indicative content, delivery locations, program length, and audience and trainer profile. It was anticipated that it would take three years to offer all the modules identified. The initial program was offered in March–December 1998.

The recommendations included:

1. Develop guidelines for purchasing training to support libraries in selecting suppliers.
2. Produce a HR Management Manual.
3. For Senior Managers priority training should be strategic in context and develop high level HR management skills.
4. SLV to facilitate a workshop with council HR managers and senior library staff to discuss implementation of the Statewide Training Project.
5. Public library network to develop a job exchange and site visit brokerage.
6. Training to be purchased in accordance with the briefs produced by the consultants.
7. If funding is not available for the full plan, then funding priority should be on strategic management programs and those programs targeted at a broad range of library staff (i.e. foster 'whole of staff' training). Lower priority should be given to 'drill and practice' programs (e.g. computing) which may be available at local level at low cost.

Evaluation 1998/99 and Training Plan 2000-03

This review, conducted in 1999, showed that a majority of library services were supportive of the Statewide Training Project introduced in 1998 as it delivered quality training at low cost.

The review noted that the program of training offered in 1998/99 had closely followed the plan developed in 1997, but had also delivered a 'Training Needs Analysis' course and a range of customer service training for dealing with special groups (e.g. people with psychiatric disabilities). Some courses identified in the 1997 plan, such as 'Strategic and Business Planning' did not get offered in the first two years but were provided in 2000.

Through a survey and interviews the review confirmed a preference for face to face training. The review found that location of training was acceptable to most libraries. The review found that 46% of all training sessions had been offered in regions (this included the residential courses attended by both metropolitan and regional libraries). They concluded that there were a large number of programs available to regional staff.

All libraries were found to have participated in the program to a greater or lesser extent. Particular issues identified by the review were the difficulties faced by rural libraries and small libraries in releasing staff for training. It recommended seeking additional funds for rural (and especially small rural libraries) for replacement of staff while at training (backfill) or providing in-house on-site training.

A major part of this review was to develop objectives for the Statewide Training Project and develop performance measures against these objectives. It was noted that suitable data collection, storage and analysis for reporting purposes would need to be developed. Many of the quantitative performance measures proposed could not be populated as much of the data to support these measures was not yet available. This data would need to be collected as the program evolves.

Training Plan 2000-03

The training plan noted the large range of skills required by staff in Victorian public libraries. The most frequently sought after skills were:

- information technology
- interpersonal communication
- customer service
- reference and research
- change management
- team building and working in teams
- marketing.

The plan recommended a tiered approach to training delivery, with 'Tier one' for all staff but focusing on front-line staff. 'Tier two' would focus on front line managers, middle managers and in some cases senior managers. The consultation process also identified networking as a major and significant value of the Statewide Training Project.

> *"If this need is to be recognised in the next plan, it has implications for the delivery mode, which would continue to be, by and large, face to face structured workshops. This in turn has implications for location of training in regional locations as well as metropolitan all of which have an implication for costs."*

Recommendations

There review contained two sets of recommendations, related to the evaluation of the training delivered and the development of a training plan for the next three years.

Evaluation
- Performance measures to be accepted as a working document.
- SLV to establish suitable mechanisms for data collection storage and analysis. These should support the identified key performance indicators.
- Delivery methods continue to give high priority to structured training programs, specifically face to face workshops.
- Length of programs to be standardized to single day, except when the appropriateness of a course of different length can be demonstrated.
- Programs continue to be offered in regional locations (i.e. keep travel to two hours one way). Provide financial assistance where travel time exceeds two hours.
- Popular programs should be repeated.
- Take account of issues of smaller libraries (e.g. consider delivery of in-house programs and backfill).

Plan
- Assign priority to training programs that support the top skills identified. Place other identified skills on a wish list.
- Integrate training programs from other Statewide Projects into the Statewide Training Project Calendar.
- Focus on structured workshops as a mode of delivery, with two examples being in-house on-site training for IT and marketing.
- Negotiate with providers for a standardized evaluation form, including a combination of opinion scales and open-ended questions.
- Deliver training within the Australian Qualifications Framework by Registered Training Organisations (RTOs). Advise trainers of need to be RTOs or partner of RTOs.
- Conduct review and evaluation at regular intervals to assess the effectiveness and costs of training.

APPENDIX B – EVALUATION METHODOLOGY

The evaluation and development of a training plan for 2002/05 was undertaken in four stages over a concentrated seven week period in April-May 2002. The basic methodology is detailed below.

Project Stage	Activities	Outputs
1. Project Planning	▪ Gather background information ▪ Draft detailed workplan	▪ Agreed project workplan
2. Review and Consultation	▪ Review background information ▪ Compile statistical data ▪ Develop draft performance measures ▪ Develop and distribute library service ▪ Conduct workshop with Statewide Training Advisory Committee ▪ Interview project management staff ▪ Interview key stakeholders ▪ Visit selected library Services for interviews with management and discussions with staff ▪ Conduct telephone interviews ▪ Receive surveys and enter data ▪ Complete statistical training profile	▪ Library service survey ▪ Performance measures ▪ Statistical analysis of training activities and participation ▪ Documented feedback from stakeholders
3. Analysis and Development	▪ Perform quantitative analysis of survey responses ▪ Perform qualitative analysis and review of findings ▪ Draft report outline ▪ Present initial findings to Library Network Unit ▪ Present initial findings to Statewide Training Advisory Committee	▪ Evaluation findings ▪ Report outline
4. Report and Presentation	▪ Draft evaluation report and training plan ▪ Develop recommendations on training programs ▪ Finalise report ▪ Present to Statewide Projects Steering Committee	▪ Final evaluation report ▪ Strategic Training and Development Plan 2002/05 ▪ Recommendations for training programs 2002/03

Library Service Survey

The Library Service Survey (see Appendix C) was distributed to all 44 Victorian public library services. Hume-Moonee Valley Regional Library Corporation completed a joint survey covering its own training activities and the training activities undertaken by staff engaged in the Melton Library and Information Service, which Hume-Moonee Valley operates under contract to the Melton Shire Council. 39 surveys were received from a possible 43 library services, representing a very encouraging 91% response rate.

Project Consultation

In addition to the responses gathered from library service managers and training co-ordinators through the Library Service Survey, the following people contributed to the evaluation of the Statewide Training Project through participation in consultation activities including review of project activities and findings by the Statewide Training Advisory Committee, on-site library service interviews and discussion groups, face-to-face and telephone interviews.

Participants in Direct Project Consultation

Organisation/Group	Name
VICLINK Executive	Lynne Makin (President) – Upper Murray Elisabeth Jackson – Hume-Moonee Valley Christine Payne – Mitchell Deidre Pellizzer – Port Phillip Craig Anderson – Yarra Plenty Barbara Horn – Yarra-Melbourne
Statewide Training Advisory Committee	Peter Carter (Convenor) – Casey-Cardinia Susan Orr – Campaspe Aileen Carter – Darebin Anthea Taylor – Geelong Chris Kelly – Monash Julian King – Whitehorse-Manningham Ian McGregor – Yarra Plenty Darren Ryan – Yarra-Melbourne
State Library of Victoria	Fran Awcock Michael Bertie Debra Rosenfeldt Tonya Lewis
Department of Infrastructure	Graham Dudley Helen Balcam
Bayside Library Service*	Karyn Siegmann
Corangamite Regional Library Corporation	Marjorie Morkham
Darebin Libraries	Angelo Gasparini
East Gippsland Shire Library	Anna Cook
Gannawarra Library Service	Julie Smith
Geelong Regional Library Corporation*	Peter Mansfield Anthea Taylor
Glenelg Regional Library Corporation	Adele Kenneally
Goulburn Valley Regional Library Corporation	Sheila Atley re Staff Exchange Program
High Country Library Corporation*	Elaine Richmond
Hobsons Bay Libraries*	Suzanne Gately
Hume-Moonee Valley Regional Library Corporation*	Elisabeth Jackson Michael Scholtes
Latrobe City Library Service	Carole Ingwersen
Mildura Library Service*	Sue Kelly Sharyn Sturre
Wellington Library Service	Stephen Dempsey
West Gippsland Regional Library Corporation*	John Murrell Christine McLaren
Whitehorse-Manningham Regional Library Corporation*	Geoff Rockow Julian King
Statewide Disability Advisory Committee	Gail White (Convenor) – Eastern
Statewide LOTE Advisory Committee	Guy Wilson (Convenor) – Hume-Moonee Valley
Statewide Teenage Services Advisory Committee	Suzanne Gately (Convenor) – Hobsons Bay
VICNET	Stuart Hall
Centre for Leadership and Management	Greg Cook
R.C. Bigelow and Associates	Bob Bigelow
Results Training Australia	Alan Gill

* Small group and/or one-on-one discussions were held with library staff in these library services.

APPENDIX C – LIBRARY SERVICE SURVEY

Statewide Training Project 2000 and 2001
Library Service Survey

Purpose: The Statewide Training Steering Committee is undertaking an evaluation of the Statewide Training Project 2000 and 2001. The review will assess the value to Library Services of training for public library staff and identify priorities for training programs over the next three years.

Completing the Survey: This survey has been distributed to each Victorian Public Library Service. It will take about 30 minutes to complete. The survey is to be completed at a Library Service level, not a branch level. It should be completed by someone who is familiar with the Library Service's training and development activities and needs. If you have any questions please contact Ian Phillips on 9740 4222 or Carol Oxley on 5426 2329. Completed surveys should be forwarded in the reply paid envelope to I & J Management Services, Reply Paid 845 Sunbury VIC 3429 **by 30 April 2002**.

The Person who completed the survey is …
Name: .... Phone: ....
Position: .... Email: ....

Section 1: Your Library Service

1. Library Service Name: ....
Number of Full-Time Staff: .... Number of Senior Managers (SEO and Band7/8)*: ....
Number of Part-Time Staff: .... Number of Middle Managers (Band 5/6)*: ....
Number of Casual Staff: .... Number of Supervisors (Band 4)*: ....
Total EFT: .... Number of Library Officers/Other (Band 3)*: ....
Please use this classification of staff category when answering Q22, Q26 and Q27.

2. What % of your staff have the following periods of total public library service (N.B. total of responses should equal 100%)?
• Less than 1 year ….. %   • 1 to 5 years …. %   • 6 to 10 years …... %   • 11 to 15 years …... %   • More than 15 years …… %

Section 2: Participation in and Access to Training

3a. On average, what % of your Library Service's training activity is undertaken through the Statewide Training Project? ……. %
3b. On average, what % of your Library Service's training budget is spent on Statewide Training Projects? …………………... %

4. To what extent does your Library Service access training delivered through the Statewide Training Project?
☐ A lot   ☐ A moderate amount   ☐ A little   ☐ Not at all

5. Have staff in your Library Service been able to access the training they want through the Statewide Training Project?
☐ All of the time   ☐ Most of the time   ☐ Some of the time   ☐ Seldom   ☐ Not at all

6. How do the following issues affect your Library Service's participation in training and development activities delivered through the Statewide Training Project?

Issue	Tick one response for each issue			
	Major factor	**Minor factor**	**Not a factor**	**Not applicable**
a) Travel time for branch staff				
b) Travel time for all Library Service staff				
c) Cost of travel and/or accommodation				
d) Cost of enrolment				
e) Rostering				
f) Cost of backfilling staff				
g) Availability of places on training courses				
h) Waiting lists				
i) Inconvenient time of year				
j) Inconvenient time of week				
k) Inconvenient start/finish times				
l) Lack of relevant training				
m) Dissatisfaction with training content				
n) Dissatisfaction with training presenters				
o) Dissatisfaction with venues				
p) Preference for training from other sources				
q) Council/Regional Library Board training policy				
r) Other …………………………………………..				

Section 3: Training Courses 2000 and 2001

Answer Q7 to Q10 for each training course listed in this table (all of which were delivered as part of the Statewide Training Project in 2000 and 2001) *Note 1: You may find it easier to answer all questions for each training course as you work down the page.* *Note 2: You only need to answer Q10 for a training course if you answer 'Yes' to Q9 for that course.* **Training Course (Presenter)**	**7.** How relevant is this course to staff in your Library Service? **Tick one**				**8.** What priority do you place on this type of course? **Tick one**			**9.** Did your staff participate in this course? **Tick one**			**10.** If 'Yes' to Q9, rate the benefits of this course to your Library Service? **Tick one**				
	Highly	Moderately	Somewhat	Not relevant	High	Medium	Low	Yes	No	Don't know	High	Moderate	Marginal	No benefit	Don't know
Management and Leadership															
• Team Leadership/Management/Planning (Centre for Leadership and Management)															
• Middle Management and Front-line Management (Centre for Leadership and Management)															
• Managing Difficulties (Nicky McCartney)															
• Train the Trainer (Results Training)															
• Communicating in Writing (RAP Activities)															
Customer Service															
• Customer Service (Monitoring Quality, Meeting Expectations, Delivery) (Creative Informatics)															
• Marketing Planning In-house (Results Training)															
• Effective Marketing Communications (AIMA)															
• Handling Complaints/People (Nicky McCartney)															
Information Management															
• Library Display (RMIT)															
• Basic Reference Interview Skills (SLV)															
• Gulliver: Databases Workshop (Gale Group)															
• Gulliver: Effective Searching Strategies and Data Administration (EBSCO)															
Information Technology															
• Internet Train the Trainer (Infosentials)															

Answer Q11 and Q12 in this table **Benefit**	**11.** Rate the actual benefits that your Library Service has obtained from participation in training courses in the Statewide Training Project in 2000 and 2001.				**12.** Rate from 1 (high) to 5 (low) the overall benefits you would like to obtain through the Statewide Training Project
	High	**Moderate**	**Low**	**None**	
a) Professional skills					
b) Management skills					
c) Strategic planning skills					
d) Marketing skills					
e) Staff confidence					
f) Open to implementation of new ideas					
g) Staff productivity					
h) Service quality					
i) Extended range of services					
j) Industry knowledge					
k) Professional networking					
l) Other ………………………					

13. Please describe an example of improved work practices/management/customer service that occurred as a result of a staff member's participation in one of the above courses. ....

14. Overall, are you satisfied with the courses provided by the Statewide Training Project in 2000 and 2001?

☐ Highly ☐ Moderately ☐ Somewhat ☐ Not satisfied

15. Did your Library Service have any specific concerns with the quality of any of the courses delivered through the Statewide Training Project in 2000 and 2001 (please describe)?

☐ Yes ....
☐ No ....

Answer Q16 to Q19 for each type of training listed in this table *Note: You only need to answer Q17 and Q18 for a type of training listed below if you answer 'Yes' to Q16 for that type of training.* **Training**	**Q16.** Do your staff undertake this type of training outside the Statewide Training Project?	**Q17.** If 'Yes' to Q16, who provides this training? (tick one or more)			**Q18.** If 'Yes' to Q16, why is this type of training not undertaken through the Statewide Training Project?	**Q19.** Would it be appropriate to do this type of training online? (tick one)			
		In-house	Council	External Provider		Yes	Possibly	Probably	No
Management and Leadership									
• Leadership	Yes/No								
• Management	Yes/No								
• Strategic business planning	Yes/No								
Customer Service									
• Delivering customer-focused services	Yes/No								
• Marketing and communication	Yes/No								
• Front-line skills	Yes/No								
• Working with specific customer groups	Yes/No								
Information Management									
• Collection management	Yes/No								
• Design and display	Yes/No								
• Searching and retrieving	Yes/No								
• Specialist skills	Yes/No								
Information Technology									
• Basic IT awareness and troubleshooting	Yes/No								
• Computing skills	Yes/No								

20. How important are the following factors in design and delivery of training courses for your staff?

Factor *(tick one response for each factor)*	Importance			
	High	Moderate	Low	None
a) Specially designed for library staff				
b) Combines theory and practice				
c) Caters for a range of learning styles				
d) Course is interactive				
e) Course offers role plays				
f) Offers accreditation options				
g) Presenters understand libraries				
h) Provides take home materials				
i) Course is completed in one day				
j) High quality venue				
k) Delivered on-site				
l) Delivered within 1 hours drive				
m) Networking opportunities				
n) Follow up opportunities with trainer				
o) Low cost of training				

Section 4: Human Resource Guide

Q21. Does your Library Service have access to the Human Resource Guide?
☐　Yes　　　☐　No (go to Q22)　　☐　Don't know

Q21a. If 'Yes', for what purposes has your Library Service used the Guide? (tick one or more)
☐　Help address specific HR issues
☐　Understand best practice HR management
☐　Basis for training staff in HR
☐　Other ……………………………………………..

Q21b. What did you find useful about the Guide?

....

....

Q21c. Please provide any suggestions for how the Guide could be made more useful?

....

....

....

Section 5: Information Technology Grants

22. Rate the general competence of staff in your Library Service in using and managing information technology?

Staff Category *(tick one response for each staff category)*	Competence in using IT			
	Confident	Intermediate	Beginner	Not Confident
Senior Managers				
Middle Managers				
Supervisors				
Library Officers/Other				

Q23. Have you received an IT Training Grant from the Statewide Training Project?
☐　Yes (go to Q24)　　　☐　No

Q23a. If 'No', do you intend to apply for an IT Training Grant in the future, and if 'No' why not?
☐　Yes　　　　☐　No　　　　☐　Don't know

....

....

Q24. In general, do you think using a grants process for training is effective, and why?
☐　Yes　　　　　　☐　No

....

....

....

....

Section 6: Staff Exchange Program

Q25. What benefits do you see in staff participating in the Staff Exchange Program? (tick one or more)
- ☐ Increased skills
- ☐ New ideas
- ☐ Increased motivation
- ☐ Networking
- ☐ Other ……………………………………………..
- ☐ No benefits

Q26. What are the barriers to your staff participating in the Staff Exchange Program? (tick one or more)
- ☐ Rostering
- ☐ Cost of backfilling staff
- ☐ Travel and accommodation cost
- ☐ Lack of interest
- ☐ Organising relevant exchange
- ☐ Other ……………………………………………..
- ☐ None of the above

Section 7: Library Competencies/Directions

Q27. What do you regard as the most important competencies currently required by public library staff?

Competency	Staff Category			
(Please provide ratings for each competency against each staff category. Rate importance as 1 – Very important, 2 – Important, 3 – Low importance or 4 – Not important.)	Senior Managers	Middle Managers	Supervisors	Library Officers
Management and Leadership				
• Leadership				
• Strategic/business planning				
• Finance skills				
• Human resources skills				
• Middle management				
• Project management				
• Change management				
• Supervisory skills				
• Team building				
Customer Service				
• Delivering customer-focused services				
• Marketing				
• Front-line skills				
• Interpersonal skills				
• Working with specific groups				
Information Management				
• Collection management				
• Reference skills				
• Design and display				
• Searching and retrieving				
• Online information design				
• Specialist skills				
Information Technology				
• Basic IT awareness and troubleshooting				
• Keyboarding skills				
• PC applications				
• Library systems operations				
• Disability equipment skills				

Q27a. Are there any skills <u>not included</u> in the previous table that you regard as very important? Please specify the skill and category of staff requiring this skill.

……………………………………………………………
……………………………………………………………
……………………………………………………………
……………………………………………………………

Q28. What do you regard as the skills most urgently requiring development (or further development) to meet the goals of your Library Service in the next 12 months?

Staff Category	Most urgently required skills
Senior Managers	
Middle Managers	
Supervisors	
Library Officers/ Other Staff	

Q29. To what extent do you believe the following issues will impact on public libraries and the services they provide over the next 3 years? (tick one response for each issue)

Issue *(tick one for each issue)*	Major factor	Minor factor	Not a factor
a) Speed of adoption of new technologies			
b) Growth in the range and type of information available electronically			
c) Growing customer demands/expectations			
d) Support for lifelong learning			
e) Need for customer training in technology			
f) Shortage of skilled library staff			
g) Funding constraints			
h) Other …………………….. …………………………….			

Q29a. How do you expect these changes to impact on the competencies required by public library staff over the next 3 years?

……………………………………………………………
……………………………………………………………
……………………………………………………………
……………………………………………………………

Q30. Do you have any other comments on the Statewide Training Project 2000 and 2001 and future training needs?

……………………………………………………………
……………………………………………………………
……………………………………………………………
……………………………………………………………
……………………………………………………………

THANK YOU FOR YOUR ASSISTANCE IN COMPLETING THIS SURVEY.

Post the completed survey in the reply paid envelope to
I & J Management Services, Reply Paid 845 Sunbury VIC
3429 **by 30 April 2002.**

APPENDIX D – PERFORMANCE MEASURES

The Statewide Training Advisory Committee and Library Network Unit may find the following performance measures useful in the ongoing management and review of the Statewide Training Project. They include a mix of quantitative and qualitative measures that address issues related to the profile of training delivered, the uptake by library services and the impact of the training on library operations.

To be effective, appropriate data collection mechanisms will need to be established and supported. This will require amendments to the existing training database and recording processes which do not currently capture all of the information needed to inform these measures.

Training Profile

(i.e. What types of courses is the Statewide Training Project investing in? What level of staff are these aimed at? Repeat sessions indicating demand for course?)
1.   Number of unique courses provided
2.   Number of training sessions held
3.   Total $ expenditure on each course/type of course as a % of total expenditure on training (e.g. 44% of total training in 2001/02 was on Leadership courses)
4.   Number of courses by classification of targeted staff
5.   Number of hours training by classification of targeted staff
6.   Number of unique courses by type of course by number of repeat sessions
7.   Number of sessions by type of course by number of staff that attended.

Access to Training

1.   Number and % of courses provided outside Melbourne
2.   Type of course by number of times course offered in a particular region
3.   Waiting lists by type of course (i.e. examine who is on the waiting list)
4.   Number of staff attending training course by location of training (i.e. to test whether the regional courses are less likely to be well attended).

Training Expenditure

1.   Total $ amount spent on the Statewide Training Project (i.e. training, IT grants, HR manual, exchange program, other)
2.   Total level of fees collected
3.   Fees as a % of cost of course by type of course
4.   Estimated training expenditure by library service
5.   Estimated training expenditure and number of library staff trained by library service
6.   Training expenditure per number of library staff (i.e. if everyone attended a course, how much would be spent on it?).

Distribution of Training Funds

(i.e. How are funds distributed across the libraries? How does this vary?)
1.   Total $ amount of net training funds per library service
2.   Total $ amount of net training funds per library staff EFT
3.   Total $ amount of net training funds per type of library (large/medium/small, metropolitan/ country)
4.   % of total $ training funds received by each library service.

Unit cost of training

(i.e. How does the cost of running courses vary and according to what factors?)
1. Gross training expenditure per participant (Average gross training costs)
2. Net training expenditure on a course per participant (Average net training costs)
3. Average net training expenditure by type of course
4. Net training expenditure per number of hours training by type of course
5. Average net training expenditure by mode of delivery
6. Average net training expenditure by location

Take-up of Training

(i.e. Examine the take up of training by staff and how this varies across regions, levels of staff. E.g. Do more qualified staff get better access to training? How has this varied over time?)
1. Number and % of staff who undertook training
2. Number of courses attended per staff member (i.e. number that attended no courses, number that attended one course, number that attended two courses, etc.)
3. Number and % of staff who undertook training by classification
4. % of total funds spent by classification of staff (i.e. What proportion of total funds was spent on library technicians? Compare with what proportion of staff are library technicians)
5. % of total number of staff undertaking training from each library service (e.g. 10% of all those who undertook training came from the xxx library service)
6. % of total Victorian library staff that have attended a particular course (e.g. since Statewide Training Project was introduced, 25% of all staff have participated in a library display course).

Impact of Training

5. Documented examples of improved/changed work practices initiated as a result of training undertaken through the Statewide Training Project
6. % of library services that rate training as having had a practical benefit on library services by type of course
7. % of participants that would recommend training to their peers

IT Training Grants

1. $ amount spent per library service
2. Total $ amount spent across all library services
3. Average level of staff confidence in use of IT
4. Customer ratings of the IT-related library services and support available in the library
5. Documented examples of improved/changed work practices initiated as a result of the grants.

Staff Exchange Program

1. Number of staff funded under the program
2. Total $ amount spent in support of the program
3. % of participants that found the program highly rewarding
4. % of participating libraries that found the program highly rewarding
5. Documented examples of improved/changed work practices initiated in the home library as a result of the program.