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Contents

What does Evidence Based Management mean to you? ...................ii
Executive Summary .......................................................................iii
Introduction ..............................................................................1
Continuing the process ..............................................................2
Case studies .............................................................................6
A cultural change .....................................................................11
End of project evaluation..........................................................12
Performance Management Resource ..........................................18
Evaluating the success of the project ........................................20
Compliance with Public Library Standards ..................................23
Sustainability of evidence based management ............................38
Interest in the EBM project .......................................................40
Conclusion ..............................................................................41

Appendices

Appendix 1: LCLIS Project planning template ...............................43
Appendix 2: Workshop programme ...........................................47
Appendix 3: Seminar programme ................................................48
Appendix 4: Workshop/Seminar evaluation form ..........................49
Appendix 5: Workplan for Year 3 ...............................................50
Appendix 6: End of project questionnaire ...................................57
What does Evidence Based Management mean to you?

‘EBM can help us prove that the library service is being developed to meet Lancashire’s corporate objectives and to best serve the needs of the community’

‘EBM is ... a way of working, which can save time, effort and considerable stress in the long run’

‘EBM has brought a clearer focus to the planning, evaluation and development of projects I have been involved with’

‘It means trying to ensure you know what you are doing, why you are doing it and what you expect to get out of it’

Quotations from LCLIS staff, taken from end of project questionnaires (Appendix 6)

‘It has changed everything I make decisions about’

‘Staff are realising that EBM can have a positive impact on the services we provide’

‘We as a team recognised that evidence, the provision of quality services, and the marketing of the service to colleagues and users, are inextricably linked’

‘...the EBM process (has) led to the (services) team working together in a much more effective manner’
Public library authorities in the UK face a constant challenge of demonstrating their value as a public service. Their performance has to be measured against the revised DCMS Public Library Standards, the new Public Library Impact Measures and the CPA process. The three-year *Evidence Based Management in Action Project* has enabled Lancashire County Library and Information Service to work with LISU, based at Loughborough University, to look closely at existing methods of collecting, storing, using and evaluating data and to develop more effective methodologies which will aid the performance management process.

The prime concern of LCLIS in undertaking this project has been to ensure that staff are well-equipped to use the variety of data which is collected for internal and external requirements, and that these data are relevant, accurate, consistent and accessible. The partnership between LCLIS and LISU has resulted in a combination of practical knowledge of the evidence that is required to demonstrate value, with expertise from consultants who have experience of effective performance evaluation.

One of the aims of the project was to involve different levels of library staff from all areas of LCLIS. This has resulted in a coherence and consistency throughout the County, with participation from senior management, operational staff, branch managers and library assistants. Colleagues have seen that working together in this way has led to a sharing of knowledge and more efficient working practice. The final seminar and workshop of the project demonstrated the culture change that has taken place within LCLIS with regard to performance evaluation. Library staff presented a series of case studies which showed a greater awareness of the value of collecting qualitative and quantitative evidence, and of using this effectively to manage future service delivery. This improved awareness has been further demonstrated by the feedback obtained from library staff involved in the project.

Funding for the post of Performance Management Officer has enabled the guidance given by LISU to be translated into working practices throughout LCLIS. Groups of staff have been encouraged to work on improving their service planning, based on evidence collected. Further funding for an Intranet Officer post resulted in the
creation of an online resource. This Performance Management Resource will hold all data collected throughout LCLIS in a searchable, accessible format. Library staff will be able to access both statistics and qualitative feedback online. The resource will facilitate project planning, as well as providing the evidence required for the writing of management reports. Staff will be able to compare the performance of one service point against other service points; managers will be able to share both service planning and project evaluations. This culture of collecting evidence and sharing the outcomes can only continue to improve the level of service.

This improvement is confirmed by LISU’s comparison of LCLIS’ performance against the Public Library Standards. In particular, significant progress has been made in the number of visits to library premises, the speed of meeting user requests, and the level of acquisitions. Such improvements are essential in ensuring that the service continues to make a worthwhile contribution to educational, social and economic development in Lancashire.
Introduction

The three-year *Evidence Based Management in Action* (EBM) Project has been a partnership between LISU and Lancashire County Library and Information Service (LCLIS). Part-funded by the Museums, Libraries and Archives Council (MLA), the project has worked to embed the processes of management based on reliable evidence into LCLIS. The formal project may have come to an end, but an important cultural change has taken place in the service with regard to the use of evidence, as described in this report.

With the advent of the revised Public Library Standards and Public Library Impact Measures, and the requirement to produce Service Plans, many public library authorities have been faced with the challenge of reporting on all aspects of their service. It quickly became apparent in Lancashire that although statistical evidence was collected and qualitative assessment was being carried out, the information was sometimes difficult to track and was not always accessible. Investing in the EBM Project enabled LCLIS to look to streamlining the processes of collecting and disseminating data. The three years have culminated in a change in the culture with regard to evidence based management. End of project questionnaires received from a range of LCLIS colleagues provided valuable evidence of this culture change, showing how evidence is now incorporated into the early stages of service and business planning. A member of the senior management team commented that LCLIS have recognised that evidence, the provision of quality services and the marketing of the service to colleagues and to users, are inextricably linked.

The reports from the first two years of the EBM Project\(^1\) have described in some detail the methodology of embedding evidence based management in LCLIS. Whilst this final report describes the processes of the final year, there is a greater concentration on the evaluation of the outcomes. As in previous years, a ‘health-check’ has been carried out to gauge how the service delivery in LCLIS measures up to the Public Library Standards. This year’s ‘health-check’, which also takes into account the recent revisions to the standards, has shown that there has been encouraging improvement in many areas of the Library and Information Service in Lancashire.

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\(^1\) **LISU** (2003) *Evidence Based Management in Action: LCLIS and LISU - Report for Year 1*, May 2003. LISU, Loughborough University;  
Although evidence based management is becoming an integral part of LCLIS, there is still a requirement for a sustainability strategy. LCLIS has taken a number of steps in ensuring that EBM is sustained beyond the lifetime of the project, and further suggestions have arisen from a joint discussion between LISU and LCLIS. The development of an online Performance Management Resource, accessible via the LCLIS intranet, will play a key role in facilitating sustainability and providing the basis for the sharing of ‘best practice’ and consistent methodology in the use of evidence.

Continuing the process

Raising awareness of EBM has been one of the most important elements of the project and this process has continued throughout the final year. The website has been kept up-to-date and there have been a further two issues of the newsletter dedicated to the project, The Lancashire Quest. These forms of communication have helped to maintain a level of awareness and interest for all staff, even those who may not be directly involved in the project.

In order to develop a sustainable culture, it was an objective from the start of the project that LCLIS should take on more responsibility for the EBM process as the project progressed. This has been achieved largely through the creation of the post of Performance Management Officer. Since November 2003, the post holder has worked closely with library staff throughout LCLIS and this has enabled EBM to develop consistently across the five Divisions.

Two Performance Circles had been established during year two of the project. The aim was to engage more library staff in the collection, dissemination and application of data. It was intended that those staff who were part of a Performance Circle would be able to contact colleagues in other Divisions to ensure consistency across all areas of service. However, once the Performance Management Officer was in post, it became apparent that a more effective way of developing a consistent approach was for the post holder to work with specific areas of service and to hold workshops for service planning. The Performance Circles were disbanded but the members of staff involved in them continued to work with the Performance Management Officer.
A designated post which has responsibility for performance management has greatly added to the success of embedding evidence based management into the culture of LCLIS. Project workshops and seminars were originally developed and managed by LISU, but during the final year of the Project these have been managed by the Performance Management Officer, with input from LISU as appropriate. This has enabled library staff in LCLIS to meet more frequently and with the specific aim to develop tools to facilitate the creation of Service Plans and to evaluate initiatives and projects more easily. Staff have used templates (*Appendix 1*), created by the Performance Management Officer, to demonstrate how evidence can help service planning. Through staff consultation, and in light of the Public Library Impact Measures, the template has evolved over time. Two iterations are included in Appendix 1.

In March 2005, a workshop was held for some members of staff who had not previously been directly involved with the project; this continued an original aim of the project, which was to involve as many staff as possible. In addition, a seminar was held for the senior management team. Both events were run by LCLIS, with participation from LISU, and included presentations of ‘case studies’ which demonstrated how evidence can be used to support management decisions (*see Appendices 2 and 3 for programmes*). The Head of Library and Information Services commented that there was a ‘feeling of self-congratulation’ and that staff should give themselves ‘a pat on the back’ for their hard work in making the project into an integral part of the management of LCLIS.

**Feedback from 2005 workshop**

As in previous years, an evaluation form (*Appendix 4*) was circulated following the workshop, to collect the views of participants. Comments were received from all attendees - a total of 18. The feedback was very positive overall and everyone reported finding the day useful. The showcase of the Performance Evidence Resource and presentations by LCLIS colleagues were particularly well received, with 14 people specifically mentioning one or both as the most useful part of the workshop. Only four people identified a least useful part of the programme, of which two mentioned the group exercises, and two mentioned presentations about areas which they felt they already knew a lot about.
Encouragingly, everyone felt that they would take something away from the event to help them in their work. Examples included:

- More knowledge of how to plan initiatives or changes
- A clearer view of performance measurement and the intranet site
- A structure for undertaking service planning
- Using statistics to underline daily work
- ‘A determination to find out more particulars about what other branches do’
- ‘How to set about gaining evidence for projects. Using the PMR’
- ‘I can transfer the speakers’ experiences to gather evidence for my work’
- ‘The Performance Management Resource ... will be extremely useful’

When asked whether the workshop had changed their perception of performance management, nine participants said that the event had changed their perceptions. Examples of changes included:

- Gaining in understanding in how to apply performance measurement and the benefits of an EBM approach. As one participant said,
  ‘I feel more positive about it [EBM] and can see the relevance’.
- Realising that it is possible to use other people’s ideas and plans, to avoid unnecessary duplication
- Gaining an insight into the PMR and its applications
Four respondents said that the event had not really challenged their perception of EBM, because, in some cases, they were already aware of the importance and applications of EBM. However, several did say that the event had raised their awareness of EBM.

Participants were asked to make suggestions as to how the event could have been improved. Very few comments were made, but it may be useful for future events to have:

- Exercises more tailored to individuals’ jobs
- Fewer attendees, which would perhaps encourage wider participation

Additional comments were also invited from workshop participants. These comments further confirmed that the workshop was well received.

‘I found the day very useful’
‘An excellent course’
‘Useful to hear about projects showing use of evidence’
‘Good course’
‘A very interesting and practical day’
‘Informative day’
‘Thought-provoking – might be useful considering a follow-up in 6/12 months time to see how we have adopted the PMR’.
Case studies

A number of evidence based management case studies were presented by LCLIS colleagues at the seminar and workshop.

Case Study One – Sunday Opening Hours

In response to public demand, the Harris Museum and Library in Preston now opens from 11am to 4pm on Sundays. The resources for this project have been supported by funding from the Single Regeneration Budget (SRB) and a report was prepared to evaluate the project outcomes.

By offering more opening hours and a programme of family-based activities, the intention was to increase the opportunities for lifelong learning. Since Sunday opening started in May 2003, statistics have shown a steady increase in visitor figures, book issues and use of the People’s Network. Partnership with local groups, such as Lancashire Adult Learning, has led to mutual promotion of facilities and information available, and it is thought that the rise in visitor numbers is in part owing to the increased awareness of a wider range of people who now have greater access to the Harris Museum and Library than previously. It is acknowledged, however, that the impact on adult learning is difficult to monitor and as a result of this LCLIS will develop a tracking system with the Higher and Further Education Colleges to track ‘library learners’ through their education process.

Analysis of issues by postcode and type of borrower has shown that not all potential visitors are aware of the Sunday opening hours and that promotion and marketing of Sunday opening and the activities must be more far-reaching. It has been noted that it would be valuable to ask clients where they heard about Sunday opening, in order to obtain feedback on marketing.

Qualitative evidence is still minimal, with the Comments Book proving to be one of the most useful forms of feedback. It is intended to design an evaluation form, which can be used by visitors, tutors and lecturers to provide valuable evidence for sustained funding.
Case Study Two – Summer Reading Challenge

The Summer Reading Challenge (SRC) is now an annual event on every public library service’s calendar. LCLIS, together with other library authorities, collects statistics which give the total numbers of children taking part and completing the SRC. They also count the number of new members resulting from the SRC. A County target is set for completion each year.

A Divisional Young People’s Manager in LCLIS has taken three years’ statistics from the SRC and used this evidence to determine which areas of the County require more input to improve the take-up and completion rates of the next SRC. Statistics are broken down by division, district, gender, age group and service point, so it is possible to see at a glance where additional resources may be required. It has been found that even where publicity material is sent out to schools, promotion of the SRC to pupils is not guaranteed, and that school visits are more successful in promoting the SRC. By being able to identify where take-up is low, the Young People’s Manager knows where to increase the number of school visits and where to ensure increased participation by branch librarians.

Qualitative evidence can be more difficult to collect but one example which has been used elsewhere in the County could be used for the SRC. A Divisional reading initiative targeted at boys resulted in positive feedback from local schools. They were able to tell the library service that they had noticed an improvement in boys’ reading skills as a direct result from participation in the reading initiative. This example could be repeated to gain feedback about pupils’ reading skills as a result of their participation in the SRC.
Case Study Three – Library Link Service

Library Link is a mobile library service introduced in 2003, for older people in residential homes and sheltered accommodation. A Customer Satisfaction Survey was conducted 12 months after the start of this service to gather feedback from the users. This survey asked for users’ opinions about stock and accessibility in order to improve the service as well as asking a specific question relating to the Library Impact Measures, ‘Has the Library Link made a difference to your life?’ Responses included:

‘Being confined to a wheelchair, it gives me more freedom’

‘It’s encouraged me to read more, I seldom read a book before’

‘Life is more interesting’

This qualitative evidence gives added value to the issue and visitor statistics collected for the service. These comments can be used by LCLIS to demonstrate that the library service is making a difference to peoples’ lives.

Case Study Four – Imaginative Use of Stock Figures

Every library and information service collects a variety of stock related statistics on the library management system. Self-reservation of items is being introduced in LCLIS. If the stock figures are inaccurate, the catalogue will allow self-reservation on items which do not exist, and customer satisfaction on the reliability of the system will be low. Although a time-consuming exercise, stocktaking is a necessary activity and needs to be as accurate as possible to avoid missing items remaining on the library catalogue. Stocktaking has therefore been included in the Business Plan for 2005/2006. It has been possible to calculate the number of staff hours required for the stocktaking exercise firstly by taking the total number of items in each library and dividing this by the number of scanners available for use. Taking the average rate that 500 barcodes can be scanned per hour, it is possible to work out how many staff hours will be required to scan an entire library’s stock. Imaginative use of stock figures in this way will ultimately lead to a more effective and efficient service to library users when they come to use the self-reservation system.
Case Study Five – Extension of the Library Link to a Traveller Site

It was decided to make better use of the Library Link mobile library and to extend the service to a local traveller’s site. This initiative met several key priorities in the Library Business Plan including promoting reading and learning, improving access, and ensuring that library and information services are at the heart of community development and cohesion.

Working in partnership with Traveller Education, the mobile library visited the site fortnightly. A laptop provided ICT and more book stock was purchased to extend the range available. The facility to register on site (ROS) was provided and these registrations were tagged so that later usage could be tracked on TALIS, the library management system.

Statistics show that there has been a steady increase in registrations and that someone joins at every visit. In a period of nine visits, 644 items have been borrowed or renewed, with no items lost. A free request service is offered due to the limited stock. The laptop is used on every visit by the children and requests for information have been made.

The service is continually under review and qualitative feedback will be sought from the travellers. In order to encourage the development of ICT skills, this may be in the form of typing up feedback on the laptop or an email to the library.

Progress will be monitored continually, with reports on the impact of the project based on the evidence collected.
Case Study Six – Services to Young People

As a County, LCLIS had identified that the service needed to engage more with teenagers and this is an objective of the current County Library Plan. Funding was provided for the creation of ‘The Zone’, an area in Accrington library which has been designed specifically for young people. The results of a consultation questionnaire with local teenagers were taken into account in its design as well as comments and requests from the most recent Public Library User Survey (PLUS).

The Zone has its own logo, again developed in consultation with the young people. Furniture, the colour scheme and stock have all been chosen with the intention of encouraging teenagers to use the library service. A recent stock report showed a 25% increase in issue figures since the figures produced for the last Summer Reading Challenge.

Qualitative feedback is being collected by means of a whiteboard provided in The Zone for comments. A library email address has also been created for comments and the Children’s PLUS in 2005 will be extended to all libraries to gather valuable data for future service development.

Overview

All the above case studies demonstrate that evidence can be used to prove the fulfilment of many County targets and strategies. Results are disseminated within LCLIS, to feed into Service and Business Planning, the County Council and interested outside agencies and partners, such as the Reading Agency and the Office of the Deputy Prime Minister. The study of evidence over a period of time allows progress to be charted and evaluated in order to predict costs for future activity. It also allows projects and initiatives to be studied to measure success or failure, so that good practice can be extended and remedial action taken where necessary.
A cultural change

One of the aims of the Evidence Based Management Project has been:

**To promote a culture where effective evidence is valued as a vital management tool**

It has been recognised within LCLIS that evidence is necessary to prove the value of what the service provides for the public. However, previously, the relevant evidence was not always easy to find, and not necessarily documented in a way which reflected government and council strategic priorities. The EBM Project has presented an opportunity to co-ordinate the collection of data and to make it accessible to those who require it. Government and local agendas require a demonstration of the value of the library and information service to its customers and its impact on their lives. Partnership working requires proof through evidence that the partnership is effective and meeting its common aims. A quotation from a senior manager demonstrates the value of EBM and the methodology introduced by LISU:

‘I believe we are now very clear about linking the role of library and information services to the local and national agendas, the role of evidence in business planning, about the benefits of planning projects in a structured manner......planning, evidence gathering and reporting are simpler. I certainly feel that we have experienced a culture change in this aspect of our work.’

They went on to say:

‘The Services Team have all expressed the view that participation in the EBM process with LISU and the practical outcomes relating to evidence based management have led to the team working together in a much more effective manner.’

It was agreed that the development of project planning templates, which ensure that projects are planned consistently and take into account the collection of evidence and the relevance to strategic objectives, has been instrumental in delivering a quality service. Evidence is documented and is readily accessible when service planning or responding to requests for reports. The senior management team agreed that there has been an improvement in
the quality of completion of service plans from branch managers. This demonstrates that staff at all levels are seeing the benefits of collecting evidence to further improve the service.

Comparison of the questionnaire/interview feedback over the three-year period, from library staff involved in the project, has also demonstrated a positive cultural change.

- The three years of feedback from workshops and seminars has shown that LCLIS colleagues have become increasingly aware of the EBM initiative, and now seem to have a greater understanding of the principles and applications of evidence based management. The feedback has become increasingly detailed and pertinent over the three years.

- End of project questionnaires have demonstrated that the project has encouraged positive changes across all levels of the service. Importantly, the questionnaire responses signalled a more significant move towards a cultural change than was indicated in the interviews with senior managers undertaken in year two. The feedback is discussed in detail below.

End of project evaluation

The workplan for year three (Appendix 5) included end of project interviews, to be undertaken with staff who had been involved in the project throughout the three years. The aim of these interviews was to try to gauge the changes that EBM has brought about in the service. In view of the difficulty in finding convenient times to interview staff, it was decided that information would instead be collected by questionnaire (Appendix 6). The Performance Management Officer and LISU identified a number of staff who have had long-term involvement in the project. From this group, twelve people were selected on the basis of achieving a varied sample of LCLIS staff, which included two Divisional Librarians, two Assistant Divisional Librarians, the Young People’s Manager, an Access co-ordinator, staff from Bibliographic, Young Peoples’ and Housebound Services, and branch staff from a range of library levels and divisions. Eight responses to the questionnaire were received.
Has the project changed the way in which you plan and/or evaluate projects and initiatives?

Seven of the eight respondents said that the project had brought about changes. Specific examples included:

- Now planning in advance using library service plan
- Planning stage is ‘far more structured and methodical, and crucially involves planning for evaluation’
- Being more analytical and placing greater emphasis on targets and outcomes
- Being much more careful to keep statistics
- Influenced what evidence is collected
- Clarifying why things are done and ensuring that evidence is available to prove a case.

As one respondent stated,

‘EBM has brought a clearer focus to the planning, evaluation and development of the projects I have been involved in’.

For some, the impact of the project has been far-reaching.

‘It has changed everything I make decisions about. Why am I doing it? What evidence have I that it will work? What am I trying to achieve?’

Feedback indicated that the EBM project has changed perceptions as well as actions.

‘I feel entirely justified in now giving equal relevance to both qualitative as well as quantitative data, and this has proved far more meaningful’.

Only one respondent felt that the project has not changed the way in which they plan and evaluate, which they attributed to the fact that they already used evidence wherever possible.

Do you feel that EBM has become a more integral part of LCLIS?

Everyone said that EBM had become more integrated into the service. Some examples to demonstrate this included:

- Whenever staff are asked to develop new projects they start with the planning template
- Planning away days for all levels of staff
• Evaluating after each project/event
• All staff can be involved in projects and are encouraged to give their thoughts
  ‘I’m actually seeing the methodology being used by different levels of staff, for instance in branch action plans’
  ‘Instead of relying on what we think we know, we have spent more time looking more closely at evidence we have and questioning its validity’
  ‘We now keep evidence for all projects we do ... before this would have been guesswork’.

**Are you using EBM in your work?**

Everyone said that they were applying EBM in their work. There were a variety of examples given, which included:

• To investigate stock figures – what is issuing and not issuing at branch level
• Investigating borrower and issue figures, to try to increase membership and issues
• Project planning and in ensuring the collection of feedback
• Keeping monthly records of how many items are borrowed from reserve stock, to evaluate the impact of potentially discarding reserve stock
• The evaluation of the Summer Reading Challenge – prior to 2004 related statistics and evidence were recorded manually in each library. Compiling them was difficult and time-consuming, and the results were sometimes unreliable. Reporting is now easier and more consistent, and the evidence collected has helped to inform the planning for the 2005 challenge
• Measuring stock performance – how to determine appropriate levels of stock, based on a number of factors including demand, balance, space
• Using evidence to support the relocation of a library and library refurbishment
• Using evidence to reinforce staff requirements/requests – using evidence to demonstrate that something is needed
• Evidence to help investigate customer and client complaints.
From your interaction with colleagues, what do you feel is the general attitude towards EBM?

Answers ranged from ‘very positive’ (1 respondent) to ‘very positive and very negative’ (1 respondent). Four respondents felt the general attitude to EBM is positive (of which one specified ‘positive to neutral’), and a further respondent said they felt the attitude is neutral.

Examples of positive attitudes included:

- Staff seeing the benefits of an EBM approach: ‘people recognise that it is not an “additional” job they have to do – rather it is a way of working, which can save time, effort and considerable stress in the long run’
- ‘Some reluctance by front-line staff to collect “even more statistics”, but this is outweighed by the ability to feed back with evidence of success’
- ‘Staff don’t groan as much at the mention of EBM ...they seem to accept that we have to be very structured in using evidence’
- ‘We now share ideas at regular meetings amongst staff’

One respondent, who felt that the attitude to EBM is not always positive, said,

‘There will be instances where evidence has proved invaluable, but there will also be instances where the value of evidence is extremely questionable. Negativity will thrive in such instances, especially when the EBM process takes considerable time’.

Has this attitude changed over the three years of the project?

Six respondents felt that attitudes to EBM had changed during the course of the project, and two felt they had not. Most respondents gave examples in support of an positive attitudinal change.

‘Where staff seemed ‘doubtful’ or found EBM ‘daunting’ to begin with, they are now becoming more familiar with EBM practice and recognising the benefits and positive impact on the service they provide’

‘It was seen as a buzzword at first. But now staff have got used to having to submit plans and evaluating things and using evidence, it becomes part of the norm’
‘It is growing slowly but does need to come from the top down to be seen as effective’.

Of the two respondents who felt that they had not been a change in attitude, one said that they did not feel there had been a change as such, because attitudes from the beginning of the project seemed ‘genuinely positive’. Rather, they felt that the initiative has

‘gathered momentum as training has been delivered to successive groups, each time illuminated by the experience of fellow colleagues’.

They went on to identify the involvement of different levels of staff, the time span of the project and the input from LISU as central to the embedding of EBM in Lancashire.

**How has EBM affected your work?**

Five respondents said that EBM had made their work easier, in terms of

- Advocacy – having statistics to argue a case and justify actions
- Planning and preparing ahead – often saving time and money

‘It’s altered the way I think and approach project management’

‘In the long term it is becoming easier. At first it was a struggle to adapt to a new way of thinking ...Gaining qualitative evidence is steadily becoming the norm’

‘As we approach Investors in People Accreditation I can honestly say that the principles of EBM help to provide a framework for the action we need to take – without which I would probably be quite hysterical by now!’

One respondent felt that there had been no change – ‘setting up methods for the collection of evidence is in itself time-consuming but the results make it worthwhile!’

**Which factors do you consider to be the most important in sustaining EBM in LCLIS?**

Inclusion of EBM in project planning, and raising awareness of EBM amongst staff were identified as the two most important ways of sustaining the EBM initiative. These were followed by the development and accessibility of the Performance Management
Resource, and sharing of examples of best practice. Two staff also mentioned inclusion in project planning as being particularly important.

None of the respondents saw specific events relating to EBM as being particularly important, but one respondent added advocacy as an important factor in sustaining EBM.

**In a sentence, what does evidence based management mean to you?**

The responses to this question reinforced the positive attitude to evidence based management in the County, as expressed in earlier questions.

‘It means trying to ensure you know what you are doing, why you are doing it and what you expect to get out of it’

‘A sensible and labour saving approach to work of any kind’

‘Making sure you have the statistical evidence to backup your case’

‘Knowing I have the evidence behind me to be able to justify changes we are making’

‘EBM can help us prove that the library service is being developed to meet Lancashire’s corporate objectives and to best serve the needs of the community’

‘Being a public servant and a manager with the responsibility of £2.25 million of other people’s money EBM is the only way to manage’

‘To me it is looking at evidence, planning, evaluating and looking at any changes that may be needed in our library service so that we can meet the needs of our community in which our library is situated’

Only one respondent voiced negative feelings about EBM:

‘EBM means too much hard work with too few resources for relatively little gain (at the moment anyway!’)

Inevitably, there will be some negativity where staff see little immediate reward for the effort required to establish EBM, but it is expected that colleagues will see steady improvement over time.
The Performance Management Resource (PMR) has been developed by LCLIS as an online resource for all aspects of management-related evidence. The aims of this resource are to share project planning, to have transparency and to make evidence more accessible for outside assessors of the library and information service.

The resource has been developed by a dedicated Intranet Officer who has worked with LCLIS to ensure that all statistical data collected by LCLIS and strategic documents will be placed online and will be accessible to all staff via the intranet. Examples of what will be available include:

- Direct links to service statistics (issue figures, visitor figures etc)
- Project planning and evaluations (with templates and examples)
- Qualitative feedback (quotes from public etc)
- LCLIS Plans (Service Development Plan, Annual Library Plan etc)
- Community profiles
Consultations with public and examples of surveys and questionnaires

Evidence section (photographs and case studies which can be used in reports)

Strategy documents (Framework for the Future etc)

Performance Indicators (Public Library Impact Measures etc)

Data from outside agencies and other Directorates (population statistics etc)

On opening the site, there is the option to set the PMR as the user’s home page, with the intention of promoting the resource. The PMR is currently being piloted for two months in two LCLIS divisions, before being made more widely available. The seminar and workshop in March 2005 were also useful in providing an opportunity to consult with library managers including the senior management team. Suggestions were made for the improvement of its search facility, its content and its accessibility. It was also suggested that an archive section be created so that older plans could be stored separately from the current ones.

Sustainability of the PMR will depend upon efficient management of the resource. Regulated access will ensure that the input of content is in a consistent format and placed within the correct section of the resource. Content will need to be reviewed regularly to ensure currency of information and archived as appropriate. Archived material should be equally accessible, to provide a source of reference for the progression of activity in the service. The sustainability of the resource is discussed in more detail in relation to the sustainability of EBM as a whole (pages 38-40).
The set of criteria which LISU developed at the end of year one of the EBM project are still valid for the end of project evaluation.

**Working relationships formed with LCLIS staff as a result of the EBM project**

The Project Officers at LISU have worked closely with the Performance Management Officer at LCLIS throughout this final year to ensure that the project continued to have momentum. At a meeting in 2004, the pre-pilot version of the PMR was demonstrated to LISU and feedback given to LCLIS. The Performance Management Officer also consulted LISU throughout the setting up of the workshop and seminar in March 2005 with regard to content and attendees.

There are several colleagues in LCLIS who have worked closely with LISU throughout the three years of the project to develop workable processes. These colleagues have stated how much they have enjoyed the experience of working with the LISU team.

**Positive response to The Lancashire Quest newsletter**

In total, six issues of *The Lancashire Quest* have been published throughout the course of the project. Initially the newsletter set out to explain the aims of the project and how LCLIS would be involved. In the last eighteen months there has been a greater input from LCLIS staff and this has enabled all staff to be aware of how the project is progressing and how it has impacted on the library and information service. It is envisaged that news items relating to evidence based management will now become integrated into the LCLIS newsletter, *The Loop*.

**Communication via the website**

LISU launched a dedicated website for the project at the start of the second year. The aim of the site has been to provide up to date information about the progress of the project, both for LCLIS colleagues and wider audiences. The site has been regularly maintained, and there has been a encouraging level of interest and positive feedback about the site. The number of ‘hits’ on the site have been monitored since July 2003. Although web access statistics should be treated with caution, it is pleasing that over three hundred ‘hits’ have been recorded for the site since its inception. The following chart shows the number of ‘hits’ on the site in the last year.

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2 [http://www.lboro.ac.uk/departments/dis/lisu/lancs/home.html](http://www.lboro.ac.uk/departments/dis/lisu/lancs/home.html)
Interest in the site has varied considerably throughout the last year, which was also true of the first year of the project website. Interest generally seems highest around the time of project workshops and seminars.

It is envisaged that once the project has finished the project web pages will be hosted on LISU’s past projects web page\(^3\), as an information resource about the project for the wider library community.

**Attendance by LCLIS staff at seminars and workshops**

The senior management team were given a presentation of the EBM project in its early stages. It was decided to bring senior managers together for a second seminar in March 2005. In part, this was because some of them had not been directly involved in the running of the project, delegating the management of the process to their Assistant Divisional Librarians. The seminar was an opportunity for managers to demonstrate how EBM had been instrumental in their activities and to ‘showcase’ their achievements. The next part of the EBM process in LCLIS will be for senior management to ensure that EBM stays at the forefront of planning and other agendas, and the seminar ensured that the project ended on a positive note for the sustainability of evidence based management throughout LCLIS.

The workshop held in March 2005 was attended by 22 library staff from around the County. The majority had not been to an EBM event

\(^3\)http://www.lboro.ac.uk/departments/dis/lisu/pages/projects/projects.html#past
previously, although all were aware of the project. The Head of Policy and Development from MLA North West also attended. MLA have been involved with the project from the start, as part-funders, and the representative from the North West was interested to see the results of the project and how EBM has been embedded into LCLIS.

**Positive feedback from attendees**

Feedback forms were completed by those library staff who attended the workshop and their comments confirmed that the event was very well received. The findings are discussed in detail on pages 3-5.

**Evidence of increased confidence on the part of LCLIS staff in handling statistical data**

**Evidence that EBM is becoming embedded in the management culture of LCLIS**

The workshop and seminar in March 2005 had less input from LISU than in previous years. LISU presented a summary of the project and contributed to the development of the exercises, but otherwise content was organised and produced by LCLIS staff. Presentations of how evidence based management has been applied to areas of service and projects were given by library managers. Details of these presentations are given on pages 6-10 in the section on case studies. From these it is apparent that the collection of relevant evidence including statistical data has been included in the planning stages of projects. Results are being evaluated to inform management decisions about future funding, changes to be made, service planning and how services to the public can be improved.

Workshops held by the Performance Management Officer throughout the last year have focused on the completion of service plans. In a similar exercise at the March workshop, library staff were asked to consider actions which had been suggested by other staff and identify which evidence would be required to demonstrate that the action has been successful or not. The exercise showed staff what they should be considering in the form of evidence before they wrote their service plans. It is reported that there has been a marked improvement in the writing of service plans since the workshops took place. This improvement in the planning stages of the library and information service can only lead to an improvement in the management and delivery of the service.
Compliance with Public Library Standards

The Public Library Standards (DCMS, 2001) relate to key areas of service delivery, and were defined by reference to the top quartile of performance at the start of each three-year planning cycle. The first cycle began in April 2001 with the target levels being set based on data collected in respect of 1999-00. 2003-04 is the final year of this cycle.

The greatest change reported by LCLIS has been in the area of electronic access, where NOF funding and the implementation of the Peoples’ Network has quadrupled the provision of workstations and provided internet access in all static service points over the last three years. Significant improvements have also been recorded in the number of visits to library premises, the speed of meeting user requests, and the level of acquisitions.

One area where there remains cause for concern is the proportion of adult users reporting success in finding the books they require, which has fallen in the most recent PLUS survey analysed. However, it is thought that a change in the format of the question may have contributed to this decline, and an improved response is expected in the next PLUS survey.

Following the introduction of Framework for the Future, the standards were reviewed and revised to reflect the new strategy. The new Public Library Service Standards (DCMS, 2004) are ‘a suite of targets that measure performance across core activities’, and will be partnered by a set of Public Library Impact Measures (MLA, 2005).

This section of the report considers LCLIS’s performance against the original standards, from the first year after local government reorganisation (1988-89) to the most recent figures available (2003-04), and is an updated version of that prepared last year. Reference is made to the new public library service standards where appropriate.

At the time of writing (May 2005), the CIPFA Actuals for 2003-04 had not been published; LISU was supplied with a copy of LCLIS’s return to IPF (Institute of Public Finance) from which the relevant indicators were estimated. For the purposes of this estimation, the Lancashire population for 2003-04 was assumed to be the same as reported for 2002-03. Data for 2002-03 have been recalculated where appropriate using the relevant population data.
PLS 1 (i): 85% of households should be within two miles of a static library
There has been no change since last year in this measure. LCLIS currently meets this standard, with 94% of households reported within two miles of a static library. This measure has been adopted into the new framework as PLSS 1, with the same target.

PLS 1 (ii): The proportion of households living within a set distance of a static library open during convenient hours, defined as ‘at least five hours per week outside 9am –5pm on weekdays’ has not been set in the standards. The figure for LCLIS in 2002-03 remained unchanged at 94%.

This measure is not included in the new public library service standards.

PLS 2: Proportion of the planned time that service points were not available to visitors
The target for this measure has not been set; figures are not published by CIPFA, although relevant data are collected. LCLIS static libraries were closed for a total of 258.5 hours during 2002-03, an estimated 0.2% of available hours, and half the level of the previous year (0.4%). Mobile libraries missed 9.8% of their total stops during the year, again a substantial reduction on the previous year’s figure of 13.6%. Data were not supplied in 2003-04.

This measure is not included in the new public library service standards.

PLS 3: Aggregate annual opening hours of 128 per thousand population
Figures for 1998-99 to 2000-01 are based only on those service points open for 10 hours per week or more, and are estimated as 52 times the aggregate weekly scheduled opening hours. Figures for 2001-02 and 2002-03 include all libraries, and are estimated as 52 times the aggregate weekly scheduled opening hours, less the total number of hours closed during the year. LCLIS data on closures were not provided for 2003-04, so total scheduled hours have been used. In practice, for an authority the size of Lancashire, unscheduled closures have little impact on the aggregate figure per thousand population.

LCLIS made substantial increases in opening hours in 2002-03 to meet the standard. Although there has been a small reduction in 2003-04, this has not taken the aggregate below the level of the standard.
This measure has been adopted into the new framework as PLSS 2, based on scheduled opening hours, with the same target.

**Fig 3 PLS 3**

![Graphic: Aggregate annual hours open per 1,000 population]

**PLS 4: Percentage of larger libraries open at least 45 hours per week**
The target for this measure has not been set; figures are not published by CIPFA, although relevant data are collected. In 2000-01, five of LCLIS’s 84 static service points were open for 45 hours per week or more (6%); none were open for 60 hours per week or more. In 2002-03 this increased to 7% (six out of 85), with a further increase to 9% (eight out of 85) in 2003-04. The average for the English counties as a whole has risen to 16.5% in 2002-03.

This measure is not included in the new public library service standards.

**PLS 5: All static service points open ten or more hours per week to have on-line catalogue access**
LCLIS met this standard in 2000-01, and continues to do so.

This measure is not included in the new public library service standards.

**PLS 6: Six workstations per 10,000 population**
There has been a slight reduction in the total number of workstations provided, but LCLIS easily meets the standard (*Fig 4a*).

This measure has been adopted into the new framework as PLSS 4, with the same target.

**Fig 4a PLS 6**

![Graphic: Workstations per 10,000 population]
A supplementary section of PLS 6 states *every static service point is expected to provide public internet access by 31 December 2002*. By 31st March 2003, all static service points in LCLIS provided public internet access (*Fig 4b*). This has become the subject of its own standard in the new scheme – PLSS 3 requires all static service points open more than ten hours per week to provide public access to the internet.

**Fig 4b  PLS 6**

![Proportion of service points with public internet access](image)

**PLS 7: Three week minimum book issue period**

LCLIS’s standard normal book issue period is three weeks.

This measure is not included in the new public library service standards.

**PLS 8: Users allowed to borrow up to eight books at one time**

LCLIS exceeds this, with users allowed to borrow up to 20 books in 2003-04.

This measure is not included in the new public library service standards.
PLS 9: Proportion of book requests met within specific times
The targets for this are:

(i) 50% within 7 days
(ii) 70% within 15 days
(iii) 85% within 30 days

There has been a further improvement in this measure in 2003-04, with 57%, 81% and 92% of requests being met within the specified times (Fig 5).

This measure has been adopted into the new framework as PLSS 5, with the same target.

Fig 5 PLS 9

PLS 10: Number of visits to the library web site per thousand population
The target for this measure has not been set. Data on virtual visits have been published in CIPFA Actuals from 2000-01 (IPF, 2002, 2003, columns 142-144). These are relatively incomplete, and vary considerably between counties. LCLIS did not provide data for 2000-01 or 2001-02. In 2002-03 the number of virtual visits to the LCLIS library website was estimated at 193 per thousand population, with an increase to 224 in 2003-04.

This measure is not included in the new public library service standards, although the consultation document notes 'We will return to the issue of recording virtual/remote access in time for the next refresh'.
**PLS 11: Visits of 6,600 per thousand population**

LCLIS does not currently meet this standard, although there was an increase of 3.4% in 2002-03, halting the decline of previous years. (Fig 6). A further increase, of 12%, has been recorded this year, giving the highest figures for visits over the period covered in this report.

This measure has been adopted into the new framework as PLSS 6, with the same target.

![Fig 6 PLS 11](image)

**PLS 12: Percentage of library users reporting success in obtaining specific book**

This is the first of several standards based on the CIPFA PLUS user surveys. LCLIS carried out an adult PLUS survey in 2003 (the previous survey was in 2000). A children’s survey was carried out in 2002.

![Fig 7 PLS 12](image)

Results for adults and children are to be reported separately, although the standard is 65% for both (Fig 7). Note that the question for children is slightly different, and the proportion relates to children who both came to the library to borrow a book and took home books. LCLIS easily exceeds the target for children with the latest figure being 91%. Performance for adults does not meet the standard, however, and has fallen since the previous survey, to 57% - below the level reported in 1999-2000.

This measure is not included in the new public library service standards (see below for the new standards from PLUS surveys).
**PLS 13: 75% of library users succeed in gaining information**
The target is set for both adults and children although separate reporting is not indicated. However, the differing nature of the two surveys means that their results cannot be meaningfully combined. Fig 8 therefore gives two lines for LCLIS. The figure for children is based on those who came to find something out and took home information while for adults it is the proportion who were seeking information and were able to obtain it in full.

![Fig 8 PLS 13](image)

For children, LCLIS again meets the standard, although the picture is not so good for adults, despite an improvement in the latest survey. If you include those who were able to obtain the information in part, the proportion rises from 73% to 89%.

This measure is not included in the new public library service standards.

**PLS 14: 95% of library users rate staff knowledge as good or very good**
The target is set for both adults and children although separate reporting is not indicated. In practice, data are only available from the adult survey. LCLIS’s most recent survey shows an improvement, and now meets the standard, at 96% (Fig 9).

![Fig 9 PLS 14 and 15](image)

**PLS 15: Users rating staff helpfulness as good or very good**
Results for adults and children are to be reported separately, although the standard is 95% for both. Note that the question for children is rather different, and the proportion relates to children who think the library staff are good or OK. LCLIS currently meets the
standard for both groups of users, reporting figures of 97% and 99% for adults and children respectively (Fig 9). The adult figure is again a slight increase over the previous survey.

This measure is not included in the new public library service standards. Two new measures have been proposed, based on an overall satisfaction rating for the library service. The levels set are for adults, 94% rate the service as ‘good’ or ‘very good’ (PLSS 7), and for children, 77% rate the service as ‘good’ (PLSS 8). Appropriate questions will be incorporated into the relevant PLUS surveys.

**PLS 16: Material quality indexes**
Separate quality indexes are listed for adult fiction, adult non-fiction, children’s book, reference materials, large print books and books on tape, and materials in languages other than English. These measures were to be developed in 2001-02; no further information is available and they are not included in the new public library service standards.

**PLS 17: Acquisitions of 216 items per thousand population**
The materials included are books, audio-visual materials, electronic publications and other formats, excluding newspapers, periodicals and other materials. Separate targets are set for different types of books – it is interesting that the sum of these targets exceeds the total target of 216 items per thousand population:

(a) adult fiction - 88 additions per 1,000 population
(b) adult non-fiction - 57
(c) children’s materials - 69
(d) reference materials - 11
(e) large print books and books on tape - no level set

Fig 10 shows LCLIS’s overall level of acquisitions fell in 2003-04, following an increase in 2002-03, to:

<table>
<thead>
<tr>
<th>Category</th>
<th>Target per 1,000 population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult fiction</td>
<td>80</td>
</tr>
<tr>
<td>Adult non-fiction</td>
<td>52</td>
</tr>
<tr>
<td>Children’s books</td>
<td>59</td>
</tr>
<tr>
<td>Reference materials</td>
<td>3.3</td>
</tr>
<tr>
<td>Total books &amp; AV</td>
<td>218</td>
</tr>
</tbody>
</table>

The figure for adult fiction represents an increase over the previous year; all other figures have fallen.
This measure has been adopted into the new framework as PLSS 9, with the same overall target. Targets for individual material types have not been specified.

**Fig 10  PLS 17**

**PLS 18: 8.5 years to replenish lending stock**

Books and AV materials are both included. This is one indicator where a figure lower than the required standard is desirable. The increase in overall levels of acquisitions reported in 2002-03 led to a dramatic reduction in this measure, to just 6.3 years, and this has remained unchanged this year (*Fig 11*). This measure has been adopted into the new framework as PLSS 10, with a reduced target of 6.7 years.

A supplement to this standard relates to the fund for purchasing books and other materials per thousand population, although no explicit standard is set. *Fig 12* shows LCLIS’s position relative to the quartiles of the distribution for England. For book spending, LCLIS has been in the third quartile in each of the years for which comparison data are available. For other materials, LCLIS increased its relative spending, and rose into the second quartile in 2000-01. In 2002-03 a further increase brought it close to the median.

This measure is not included in the new public library service standards.

**Fig 11  PLS 18**
**PLS 19: Appropriate levels of qualified staff**
This standard relates to the numbers of staff per thousand population with appropriate information management qualifications and with appropriate ICT qualifications. There is no target set; authorities are asked to report their numbers in their annual library plans.

These figures are not currently collected by IPF, and this measure is not included in the new public library service standards.

**Fig 12  Fund for purchasing library items per capita**

![Graph showing fund for purchasing library items per capita](image)

**Summary of LCLIS’s performance**
Over the three years of the EBM project, LCLIS’s performance has generally improved on the measures covered by the Public Library Standards. In particular, PLS 3, 6, 14 and 17 were not met in 2001-02, but improvements have been made and the relevant targets were met by 2003-04. Improvements have also been recorded in PLS 9, 12 (children), 13 (children), 15 and 18, where the standards have been met throughout, and in PLS 11 and 13 (adults), although here the targets set have not been achieved.

The one area of concern is PLS12 (adults), where the target of 65% of users finding the specific book they were seeking had not been achieved in 2000-01, and for which a poorer performance has been recorded in the most recent PLUS survey. However, it is thought that a change in the format of the question may have contributed to this decline, and an improvement is expected in the next PLUS survey.

The full set of standards were grouped into eight broad objectives, each summarised in detail below.
Convenient access
In the area of the provision of convenient and suitable access for library users (PLS 1 & 2), LCLIS has met PLS 1(i) throughout. This measure has been carried forward to the new Public Library Service Standards, which will operate from 2004-05, as PLSS 1, with the same target. No formal level was set for PLS 1(ii), although at 94%, LCLIS’s figure does not give cause for concern in this area.

An improvement in performance on PLS 2 was achieved in 2002-03, with 9.8% of mobile stops cancelled, compared to 13.6% during 2001-02. The figure for static library closures, at 0.2%, is low, and below the previous year’s figure, but no comparable data are available from other authorities. No data were available for 2003-04. PLS 1(ii) and PLS 2 have not been carried forward.

Adequate opening hours
The second objective, covered by PLS 3 & 4, is the provision of adequate opening hours. LCLIS increased opening hours by over 20% in 2002-03, and is close to the standard of 128 hours per thousand population. A slight fall in total opening hours was recorded in 2003-04, despite an increase in the number of service points open for 45 hours per week or more.

No formal level was set for the percentage of larger libraries open at least 45 hours per week. LCLIS has increased the number open from five to eight since 2000-01, Lancashire has only half the proportion of static service points open for this length of time than the average of all English counties. The standard for aggregate opening hours per thousand population remains at 128 in the new PLSS 2; the measure relating to libraries open for 45 hours per week or more has not been carried forward.

Electronic access
The third objective relates to electronic access – PLS 5, 6 & 10. LCLIS has met PLS 5 throughout the period, and investment in workstations led to dramatic improvement in performance relative to PLS 6, which has been met in each of the last two years.

PLS 10 relates to hits on the library web site. Data in this area remain relatively sparse; LCLIS supplied figures for the first time in 2002-03. The measurement of web hits is not an exact science, and it may be some time before a reliable methodology can be developed to measure this consistently between authorities and over time.

PLS 6 has been carried forward as PLSS 4, with the same target. A new standard has also been set in this area – PLSS 3, requiring all static service points open for ten hours per week or more to provide public internet access. LCLIS currently meets this standard.
Book availability
Objective four relates to services for the issuing and reservation of books (PLS 7, 8 & 9). LCLIS’s loan period equates to the standard of three weeks; the number of books which may be borrowed exceeds it. Neither of these measures have been carried forward.

Following the extension of TALIS to all static libraries in 2000-01, LCLIS meets the targets for supply of reservations set in PLS 9, and has improved its performance every year since. This measure has been carried forward as PLSS 5, with the same targets.

Encouraging use
The fifth objective is to encourage the use made of the service, defined only in terms of visits. Comment has already been made on PLS 10 above. PLS 11 relates to physical visits, and LCLIS’s performance here is below the standard. However, there has been improvement both in 2002-03 and 2003-04, and visits per thousand population are now higher than in 1998-99. This measure has been carried forward to the new standards as PLSS 6, with the same target.

User satisfaction
The next objective is to ensure user satisfaction with the service (PLS 12 – 15). LCLIS uses the CIPFA PLUS methodology for both adult and children’s surveys to assess this area of performance. In all cases, children’s satisfaction levels exceed the required standards, with a marked improvement in their perceived success in obtaining books noted in the most recent survey, in 2002.

Adults fare less well, with mixed results from the most recent survey, in 2003. There was a fall in the proportion of adults reporting success in obtaining books, which has failed to reach the target of 65% set in PLS 12. There was improvement in the proportion of adults obtaining information, although this still fell short of the target of 75%. LCLIS staff helpfulness has achieved consistently high ratings exceeding the standard set, with a further improvement recorded in the latest survey. Staff knowledge ratings also improved in the latest survey, and now exceed the target level of 95%.

These measures have not been taken forward, but two new measures in this area are proposed, covering general satisfaction with the service, for adults and for children. At present, there is insufficient information to assess LCLIS likely performance against these standards. The PLUS questionnaires are to be adapted to collect the required data.
**Choice of materials**

Objective seven relates to the choice of books and other materials available. The proposed quality index (PLS 16) has not been defined, although it is worth noting that in 2004, Lancashire achieved an ‘Excellent’ rating in the Stock Quality Health Check\(^4\) for adult fiction and poetry. Following considerable investment in 2002-03, overall levels of acquisitions per thousand population now exceed the standard set (PLS 17), but this is not the case for all the individual categories of material. LCLIS recorded a significant increase in the rate of acquisition of adult fiction material in 2003-04, although this did not reach the target level of 88 per thousand population. Rates of acquisition fell for other types of material, and the overall rate fell to a level just exceeding the target of 216. The overall target has been carried forward to PLSS 9, with the detail omitted from the new framework.

The time taken to replenish the lending stock has been better than the standard of 8.5 years since 1999-2000. This measure has been adopted into the new framework as PLSS 10, with a reduced target of 6.7 years; LCLIS currently meets this target.

Although no formal standard is set for expenditure on stock, LCLIS recorded increases year-on-year up to 2002-03, although there has been a slight fall in 2003-04. LCLIS’s spending is below the top quartile for books, and close to the median for other items. There has been noticeable improvement in relative position in this latter area in the most recent years, from 124\(^{th}\) out of 149 library authorities in England in 1998-99 to 74\(^{th}\) in 2002-03. This measure is not included in the new framework.

**Qualified staff**

The final objective is the provision of appropriate levels of qualified staff, and this is another areas where no definitions or targets have yet been set. This area has not been carried forward into the new standards framework.

\(^4\)Stock Quality Health Check  http://www.stockquality.org
Progress relative to comparator group

Three key measures of library use are book issues per capita, other issues per capita, and visits per capita. Over the three years of the Evidence Based Management in Action project, LCLIS has improved its relative performance on each of these three measures, relative to its comparator group of counties^5^.

Visits are covered by the public library standards, and the improvement in Lancashire’s performance has been discussed above. Compared to the comparator group, Lancashire has improved its relative position from 10th in 2001-02 to 4th in 2003-04 (fig 13). Only Northamptonshire has reported a larger percentage increase in visits since 2001-02. Compared to all counties, Lancashire has moved from 21st (out of 34) to 12th over the same period. It is worth noting that only four counties met PLS 11 in 2003-04, and only one of these (Essex) is in the comparator group.

Fig 13 Rank order of visits per capita, 2001/02 to 2003/04

Issues are not covered by the public library standards. On book issues per capita, Lancashire has moved from 5th to 3rd out of the 16 counties included, illustrated in Fig 14 below. Compared to all English counties, the improvement is even more marked, from 11th to 6th, out of 34 in total. For other issues per capita, the improvement is from 7th to 4th out of 16 (Fig 15), with an improvement from 15th to 9th out of all 34 counties.

^5^Cambridgeshire, Cheshire, Derbyshire, Devon, Essex, Gloucestershire, Hampshire, Hertfordshire, Kent, Lancashire, Northamptonshire, Nottinghamshire, Shropshire, Suffolk, Warwickshire, Worcestershire
Fig 14 Rank order of book issues per capita, 2001/02 to 2003/04

Fig 15 Rank order of other issues per capita, 2001/02 to 2003/04
Sustainability of evidence based management

Although the project has come to a conclusion, it is important for LCLIS to maintain the level of enthusiasm library staff have for evidence based management. Library managers are more directly involved with the use of statistics and other evidence in the service planning process, but the importance of collecting reliable statistics is now recognised by staff at all levels. LCLIS is already demonstrating a considerable commitment to sustaining this awareness and use of EBM in Lancashire.

- The service is committed to continuing training in EBM practice and processes. This includes the integration of EBM into induction training, NVQ and ACLIP training.
- EBM is now an integral part of the planning process in Lancashire. The development of a planning template (Appendix 1) has helped to raise the profile of EBM, and has been well-received by staff. Cross-sectoral planning days are also an important forum for continuing to promote EBM.
- Staff appraisals are being used to discuss the applications of evidence based management in an individual’s work, making it relevant on a personal level as well as highlighting the role it plays within the Division and County.
- Managers are passing on their knowledge of EBM to their staff, via meetings, newsletters, the LCLIS intranet and the staff forum. Staff also have a role to play in promoting the PMR as an important source of information to colleagues.
- The relevance of data being collected is regularly reviewed. Many statistics are collected for external auditors but regular internal reviews are important in determining if some statistics are collected unnecessarily.
- LCLIS is moving towards a model library approach, whereby the performance of individual branches is monitored, and every branch is required to produce a service plan, supported by evidence.
- PMR road shows are being held across the County to raise awareness of the resource and the importance of collecting and using reliable and consistent evidence.
The culmination of effort throughout the project has resulted in the production of the Performance Management Resource, which LISU regards as key to the sustainability and expansion of EBM in Lancashire. This online resource will develop and evolve as it is used by staff throughout LCLIS, and relies on the maintenance of consistent and reliable statistical data. While such data are currently collected efficiently in LCLIS, reviews will be necessary. It may be useful to instigate a formal review programme for the online resource, to ensure that regular updates are made. In particular, it will be important to:

- Maintain the intranet on which the resource is sited, through continued funding of the Intranet Officer post or an equivalent role.
- Review the content and relevance of the resources at regular intervals
- Regularly monitor and evaluate the use made of the PMR in the planning process
- Check links to resources regularly, especially external sites
- Archive documents regularly so that relevant and current ones replace former versions, but the latter remain available for reference
- Encourage contributions from LCLIS to promote the exchange of good practice
- Retain the emphasis on the quality of evidence collected - with the expansion of EBM into all areas of the service, it is important not to lose sight of the quality of evidence collected. As a single resource which collects together available evidence, the PMR should ensure the consistency and currency of data, as well as provide guidance as to how to reliably collect and analyse evidence.

It must be recognised that not all staff have easy access to electronic resources, so the importance of more traditional dissemination methods should not be overlooked. Regular features on EBM should be included in the staff newsletter, The Loop, with examples of how colleagues are using an evidence based approach proving to be particularly helpful to staff.
The creation of the Performance Manager Officer post expedited the cultural change in LCLIS with regard to the adoption of evidence based management. The post holder has played a crucial role in bringing together the elements of EBM and relating them directly to service planning. They have an equally important role to play in sustaining EBM and ensuring that it not only continues to expand, but becomes increasingly integrated into the service. The success of evidence based management in LCLIS is owing in part to library staff throughout the County adopting it as a process which they can use in project planning. When the process becomes a natural inclusion in all parts of the service, EBM will be sustained without effort.

Interest in the EBM project

Part of the EBM project has been to disseminate the methodologies and processes more widely than Lancashire. Articles, reports at conferences and a set of dedicated web pages⁶ have helped to ensure that the project is recognised as nationally important to the improvement of performance measurement and service delivery in public library authorities.

There have been seven formal requests for information about the project, including one from Canada and one from the Home Office. There has also been interest expressed more informally at conferences and other meetings. Enquirers have been directed to the web pages for the latest information. It may be appropriate to publicise the project further through research papers and mailing lists as it is apparent that many library and information services have an increasing requirement to incorporate evidence in reports to government and other public organisations.

LISU staff will continue to promote the project when and where appropriate. Dissemination planned for 2005 includes conference papers at international events in Bergen and Brisbane.

There is also the potential for LISU and LCLIS to work together in the future, to promote EBM via joint training events for the library community.

⁶http://www.lboro.ac.uk/departments/dis/lisu/lancs/home.html
Conclusion

At the end of the three-year period, the EBM project has fulfilled its aims and objectives:

- LISU has worked with LCLIS to analyse its approaches to planning services, setting and achieving targets and performance evaluation. LISU has suggested where improvements can be made and provided alternative methodologies for evaluation where appropriate.

- Library staff at all levels have been involved in the project. Information about the project has been disseminated via the web site and the newsletter, *The Lancashire Quest*, to ensure that all staff are aware of the project and its aims. A variety of staff have participated in workshops and seminars organised by LISU as well as in the ongoing activity within LCLIS to improve the collection and analysis of evidence.

- The appointment of the Performance Management Officer has enabled more specific identification of evidence to support management decisions. The post holder has worked with small groups of staff to study areas where service planning can be improved through more effective use of evidence. This has included workshops on service planning and has resulted in more detailed service plans which are based on the inclusion of qualitative and quantitative evidence.

- The examples used in the case studies at the final workshop and seminar demonstrate the culture change which has taken place within LCLIS. Staff are now using evidence more effectively to manage many different aspects of the service. Staff have more confidence in handling statistics and have developed methods to obtain qualitative evidence.

The original concept of a manual which held information about all the internal and external sources of data has been developed into an online resource. Available to all LCLIS staff, this Performance Management Resource will be an essential source of information for staff involved in service development, report writing and strategic planning. It has the potential to be a valuable asset for the library and information service. Provided that the content can be both kept up-to-date and archived correctly, the resource will become the first point of call for staff requiring quantitative and qualitative evidence.
The comparison of the library and information service’s performance against the Public Library Standards shows that the service is improving in the areas of accessibility and stock provision. Use of the service has increased in each of the last two years.

Whilst the County Library and Information Service in Lancashire is reaping the rewards of adopting EBM, LISU has also benefited from the partnership with LCLIS. Colleagues at LISU have gained an in-depth insight into public library service delivery in the 21st century and the politics and challenges of providing this service. Furthermore, the project has provided LISU with an invaluable insight into the working culture within a large organisation. In providing a series of seminars and workshops, LISU has developed and tested a range of training and evaluation tools, with the assistance of feedback from colleagues in Lancashire.

Given the on-going commitment of the staff in LCLIS and their enthusiasm for evidence based management, there is no doubt that the changes brought about by this three-year project will continue to improve service delivery. What started out as a project with an aim to introduce evidence based management, has resulted in a culture change in the library and information service, embracing performance management as a key to success.
Appendix 1a: LCLIS Project planning template (Early version)

Project planning template

Title of project

January 2004

Rationale
Why are we doing this – how does it fit into the bigger picture – Framework for the Future/Corporate, Directorate ambitions

Strategy
How are we going to achieve this
Lead person - single officer or group of officers
Partnerships involved
Consultations to be done
Funding required – source
How will it be reviewed

Service delivery
What actions need to be taken (jobs to do)
Who’s got responsibility for what
What timeline are we working to
Appendix 1a: LCLIS Project planning template (Early version)

Project planning template

Performance Indicators/Standards
Are we satisfying any existing performance indicators and/or standards by doing this
If not, what are we going to set as a local performance indicator for this project/initiative.
How do we evaluate the project/initiative

Evidence
What do we need to collect to be in a position to evidence the success or otherwise of this project/initiative.

Progress
Ongoing progress to be reported via monthly? Quarterly? business plan report
Update this section as required ensuring that any links to relevant documentation is recorded here

Outcome/Impact
What difference will the project/initiative make, what impact will it have on the community/individuals
## Project planning template

<table>
<thead>
<tr>
<th>Date</th>
<th>Title of project</th>
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<tbody>
<tr>
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</table>

### Impact/outcomes

<table>
<thead>
<tr>
<th>Date</th>
<th>Impact/outcomes</th>
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</table>

### Rationale/WHY

<table>
<thead>
<tr>
<th>Date</th>
<th>Rationale/WHY</th>
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</table>

### Strategy/HOW

<table>
<thead>
<tr>
<th>Date</th>
<th>Strategy/HOW</th>
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</tbody>
</table>
Appendix 1b: LCLIS Project planning template (Current)

Project planning template

Actions/WHAT, WHO, WHEN

Performance Indicators

Evidence

Progress
Appendix 2: Workshop Programme

Evidence Based Management in Action Workshop 2005

Lancashire County Library and Information Service and LISU

Tuesday 15th March 2004
Lancashire College  9.30am – 3.00pm

Programme

9.30 – 10.00  Arrival – Tea/Coffee
10.00 – 10.05  Welcome and outline of today’s programme – AM
10.05 – 10.20  Recap of Project – AM/HG/YH
10.20 – 12.00  Examples of EBM in action in Lancashire
   10.20 – 10.40  Andrew MacLeod  - stock taking
   10.40 – 11.00  Anne Kelsall  - Library Link
   11.00 – 11.15  Coffee
   11.15 – 11.30  Alison Turner  - Young People’s services
   11.30 – 11.45  Carol Hoskins – teenage services
11.45 – 12.30  Group exercise – Applying EBM to the service planning process
12.30 – 13.30  Lunch
14.00 – 14.30  Group exercise
14.30 – 14.50  Feedback
14.50 – 15.00  Summing up – AM
15.00          Coffee/close
## Programme

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.30 – 11.00</td>
<td>Arrival – Tea/Coffee</td>
</tr>
<tr>
<td>11.00 – 11.05</td>
<td>Welcome and outline of today’s programme – JED</td>
</tr>
<tr>
<td>11.05 – 11.15</td>
<td>How far have we come – YH/HG</td>
</tr>
<tr>
<td>11.15 – 11.45</td>
<td>Tangible results</td>
</tr>
<tr>
<td>11.15 – 11.30</td>
<td>Judith Farrell</td>
</tr>
<tr>
<td>11.30 – 11.45</td>
<td>Sheila Burns</td>
</tr>
<tr>
<td>11.45 – 12.10</td>
<td>Group discussion and exercise How are you using EBM and how could you use it?</td>
</tr>
<tr>
<td>12.10 – 12.30</td>
<td>Feedback</td>
</tr>
<tr>
<td>12.30 – 13.15</td>
<td>Lunch</td>
</tr>
<tr>
<td>13.45 – 14.10</td>
<td>Group discussion and exercise How can this be further developed as a resource and what is still missing?</td>
</tr>
<tr>
<td>14.10 – 14.30</td>
<td>Feedback</td>
</tr>
<tr>
<td>14.30 – 14.40</td>
<td>The national perspective – JED</td>
</tr>
<tr>
<td>14.40 – 15.00</td>
<td>What next for LCLIS and EBM? - DGL</td>
</tr>
<tr>
<td>15.00</td>
<td>Coffee/close</td>
</tr>
</tbody>
</table>
**Appendix 4: Workshop/Seminar Evaluation Form**

**Evaluation Form**
Please complete this evaluation form and return to a member of the LISU team after this event.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did you find the most useful part of today’s event?</td>
<td></td>
</tr>
<tr>
<td>What was the least useful part of today’s event?</td>
<td></td>
</tr>
<tr>
<td>Will you take away anything from this event that you can use in your work? (If so, please state what)</td>
<td></td>
</tr>
<tr>
<td>Has this event changed the way you perceive performance measurement? (If yes, please state in what way?)</td>
<td></td>
</tr>
<tr>
<td>Do you have any suggestions how the event could have been improved?</td>
<td></td>
</tr>
<tr>
<td>What would you like to have seen included in this event?</td>
<td></td>
</tr>
<tr>
<td>Any other comments?</td>
<td></td>
</tr>
</tbody>
</table>

**Course attended and date:**

**Your name (optional):**

**Your job title or position held:**

**Place of employment:**

Alternatively, please post as soon as possible to: LISU, Holywell Park, Loughborough University, Loughborough, Leicestershire, LE11 3TU
Evidence Based Management in Action: Lancashire – LISU: A Partnership in Developing Advanced Performance Evaluation of Service Delivery

Workplan for Year 3

The third year of the Project is the final one in which supplementary funding from MLA [formerly Resource] is being received. This is the opportunity for further consolidation and application of lessons learned in order to establish a firm and continuing basis for evidence based management in Lancashire.

For the coming year attention will be focussed on refinement of the Performance Manual; inculcating skills and attitudes through example and induction training; embedding EBM practice in service planning; and nurturing further the climate of information sharing and communication in the system.

The Project continues to attract interest from other authorities and agencies and the dissemination of appropriate information in the most suitable format will continue. The possibility of exploring domain transferability has not been entirely forgotten but without appropriate funding, it remains only an aspiration, however.

This Workplan begins with the 2004 Project Review Report to ‘overlap’ with the Year 2 detail for clarity and convenience.

1. **Project Review Report.** To be completed by the end of May 2004. A review of the second year of the project, including a comprehensive account of activity and details of Project assessment outcomes will be included, together with a report on the performance of the service in Lancashire featuring an analysis of statistical data, a comparison with national norms and standards, appropriate benchmarking and a note of such local indicators in key areas of service which link to the authority’s objectives and ambitions. The Report to be drafted by LISU, agreed by Lancashire County Library and Information Service and presented to Lancashire’s Elected Members, the Education and Cultural Services Directorate at Lancashire and as well as MLA.

2. **Process and Performance Scrutiny.** Building on work in years 1 and 2, this activity will complete the development of a rich picture of service delivery, performance evaluation and data communication and sharing in Lancashire. It will rely heavily on the participation and commitment of the Performance Circles (see over) with LISU functioning as a facilitator and mentor. The activity will contribute directly into the Performance Manual (see over) development.
3. **Performance Circles.** The Circles will study a range of issues and participate in several tasks including the detailed development of the Performance Manual. It is anticipated that members of the Performance Circles will take a significant lead in championing EBM and cascading knowledge and skills throughout the Service. The Lancashire Project Officer will act as focus for activity and business will be generally transacted electronically and by telephone, with occasional face-to-face meetings where appropriate. The key questions to be addressed will centre, as they have done over the duration of the Project, on the identification, availability and application of evidence. The over-arching consideration will, however, be:- How can the conclusions from such explorations be translated into a formal structure of principles and practice that is confidently and consistently applied with enthusiasm throughout the system and which is also clearly understood and has credibility?

4. **Performance Evidence Manual.** Work on the Performance Manual will form a significant part of this year’s activity, as the Manual is crucial to the long-term sustainability of EBM culture and practice. The work will involve the Performance Circle and a range of personnel in Lancashire as well as LISU. The nature and scope of the Manual has already been determined. The next step is to build on this basic structure and develop and test detailed content which will describe the various types of evidence that are required to manage effectively and the appropriate methodologies for gathering, sharing and applying evidence. Issues of maintenance and sustainability will be taken into account. The Performance Manual will be primarily disseminated electronically through the Lancashire Intranet. A draft framework of the Manual with a target chronology indicating when it is planned to complete individual sections is appended.

5. **LISU Training and Briefing Events in Lancashire.** Throughout the duration of the Project these have been a highly successful element in the development of skills and the creation of an appropriate performance culture in Lancashire. A single Workshop for Year 3 was included in the original plan of the Project. Discussions within the Steering Group, especially regarding the level of involvement of senior managers, suggest that it may be appropriate to include two events in Year 3 aimed at two different audiences, although
this would incur additional costs. Alternatively, one event may have to be prioritised to keep within the budget. Both events are described below.


A seminar of a day’s duration will be held in Year 3. It will include senior managers at Divisional Librarian level and equivalent, together with other invited participants as recommended by the County Library Manager. It will have three key aims:-

- to present a broad overview of the experience acquired during the Project and the ways in which EBM is now permeating the service.
- to cover any outstanding training priorities at the senior manager level that are pertinent to the achievement of the Project objectives
- to develop further the culture of EBM by building on the experience acquired during the Project

The content will consist of presentations and exercises from LISU. The value of the pool of skills and knowledge acquired during the Project will be highlighted and the need to continue developing an appropriate EBM culture and embed it into organisational practice will be emphasised. There will also be some qualitative assessment of the Project’s success in achieving its objectives of raising awareness and application of Evidence Based Management philosophy and techniques through post-testing attitudes and skills.

**Evidence Based Management Workshop (est. Feb./Mar. 2005)**

A workshop of a day’s duration will be held in Year 3. It will include a broad spectrum of staff new to the Project including middle managers and front line staff. It will have three key aims:-

- to present a broad overview of the experience acquired during the Project and the ways in which EBM is now permeating the service.
Evidence Based Management in Action

Year 3 Report 2005

To cover any outstanding training priorities pertinent to the achievement of the Project objectives

To distil the experience acquired during the Project into applicable knowledge

The content will combine presentations and exercises from LISU and contributions from Lancashire personnel on how they have applied EBM. The need for an EBM culture to permeate the organisation, and the cascading approach to its achievement will be emphasised. There will also be some qualitative assessment of the Project’s success in achieving its objectives of raising awareness and application of Evidence Based Management philosophy and techniques through post-testing attitudes and skills.

6. Health Check. The health check of Lancashire activity is incorporated in the Project Review Report (see below) as statistical analyses and benchmarking. There will be additional commentaries as appropriate on the penetration of EBM into the management culture and related issues.

7. Consultation, Dissemination and Promotion. This is ongoing throughout the Project and involves a range of media and audiences, including all staff at Lancashire. The activity is designed to ensure that there is continuous awareness of Project developments and it presents an opportunity for stakeholders and others to contribute opinion and data to the project. In view of the interest expressed in the Project from a number of external quarters, it is clear that dissemination has been successful and the activity will be sustained. Key dissemination tools currently applied include the Project WWW page, compiled at LISU, the regular Newsletter, (see below) and the Lancashire Intranet as well as occasional items in the professional press. Formal consultation will be facilitated through the Project Steering Group which will meet at least twice during the year. In addition, regular informal consultation, especially with the Lancashire Project Officer, will be undertaken. Regular updates will be provided, mostly informally, at key stages of the project. It will also be necessary to keep MLA informed, at a general level in accordance with their requirements, as detailed in the letter of grant funding.

8. Project Impact Assessment. A series of structured interviews will be conducted with a selection of staff who have been involved with the Project in order to assess its overall

Appendix 5: Workplan for Year 3
impact on policy, practice and attitudes in Lancashire. Where appropriate this may be supplemented with brief details of case studies where the EBM approach has been exploited to advantage. The results will be documented and included in the Third Project Review Report. [see below]

9. **Third Project Review Report.** To be completed by the end of May 2005. This will be an account of the third year of the project, and the final one with MLA funding support. It will include a comprehensive description of Project activities together with an assessment of key achievements. In addition, there will be an analysis of selected aspects of Lancashire performance and procedures. Some recommendations for future development will also be included. The Report will be drafted by LISU, agreed by Lancashire County Library and Information Service and presented to Lancashire’s Elected Members, the Education and Cultural Services Directorate at Lancashire and as well as MLA.

10. **Summary Presentation to Lancashire.** Using the Third Project Review Report as a basis, a presentation on the project will be given at the Lancashire Directorate Senior Team Members Awayday.

**NOTES:**

Project Officers (Loughborough) -
Helen Greenwood : Yvonne Hamblin

Project Officer (Lancashire) – Ann Marsh

Publicity Liaison (Lancashire) - Donald Brooks

Joint Project Directors -

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Director, LISU
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Leics LE11 3TU
tel: 01509 223070
fax: 01509 223072
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Mr David Lightfoot,
County Library Manager,
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Lancs. PR1 8RJ.
tel: 01772 534010
fax: 01772 534880
email: david.lightfoot@lcl.lancscc.gov.uk
Appendix 5: Workplan for Year 3

Evidence Based Management in Action: Lancashire – LISU: A Partnership in Developing Advanced Performance Evaluation of Service Delivery

Workplan for Year 3

APPENDIX:
Target Chronology for Development of the Performance Evidence Manual

Introduction {August 2004}
Definition of evidence based management
The purpose of performance evaluation and the manual.

Reader development {     }
e.g. Reader centred displays
- Formulating action plans
- User evaluation
- Staff evaluation
- Resources
- Setting targets and identifying target groups
- Examples of successful initiatives in past

Events {     }
Evaluation, promotions
- Impact – templates for collecting feedback at events, promotions etc.

Lifelong Learning {     }
No. of adult classes
Details of LLL opportunities

Social Inclusion {     }
Marketing {     }
Staff training {     }
evaluation e.g. Monitoring the effect of training on performance/service delivery, evaluation of training courses (participants’ feedback)

Staffing levels {     }
Finance {     }
- Income generation – e.g. monitoring of details of income for specific periods of time following the introduction of new service/policy
- Acquisitions info – Funds, spending

Stock {     }
- Issues
- Stock count – open shelf, closed shelf, reserved stock
- New stock
- Relocated stock
- Withdrawals
- Losses
- Donations
- Stock work rate (= library issues/active stock)
- Income
- Reservations - types
- numbers

Vendor performance
Appendix 5: Workplan for Year 3

- Acquisitions – supply times

People’s Network
  - Usage figures (of public and staff)
  - Machines not in use
  - Staff time spent assisting with PNet queries

Statutory Required data
  e.g. CIPFA stats

Data required by County Council

PL Standards

Visitors/demography
  - Borrowers – numbers and ‘types’
  - Users of library - identification of busy periods
  - Visitors for ‘non-library’ use
  - Lapsed users

Services
  - Requests – type - number
  - supply time
  - where from
  - Acquisitions info – orders - supply times
  - Enquiries – number - type

Buildings

Library website
  - Web ‘hits’
  - Type of usage

OPAC, catalogues
  - How used – e.g. types of searches, times keywords used
  - System performance

E-Government
Appendix 6: End of project questionnaire

Evidence Based Management in Action

1. Has the EBM in Action project changed the way in which you plan and/or evaluate projects and initiatives?
   Yes / No (delete as appropriate)
   *If Yes, please describe in what way*

   *If No, please state why not*

2. Do you feel that Evidence Based Management has become a more integral part of the Library and Information Service in Lancashire?
   Yes / No (delete as appropriate)
   *If Yes, please say why you think this is and give an example to support your answer*

   *If No, why is this?*

3. Are you using EBM in your work?
   Yes / No (delete as appropriate)
   *If Yes, please give one or two details about how you use it/will use it*

   *If No, why is this?*
4. From your interaction with colleagues in the Library and Information Service, what do you feel is the general attitude towards EBM?

**Very positive/Positive/Neutral/Negative/Very negative**

*(delete as appropriate)*

*Please explain why you feel this is*


5. Has this attitude changed over the three years of the project?

**Yes / No / Don’t know** *(delete as appropriate)*

*If Yes, how?*


6. How has EBM affected your work?

Made it **easier / harder / no change** *(delete as appropriate)*

*Please say why you think this is*


7. Which **two** of the following do you consider most important in sustaining EBM in the Library and Information Service? *(Please delete as appropriate)*

**Development and accessibility of Performance Resource**

**Sharing examples of best practice**

**Raising awareness among managers**

**Training, inc. induction training**

**Inclusion in project planning**

**Raising awareness among staff**

**Specific events relating to EBM**

**Other** *(Please specify)*
Appendix 6: End of project questionnaire

8. In a sentence, what does Evidence Based Management mean to you?

Please include any further comments below

Thank you very much for your help with this questionnaire. Please return to Helen Greenwood at h.r.greenwood@lboro.ac.uk