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**Target the Staff, *then* Target the Market –
How Academic Librarians Can Successfully Reach the Minds of New Generations of Students**

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Abstract

This paper discusses the essential prerequisite for a state-of-the-art academic library in marketing and promoting its services today and into the future: library staff with particular personal and professional attributes. Using the experiences of The Chinese University of Hong Kong (CUHK) and City University of Hong Kong (CityU) libraries, the authors describe in what practical ways library management can prepare and support staff to market the library product effectively.

Libraries are facing unprecedented change. Two trends in particular are highlighted in this paper, since they directly affect the physical and virtual usage of libraries: *First*, there is a new generation of computer-literate young people who always resort to the Web for any first, and indeed last search for information. *Second*, this generation seems to have developed new study habits, and is now more interested in sharing together in an interactive and informal environment.

To be able to adapt continuously to the changing environment and attract new generations of readers, library staff members not only need to offer a wider range of facilities, but also need to engineer a fundamental change in their approach to service delivery. Librarians need to be effective and proactive in marketing. It is posited here that marketing is not the same as publicizing; it is not simply telling their communities how good their libraries are, and hoping people will come. The right people are crucial in making any implementation a success. Professional librarians and library assistants need to be recruited and promoted to ensure the future place of the library in the hearts of its community of readers. Library management needs to work hard at supporting outgoing and lively staff in this profound cultural shift, by developing and honing their marketing skills. In focusing on ever-evolving interaction with, and surveys of, users, in constantly re-engineering provision, and learning from service outcomes, any library will secure its place and its brand-name as a dynamic learning engine for both its readers and its staff.

1 Introduction

In his controversial article “The Deserted Library”, Carlson (2001, p. A35) presented a gloomy picture of academic libraries, “One Thursday afternoon at Augusta State’s Reese Library, the computer labs are packed, but the reading areas are sparsely populated – and Reese isn’t the only college library that’s empty. ... Here in Augusta this afternoon, for instance, there are more Medical College of Georgia students packed into the tiny cafes of the local Borders and Barnes & Noble than there are in the college’s sprawling library.” Undeniably, the rapid emergence of advanced computing technologies in the past two decades calls into question the value of the academic library as the intellectual and social heart of a university. The Internet has bred a new species of student who prefer Google to library resources. The ubiquitous access to computers anywhere anytime provides them with the means to enter “libraries not through turnstiles but through phone lines and fiber optic cables” (Carlson, 2001, p. A35). Growing up with a wide array of computer gadgets, the generation of students are nurtured a more diversified learning pattern that is vastly different from the past. How can we, the aging librarians, successfully reach the minds of the younger students? While many library experts emphasize the need of being innovative in packaging library services and designing facilities, this paper further argues that in addition to enhancing the tangible hardware, it is more important to develop and nurture the intuitive software, the brand itself – the library staff. The experiences of the University Library System (ULS) of The Chinese University of Hong Kong (CUHK) and the Run Run Shaw Library (RRSL) of City University of Hong Kong (CityU) are examined to describe in what practical ways library management can prepare and support staff to market the library services effectively.

2 Changing needs and learning patterns of the new generation of students

The current student body of the universities is made up of people born in the late 1980s or early 1990s when the World Wide Web caught world attention. These youngsters, coined as the “Net Generation”, “Generation Y” or “the Millennials” (Jackson, 2005), were raised amid computers and various digital media such as video games and cell phones. Compared with their older siblings, they do not see computers as a ‘technology’ which is somehow separate from themselves and are accustomed to multimedia tools and environments. In the study conducted by Pew Internet & American Life Project, Jones (2002) reported that many of the college students incorporated the Internet into their school, personal and social lives. Being digital natives, these students exhibit distinct learning styles and information-seeking habits, which bring new challenges to academic libraries.

The Internet is often cited as their primary source of information. Again in Jones’ survey (2002), 73% of the college students rely on the Internet for information more than the library. The same phenomenon was echoed in Outsell’s study (Friendlander, 2002, p. 16). The research findings also support the view that most students use Google-like search engines as their first point of entry to information rather than searching the library Web site or catalogue (Lippincott and Kyrillidou, 2004, p. 57).

The students admitted that their heavy reliance on Google was in part due to the difficulty of searching and navigating the library Web pages and its resources without being an expert (OCLC, 2002). They are accustomed to independent navigation of the Net and figuring things out themselves (Lippincott, 2005, p. 57) as they learn from playing video and interactive games to develop skills based on their experience. They are not particularly interested in reading lengthy instruction nor do they have too much patience or time to attend formal instruction classes to learn the use of library resources. In addition, most library Web sites and catalogues cannot provide what Google is providing. The search results from the catalogue and the databases are not integrated. Despite the extensive use of Z39.50 protocols in library catalogues, new users consider it time-consuming to search one library resource after another - in contrast to the global search of Google. Not all searches are linked to full text information and once available, is limited to text only. The students prefer information in all formats: print or media. Google, which aggregates all types of materials in all formats and just requiring one click, looks more appealing. With a 'fast food mentality of scholarship', the new generation demands for instant gratification of answers with zero delays. It is hard for traditional libraries to meet their needs without undergoing a fundamental paradigm shift.

The young undergraduates display a strong preference towards collaborative teamwork, and expect nomadic communications. The technology allows them to interact with multiple persons in multiple simultaneous activities and conversations in playing Web games, chat rooms and IM. They are also more skilled in multitasking than previous generations. Carlson (2005, p. A34) described their behaviours vividly. "They are able to juggle a conversation on Instant Messenger, a Web-surfing session and iTunes playlist while reading *Twelfth Night* for homework. Whether or not they are absorbing the fine points of the play is a matter of debate." It is important for them to access multimedia tools anywhere anytime. As such, they expect the technologies to be mobile and the devices portable.

Another fast-growing trend in teaching and learning is the yearning for liberty and freedom of choice. With many more alternatives in services and products available to them than any previous generation, they already "accept as their right the ability to make choices and customize the things they choose" (Carlson, 2005, p. A35). They desire to have diverse educational environments that accommodate different learning styles. They prefer a place where they can eat, drink, discuss, listen to music, check e-mails and read books, all at the same time. In this regard, are librarians posing too many use restrictions on our young undergraduates? It is not their habit to get information from a specific physical location during specific opening hours and following specific rules and regulations.

Yet, there are other users, mostly graduates and faculty members, who still need a more traditional service. They need a quiet place where they can immerse themselves into their own

study and not be disturbed by computer keyboards, printer sounds and mobile phones (Demas, 2005, p. 29).

3 Marketing concepts and libraries

In face of the heterogeneous needs of a versatile group of young adults growing up in a technologically diversified Web environment, it is no longer viable for academic librarians to assume that libraries are the natural places to which users would turn to fulfill their information needs. Instead, we must reach out to lure students into the physical and virtual library. Marketing is a need rather than a luxury.

The UK Chartered Institute of Marketing defined marketing as “the management process which identifies, anticipates and supplies customer requirements efficiently and profitably” (Kavulya, 2004, p. 118). It is not simply promotion, which is the organized effort of convincing the customers how good the products and services in question are through public relations, advertisement and other publicity means. Marketing is broader in scope and encompasses the entire activities of planning, pricing, promoting, and distributing goods and services that satisfy customers’ needs and organizational goals. Applied to libraries, it entails establishing users’ needs, investigating which library products and services will satisfy those needs, packaging, promoting, branding and distributing them so that they are in the right place at the right time.

Any effective library marketing strategy requires the identification of a perfect marketing mix. According to de Saez (2002, p. 51), it is “the planned package of elements that makes up the product or service offered to the market. It is aimed at supporting the library and information service to reach target markets and specified objectives”. The tools of the marketing mix are a set of controllable variables that the library utilizes to fulfill the needs of a specific user group. The traditional approach incorporates the four ‘Ps’ of ‘Product’, ‘Place’, ‘Price’, and ‘Promotion’. In this paper however, we replace ‘Price’ with ‘*People*’ to reflect that library marketing should focus more on People.

In the library environment, ‘product’ refers to various services that the library is offering, or could offer which are of value to users and potential users. On top of the core services, different clientele will be provided with different types of services in order to cater for their specific needs. ‘Place’ refers to the efforts the library makes to deliver its services to the target user groups. It includes the channels of distribution, physical and virtual environment and locations. ‘Promotion’ is “all the activities undertaken by the library to communicate its resources and services to the target user groups through advertising, public relations and direct selling” (Kavulya, 2004, p. 119). Here we suggest that ‘people’ may refer to the library users and specifically to the library staff who deliver services to the users.

4 Product – public services

New challenges demand new thinking. The traditional library services should undergo reformation and transformation to give way to modern services that embody enabling technology, media rich content, convenient access and customized features.

4.1 Enabling technology

Library Web portals present great potential in providing personalized value-added services that a techno-savvy generation expects. In a single interface, users are allowed to access a wide array of electronic resources both within and without the library on multiple platforms including PCs, PDAs, and cell phones; to collaborate with others through chat, IM, e-mails, discussion groups and blogs; to select their own preferred information resources and to customize the look and feel of the layout. [MyLibrary@CUHK](#) is the portal developed by the ULS to provide one-stop user-centered information. For the RRSL, the university e-portal serves to present the right dynamic information to users at the right time.

Delivering library services to portable devices the young students use frequently such as PDAs, cell phones and iPods and developing Blogs with RSS feeds are promising trends of service delivery. These measures not only make library resources available to students at the point of need, but also update them with new information resources and communicate with them interactively. Both the ULS and the RRSL are aware of these technologies and are exploring their applications in their own libraries.

4.2 Diversified searchable content

While most library OPACs have included not just text but also a number of digital collections, they could be further expanded to integrate more multimedia resources like images, sound, movies, maps, streaming media and 3-D objects so that the format-agnostic students can search across all displays, and have a wider selection of resources. There is no need to limit the searchable content to library-subscribed resources, the open Web resources should be included (Lippincott, 2005, p. 58). It is imperative to provide the one-stop shopping experience that students are so accustomed to in searching Google if we are to bring them back to the library. In recent years, the ULS has started to provide on-demand viewing of videos of local TV programmes in the library OPAC as well as in its Web pages. It also launched the WebBridge service in 2006 to provide one-stop federated search of selected resources. In the RRSL, the link server SFX is adopted to help generate service links, including full text links, bringing more convenient access to users.

It is now not simply enough to have media rich information resources; the new generation likes integrated and seamless access to all resources in order to save time. Lippincott (2005, p. 57) suggested that libraries should “find ways to increase their presence in general Web search engines”. One of the means is to collaborate with Google Scholar so that relevant library resources could appear in the search result of Google Scholar. Libraries can also add Google Scholar to their Web

sites for free, or embed a Google search box into the library catalogue search so that the library information is “harvestable and accessible through Google (or its successor)” (Sweeney, 2005, p. 173). CityU’s Web site search is already powered by Google.

4.3 Convenient access

4.3.1 Online chat reference service

Compared to a digital reference service using e-mails such as “Ask a Reference Librarian”, it is more convenient for today’s students to have a live chat reference service that can be available 24 hours. The chat software allows reference librarians to interact directly with users, search the information with them together and personalize the information needed. The service can also make use of digital media with which the young students are comfortable. The QuestionPoint collaborative virtual reference service developed by OCLC in partnership with the Library of Congress embraces all these benefits. The ULS is one of the first libraries in Hong Kong to subscribe to the service in 2002. In the initial implementation, not all the features of the software such as online chat and 24-hour availability were utilized. Now, recognizing the need of the young to have personal and direct interaction with librarians, the ULS is planning to migrate to the new flash chat interface to provide online chat reference service in July this year.

4.3.2 Continuing information literacy instruction with new methods

In the Internet environment, there is a more pressing need than before for students to learn information literacy (IL) skills in order to develop effective search strategies and critical thinking, and to evaluate quality information of the right provenance. They also need to be aware of the critical issues surrounding intellectual property and privacy. However, the Net generation is not as interested as their older siblings to attend traditional IL instruction course. How to enhance their interest in ‘learning the library’ is a great challenge.

Instead of singling out the IL course as a separate class, librarians should incorporate IL elements into the curriculum of large-enrolment courses by partnering with other academic departments. It is also worthwhile to create self-paced interactive Web-based tutorials to enable students to learn at their own time and speed. The ULS was successful in this regard in transforming one of the mandatory courses of the University’s Improving Postgraduate Learning programme, “Observing Intellectual Property and Copyright Law during Research”, into a WebCT course in 2004 and since then, all research postgraduates are required to go through this course and pass the online assessment before they can graduate from the University. A more interactive Web-based IL tutorial with online exercises is now in development. The RRS� also has an online tutorial on searching databases.

Many courses are now available online in course management systems like WebCT and BlackBoard. Libraries should move beyond providing just a static link to course-related subject guides and resources to developing tutorials and discipline specific subject pathfinders that can be

embedded into the course materials in order to achieve fuller integration of IL skills into the curriculum. In CityU, the RRS� provides and manages the Library and Information Skills Programme online courses to be accessed via the University’s e-learning portal on Blackboard. It consists of six self-paced interactive online learning modules for learners who need a flexible learning schedule.

To further reach out to students who opt not to attend courses at scheduled times and places, librarians can offer to teach at late hours at locations convenient to students, instead of asking them to come to the library. In both the ULS and the RRS�, many instruction classes are arranged in the evenings. Some branch librarians will also go to student hostels on request.

4.3.3 Eliminate the limits of physical locations

Last but not the least, there is a need to eliminate the limits of physical locations in service delivery. Flexibility is of paramount importance to the Net generation. The ULS does allow students to borrow and return their loans in every branch library. Both the ULS and the RRS� also joined the Hong Kong Academic Library Links to allow their own students to borrow the circulating items of other local universities without the need of travelling to those libraries.

5 Place – environment and facilities

The above user-centered services could not reach the young generation without an effectively designed environment. Dove (2006, p. 28) rightly states, “Design offers libraries one of their greatest marketing opportunities. Excellent design provides a vision through inspirational spaces, which embody the values and qualities of the service, attract and retain the public, and can be responsive to their changing needs.”

5.1 Diversified needs

As already mentioned, current library users have diversified needs. To attract both the traditional as well as the new ‘Net Generations’ readers, the traditional paradigm of library building as a more controlled environment is already shifting. Library is no longer just a study hall. Although many users may still prefer the library to be a quiet place to read and study, other users would welcome zones where chatting, discussion and the use of cell phones are allowed. The library therefore needs to retain facilities for independent study such as quiet areas or even totally silent zones and at the same time, provide informal and group study spaces where noise can be more tolerated. Single study carrels that suit only certain types of users are now not the only popular facility. Instead, students need more space to work in teams, not only because they prefer working with friends but also many teaching faculties encourage group assignments. Group study / discussion rooms are of much higher demand.

Many more new functions are expected from the library in response to technological advancement. To cater for the need of using computer and other high-tech facilities, libraries are

now offering wire and wireless access space as well as 24-hour remote access to their resources. Some libraries have also established areas to provide a designated space to facilitate e-learning activities, such as the 'Information Commons' in the ULS and the 'Information Space' in the RRSL.

To accommodate the multitasking characteristic and fast food mentality of the young generation, the library needs to provide new technology to upgrade service efficiency and extra space will be needed for these new facilities. For example, the RRSL is the first Library in Hong Kong that has a SelfCheck system installed. Users can check out books in their own pace. Besides, both the ULS and the RRSL are seriously considering using RFID for security, sorting and stocktaking. To incorporate the system into the whole library operation, specific spatial designs and organization of zones will be required.

As the new generation prefers easy access and some find the library classification system quite off-putting, libraries are trying to organize their collections in more effective ways. Subject libraries may be able to facilitate users in using the specific collections and services. Libraries may also make use of space design to enable the 'zoning of subjects'. This will help amplify the concept of subject clustering and allow easy identification and more efficient browsing. For example, in the ULS, a designated floor in the main library is assigned for the Law Library while another designated floor in a branch library is assigned for the Fine Arts collection. In the case of the RRSL, a specific zone has been designated for the Pearl River Delta & Yangzi River Delta Collection.

5.2 Cultural and social space

As quoted by Albanese (2003), "Today's campus library is more than just a place to get resources. It's a destination that supports new, technology-driven teaching, learning, and research patterns, offering everything from books to digital databases to a social space for students to gather". To meet the new needs of the new users, libraries should no longer just provide a quiet space with books and study carrels but a lively place to encourage and enhance collaboration and interactive learning activities. It should also be a social sphere for informal and socializing attractions, which help create a common culture.

Learning can indeed take place in a more informal, social situation of this kind. Students need community and places that offer casual atmosphere, such as comfortable lounge, information commons, informal seating, and coffee bar where they can enjoy a snack and each other's company during study break. The casual reading areas with vending machines in the ULS branches have proved to be very popular and the RRSL has already put the cyber café in its overall renovation plan in the coming year.

Apart from a place for learning, the library should be a cultural venue promoting art and cultural sense. Art exhibitions can help enrich the library's atmosphere and draw users' attention to

what else is happening around them. Thus, both the ULS and the RRS� have designated areas for their art exhibits and often organized art and cultural events in the libraries.

Like many of their counterparts, both the ULS and the RRS� have committed to major renovation and spatial reorganization projects in recent years. They understand that what users need most are an effectively designed space with desirable facilities and efficient workflow. Both libraries also get students involved in the planning of the library renovation projects.

6 Promotion

Promotion is a part of the marketing process. Both the ULS and the RRS� have carried out promotional activities in order to make their libraries more visible to their customers. These include events such as seminars, conferences and exhibitions, which help publicize the services and images to the public. All the library ‘publications’ such as the Web homepage, library handbooks, library brochure, leaflets and booklets on specific topics and issues allow the public to know more about the libraries.

Face to face meetings with the customers is also a highly effective means of communication. Both the ULS and the RRS� assign subject librarians to all teaching and research departments. Apart from communicating with teaching faculty regarding their subject collection development, librarians should take the opportunity to help promoting library services and activities to the whole community on all levels.

Technology has changed the learning and research patterns of library users. Our real challenge is not just trying to attract users to get inside the libraries but also marketing our services outside the libraries to create better awareness of library services. The ULS has organized a semi-formal Library Users Group to encourage more interaction between the Library and users while the RRS� also meet regularly with the Committee of Information Services and Technology in which both teaching faculty and student representatives are members.

7 Inside marketing

We have so far discussed three aspects of the marketing mix – Products, Place and Promotion. They are the important hardware to draw and retain users in the library. Once they get in, they will be able to discover the treasures that cannot be found elsewhere. However, we also need the software - the People, who are crucial in making any implementation a success. As Sass (2002) suggests, “we should remember to market the value of what is the largest percentage of most library budgets – the staff”.

Huczek & Socha (2002) have also pointed out that inside marketing “focuses on the importance of the human potential as factor in the successful strategy of an institution”. Marketing of libraries is the responsibility of all the staff, who interact with users, that is, both professional and supporting staff. Libraries should train their staff as marketers to implement marketing plans and

strategies.

8 Preparing staff

Most information is offered online in recent years. So what is the role of libraries in such an age of easy access? What makes us different from the search engines on the Internet? The answer is: it is the personal encounters and human connection that make the difference. That is, it is our people, our staff members who make us unique. It is our own library people who help *brand* the library for potential customers.

Even with excellent space design and user-focused services, libraries need to have the right people with the right attributes and skills to market our valuables. The key success of the implementation of inside marketing depends largely on the professional expertise and knowledge as well as right personality and attitude of the staff members. Libraries need staff to recognize the institutional mission and goals and be familiar with the customers, products and value in order to promote the worth of the library. And we should let the users know that librarians are instrumental in offering them quick and easy access to resources.

Libraries not only need their staff to be smart and have expert knowledge, but also to be helpful, willing to serve, outgoing, lively, brave, persistent, flexible and capable of delivering services in a courteous and friendly manner. Three of the characteristics Coffman (2003) used to describe the virtual reference librarian are also useful here. The first one is 'Enthusiasm'. It is believed that a person who is excited about what they are doing and interested in the project will have the resources needed to learn what they do not know, and be able to deal more effectively with the inevitable frustrations this new venue presents. The second one is 'Quick on their feet'. That is, to have a thorough familiarity with sources and to get the answer out fast. The third one is 'Good customer service skills'. Staff should be able to show the patrons they are approachable and genuinely interested in helping the patrons find the information they need.

Professional librarians should be knowledgeable with updated technological skills, effective and proactive in marketing. They should be global in perspective, expert in public relations, fully involved in 'selling' our very valuable products to our reader communities. In short, they should be *passionate* about what they do. In the multicultural environment of the academic libraries in Hong Kong, users from different countries often have different expectations on the level of services and attention given. Staff members particularly need higher levels of patience to serve users who are from a different culture.

When libraries are recruiting new staff, higher priority should be placed on the attributes mentioned above. For the existing staff members, even those who have joined the library for a number of years, the same personal and professional requirements should be expected. Yet if some of them do not possess such attributes, it is the library's responsibility to educate them and to

help promote and develop the required qualities.

9 Educating staff for better customer service

In the old days, users initiated a visit to libraries and consulted librarians when they had information needs. Library staff members used to wait for users to come to the service counters; library services reached only those who came to the library for help. The corresponding traditional staff attitude was always service oriented but not always very proactive. Now with the increasing virtual use of libraries, staff members need to be aware that this traditional service delivery is outmoded. To serve the new generation of users in the new information world, they should provide a new model of customer service.

As Coffman (2003, p. 60) has depicted, “Customer service is the one area that we have control over. We can’t control how Google improves its search engine, but we can control the personal touch that comes with working one-on-one with another person. This is the only area of reference where we can make ourselves indispensable. Resources will continually become easier to obtain, but having a conversation with another person who cares about your needs will never be available from a search engine.”

It can never be stressed enough how crucial the staff element is in marketing, and how much the reputation and brand of any library service relies on its own staff. It is indeed important for the library to make certain that staff members are ready and willing to provide patrons with great customer service. To achieve this, library management should orientate staff to the necessary personal and professional attributes mentioned above as well as educate staff to alter their service delivery approach.

What is even more important is that the whole team of staff needs to identify with the mission, goals and plans set forth by the management as well as the library’s marketing strategy. The library should help staff act upon the suggestions from user surveys and to be responsive, and to learn from service outcomes. The new approach needed is no longer simply *service* oriented but *needs* oriented - towards the needs of users, that is, user-focused, emphasizing interaction with users. Library management should cultivate such a consumer culture.

Not all staff members are aware of the need to adopt a new approach to service delivery. Even those who are aware may not make any changes without a push. This new environment, which combines the formal and the informal approach, might confuse them. After all, a library has always been in effect a bureaucracy with ‘strict’ rules which library staff are asked to administer. Library management thus has the role to enhance staff members’ awareness in this aspect and foster a fundamental transformation in their service attitudes.

10 Supporting and training

To meet the new demands of users, newer and more innovative information skills are required. Since only continuous staff learning can enhance sensitivity and proactive approaches to new challenges, tailor-made refresher training and developmental courses must be provided on a regular basis. Apart from professional attitude and technological skills, support should be given to develop practical experiences for staff in marketing.

As learning takes place in the situation, libraries should serve as a community of practice where staff learning can take place. Staff participation in library publicity projects like workshops or conferences is the most practical way of providing staff with a social learning environment to motivate and stimulate them to learn.

Both the ULS and the RRS� actively encourage professional exchange between internal staff and librarians from the Mainland and overseas libraries. This is also an effective way of enabling staff to participate in actual marketing. The two libraries also encourage team learning by setting up Faculty Liaison Teams in which professional librarians are given a lot of chances to communicate with teaching faculty. Some librarians also engage support staff in subject liaison activities, which encourage more interaction between staff and users. The Management Group Meeting is one of the training opportunities for ULS staff to participate in senior management. This arrangement allows professional librarians to have a better understanding of the organization policy, which ultimately will develop a shared vision.

Conclusion

Libraries are facing unprecedented change. To be able to adapt continuously to the changing environment and attract new generations of readers, library staff members do not only need to offer a wider range of facilities and provide collaborative teaching and learning spaces, but also need to engineer a fundamental change in their approach to service delivery.

With effective and proactive marketing strategies, library readers will be able to appreciate the librarians and their services. They will more fully understand what is different about the library – what the *brand* of the library is. Yet it is the people who make libraries different from the search engines and any other information providers. Users come to the library not just because of the comfortable environment but they can also find someone who is looking to help them eagerly. Therefore libraries need to recruit the right staff with the right attributes – open minded, brave, outgoing and lively – and retrain current staff in order to enhance a culture that emphasizes helpfulness, participation and outreach, and passion for learning.

Both the ULS and the RRS� librarians have tried to make themselves more visible to users and provide ‘marketing-led’ library services. They also actively support life long learning among staff

as well as promoting and encouraging interaction between staff and users. It is believed that in focusing library people on ever-evolving interaction with, and surveys of, readers, in constantly re-engineering the branded product and its physical location, and learning from service outcomes, any library will secure its place as a dynamic learning engine for both its readers and its staff.

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