incorporated into a 2–3 day program including: IT support and trouble-shooting, database basics, engaging with clients, and the library values and ideal culture. In total, 11 modules were delivered. Outcomes include shelving staff now able to interpret reading lists, conduct catalogue and basic database searches, as well interact with clients in a friendly, approachable manner.

The training is supplemented with resources covering the modules and additional self paced training activities. New staff are required to complete all of the modules and existing staff select relevant modules based on the results of a self-assessment. Once completed, ongoing support is provided by experienced peers and attendance at refresher training. The acquired level of competency is evaluated against a matrix over the first 4–12 weeks following training.

Evaluation of the effectiveness of modules has shown that staff confidence is high, with 93% of participants satisfied with their preparation for a client service role. Unsolicited feedback from clients is universally positive. This will be tested more formally through planned client surveys.

A recent library renovation has resulted in a considerably larger building, introducing new challenges in both navigation and scale of service. Key service points are located on the ground floor. A well established Roving Help service has proven the value of adopting approaches that support mobility and responsiveness in meeting clients' needs at a time and place convenient to them.

To further enhance access to skilled staff and service flexibility, a two-way radio communication system has been implemented. All staff rostered at service points, shelving, or Roving Help are now connected to one another. The radios are used to support an array of client interactions, for example requesting assistance with technology, asking the shelving team to locate a missing resource, or connecting clients with the staff member that best suits their need. Especially useful at night and weekends when staff numbers are limited, the two-way radios allow staff to work on tasks away from the desk and make it quick and easy to call them back to service points when needed. This seamless communication has enabled service to extend beyond the physical service point to encompass the entire building. A pleasing outcome is staff's heightened sense of contribution and participation in achieving library goals. We are now wired for service, encouraging greater engagement between staff and clients across our service areas.

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Making connections at Australian Catholic University

Australian Catholic University Library is arguably one of the most distinctive in Australia. Our university is a Catholic university, but public, open to all. We offer face-to-face teaching at six campuses across Australia (Brisbane, North Sydney, Strathfield, Canberra, Ballarat, and Melbourne), intensive teaching workshops in rural and regional settings, and online learning. Our student body is diverse and dispersed. Our academic staff have research interests in the areas of theology, philosophy, education, nursing, health sciences, social work, business, and more. Our library policies and practices are designed to serve the research, study, and teaching needs of our clientele with a view towards equity of access regardless of study mode or location. Primarily we are about connecting our clients with the information they need, but we also try to connect our resources, our collections, and our staff. It's an intellectual and logistical challenge!

We have risen to the challenge by building strong partnerships to facilitate service delivery. We are a member of the UNILINC consortia which allows us to provide a world-class library management system. While our clients don't see the 'behind the scenes' side of the LMS, its front end (Aleph OPAC) and associated products, such as SFX (Open URL resolver) and MetaLib (Federated search) allow us to 'value-add' to the library experience. We are able to connect clients with the information they need and make connections between the information products we have. It's fantastic to be able to find a citation in an index, click on the SFX button (we call it "Find it"), and make the connection to the electronic full text in another product. It's fantastic to search across products too.

Our library management system also allows us to connect our collections across Australia. Despite six physical locations, we are one library and our catalogue reflects that. By logging in to the OPAC, a client can request an item that is on the shelf in Brisbane from their desk in Melbourne – or from their home (wherever that might be) – and have it delivered within a few days.

Connecting with students has always been a challenge! All our libraries have big screen televisions to advertise classes, opening hours, and other messages to students. We have had an e-mail reference service for some years now, and in 2009 we introduced a reference service via instant messaging using the RefChatter product from Altarama. We are exploring how web 2.0 technologies can be better used to connect with our user communities. We've started a library blog (**http://blogs.acu.edu. au/library/**) as we try to meet users 'where they live'. A pilot '23-things' program has been run at ACU National this year with several liaison librarians participating. We haven't yet ventured into Facebook. While opinion is divided on the topic, given the number of screens it appears on in the information commons, Facebook might be the best way yet to connect with our clients!

At ACU National we have a subject-based structure that crosses campuses. This impacts on how library staff deliver services and challenges us in how we make connections with each other. The cross-campus structure is reflected in our library Standing Committees. Each committee includes representatives from each campus, as well as an electronic services expert. Our Subject Liaison Librarians also cross campuses. In many disciplines (Nursing, Education, and Theology, for instance), we have Liaison Librarians situated in at least four different campus libraries. Technology assists library staff in making connections with each other. We use teleconferencing and videoconferencing to facilitate meetings, and SharePoint to share files and conduct discussions. We have an internal blog for library staff only and we continue to explore how we might better use technology to deliver services. The Nursing Liaison Librarians, for example, have been using EndNote Web to compare reading lists across the campuses as the university moves towards a more national curriculum.

Is it fair to say that the best connections are the face-to-face ones? Some of my colleagues might disagree with me! While technology is great, nothing beats sitting down and having a chat. I joined my Theology Liaison Librarian colleagues from ACU National at the Australian and New Zealand Theological Libraries Association (ANZTLA) conference recently. This year ACU Library will hold our second annual face-to-face meeting of liaison librarians from all campuses. It's a fantastic opportunity to put faces to names and to connect in a way that technology just can't beat!

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