

## SOURCES

*Promoting Electronic Resources: Creating the E-Buzz* (Routledge, 2009) and *The Customer-Focused Library: Re-Inventing the Library from the Outside-In* by Joseph R. Matthews (Libraries Unlimited, 2009).

This particular book is most similar in tone to *The Accidental Marketer* (Information Today, 2009) because all three award-winning authors are sensitive to some librarians' aversion to corporate strategizing for hooking hapless customers. Their take on it is "The way to get people in our doors is not to convince them that we have the materials they need but to help them feel that by using our materials they are becoming the person they want to be" (5).

*Bite-Sized Marketing*, a slim 140-page volume with rich, smooth, thick paper and eye-catching design, covers topics such as employing Word of Mouth Marketing (WOMM); using "story" to bring one's library to life; and marketing electronic resources. The pleasingly designed book provides short but well synthesized solutions for library survival: public relations, outreach, advocacy, marketing with Web 2.0 technologies, and branding. Most appreciated are the librarian quotes interspersed throughout the book, the handy checklists and questionnaires, and pointers to several external websites.

The table of contents and indexes make these contemporary and insightful strategies as accessible as the truffle-sized bites so deliciously drawn on the cover. Highly recommended for public libraries.—Katharine Phenix, *Adult Services, Rangview Library District, Northglenn, Colorado*

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***Conducting the Reference Interview, Second Edition.*** By Catherine Sheldrick Ross, Kirsti Nilsen, and Marie L. Radford. New York: Neal-Schuman, 2009. 290 p. \$75 (ISBN: 978-1-555-70655-5).

An outgrowth of the collective research of Ross, Nilsen, and Radford, *Conducting the Reference Interview* examines in detail the importance of understanding patron questions and providing patrons with answers to fulfill their needs. Actual transcripts of in-person, telephone, and virtual reference transactions are provided to illustrate "what to do" and "what not to do" to answer patron queries successfully.

Focused on promoting effective communication skills rather than teaching reference tools, *Conducting the Reference Interview* provides methods that librarians can use to evaluate their performance. Some examples are a self-evaluation exercise on approachability and acronyms to assist with being thorough in answering queries, such as PACT: "Place is Right, Available and Listening, Contact Made and Topic (in general) understood" (48). Numerous case studies analyzing reference transactions are cited. The need to address the ambiguity of words without context is addressed. For example, when a patron asks for information about "grease," a librarian needs to clarify, asking for further information: "Grease, the musical?" (57).

In addition to a thorough review of reference interview skills, techniques, and applications, a chapter is devoted to the readers' advisory (RA) interview. As many librarians are charged with performing both reference and RA, often from

a single service point, and library school curricula as a whole do not emphasize RA, this section is particularly valuable. RA expert Joyce Sarricks is quoted: "It's not like a reference question where there may be only one correct answer to the question. There are fifty thousand correct answers to the [RA] request" (237).

*Conducting the Reference Interview* provides extensive source notes at the end of each chapter, promoting further study, and is thoroughly indexed. This comprehensive manual will serve as a complement to *Crash Course in Reference* (Libraries Unlimited, 2008), which focuses more on reference resources.

*Conducting the Reference Interview* is essential reading for newcomers to the reference desk, as well as librarians who have served our profession for years. Supervisors will find it an effective tool for evaluating staff performance, librarians will find it helpful for day-to-day reference transaction analysis, and students will find it to be a pragmatic guide for assessing and enhancing their reference communication skills. Ideally, all libraries would purchase this seminal work. However, given the \$75 price tag for this book, it is recommended for academic libraries, particularly those with library school programs, as well as larger public libraries.—Lisa Powell Williams, *Adult Services Coordinator, Moline (Ill.) Public Library*

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***Guiding Students into Information Literacy: Strategies for Teachers and Teacher-Librarians.*** By Chris Carlson and Ellen Brosnahan. Lanham, Md.: Scarecrow, 2009. 101p. \$35 (ISBN 978-0-810-85974-6).

Using familiar refrains from students as chapter headers, such as "There's No Stuff in this Library" and "Not Another Boring Report," Carlson and Brosnahan provide planning strategies for maximizing the research experience of students in the middle school environment. Written for teachers and teacher-librarians, the authors discuss practical examples of how a research topic assignment can be broken into manageable parts for the students using an inquiry-based "I-search" method.

Drawing on the I-search premise that students learn best when they are interested in the topic, the authors outline a step-by-step process for asking questions such as "what do I want to know?," "how will I find the answers?," and "how will I record the information that I find?" The authors suggest that teachers and teacher-librarians collaborate to make the research assignment productive for the students and provide the information literacy skills that can result in lifelong learning skills for the student.

Readers who are seeking resources and ideas for planning research assignments will find helpful the specific examples, such as the project proposals, the collaborative planning worksheet, the calendar form for an I-search assignment, and the further readings listed in each chapter. The authors provide classroom assignments with techniques in presentation and specific examples that can help students become better users of information and critical thinkers.