

If you build it, they will come: Creating a learning organisation in the NSW Parliamentary Library

ABSTRACT

The NSW Parliamentary Library is the oldest specialist library of its kind in Australia. The staff of the library are also specialists, and a significant amount of organisational knowledge is embedded in comparatively few individuals' memories. In the 2014/2015 Business Plan, the Parliamentary Librarian set a goal-based activity "to build a learning organisation". A project team was formed, and an original plan for knowledge-sharing and capacity building was implemented using a basic project management framework. The first round of the project focussed on creating the foundations for a system of structured knowledge dissemination and management within the library. Some of the major impacts included improved knowledge-sharing, increased knowledge acquisition, greater knowledge capture and enhanced core capabilities. It is anticipated that further rounds of the project will build on these foundations through a flexible approach that can adapt to ever-changing needs while remaining true to the purpose of the overarching goal of "to build a learning organisation". By sharing our experiences, it is hoped that other libraries – particularly small and specialist libraries – will be inspired to continue their own paths towards becoming learning organisations as well as be persuaded to implement formal project management techniques.

INTRODUCTION

Background

The NSW Parliamentary Library was established in 1840, making it the oldest specialist library of its kind in Australia. Many of the 22 FTE staff of the Library are long-standing employees who possess remarkable amounts of knowledge about Parliamentary resources and history. Like many specialist libraries today, a great deal of this knowledge is tacit, with a significant amount of organisational knowledge embedded in comparatively few individuals' memories.

A service review of library operations was completed in 2014, from which the Parliamentary Librarian set a goal-based activity "to build a learning organisation". This was in response to several factors, including the acknowledgement that no robust system of knowledge-sharing or internal training processes existed within the library – a significant risk should key staff retire or become unavailable. Additionally, it was recognised that the rapidly changing technological environment threatened skill depreciation (van Loo, de Grip, & de Steur, 2001), while ongoing budgetary constraints meant reliance on innovative thought and action would be increasingly necessary in order to thrive.

This paper describes the process of using of a project management structure to plan and implement a knowledge-sharing and capacity-building scheme, with the aim of working towards an overarching goal of "to build a learning organisation" in the NSW Parliamentary Library.

Limitations

Although project management is a major theme in this paper, it is not the intention to provide in-depth insight into project management theory and processes here – there are lengthy courses for that. Rather, discussion around project management techniques and methodologies is intentionally kept at a basic level so as to be immediately understandable in the current context of the project discussed, and thereby interesting and useful to librarians who may be curious yet uninitiated into the intricacies of project management.

Similarly, this paper also considers the notion of “learning organisation”, a significant concept in the field of organisation development formed in the 1990s by Peter Senge (Senge, 1990). However, a detailed discussion of the concept is beyond the scope of this paper¹. Our project team decided to use Harvard Business School Professor David Garvin’s definition:

learning organisation – “a learning organization is an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behaviour to reflect new knowledge and insights” (Garvin, 1993).

The motivation for presenting this paper is to share our practical experiences in the hopes that other libraries – particularly small or specialist libraries like us – will be encouraged to both continue their paths to being learning organisations and to investigate or further their skills in project management. It is recognised that many larger libraries already have sophisticated training programs and project management regimes in place. It is hoped that they too can learn something by

¹ For those interested in reading more about the learning organisation concept as it applies to Australian libraries, see the May 2014 issue of *The Australian Library Journal*, a special issue devoted to papers presented at the *Libraries as Learning Organisations Symposium* in Brisbane in 2013.

putting themselves in our shoes for a time, and contribute to the wider discussion through their own experiences and insights.

METHODS

Project management framework

“To build a learning organisation” is a broad (and ambitious) activity to undertake on top of existing operational activities, and to make a serious attempt at meeting this goal we needed to carefully think about the purpose, parameters and risks of the activity and decide on an approach. In other words, we needed to rely on a sound and deliberate implementation of a project management framework.

What is project management?

The idea of “project management” often conjures up images of large business ventures – transforming workforces, implementing new IT systems, constructing new infrastructure – with multi-million dollar budgets. However, the concept of project management is completely scalable and can be utilised not only with projects of huge scale and budget, but right down to one-person, short-term initiatives – basically, with anything that is a project.

project – “A temporary endeavor undertaken to create a unique product, service or result” (Project Management Institute, 2016).

project management – “the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements” (Project Management Institute, 2016).²

In a library context, projects are undertakings that lie outside the organisation’s regular, existing operational tasks. For example, answering reference queries or holding regular library tours would be considered operational activities. On the other hand, re-designing the workflow of a large reference team to improve efficiency or developing a series of new online training sessions could be considered project-based activities.

Project management in libraries

Until recently, the consensus seemed to be that libraries rarely utilised project management in any formalised sense (Cortez, Dutta, & Kazlauskas, 2004; Horwath, 2012; Stewart-Maihiot, 2015; Swanson, 2013; Winston & Hoffman, 2005). This is despite the rapid increase of project-driven work in libraries (Horwath, 2012, p. 2), the prevalence of librarians who informally participate in projects (Stewart-Maihiot, 2015, p. 18) and the fact that librarians say they need project management skills (Horwath, 2012, p. 27).

Perhaps this is because the topic of project management has been virtually absent in traditional library curriculums (Horwath, 2012; Winston & Hoffman, 2005) and is also “underrepresented in the library literature” (Stewart-Maihiot, 2015, p. 18).

² The acronym PMBOK (Project Management Body of Knowledge) is often encountered when investigating project management, and refers to standardised (yet continually evolving) terms, guidelines and methods used within the project management profession. PRINCE2 (PRojects IN Controlled Environments) is a specific project management methodology that is popular in government and private businesses and has also made its way into some libraries.

Fortunately, our professional training in organising, categorising and planning typically means that some kind of informal project management framework is attempted, even if most library projects don't yet incorporate formalised techniques or specific methodologies. It's common to do as Stewart-Maihiot did when faced with managing a library project in 2015: "I did what any good member of my generation would do – I 'MacGyver-ed' it" (Stewart-Maihiot, 2015, p. 19)³.

Project management in the NSW Parliamentary Library

This *ad-hoc* level of project management was recognisable in areas of the NSW Parliamentary Library in 2014 when our project was initiated. Of our 22 FTE staff, I was the only one with any formal (albeit low-level) project management qualification and we had no specialist project management software (such as Microsoft Project) or methodology in use. Therefore, when I found myself assigned to be on the project team faced with the goal of "to build a learning organisation", it was with some trepidation that I suggested following a project management framework and offered to guide the project.

The "Building a Learning Organisation" project

Director of Libraries at Columbus State Community College Bruce Massis writes "All too often, projects are implemented without proper planning and then, when they do not work out as planned or fail completely, the stakeholders are left to explain what happened and why" (Massis, 2010, p. 526). As newly designated project manager, I was keen to decrease the risk of this project's failure and agreed with Massis that it was essential to rely on solid project management techniques such as clearly defining the scope, objectives, approach and risks of the project. At the same time, I

³ A reference to 1980s television show *MacGyver*, where the lead character frequently "saved the day" by utilising whatever tools and substances were to hand in creative ways.

was concerned to keep this new-to-our-library thing called “project management” in its place in order to maintain a focus on the outcomes, lest I end up as head of a “perfectly-managed failure”.

I suggested a hybrid project management model that employed simplified yet distinct process groups (or phases) of Definition, Planning, Implementation and Review, and combined this with understandable project documents. The project lasted for 11 months from start to finish, with some phases overlapping.

Definition

First came the definition phase, in which the five-person project team confirmed the parameters and approach of the project and created project documentation. This phase lasted six weeks and specifically allowed us to form a cohesive vision for our project that was referred back to at all stages to stay on track and prevent “scope-creep”.

One of the most important elements of this phase was creating our Project Brief (Appendix A). We discussed and formulated guidelines to factors such as purpose, scope, approach, risks, constraints and team roles. It was at this point that we first conceived the idea of shaping the overarching goal of “to build a learning organisation” into distinct learning rounds that could be renewed and re-defined periodically. In line with current best practices (Leong, 2014; Stites, 2009, p. 220) we determined that the purpose for our first round in 2015 would be: “To create the foundations for a system of structured knowledge dissemination and management within the library”.

The other key component of the definition phase was building a project schedule (or task list) (Appendix B). This schedule detailed all tasks to be completed, together

with who was responsible for completing them, when they needed to be done and how long they would take. From the draft project schedule, we were able to generate a Gantt chart in Excel that provided a visual representation of workload and milestones (Appendix C). These were essential overviews for planning both our team and individual efforts, considering that all project work needed to be completed around our normal, everyday activities.

One of the challenges of the definition phase was building consensus around a practical concept of “learning organisation” and then communicating this to staff. We spent considerable time looking at various explanations, and then compiled the most helpful information, including Garvin’s definition, into a poster that we presented at a staff forum and displayed in our communal tearoom. Our efforts were not wholly successful, as one respondent commented in our final survey: “At first it was a bit confusing – why not just call it knowledge-sharing or staff development?”

Planning

During the planning phase, which lasted 8 weeks, the primary activities consisted of surveying staff, planning a presentation skills session, setting up a knowledge capture system and creating a training curriculum. This is where every member of the project team really got involved and we started to see the project take shape.

One team member commented, “I was learning new skills and getting excited about what was coming up.”

Two short surveys were constructed and run at this point; both had very high response rates and provided valuable input and direction. First, a short, anonymous, baseline survey (Appendix D) regarding beliefs about learning organisation concepts as applied to the NSW Parliamentary Library was issued (with the plan to run this exact survey as a follow-up once the project finished to see any change in beliefs).

Second, a development needs survey (Appendix E) was run to gauge development requirements and interest in potential topics. The development needs survey asked for names, so in addition to providing feedback that made planning a relevant training curriculum straightforward, we were also able to target knowledgeable and confident respondents as potential session leaders.

Of course, being confident and knowledgeable in a particular topic doesn't necessarily make one an assured and engaging trainer or presenter, so as part of the project we planned a one-day presentation skills course for 12 staff members. This was held in-house but utilised an outside provider. Although no one was particularly eager to do this course, we did see confidence and skill level for presenting topics increase dramatically.

Finally, we needed to set up a knowledge base to capture the valuable information that was anticipated to flow from the formal sessions. We were not sure what form this would eventually take, so we decided to set up a page on our new intranet that provided links to session material. This ensured information was easily accessible and available for immediate use and also for transitioning to future systems.

The greatest challenge of the project occurred during this phase: the project sponsor and champion, the Parliamentary Librarian, accepted a new position at an interstate institution. This loss could easily have put the entire project in jeopardy; however, we determined to forge ahead until a new Parliamentary Librarian could be appointed and determine whether to support or discontinue the project.

Implementation

The main thrust of the implementation phase was holding the planned knowledge-sharing sessions. In all, fifteen topics were covered over seven sessions (Appendix

F). This was the longest phase, lasting 7 months, but in many ways it was the easiest portion for the project team.

For each topic session, a project team member was assigned to act as a contact point and support person for the session leader. The other project members simply attended the sessions along with the rest of the library staff and gathered qualitative feedback from participants through team meetings, staff forums and informal interactions. This feedback was shared at fortnightly project meetings.

The only particular challenge during this phase was the inevitable change due to staff absences. We repeated one session and substituted one topic, but didn't need to cancel any sessions.

Review

The review phase of the project took three months, beginning well before the final sessions were held, and incorporated three main activities: sending a follow-up survey, holding a project review meeting and creating a project review document.

The follow-up survey was important for gathering feedback and for measuring project impact. This survey was entirely anonymous, and in addition to asking the exact same questions as the initial baseline survey and the first part of the development needs survey, it contained an opportunity to comment on the individual sessions (Appendix G). The aggregated feedback for each session was provided to each session leader, in all cases a positive indication of the success of each session.

Next, we held a project review meeting to look at the project as a whole. As Massis writes, “[b]uilt into the project management methodology is a ‘lessons learned’ component where, at the close of the project, the stakeholders are brought together

in a meeting to discuss and analyse the project in order to identify the successes and the missteps identified during the process” (Massis, 2010, p. 528).

The final part of the project was writing a project review document to formally evaluate the project and make recommendations for transitioning to Round 2 of the over-arching “to build a learning organisation” goal. This document aimed to:

- Evaluate whether project objectives were met
- Highlight achievements and impacts the project had
- Determine how effectively the project was run
- Contribute to a continuous improvement framework in the planning and delivery of all future rounds of this and other Library projects

All parts of the review process progressed smoothly, and it was with a sense of achievement and relief that we closed the project on-time towards the end of December 2015.

RESULTS

The results of this project can be discussed on two separate but intertwined levels.

The first level concerns the outcomes of the project – what was achieved and delivered – and includes things such as increased knowledge-sharing and knowledge capture. The second level regards how the project itself functioned – the underlying processes that supported the running of the project and influenced its success.

Key project achievements

In overall terms, our project review determined that the project could clearly be considered to be successful in that Round 1's principal objective of "creating the foundations of a system for effective knowledge dissemination and management" had been achieved. Comparing the results of the follow-up survey to the baseline survey showed an enriched learning culture, with several core beliefs correlated to qualities found in learning organisations (Hallam, Hiskens, & Ong, 2014, pp. 91-93) increasing (Appendix H). We further identified four specific impacts.

Improved knowledge-sharing

An increase in knowledge-sharing activities during the course of the project was evident, with high engagement across the library. For example, take the results to the following survey question, which demonstrate that attitudes towards a knowledge-sharing culture changed positively.

"In the Library, we have a culture of knowledge-sharing."

	Baseline Survey	Follow-up Survey
Agree or Strongly Agree	38%	65%
Neither Agree Nor Disagree	19%	23%
Disagree or Strongly disagree	43%	12%

During the course of the project, knowledge-sharing happened in three ways:

- Through structured sessions set up by this project (Appendix F). Thirteen library staff members shared knowledge through formal sessions, and all sessions had high attendance and participation rates.

- Through additional sessions held by the Parliamentary Research team and the Parliamentary Librarian, who acknowledged that these sessions were instigated or supported by the project.
- Through informal knowledge-sharing and learning activities. This was noticed through feedback gathered at staff forums and team meetings and suggests that staff are increasingly open to and curious about all areas of the library, and that expertise is being leveraged across the library rather than siloed.

One participant remarked in the follow-up survey, “The overall concept of knowledge-sharing is extremely important, not only for the transfer of knowledge but for the interaction across the teams.” Indeed, collaboration in learning activities, as Gibson-Langford points out, “is centred on people and how they relate to one another. ... It has the capacity to break down knowledge silos in workplaces” (Gibson-Langford, 2009).

Increased knowledge acquisition

Measurable improvements in staff confidence were seen for all topics covered by a learning session, including key organisation-specific topics like “searching Hansard effectively” and “understanding and searching Parliamentary Papers” (Appendix H).

The following comments given by participants in the follow-up survey regarding specific sessions highlight the significance of being given the opportunity to learn new information and skills:

“Really, really helpful. Learned some new things that immediately helped.”

“Great presentation; experienced the proverbial ‘light-bulb’ moment.”

“The chart alone was an a-ha moment. So helpful.”

Intriguingly, staff also showed increased confidence in abilities to answer questions in areas where topics were not specifically addressed as part of the project. This is quite possibly a surveying anomaly; however, it is also possible that this demonstrates a flow-on effect where people felt increased confidence in abilities overall, or a more positive attitude towards being able to learn new topics.

Greater knowledge capture

The rate of tacit knowledge capture increased throughout the project, with most sessions containing accompanying written material or PowerPoint presentations. More importantly, material was deliberately saved on an intranet page accessible to all library staff. This gathering of key information in a common location has created the beginnings of a common knowledge base that is expected to grow over time and provide ongoing residual benefits, for example as a resource for induction programs.

<u>Date/Session</u>	<u>Topic</u>	<u>Resources</u>
Session 1 May 21, 2015	<ul style="list-style-type: none">• Introduction• Client categories & parameters of services• Opening & closing procedures• Protocols for communicating with MPs	<ul style="list-style-type: none">• Communicating with Members - Powerpoint presentation• Code of Conduct for Parliamentary Staff• Client service levels• Opening and closing procedures• Commonwealth Parliamentary Library client services policy

Figure 1: Screenshot of portion of intranet showing resources from Session 1

Enhanced core capabilities

Aside from these direct impacts of the project, a number of lateral benefits were also noticed, including:

- Staff skill, confidence and experience in delivering training sessions and presentations improved and is expected to aid in future (un-related) activities.
- The project contributed to a continuous improvement framework for planning and delivery of all future library projects.
- Team members from all areas of the library learned new skills (such as SurveyMonkey and effective project co-ordination) which can be applied to future library initiatives.

The NSW Public Sector Capability Framework identifies key performance capabilities – “the knowledge, skills and abilities that public sector employees must demonstrate to perform their roles effectively” (NSW Public Service Commission, 2015). Many of these capabilities were enhanced for individuals involved in this project, including:

- **Work Collaboratively:** Collaborate with others and value their contribution
- **Deliver Results:** Achieve results through efficient use of resources and a commitment to quality outcomes
- **Plan and Prioritise:** Plan to achieve priority outcomes and respond flexibly to changing circumstances
- **Project Management:** Understand and apply effective planning, coordination and control methods (NSW Public Service Commission, 2015).

Project management review

The project team acknowledged that using a basic project management framework influenced the project's efficiency, success and achievements, particularly when compared to prior projects where a more *ad hoc* approach had been taken. Our project review considered what worked particularly well and drew out some ideas for what could have been improved. We then were in a solid position to make recommendations to the new Parliamentary Librarian for the future of the overarching project.

What went well

Project organisation and operation: The project ran very smoothly and engaged all members of the project team. Team composition and roles were well chosen and individual tasks were identified and kept on schedule by the project manager.

Communication: Fortnightly project meetings, with rotating chair and note-taker positions, operated efficiently and ensured all team members were involved and informed in the project process. Utilising staff forums and small team meetings to both spread information and gather feedback had the dual benefits of keeping the project on staff radar and providing opportunities to adjust sessions in response to need.

Staff interest and support. Attendance at sessions was very high, and staff were very engaged and positive throughout.

Risk management: Risks were analysed during the definition phase and mitigation strategies discussed from the very beginning of the project. Many of these risks were realised, and being prepared with solutions helped mitigate impairment to the project. For example, we identified "fitting around peak workloads" and "losing

momentum due to staff time constraints” as potential risks. Given there was a state election in the middle of this project, these concerns were well-founded. Being prepared, scheduling around certain dates and having contingency plans for sessions and meetings helped the project maintain momentum.

What we would do differently

Session preparation. Although assigning a “support person” to each presenter worked well, we thought that a little more structure could have assisted in planning. For example, a topic sheet containing learning objectives, time allowed, ideas for interactivity, etc, could have been provided to each presenter.

During sessions. Support people could have communicated and monitored the time of sessions more closely so there were no time over-runs. Ensuring presenters left enough time for questions and discussions would also have been helpful.

After sessions. It may have been better to have participants give feedback on sessions immediately, so that information was fresh in their minds and the feedback could be made available to presenters in a timely fashion.

Recommendations

It was anticipated that the Library would continue the overarching project through further “rounds”. By renewing the objectives each round, we would provide the fluidity and flexibility required to adapt to ever-changing needs while remaining true to the purpose of the project and thus consolidate our experience of being a learning organisation.

Specific recommendations provided to the Parliamentary Librarian were:

1. That the project be continued in 2016 as Round 2, beginning with revisiting the goals and objectives to reflect our current needs in alignment with the new DPS strategy.
2. That the management team review team composition with a view to maintaining project momentum while injecting fresh ideas.
3. That a skills audit be incorporated in the next “round”.
4. That ideas for future sessions be gathered from a brainstorm session at a staff forum.
5. That the knowledge base concept continue to be developed, so that the project-specific intranet page progresses into a Library knowledge base with wider applications.
6. That all future presentations have accompanying documentation to add to the knowledge base.
7. That future presenters be encouraged to include interactivity in their sessions.
8. That qualified staff hold “Train the Trainer” sessions.
9. That the “parameters of service” policy or procedure be updated.
10. That future library projects utilise aspects of the organisation and management of this project such as having a project manager, completing a project brief and forming a detailed action plan.

CONCLUSION

To sum up, this paper has outlined how using a basic project management methodology to plan and implement the First Round of the original project “to build a learning organisation” in the NSW Parliamentary Library has resulted in many positive outcomes. In addition to creating foundations for sharing, acquiring and recording our specialist knowledge, we have also begun to create a culture that incorporates formal project management to achieve business goals.

Importantly, by creating solid foundations for effective internal engagement, we have created a strong position from which to engage with our clients and other institutions. Our library’s reputation within Parliament has been enhanced, and this project has provided an opportunity for us to showcase our proactive and evidence-based approach to increasing service and efficiency as well as our dedication to leading by example at every level.

It is hoped that by sharing our experiences, other libraries – particularly those small and specialist libraries like us – will be inspired to continue their own paths towards becoming learning organisations and be persuaded to investigate and implement formal project management techniques.

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APPENDIX A – PROJECT BRIEF

Project Brief Learning Organisation Project Round 1

Project dates:	22/01/15 -- 20/12/15
Project Team:	Team Member A, Team Member B, Team Member C, Team Member D, Team Member E
Background:	Project was initiated by Parliamentary Librarian in 2014/15 planning, in response to several factors: 1) A great deal of tacit knowledge is present in the Library. 2) No robust system of knowledge sharing and internal training processes exists in the Library. 3) An acknowledgement that staff could benefit from knowledge and skills sharing activities.
Purpose:	To build a culture of learning, knowledge acquisition and knowledge sharing in the Library.
Objectives/Goals:	Create the foundations of a system for effective knowledge dissemination and management within the Library. Deliver presentation & training skills training for key staff.
Benefits:	Information sharing will help in problem solving in day-to-day activities. Documented knowledge will assist with corporate knowledge base and onboarding. Building a culture for learning and sharing will assist with innovation and relevance. Knowledge sharing will assist with more effective communication. Up-skilling activities will assist with task completion rates, library reliability and staff morale. All of the above leading to better service for MPs/clients.
Scope:	Internal knowledge sharing and training. Systems to manage the knowledge. Excludes formal external training, conferences and seminars with the exception of Presentation Skills programme.
Strategy/Approach:	It is proposed that the project will include the following ideas to reach its objectives: - baseline employee surveys of the library's status as a learning organisation and development requirements - presentation skills course to enable effective skills and knowledge dissemination - planning and implementation of several sessions of targeted knowledge sharing - investigation into possible knowledge management systems - review of initial round with recommendations
Related projects / Stakeholders:	Library staff, Media Monitoring Project, Engaging with Clients Project
Constraints:	Time/Staff: TBC Approx. \$4,500-\$7,500 for Presentation Skills training
Risks:*	Staff buy-in. Resistance to sharing knowledge. Resistance to learning new information. Loss of momentum due to staff time constraints. Making training engaging.
Team Roles and Format:	Chair and notetaker of meetings will rotate. Team Member E will be project manager. All team members to share equal responsibility and input. Team Member A to ensure timely Agenda circulation. Team Member B to play "devil's advocate" when necessary. Quorum is 3 team members, no substitutions. Disagreements kept within team. Decisions made by consensus.
Project stages:	<u>Definition</u> : confirm parameters of project and create project schedule <u>Planning</u> : scope and organise training for round 1 <u>Implementation</u> : carry out Round 1 training <u>Review</u> : evaluate project and results, transition to Round 2

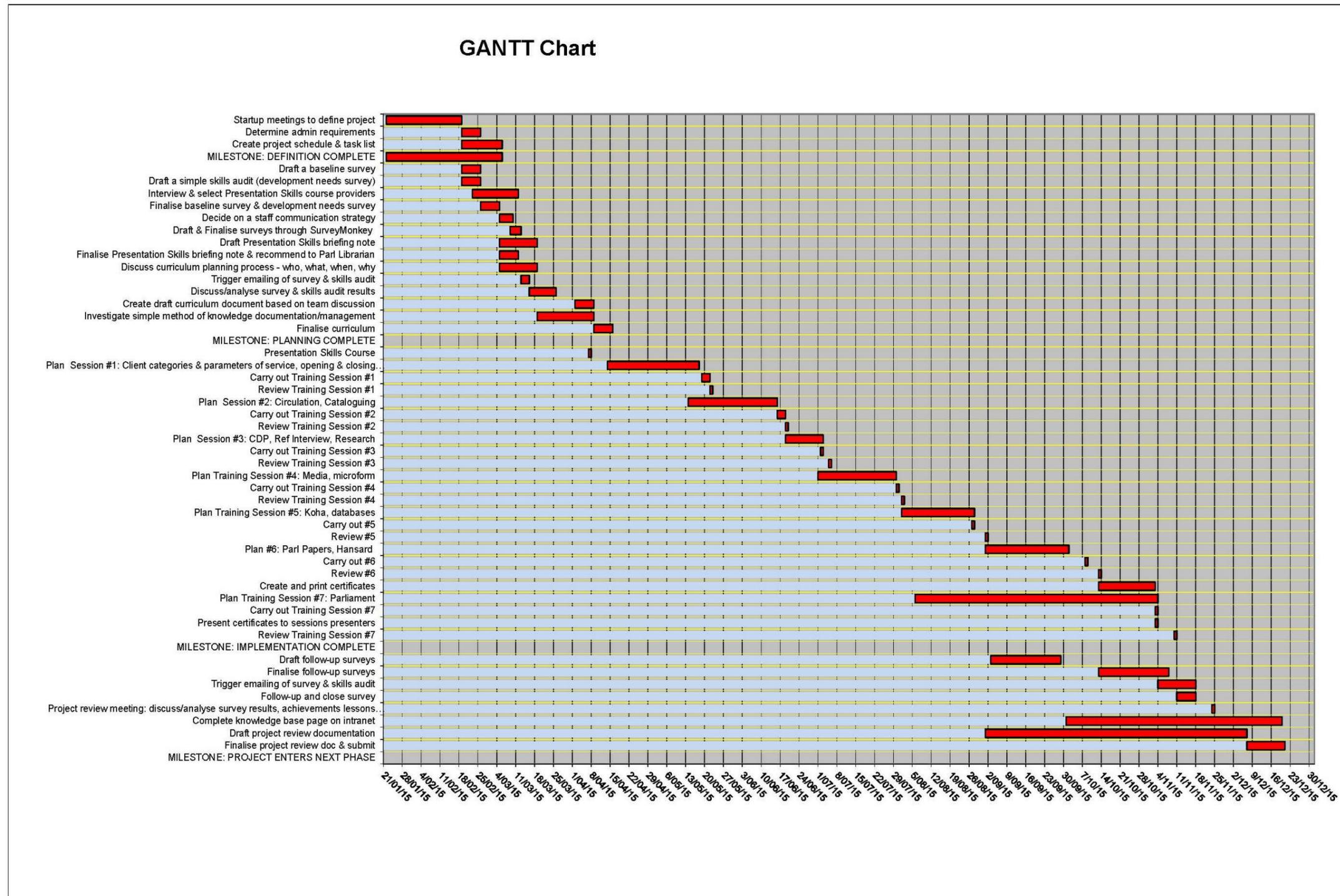
* Risk matrix in initial meeting notes 22/01/15

APPENDIX B – PROJECT SCHEDULE (TASK LIST)

Project schedule & tasks

Phase	Task	Who	Start Date	Duration (days)	End Date	Complete
Define	Startup meetings to define project	Project team	22-Jan	28	19-Feb	Yes
Define	Determine admin requirements	Project team	19-Feb	7	26-Feb	Yes
Define	Create project schedule & task list	Project team	19-Feb	15	6-Mar	Yes
	MILESTONE: DEFINITION COMPLETE		22-Jan	43	6-Mar	Yes
Plan	Draft a baseline survey	TM A	19-Feb	7	26-Feb	Yes
Plan	Draft a simple skills audit (development needs survey)	TM E	19-Feb	7	26-Feb	Yes
Plan	Interview & select Presentation Skills course providers	Project team	23-Feb	17	12-Mar	Yes
Plan	Finalise baseline survey & development needs survey	Project team	26-Feb	7	9-Mar	Yes
Plan	Decide on a staff communication strategy	Project team	5-Mar	5	10-Mar	Yes
Plan	Draft & Finalise surveys through SurveyMonkey	TM A & TM C	9-Mar	4	13-Mar	Yes
Plan	Draft Presentation Skills briefing note	TM E	5-Mar	14	19-Mar	Yes
Plan	Finalise Presentation Skills briefing note & recommend to Parl Librarian	TM E	5-Mar	7	12-Mar	Yes
Plan	Discuss curriculum planning process - who, what, when, why	Project team	5-Mar	14	19-Mar	Yes
Plan	Trigger emailing of survey & skills audit	TM E	13-Mar	3	16-Mar	Yes
Plan	Discuss/analyse survey & skills audit results	Project team	16-Mar	10	26-Mar	Yes
Plan	Create draft curriculum document based on team discussion	TM E	2-Apr	7	9-Apr	Yes
Plan	Investigate simple method of knowledge documentation/management	TM B	19-Mar	21	9-Apr	Yes
Plan	Finalise curriculum	Project team	9-Apr	7	16-Apr	Yes
	MILESTONE: PLANNING COMPLETE				0-Jan	
Implement	Presentation Skills Course	External	7-Apr	1	8-Apr	Yes
Implement	Plan Session #1: Client categories & parameters of service, opening & closing procedures, protocols	TM E, TM D, TM B	14-Apr	34	18-May	Yes
Implement	Carry out Training Session #1	L1 & L2	19-May	3	22-May	Yes
Implement	Review Training Session #1	Project team	22-May	1	23-May	Yes
Implement	Plan Session #2: Circulation, Cataloguing	L3, L4, L5	14-May	33	16-Jun	Yes
Implement	Carry out Training Session #2	L3, L4, L5	16-Jun	3	19-Jun	Yes
Implement	Review Training Session #2	Project team	19-Jun	1	20-Jun	Yes
Implement	Plan Session #3: CDP, Ref Interview, Research	L6, L7, L8	19-Jun	14	3-Jul	Yes
Implement	Carry out Training Session #3	L6, L7, L8	2-Jul	1	3-Jul	Yes
Implement	Review Training Session #3	Project team	5-Jul	1	6-Jul	Yes
Implement	Plan Training Session #4: Media, microform	L9, L3	1-Jul	29	30-Jul	Yes
Implement	Carry out Training Session #4	L9, L3	30-Jul	1	31-Jul	Yes
Implement	Review Training Session #4	Project team	1-Aug	1	2-Aug	Yes
Implement	Plan Training Session #5: Koha, databases	L3, L4	1-Aug	27	28-Aug	Yes
Implement	Carry out #5	L3, L4	27-Aug	1	28-Aug	Yes
Implement	Review #5	Project team	1-Sep	1	2-Sep	Yes
Implement	Plan #6: Parl Papers, Hansard	L9, L10	1-Sep	31	1-Oct	Yes
Implement	Carry out #6	L9, L10	8-Oct	1	9-Oct	Yes
Implement	Review #6	Project team	13-Oct	1	14-Oct	Yes
Implement	Create and print certificates	TM 1	13-Oct	21	3-Nov	Yes
Implement	Plan Training Session #7: Parliament	TM X	6-Aug	90	4-Nov	Yes
Implement	Carry out Training Session #7	Education team	3-Nov	1	4-Nov	Yes
Implement	Present certificates to sessions presenters	TM X, TM 3	3-Nov	1	4-Nov	Yes
Implement	Review Training Session #7	Project team	10-Nov	1	11-Nov	Yes
	MILESTONE: IMPLEMENTATION COMPLETE					
Review	Draft follow-up surveys	TM A, TM C, TM E	3-Sep	26	29-Sep	Yes
Review	Finalise follow-up surveys	Project team	13-Oct	26	8-Nov	Yes
Review	Trigger emailing of survey & skills audit	TM E	4-Nov	14	18-Nov	Yes
Review	Follow-up and close survey	TM B	11-Nov	7	18-Nov	Yes
Review	Project review meeting: discuss/analyse survey results, achievements lessons learned and recommendations	Project team	24-Nov	1	25-Nov	Yes
Review	Complete knowledge base page on intranet	TM B	1-Oct	80	20-Dec	Yes
Review	Draft project review documentation	TM E	1-Sep	97	7-Dec	Yes
Review	Finalise project review doc & submit	Project team	7-Dec	14	21-Dec	Yes
	MILESTONE: PROJECT ENTERS NEXT PHASE				0-Jan	

APPENDIX C – GANTT CHART



APPENDIX D – BASELINE SURVEY

Parliamentary Library - Learning Organisation Survey

As part of the Library's Learning Organisation Project, we are conducting a brief survey of staff's perceptions of a "learning organisation" and how the Parliamentary Library fits that perception. Please assist us by completing this survey. It should only take you five minutes!

Parliamentary Library - Learning Organisation Survey

1. In the Library, we have management who encourage innovation and critical thinking.

- Strongly disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly agree

2. In the Library, we are always investigating new products and services.

- Strongly disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly agree

3. The Library has an effective process to identify and implement staff development needs.

- Strongly disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly agree

4. Staff morale is high in the Library.

- Strongly disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly agree

5. In the Library, we have a culture of knowledge-sharing.

- Strongly disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly agree

6. When I need to know something in the Library I know where to find the information or who to ask.

- Strongly disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly agree

7. The Library encourages continuous professional learning.

- Strongly disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly agree

Parliamentary Library - Learning Organisation Survey

8. I am encouraged to think critically about how things are done and to experiment with different ways of doing things.

- Strongly disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly agree

9. I am encouraged to have new ideas.

- Strongly disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly agree

10. I understand how my individual efforts contribute to the Library's success.

- Strongly disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly agree

11. My current job has expanded to include additional responsibilities.

- Strongly disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly agree

12. I work in an environment where things stay relatively the same.

- Strongly disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly agree

13. I have a relatively free hand in deciding how to go about meeting my objectives.

- Strongly disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly agree

14. I have been a part of a project team with colleagues from different library sections.

- Yes
- No

15. I find the experience of being involved in the Library's project teams rewarding.

- Strongly disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly agree
- I have not been on a Project Team

16. I would like the opportunity to learn about things in the library outside of my normal range of duties.

- Strongly disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly agree

APPENDIX E – DEVELOPMENT NEEDS SURVEY

Parliamentary Library - Development Needs Survey

As part of the Library's Learning Organisation Project, we are requesting input into staff development needs.

Please assist us by completing these questions. It should only take you a few minutes.

* 1. Name:

Name:

Parliamentary Library - Development Needs Survey

Please rate your level of confidence in the following areas.

2. I can communicate with MPs using appropriate protocols.

Very Confident Somewhat Confident Not at All Confident

3. I know our main categories of clients and the parameters of Library services offered to them.

Very Confident Somewhat Confident Not at All Confident

4. I know our collection development policy.

Very Confident Somewhat Confident Not at All Confident

5. I can use library hardware such as the microfilm/microfiche readers and printers.

Very Confident Somewhat Confident Not at All Confident

6. I can add, remove and update borrowers in Koha.

Very Confident Somewhat Confident Not at All Confident

7. I understand our cataloguing procedures.

Very Confident Somewhat Confident Not at All Confident

8. I can search Koha effectively.

Very Confident Somewhat Confident Not at All Confident

9. I know what procedures to follow when opening or closing the Library.

Very Confident Somewhat Confident Not at All Confident

10. I can find online information using our intranet and extranet such as member details, parliamentary facts and figures, voting records and Parliamentary databases.

Very Confident Somewhat Confident Not at All Confident

11. I know how to effectively search our newspaper databases and media releases databases.

Very Confident Somewhat Confident Not at All Confident

12. I understand and can search Hansard effectively.

Very Confident Somewhat Confident Not at All Confident

13. I understand and can use databases such as Ebsco, Informit and Lexis Nexis.

Very Confident Somewhat Confident Not at All Confident

14. I understand and can use external resources such as TROVE, BOCSAR, SAI Global.

Very Confident Somewhat Confident Not at All Confident

15. I understand what is contained in and can search Parliamentary Papers.

Very Confident Somewhat Confident Not at All Confident

16. I understand the structure and administration of NSW Government Departments.

Very Confident Somewhat Confident Not at All Confident

17. I understand the structure and who's who in NSW Parliament.

Very Confident Somewhat Confident Not at All Confident

18. I can locate and use DPS templates and Style Guide to effectively and efficiently format written documents.

Very Confident Somewhat Confident Not at All Confident

19. I can prepare and make effective presentations on topics that I know about.

Very Confident Somewhat Confident Not at All Confident

20. Other:

21. Other:

Parliamentary Library - Development Needs Survey

Please indicate areas that you are interested in learning more about.

22. Communicate with MPs using appropriate protocols.

Very Interested Somewhat Interested Not at All Interested

23. Know the main categories of clients and the parameters of our service offered to them.

Very Interested Somewhat Interested Not at All Interested

24. Know our collection development policy.

Very Interested Somewhat Interested Not at All Interested

25. Use library hardware such as the microfilm/microfiche readers and printers.

Very Interested Somewhat Interested Not at All Interested

26. Add, remove and update borrowers in Koha.

Very Interested Somewhat Interested Not at All Interested

27. Understand our cataloguing procedures.

Very Interested Somewhat Interested Not at All Interested

28. Search Koha effectively.

Very Interested Somewhat Interested Not at All Interested

29. Know what procedures to follow when opening or closing the Library.

Very Interested Somewhat Interested Not at All Interested

30. Find online information using our intranet and extranet such as member details, parliamentary facts and figures, voting records and Parliamentary databases.

Very Interested Somewhat Interested Not at All Interested

31. Know how to effectively search our newspaper databases and media releases databases.

Very Interested Somewhat Interested Not at All Interested

32. Understand and search Hansard effectively.

Very Interested Somewhat Interested Not at All Interested

33. Understand and use databases such as Ebsco, Informit and Lexis Nexis.

Very Interested Somewhat Interested Not at All Interested

34. Understand and use external resources such as TROVE, BOCSAR, SAI Global.

Very Interested Somewhat Interested Not at All Interested

35. Understand what is contained in and search Parliamentary Papers.

Very Interested Somewhat Interested Not at All Interested

36. Understand the structure and administration of NSW Government Departments.

Very Interested Somewhat Interested Not at All Interested

37. Understand the structure and who's who in NSW Parliament.

Very Interested Somewhat Interested Not at All Interested

38. Locate and use DPS templates and Style Guide to effectively and efficiently format written documents.

Very Interested Somewhat Interested Not at All Interested

39. Prepare and make effective presentations on topics that you know about.

Very Interested Somewhat Interested Not at All Interested

40. Other:

41. Other:

Parliamentary Library - Development Needs Survey

Please answer the following questions to assist us further ...

42. Do you think there are gaps in the Library knowledge base?

Yes

No

If Yes, please describe.

43. Is there any other feedback you would like to provide on the topic of development needs in the Library?

APPENDIX F – TRAINING SESSION CURRICULUM

Date/Session	Time allocated	Topic	Presenter	Support Person
Session 1 21 May	5 mins	Introduction	SP1	TMB
	20 mins	Client categories & parameters of services	SP2	
	10 mins	Opening & closing procedures	SP2	
	20 mins	Protocols for communicating with MPs	SP1	
Session 2 18 June	20-30 mins	Circulation basics: borrowers, renewals, barcoding	SP3	TMA
	20-30 mins	Cataloguing basics	SP4	
Session 3 2 July	15 mins	Overview of the Collection Development Policy	SP5	TMD
	20 mins	Reference Interview basics	SP6	
	20 mins	Overview of Research Services	SP7	
Session 4 30 July	20-30 mins	Media resources basics	SP8	TMB
	20-30 mins	Using microfilm/microfiche	SP9	
Session 5 27 August	20-30 mins	Searching Koha basics	SP5/SP4	TMC
	20-30 mins	Introduction to Library databases	SP10/SP11	
Session 6 1 October	20-30 mins	Overview of Parliamentary Papers	SP12	TMA
	20-30 mins	Searching Hansard basics	P13	TME
Session 7 3 November	60 mins	Who's Who in Parliament	Education	TMD

Tips for support person:

- Several weeks prior to the presentation date, contact the presenter to discuss suggested outcomes (as prepared by project team) of presentation, clarify expectations and answer any questions.
- Check in with the presenter regularly to offer assistance and support, such as helping with preparation of visual aids or discussing the most appropriate presentation format. Offer to run through the final presentation with them.

On the day of the presentation, assist with setting up the space, supplying handouts, etc.

APPENDIX G – FOLLOW-UP SURVEY

Developing a Learning Organisation 2015

Developing a Learning Organisation Survey

Please answer the following questions about the Library:

1. In the Library, we have management who encourage new ideas.

- Strongly Disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly Agree

2. In the Library, we are always investigating new products and services.

- Strongly Disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly Agree

3. The Library has an effective process to identify and implement staff development needs.

- Strongly Disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly Agree

4. Staff morale is high in the Library.

- Strongly Disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly Agree

5. In the Library, we have a culture of knowledge-sharing.

- Strongly Disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly Agree

6. When I need to know something in the Library I know where to find the information or who to ask.

- Strongly Disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly Agree

7. The Library encourages continuous professional learning.

- Strongly Disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly Agree

8. I am encouraged to think critically about how things are done and to experiment with different ways of doing things.

- Strongly Disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly Agree

9. I am encouraged to have new ideas.

- Strongly Disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly Agree

10. I understand how my individual efforts contribute to the Library's success.

- Strongly Disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly Agree

Developing a Learning Organisation 2015

Developing a Learning Organisation Survey

Please answer the following questions about You:

11. My current job has expanded to include additional responsibilities.

- Strongly Disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly Agree

12. I work in an environment where things stay relatively the same.

- Strongly Disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly Agree

13. I have a relatively free hand in deciding how to go about meeting my objectives.

- Strongly Disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly Agree

14. I have been a part of a project team with colleagues from different library sections.

- Yes
- No

15. I find the experience of being involved in the Library's project teams rewarding.

- Strongly Disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly Agree
- I have not been on a project team

16. I would like the opportunity to learn about things in the library outside of my normal range of duties.

- Strongly Disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly Agree

Developing a Learning Organisation 2015

Developing a Learning Organisation Survey

Please rate your level of confidence in the following areas:

17. I can communicate with MPs using appropriate protocols.

- Very Confident
- Somewhat Confident
- Not At All Confident

18. I know our main categories of clients and the parameters of Library services offered to them.

- Very Confident
- Somewhat Confident
- Not At All Confident

19. I know our Collection Development Policy.

- Very Confident
- Somewhat Confident
- Not At All Confident

20. I can use library hardware such as the microfilm/microfiche readers and printers.

- Very Confident
- Somewhat Confident
- Not At All Confident

21. I can add, remove and update borrowers in Koha.

- Very Confident
- Somewhat Confident
- Not At All Confident

22. I understand our cataloguing procedures.

- Very Confident
- Somewhat Confident
- Not At All Confident

23. I can search Koha effectively.

- Very Confident
- Somewhat Confident
- Not At All Confident

24. I know what procedures to follow when opening or closing the Library.

- Very Confident
- Somewhat Confident
- Not At All Confident

25. I can find online information using our intranet and extranet such as member details, parliamentary facts and figures, voting records and parliamentary databases.

- Very Confident
- Somewhat Confident
- Not At All Confident

26. I know how to effectively search our newspaper databases and media releases databases.

- Very Confident
- Somewhat Confident
- Not At All Confident

27. I understand and can search Hansard effectively.

- Very Confident
- Somewhat Confident
- Not At All Confident

28. I understand and can use databases such as Ebsco, Informit and Lexis Nexis.

- Very Confident
- Somewhat Confident
- Not At All Confident

29. I understand and can use external resources such as TROVE, BOCSAR, SAI Global.

- Very Confident
- Somewhat Confident
- Not At All Confident

30. I understand what is contained in and can search Parliamentary Papers.

- Very Confident
- Somewhat Confident
- Not At All Confident

31. I understand the structure and administration of NSW Government Departments.

- Very Confident
- Somewhat Confident
- Not At All Confident

32. I understand the structure and who's who in NSW Parliament.

- Very Confident
- Somewhat Confident
- Not At All Confident

33. I can locate and use DPS templates and Style Guide to effectively and efficiently format written documents.

- Very Confident
- Somewhat Confident
- Not At All Confident

34. I can prepare and make effective presentations on topics that I know about.

- Very Confident
- Somewhat Confident
- Not At All Confident

Developing a Learning Organisation 2015

Developing a Learning Organisation Survey

Please answer the following questions about the individual Learning Sessions:

35. Session 1: Protocols for communicating with MPs – [REDACTED]

- Extremely Useful
- Useful
- Not Useful
- Did Not Attend

Comment

36. Session 1: Categories and parameters of service – by [REDACTED]

- Extremely Useful
- Useful
- Not Useful
- Did Not Attend

Comment

37. Session 1: Opening and closing procedures – by [REDACTED]

- Extremely Useful
- Useful
- Not Useful
- Did Not Attend

Comment

38. Session 2: Circulation basics – by [REDACTED]

- Extremely Useful
- Useful
- Not Useful
- Did Not Attend

Comment

39. Session 2: Accessioning and cataloguing basics – [REDACTED]

- Extremely Useful
- Useful
- Not Useful
- Did Not Attend

Comment

40. Session 3: Overview of the Collection Development Policy – [REDACTED]

- Extremely Useful
- Useful
- Not Useful
- Did Not Attend

Comment

41. Session 3: Reference Interview basics – [REDACTED]

- Extremely Useful
- Useful
- Not Useful
- Did Not Attend

Comment

42. Session 3: Overview of Research Services – [REDACTED]

- Extremely Useful
- Useful
- Not Useful
- Did Not Attend

Comment

43. Session 4: Media Resource basics – [REDACTED]

- Extremely Useful
- Useful
- Not Useful
- Did Not Attend

Comment

44. Session 4: Using microfilm/microfiche – [REDACTED]

- Extremely Useful
- Useful
- Not Useful
- Did Not Attend

Comment

45. Session 5: Searching Koha basics – [REDACTED]

- Extremely Useful
- Useful
- Not Useful
- Did Not Attend

Comment

46. Session 5: Introduction to Library databases - by [REDACTED]

- Extremely Useful
- Useful
- Not Useful
- Did Not Attend

Comment

47. Session 5: Overview of Legal databases – [REDACTED]

- Extremely Useful
- Useful
- Not Useful
- Did Not Attend

Comment

48. Session 6: Overview of Parliamentary Papers – [REDACTED]

- Extremely Useful
- Useful
- Not Useful
- Did Not Attend

Comment

49. Session 6: Searching Hansard basics – [REDACTED]

- Extremely Useful
- Useful
- Not Useful
- Did Not Attend

Comment

50. Session 7: Who's who in Parliament – By [REDACTED]

- Extremely Useful
- Useful
- Not Useful
- Did Not Attend

Comment

Developing a Learning Organisation 2015

Developing a Learning Organisation Survey

Please answer the following questions regarding the Developing a Learning Organisation Project:

51. Have you found the concept of the Learning Organisation Sessions useful?

- Extremely Useful
- Useful
- Not Useful
- Did Not Attend

Comment

52. Is there anything you would like us to change about the Learning Organisation Sessions?

Yes

No

Comment

53. Do you think the sessions being held roughly on a monthly basis is:

Too often

Just right

Not often enough

Comment

54. Is there any other feedback you would like to provide on the topic of development needs in the Library?

Yes

No

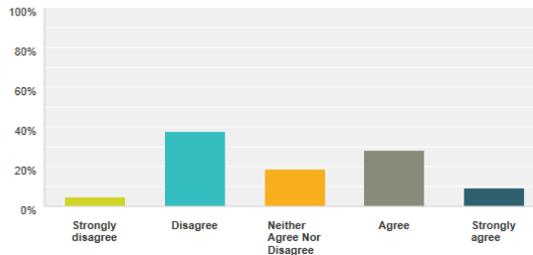
Comment

APPENDIX H – SELECTED SURVEY RESULTS

Survey 1 – March 2015

In the Library, we have a culture of knowledge-sharing.

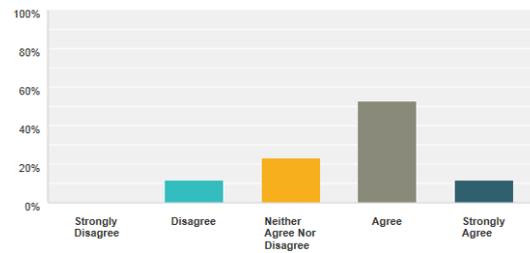
Answered: 21 Skipped: 0



Survey 2 – November 2015

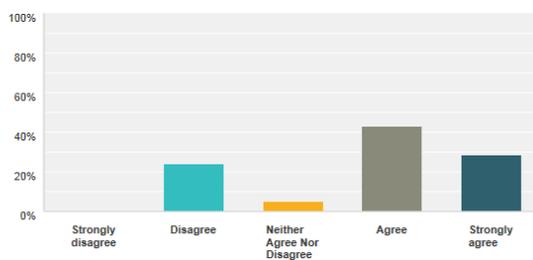
In the Library, we have a culture of knowledge-sharing.

Answered: 17 Skipped: 0



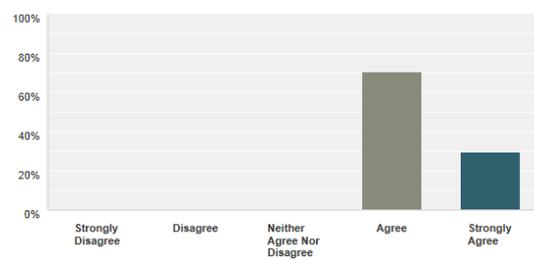
When I need to know something in the Library I know where to find the information or who to ask.

Answered: 21 Skipped: 0



When I need to know something in the Library I know where to find the information or who to ask.

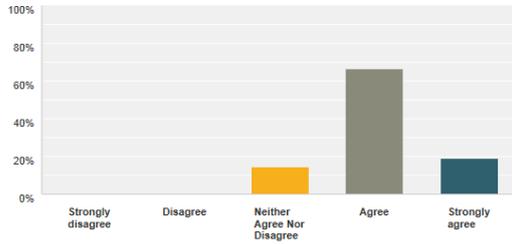
Answered: 17 Skipped: 0



Survey 1 – March 2015

I would like the opportunity to learn about things in the library outside of my normal range of duties.

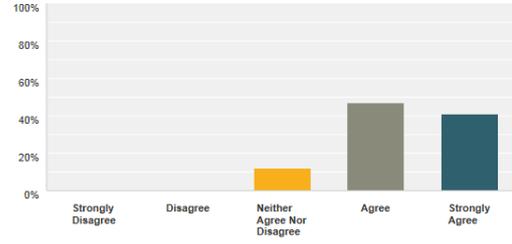
Answered: 21 Skipped: 0



Survey 2 – November 2015

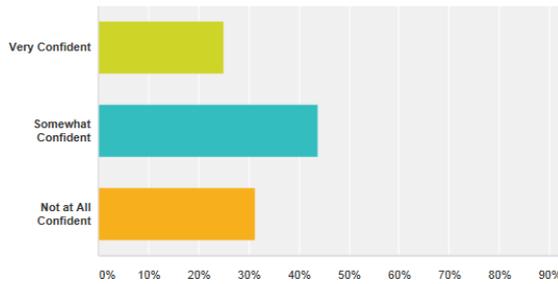
I would like the opportunity to learn about things in the library outside of my normal range of duties.

Answered: 17 Skipped: 0



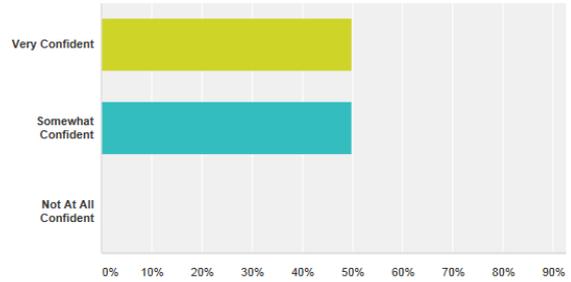
I know our collection development policy.

Answered: 16 Skipped: 0



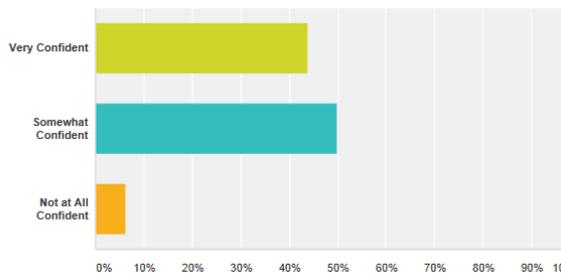
I know our Collection Development Policy.

Answered: 16 Skipped: 1



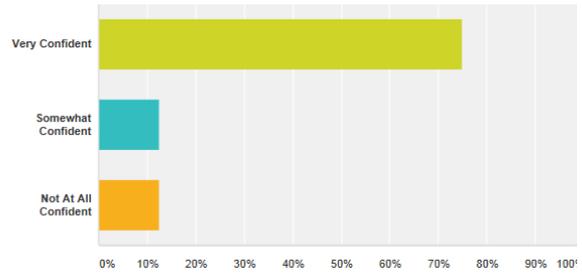
I can add, remove and update borrowers in Koha.

Answered: 16 Skipped: 0



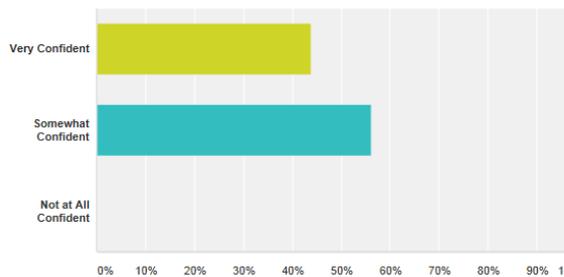
I can add, remove and update borrowers in Koha.

Answered: 16 Skipped: 1



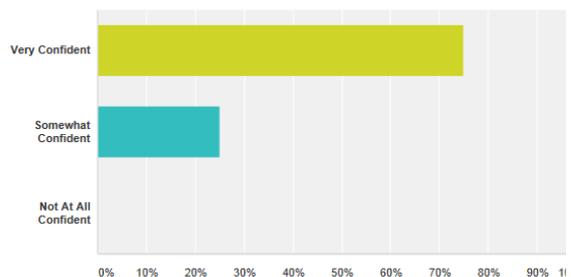
I can search Koha effectively.

Answered: 16 Skipped: 0

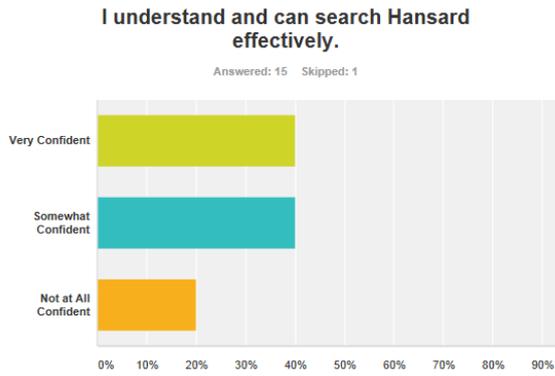


I can search Koha effectively.

Answered: 16 Skipped: 1



Survey 1 – March 2015



Survey 2 – November 2015

