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HOW DO ACADEMIC LIBRARIES MANAGE CHANGE IN THE 21ST CENTURY?

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I. INTRODUCTION

*“Change is not what it used to be”, so says Charles Handy in his 1990 book *The Age of Unreason*. According to Handy, change is different today because it is discontinuous. Change does not follow a pattern any more, and its unpredictability is “confusing and disturbing”. Handy believes this kind of contemporary chaotic change calls for “discontinuous upside-down thinking to deal with it”; hence, the “un-reasonableness” of the age we live in. But librarians, of course, on the whole are a very reasonable group of people. The idea of “up-side-down thinking”, of radical and unpredictable change does not appeal to us. We, like most people, would rather avoid change altogether, or if we can “manage” change, we like to think that we can bring order out of the current chaos that we face”.¹*

A large university is not only a teaching institution, it is also an institution that supports academic research, as well as other scholarly activities. And the primary purpose of a university library is to support the teaching and research work carried out in the university. As Crowley (2001) puts it: *“libraries without faculty allies are simply not players on a university campus.”*² As a result, the need for librarians to have good working relationships with their administrative colleagues is simply vital. Meanwhile, the universities are in the midst of probably the most drastic restructuring in their history. At the same time, we cannot avoid change, for it simply invades all of our libraries’ activities everyday now. In academic libraries, the two driving forces behind most workplace change are economies and technology. Declines in funding for education and in the purchasing power of libraries have made it impossible to maintain the former status quo. Add the rapid growth of new information technology and its potential for radically altering communications and knowledge management, and you have the major ingredients for some very drastic changes in libraries.³

II. INFORMATION TECHNOLOGY & LEARNING PATTERNS IN THE NEW ACADEMIC ENVIRONMENT

“Most people ... agree that the greatest impediment to advancing those changes [in library operations and delivery services] is the prevailing campus culture. Bound by tradition, the university/college campus has proven remarkably resilient and resistant to change.”⁴

“We the Presidents of the United States and Brazil recognize that a new reality is reshaping the world and that our citizens must be prepared to meet the challenges of a globalized world in the 21st century. Education is the key to the future. We recognize that working together we will harness inevitable change to the benefit of families in our countries.”⁵

¹ BRANIN, Joseph J. (1996) *Managing Change in Academic Libraries*. New York, N.Y.: Haworth Press, Inc., p. 1.

² CROWLEY, Rosemary. (2001) *One of a Kind: Parliamentary Information and Research Services for Parliamentarians--An Australian Senator Tells*. Information & Technology.

³ BRANIN, Joseph J. (1996) *Managing Change in Academic Libraries*. New York, N.Y.: Haworth Press, Inc., p. 2.

⁴ DOUGHERTY, Richard M. and Ann P. DOUGHERTY. (1993) “The Academic Library: a Time of Crisis, Change and Opportunity.” *The Journal of Academic Librarianship*. Vol. 18, No. 344.

⁵ “Declaration of the United States-Brazil Partnership for Education October 14, 1997.” (2001) *American Reference Library*.

In the early years of the 21st century, higher education is being restructured by the recent shifts in strategic planning processes, professional identities and roles, as well as technological capabilities. The developments of electronic resources have not only created new learning patterns, but also a new medium of the library's traditional roles in that continuum, as well as an extension of library activities. For libraries, innovation is part of the development, and also part of the management of change. In fact, many scholars have already predicted profound and traumatic changes ahead for higher education. So, what are the factors that are causing the new academic environment, and how are the university libraries coping with the new changes? The following is a list of examples.

New Academic Environment - In recent years, the cloud of fiscal constraint has hindered forward growth for a great number of libraries. Provision of fully networked campuses with electronic access for all students and staff is an essential step towards the virtual campus, but there is little agreement on the sacrifices necessary to finance this undertaking. While administrators wrestle with campus-wide issues of technology, those involved in research and teaching are coping with cultural and technological changes in their activities. The face of academia is being altered as the student and faculty populations become more diverse.⁶ The changes that academic libraries are currently facing are identified as follows:

1. Economic Pressures & Technological Changes:

This convergence of technologies fundamentally has changed education, research methodologies and scholarly communication; and certainly it has changed the formats of scholarly publishing and the ways academic libraries function.⁷ The underlying technical shifts have brought redefinitions of users and the community of creators of culture and have created a decentralized environment with no boundaries. The forms of human communication are also changing, e.g., technology is creating new cultural environments and new economies.⁸ In addition, university and college presidents, provosts, boards of trustees, and legislatures increasingly expect librarians to utilize technology to reduce or slow the rate of rise of costs of information in order to save space and manpower and to produce new methods of handling rapidly increasing amounts of information, preferably all at the same time. These economic pressures are so severe that there is an almost mythical quality to the expectations for technology to solve them, which often causes policy makers and senior administrators to make overly optimistic assumptions about how easy technology will be to use or how fast people will adopt it. These economic pressures include:

- Inflation in the costs for printed publications, which continues to be much higher than inflation for the general economy.

⁶ PROBST, Laura K. (1996) "Libraries in an Environment of Change: Changing Roles, Responsibilities, and Perception in the Information Age." in *Managing Change in Academic Libraries*. New York, N.Y.: Haworth Press, Inc., p. 10.

⁷ EATON, Nancy L. (1996) "Information Technology in the Academic Environment." in *Creating the Future: Essays on Librarianship*. Sally Gardner REED (editor). Jefferson, North Carolina: McFarland & Company, Inc., p. 51.

⁸ Presentation by John GAGE at the 126th *Association of Research Libraries Membership Meeting*, opening session. Boston, 18th May, 1995.

- Inflation in higher education costs, which also continues to be much higher than inflation for the general economy.
- An explosion in the numbers of publications, particularly in the sciences; the wealth of scientific information now doubles every 12 years.⁹
- Overhead costs for libraries, particularly costs for providing new building space.

2. Human Resources & Cultural Changes:

The new digital library requires a massive upgrading of human skills and the encouragement of critical changes in long-established academic cultural patterns. Institutions of higher education, not just libraries, must invest in facilitating the cultural changes that must take place for academicians and students to utilize the digital library more effectively under the new environment. This new environment has caused the need for the librarians to undertake the following actions:

- revised bibliographic instruction sessions in libraries to teach search and discovery approaches to information retrieval;
- cooperative programmes between the library and computing centres for team teaching of short courses of interest to a broad base of faculty, staff and students;
- cooperative programmes between the library, media centre, and faculty improvement centre to improve faculty skills in the use of electronic resources in teaching and the production of teaching materials;
- knowledge management projects that create synergy between librarians and faculty in the production of new knowledge utilizing new knowledge tools;
- cooperation between the library, computing centre and university to create university information systems that encourage faculty to use networked information on a regular basis and thereby to learn skills informally that can then be generalized.¹⁰

3. Changes in Scholarly Communications:

Access to the Internet has revolutionized scholarly communication. The new academic environment extends beyond the walls of a university classroom. The new shift in the process toward the virtual university/library is the facilitation of cooperation between researchers separated by time and space. New multi-media and interactive software packages have freed students from the restrictions of the traditional classroom.¹¹ For example, the modern library has been transitioning to a networked electronic environment for some years now, and the modern library is not only the library with walls, i.e., the building and its collections, but it is also the library without walls, i.e., the virtual library. One of the best examples of the virtual library is the library catalogue, with its access being transformed from one point delivery at the card catalogue

⁹ STIX, Gary. (1994) "The Speed Write." *Scientific American* (December), Vol. 6, No. 271, pp. 106-111.

¹⁰ EATON, Nancy L. (1996) "Information Technology in the Academic Environment." in *Creating the Future: Essays on Librarianship*. Sally Gardner REED (editor). Jefferson, North Carolina: McFarland & Company, Inc., p. 66.

¹¹ PROBST, Laura K. (1996) "Libraries in an Environment of Change: Changing Roles, Responsibilities, and Perception in the Information Age." in *Managing Change in Academic Libraries*. Hew York, N.Y.: Haworth Press, Inc., p. 11.

to universal access of the Web-OPAC¹², without the limitations imposed by time, location, and storage place.

4. Internationalism/Globalization:

Another implication in this technological growth is the blurring of borders between nations. The dramatic improvements in transportation and communications since the beginning of the 20th century have made the world a much smaller place. It continues to shrink as digital communications technology and broadband networks reach more and more space.¹³ In order to cope with the new international environment, many higher education institutions are now offering international programmes, and they usually ensure their programmes possess the following characteristics to reflect the true aspects of international education:

- Quality and efficiency of the programme's administration.
- International standards of curriculum structure.
- Qualifications and diversities of faculty members.
- International and cultural diversities of student bodies.
- International academic learning environment.
- International standard facilities and services.

5. Changes in Libraries:

"Libraries are increasingly delivering services in a hybrid environment. Increasingly, also, library users expect to be able to find information about a library service online, as well as to receive remote online access to its information resources. It is no surprise then that library Websites have become a staple part of service provision - even more so when a library offers services nation wide as in the case of the British Medical Association (BMA) Library."¹⁴

Under the new digital environment, librarians must redefine the image of their profession and promote an active role for themselves in the higher education community. The challenges and opportunities for academic libraries in this transition area can be summarized as follows:

- an increasing emphasis on networked access to information resources, within the broader context of the emerging virtual library;
- an expanding role for the library faculty and staff in teaching users how to identify, select, evaluate, and retrieve information resources relevant to their needs;
- an enhanced capacity for the library to create, organize, and disseminate select sets of electronic information (e.g., gateways to Internet resources, etc.);
- ongoing development of core collections to support university curricular programmes and research needs within the constraints of publication proliferation and price inflation;
- a growing responsibility, in alliance with the computing centre, to provide a network infrastructure to support academic programmes;

¹² OPAC - Online Public Access Catalogue.

¹³ PROBST, Laura K. (1996) "Libraries in an Environment of Change: Changing Roles, Responsibilities, and Perception in the Information Age." in *Managing Change in Academic Libraries*. Hew York, N.Y.: Haworth Press, Inc., p. 18.

¹⁴ ANAGNOSTELIS, Betsy. (2001) "Innovations online." *Health Information and Libraries Journal* (18), p. 45.

- a continuing reassessment of services that may be strengthened or diminished according to changing user needs, or streamlined or consolidated to improve organizational productivity;
- a flexible faculty and staff, developing the new skills throughout their careers.¹⁵

In the case of Hong Kong, the last few years have witnessed great changes in Hong Kong's economy. As a result of the post-1997 economic downturn in Hong Kong, international competitiveness declined, commodity prices collapsed, and manufacturing industry shrank. In the labour market, unemployment has doubled, both in frequency and duration. In addition, even if libraries had received funding in line with inflation, this would not have been sufficient to keep up with continuing growth in production and cost of new books and other resources. Books and journals have increased in price a good deal faster than general inflation for many years. As a result, no library has received funds that could keep up with the on-going inflation, resulting in increasing pressures on acquisitions.

Faced with this predicament, there is increased need or pressure for more precise targeting of library resources to match university selectivity and priorities in Hong Kong. There is now a greater emphasis on the multi- and inter-disciplinary approaches which the academic libraries offer. In addition, libraries in Hong Kong realized the desperate need for collaboration to achieve the goal of ensuring availability of materials and services for their users in a timely fashion. In addition, they have also realized that effective management is a fundamental component of library and information services, and should be integral to all education for library and information services, whether they are initial, advanced or continuing professional development. These management training programmes emphasize the needs for managers for schools or other non-profit-making organizations to master complex, fast changing competitive environments, and the ability to interact with the people - both the staff and clients. To respond to the current changes, academic libraries in Hong Kong have also been endeavouring to adopt different short and long-term management strategies and training programmes to upgrade the quality of library professionals and services to meet the standards set. Examples of how academic libraries in Hong Kong have implemented different management strategies and on-going training programmes to tackle the situation will be given in later sections.

III. HOW TO MANAGE CHANGE

"Above all, there is a growing conviction that the future demands a more user-oriented and flexible organizational structure that will allow its various components to be more self-directed, and thus more "nimble" in responding to change."¹⁶

"In the last decade, those in the public service have become accustomed to changes imposed directly or indirectly by government, from the relatively trivial to the fundamental and dramatic. The latest of these are market testing, and compulsory competitive tendering, leading to extensive contracting out of operations. This follows hard on pressures to measure performance, to show value for money to generate incoming, and a longstanding need to cut

¹⁵ MARTIN, Rebecca R. (1997) "Restructuring the University of Vermont Libraries: Challenges, Opportunities, and Change." in *Restructuring Academic libraries: Organizational Development in the Wake of Technological Change*. Charles A. Schwartz (editor) Chicago, Ill.: Association of College and Research Libraries, p. 168.

¹⁶ "University of Minnesota Libraries - Twin Cities." (1994) *Task Force on Restructuring the Libraries: Final Report*, September, p. 1.

costs. These pressures become increasingly intensive. Tighter financial control - control over inputs - is accompanied by a growing emphasis on outputs. This requires that the library must be absolutely clear, and agree with its authority, as to what outputs it is producing - what business it is in; and it must also know how far it is achieving these outputs, that is, it must measure its performance. One major measure is cost-effectiveness - outputs over inputs; and this requires detailed costing and activities and services."¹⁷

Managing change is not a one-off activity, something to be done once and got out of the way. The implementation is also not just a matter of making structural or organizational changes, but of changing everyday thinking patterns of all library staff involved in the process, which including the following:

1. Implementing New Organizational Structure with New Management Style:

The *flattening of library hierarchy* will enable the library to cope with the new duties without dramatically changing the administrative manpower organization of the library. The library can create a parallel scheme in which librarians should be treated on an individual basis, rather than according to their place and duties in the traditional hierarchy. And a new model of organizational leadership should be developed to both respond to, and induce, environmental changes. In other word, libraries will be evolving from a bureaucratic form based upon hierarchy to a new-form or radix organization that has the value chain as its relatively fluid foundation as well as structure. The gradual shift in the principles traditionally directing the organization of the academic library can be summarized as follows:

(Shift in Principles in Organizational Structure & Services):

- General services → *Specialized, custom-made services*
- Autonomy, objective → *Outgoing, collaborative*
- Traditional librarian skills → *Academic, communication skills*
- Collecting, sorting → *Refining, directing*
- General needs → *Temporary needs*

2. Acquiring New Skills & Knowledge for Managing Change:

The single most important consequence of the introduction of automation is the de-skilling of labour and encroachment on professional judgment. As a result, many of the skills required for managing change are implicit in the foregoing. Performance must be measured, procedures must be cost-analyzed, markets must be studied and reached, processes must be made efficient, management information system must be set up. Above all, management skills are needed. Management is not something left to the chief only. It should pervade everything that is done in the library, and all staff should think automatically in managerial terms. For example, a cataloguer should not only consider how best to catalogue incoming books, but should also be aware of the time he/she spends on each book, should order work in terms of priorities, should weigh the

¹⁷ LINE, Maurice B. (1993) "Managing Change and Changing Managers." *Change in Libraries and Information Services*. London: HMSO, p. 5.

costs and benefits of preparing records in-house and obtaining them from external databases, and should ensure that all work is done by the appropriate level of staff . All staff should be clear about objectives, and try to ensure that the total resources as his or her disposal are used to best effect.¹⁸ Managing staff is one the most important and difficult areas of the process of managing change. It is important because in most libraries staff account for well over half the total expenditure, and if these resources are not used effectively no other amount of other management skills and techniques will be adequate.

3. New Ways of Thinking under New Organizational Structures:

Staff empowerment and team work are the key ingredients to managing change. And managing electronic texts requires librarians to develop new skills and new ways of thinking about their work that are radically different from the former linear, predictable science of print librarianship. Severe budget constraints acted to bring about the emergence of innovative ways to organize library resources and services that break through old jurisdictional boundaries. Together with new skills, up-to-date knowledge is required—knowledge of what is happening in the political and economic environment, of developments in the publishing world, and above all of IT, from new information media to networking. Keeping staff up-to-date is too important to be left to individual initiative, and regular updating courses are desirable. Libraries must be flexible. Staff themselves need to be ready for change. The availability of various electronic formats for individual workstations, and the multi-variable considerations involved in the purchase of electronic formats (e.g., space, equipment, copy-right, funding, networking and instruction, etc.), can no longer be adequately addressed within the traditional library organizational structure. Further flattening of the organizational structure and re-allocations and on-going staff development programmes can be expected. Staff re-allocation can be expected to continue into the next decade, with the major dislocations probably occurring in the technical services area concomitant with the need for more public service personnel in many libraries.

4. The Role of Leader & Effective Leadership:

“Leaders are not simply people in positions of authority: a boss, or an elected official. Leadership, unlike authority, is not bestowed when one received a title. It is not necessarily measured by who you are - or what you control - but by what you do, with whom you do it, and why you do it.”¹⁹

¹⁸ LINE, Maurice B. (1993) “Managing Change and Changing Managers.” *Change in Libraries and Information Services*. London: HMSO, p. 15.

¹⁹ EATON, Nancy L. (1996) “Information Technology in the Academic Environment: Part II - New Roles for Librarians.” in *Creating the Future: Essays on Librarianship*. Sally Gardner REED (editor). Jefferson, North Carolina: McFarland & Company, Inc., p. 96.

Effective leaders give a clear sense of direction; you cannot have a leader who does not know where he/she is going. They must be able to communicate their visions and sense of direction to their staff, and they must be able to present them convincingly to the outside world, from their parent institutions to the wider public. They are flexible enough to accommodate new circumstances, but do not lose sight of their long-term vision. They should have a basic optimism and enthusiasm, which they convey to their staff. They should have energy and commitment and a willingness and ability to listen. Another requirement of leaders is carefully calculated risk-taking. The leader's role in managing change is crucial, because without a good leader, it is extremely hard to manage change.

5. How to Manage People & How to Overcome Their Resistance to Change:

Effective change will never take place if the boss only tries to impose change on the staff. Staff will feel even more threatened than they probably do already, and in such circumstances they cannot be productive and forward-looking. Even older, and more traditional and conservative staff, will accept change if:

- the need for change is fully explained;
- they see what sort of change is needed;
- they believe it is achievable;
- they have the ability and confidence to achieve it;
- they are involved throughout the process of change.

Key Points in How to How to Manage People & How to Overcome Resistance of Staff to Change.²⁰

- **Create, Maintain and Enhance Working Relationships**
 - **Establish and Maintain the trust and support of one's subordinates**
1. Time is taken with subordinates to establish and maintain honest and constructive relationships.
 2. Subordinates are encouraged to offer ideas and views and due recognition of these is given.
 3. Where ideas are not taken up, the reasons are clearly given.
 4. Subordinates are consulted about proposed activities within an appropriate timescale and encouraged to seek clarification of areas of which they are unsure.
 5. Subordinates are sufficiently informed about organization policy and strategy, progress, emerging threats and opportunities.
 6. Promises and undertakings to subordinates are realistic and are honoured.
 7. Subordinates are given appropriate support in any situation, which involve people outside the manager's team.
 8. Where there is concern over the quality of a subordinate's work, the matter is directly raised and discussed with him/her.

²⁰ MORGAN, Stuart A. (1993) "Managing the Changing Environment: Working with People." *Change in Libraries and Information Services*. Lewis FOREMAN (editor). London: HMSO, p. 21.

6. Developing & Training a User Population & Understanding their Needs:

In addition to providing adequate training and staff-development programmes for the in-house staff, the library must also recognize the importance of developing and training a user population. A user population must also be cultivated for the new environment. For example, when established in 2005, the aim of the JULAC²¹-Information Literacy Committee was to liaise and to form partnership among the local eight academic libraries in Hong Kong, to share resources, and to seek common practice in library user education. The JULAC-ILC also serves as a forum for key developments in the following:

- curriculum-integrated information literacy instruction;
- setup of library portal services;
- developing a Digital Institutional Repository;
- sharing of course packs for library information classes for students.

The member libraries frequently use ILC to align development priorities, and share experiences to aid decision making, as well as to exchange information and share resources for professional development under on-going basis. As a new collaborative effort among the member libraries, a 1-day information literacy workshop entitled, "*Creating the Authentic Teacher: Information, Presentation Techniques, and Effective Learning Methods*"²² was organized by the ILC in June 2005. Under this shared learning framework, participants examined how real value could be added to the real needs of the information seekers. The end result was that the participants were able to share their expertise, and learn how to formulate new approaches in library-customer integration, a new form of partnership between library and faculty. For example, they learned:

- how to incorporate active learning techniques in their information skills instruction;
- how to work closely with the faculties, and learn how to integrate required components of information literacy instruction in the honours programme and the undergraduate requirements;
- how web-resources could be re-organized/re-packaged, in order to be of practical use to the students, teachers, and researchers, etc.;
- how to develop local custom-made library homepages for different academic units;
- how to develop custom-made guides, digital course compendiums, temporary electronic collections, all of which make the librarian visible to the students as a resource person when it comes to information matters.

7. Strategic Planning:

Planning is not a mechanism to be considered merely as a response to change. It is a part of the

²¹ Joint University Librarians Advisory Committee (JULAC): <http://www.julac.org/>

²² http://www.julac.org/intranet/reference/event_video/index.htm

dynamic process of review and evaluation which itself seeks to bring about change. In the case of library and information services, examples of change might be the introduction of new services or new systems and procedures, both with the potential to enhance the service and the way in which it is perceived. The strategic plan requires us to set down our overall mission, policy, goals, and needs. This is then turned into an operational reality through the following:

- The development of objectives and specific policies;
- The setting of priorities;
- The design of strategies and schedules;
- Implementation constant monitoring to evaluate progress;
- Reconsideration and revision of the above;

Planning will help the library to manage change by:

- Increasing staff motivation by making better use of skills;
- Improving communication with management at all levels;
- Heightening awareness of available skills;
- Promoting the service and enhancing its image;

8. Transformation Through Reengineering:

Knowledge and the ability to apply management skills comprise one of the most important sets of competencies in a librarian's toolbox. The ability to manage is not limited to supervision of other staff. Planning, assessment, evaluation and implementation skills are equally important. Librarians today and in the future need to be able to constantly re-examine processes and practices in order to successfully meet the needs of library users. One of the successful re-engineering scenarios can be found in the collaboration between Lingnan University Library (Hong Kong)²³ and their **Information Technology Services Centre (ITSC)** -- to set up an **Information Commons (IC)**²⁴ in the Library to offer integrated information services to both Lingnan University's staff and students. This IC was setup with the vision and goals of serving as the central point of access to information in all formats, and will provide services that will allow students and faculty to transform information into knowledge, and its goals and functions can be summarized as follows:

Goals & Functions of IC:

- to facilitate the creation of knowledge and innovations in teaching and learning;
- to provide integrated support services for those who need information, pedagogy, and technical services;
- to promote synergy among members of the University community who are responsible for information services, pedagogy, and information technology in order to support teaching

²³ Lingnan University Library (Hong Kong) Homepage. Available at: <http://www.library.ln.edu.hk/>

²⁴ Lingnan University Library Information Commons Homepage. Available at: <http://www.library.ln.edu.hk/IC/>

and learning;

- to provide a central location on campus which gives one-stop services for reference, pedagogy, and technical support;
- to provide space and facilities for group learning and collaborative projects;
- to provide an environment which allows students and faculty to complete their knowledge-creation projects seamlessly from beginning to end.

For this new IC Project, Lingnan University Library staff applied the management concepts of re-engineering to transform their environment through cooperative efforts. They transformed their user services at both the Library and ITSC. They articulated the following guidelines in their re-engineering efforts to achieve a better user-centred service:²⁵

- focus on processes, not on products or organizational structures;
- aspire to make breakthroughs, not small incremental changes;
- break with old traditions and rules;
- use information technology creatively to facilitate change;
- user-services staff should become case workers referring users with detailed information needs to specialists but taking responsibility to see that the user's needs are met;
- process must be questioned;
- state-of-art information technology must be used to assist in the transformation;
- abandon the notion that every technical process must have numerous checks and balances;
- foster a service philosophy and perspective for all employees, from frontline to management;
- provide staff with a forum for discussing interactions they experience when serving patrons and sharing of solutions;
- provide training in basic service and communication skills;
- review of stress reduction techniques and management strategies for defusing problem situations;
- promote an appreciation of colleagues as customers.²⁶

Lingnan University's IC Project, the re-engineering of the Library and ITSC illustrates the emphasis on user-based services. These points illustrate why solid grounding in provision of services should not be limited to public service staff. All staff will benefit from examining positive approaches to communication and interaction with the public as well as their colleagues. Additionally, staff will

²⁵ Lingnan University Library Information Commons Homepage. Available at: <http://www.library.ln.edu.hk/IC/>

²⁶ ARTHUR, Gwen. (1994) "Customer-Service Training in Academic Libraries." *Journal of Academic Librarianship* (September), Vol. 20, No. 221.

be more likely to take into consideration broader needs and expectations when planning services for future. The end result was a successfully transformed Information Services Division focused on users needs, through a joint collaboration between librarians and computing professionals. Such a successful transformation of information service has lead to an increase of flexibility, diversity, effectiveness, efficiency, cooperation, responsibility and responsiveness to client's needs.

IV. CONCLUSION

"Librarians must manage change; indeed, managing the library is a continuing process of managing change. If libraries do not manage change, change will manage them. Libraries must be managed in such a way as to handle present challenges and changes and also to be prepared for new changes at any time. What is needed for them to manage change?"²⁷

Apart from discussing how academic libraries in general can respond to the new conditions created by the digitalization of information environment, this paper has also described a few successful examples happening in Hong Kong in the context of on-going professional developments and change management. It is clear that more than the qualities librarians possess, even more important is the ability for librarians to understand and interpret trends in information management and delivery, the vision for planning future library services, the flexibility to make changes in the library quickly, and the ability to assess the cultural environment in which the library operates and to reflect diversity in services and staff. The key concepts are our acceptance of the need for continuous education, training, and preparation to be a successful librarian. Additionally, librarians need to be equally committed to education and training in management principles as well as in the technical aspects information structure, description, storage, access and delivery. Librarians must develop and maintain critical thinking skills in order to effectively create new programmes, assess current activities, and determine user needs throughout their careers. The step-by-step model for managing change entails the following seven activities:²⁸

- determining the need or desire for a change;
- preparing a tentative plan;
- analyzing probable reactions;
- making a final decision;
- establishing a timetable;
- communicating the change;
- implementing the change.

Change must be planned. With so many pressures on libraries, there is a danger that each one is responded to in isolation. Ad hoc or fragmented change is as bad as uncoordinated change. There

²⁷ LINE, Maurice B. (1993) "Managing Change and Changing Managers." *Change in Libraries and Information Services*. London: HMSO, p. 8.

²⁸ BRANIN, Joseph J. (1996) *Managing Change in Academic Libraries*. New York, N.Y.: Haworth Press, Inc., p. 3.

should be an overall framework for change. The leader must play a key role in ensuring that the library manages change as a whole; so must the management team. One of its tasks must be to monitor the progress in handling change; it is no use making a momentous decision if no steps are taken to ensure that it is followed through. A Strategic Plan can be useful in both planning change as a whole and stepping up procedures for monitoring progress.²⁹ Key areas we must address include diversity, the flexibility of educational opportunities, and flexibility in the transference of a library education into the marketplace.

How to Manage Change - A Summary:

- (a) Identify the New Environment of Higher Education:**
 - How academic clientele are changing
 - Sources of environmental change
- (b) How Librarians Should Respond to Change:**
 - To bring conflicts to the surface as they relate to values
 - To encourage library staff to buy into common “vision”
 - To formulate strategies for overcoming the resistance to change
- (c) Active Participation & Empowerment:**
 - To use influence rather than authority to enable empowerment
 - To initiate empowerment at all levels of the organization
 - To build consensus among library staff
- (d) To Provide Client-Centred Services:**
 - To use effective management techniques for planning in a client-centred environment
 - To take the initiative and define client needs and expectations
 - To take the initiative and to deal with the “invisible” clients
 - To connect “non-public” service units to the needs of the client
- (e) Effective Organizational Structure:**
 - To work effectively in fluid teams and in several teams at the same time. Competency in these areas would be beneficial for librarians in a variety of institutional settings and would address the need to be able to work effectively and continually assess user needs in a constantly changing environment.³⁰

²⁹ Ibid., p. 16.

³⁰ DEWEY, Barbara I. (1996) “Preparation for Librarians as Agents of Change” in *Creating the Future: Essays on Librarianship*. Sally Gardner REED (editor). Jefferson, North Carolina: McFarland & Company, Inc., p. 158.

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Patrick LO - Biography

Mr. Lo is currently a candidate of Doctor of Education (EdD), at Bristol University (UK). He has a Master of Arts in Design Management (MA) from Hong Kong Polytechnic University (2004), a Master of Library and Information Science (MLIS) from McGill University (Canada; 1994), and a Bachelor of Fine Arts (BFA) from Mount Allison University, (Canada; 1992). Mr. Lo also took part in a one-year academic exchange programme at Tuebingen University (Germany) from 1990-91. Mr. Lo is efficient in: Cantonese Chinese, Mandarin Chinese (Putunghua), English and German. 1996-2007, Mr. Lo was serving as Cataloguing Librarian at Lingnan University Library (Hong Kong). 2003-06, Mr. Lo was also serving as the Coordinator of the Library as Cultural Centre activities at Lingnan University Library. Mr. Lo's professional affiliations include the following:

- (1) 1999-2006 - Secretary of JULAC-HKCAN (Hong Kong Chinese Name Authority) Workgroup.
- (2) 2003-2006 - Representative of Lingnan University Library (Hong Kong) for the Hong Kong JULAC-BSC (Bibliographic Services Committee).
- (3) 2004 - present - Member of CALIS (China Academic Library and Information System) Unicat Expert Group.

Mr. Lo has presented close to 40 research papers and project reports focusing on humanities, education, and library science at different local and international workgroup meetings, seminars, conferences, including: Mainland China, Hong Kong, Germany, Austria, France, Italy, Japan, United States, Korea, and Sweden; including presenting at:

- (1) The Library of Congress (U.S.),
- (2) Austrian National Library (Vienna),
- (3) University of Vienna,
- (4) National Library of France (Paris),
- (5) National Institute of Informatics (Japan), etc.

Mr. Lo's recent professional activity includes presenting "Using Outsource Data of Digital Resources in Creating Our Own Bibliographic Records: Lingnan University Library's Experience in Converting Naxos Music Library and Spoken Word Library Online Titles to MARC Records" at the 72nd IFLA (International Federation of Library Associations and Institutions) Conference in Seoul, Korea, in August 2006: http://www.ifla.org/IV/ifla72/papers/123-Tam_Lo-en.pdf

Mr. Lo's research interests include: latest developments of Metadata, Chinese authority works, and cataloguing among Chinese libraries in Asia and North America; exploring potentials for resources sharing among Chinese libraries in Asia; future development and enhancement of bibliographic records; users' interaction with the online catalogue; Western classical music, especially Italian operas, vocal music of German Post-Romantic period, Lieder (German art songs), etc.

Award(s): Most Active Presenter Award of HKIUG (Hong Kong Innovative Users Group) Annual Meeting in December 2006.

Recent Activities: Serve as Reporter of Recent Serials Publications in China of *Fontes Artis Musicae* Journal.

Patrick Lo's latest publications also include the following:

1. *Effect of the Provision of Online Audio-Book Resources on Reader Motivation in a Primary School Library Setting: A Comparative Study Between Two International Schools in Hong Kong.* Available at: http://b07.cgpublisher.com/proposals/1/index_html
2. *Reading Connects: An Analysis of the Interrelationships Between School Libraries, ICT, Multimodality and Their Impacts on Reading Motivation and Multiliteracy Development Among Elementary School Students.* Available at: http://l08.cgpublisher.com/proposals/223/index_html
3. *The Transition from the Library OPAC to the Library Resources Portal: Difficulties and New Approaches in User Education for the Academic Librarians and their Changing Roles.* Available at: http://t08.cgpublisher.com/proposals/1/index_html
4. *A Butterfly with Clipped Wings: An Analytical Study of the Fantasy and Reality Behind the Italian Opera Madama Butterfly by Giacomo Puccini.* Available at: http://a08.cgpublisher.com/proposals/1/index_html