

OSLO AND AKERSHUS  
UNIVERSITY COLLEGE  
OF APPLIED SCIENCES



Jing Wu

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A Case Study of Library Professionals' Attitudes  
towards Marketing Electronic Resources in Oslo and  
Akershus University College of Applied Science

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## **[ABSTRACT]**

Marketing as a commercial term has already been implemented in the public sectors for example library. There are a lot of research studies paid attentions to marketing policies, activities as well as users. Meanwhile, there is only little academic literature focus on the librarians, who have important roles in the marketing process. As the executors of the marketing activities, librarians' attitudes can affect the efficiency and achievements of marketing practice in the organization. Hence, the researcher conducted a case study to get an insight into the academic library staff's attitudes towards marketing.

This research set out to explore the attitudes of library professionals towards marketing electronic resources in Oslo and Akershus University College of Applied Science. By interviewing the library leaders, contact librarians, as well as some special librarians work on the digital resources, the researcher tried to find out what their attitudes towards the current marketing policies and implements are. In addition, through the interviews, the researcher also tried to find out whether the hierarchical positions or disciplines have the influences on library professionals' attitudes. In the end, the researcher provided a set of recommendations for improving the current marketing policy and activities, as well as some suggestions for further research on relevant topics.

**KEYWORDS:** academic library, academic librarian, marketing, marketing strategy, attitude

## ACKNOWLEDGEMENT

It was a typical holiday evening on the fifth day of Chinese New Year – Spring Festival in 2010, which considered as the date of serving the God of Treasure. After a family dinner, I was sitting in front of the computer watching the Gala. My nose caught the smell of burning firecrackers from the street, and my skin in the air became whiter for the frozen temperature. I logged into my email box to check the greeting emails. I saw an email named in “*Your dill application*”. I read the attachment file again and again, and then jumped into my parents’ room. It was too hard for them to believe that their little daughter actually got to be enrolled in a European master study program with scholarship. They read the email and attachment carefully seemed that they could help me to check the verification even they actually could not understand English. That short email from Dill was the best and valuable gift I got at the begging of Tiger Year.

Four days after my official resignation of the job in China, I was on board of the flight from Shanghai to Oslo. It was my first time to leave China. After 20 hours long journey, I arrived with lots of luggage that were heavier than me but without a single acquaintance. I was rarely speak English and lost again and again in the city. At that time, I did not know what is standing in front of me and what my future would be. The only thing I knew at that time was I can and I must make it.

Two-year is not a very long period in the whole life but long enough to change something. It was very challenging for me, but also enriching and joyful. I experienced the different culture, as well as different education styles. I have to speak English every day and sometimes Italian and Norwegian. I travelled to

different countries in Europe from study, conference and tourism. I have social circle with international students. I love the life of Dill and love the life here in Europe, which make me different.

Standing on the tail of this two-year program, my heart is full of sentiment and gratitude. I would like to take this opportunity to express my deepest appreciation to all of those who guided and supported me in completing my master study in Digital Library Learning over the past two years.

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## CHAPTER 1: INTRODUCTION

### 1.1 Rationale

Marketing is a concept of integrated actions and process of promoting product to the customer, which has come for ages. There are numerous definitions of marketing and care should be taken in following any definition too rigorously. The American Marketing Association approved the definition of marketing in 2007 as the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.(American Marketing Association, n.d.)

The theories of marketing have been fully developing from the nineteenth century. There are a lot of classic marketing theories, for instance 4P and 4C. E. Jerome McCarthy(1964) proposed a four-element framework, which is a producer-oriented model, including Products, Price, Promotion and Place.(Constantinides, 2006) To improve the 4P theory, Robert Lauterborn developed the model of 4C in 1990, which summarized the four key elements of consumer-oriented model as Costumer, Cost, Convenience, and Communication.(Wang, Wang, & Yao, 2005) Most of these theories focus on the product and customer, which in the case of library means the services and resources provided and the users.

Marketing is not only applied in the commercial business these days, but also being in the public service. Library as the information provider always has an important role in the social life and culture inheritance. Library provides public goods -- books and other information services to the public, which makes the

difference between library and other revenue driven enterprise. Does that mean library does not need marketing for its services? The answer is absolutely no. The library is relying on the funding, donates and the taxes come from the public. Low usage of library might cause the decrease of funding or donation. Thereby library and government noticed the importance of marketing and took actions. Marketing the library service has a long history that goes back even earlier than Samuel Swett Green in his often quoted speech at the ALA Conference in 1876 advocated "improved personal relations between librarians and readers". In 1896 ALA Conference, Lutie Stearns talked about advertising the library.(Renborg, 1997) With the development of extension work, marketing the library service became a new concept. Marketing of library services and products becomes imperative and must not only be vigorously canvassed for, but also must be conscientiously executed.

People make friends on Facebook, post their feelings on twitter, write down stories on blog, take pictures and upload them to Flickr and shoot the birthday party and publish them on YouTube. People browse the news on internet; search the answer on internet, and send e-mails more and more instead of phone call and mail. Since we are in a digital era now, we study in web 2.0 world: read e-books, e-journals, searching in databases, and we publish our academic results on internet. The information provided by the library includes not only traditional printed documentation but also multi-media resources such as electronic resources. The rapid development of technology made the electronic services is more and more popular and important in the library, especially academic library. Finally, library became an information center that provides different kinds of electronic resources. As a result of this kind of change marketing the electronic resource becomes part of marketing library service without doubt. Students and researchers, as the main users of

academic library become the targets of marketing study. Meanwhile, as the implementer, the librarians, who actually put the marketing activities into practice, also need lots of attention and concern from the organization. Their skills, competencies and attitudes can directly affect the marketing efficiency and results. If the librarians have positive attitudes towards marketing, they would provide the services to the users with self-consciousness and learn the marketing knowledge initiatives. These would improve the services eventually. Oppositely, if librarians treat marketing with indifference, there is no possibility for marketing to be developed. The quality of services and the satisfaction of users would drop. Consequently, the library might lose the funding and donation and have to close. Therefore, librarians' attitudes towards marketing have great value to be concern, as significant grantees for marketing implements in library.

Interestingly, there is so little academic literature studied on the roles of librarians or library professionals in the marketing activities, especially their attitudes. When the researcher tried to search the key words of "librarian attitude" and "marketing" in Google scholar recently, only 22 results pop out. But there were around 354,000 results if the researcher changed the key words into "library", "marketing" and "user".

According to Lars, the former director of the learning center and library of HiOA, there is "a higher use of digital resources than most of the other institutions" at HiOA. During the interview, he gave out the information about the usage data: every student borrows 22 books every year, and downloads 19 articles every year. These numbers show that the learning center and library definitely has done a great job and the weight of using electronic resources, especially electronic journals is almost equal to the printed books. Since the marketing

activities in the learning center and library in HiOA are carried out by the librarians and the usage data is so high, there should be some connection between librarians' skills and attitudes with the marketing results.

Therefore, the researcher tried to investigate the librarians' attitudes inside the learning center and library of HiOA. It is aimed to provide some reference to those academic libraries who want to improve the usage of electronic resources.

## **1.2 Oslo and Akershus University College of Applied Science**

Oslo University College (Norwegian: Høgskolen i Oslo (HiO)), as the largest university college and the fourth largest institution of higher education in Norway was founded on August 1<sup>st</sup>, 1994 as the result of merger between a number of independent public colleges. (Øien, 2009)

Akershus University College was also established on August 1<sup>st</sup>, 1994 with four faculties as one of 25 public university colleges owned and run by the Norwegian state.(Wikipedia, n.d.) The Høgskolestiftelsen på Kjeller merged with HiAK in 2003, and all five sites were co-located to new premises in autumn 2003 at Kjeller outside the Lillestrøm.(Wikipedia contributors, 2012b)

On August 1<sup>st</sup>, 2011 after a merger of Oslo University College and Akershus University College, Oslo and Akershus University College of Applied Science (Norwegian: Høgskolen i Oslo og Akershus (HiOA)) was established as the largest state university college in Norway, with more than 16,000 students and approx. 1600 employees (in year of 2011). ("HiOA - More about HiOA," n.d.) There are two main campus of HiOA, one is located in the city centre of Oslo along Pilestredet Street and another one is located at Kjeller outside Lillestrøm, which is a small city about 20 km away from Oslo city.

As a leader in profession-orientated and profession-relevant R&D,(HiOA, n.d.-a)  
HiOA has more than 50 Bachelor Programs, 25 Master Programs and a large  
number of other courses within four faculties and three centers(HiOA, n.d.-b):

- **Faculty of Health Sciences**

- Institute for behavioral sciences
- Department of Pharmacy and Biomedical Laboratory Sciences
- Department of radiography and dental technology
- Department of Occupational Therapy and Prosthetics and Orthotics
- Department of Physiotherapy
- Department of health, nutrition and management
- Department of Nursing

- **Faculty of Education and International Studies**

- International Studies and Interpreter Education
- Vocational Teacher Education
- Primary school and teacher education
- Department of Early Childhood Education

- **Faculty of Social Sciences**

- Department of Archive, Library and Information
- Department of Journalism and Media Studies
- Department of Public Welfare Administration
- Department of Social Studies
- Department of Business Administration

- **Faculty of Technology, Art and Design**

- **Construction and Energy Engineering**
- **Institute of Art**
- **Industrial Development**
- **Information Technology**
- **Department of Product**
- **Educational Development Centre**
- **Center for Professional Studies**
- **National Centre for Multicultural Education**

### **1.3 Learning Center and Library in HiOA**

The library at HiOA called Learning Center and Library (Norwegian: Læringscenter og bibliotek) is located in four different physical places. The services information can be found in detail on the webpage of learning center and library in HiOA:(HiOA, n.d.-c)

#### **1.3.1 Four Branches**

##### *Library Kjeller*

Located at third floor of Kunnskapsveien 55 outside the Lillestrøm, covers the services of following subjects:

- **Behavioral Science**
- **Health Sciences, Nutrition and Management**
- **Nursing**
- **Vocational Teacher Education**
- **Product Design**

### *Learning Centre P48*

Located at first and second floors of Pilestredet 48 in Oslo city, covers the services of following subjects:

- **Health Sciences**
- **Archive, Library and Information Science**
- **Journalism and Media**
- **Teacher Education and International Studies**

### *Learning Centre P35*

Located at second floors of Pilestredet 35 in Oslo city, covers the services of following subjects:

- **Public Administration and Social Welfare**
- **Social Sciences**
- **Economy and Administration**
- **Structural Engineering and Energy Technology**
- **Industrial Development**
- **Information Technology**

### *Learning Centre PP*

Located at fourth floors of Pilestredet Park 35 in Oslo city, covers the services of following subjects:

- **Art, Design and Drama**
- **Nursing**

Besides these, the learning center and library in HiOA also supply the Audio-Video Service, Digital Services and Learning Support on the second floor at Pilestredet 48. Learning Support can also be found on the second floor of Kjeller.

Based on the information provided online, there were 63 employees working in the learning center and library in HiOA in 2011: 11 in staff, 8 at the AV section, 16 in P48, 17 in PP/P35 and 11 in the library Kjeller. In addition, there are some student assistants and IT assistants. ("Læringscenter og bibliotek Årsmelding 2011.pdf," n.d.) The previous director of learning center and library left the position at the end of March, 2012 and the new director who took over the post was originally the library director in Kjeller.

### **1.3.2 Annual Report and Strategic Plan Review**

HiOA published their annual reports from 2008 – 2011, strategic plan for 2008 – 2011 and the collection development plan for 2010 online.

According to the collection development plan, the collection in the learning center and library at HiOA contains printed sources, relevant digital documents and other types of electronic sources on the web. There are also collections of different media carriers, such as e-books, audio books, DVDs (movies) and CD (audio). ("Plan for samlingsutvikling ved Læringscenteret ved HiO (2010).pdf," n.d.)

In the strategic plan for 2008 – 2011, the learning center and library was intended to develop the digital resources which would cause the increase of proportion of the budget of digital resources and similar decrease in funding of journal copies:

- **Increase the supply of digital sources;**



- Provide collections of different media carriers such as DVDs, digital books, audio books;
- Strengthen and update the collection of digital AV equipment ;
- Develop an institutional archive of scientific production from OUC staff;
- Development of the education's web service;

In 2011, learning center and library spent 35 million NOK, of which 8.1 million was the digital resources. Library Kjeller had an expense as 8.6 million and 2 million in digital spending. They spent about as much of the digital budget on digital access as they spend on paper books. The goal was that collections should not be increased, but keeping updated through acquisitions and disposal.

**Table 1: Digital resources' volume at HiOA in 2011**

Digital Resources	Total amount in		
	2011	Bought in 2011	Disposal in 2011
Pilestredet	158,134	6,477	4,644
Kjeller	63,996	1,617	1,337
<b>Sum</b>	<b>222,130</b>	<b>8,094</b>	<b>5,981</b>

The numbers in the table 1 shows that the library bought a little bit more digital resources than disposal last year. But the difference was less than 1% compared with the total number.

It was a strategic initiative provided the result that the digital usage increased. Digital lending, for example downloading full text documents were about the

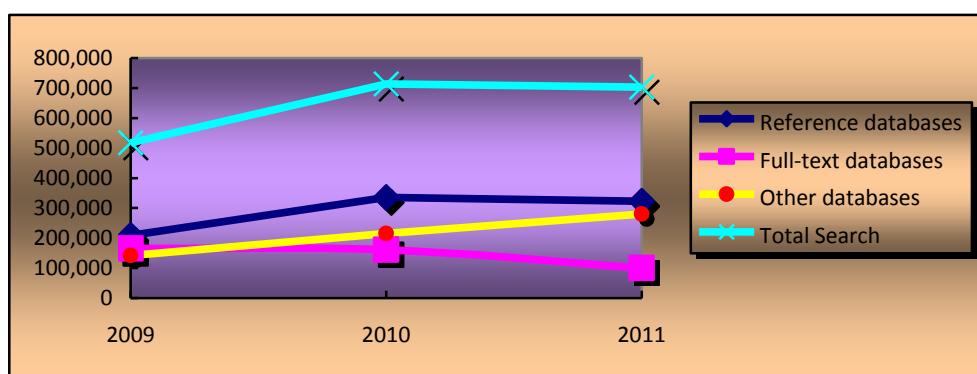
same amounts as loans on paper books, to despite the growth in paper losses. Therefore, digital documents did not replace the paper books, but the overall usage of resources of knowledge increased and the paper's share dropped.

Users' total visit to library resources was still very high, but decreased 3% in 2011. The learning center and library thought it because the users got better access of data services from home. Here are some data from the annual report: ("Læringscenter og bibliotek Årsmelding 2011.pdf," n.d.)

**Table 2: Databases searching of study in PILESTREDET**

	2009	2010	2011
Reference databases	209,298	335,853	322,557
Full-text databases	164,833	160,818	99,937
Other databases	141,831	215,306	280,559
<b>Total search</b>	<b>517,971</b>	<b>713,987</b>	<b>703,053</b>

**Graphic 1: Databases searching of study in PILESTREDET**



It is interesting that search in full-text databases has decreased dramatically from 2010 to 2011. It was only 60% left in 2011 compare with in 2009. Meanwhile the number of reference databases searches increased more than

50%, and the search in other databases searches almost doubled from 2009 to 2011. The reference databases had higher searches than other two in the past three years, but the search was slightly less in 2011 than in 2010.

**Table 3: Databases searching of study in KJELLER**

	2011
Reference databases	93,377
Full-text databases	8,184
Other databases	16,552
<b>Total search</b>	<b>118,113</b>

Unfortunately, there was no avail data at library Kjeller for 2009 and 2010 in the report.

The learning center and library found there was a significant growth in the number of downloaded full-text articles on each campus. HiAK had few full-text sources in 2011 and thus lower download per user.

**Table 4: Downloaded articles' number in PILESTREDET**

	2009	2010	2011
<b>Downloaded articles' number</b>	<b>91,634</b>	<b>125,916</b>	<b>224,538</b>
<b>Number of per use</b>	<b>7.05</b>	<b>11.79</b>	<b>14.62</b>

\*DBH-figures 2011: 14,016 registered students, 1340 employees. Total number of registered students and employees were compared.

From the table 4, the researcher found that downloading of articles was growing very fast. It increased more than 245% in 2011 compared with in 2009. The number of per use was also doubled during this period.

**Table 5: Downloaded articles' number in KJELLER**

	2009	2010	2011
Downloaded articles' number	11,054	13,060	17,266
Number of per use			5.2

The total number of downloading articles was increased more than 56% from 2009 to 2011 in library Kjeller.

In the annual report, it also mentioned that there were many projects for the development of digital services, particularly targeting on research dissemination. In addition, other digital resources services were described such as social media, open digital achieve and so on.

### 1.3.3 SWOT Analysis

SWOT analysis is a conceptual framework for a systematic analysis that facilitates matching the external threats and opportunities with the internal weaknesses and strengths of the organization. (Koontz, Harold & Weihrich, Heinz, 2007) During the second semester of DILL study in Tallinn University in Estonia in 2011, the researcher had lectures about applying the SWOT matrix to analysis the marketing environment of organization. "S" stands for strength, "W" for weaknesses, "O" for opportunities and "T" for threats.

In this study, the researcher uses SWOT matrix for a simple and basic analysis about the marketing electronic resources of the learning center and library at HiOA:

#### *Strength:*

- **A lot of electronic resources;**

- A lot of electronic resources facilities like computers, printers, scanners and so on;
- Free services for the users from HiOA;
- Multi accessibilities, like VPN, EZproxy for off-campus usage;

*Weakness:*

- The new users are not familiar with the service provided by the learning center and library;
- The old users leave the organization every year for graduation or other.

*Opportunity:*

- New users are recruited every year;
- The technology is developing fast;
- Popularizing of the electronic resources readers, like smart phone, computer, e-book reader and pads.

*Threat:*

- The popularity of Google products, like Google search, Google Scholar;
- The gap between the popular technology and the one used in campus. For example, the different formats of e-books used on the different equipments.

## 1.4 Aim, Objectives and Research Questions

The aim of this research is to explore the librarians' attitudes towards marketing of electronic resources and the current barriers, marketing strategy in the library of HiOA.

The objective of this study is to get an insight into the librarians' aspects which could influence the marketing activities in academic library.

Research Questions:

1. **What are librarians' understandings of electronic resources in academic library?**
2. **How do the librarians understand and define marketing in general and marketing of electronic resources in particular?**
3. **How do the librarians perceive and evaluate current marketing policies, strategies and practices a HiOA?**
  - a) **Does the learning center have a marketing policy and, in case, what is its content, regarding electronic resources?**
  - b) **What kinds of marketing activities are going on in the learning center and library of HiOA?**
  - c) **How do the librarians evaluate the current marketing policy and marketing activities?**
4. **What are the barriers and challenges of marketing implement in the learning center and library of HiOA?**
5. **What are the suggestions of improving the marketing electronic resources in the learning center and library of HiOA?**
6. **Do the attitudes to these questions seem to be affected by variables such as the hierarchical position in the organization for example being a member of the leadership group or not and the subject field responsibility?**

### **1.5 Purpose of the Research Questions**

Those research questions were crafted with the aim to help the researcher achieve the ultimate goal of this study, which was to find out the library professionals' attitudes towards marketing electronic resources and develop a

set of recommendations on how the marketing policy could be developed in the future at the library of HiOA. Since there was already some advertisements and promotion actions in the library of HiOA, therefore, the researcher also did research on the marketing strategy, marketing activities in the learning center and library of HiOA.

## **1.6 Research Design**

The methodological approach of this research was a qualitative and instrumental case study. In this study, the case itself, an academic library served as an instrument for the researcher to conduct a study on its marketing activities and policy.

The data collection method was semi-structured interview which allowed the researcher to learn about the insights and different perspectives of the participants. Questions were constructed based on the aim and objectives of the study. Since the ultimate goal of the study was to investigate the librarians' attitudes as well as the potential improvement of current strategy and activities, the employees' feedback for the marketing electronic resources in the learning center and library of HiOA had been covered.

The sampling strategy of this study was purposive and respondents were selected to cover different branches of the learning center and library and different responsibilities, for example different subject fields and being a member of the library's central leadership group or not. A functional pilot interview was conducted to test the suitability of the questions and to gain the recommendation of further participants. This introductory interview was undertaken with Lars, who is the former director the learning center and library in HiOA. After that, another 6 participants were interviewed including the new director, two librarians working in digital group and three contact librarians

working with departments. It was believed that they could provide the significant knowledge, experiences and opinions on the marketing electronic resources in the learning center and library in HiOA, including the implementation processes of marketing in this particular organization. The participants were all located in Oslo, Norway, except the previous director who works in parliament, the rest of the participants are working in the learning center and library at Pilestredet campus. Due to the limited time, it was difficult for the researcher to conduct face-to-face interviews with all of the 63 librarians.

The grounded theory was applied in the data analysis. The recordings were transcribed manually immediately after the interviews. Relevant answers for the interview questions of the conversations had been cited in the narrative forms and quoted directly from the recordings. Quotations were kept in their original statement and were not edited by the researcher. Meanwhile, the researcher tried to find the similarities and differences in their opinions by comparing them from the people assuming different roles in the learning center and library.

The justification of the choices mentioned above will be further elaborated in the section of "Methodology".

### **1.7 Limitation**

Since the researcher chose the purposive sampling strategy, therefore, only a limited number of participants, in this case which were only seven librarians involved in this research process. One of them works as the leader of library, some of them work in the digital team and some of them work in the different branches as the contact librarians connecting the library and the faculties. Therefore, their levels of understanding on this topic are not representative for



all of the 63 employees in the learning center and library across the whole academic library in HiOA. However, on the other hand the researcher believed that the participants' points of view could help to fulfill the answering of the research questions and that their responses were quite significant in the way that they represented the foremost thoughts in the learning center and library in HiOA. And probably the categories of attitudes identified are important, although the researcher cannot make statistical generalizations. The purpose of this study was not to examine the evaluation about the marketing activities or satisfaction among all the librarians; instead, it was to understand some of the phenomenon as well as the opinions of the massive employees towards marketing the electronic resources. The other aspects mentioned above could be explored by a separate research in the future.

Another potential risk might occur from the interview process itself. Since it was not possible to maintain the anonymity with the interview method, therefore, it might hinder some interviewees to give their honest or full opinions about some particular questions, especially with the concerns that their opinions might be quoted as the "official" viewpoints from their organization or they do not want to complain much about the institution and organization. Thus the good design of the interview questions and the appropriate methods to ask those questions during the interview process became very crucial to eliminate this risk and might eventually influence the results and the quality of the research. The researcher also tried to explain the purpose of the research clearly to the interviewees beforehand when booking the appointments of interview to make them feel rest assured about their disclosed information. Emails with the interview questions and the name list of the former interviewees were sent to some of participants under requirements.

The demographic information was not analyzed as the influence factor of the attitudes towards marketing electronic resources in this study. Personality, age, gender and culture background might have effects on attitudes towards marketing since marketing is kind of social activities. These can also be explored as separate researches in the future.

## 1.8 Outline

This research thesis consists of five chapters. The first chapter provides the problem statement as the rationale for this research as well as the background information and brief history followed by the research aim, objectives, research questions and the purpose of the study. The research design and the limitation are explained as well.

The second chapter is the research design which explains the methodology approach, the data collection method, sampling strategy and data analysis methods for this study. In this chapter all of those choices are justified. The ethical consideration, the limitation of the study as well as the trustworthiness of the enquiry is elaborated.

The third chapter is a literature review which is to provide a theoretical frame for this study. Different aspects on the relevant topics have been explored, including the various definitions of marketing, marketing library science in previous studies.

The fourth chapter is devoted to summarize the data collected from the interviews. It presents the detailed quotation from the participants' interviews in a narrative form which aids in the interpretation of the data. After that, findings and discussions are presented which explained the data collected as it is related to the research questions. Some comparison of the responses has

also been made based on the different roles assumed by the participants in the wiki implementation project. The discussion part also explains the similarities between the data collected from the interviews to those that have already been identified in the literature review. At the end, it offers the conclusion to the research questions as well as how the conclusion can meet the objectives and aim of the study.

The last chapter is the conclusion of this thesis. It reflects on the limitation of this study and suggests on the ways and directions which may be taken by other researchers in the future to conduct further researches on this topic.

## **CHAPTER 2: METHODOLOGY**

This chapter explains the methodology that has been used by the researcher to conduct this study. The methods of data collection, sampling strategy and interview instrument will be explained. These will be followed by a discussion of the ethical considerations, data analysis methods, limitations of the study, and the trustworthiness of the inquiry.

### **2.1 Research Questions**

There are six research questions for this study, and the entire case study is designed to answer the following research questions:

- 1. What are librarians' understandings of electronic resources in academic library?**
- 2. How do the librarians understand and define marketing in general and marketing of electronic resources in particular?**
- 3. How do the librarians perceive and evaluate current marketing policies, strategies and practices a HiOA?**
  - b) Does the learning center have a marketing policy and, in case, what is its content, regarding electronic resources?**
  - c) What kinds of marketing activities are going on in the learning center and library of HiOA?**
  - d) How do the librarians evaluate the current marketing policy and marketing activities?**
- 4. What are the barriers and challenges of marketing implement in the learning center and library of HiOA?**

5. **What are the suggestions of improving the marketing electronic resources in the learning center and library of HiOA?**
6. **Do the attitudes to these questions seem to be affected by variables such as the hierarchical position in the organization for example being a member of the leadership group or not and the subject field responsibility?**

## **2.2 Methods of Data Collecting**

The methodological approach of this study was qualitative. The case study method was utilized since the goal of this study was to explore the librarians' attitudes toward the current marketing strategy and the implements for marketing electronic resources activities. Therefore the researcher chooses the learning center and library of Oslo and Akershus University College of Applied Science, which already has marketing activities and implements for electronic resources.

A case study is expected to catch the complexity of a single case. It is a method that studies the particularity and complexity of a single case, in order to understand its activity with important circumstances. (Stake, 1995) As the result, the researcher can obtain information through the case that has been chosen to be studied. Furthermore, instrumental case study had been selected as the purpose of this research was to use the case as the tool, in order to find out the answers to the research questions as well as examine a particular phenomenon. According to Stake, the instrumental case study is that when we have a research question, puzzlement, a need for general understanding, and feel that we may get insight into the question by studying a particular case. (Stake, 1995)

In order to meet the purpose, the researcher decided to choose the semi-structured interview. Semi-structured interviewing, according to Bernard (1988), is best used when the researcher will not get more than one chance to interview someone and when several interviewers will be sent out into the field to collect data. ("COHEN 2006 Semistructured Interview.pdf," n.d.) The semi-structured interview guide provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data. (RWJF, 2008) The participants in this study meant the librarians who attended the interviews. They could bring up some ideas and topics which might not have been so explicitly asked during the interviews. To get as much information as the researcher can, the interview was designed as an in-depth one, which lasts approximately 30 minutes in the format of face-to-face interview. The observation of participants' attitudes and their answers towards the open questions could allow the researcher to understand the topic more comprehensively.

All the interview conversations were recorded by iPhone 4S, voice memo program. All the participants agreed with this interview method as well as the recording of conversations. The recordings were transcribed into word documents as soon as the interviews were completed.

### **2.3 Sampling Strategy**

The purpose of this research was to explore the current employees' attitudes and opinion of the current situation, therefore the purposive sampling has been used in order to ensure that those librarians who came from different disciplines and positions should be interviewed.

To this end, the interview had two different target groups at the very beginning, leadership group and subjects group. Two participants, the former and new

directors were chosen as the leadership group, those two people who were the core managers could be involved in the strategy formulation and overview the whole operation of the organization. Three participants from three subject library branches were selected for the subject group, those who were in different discipline areas and implementing the marketing strategy. In all, five participants were chosen for the in-depth interviews in the beginning. But during the process of interviewing, two librarians were recommended for the interview, as they actually work with digital resources in the learning center and library. Therefore, the participants have three target groups at the end: leadership group, digital group and subject librarian group.

At the very beginning, a functional “pilot interview” was conducted with the former director of the learning center and library in HiOA, who just left the position in HiOA and started a new career in the Parliament in late March, 2012. Lars provided a name list for potential participants, including the new director, contact librarians, and librarians working with digital resources. All the listed librarians were contacted via emails and were asked if they would be willing to participate in in this study. The researcher managed to organize interviews with someone on the list, and ask for the recommendation again from these participants. These actions helped the researcher to cover all the branches of the learning center and library of HiOA.

The position information about the seven participants involved in the study included:

- **Lars: the former library director;**
- **Anne-Berit: the new library director;**
- **Marianne: special librarian working in the marketing group of the digital team;**

- **Trude: special librarian working with digital resources;**
- **Kari: contact librarian working with social science faculty;**
- **Kristin: contact librarian working between health department and library, also be the leader of all the special librarian in Norway;**
- **Anett: contact librarian working between nursing department and library, also in the education team of library.**

During the interview, their education backgrounds and work experiences were explored as follows:



<b>Participants</b>	<b>Gender (M/F)</b>	<b>Years of Service in Library</b>	<b>Years of Service in academic Library</b>	<b>Years of Service in HiOA learning center and library</b>	<b>Position</b>	<b>Education Background</b>
Lars	M	29	-	5	Former Director of Learning center and library in HiOA	Library education; Reference librarian; Management education; Master in LIS
Anne-Berit	F	34	34	20	Director of Learning center and library in HiOA	Bachelor and Master in LIS
Anett	F	23	4	4	Contact librarian of nursing department	Master degree; Ongoing Qualified PHD program
Marianne	F	-	-	15	Special librarian in the marketing group of the digital team	Bachelor in History
Kari	F	3.5	3.5	3.5	Contact librarian of social science faculty	Master in LIS
Kristin	F	30	30	7	Contact librarian of health department	Bachelor and Master in IS
Trude	F	3.5	3.5	3.5	Special librarian work with digital resources	Bachelor and half-finished Master in LIS

-: The participant did not answer the question.

## 2.4 Functional “Pilot Study”

In order to test the suitability of the interview questions, a functional pilot study was conducted through an interview with the former head of learning center and library at Oslo and Akershus University College of Applied Science.

This interview showed that most of the questions were well designed except the part about the “marketing strategy.” Once the negative answer was given out against this session, the remaining part of the relevant questions seemed quite meaningless. These questions were adapted into other similar question depending on the responder’s awareness of the existence of the marketing strategy of the learning center and library of HiOA. For example, some questions which related to “marketing plan”, “marketing policy” instead of “marketing strategy” were asked in the other interview.

During this interview, Lars gave out some information about the usage data of the library services in HiOA. As a result, other participants were asked if they were aware of these data.

Lars gave out the name lists of recommended participants, including the librarians working with digital resources. Consequently, the researcher changed the target groups from two to three, as well as the research questions.

The interview guides were slightly flexible and subject to changes depending on the context. And the “marketing strategy” part was dealt carefully since the former director said there is no marketing strategy currently. This part was not deleted after the first interview in case the other librarians thought there would be marketing strategy or similar documents.

Although there was no second interview with the first participant, Lars, this first interview gave the researcher a lot of information and helped the researcher to

improve the interview guide and research design. As a result, this first interview can be seen as a trial study with the function of “pilot study”.

The duration of the first interview was approximately half an hour, which was treated as the standard duration of other interviews.

## 2.5 Structure of Interview Guide

Four major categories of topics had been designed, as the purpose of the interview was to find out the employees’ attitudes and opinions.

The first category was about the personal education background and experience related to the topic. Two questions were included in this category. The second category focused on librarians’ attitudes toward the current marketing strategy and implements of electronic resources. This category had five questions. The third category had three questions still related the marketing strategy, but not the interviewees’ own attitudes. Instead, this category focused on the observation of other people – Human Resources – and financial aspects. The last category was about discovering library professionals’ suggestions and opinions for future improvement.

Since the researcher held the hypothesis that the hierarchical position in the organization and the disciplines might affect the librarians’ attitude, and, moreover, there were three target groups in the sampling strategy, consequently, the interview guides were developed into two different versions; one was for the leader group and the other one was for the subject/digital group. There were small differences between these two guides. The interview questions for the subject group were specific to the subjects with which the librarians are working.

The interview questions were not fixed strictly, most of the questions were quite flexible and able to be adapted to the conversations.

## 2.6 Data Analysis Approach

Grounded theory method was chosen for the data analyzing approach in this study. In 1967, Barney Glaser and Anselm Strauss published a book named "*The Discovery of Grounded Theory: Strategies for Qualitative Research*", which could be considered as the beginning of introducing grounded theory as a qualitative research methodology. Generally speaking, grounded theory is a way of arriving at theory suited to its supposed uses.(Glaser & Strauss, 1967)

Later in 1978, Glaser published another book "*Theoretical sensitivity: Advances in the methodology of grounded theory*" with explanation of grounded theory as: "grounded theory is a method of analysis for any data - observation, survey, or case study. It is not a qualitative-only method - a code is the link between data and theory - break the data into pieces, and then group it again..."(Glaser, 1978)

According to Strauss, the generation of valid knowledge results from the information collected on the ground. That way, the knowledge becomes irrefutable since it comes out only from data. From these data, the researcher defines categories or properties that are used to demonstrate a concept. Straus states that the creation of a "theory" does not require the study of many cases. One single case can be used to generate conceptual categories, and some more cases are used to confirm or illustrate the concept. The role of the researcher is not to provide a perfect description of a particular area but to develop a "theory" that matches for the most relevant part of the behavior.(Batista, Bruno José Duro, 2003)

Grounded theory relies on theoretical sampling, which involves recruiting participants with differing experiences of the phenomenon so as to explore multiple dimensions of the social processes under study.("Choose Your Method: A Comparison of Phenomenology, Discourse Analysis, and Grounded Theory," n.d.)

In this case study, the researcher continually added participants to the interview until ideal theoretical saturation was reached, which was when the complete range of librarians that make up the study could be fully represented by the data collected from the interview.

Grounded theory could keep researchers close to their gathered data rather than to what they may have previously assumed or wished was the case. These methods give researchers tools for analyzing data as well as for obtaining additional focused data that inform, extend, and refine emerging analytic themes.(Holstein & Gubrium, 2003)

Since the purpose of data collection was not to find out the similarity or the pattern existing inside the organization, instead, it aimed to collect the various opinions from the librarians, which could help the researcher to get the insights and an entire impression of the topic. Hence, grounded theory is the most suitable methodology for this study. After data collection, the researcher did constant comparison analysis on the interview content, which meant coding, classifying, and conceptualizing the data, and recording the result.

The audio recordings were transcribed into text formats immediately after the interview and the significant parts were quoted directly from the recordings in a narrative form. During the data analysis process, the answers from different participants were constantly compared and analyzed individually, but not by the groups.

## **2.7 Ethical Consideration**

A privacy statement was handed over to participants even though no personal information was needed to be analyzed in the study. The education backgrounds and working experiences might influence librarians' attitudes as well as influence the research results. The form stated that their information as well as interview

result would be solely used for this research and would not be given to any other third party.

At first, the researcher planned to mention the participants' positions only since the interview results might connect to the hierarchical positions. Therefore, the researcher cannot just use codes such as "interviewee A" to refer to the participants. However, a reader of this dissertation from HiOA community could easily identify "who's who" in HiOA based on the mentioned positions such as "former director", "contact librarian for health department". This would be easier for the HiOA community to make speculations. Thus, using the first name is much clearer and easier for the academic writing and will have the same result as the descriptions of positions. Meanwhile, the reader of this dissertation outside the HiOA community could not find out more information about the participants if the researcher does not mention their family names. For these reasons, the participants' first names and positions are mentioned in this dissertation.

## 2.8 Limitations

The limitation of this data collecting method lies in relatively small samples for the interview. According to the information on the webpage of HiOA (HiOA, n.d.-d), there is a total of 63 librarians in the Library of Oslo and Akershus University College of Applied Science, but only seven were chosen for the interview. In addition, the characters and demographic factors were not considered in this study.

One of the participants was not so good in English, so the language caused some problem, as well.

The data collection method was interview, not questionnaire or test, as a result, when the participant was asked to share their understanding of marketing, especially the marketing of electronic resources, they were a bit of stuck. They had

to give out the opinion in their minds without the possibility to search online. The answers for this question were quite out of route, and some were not able to answer the question smoothly.

Some of the participants showed a little hesitation when answering some questions, like other librarians' attitude towards marketing and the satisfaction degree about the current marketing strategy or marketing activities inside the library. It might have been because they weren't clear about the answer, as well as their position may have made it difficult to answer objectively. For instance, the one made out the marketing plan admitted that it was difficult for her to give out the suggestion since she is one making the marketing plan. It could be possible that the employees do not want to complain too much since they are still working inside the organization.

## **2.9 Trustworthiness of the Enquiry**

The literature review provided the theoretical framework for the study while the data collected from the interviews offered the information from the reality perspective. Therefore, the information combined was considered sufficient for the intended analysis.

## **2.10 Summary**

This chapter presented the methodological approach for this study. The methodology used in this dissertation was qualitative and the data collecting method was a semi-structured interview. The sampling strategy was purposive and participants were chosen from three different target groups. The researcher used grounded theory for the data analysis. The ethical consideration and limitation of this study, as well as the trustworthiness of the enquiry, were explained as well.

## CHAPTER 3: LITERATURE REVIEW

In this chapter, the researcher will review and analyze the existing literature that deals with the features of marketing, marketing and public relations, marketing and communication, marketing in the public services, marketing in the library. Since the focus of this study is the librarians' attitudes towards marketing electronic resources in academic library, various literature related to this topic is included.

The objective of this literature review is to establish the foundation of the study from which the analysis of data will be later related to.

The literature review contains four parts:

- a) **Discussion about marketing, its definition, what is its relationship with public relations and communication.**
- b) **Discussion about marketing in public service, especially in academic library.**
- c) **Discussion about the challenges marketing facing in the library.**
- d) **Discussion about the library professionals' attitudes towards electronic resources in academic library.**

The fourth part of the literature review will focus on the case studies of specific academic libraries that have noticed the connection between staff's attitudes and marketing activities.

The primary resources used in this chapter are academic books and scholarly journal articles that contain relevant information. The search was conducted in Google Scholar through the digital library system's VPN service of Oslo and Akershus University College of Applied Science. Besides, information retrieved from World Wide Web was also used. The key words used in the search were "marketing", "public relations", "communication", "public services", "library",



"academic library", "electronic resources", "attitudes", "librarian", "library professional" and "library staff". The queries were made to retrieve the full texts articles. The literature review will present a theoretical foundation for the researcher to understand the relevant studies regarding the topic and clarify its significance.

## 3.1 Marketing

### 3.1.1 Definition of Marketing

Marketing is not a new concept just coming up recently. In some ways marketing is as old as civilization itself.(Foundation Degree South West, n.d.) Witkowski(1998) recounted the marketing story and the style of furniture companies, decorators, and home builders incorporating early American designs into their products, which can go back to 1876.(Witkowski, 1998) Marketing as a recognized discipline, has various definitions. The term "marketing"developed from an original meaning which referred literally to going to a market to buy or sell goods or services. Seen from a systems point of view, sales process engineering marketing is a set of processes that are interconnected and interdependent with other functions, whose methods can be improved using a variety of relatively new approaches.(Wikipedia contributors, 2012c) The Chartered Institute of Marketing defines marketing as "the management process responsible for identifying, anticipating and satisfying customer requirements profitably."(The Chartered Institute of Marketing, n.d.) Fred E. Clark defined marketing as "those efforts which effect transfer in the ownership of goods." (Bartels, 1988) Philip Kotler(1967), as the famous academic focus on marketing, defined the marketing as "the set of human activities directed at facilitating and consummating exchanges".(business4all, 2006)

The basic marketing process should contain four steps: situation analysis, marketing strategy, marketing mix decisions and implementation and

control.(NetMBA-Business Knowledge Center, n.d.) For this study, SWOT analysis in the chapter "Introduction" is a classic approach of situation analysis and the marketing strategy, marketing mix decisions and implementation and control will be presented in the data analysis chapter. Specifically, the field of marketing strategy encompasses the strategy involved in the management of a given product. A company may hold numerous products in the marketplace, spanning numerous and sometimes wholly unrelated industries. Accordingly, a plan is required in order to effectively manage such products. Evidently, a company needs to weigh up and ascertain how to utilize its finite resources. Moreover, a product may be reaching the end of its life-cycle. Thus, the issue of divest, or a ceasing of production, may be made. Each scenario requires a unique marketing strategy. A marketing strategy looks at the longer term view of the products, goods, or services being marketed.(Wikipedia contributors, 2012a)

### **3.1.1 Public Relations, Communication and Marketing**

Generally speaking, "public relations" is an organization building and maintaining the relationship with the public. In August 1978, the World Assembly of Public Relations Associations defined public relations as "the art and social science of analyzing trends, predicting their consequences, counseling organizational leaders, and implementing planned programs of action, which will serve both the organization and the public interest." The Public Relations Society of America (PRSA) defined public relations in 1982 as "helps an organization and its publics adapt mutually to each other." In 2011 and 2012, the PRSA developed a crowd-sourced definition as "a strategic communication process that builds mutually beneficial relationships between organizations and their publics."(Wikipedia contributors, 2012d)

The relationship between marketing and public relations is quite complicated; it is hard to say marketing is a sub-title of public relations or the other way around.

Kitchen (199, p.341) summarized the discussion on this topic as below(Kitchen, 1999):

*Whether MPR, as proclaimed by Harris (1993), can legitimately be seen as a separate marketing or PR discipline is controversial. Some marketing authors have suggested that MPR be part of the marketing discipline, while some PR academics argue that MPR is merely another attempt by marketers to “hijack” PR, by incorporating it into the promotional mix...PR can be, and often is, used for marketing as well as for other communication purposes.*

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Communication can be seen as the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behavior. Communication requires a sender, a message, and a recipient, although the receiver need not be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space. The communication process is complete once the receiver has understood the message of the sender. (Wikipedia contributors, 2012e) Hence, communication can be an approach of marketing, both external and internal. For the external function, communication is to affect consumer or buyer by using promotional techniques to underpin and support brand identity and accelerate or maintain behavioral loyalties or switching behavior.(Kitchen, 1999) On the other hand, internal communication related to the employee inside the organization could affect at the efficiency of marketing.

## **3.2 Marketing in Academic Library**

### **3.2.1 Marketing in Public Service**

There was discussion about if the public service also needs marketing nowadays just like in the private business. Cowell (1984) points out that this formulation of

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marketing has been criticized by marketing practitioners and is unsuitable for the service sector, particularly for organizations without profit objectives. (Kearsey & Varey, 1998) Meanwhile, some other academics thought the public sector also need marketing the service. Whicker and Areson suggested that marketing in public service can be viewed "as an organization's attempt to satisfy selected citizens' needs through the successful design and execution of a 'marketing mix' strategy –that is, a well- coordinated offering of an appropriate public good (product) that is properly promoted, distributed, and priced".(Whicker & Areson, 1990) Actually, if we search online, there is a number of academic literature focusing on marketing the public services but in different area, for instance marketing public leisure services, marketing the museum and marketing of educational institutions.

### 3.2.2 Marketing in Library

Library, as an organization providing information and relevant service definitely need to promote and market its products and services to the citizens, to satisfy their information demands and needs.

Marketing library services has been discussed a lot. On the annual conference of IFLA (International Federation of Library Associations and Institutions) in 1997, Renborg presented a paper about "Marketing library services. How it all began." According to this paper, the history and concept of marketing library services can go back to more than one hundred years ago. The first course on Library public relations was arranged at Columbia University, New York in 1963. Although it took years until it became clean habits to plan for PR in libraries. In 1970s', essays were published on this topic.(Renborg, 1997) Earlier in 1995, Bushing thought "Marketing can assist libraries in determining their future and in identifying quality products-services, programs, and materials". (Nims, 1999)

Marketing in libraries has been defined by Shontz, Parker, and Parker as: "A purposeful group of activities which foster constructive and responsive interchange between the providers of library and information services and their actual and potential users. Activities are concerned with the products, costs, methods of delivery, and promotional methods". (Estall & Stephens, 2011)

Gupta (2006, p.9) presented the focus of the library and information services marketing should be on relationship marketing, internal marketing, branding, customer loyalty, internet marketing, network marketing and so forth. Although this topic has already been discussed a lot, Gupta also pointed out that most library and information professionals do not fully understand marketing's place in library and information services or how marketing is useful in LIS scope. (Gupta, 2006)

### 3.2.3 Marketing in Academic Library

While the concept of marketing has been applied to public library and other public service sectors, there is not so much written about its usage in academic library. Academic library always has specific user groups, students, researchers, teachers and other staff. But within the development of new technologies, academic library is no longer sitting in the center as the information provider. The users found other solution to retrieve the information easily, such as internet. The academic library faces more and more challenges and competitions then past. Nims summarized three challenges the academic library faced (Nims, 1999):

- **The proliferation of information technologies and the explosion of available information.**
- **The composition of potential user pool.**
- **Users can get their information from other information providers such as internet and bookstore.**

Although Mathews thought academic libraries doesn't need to advise, because the students and other users always be drawn to the library for hunting books to bury away in the stacks, pass time between classes, cram before tests and so on. But he questioned that whether these users aware of everything that the academic library could offer: "Just because they are in our buildings doesn't necessarily mean that they are using library service effectively".(Mathews, 2009)

Therefore, marketing can help the academic library to processes to better their services. Duke and Tucker summarized the important reason for marketing academic library services as to fulfill the library's mission, to meet the needs of users, to attract new and current users, to highlight unique programs and services and increase use of library services. Clearly, learning and meeting the needs of users will allow the academic library to illustrate its value to those making budget and funding decisions; it will also help the library to adopt new services, programs, and resources as appropriate. (Duke & Tucker, 2007)

### **3.3 Challenges of Marketing in Academic library**

There are only few results when the researcher tried to search the challenges of marketing in academic library.

On analyzing the challenges the academic library might facing, Ranger specific the first challenge is that the academic library should noticed that the library should be marketed as a service but not a product. During the case study she did, participants mentioned several challenges the academic library were facing, such as more diverse space for the library collections, the expectation of students, the decreased budget cause the financial challenge, the physical facilities provided by the library, the information management system and even the generation gap between the 60s, 70s, and net generation.(Ranger, 2007)

Hebert and Wolk emphasized that the academic library is facing the challenge of marketing itself as an easy to use, comprehensive, and complementary research tool to others in the public domain that students may be more apt to utilize, while the library provided access to information not readily available on the Internet. (Hebert & Wolk, 2008) Similar with them, Turner also thought the internet services as a challenge so that patrons accept and use these new services as more traditional services are discontinued.(Turner, 2000) Agha thought the growing needs and demands remained a continuous challenge to all information professionals devoted to achieving high levels of customer satisfaction.(Agha, 2004)

### **3.4 Library Professionals' Attitudes towards Marketing**

Although there are quite a number of literature focused on the marketing in library, but the search result of librarians' attitudes towards the marketing is very limited.

Last year two English academics did a study about the variables influencing academic library staff's attitudes toward marketing. Estall and Stephens looked at the factors influencing the attitudes of 54 respondents at three UK universities and made comparisons with other research in this area. Online questionnaire was sent to 16 UK universities libraries' library management. They asked the participants using Likert scale to measure their attitudes to pro-marketing, anti-marketing, marketing knowledge, extroversion, and resistant to change statements. Follow-up interviews were conducted to the same three academic libraries with the aim to evaluate the current status of marketing. It appeared that all the library staff in different age group has a very positive attitude toward marketing. The 55-65 years age and respondents with more than 20 years experiences have the most positive attitudes. But the completeness of marketing training percentage is not very high. Besides, the academics found that the respondents with a lower resistance to change tended to have higher levels of extroversion and a more

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positive attitude toward marketing. In addition, Estall and Stephens developed a new model of implementation of marketing strategy in academic library, showing indications of a positive relationship between openness to change, extroversion, and the attitudes toward marketing.(Estall & Stephens, 2011)

Singh did a similar research intending to find out the connection between the marketing attitudes and behavior of librarians in 33 different libraries in Finland. Semi-structured interview was chose as the data collection methodology. Based on the data analysis results, the participants were divided into three groups: strong, medium and weak market oriented libraries. The research had a result that there was a positive connection between the marketing attitudes and behavior. Nevertheless, it also indicated that there can be exceptions too when marketing attitudes and behavior may not be in accordance with each other. Besides, the finding indicated that a positive marketing attitude of the library leadership is a prerequisite for the market oriented behavior of library. (Singh, 2009)

Ranger did an examination of the Oberlin Group about the attitude towards marketing in academic library. Similar with the above studies, the attitudes of these respondents toward marketing their libraries, services, and resources, are very positive.(Ranger, 2007)

Aharony did something differently: the research was to explore the attitudes of school, academic and public librarians towards marketing libraries. 160 participants answered the questionnaires. The results showed the positive correlation between personal characteristics: empowerment, extroversion and resistance to change and attitudes towards marketing libraries. Besides, the result assumed that nowadays in the information age librarians should be empowered, decisive and less introverted in order to survive, to market their libraries and in order to justify their professional position. Furthermore, the results emphasized the idea that librarians should be exposed to marketing concepts in order to

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understand the significance of marketing and its implications for libraries' survival in the 21<sup>st</sup> century.(Aharony, 2009)

### 3.5 Summary

Marketing is not a new concept, but still a quite popular topic in LIS. As a well discussed topic, there are still quite a few disagreements and misunderstanding about marketing in LIS, especially the implements of marketing patterns directly from private business to non-profit library services.

There are very few literature presented the case studies about the library professionals' attitude towards marketing. The results were quite similar that most of the librarians especially the person has extroversion personality have positive attitudes towards marketing. The attitudes might be influenced by the age as well as the working experiences.

There is no researchable academic article focus on the librarians' attitudes towards marketing electronic resources currently.

Last but not least, marketing library services, especially for academic library still faces a lot of challenges. Within the further studies and efforts, the libraries should or could meet these challenges.

## **CHAPTER 4: DATA ANALYSIS AND FINDINGS**

In this chapter, the researcher will present the results of the interview and provide an analysis especially on the comments that are relevant to the feedback on the research questions. The whole empirical part will follow the structure of interview guides, starting with the marketing plan that researcher received from one of the interviewees, who works in a small marketing group in the digital team in the learning center and library in HiOA; after that will be the part of interviewees' understanding of key concepts, followed by evaluation and barriers analysis, at last ending with the proposals for the further study and future development. Citation and quotation of the significant participant responses to the interview questions are quoted in a narrative form, which aids in the interpretation of the data the researcher got from the interview. In the "Discussion and Finding" section, researcher will summarize the points drawn from the interviews and analyze the phenomenon that has been observed with the aim of solving the research questions.

### **4.1 The Marketing Plan in HiOA**

Although there is no single position called "marketing librarian" or something similar, there is still a small team working on marketing, especially marketing the electronic resources in the learning center and library in HiOA. Marianne, a senior librarian working in the P48, has been one of the three members of the marketing group in the digital team in the learning center and library for three to four years. During the interview, Marianne mentioned that there is a marketing plan they have been working on for quite a while and handed me the printed three-page marketing plan in Norwegian. Two weeks after the interview on Apr 17<sup>th</sup>, 2012, the researcher received the electronic version of this marketing plan via email, which

Marianne described as "it probably has weakness, but it was the best we could come out".

This marketing plan is made for the calendar year 2012 with some significant dates mentioned from May to December in 2012. The target user groups in this plan are described as: students; staff; academic staff; database staff; administrative staff and all. Some of the promoting activities occur frequently during the year; some will occur or have already been carried out.

The marketing activities are carried out by different approaches. The researcher grouped the methods and solutions the learning center and library in HiOA are using as below:

- **Web 2.0 technology:**
  - **Social media: for instance Facebook and Twitter;**
  - **Web page of learning center and library: including news released online and the quiz linked from the webpage;**
  - **Emails to the staff and students.**
- **Internal TV: including the Anatomy TV service.**
- **Printed information:**
  - **Posters in campus, especially at the counter in the library;**
  - **Stickers;**
  - **Bookmarks;**
  - **Brochures;**
  - **Promotional T-shirts;**

- **Other materials.**
- **Education / Courses**
- **Human resources services:**
  - **Contact librarians promote services via the promotion desk, emails and are involved in the staff meeting;**
  - **Professional services;**
  - **Administrative services for all the new employees.**
- **Others: Pepper Cake.**

It is hard to say that the whole marketing plan is designed for the electronic resources, but these promotion actions can be applied to the services supplied by the learning center and library, which includes digital services. Meanwhile some of the approaches mentioned in the “tools” part have the specific aim of promoting the electronic resources, for instance: (Marketing team in the learning center and library of HiOA, 2012)

- 1. Contact librarians have a “promotion desk” and promote the database;**
- 2. Quiz linked from the web page with questions related to electronic resources with a prize;**
- 3. Campaign towards remote students to get them as followers on Facebook and Twitter so that they can get information about electronic resources. Sending mail to remote students;**
- 4. News of new resources, interfaces and search suggestions;**
- 5. News, search suggestions and changes of electronic resources;**

- 6. Contact librarians inform about new resources (databases, publisher packages, e-journals) directly to the academic staff by email / information on Tuesday meetings;**
- 7. 1 time a year contact librarians can send out an information e-mail to the academic staff with information about electronic resources directed towards their needs;**
- 8. Contact librarians should use the opportunity to promote relevant electronic resources when they participate in the staff meetings;**
- 9. All new employees receive professional services from "their" contact librarian for information/education with special focus on electronic resources within their field of study.**

Some of the promotion themes focus on electronic resources or relevant services such as Anatomy TV, EZProxy and webpages.

This three-page marketing plan, shows that the marketing group focus on the different types of users in the college and their action plans are based on unique target groups. There are modern style approaches, like using social media and internal TV. In addition, traditional ways for promoting like posters, bookmarks and brochures, are used. At the same time, the learning center and library do not ignore the power from face-to-face information transmission, such as quick courses, education and the promotion desk.

#### **4.2 Understandings and Awareness of Key Concepts**

The whole interviews needed to work on the premise of the understanding and awareness of two concepts, "electronic resources" and "marketing". Therefore, it's necessary to find out the librarians' opinions towards these two terms.

#### 4.2.1 Electronic Resources

In response of the question “What’s your understanding of electronic resources in the academic library”, most of the interviewees started the answers with a positive attitude. They confirmed the electronic resources are very important and are getting more and more important among the services the library supplies to users. Like Kristin said “... the future lies in that the student shall only work with electronic resources”. The two librarians work in the digital team has similar opinions of the importance of electronic resources:

*[...]It’s getting to be more and more important to have electronic resources. And library ended up a place where everybody looks to electronic resources, like the institution repository. (Trude)*

*[...]I think they are extremely important. And now with the e-books, coming more available and possibility of downloading to iPad and phone sets stuffs. I think online resources are more and more to support online researches. (Marianne)*

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The previous director, Lars, gave out the comparative usage data of electronic resources and printed books in HiOA and pointed out that the electronic resources will be the main resources in the future. He also introduced the some information of electronic resources usage in HiOA:

*[...] The use of digital resources goes like this, goes 15, 20, 30 percent up. So that means the use of the students and the staff use of knowledge resources are increasing...So I think, very soon, we will be in a situation that digital resources are the main resources... We have at HiOA a higher usage of digital resources than most of the other institutions... I think it is every student lends 22 books a year, and every student downloads 19 articles per year. So it’s almost equal. But still the paper is more heavily used, but the use of the digital resources goes faster up.*

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*E-books are not heavily used yet... Basically articles. (Lars)*

---

The new director, Anne-Berit, who has already been working in the library system of HiOA for 20 years, pointed out there are other forms of electronic resources in academic library, like the institutional information from the websites in addition to the electronic articles and electronic books. But she said the library is more concerned about the contents instead of the forms when they need to acquire some resources:

*[...] We have been acquiring electronic resources for quite some years now, and it's been growing immensely actually. And I think we have stopped thinking about the especially the literature in academic journals, we don't specific if it's a print journals or online [unclear]. It's the content accounts more than the form. (Anne-Berit)*

---

The two contact librarians working in two different departments, nursing and health, responded to my question in different ways. Anett, the contact librarian working in the nursing department and the education team in the center of the learning center and library, thought electronic resources are basically e-books, guiding of databases on websites, e-journals and databases. But Kristin read the electronic resources in this way "the ones refer read by other colleagues or that you know peer reviewed resources".

As a special librarian working with social sciences, Kari showed more detailed contents of "electronic resources":

*[...]The great part is journal articles; we also have some e-books...And also there are quite a number of electronic sites, you know, connect to the subjects and education here, like in social science, which is my field... And also electronic resources connected to the things that are produced in this colleges, thesis and articles,*

*we have institutional archive, you may know, for publishing or storing full text resources produced in this college. (Kari)*

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Marianne and Trude are two librarians working in digital resources. Both of them emphasize the important role of electronic resources. Trude shared her understanding of electronic resources in a very brief way:

*[...]You have of course digital books, e-books, and you have digital journals, and then we also have digitally master thesis, and other student assignments should be digital...databases, of course. And we are going to creating digital courses online. (Trude)*

---

All the interviewees agreed that the electronic journals and electronic books are electronic resources; some of them suggested that databases, the institutional repository and some websites related to the education resources also should be considered as electronic resources. One even mentioned the future online courses would be part of the electronic resources in HiOA.

No matter what positions or disciplines these librarians work with, they all pointed out the importance of electronic resources in the learning center and library of HiOA. Lars even has the data which shows the usage of electronic articles is increasing sharply and already very close to the usage of printed books.

#### **4.2.2 Marketing and Marketing the Electronic Resources in Academic Library**

Unlike “electronic resources”, people have various understandings and descriptions of “marketing”. Some of the participants focused on the tools of promotion and some of them thought the process are more important.

Lars held the view that the ideal marketing approach is education:

*[...]The best marketing we can do is to be integrated in the education in the institutions... We can make use a lot of traditional*



*marketing tools, but that will have no effect. The most important thing is teachers demand the students to use articles, to use information resources...and then that the students tell its [unclear], "have you tried this database?", "have you try this source?" That is the best marketing. (Lars)*

---

While Anne-Berit thought marketing is about drawing the attention online. She was very honest about the ineffective result about the marketing action in library Kjeller.

*[...] Marketing is putting up science on web pages with a special attention to some resources. We tried to do that, at least at Kjeller with the databases of month, which is trying to emphasize on one database on courses, but very few student came. I don't think we actually meet the students what they where that time. So I think it's better to sort of market electronic resources through other services. (Anne-Berit)*

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The three contact librarians who work with disciplines had various answers about "what is marketing". Anett answered very tersely, pointing to the marketing approaches, like emails, websites and information management systems. The contact librarian of social science, Kari gave me very detailed answer of her understanding of "marketing" since she is the only one that had ten years working experiences related to marketing in an IT company. At the very beginning, she stated that marketing has the aim of "making the message visible to the people you need to or you want to reach". Then she elaborated on the two methods of accomplishing marketing:

*[...] I think there are at least two ways, two main roads to go. The one is how we make them visible in our websites and trying to tailor the webpages for the different groups. We have different webpages for different educations here. And we tried to put the most relevant resources there so they don't need to look through*

*the long list to find what is good for them. So making it good display on website in one way to go.*

*The other way to go is on the mouth to mouth method. When we are dealing with the education, the teacher, because a lot of work is having communicating with teachers about how do we best give the students the knowledge or how to use the resources. So when we are communicating how we should work together, the marketing will be an important part of that. Telling them what we actually have they can use and checking if they know some resources but we don't know about them so we can go through them. So it's both the one way commutation by our web and two-way communications directly to the users, the user groups.  
(Kari)*

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When she was asked to pursue more about the particular content of marketing the electronic resources in social sciences, Kari pointed out that, except for the arts department, most of the faculties in HiOA have high usage of electronic resources. And no matter what the disciplines, the main concept of "marketing the electronic resources" should be quite similar.

As a special librarian working in digital resources, Marianne thought the key concept was based on the awareness of the target group of the marketing, and there is no need to "market everything to everyone" especially when the resource is "bought for one special group". Besides, she thought the "right time" of marketing is also important, which is very similar to the opinion of Anne-Berit.

Trude who usually works on the institutional depository thought the difficulty of marketing the electronic resources is to find a method with fun. She didn't go directly and clearly to these questions about the understanding and definition of "marketing".

The diverse responses to the interview question, "What's your understanding of 'marketing', especially 'marketing the electronic resources' in the academic library (in your discipline)?" show that although the librarians might already notice the importance of marketing library service, the awareness and understanding of marketing are very different from each other. Trude stated the ideal approach of marketing should be fun. Lars thought teachers' influence on their students can offer a lot to the efficiency of marketing, while Anne-Berit shared her opinion that appropriate timing is a key element of successful marketing activities. These differences are connected to the librarians' previous working experiences, instead of their positions in the library. Kari, the only one involved in marketing activities in a commercial company for a long time, had a very clear understanding and definition of marketing. Her answer covered from the conception to the approaches. She even compared the differences of electronic resources usage among different disciplines. Comparatively, other librarians could talk quite little about the approach or the process of marketing. None of them managed to summarize the understanding multi-scaled like Kari. The interview results showed that among these interviewees, there is no agreement and common definition about marketing, especially marketing the electronic resources. The degree of awareness is also differed among the interviewees.

### **4.3 Evaluation of Marketing Strategy in HiOA learning center and library**

#### **4.3.1 The necessity of marketing in HiOA library**

When the librarians were asked this question, they all agreed that the learning center and library in HiOA needs to market its services, especially the electronic resources. Anne-Berit said the students and researchers are familiar with the e-journals, but less familiar with e-books. Lars thought marketing is the solution to get closer cooperation with teachers. Kari thought it as an approach to get to the

users what they want. Kristin thought the awareness of electronic resource for students and researchers is quite low. Similarly, Trude thought the users have not noticed the seamless works they have done. For example, users could ignore that the results they get from Google Scholar actually come from the learning center and library in HiOA.

Participants talked about teachers, students, and researchers. They even mentioned the different academic culture in different faculties. The various answers connected to their job contents, responsibilities and even their understanding of marketing. For example, Lars stated the ideal approach of marketing is that teachers push the students to use electronic resources via education requirements. In his opinion, marketing is the method to get more cooperation with teachers. Trude works as a technical person with digital resources, so she thought marketing is the way to make the users notice her and her colleagues' achievements. No matter what kinds of reasons I got, all of them can be seen as the library and the library professionals wanting to improve the awareness of digital resources they could provide to the users, including teachers, researchers and students.

#### **4.3.2 The existence of marketing strategy in HiOA learning center and library**

Marketing strategy is considered as the guideline of library professionals for the implementation of marketing activities. But the Oslo and Akershus University College of Applied Science is still working on its own strategy at this moment, since HiOA was just recently formed from the merger of Høgskolen i Oslo and Høgskolen i Akershus in August, 2011. The learning center and library of HiOA has no official strategy at present. According to Lars and Anne-Berit, the previous and new director of the learning center and library, respectively, currently there is no written documentation of marketing strategy for the learning center and library in HiOA; however, it will come soon, hopefully, after the institution works out the

blueprint of the whole university college and the learning center and library. The interesting thing is that the new director Anne-Berit said there is marketing strategy, though not a written version inside the library, while Lars, the former director, said simply “no” to the question.

The two special librarians who deal with digital resources in library said there is a marketing plan in the HiOA library. Marianne sent me an email with the attachment of their marketing plan of this calendar year in Norwegian which I already presented in the first part of this chapter. Trude confirmed the existence of this plan and suggested I should go to Marianne for more information. But neither of the directors referred to this marketing plan.

There was only one special librarian, Kristin, who works with the health department, who thought that there is a marketing strategy in the HiOA learning center and library but without official document.

The other participants were unclear about the status of whether there is marketing strategy existing at the HiOA leaning center and library or not, but all of them confirmed there is no official document and record of a marketing strategy, especially a marketing strategy of electronic resources in the whole organization.

*[...]Some of us are thinking about it. But not enough to call it marketing strategy, but we would like to be more visible in our area.  
(Kari)*

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The answers to this question relied on the participants’ positions and job contents tightly. The leader group had the agreement about the non-existence of marketing strategy document and explained the reason very clearly. But they didn’t mention a single word about the marketing plan inside the digital team. Two digital team members made the marketing plan and both of them were aware of its existence. The three contact librarians who work with faculties had different degrees of

awareness about the marketing plan and marketing strategy; two of them thought there might be or should be a marketing plan somehow instead of confirming; and one thought there is no marketing plan or strategy in HiOA library.

These answers show that the communication about marketing between the center parts of library, which means the leader group in this case, the digital team and the contact librarians for the disciplines is obstructed. The relevant information hasn't gone through from the center to the periphery, nor from the practical level to the leader level.

#### 4.3.3 Examples and evaluation of marketing activities towards electronic resources in learning center and library of HiOA

During the interview, most of the participants provided examples about the marketing activities in HiOA learning center and library.

These activities can be grouped into two:

- **Web 2.0 activities, such as web pages of the library, promoting on social media, new technology of accessing resources, etc.**
- **Face-to-face communication and knowledge delivering service.**

For instance, Lars mentioned the webpage of the learning center and library made it easier for users to find the electronic resources and they are using Facebook to promote the new resources and databases.

Anne-Berit mentioned the "breakthrough" in Kjeller:

*[...]In January or February, we had a big "breakthrough" at Kjeller, "access to the databases from anywhere" and needed marketing then, informing all the students, giving them little folders at the entrance at morning. (Anne-Berit)*

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Kristin thought the campaign which has iPad as a prize is quite successful.

*[...] I feel that our campaigns have been very good. We have had a campaign each year, where we have given people some information and small contest and the winner gets an iPad. So this has promoted us very much, I think. (Kristin)*

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To answer this question, the interviewees mentioned several different types of promoting activities they have used in the learning center and library of HiOA. All of them mentioned activities related to Web 2.0 or new IT technology, such as promoting on social media, like Facebook, Twitter and YouTube. Some of them mentioned the face-to-face information services, for example, at the beginning of the semester, a tutor was provided by the librarians, as well as booklets, flyers, and even stickers for smart phones. Trude showed me the sticker with the logo of HiOA and explained how to use it.

Even though they were in disagreement with each other over the existence of a marketing strategy or marketing plan, all of the interviewees could list out the marketing activities happening in the HiOA learning center and library, which presented their efforts of promoting the electronic resources services. However, not all of them felt satisfied with these activities, like some said clearly:

*[...] We haven't done much. We have tried to point out a database each month, but wasn't very success... No. We should do more and better. (Anne-Berit)*

*[...] Not on the main level. I am not satisfied about the marketing services on learning center. (Kari)*

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When these librarians were asked about their satisfaction with the current marketing strategy and activities, some of the participants did not answer the

question directly. They spoke about the limitations of marketing, like what they could do and what they have done. That they are working inside this organization might lead to their hesitation. Moreover, some tried to analyze the reason for their uncertain description of satisfaction. For instance, Kari pointed out that it is because there is no evaluation of the marketing activities: "...but we don't evaluate. So we don't know what is really effect."

The answers to these questions are related to the librarians' experiences about marketing activities and personal expectation instead of their position and disciplines in the library.

#### 4.3.4 The expenditure of marketing activities in HiOA learning center and library

All of the responders agreed that these marketing activities are not costly in the HiOA learning center and library, especially compared with the library expenses for electronic resources, and some of them pointed out there is no special budget for marketing.

*[...]We don't spend much money on it. So...We had once a year. We have sort of campaign week, we have use different tools, we have all the librarians be out in the morning to meet student in the morning, we have [unclear], called it learning piece, we also have screen, and mobile telephone screen, that is to remind the students not when they start as new students in August, but later in October, to remind them that you should go to library. (Lars)*

*[...] No. we are doing so little. I don't think we have marketing budget. I can't find any cost on marketing. (Kari)*

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According to the "marketing plan" from Marianne and the information I got from the interview, the learning center and library spent some resources on the marketing, for instance, promotional T-shirts, pepper cake, posters, stickers and



iPads. But none of the responders thought marketing is costly especially compared with the expenditure for the library resources.

#### **4.3.5 Existence of internal training or seminar related to marketing inside of the learning center and library in HiOA**

All of the interviewees gave a negative answer to this question. There might be some seminars related to marketing in some conferences, but attending these kinds of activities is dependent upon personal interest. Currently, there is no official training session or seminar related to marketing for the librarians.

#### **4.3.6 Other library professionals' attitudes towards marketing in HiOA learning center and library**

Most interviewees thought all the library professionals are quite positive towards marketing. They noticed the importance of marketing, but the reality is that not all of them are positive in the actions.

The former director Lars was quite hesitant to conclude the other librarians' attitudes, but in his opinion, most of them could be positive:

*[...] Can be different. Some are eager to do that. We made the campaign week, most of employee joined it. (Lars)*

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### **4.4 The barriers and challenges of promoting the electronic resources in the learning center and library of HiOA**

One of the objectives of this study is to discover suggestions for current marketing policy and activities in the learning center and library in HiOA, therefore it is very important for the researcher to be acquainted with the barriers and challenges.

Lars pointed out there were two main barriers for the learning center and library to promoting the electronic resources. First, students having low awareness of electronic resources:

*[...] There are still many student has not enough usage of the interfaces. They don't know the different interface of the e-resources. (Lars)*

---

Kristin had the same idea that the resources are not familiar to users.

Secondly, the low demands of usage can cause the inefficiency of librarians' teaching efforts:

*[...] We can teach them, but the thing is we can give them lectures on how to use the articles, but they will forget it if they don't need to use that database. (Lars)*

---

Marianne works in the marketing group inside the digital team in the central part of the learning center and library. She thought the two main barriers are the difficulties of reaching the target users and the shortages of suitable tools of marketing.

Kari talked about this question from another point of view. In her opinion, the core of the problem is that marketing, as a new public management session, hasn't become a large enough proportion of library professionals' education, which causes the lack of a systematic approach to marketing.

*[...] We don't really have marketing as a core subject in this library. They have some subject connected to this in the education. But it's not the heavy subject in the education. So marketing is really not in front of people's head. We don't think in a lot of it, professional wise. If you want to do professional marketing, you should do it systematically and you should know what you are doing. It is*

*professional itself. We should be more systematically about it. Analyzing the user group, analyzing what kind of message we really want to provide. We do a little bit this, a little bit that. Most of time, I think we don't do it probably... Marketing is considered to new public management. It's more commercial way to doing thing. But the core problem is in the core session in the education. (Kari)*

---

Anne-Berit thought differently. In her opinion, the timing is the most important thing.

Trude, a special librarian working with digital resources, thought that not having enough workers in marketing service is the problem.

Kristin, a contact librarian of health department, thought the center of the library and the director haven't paid enough attention to marketing, which causes difficulty in getting the budget.

*[...] it is very difficult to have an understanding among the directors or the institutions that you have to buy these things these days, you know. So it's difficult to get the budget that is one part of the barriers. (Kristin)*

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In addition, users' awareness about electronic resources is one of the barriers.

All the seven participants agreed that the learning center and library in Oslo and Akershus University College of Applied Science need to market its services, especially the electronic resources, but the barriers and challenges existed in different formats.

#### **4.5 Perspectives proposals for the future marketing strategy**

The librarian who was actually involved in designing the marketing plan could not give any suggestion or advice on this question because of her role. Trude, who works in the digital team, thought the short-handed problem should be solved first.

Kari had difficulty providing suggestions because of the lack of relevant information, like the usage data.

Lars thought it's important to create needs among the users: "the best marketing is make the needs in the curriculum to make the students using them".

In the opinion of Anne-Berit, timing is still the most important issue to be improved:

*[...]I think it's more about meeting the people where they are, more than putting information on the web or giving folders. If they don't the information right then, they just put it and then forget it. (Anne-Berit)*

---

Anett noticed the communication gap between the center part of the library and the other teams, as well as other cooperation problems inside the learning center and library.

*[...]There should be more clear marketing strategy and policy, not only for the central but also for the unites...There should be close cooperation with the education in the faculties. (Anett)*

---

Most participants' suggestions were related to their answers of the barriers and challenges.

#### **4.6 Discussion and Findings**

In this part, the researcher try to answer the research questions by summarizing the information gathered from the interview process.

#### **4.6.1 What are librarians' understandings of electronic resources in academic library?**

The understandings of electronic resources in the academic library were quite similar among the participants. All the interviewees agreed that e-journals and e-books are the two basic formats of electronic resources. In addition, websites related to the disciplines, databases and the institutional depository were mentioned as electronic resources.

#### **4.6.2 How do the librarians understand and define marketing in general and marketing of electronic resources in particular?**

Because of the diversity of the participants' past experiences, education background and positions, their understanding and definition were very different from each other.

The only definition of "marketing" I got from Kari was "making the message visible to the people you need to or you want to reach". Meanwhile, the other librarians listed some information which can be seen as key elements of "marketing electronic resources in academic library", for instance, the appropriate time to introduce the electronic resources to users and the curriculum requirements. Additionally, these library professionals talked about the approaches to marketing, such as emails, websites, information management systems, face-to-face communication and promoting the right resources to the right target user group.

#### 4.6.3 How do the librarians perceive and evaluate current marketing policies, strategies and practices a HiOA?

##### 4.6.3.1 *Does the learning center have a marketing policy and, in case, what is its content, regarding electronic resources?*

The learning center and library of HiOA has no documentation referring to a marketing strategy or marketing policy on manager level because of the reorganization of the whole institution. The leader group is still focusing on the strategy and plan for the entire university college and has no hand on the learning center and library level currently. Hopefully, they will start to work on it after the strategy of University College is solidified.

There is one marketing plan for this calendar year made by the three-person marketing group in the digital team inside the learning center and library. This plan covers a lot of activities for promoting library services, including the electronic resources, to the users and some of them have already been carried out. But only two participants who work in the digital team knew about this plan. The rest of the participants did not mention this plan, which revealed their low awareness about the existence of this marketing plan.

##### 4.6.3.2 *What kinds of marketing activities are going on in the learning center and library of HiOA?*

All the participants gave some productive examples of marketing activities for promoting the learning center and library. The answers related to their experiences and the position they hold inside the organization. Combined with the marketing plan I got from Marianne, there are several promoting activities going on inside the learning center and library of HiOA:

- **Web 2.0 technology and new IT technology : social media, webpages, online courses, internal TV screen, email, etc.**
- **Campaigns, especially with the iPad as a prize;**
- **Education and courses;**
- **Printed information such as posters, stickers, bookmarks, brochures, flyers and T-shirts;**
- **Librarian face-to-face services, such as promotion desk, staff meeting.**
- **Others like pepper cake.**

#### *4.6.3.3 How do the librarians evaluate the current marketing policy and marketing activities?*

Based on the participants' answers, the researcher found that the general attitude of library professionals toward marketing electronic resources in HiOA learning center and library is quite positive. They also supposed other librarians may consider marketing as important for the learning center and library in HiOA. However, Lars was a little bit reserved about others' attitudes.

Marianne described the marketing plan as the best they can do right now, though stating there are places for improvement.

Meanwhile, most of the interviewees could hardly feel satisfied about these marketing actions, and some of them could not describe the satisfaction because of the lack of an evaluation system or tools. Only a few mentioned the conception of evaluation, which means the rest of the participants have no idea of using tools to follow up on promotional activities and evaluate them.

Kristin was quite satisfied with the campaign which had iPad as the prize for the winner.

Lars mentioned the usage data of electronic resources in HiOA is higher than other academic institutions in Norway, but he didn't declare clearly that this might be the result of marketing activities.

Some participants felt the communication and connection between the central and other units of the learning center and library are not enough. The center part may have not paid enough attention to marketing; the budget for the marketing is also quite low. There is no internal training or seminar related to marketing inside the organization.

#### **4.6.4 What are the barriers and challenges of marketing implement in the learning center and library of HiOA?**

The barriers and challenges of marketing implementation mentioned by participants is summarized below:

- **Users have low awareness of the electronic resources services provided by the learning center and library.**
- **The curriculum requirements for the students are not high enough to drive them to use the electronic resources frequently.**
- **The learning center and library does not have enough suitable tools for marketing.**
- **It is difficult to reach the target user group at the right time.**
- **The library professionals lack the systematically thinking of marketing and relevant education.**
- **The organization does not have enough employees to work on the marketing.**
- **The leader group of the learning center and library has not paid enough attention in marketing.**



#### **4.6.5 What are the suggestions of improving the marketing of electronic resources in the learning center and library of HiOA?**

As the developer of the marketing plan, Marianne was not able to give any suggestions. Some of the participants also have difficulties due to the low awareness and attendance of marketing activities as well as lack of data. But the researcher still managed to gather some information and summarized the suggestions on improving the marketing of electronic resources in the learning center and library in HiOA.

- **Create the academic needs for the students.**
- **There should be more librarians working with marketing inside the organization.**
- **There should be a clear marketing policy or strategy not only for the center but also the other units.**
- **There should be closer cooperation between facilities and learning center and library.**
- **Library should promote the electronic resources at the right time.**

#### **4.6.6 Do the attitudes to these questions seem to be affected by variables such as the hierarchical position in the organization for example being a member of the leadership group or not and the subject field responsibility?**

There was no obvious difference between the leader group and others on most of questions, but the difference between the digital team and others is apparent. The most significant example is the marketing plan. Marianne and Trude were the only two participants who knew about this plan, while none of the rest people mentioned it.

The answers to the other interview questions did not show that the attitudes have been affected by the hierarchical positions in the organization or the subject field responsibilities.

There is no evidence showing the different opinion and attitude related to the genders.

The interview questions seemed quite reasonable when the researcher designed the interview sheets. But when the questions were actually asked, participants sometimes answered the questions with unclear and brief statements that were not directly aimed at the question. The reasons might include that they work in the institution and were not willing to complain too much.

#### 4.7 Summary

This chapter provides detailed analysis and discussion on the data collected from the interview process. After the brief introduction and analysis of the marketing plan given by the digital librarian Marianne, the researcher devoted a major part of this chapter to interpreting the data drawn from the interviews. Significant parts of the quotations were cited from the participants in their original words from the transcriptions and records resulting from the interviews. The findings presented the analysis of general ideas and opinions about the interview results corresponding to the research questions. The analysis was divided into the sub-sections following the interview guides.

## **CHAPTER 5: CONCLUSION**

### **5.1 Summary**

The researcher designed this study to find out the librarians' attitudes towards marketing electronic resources in the learning center and library of Oslo and Akershus University College of Applied Science. Information about the reality and status of the marketing policy and tools was gathered through the interview process. The researcher's questions were answered in the data analysis section.

### **5.2 Implications for future research**

As the marketing of public services, including the library, develops a lot of issues are waiting to be studied. In this case study, the main aim was to explore the library professionals' attitude towards marketing electronic resources by analyzing the information gathered from a small group of professionals. Actually, the methods of this study can be applied to explore all the employees' attitudes towards marketing in Oslo and Akershus University College of Applied Science. Similarly, it is also applicable in other academic and public libraries even other public service sectors. In some cases, the interview might be replaced by a questionnaire if the study object is a big organization with a larger sampling group.

Moreover, it is also very interesting to trace and discover the marketing status of the learning centers and libraries after they made their marketing strategy. Further studies on the librarian's attitude can also demonstrate the trends and variations which might be influenced by new technology and cultures. It's also helpful for the organization to utilize evaluation tools that can be designed for the marketing services in this organization.

More perspectives can be employed to this study, as the influence factors of the professionals' attitudes are numerous, such as gender, personalities, the micro-economic and macro-economic policies and environments, etc. Meanwhile, research on the users' reaction to the marketing activities inside the learning center and library of HiOA can also be seen as an evaluation study.

In conclusion, this study is a good starting point, and the research result will uncover the relations between marketing and library services.

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## APPENDICES

### APPENDICES 1: Interview Guide for Leadership Group

Thank you for dedicating your time and taking part in this study.

I am currently doing my dissertation of International Master of Digital Library Learning program in Oslo and Akershus University College of Applied Science.

This interview will take 30 minutes with the purpose to find out the library professional's attitudes toward marketing the electronic resources in the library of Oslo and Akershus University College of Applied Science and how the library acts when it faces and deals with the challenges.

Here are interview questions:

1. Manager level; Position.
2. Background information:
  - 1) Could you describe your education background in Library and Information Science?
  - 2) Could you describe your education experience related to Marketing? Especially Marketing in LIS area? For example, short course training.
  - 3) How many years have you been working in the library? Academic library? Library in HiOA?
  - 4) What's your understanding of electronic resources in academic library?

- 5) Do you have any working experience related marketing work, especially marketing the electronic resource in academic library? If yes, how many years?
3. What's your understanding of "marketing", especially "marketing the electronic resources" in academic library?
4. Do you think HiOA library need marketing its service, especially the electronic resources? Why?
5. What do you think are the most important barriers and challenges of promoting the electronic resources service in HiOA?
6. Do you think there is any marketing strategy existing in HiOA library? If yes, could you describe the current marketing strategy in HiOA library? Especially the part about marketing electronic resources?
7. What do you think about the current marketing strategy?
  - 1) Do you feel satisfied about current strategy?
  - 2) Which part do you think is the core of the strategy?
  - 3) What is the most successful marketing action towards prompting electronic resources till now?
  - 4) Do you think the current marketing strategy can meet the needs and challenges about promoting electronic resource?
8. Do you feel that marketing electronic resources in the HiOA library is costly?
9. What do you think about the other library staff's attitude towards marketing?

10. Is there any training to improve library staff's awareness and confidence of marketing the electronic resources service?

11. Do you have any comment on the current marketing strategy? Do you have any suggestion on designing the marketing strategy so it can meet the challenges and users' needs better?

## APPENDICES 2: Interview Guide for Subject Group

Thank you for dedicating your time and taking part in this study.

I am currently doing my dissertation of International Master of Digital Library Learning program in Oslo and Akershus University College of Applied Science.

This interview will take 30 minutes with the purpose to find out the library professional's attitudes toward marketing the electronic resources in the library of Oslo and Akershus University College of Applied Science and how the library acts when it faces and deals with the challenges.

Here are interview questions:

1. Manager level; Position; Subject
2. Background information:
  - 1) Do you have any education background in Library and Information Science?
  - 2) Do you have any education background related to Marketing? Especially Marketing in LIS area?
  - 3) How many years have you been working in the library? Academic library? Library in HiOA? In this subject field?
  - 4) Do you have any working experience related marketing work, especially marketing the electronic resource in academic library? If yes, how many years?

3. What's your understanding of "marketing", especially "marketing the electronic resources" in academic library?
4. Do you think HiOA library need marketing its service, especially the electronic resources in your subject? Why?
5. What do you think are the most important barriers and challenges of promoting the electronic resources service in your subject in HiOA?
6. Do you think there is any marketing strategy existing in your subject in HiOA library? If yes, could you describe the current marketing strategy in your subject in HiOA library? Especially the part about marketing electronic resources?
7. What do you think about the current marketing strategy?
  - 1) Do you feel satisfied about current strategy?
  - 2) Which part do you think is the core of the strategy?
  - 3) What is the most successful marketing action towards prompting electronic resources till now?
  - 4) Do you think the current marketing strategy can meet the needs and challenges about promoting electronic resource?
8. Do you feel that marketing electronic resources in in your subject in HIOA library is costly?
9. What do you think about the other library staff's attitude towards marketing in the same subject?
10. Is there any training to improve library staff's awareness and confidence of marketing the electronic resources service?

11. Do you have any comment on the current marketing strategy in your subject?  
Do you have any suggestion on designing the marketing strategy so it can meet  
the challenges and users' needs better?

### APPENDICES 3: Privacy Statement

I, Jing Wu, student of the International Master in Digital Library Learning, declare the following privacy statement for the participants of the interview for my master dissertation which has the topic "Library Staff's Attitudes toward Marketing Electronic Resources in Oslo and Akershus University College of Applied Science":

No personal data which can help to identify the participants will be used in the definitive work.

No personal data of the participants is needed for the completion of this study; the only facts that will be put into the work is the gender of the participants in order to differentiate profiles and make conclusions about the data obtained by the classification of participants.

The interviews will be recorded in audio; and such recordings will be destroyed when the study is finished.

The interview recordings will not be handed under any circumstances to third parties.

Jing Wu