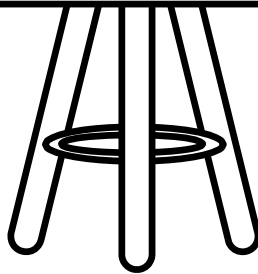


# **ALLOCATING RESOURCES**



# ALLOCATING RESOURCES

## Agenda

Everything Takes Time or Money – Or Both: Allocating Library Resources

- Two Planning Models
- Resource Allocation Assumptions

Guesses Aren't Good Enough Anymore: Using Data to Make Decisions

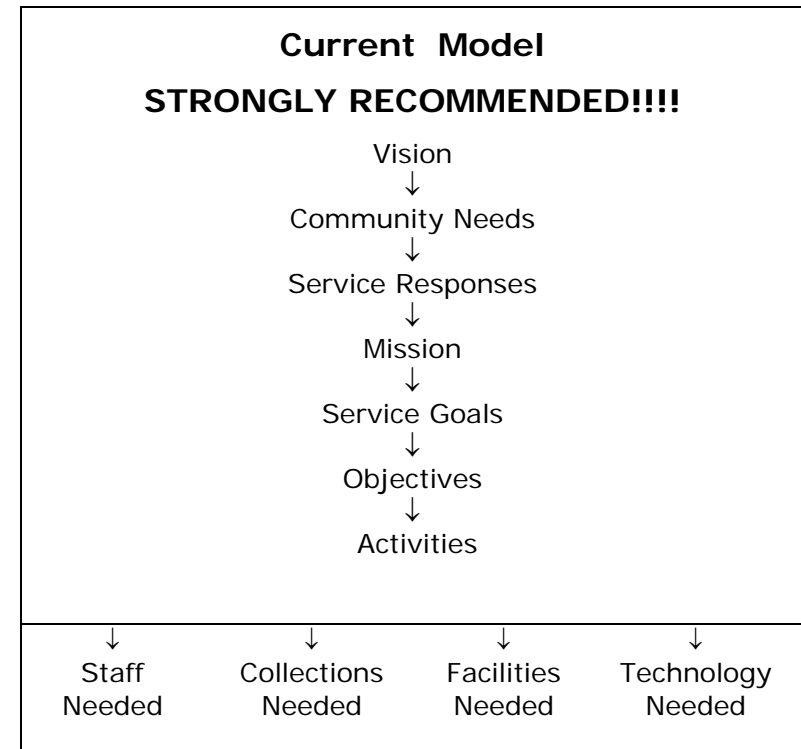
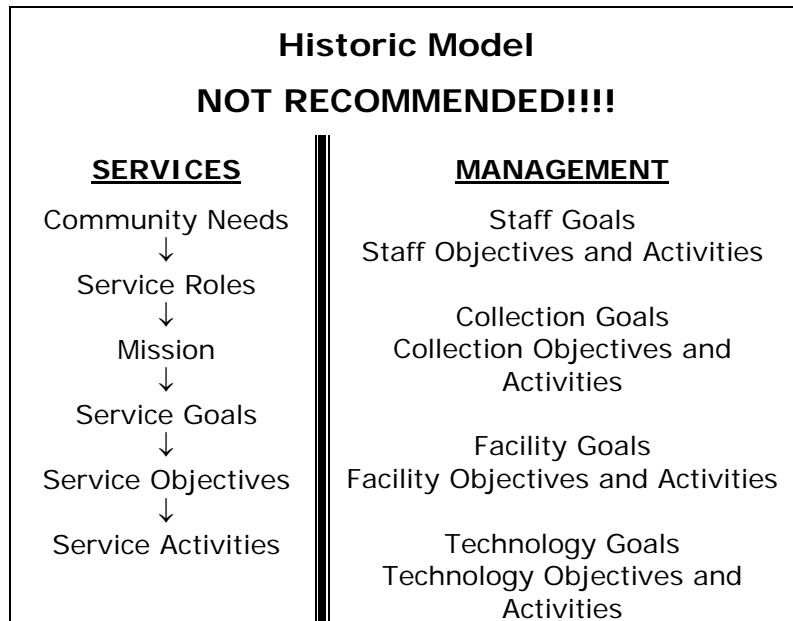
- Resource Allocation Definitions
- Deciding What Data to Collect

What Will It Take to Accomplish Our Activities: Introducing Gap Analysis

- Gap Analysis
- Types of Resources Needed
- When to Use Gap Analysis

Common-Sense Guidelines for Collecting Library Data

## TWO PLANNING MODELS



### Historic Planning Assumptions

- Planning is about identifying new services and activities
- Our existing services are very good or excellent
- New services and activities require new resources
- If we don't get any new resources we can't accomplish our plan

### Current Planning Assumptions

- Planning is about defining organizational priorities
- Our current services and activities must be regularly reviewed to ensure that they are effective and efficient in relation to current priorities
- Many new services and programs will have to be funded from reallocated resources
- We will accomplish the priorities in our plan with or without new resources

# RESOURCE ALLOCATION ISSUES

## FACTS AND ASSUMPTIONS

### Facts

- Fact 1: Library customers are more diverse than ever and their needs and expectations have changed over the past decade.
- Fact 2: Libraries that do not modify their service priorities to meet the changing needs and expectations of their customers will lose local support.
- Fact 3: New priorities require new activities or increased emphasis on selected current activities.
- Fact 4: New activities or increased emphasis on selected current activities will require additional resources.
- Fact 5: Every library has a finite amount of resources: full-time equivalent (FTE) staff, collection budget, square feet of space, and technological infrastructure.
- Fact 6: Every library is utilizing most or all of the available resources on current activities.
- Fact 7: Most city, county, and state governments are dealing with significant revenue shortfalls. As a result most library funding is flat or declining.
- Fact 8: Even in good economic times, there are not going to be enough resources available to allow library staff to do keep doing everything they do now, and to provide new or expanded services and programs.

### ASSUMPTIONS

- Assumption 1: Library managers and boards must reallocate existing resources to provide new or enhanced services to support changing priorities.
- Assumption 2: Nothing gets done unless someone is assigned to do it. Reallocation starts with staffing.
- Virtually every staff member cares about his or her job and believes that it is important.
  - Almost all staff believe that their job performances are above average.
  - The changes in library services and customer expectations in the past decade have been stressful for many library staff members.
  - Many staff already feel overworked and underappreciated and are concerned about being asked to do additional activities to support new priorities. Many do not believe they will be allowed to stop doing any current activities if new activities are assigned.
- Assumption 3: Many staff have strong feelings about the value of various segments of the library's collections, which can make reallocation of collection dollars challenging.
- Assumption 4: Most of us assume that the buildings in which we work cannot be changed in any substantive way and develop work-arounds to make our spaces more useable.
- Assumption 5: The demand for public-access computers, access to electronic information, remote access to library services, and other digital services is going to continue to increase; as a result, the demand for some traditional library services and materials will decrease.

# RESOURCE DATA COLLECTION ELEMENTS

## CAPACITY

Definitions	Examples
The maximum that be contained in a space or area	<ul style="list-style-type: none"><li>▪ Square feet of space</li><li>▪ Linear feet of shelving</li></ul>
The maximum that can be produced	<ul style="list-style-type: none"><li>▪ Full time equivalent staff</li><li>▪ Public access computer availability</li></ul>
The ability to perform	<ul style="list-style-type: none"><li>▪ Staff who can speak Spanish</li><li>▪ Broadband access to the Internet</li></ul>

## USE

Definitions	Examples
The condition or fact of being used	<ul style="list-style-type: none"><li>▪ Circulation of materials</li><li>▪ People logged on to public access computers</li></ul>
Application or employment of something for a purpose	<ul style="list-style-type: none"><li>▪ Developing a fiscal report with spreadsheet software</li></ul>

## ACCESS

Definitions	Examples
The means to make use of the facility or services	<ul style="list-style-type: none"><li>▪ ADA</li><li>▪ Library Web pages</li></ul>
To obtain or retrieve information from an electronic storage device	<ul style="list-style-type: none"><li>▪ Log on to an electronic database to answer a reference question</li></ul>

## AGE

Definitions	Examples
The length of time something has existed	<ul style="list-style-type: none"><li>▪ Copyright date of a book</li><li>▪ Publication date of an item</li><li>▪ Construction date of a building</li></ul>

## CONDITION

Definitions	Examples
Existing circumstances	<ul style="list-style-type: none"><li>▪ Torn pages in a book</li><li>▪ Non-functioning air conditioning</li><li>▪ New DVD</li></ul>

## DECIDING WHAT DATA TO COLLECT

	<b>STAFF</b>	<b>COLLECTION</b>	<b>FACILITIES</b>	<b>TECHNOLOGY</b>
<b>CAPACITY</b>	<ul style="list-style-type: none"> <li>▪ Knowledge, skills, and abilities</li> <li>▪ Hours Available by classification, by location, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number of volumes</li> <li>▪ Number of titles</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shelving</li> <li>▪ Equipment and Furniture</li> <li>▪ Public and staff space (sq. ft.)</li> <li>▪ Electrical, HV/AC, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hardware</li> <li>▪ Software</li> <li>▪ Bandwidth</li> </ul>
<b>USE</b>	<ul style="list-style-type: none"> <li>▪ Knowledge, skills, and abilities</li> <li>▪ Public service indicators</li> <li>▪ Analysis of an activity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Circulation</li> <li>▪ In-Library Use</li> <li>▪ Off-site Use</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shelving</li> <li>▪ Equipment and Furniture</li> <li>▪ Public and staff space (sq. ft.)</li> <li>▪ Electrical, HV/AC, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hardware</li> <li>▪ Software</li> <li>▪ Bandwidth</li> </ul>
<b>ACCESS</b>		<ul style="list-style-type: none"> <li>▪ Document Delivery</li> <li>▪ Materials Availability</li> <li>▪ Electronic Text Availability</li> </ul>	<ul style="list-style-type: none"> <li>▪ Public and staff spaces</li> <li>▪ Adjacencies</li> <li>▪ Signage</li> <li>▪ Traffic flow</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adaptive Technologies</li> <li>▪ Bandwidth</li> <li>▪ Wireless</li> </ul>
<b>AGE/CONDITION</b>		<ul style="list-style-type: none"> <li>▪ Copyright Date</li> <li>▪ Coverage</li> <li>▪ Timeliness</li> <li>▪ Worn/Damaged</li> </ul>	<ul style="list-style-type: none"> <li>▪ Equipment and Furniture</li> <li>▪ Space</li> <li>▪ HV/AC</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hardware</li> <li>▪ Software</li> <li>▪ Bandwidth</li> </ul>

From *Managing for Results*

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## GAP ANALYSIS AT A GLANCE

Effective resource allocation is based on the Gap Analysis process, which asks the following questions:

1. What is the primary resource that will be required to accomplish a specific activity?
2. How much of that resource will be required to support the activity at the desired level?  
 Data collection elements to consider: required capacity, anticipated use, desired access
3. How much of that resource is currently being allocated to support the activity?  
 Data collection elements to consider: Current capacity, current use, current access, age and condition issues that affect capacity, use or access.
4. What is the gap or difference between what we will need and what we have currently allocated?
5. How can we fill that gap (or, more rarely, reallocate the surplus)?
6. Is there a second resource that will be required? If yes, answer questions 2-5 again.

### GAP ANALYSIS FORM

<b>Activity:</b>			
Resource	Need	Have	Gap
	Plan to fill gap or reallocate surplus		
Resource	Need	Have	Gap
	Plan to fill gap or reallocate surplus		

---

## TYPES OF RESOURCES NEEDED

Decide what types of library resources will be required to complete each of the activities below. Library resources can be divided into four main categories:

- Staff (Full-time and Part-Time)
- Collections (Print, Media, and Electronic)
- Facility (Space, Equipment, Wiring, HVAC, Lighting)
- Technology (Terminals and Servers, Software, Telecommunications)

ACTIVITY A: *To plan and present a series of monthly programs for newcomers to your community.*

1. What resource will most significantly be affected: \_\_\_\_\_
2. What other resources will be affected: \_\_\_\_\_

ACTIVITY B: *To establish and maintain an electronic branch.*

1. What resource will be most significantly affected: \_\_\_\_\_
2. What other resources will be affected: \_\_\_\_\_

ACTIVITY C: *To establish a homework help center for middle school students.*

1. What resource will be most significantly affected: \_\_\_\_\_
2. What other resources will be affected: \_\_\_\_\_

ACTIVITY D: *To encourage community groups and organizations to meet at the library.*

1. What resource will be most significantly affected: \_\_\_\_\_
2. What other resources will be affected: \_\_\_\_\_

ACTIVITY E: *To develop a collection of Spanish language materials to serve the growing number of Hispanic residents in your community.*

1. What resource will be most significantly affected: \_\_\_\_\_
  2. What other resources will be affected: \_\_\_\_\_
-

# GAP ANALYSIS CASE STUDY

## I: COLLECTION

In the case study we looked at earlier, one of the objectives in the *Anytown Public Library* strategic plan was to increase the circulation of easy and picture books. We agreed that reaching that result depended on purchasing a number of new, attractive easy and picture books. Now we have to help the Anytown Public Library staff complete a gap analysis to decide how many books to buy and where to get the money needed to buy them.

What kinds of information would be useful to the managers of the Anytown Public Library when making these decisions? What data would help them to explain their decisions to the staff involved?

Collection data include information about capacity (# volumes and # titles), use (circulation, in-house use, off-site use), access (document delivery, materials availability, electronic text availability), and age/condition (copyright date, timeliness, worn/damaged).

### GAP ANALYSIS FORM

<b>Activity: Purchase new easy and picture books</b>			
	Need	Have	Gap
Resource	What data will be required to determine what you will need?	What data will be required to identify what you have?	
	Plan to fill gap or reallocate surplus		
	What data will be required to develop a plan to fill the gap or reallocate the surplus?		

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## **WHEN TO USE GAP ANALYSIS**

You will not need to complete a gap analysis for every effective activity under consideration. In many instances, you will know approximately what resources will be required to implement an activity, and you will have a good idea of where you would find those resources.

However, you should seriously consider a gap analysis in the following situations:

### **TO PLAN FOR A NEW SERVICE OR PROGRAM THAT WILL REQUIRE A SUBSTANTIAL OUTLAY OF RESOURCES.**

Example: Develop a new teen center in the library.

### **TO PLAN FOR A SIGNIFICANT EXPANSION OF AN EXISTING SERVICE OR PROGRAM.**

Example: Increase the circulation of easy and picture books by 15% in three years.

### **TO PLAN FOR A SERVICE OR PROGRAM THAT SOME STAFF THINK WILL BE COST-EFFECTIVE AND OTHERS DO NOT.**

Example: Combine the children's and adult reference service desks into a single service point and reassign some staff currently staffing the separate desks to other duties.

### **TO PLAN FOR AN INNOVATIVE PROGRAM FOR WHICH THE RESOURCE REQUIREMENTS ARE UNCLEAR.**

Example: Create a full-service Web branch.

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## GAP ANALYSIS – YES OR NO?

YES	NO	SERVICE OR PROGRAM
_____	_____	Collaborate with the local Literacy Council to recruit, train, and schedule literacy tutors.
_____	_____	Create an online tutorial program to help users learn to access the library's databases more effectively.
_____	_____	Develop promotional materials about the library's New Readers' Collection and distribute the materials through the local Literacy Council.
_____	_____	Establish a telephone reference service that will triage all incoming calls.
_____	_____	Increase the number of story programs presented in the library from four per week to five per week.
_____	_____	Initiate a children's outreach service by providing four story programs per week in off-site locations.
_____	_____	Plan and present a series of three programs on health issues for seniors.
_____	_____	Plan and present bi-weekly series of brown-bag luncheon programs called "What's New in Anytown."
_____	_____	Provide 24-hour Web-based reference service with a live Chat function.
_____	_____	Provide roving reference services in the library.
_____	_____	Rearrange the library foyer to display new materials more effectively.
_____	_____	Remove Dewey-imposed restrictions on non-fiction shelving and shelve by broad subject as book stores do.
_____	_____	Shelf adult fiction by genre to make it easier for users to find what they want.
_____	_____	Weed adult fiction collection thoroughly.

---

# GAP ANALYSIS PRACTICE

Select an activity from the preceding page that you will think will require a gap analysis and write it on the line below. Then answer questions 1-6.

Activity: \_\_\_\_\_  
\_\_\_\_\_

1. What is the primary resource that will be required to accomplish the activity?

\_\_\_\_\_

2. What data will you need to know how much of that resource will be required to support the activity at the desired levels? (Data collection elements to consider: required capacity, anticipated use, and desired access)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What data will you need to know how much of that resource is currently being allocated to support the activity? (Data collection elements to consider: Current capacity, current use, current access, age and condition issues that affect capacity, and access.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What is the gap or difference between what you will need and what you have currently allocated?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. How can you fill that gap (or, more rarely, reallocate the surplus)?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Is there a second resource that will be required? If yes, answer questions 2-5 again on the back of this sheet.

\_\_\_\_\_

# COMMON-SENSE GUIDELINES FOR COLLECTING LIBRARY DATA

1. Identify the purposes for which you need data in your library.
  2. Develop and maintain a comprehensive list of the data elements that are being collected in your library.
  3. Identify how each data element is being used.
  4. Review the list annually and make adjustments as needed.
    - Eliminate data elements that are no longer useful or that provide duplicate data.
    - Add new data elements as the purposes for which you use data change.
  5. Prepare written instructions for collecting data.
    - Decide how often you want to collect each data element.
    - Define each local data element you collect. Use state definitions for data elements collected for the state library.
    - Develop written procedures, including all necessary forms, for collecting local data elements. Use state procedures for the data elements collected for the state library.
  6. Determine who will be responsible for collecting each data element.
  7. Bring the people who will be responsible for collecting data together each year to review the data definitions and data collection procedures.
  8. Assign someone to monitor data collection and to review the raw data to be sure it was collected correctly.
  9. Tabulate and publish the data.
  10. Use the data.
    - Make resource allocation decisions.
    - Justify budget requests.
    - Market the library.
    - Modify existing services and design new services.
    - Submit data to the Public Library Statistical Data Service
-