

# BRAIN DRAIN OR TAP THE STRENGTHS

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## **ABSTRACT**

**Purpose** – The purpose of this paper is to examine the value of Human Resource Development (HRD) in recruitment of academic librarians.

**Design/methodology/approach** –A literature review was conducted to analyze the demand and supply of academic librarians since year 2000 as well as the different approaches adopted by libraries to resolve recruitment problems through developing potential candidates and serving staff.

**Findings** – The study found that academic libraries need to pursue more active strategies in staff recruitment to maintain a quality workforce in the strong competition of human resources. Through the cases studied, HRD is proved to be a crucial part of such strategies.

**Originality/value** – The practical value of HRD is discussed in juxtaposition with recruitment strategies, unveiling the close relationship of the different components in human resource management.

**Keywords** – Human resource development, Recruitment, Strategic human resource management, Academic librarians, Support staff

**Paper type** – General Review

## **INTRODUCTION**

Much discussion has been carried out among librarians about the importance of human resources in helping organizations to manage change. Many of us will be aware by now that “effective and strategically focused HRD [Human Resource Development] can play a major role in creating the necessary organizational readiness and receptiveness to change” (Smith, 2004). However, maintaining a change-friendly workforce is not an easy task especially when the quest for human resources has become a global challenge since the arrival of the knowledge economy. As one of the players in the information world, academic libraries must formulate strategies to help recruit quality staff for sustainable development. This article will examine how HRD can assist in the recruitment of academic librarians as well as the close relationship between these two essential components in Strategic Human Resource Management (SHRM),

SHRM is “the implementation of human resources activities, policies, and practices to make the necessary ongoing changes to support or improve the agency’s operational and strategic objectives” (Pynes, 2004). The model is based on the belief that to be effective and able to adapt to changes quickly, agencies need realistic information on the capabilities and talents of their current staff—in essence, their human resources. In other words, the success of future organizations will much depend on how they can tap the

talents and skills of their staff by means of a holistic and effective approach in recruiting, managing and growing people.

With a view to exploring the recruitment problems encountered by many libraries, a literature review was conducted on the demand and supply of academic librarians since year 2000. The causes of the problems will be analyzed and categorized to facilitate identification of effective solutions. This will be followed by a discussion of the different approaches adopted by libraries to resolve hiring problems through developing library students, university graduates as well as internal candidates. Attention will be drawn to the factors that contribute to the success of those programs tried out in academic libraries.

## **ISSUES OF CHANGE IN RECRUITMENT**

Change has become a word that we almost cannot live without. In the library literature written since 1990s, many authors have talked about the impact of change on libraries from different perspectives such as technology, society, economy, etc. As we will find out from the following analysis, recruitment problems of academic libraries are intertwined with many of the factors commonly depicted in our stories of change.

### **Fluctuating demand and flat supply**

Recent data collected from the major job markets such as the US, Canada, Australia and the UK indicated that libraries are meeting recruitment challenges more than ever. One of the most discussed recruitment issues in the 21<sup>st</sup> century is the effect of the retirement waves of baby boomers. The majority of the world's baby boomers were born in the countries mentioned above during the period 1946 to 1964. Constant efforts have been made by librarians and library associations to project the impact of retirements of this group of people (Schrader, 2005). According to relevant estimate, the greatest retirement wave in the US will occur between 2010-2020 at 45 percent (Davis, 2005). Recruitment of the next generation of librarians has therefore become one of the most pressing issues for regional or national library associations (ACRL, 2007). Despite the increased awareness of the need for effective workforce development and succession planning initiatives among librarians (Hallam, 2006), not many libraries have a strategic plan to handle the impending retirements of their staff until the issue appears on the top of their agenda.

Although there were also reports on downturn and shrinking of the job market (Berry, 2003; Holt and Strock, 2005; Cullen and Kavanagh, 2006), many libraries are still desperately seeking suitable candidates to fill their vacancies. Despite the need for new blood, the job market in the US shows that entry-level jobs are rare, with roughly 11 percent were open to new librarians (Holt and Strock, 2005). This recruitment dilemma can be confirmed by the statistics of American Library Association Placement Center since 2000 (Fig.1 and Fig. 2). They reflect a trend of dwindling job openings till 2003 and a flat demand thereafter. On the supply side, the number of job seekers has been relatively steady. The placement statistics as shown by the annual survey of the *Library Journal* since 2000 indicate a relatively stable supply of academic library postings while

their proportion in the overall job market is gradually shrinking (Fig. 3). One of the worrying findings from a recent survey is that while graduates are not seeing LIS professionals retiring at high rates, the phenomenon of multiple duties has suggested that some organizations are being required to do more with fewer positions. (Maatta, 2006)

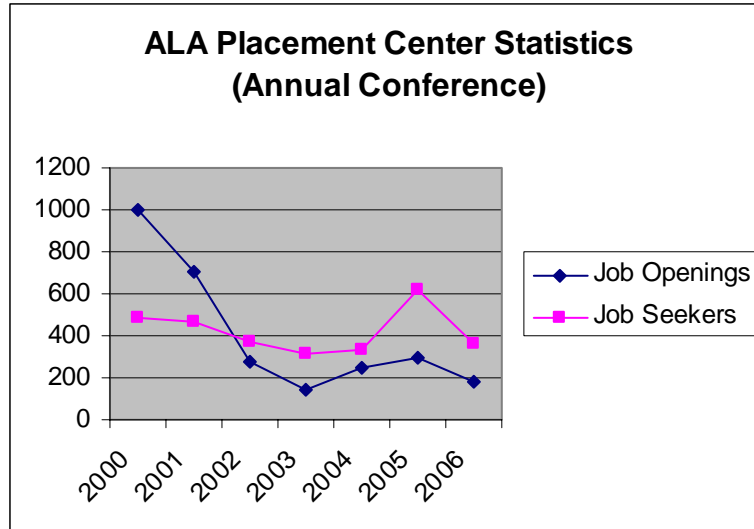


Fig. 1: ALA Placement Center Statistics (Annual Conference 2000-2006)

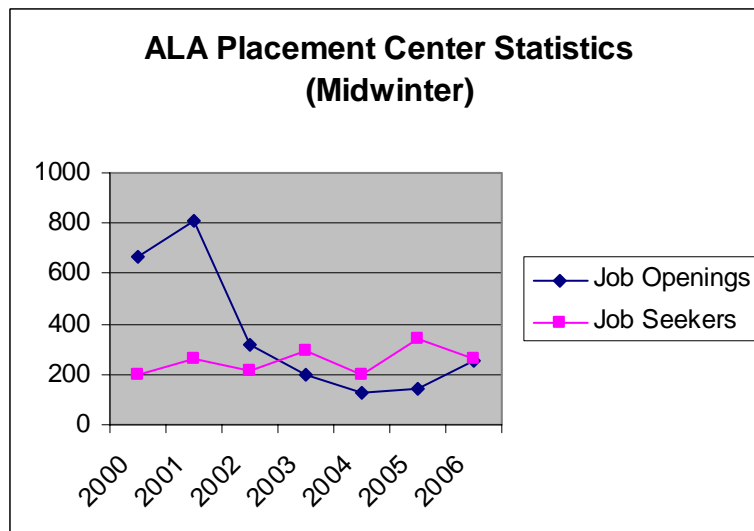


Fig. 2: ALA Placement Center Statistics (Midwinter Conference 2000-2006)

Year of Survey	Total Placements for All Types of Organizations	Total Placements in College & University Libraries	Academic Library Placements % of Total	Change from Previous Year
2005	1,288	319	24.8%	-1.8%
2004	1,650	439	26.6%	-1.7%
2003	1,293	366	28.3%	-3.4%

2002	965	306	31.7%	-0.2%
2001	1,068	341	31.9%	+2.3%
2000	1,223	363	29.6%	+1.7%
Source: <i>Library Journal</i> Placements and Salaries Survey for 2000, 2001, 2002, 2003, 2004 and 2005. For complete citations, see references.				

Fig. 3: Placements Statistics in Annual Surveys of Library Journal 2000-2005

In Australia, the market data indicate that employment levels for librarians do fluctuate, with figures for 2000 sitting at about 12,500, and then dropping in 2001-2002 to around 9,500. The figures then pick up again to the level of 13,000 in 2006. As in the US, the supply of new graduates has been quite steady with an annual average at around 700 (Hallam, 2006). The complex situation described above helps to explain the limited choice for employers in recent years. While great research libraries are also suffering from a small number of qualified applicants in their recruitment exercises (Berry, 2003), we can imagine the difficulties encountered by small or remote libraries.

In the 2008 US Government budget, library funding will be increased to US\$226M, representing an increase of US\$15.5M over the fiscal year 2006 (ALA, 2007). The additional investment on library services in this biggest job market for librarians may intensify the competition for human resources in the following years. With the globalization effect, we may need to watch out how the job markets of academic librarians will be affected by more robust development of the library sector in the US.

### **Evolving job nature and requirements**

Changing are not only the demography of librarians and the job openings. All of us have witnessed significant difference in the job nature and requirements of academic librarians in the last two decades. Since the 1990s, our collection focus has been gradually shifting from print to electronic resources. The rapid integration of library services with the Internet and information technology can be found in institutions of every developed or developing country. The works of library staff at various levels ranging from a shelver to a head librarian have been changing over these years. We are quite comfortable with the growing numbers of electronic-related positions that handle e-resources, computer equipment and systems (Beile and Adams, 2000). The amount of specialized positions is also on the rise such as subject specialists, special collections and rare books librarians (Berry, Nov 2003). More and more libraries are seeking for candidates in a new range of assignments like human resources, fundraising, facilities management, etc. The increasing involvement of librarians in other areas of academic-related activities has much expanded the breadth and depth of our assignments. It has become quite common for librarians to take up additional roles like a publisher, an educator, a researcher, an entrepreneur or a policy advocate (Neal, Feb 2006).

With no doubt, new positions and assignments translate into a novel set of qualities and competencies which further complicate our talent search. To ascertain the needs of library employers in the 21<sup>st</sup> century, both LIS practitioners and educators from around the world have spared no time in discussing in the skill set for the future professionals. Some conducted comprehensive surveys or studies on the issue by looking at both the

professional and generic skills (Goulding et la., 1999; Fisher, 2004; Missingham, 2006; Nagata et la., 2006; Varalakshmi, 2006); some advocate that librarians should become generalists or more holistic in terms of skills and experience (Bechtel, 1994; Chu, 2006); some categorize the skills into core competencies such as strategic and business, management, thinking and learning, communication and interpersonal, information management, IT literacy, etc. with reference to the needs for individual positions (Abell and Oxbrow, 2001; Gorman and Corbitt, 2002; Pugh, 2005); some expound on specific skills or qualities ranging from management to research and development (Cullen, 2004; Neal, Jan 2006); some suggest that employers are increasingly concerned about the soft skills such as interpersonal and communication skills, stress and time management, teamwork, etc. (Goulding et la., 1999; Singer, 2004; Varalakshmi, 2006).

No matter how narrow or extensive the skill set required for a certain position, with a small pool of applicants, it is not easy if not impossible to match candidates who desirably fit in the requirements of employers. Some recruitment efforts therefore became futile while others had to be repeated or ended up with lowered requirements. To cope with the lack of qualified candidates for specialized positions, some libraries are filling professional positions with individuals who do not have the master's degree in library science (Berry, Nov 2003; Neal, Feb 2006). Though the practice has stirred up some controversy among librarians, the trend seems to be irrevocable as long as there is no effective measure to increase the pool of employable candidates. Instead of focusing on what an individual has done or already knows, some critics argue that it is more important to look for people with the desired traits of future librarians like capacity to learn, ability to adapt to change, and willingness to innovate (Raschke, 2003). Whether personal traits could be viewed as a major selection criterion will be a matter of choice for individual libraries. Nevertheless, learning attitude will no doubt become an indispensable quality of librarians in an environment of constant change.

### **Poor remuneration? Outmoded hiring strategies?**

Last but not the least, low salaries of library workers are often blamed as a critical contributing factor for the recruitment woes of librarians. The American Library Association published the "Advocating for Better Salaries and Pay Equity Toolkit" in 2003 trying to assist library workers to speak out for themselves (Leber, 2003). There are also endeavours to study the impact of budget allocation between staffing, materials and other operating costs with a view to helping library administrators optimize their budget (Davis, 2005). It will take time to see if the pay issue can be addressed by such collective efforts.

Yet, as pointed out by some librarians, there are many other valued intangibles of librarianship that will attract people to the field such as good working environments, job security, cooperation and collegiality, the opportunity to make a difference, intellectual stimulation, lifelong learning, variety, etc. (Harralson, 2001; Hardesty, 2002; Goodrich, 2004). However, whether academic libraries have made individuals aware of these positive factors is another question. Some critics suggest that the shortage of applicants, to a certain extent, is attributed to the traditional practices and anticipatory approach in

the recruitment of academic librarians (Pollock, 2002; Raschke, 2003). Raschke comments that the outmoded recruitment strategies of many libraries like the long and bureaucratic search processes, reactive techniques like adjusting personnel after retirements and matching offers have greatly hindered the hiring of bright candidates who are also targets of the corporate world. Undoubtedly, the efficient and flexible recruitment approach in the corporate environment will put academic libraries in a losing position given the fierce competition for talented professionals these days.

## **HOW HUMAN RESOURCE DEVELOPMENT CAN HELP**

To expand the pool of potential candidates for future vacancies, many academic libraries have adopted some strategies commonly used in the corporate world. One of those tactics is incorporating Human Resource Development (HRD) efforts into recruitment programs. HRD can be broadly defined as “developing the work-related capacity of people; people working as individuals, in teams, and in organizations ... providing people with the knowledge, understanding, skills, and training that enables them to perform effectively ...encompasses staff development and training, continuing professional development/continuing professional education, and workplace learning” (Smith, 2003). More and more employers in the corporate world have embraced the concept that HRD can enhance staff employability, a process by which organizations provide tools and opportunities for professional growth while allowing employees to manage their own careers (Raschke, 2003). According to Wikipedia, “employability is about having the capability to gain initial employment, maintain employment and obtain new employment if required” ([www.wikipedia.org](http://www.wikipedia.org), 9 February 2007).

By means of HRD, some academic libraries are trying to nurture the employability of job seekers including LIS students, university graduates and serving staff. The philosophy is that with an uncertain future and changing market environment, it will be even more important to arouse the interests of those people and secure a pool of potential candidates. By examining related efforts for the different target groups, we can gain an insight into the relationship of recruitment and development of human resources.

### **Students and graduates oriented efforts**

MLS students and graduates used to be the major recruitment targets of academic libraries. Development programs for these potential librarian candidates can be found in academic libraries in the US, Canada, Australia and the UK. These programs can take the form of voluntary work or formal appointment, ranging from a few weeks to a couple of years. Some commonly used titles of these programs are placements, practicum, trainee, internship, residency and fellowship. The following discussion will focus on more intensive programs that tend to produce greater impact on participants.

Internship are individualized training programs for students that combine learning new library skills outside the classroom and demonstration of those skills according to a planned schedule of activities. An intern usually works with an advisor selected for the

purpose to develop a practical training program on a particular aspect of librarianship. The programs usually would not make it very clear whether they will lead to job opportunities in the host libraries. For example, the internship program at the University of Alberta Libraries states that it “anticipates that outstanding candidates will assume a variety of assignments appropriate for an introductory appointment”. The success of an internship program will much depend on the actual work experiences of the participants. In some cases, students are treated as junior assistants and given mundane works that can hardly build up their career aspirations. A survey of similar programs in the UK found that certain programs were criticized for lacking in mentoring, giving and receiving feedback to trainees (Wilson and Gibbens, 1996).

Nevertheless, some internship programs do receive encouraging results. For instance, the Carolina Academic Library Associates (CALA) offered jointly by the University Libraries and the School of Information and Library Science of the University of North Carolina at Chapel Hill reported that majority of the first batch of CALAs had either secured positions in academic libraries or in the process of finding their first professional experience by the time they completed the program (Hewitt, Moran and Marsh, 2003). With reference to others’ experience, some libraries have designed their own programs that best suit their needs. In Australia, the Professional Cadetship Model adopted by University of Wollongong encourages new, young graduates of any discipline to take up postgraduate studies in librarianship by providing a tuition and textbook allowance on top of library experience. The program gathered very positive initial feedback from both the supervisors and participants indicating that the work assigned are authentic and meaningful to provide the necessary skills, knowledge and experience to the cadets (Wright & Lombardi, 2006).

Residency and fellowship, on the other hand, are usually one to two-year programs designed for recent MLS graduates who want the opportunity to learn about libraries. They allow individuals to strengthen their library skills and explore new areas of interest. This can mean several rotations across different departments or participation in projects. The resident/fellow basically learns about a variety of library functions and gains broad experience in a number of areas of librarianship. Some fellows may also be eligible for regular continuing appointments in the libraries. Many major university libraries such as University of Minnesota, Yale University and Ohio State University have provided residency or fellowship programs. The programs offered by Cornell University and North Carolina State University are well-known for their success in identifying, attracting, developing and retaining talented librarians (Raschke, 2003). It is also worth-noting that in recent years, many of these programs are particularly designed for candidates with minority origin as part of the libraries’ affirmative action plan.

Despite the input of both financial and human resources, libraries with successful experience usually view these efforts as sound investment in the future of their organization and the profession. With actual work assignments and interaction with professional staff, the programs serve as an effective marketing tool to attract students or graduates with or without library school training to pursue a career in academic

librarianship. The beauty of the programs is that they can help to provide a steady supply of potential candidates with assured quality. As compared with traditional interviews, these programs offer a much comprehensive and reliable evaluation of skills, competencies and mentality of the participants. More information on the internship, residency and fellowship programs can be obtained from the webpage of individual libraries. A specific database maintained by the Association of Research Libraries (<http://db.arl.org/residencies/review.html>) also offers program details for libraries in North America.

In search of qualified people to fill the increasing number of specialized positions, more and more individuals without MLS degree receive appointments from academic libraries. The situation has drawn much concern about the impact of this new breed of staff on their colleagues, the libraries and the profession. From the recruitment point of view, this endeavour can serve as an alternative for employers in solving hiring problems in the short run. In recent years, some research libraries have even launched programs to bring Ph.D. holders and graduate students from many disciplines into librarian assignments with a view to hooking these people on library careers (Berry, Nov 2003; Neal, 2006). The best-known initiative is the Council on Library and Information Resources (CLIR) program to recruit humanities scholars for postdoctoral fellowships in research libraries such as Yale University, Princeton University, Johns Hopkins University, University of California, Los Angeles, etc. These libraries all search for advanced scholar-professionals whose abilities span the areas of subject specialization, pedagogy, technology, and new media research. They believe that the deep subject knowledge of these people, combined with their experiences in the classroom and with research trends, can be invaluable to the development of pedagogically-sound scholarly resources. The program has produced dozens of fellows since 2003 with contributions in the following ways:

- consulted on integration of technology and digital materials into the undergraduate classroom;
- taught research skills courses and bibliographic instruction sections for particular disciplines;
- collaborated with librarians, archivists, and information technologists on the development of research guides, printed catalogues, digital projects, new courses;
- managed digital archives and participated in the design and implementation of metadata standards for faculties; and
- presented at conferences in various areas of librarianship, archive management, metadata, humanities computing, and discipline-specific topics.

According to CLIR, the first round of the fellowship program was well received by both participants and sponsoring institutions. Several fellows were offered continuing positions and several institutions offered a second round of fellowships. New sponsoring institutions joined the program in its second and third years. More details of the program can be found at <http://www.clir.org/fellowships/postdoc/postdoc.html>. It seems that this kind of fellowship programs will become new cradles of academic library workers.

## **Tapping inside talents**

Another pool of potential librarian recruits that should not be ignored is library support staff. There is no doubt some support staff would like to take up more responsibility and move up the ranks so as to attain higher level of job satisfaction, achievement or remuneration. In fact, many MLS programs estimated that more than half, and in certain programs as many as 70 to 80 percent, of their students were support staff with experience ranging from a few years to several decades. The remaining issue will be whether inside talents can be identified. Judging from the reasons listed below, there are some potential and opportunities we can see from support staff.

The evolvement in job nature, technology and organizational structure in recent decades has brought many changes to the work of support staff. The emergence of the paraprofessionals is a good indication of this trend. The change is so deep-rooted that it will be quite difficult to draw a strict line between the duties of professionals and paraprofessionals in many libraries nowadays. The paraprofessionals working in reference and technical services are typical examples. Equipped with appropriate skills and real job experience, many of these support staffers often seek the MLS degree to help them rise in the ranks (Berry, May 2003). With some encouragement or support from the management in terms of time, tuition or empowerment, many outstanding support staff will prove themselves to be a star and outshine fresh graduates in certain ways.

On the other hand, results of studies conducted since late 1990s demonstrate that more emphasis is put on both professional and generic skills of librarians. Employers and library schools are becoming increasingly concern about generic qualities and soft skills such as keenness to learn, change and stress management, commitment to organizational goals, service attitude, flexibility, positive attitude, creativity and communication or relationship with other library staff, etc. Some of these attributes may take time to develop and ascertain. As compared with new graduates or appointees, serving staff will have a competitive edge of demonstrating their ability and competencies on the job.

The Librarian Development Program (LDP) at the University of Oklahoma Libraries is a good example that shows how we can tap inside talents. Brainstormed from a failed recruiting effort for a cataloguer position, targets paraprofessionals in the library enrolled in the library school of the University. The program provides employees an opportunity to gain experience as a professional librarian while working in a training position. Selected staff will be promoted to positions that increase their interaction with professionals, and provides them with professional level experience in areas of specialization that the library needs.

A special goal of the LDP is to help the recruits orient to the research and publication activity by having him or her working with a mentor and successfully conclude the program with an article worthy of publication in a refereed journal (Engel, Huang and Reiss, 2003). As Neal pointed out, librarians have a fundamental responsibility to contribute to professional communication. Research and Development (R & D) not only helps to support library decision-making and advance priorities like digital library

development, it also seek solutions to technology, information and service problems, contributes to the visibility and reputation of the library and influence positively organizational culture (Neal, Jan 2006). The R & D requirements may, however, arouse concern from candidates who do not have understanding or experience in it. Though demanding, the LDP has produced recruits who can cope with a full-time workload, graduate degree enrolment and engagement in an ongoing research and publication effort. Clear objectives, continuing support and evaluation for the participants to achieve the goals and objectives are quoted as key factors leading to the success of this program.

Development for professional recruitment should not confined to support staff. When vacancies occur at management level or when specialized positions come up, home grown candidates will be a handy pool of talents to harness. In particular, some library management may have concern about the adaptability of external recruits or specialists from other fields to the professional culture of librarians and the organizational culture of individual libraries. Growing internal candidates to fill those positions may help to avoid related tensions or conflicts and to boost up staff morale. In the author's serving institution, i.e. University of Hong Kong Libraries (HKUL), an Advanced Studies Support Program (ASSP) has been launched since 2003 to help professional librarians pursue advanced-subject degrees or qualifications. By providing partial financial subsidies and time release to participating staff, it is hoped that the initiative can encourage serving professionals to gain academic credentials that will help them perform existing duties or take up new assignments in future.

The author and another professional took advantage of the ASSP and completed our studies in 2005. After obtaining a diploma in legal studies, my colleague continues to serve as a reference librarian. Her legal training has reinforced her knowledge and confidence in handling inquiries about the subject of law. She has also successful attempts in publishing conference papers and articles on copyright as well as other library issues. With a second master degree in public administration and some more administrative experience on the job, the author has become leader of the Administrative Services Team after the departure of a senior staff. In pursuing the additional degree, the author has acquired a lot of new knowledge and gained exposure to methodologies and theories in another field that are highly useful for library administrators. The Libraries will continue to encourage staff engaging in advanced-subject studies through the offering of ASSP. We understand that some professionals are considering joining the program in the near future. Despite the great variation on academic librarian's attitudes about the value of advanced-subject degrees in addition to a MLS degree (Mayer, 2005), the case of HKUL has shown that both the libraries and staff can benefit from such development cum recruitment initiatives.

### **Rejuvenation of recruitment approach and skills**

Good recruitment results originate from well planned strategies. To keep our libraries competitive for the outstanding candidates, our recruitment approach must also be updated and improved from time to time by referring to latest market situations, experience of other institutions and HRM trends and tools. Some governments and major

professional associations do provide employment data, guidelines or advice. A lot of good ideas and practices can also be found from the literature. It will be useful to expand our learning opportunities beyond local experience as the quest of human resources, in many cases, is no longer confined by profession or geography.

Execution is another key factor in any programs. Library management and HR officers should therefore pay attention to the attitude and skills of recruitment personnel. Apart from playing the goalkeepers' role of rejecting unsuitable candidates, they need to serve as strikers at the same time to tactfully and aggressively identify candidates with potential for further development. Developing the decision-makers is as important as nurturing potential candidates. Staff participating in recruitment exercises should be able to draw up selection criteria in support of the organizational/departmental goals. Training of or exposure to recruitment theories or tools are a good start for those who are new to the job.

As mentioned earlier, some critics opined that rather than focusing on the experience or skills of an individual in an era of rapid technological and organizational change, it is more important to find individuals with desired traits. Some highly successful service organizations have already developed systems that hire for traits essential to organizational success over limited sets of skills (Raschke, 2003). Assessing different personality types with personality inventories may help to predict or understand how people work, handle conflict and relate to others. Some assessment tools recommended for librarians are the Myers-Briggs Type Indicator, Keirsey Temperament Sorter, Enneagram Types (Kear, 2006), Personality Characteristics Inventory test (Wright & Lombardi, 2006). All these tools attempt to determine personality types and their impact on performance or interpersonal relationship. Some of them also try to measure strengths and weaknesses of individuals in areas such as leadership, teamwork, etc.

However, as causal or one-time observation of an individual's behaviour may lead to erroneous conclusion, the assessment tools mentioned above should not be employed without understanding their restrictions (Morris, 1996). Depending on the needs of individual libraries and positions, decision makers should learn how to strike a balance between traits, skills and experience in drafting and applying recruitment criteria. Nobody will deny that mistakes in hiring can be painful and costly. Nonetheless, we should be aware that a more innovative and aggressive approach could help to bring in new talents and ideas, giving an organization the impetus to advance and excel.

## **RECOMMENDATIONS**

Harvesting quality candidates from the employment market is a challenge no smaller than building our collections with limited funding in the era of information explosion. In fact, academic libraries can overcome recruitment challenges with the following development strategies that adopted by many institutions nowadays:

- 1) Collaboration

Recruitment of academic librarians is a process that would involve multiple parties such as the libraries, candidates with or without MLS training, LIS schools, library associations, etc. To create a win-win situation for all the parties involved, collaboration is critical and possible in many areas. For instance, libraries should communicate their needs with LIS schools and join hands with the latter in curriculum development and course delivery. Cooperation in organizing placement and internship programs for MLS students will be another area that worth-pursuing. LIS schools and library associations can also provide valuable support to academic libraries and job seekers in publicizing recruitment exercises or compiling employment data. The deeper the collaboration, the more every party can benefit from the efforts.

### 2) Personalization

Like servicing library users, we shall put more efforts in ascertaining the needs and wants of potential candidates. Recruitment strategies and related efforts have to be tailor-made by taking into account not just the goals and requirements of the employing libraries but also career motivations and professional interests of the target groups (Spring, 2006). In the end, successful recruitment is matching the wishful lists of an employer and a candidate.

### 3) Outreaching

As pointed out by some critics, modern academic libraries should reverse their role in recruitment from anticipatory to responsive and reach out for the potential candidates as early as when they are in high school (Hardesty, 2002; Raschke, 2003). Introducing students and potential candidates to the academic librarianship or involving them in voluntary assignments or paid jobs can help them explore the possibilities of pursuing a career in this field.

In the knowledge world that treasures people as the most valuable asset of an organization, a key role of the management is to create circumstances in which people can use their talents to the full. As librarians, what we need is to manage human resources with creativity and sincerity in the same way we manage our services and collections.

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