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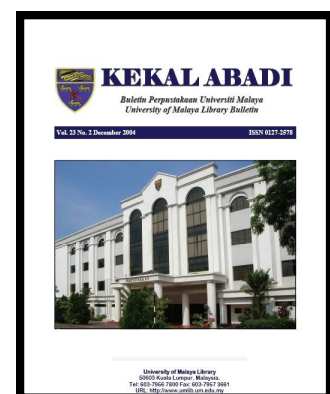
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Freeing Librarians to be Librarians



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Arkib Universiti Malaya: Sejarah Penubuhan dan Perkembangan

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Abstract

Archive is a vital lifeline for a university. In the absence of a university archives, means the absence of a central location which is responsible to collect records and documentation that has historical value related to the university. The history of the university may also be difficult to trace back if there is no systematic management of records and documentation. The function of systematic management is to ensure ease of retrieval to the relevant material. Therefore, the main role to be played by university archives is to ensure archive materials that has value or history related to the University permanently and systematically kept for reference, learning, teaching and research purposes in the future. This article will discuss the factors that led to the establishment of the University Archives, its collection development, and its phase of development since the establishment until now.

Abstrak

Arkib merupakan nadi penting dalam sesebuah universiti. Ketiadaan arkib di dalam sesebuah universiti, bermaksud tiadanya satu lokasi berpusat yang dikhaskan untuk pengumpulan rekod dan dokumentasi yang mempunyai nilai dan sejarah berkaitan dengan universiti. Sejarah berkaitan dengan universiti juga mungkin sukar untuk dikesan semula sekiranya tiada pengurusan yang sistematik bagi memastikan kebolehcapaian semula kepada bahan yang berkaitan sekiranya diperlukan. Oleh yang demikian, peranan utama yang perlu dimainkan oleh arkib universiti adalah untuk memastikan bahan yang mempunyai nilai atau sejarah yang berkaitan dengan Universiti ini disimpan kekal secara sistematik bagi tujuan rujukan, pembelajaran, pengajaran dan penyelidikan pada masa akan datang. Artikel ini akan menerangkan faktor yang mendorong kepada penubuhan Arkib Universiti Malaya, pembangunan koleksi bahan arkib dan fasa perkembangannya sejak ianya ditubuhkan sehingga kini.

Keywords: Arkib Universiti Malaya; Arkib Universiti; Koleksi arkib; Sejarah Arkib Universiti Malaya

Pengenalan

Sejarah penubuhan Arkib Universiti Malaya bermula pada tahun 1989 hasil daripada maklum balas pertemuan semula dan pameran sempena *Fortieth Anniversary of the Founding of University Education in Malaysia and Singapore (FAFUEMAS)* yang telah diadakan pada November 1989. Perpustakaan telah dipertanggungjawabkan oleh Universiti untuk mengadakan pameran berkaitan dengan sejarah yang membawa kepada penubuhan Universiti Pendidikan tersebut.

Inspirasi ke arah penubuhan arkib ini adalah bertitik tolak daripada kesukaran untuk mendapatkan bahan pameran yang berkaitan sama ada disebabkan oleh faktor ketiadaan bahan di dalam koleksi atau koleksi sedia ada di dalam simpanan Universiti tidak lengkap. Disebabkan faktor tersebut, Perpustakaan mengambil inisiatif mengumpulkan bahan yang diperlukan dengan meminjam bahan daripada institusi lain dan membuat salinan bagi semua bahan tersebut demi menjayakan pameran *FAFUEMAS* yang akan diadakan pada masa tersebut. Hasil daripada inisiatif ini, bahan dalam pelbagai format telah diperolehi dan telah digunakan di dalam pameran *FAFUEMAS*. Bahan yang telah dikumpulkan ini juga merupakan koleksi awal dalam pembangunan koleksi Arkib Universiti Malaya.

Definisi

Merujuk kepada Kamus Dewan Edisi Keempat takrif “arkib” yang diberi membawa maksud “tempat menyimpan naskhah-naskhah, rekod umum dan dokumen-dokumen sejarah sesebuah Negara.” Manakala di dalam Akta Arkib Negara 2003 [Akta 629] takrif “arkib” adalah merujuk kepada “rekod yang dipelihara bagi nilai kebangsaan atau sejarahnya yang kekal dan lama bertahan atau kedua-duanya.”

Berdasarkan kedua takrifan di atas, dapat dinyatakan bahawa “arkib universiti” adalah merujuk kepada “pusat yang dikhususkan untuk tujuan penyimpanan dan pemeliharaan rekod universiti bagi memastikan bahan yang mempunyai nilai atau sejarah berkaitan dengan Universiti disimpan kekal secara sistematik dan lama bertahan bagi tujuan rujukan, pembelajaran, pengajaran dan penyelidikan.”

Objektif Penubuhan Arkib Universiti Malaya

Objektif penubuhan Arkib Universiti Malaya adalah selari dengan objektif penubuhan Arkib Negara Malaysia. Berikut adalah objektif penubuhan Arkib Universiti Malaya:

1. Menjadi pusat pengumpulan bahan arkib yang mempunyai nilai dan sejarah kepada Universiti sejak awal penubuhan sehingga kini.
2. Memantapkan perolehan bahan arkib Universiti dalam pelbagai format daripada pelbagai sumber.
3. Menggalakkan penggunaan bahan arkib sebagai sumber rujukan dalam pembelajaran, pengajaran dan penyelidikan.
4. Mempertingkatkan kesedaran tentang kepentingan arkib Universiti dalam pemeliharaan sejarah Universiti.
5. Menggalakkan sumbangan bahan arkib Universiti untuk simpanan kekal Universiti.
6. Memelihara dan memulihara bahan arkib daripada kerosakan atau kemerosotan.

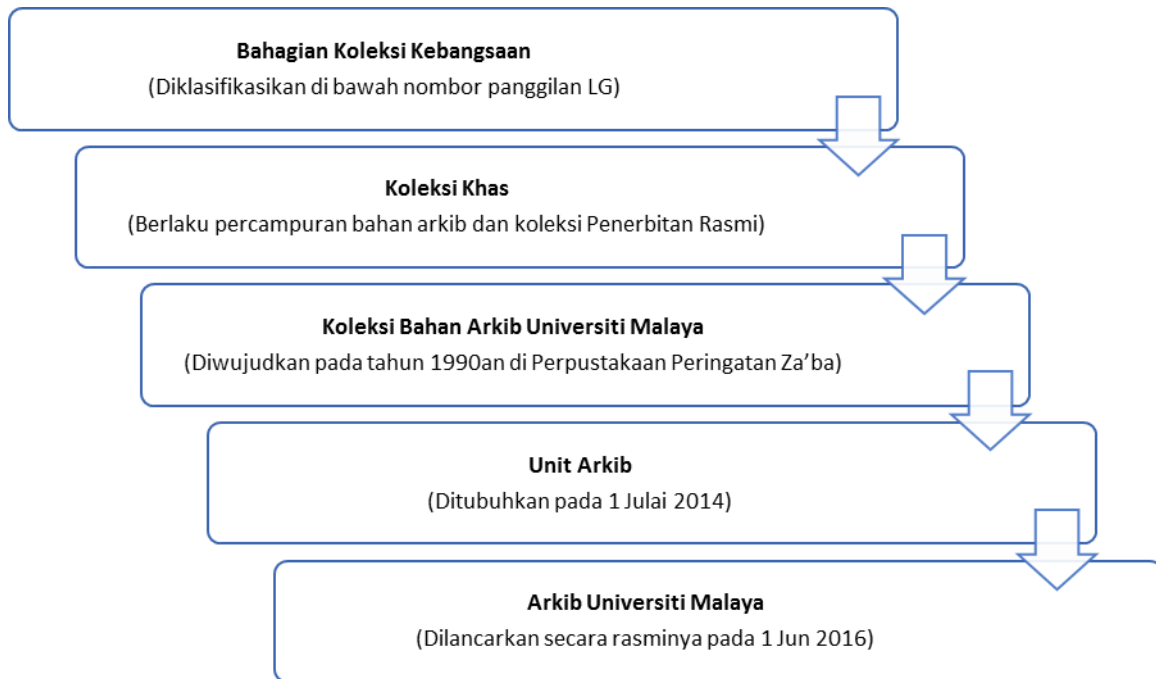
Perkembangan Secara Berperingkat

Di peringkat awal pengumpulan dan pembangunan koleksi arkib, bahan ini telah ditempatkan di Bahagian Koleksi Kebangsaan di Perpustakaan Utama. Pada masa tersebut, bahan arkib yang sedia ada di dalam koleksi Perpustakaan seperti laporan tahunan Universiti Malaya diklasifikasikan di bawah nombor panggilan LG di rak. Bahan ini kemudiannya ditempatkan dalam koleksi khas. Walau bagaimanapun, berlaku percampuran di antara bahan arkib dan koleksi Penerbitan Rasmi.

Pada tahun 1990an, koleksi Arkib Universiti Malaya telah diwujudkan di Perpustakaan Peringatan Za’ba. Koleksi ini mengumpul bahan bercetak dan bukan bercetak yang berkaitan dengan Universiti Malaya dalam pelbagai format.

Bermula 1 Julai 2014, Unit Arkib telah ditubuhkan dan ditempatkan di Perpustakaan Peringatan Za’ba bagi memperkasakan koleksi arkib Universiti dan repositori institusi.

Pada 1 Jun 2016, Arkib Universiti Malaya telah dilancarkan secara rasminya dan majlis pelancaran telah disempurnakan oleh Encik Azemi bin Abdul Aziz, Ketua Pengarah Arkib Negara Malaysia.



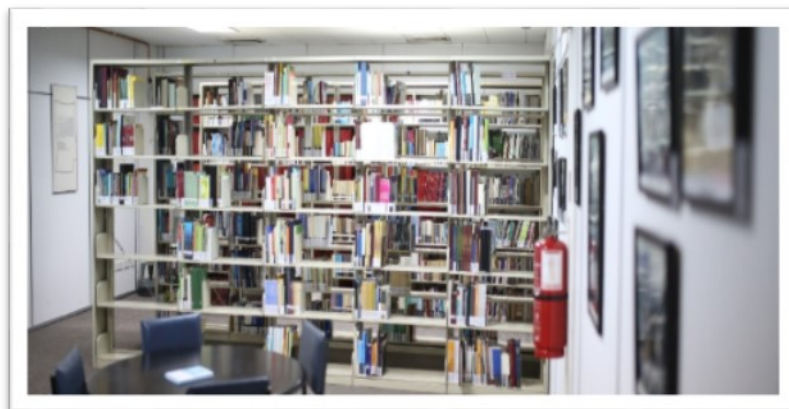
Rajah 1: Ringkasan Peringkat Perkembangan Arkib Universiti

Koleksi Arkib Universiti

Koleksi Arkib Universiti Malaya tidak hanya terhad kepada bahan bercetak sahaja. Bahan yang bercetak yang mempunyai nilai, sejarah serta berkaitan dengan Universiti Malaya turut diperolehi dan disimpan. Antara bahan yang terdapat di dalam simpanan pada masa kini terdiri daripada:

1. Bahan Bercetak

Terdiri daripada warta Universiti; laporan tahunan, buku, jurnal, risalah, buletin yang diterbitkan oleh Universiti dan Pusat Tanggungjawab (PTj); bahan terbitan Penerbit Universiti Malaya; buku yang dihasilkan oleh kakitangan akademik; minit mesyuarat; kertas peperiksaan.



Gambar 1: Koleksi Bahan Bercetak

2. Koleksi Gambar

Koleksi gambar mengandungi nostalgia Universiti dalam bentuk foto yang dirakamkan seawal penubuhan Universiti Malaya di Singapura.



Gambar 2: Koleksi Gambar

3. Koleksi Digital

Koleksi ini terdiri daripada bahan seperti kertas projek, latihan ilmiah, tesis dan disertasi yang dihasilkan oleh pelajar dan kakitangan Universiti Malaya serta bahan audio visual.



Gambar 3: Koleksi Digital

4. Koleksi Anugerah dan Cenderahati

Koleksi anugerah dan cenderahati menghimpunkan anugerah yang diterima oleh Universiti Malaya sebagai pengiktirafan untuk pencapaian tertentu. Koleksi ini turut menyimpan cenderahati yang dihadiahkan oleh pihak luar kepada Universiti Malaya.



Gambar 4: Koleksi Anugerah dan Cenderahati

5. Koleksi Kostum

Koleksi ini pula merupakan koleksi pakaian rasmi Universiti Malaya. Antaranya adalah seperti baju korporat (baju rasmi Universiti atau dipakai ketika acara tertentu di Universiti), jaket, tali leher dan jubah konvokesyen.



Gambar 5: Koleksi Kostum

6. Koleksi Fana (*Ephemeral*)

Koleksi ini menyimpan bahan yang bersifat sementara, tidak kekal dan ringkas tetapi mempunyai maklumat penting dan signifikan bagi sesuatu peristiwa. Ia merangkumi bahan maklumat seperti poskad, brosur, buku program/aturcara, kad jemputan, poster, kalendar, setem, sampul surat hari pertama, lencana dan seumpamanya yang mempunyai maklumat dalam bentuk visual atau grafik.



Gambar 6: Koleksi Fana (*Ephemeral*)

7. Koleksi Bahan Penyelidikan

Bahan penyelidikan seperti lukisan saintifik yang dihasilkan oleh penyelidik atau kakitangan akademik turut disimpan sebagai koleksi Arkib UM.



Gambar 7: Koleksi Bahan Penyelidikan

8. Koleksi Fail

Fail yang mengandungi maklumat berharga dan mempunyai nilai sejarah turut disimpan sebagai koleksi Arkib Universiti. Kebanyakan fail yang diperolehi merupakan fail milik Perpustakaan Universiti Malaya.

BIL.	PERKARA	TAHUN
1	KELAB SOSIAL PERPUSTAKAAN	1998
2	KELAB SOSIAL PERPUSTAKAAN	1999/2000
3	KELAB SOSIAL PERPUSTAKAAN	2001/2002

PEROLEHAN TAHUN:
2015

Gambar 8: Koleksi Fail

9. Koleksi Surat

Surat yang terdapat di dalam simpanan Perpustakaan serta mempunyai nilai dan sejarah Universiti juga turut menjadi sebahagian daripada koleksi surat yang disimpan di Arkib Universiti.



Gambar 9: Koleksi Surat

Senarai koleksi bahan di atas menunjukkan usaha yang komited oleh arkib Universiti untuk membangun dan memperoleh bahan dalam pelbagai jenis dan format bagi memperkayakan lagi koleksi Arkib Universiti di samping memastikan nilai dan sejarah Universiti mendapat penjagaan dan pemeliharaan yang sewajarnya.

Repositori Institusi

Selain daripada itu koleksi bahan arkib yang dinyatakan di atas, Arkib Universiti Malaya juga turut bertanggungjawab mengurus repositori institusi iaitu:

1. University of Malaya Research Repository (UMRR)

Repositori institusi ini merupakan akses terbuka arkib digital yang mengandungi maklumat penyelidikan sama ada yang diterbitkan atau tidak diterbitkan yang dihasilkan oleh penyelidik

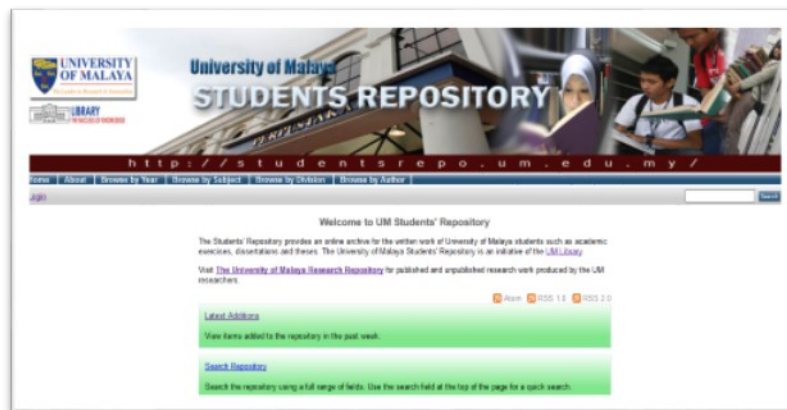
Universiti Malaya. Repositori ini dibangunkan bagi kemudahan kakitangan akademik dan penyelidik men deposit sendiri penyelidikan yang telah dihasilkan untuk perkongsian bersama.



Gambar 10: Laman Web UMRR

2. *Students' Repository*

Students' Repository menyediakan arkib digital bagi latihan ilmiah, disertasi dan tesis yang dihasilkan oleh pelajar dan kakitangan Universiti Malaya.



Gambar 11: Laman Web Students' Repository

3. *UM Memory*

UM Memory merupakan inisiatif Perpustakaan bertujuan memelihara koleksi foto berharga Universiti Malaya yang mempunyai nilai dan sejarah kepada Universiti.



Gambar 12: Laman Web UM Memory

4. Common Repository

Common Repository membantu dalam pemeliharaan bahan bercetak dan naskah lama seperti warta, majalah, jurnal dan buku daripada diakses secara fizikal dengan menyediakan alternatif yang membolehkan pengguna mengakses bahan secara digital.



Gambar 13: Laman Web Common Repository

Keempat-empat repositori institusi ini merupakan perkhidmatan digital yang ditawarkan oleh arkib Universiti kepada pengguna bagi membolehkan pengguna mengakses bahan tertentu yang terdapat di dalam koleksi arkib secara atas talian.

Penambahbaikan Pentadbiran dan Pengurusan Arkib

Sejak awal penubuhan Arkib Universiti Malaya sehingga tertubuhnya Unit Arkib yang dipertanggungjawabkan untuk mentadbir dan menguruskan koleksi arkib. Terdapat beberapa penambahbaikan yang telah dikenalpasti. Antaranya adalah seperti berikut:

1. Pembangunan Koleksi Arkib

Hasil daripada pemerhatian yang dibuat berdasarkan statistik yang dijana daripada sistem Perpustakaan, terdapat penambahan bahan yang agak ketara setelah penubuhan Unit Arkib pada 1 Julai 2014. Jadual di bawah menunjukkan statistik yang dijana untuk tempoh 10 tahun bagi melihat corak pembangunan koleksi arkib.

Jadual 1 Statistik pembangunan Koleksi Bahan Arkib dalam tempoh 10 tahun

TAHUN	JUMLAH
2007	42
2008	21
2009	20
2010	18
2011	1024*
2012	690
2013	494
2014 (Januari-Jun)	231
JUMLAH	2540
SELEPAS PENUBUHAN UNIT ARKIB PADA 1 JULAI 2014	
TAHUN	JUMLAH
2014 (Julai-Disember)	365
2015	983
2016	1570
JUMLAH	2918

Nota: 2011: Penambahan bahan adalah disebabkan Projek Pengkatalogan dan Pengelasan bahan PPZ yang dijalankan setiap hari Sabtu dan Ahad bermula daripada bulan Februari sehingga April 2011.

Sebelum Unit Arkib ditubuhkan, kakitangan Perpustakaan Peringatan Za'ba diberi peranan untuk membangunkan koleksi arkib dan dalam masa yang sama, mereka turut terlibat dalam membangunkan koleksi Perpustakaan Peringatan Za'ba. Berkemungkinan disebabkan perkara tersebut penambahan koleksi arkib pada masa itu agak lambat.

Setelah Unit Arkib mengambil alih dalam membangunkan koleksi arkib, terdapat penambahan bahan yang agak ketara. Ini adalah berkemungkinan kerana kakitangan Unit Arkib lebih fokus dalam membangunkan koleksi arkib.

2. Kaedah Penyimpanan Bahan

Kaedah penyimpanan bahan turut ditambahbaik bagi menambahbaik untuk memastikan bahan terpelihara dan memudahkan kebolehcapaian semula kepada bahan sekiranya diperlukan.



Gambar 14: Antara Penambahbaikan Kaedah Penyimpanan Yang Telah Dan Sedang Dilakukan

3. Pengkatalogan dan Pengkelasan Bahan

Memandangkan Unit Arkib menerima pelbagai jenis bahan dalam pelbagai format, terdapat beberapa perkara telah ditambahbaik. Antaranya adalah:

- a) Pengembangan nombor panggilan LG173 bagi memastikan proses pengkatalogan dan pengkelasan dapat memenuhi keperluan semasa berdasarkan jenis bahan yang diperolehi.

.M5	<p><u>Minit Mesyuarat</u> General. <u>Universiti Malaya</u> <u>MJKPem Mesyuarat Jawatankuasa Pembangunan</u> <u>MJKKew Mesyuarat Jawatankuasa Kewangan</u></p> <p>(LG173 M5 [Intial PTJ & No.--Intial Mesyuarat]) <u>Initial PTJ & No.:</u> <u>P4 Perpustakaan</u></p> <ul style="list-style-type: none"> • <u>MP Mesyuarat Pengurusan</u> • <u>MPr Mesyuarat Perolehan</u> • <u>MBPK Mesyuarat BPK</u> • <u>MI Mesyuarat Ikhtisas</u> • <u>MJKP Mesyuarat JKP</u> • <u>MJKPIPT Mesyuarat JKP Institut Pengajian Tinggi</u> • <u>MJKBMP Mesyuarat Jawatankuasa Bersama Mahasiswa-Perpustakaan</u> • <u>MLPSSL Mesyuarat Lembaga Pengajian untuk Sekolah Siswazah Lanjutan Ilmu Perpustakaan dan Ilmu Arkib</u>
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b) Pengenalan nombor panggilan baru yang digunakan khas untuk koleksi fana.

PENGANJURAN MAJLIS SECARA BERKALA

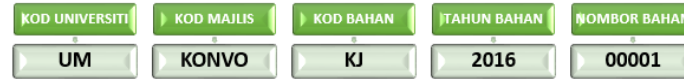
KOD UNIVERSITI/PUSAT TANGGUNGJAWAB (PTJ) – KOD MAJLIS (ANJURAN SECARA BERKALA)

Majlis yang dianjurkan secara berkala oleh Universiti atau Pusat Tanggungjawab (PTJ). Sebagai contoh: Istiadat Konvokesyen Universiti Malaya, Istiadat Konvokesyen Pusat Perubatan Universiti Malaya, Istiadat Konvokesyen Pusat Pendidikan Berterusan Universiti Malaya (UMCCeD).

(1)

CONTOH:

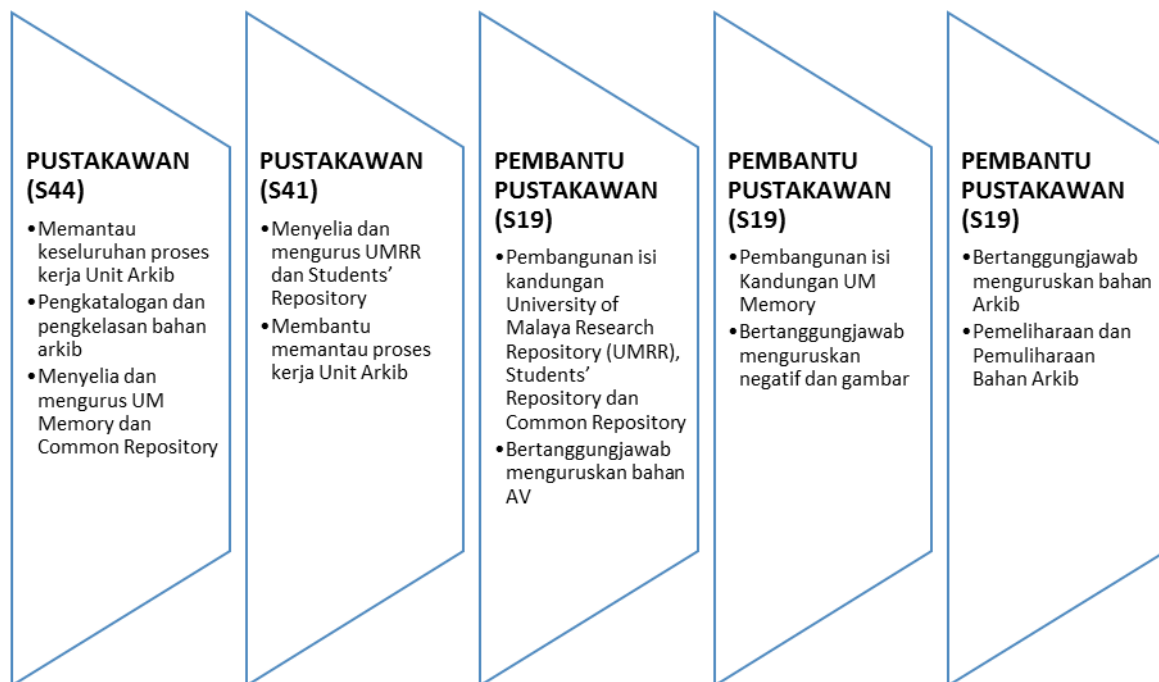
Universiti Malaya (UM) – Nama Majlis



UM/KONVO/KJ/2016/00001

4. Pengkhususan Tugas

Setiap kakitangan Unit Arkib mempunyai pengkhususan tugas yang tertentu bagi memastikan pengembangan dan pembangunan koleksi arkib adalah sekata dan setara.



Rajah 2: Ringkasan Tugas Kakitangan Unit Arkib

Cabaran dan Halangan

Usaha ke arah menjadi sebuah arkib universiti yang terbaik sudah pastinya terdapat cabaran dan halangan yang perlu ditempuhi. Beberapa cabaran dan halangan yang dapat dikenalpasti adalah seperti berikut:

1. Bidang arkib adalah sesuatu yang baru di kalangan pustakawan kerana ia merupakan bidang yang agak berbeza berbanding dengan bidang kepustakawanan. Perkara ini sudah tentu menuntut kepada keperluan untuk mempelajari dan bersemuka dengan pihak yang lebih arif dengan bidang ini. Perpustakaan Universiti Malaya khususnya Unit Arkib amat bertuah kerana mendapat sokongan daripada Arkib Negara Malaysia terutamanya daripada segi khidmat nasihat dan tunjuk ajar dalam

pengurusan arkib. Beberapa siri lawatan ke Arkib Negara Malaysia telah diadakan bagi mendapat seberapa banyak ilmu dalam perkara yang berkaitan.

2. Keperluan untuk mengetahui kesesuaian kaedah penyimpanan bahan arkib yang diperolehi dalam pelbagai jenis dan format bagi mengelakkan bahan daripada mengalami kemerosotan dan kerosakan.
3. Kepelbagaian tugas yang perlu dijalankan oleh kakitangan serta kepelbagaian jenis bahan yang diperolehi dan perlu dikendalikan dengan cara yang berbeza ada kala menyukarkan proses pembangunan koleksi bahan arkib.

Walau bagaimanapun, Unit Arkib sentiasa mendapat sokongan padu daripada pihak pengurusan untuk mengatasi kesukaran dalam menghadapi cabaran dan halangan yang dihadapi.

Kesimpulan/Penutup

Bagaimana sesebuah universiti dapat menjejak kembali kesan sejarah yang telah ditinggalkan sekiranya tiada inisiatif atau pengurusan yang sistematik dalam pengumpulan semua rekod dan dokumen sejarah yang berkaitan dengan universiti? Dalam hal ini, tidak dapat dinafikan lagi bahawa arkib merupakan tulang belakang dalam membantu pensejarahan sesebuah universiti kerana ianya berfungsi sebagai pusat pengumpulan dan pemeliharaan rekod yang mempunyai nilai atau sejarah universiti supaya ianya kekal serta lama bertahan. Oleh yang demikian, sejarah universiti dapat dijejak dengan mudah oleh generasi akan datang.

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Leadership Competencies of Academic Librarians in Malaysia: Identifying the Needs.

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Abstract

The study investigates leadership needs and requirements for academic librarians, specifically to examine the perception of library leaders and librarians about leadership competencies for academic library leaders and identify the degree of differences in their perception. The study takes on a quantitative approach involving a survey of Library Leaders and Librarians at a Malaysian university library. Two separate questionnaires were designed based on an adaptation of the MySkillsProfile@2012 and Gorman's Competence Inventory was used to examine what leadership competencies were considered to be most important. The study found that academic librarians only possessed moderately developed leadership competencies and the frequency of leadership training courses that are being conducted by an academic library in a year is not adequate for them to acquire leadership competencies. The top five leadership attributes as perceived by Library Leaders showed little difference in the ranking of the competencies between the two groups. The adapted instrument developed from this study can be applied, tested and used to determine leadership training needs based on the perceived gap.

Keywords: Leadership competencies; academic library; library leaders; Malaysia

Introduction

Leadership is an important trait and it occupies a significant place in the context of management today. Leaders can build or destroy an organization. In the academic library world, leadership skills are important in order to achieve the library's goals, especially in the fast-changing time. These issues continue to plague university libraries of the present day. Increased complexity of the university and the library that functions within that context had brought an increased emphasis on the qualifications, expectations and demands on its leader. Therefore, the role of leadership in this regard acquires great importance. Academic library leadership in the digital era is critical to the success of the academic institution they serve. Dewey (2005) believes that the interface of a hugely diverse set of campus and academic cultures should be navigated by academic library leadership so that learning and scholarships could be approached in very different ways. This implies that the librarians had to expertly handle the interface of scholarly, professional and management roles. Partnering with various groups across campus would become crucial for the library to stay aligned with the university's strategic planning process and shifts in curriculum, so it could better serve its user population. Fitsimmons (2008) cautioned that while it was useful for the academic library leader to describe various leadership attributes or competencies needed to be successful or effective, it was important to hear the voices of stakeholders which were the library staff including librarians and paraprofessionals working in the library. The debate pertaining to the fact that whether managers were born or made had been in place for quite some time now.

Jordon (2012) stipulates that a set of research-based competencies was just a first step. Training programs could be shaped to help new and aspiring directors to develop leadership competencies.

Objectives of the Research

The purpose of this study is to examine the perception of library leaders and librarians about leadership competencies for academic library leaders. It further attempts to compare the difference in the perception between library leaders and librarians, and the opportunities for junior librarians to acquire these competencies through training opportunities. The research questions addressed are:

- i. What is the difference in the perception of leadership competencies between library leaders and academic librarians?
- ii. What are the leadership training opportunities for academic librarians, and to what extent do they meet the needs?

Review of the Literature

Leadership development is becoming an increasingly significant field of consideration for the academic library service. Weiner (2003) summarized the roles and responsibilities of academic library leaders were garnering financial resources, strategic planning, perceptions of leader and library effectiveness, functions and challenges of the leader, and knowledge of organizational culture. In 2009, Garrett conducted a study on the skills and qualities of 62 senior library director in a state-wide consortium. Based on library leaders, the top 5 ranked competencies were budget management, decision making, allocating resources, managing change, and building teamwork.

Later Jordon (2012) conducted a Delphi study regarding leadership competencies of librarians in public libraries. There were 34 leadership competencies identified as important to library leaders. The top 5 were integrity, customer service, accountability, credibility and communication skills. In the same year Jantti and Greenhalgh (2012) used the 67 leadership competencies from Career Architect® model as the foundation of establishing success profiles for University of Wollongong Library (UWL). The final top nine competencies that emerged were perspective, managing vision and mission, political savvy, strategic agility, business acumen, self-knowledge, developing others, comfort around top management, and negotiating. Hall (2013) conducted a nation-wide survey of library managers using 12 items in the category of skills and 18 items in the category of personal attributes. The results showed that evaluation/assessment, strategic planning and communication were the top three ranked management skills and interpersonal, integrity and vision were the top three ranked personal traits.

In America, Le (2015) conducted an open-ended question type survey for the librarians that held senior library leadership positions in American academic libraries. From the result, the top five most important leadership skills for academic library leaders were - vision, management skills, integrity, collaboration and communication skills.

As evident from the studies above, the competencies identified were context specific, though integrity and communication were generic competencies which emerged in each situation. Many of these researches did not specify the underlying theory that guided the competencies to be identified. However from their results it is evident that the Behaviourist Theory guides the development of librarians' leadership qualities.

Training programs could be shaped to help new and aspiring directors to develop these competencies Leadership qualities can be acquired through proper training. Badia (2015) states leadership skills could be acquired by "learn by doing". Leadership potential could be developed through teamwork based projects if management support was presented and the librarians were encouraged to communicate with all stakeholders.

In 2015, Harris-Keith carried out a research on leadership skill development relevant to academic library directorship. He proved that experience in the directorship was the primary way for academic library directors to learn relevant leadership skills. According to Le (2015), the best ways to gain the leadership

skills were through mentors, leadership development programs, experience leadership roles and self-awareness. Hall (2013) also found that the best ways to develop quality library managers was through conducting professional development opportunities such as workshops and seminars.

The review of the related literature has highlighted several issues in the development of Librarian Leadership studies. Firstly, there is no single definition and measurement of leadership of librarians. However judging by the constructs used, the Behaviourist Theory of leadership is more popularly used in library science research. Secondly, there exist many traits of leadership competencies, as such there is a need to identify the most important competencies to be developed – within the specific context of the library. Finally it is also clear that the concept and understanding of Leadership competency may differ from management to staff. Thus is necessary to study both the Library managers’ and librarians’ perception of the competencies they possess and consider vital for their jobs. This information will allow the alignment of future training with regards to leadership competencies.

Methodology

This study takes a quantitative approach in investigating the difference in the perception between library leaders and librarians on the leadership competencies present in current librarians. Two separate surveys were utilized to collect data from Library Leaders and Librarians respectively. The leadership competencies inventory was based on MySkliis@2012 and Gorman’s Competency Inventory. Since the study focused on leadership, it was deemed suitable to select respondents from libraries of excellent performing universities. The Rating System for Malaysia Higher Education Institute (SETARA) and QS University Ranking: Asia 2013 was referred to in selecting the top 5 ranked public university and top 5 ranked private university in Malaysia.

Two questionnaire-based surveys were used to gather data: (i) *Library Leader Survey* : for the Leadership Competencies of Librarians and Training Opportunities and (ii) *Librarian Survey* : for Leadership Competencies of Librarians and Training Opportunities. Table 1 lists the leadership competencies included in the survey measurement.

Table 1: Leadership Competencies items

Strategic and creative thinking	Leading and deciding	Developing and changing
<i>Resource management</i>	<i>Demonstrating leadership</i>	<i>Enthusiasm</i>
<i>Creativity</i>	<i>Delegation</i>	<i>Flexibility</i>
<i>Planning</i>	<i>Accountability</i>	
<i>Customer Service</i>	<i>Integrity</i>	
<i>Vision</i>	<i>Risk Taking</i>	
<i>Political understanding</i>	<i>Credibility</i>	
<i>Advocacy skills</i>	<i>Interpersonal skills</i>	
	<i>Communication skills</i>	
	<i>Maturity</i>	
	<i>Problem solving</i>	

Findings and Discussion

A total of 25 Library Manager questionnaires and 130 Librarian questionnaires were returned, giving a response rate of 74% and 53% respectively. Table 2 presents the demographic profile of both groups.

Table 2: Demographic characteristics of the respondents

Ranking	Competencies	Mean			
Library Leaders	Librarians		Library Leaders (a)	Librarians (b)	Differences (a-b)
1	1	Customer service	8.92	8.22	0.70
2	4	Accountability	8.48	8.08	0.40
3	2	Integrity	8.12	8.21	-0.09
4	6	Planning	8.00	7.96	0.04
5	3	Credibility	7.92	8.12	-0.20
6	7	Interpersonal skills	7.72	7.95	-0.23
7	5	Maturity	7.64	7.98	-0.34
8	7	Delegation	7.60	7.95	-0.35
9	9	Political understanding	7.48	7.83	-0.35
10	10	Flexibility	7.44	7.81	-0.37
10	11	Problem solving	7.44	7.79	-0.35
10	14	Creativity	7.44	7.68	-0.24
13	12	Communication skills	7.36	7.77	-0.41
14	16	Enthusiasm	7.32	7.61	-0.29
15	13	Demonstrating leadership	7.16	7.69	-0.53
16	15	Resources Management	6.96	7.64	-0.68
17	17	Advocacy skills	6.56	7.25	-0.69
18	18	Vision	5.88	6.98	-1.10
19	19	Risk taking	5.52	6.95	-1.43

Based on data from 25 Library Leaders and 130 Librarians, it was found that *Customer service* scored the highest average for both groups. On the other hand, the lowest average for both groups was *risk taking*. Table 3 gives a summary of the mean score for each competency based on the perception of the Library Leader as compared to the Librarian.

Table 3: Comparison of mean scores and rankings between groups

	Library Leaders	Librarians		
Characteristics	Frequency	%	Frequency	%
Gender				
Male	9	36.0	35	26.9
Female	16	64.0	95	73.1
Age (Years)				
20-29	0	0.0	30	23.1
30-39	3	12.0	58	44.6
40-49	10	40.0	40	30.8
50-59	12	48.0	2	1.5
60 and above	0	0.0	0	0.0
Education Level				
Bachelor's Degree	5	20.0	37	28.5
Master's Degree	18	72.0	93	71.5
PhD Degree	2	8.0	0	

As shown in Table 2, most of the average scores from the Librarian Survey were higher than the Library Leader Survey, indicating Librarians perceived their leadership competencies to be higher than what their superiors perceive. Figure 1 depicts this difference in a graphical radar.

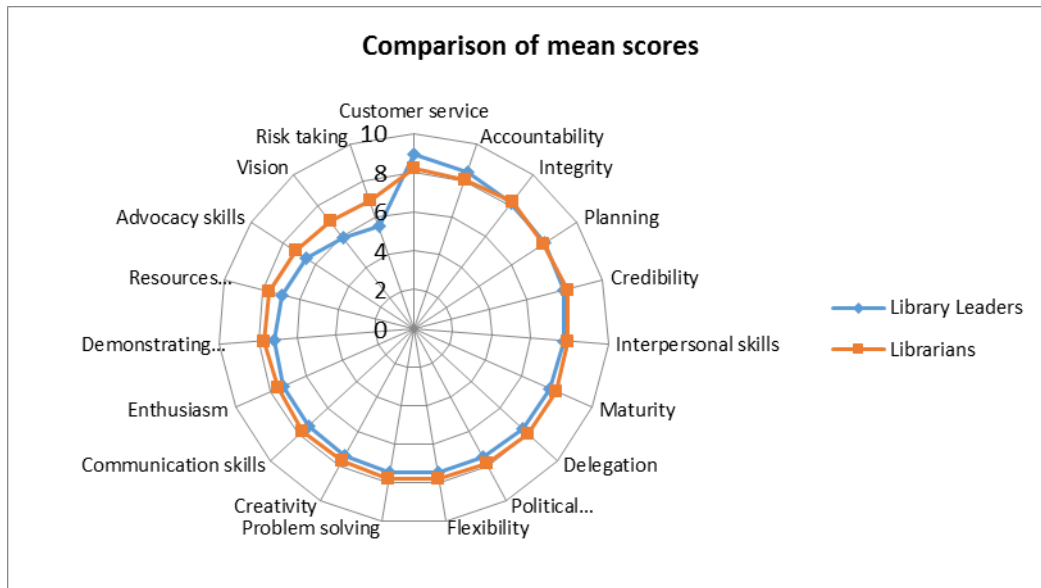


Figure 1: Comparison of mean scores in both surveys

Firstly, it is evident that there is not much difference in the perception of top ranked leadership competencies between the two groups. Library Leaders perceive Librarians to have *customer service*, *accountability*, *integrity*, *planning* and *credibility* as core competencies. Whereas Librarians perceive themselves to have *customer services*, *integrity*, *credibility*, *accountability* and *maturity* as core leadership competencies.

It is notable that there were three competencies that scored slightly higher in the Library Leader survey - *customer service*, *accountability* and *planning*. Though both groups perceive these competencies to be valuable, it is evident that Library Leaders perceive their staff to have higher level of competencies relating to customer service, accountability and planning. Librarians scored lower in planning because they probably are not involved in the planning process and do not relate to this competency as top ranked. However Librarians do feel they have higher *maturity* competencies than perceived by their leaders. Maturity is important in dealing with users on a day-to-day basis and also in handling co-workers.

Surprisingly *resource management* was a competency which was ranked in the bottom 5 by both groups. This is a serious matter as it is a core skill for a librarian. Figure 1 clearly indicate lower level of ranking for *advocacy skills*, *resource management*, *vision* and *risk taking* competencies by both groups – even lower mean by Library Leaders. These are skills that relate more directly to Leaders – skills which the Librarians may not yet have had the opportunity to improve upon – but clearly an indication for Library Leaders to plan for improvement – either on the job training or specific professional development training to address these skill and turn them into well-developed competencies.

Re-grouping these competencies to 3 categories: least developed, moderately developed and well developed, Table 4 depicts the competencies that need attention during future training development and planning.

Table 4: Categorization of Competencies by Groups

Category	Competency item		
	Library Leader Survey	Librarian Survey	
Under developed	-	-	
Moderate developed	Resources Management	Resources Management	
	Creativity	Creativity	
	Vision	Planning	
	Political understanding	Vision	
	Advocacy skills	Political understanding	
	Demonstrating leadership	Advocacy skills	
	Delegation	Demonstrating leadership	
	Risk taking	Delegation	
	Credibility	Risk taking	
	Interpersonal skills	Interpersonal skills	
	Communication skills	Communication skills	
	Maturity	Maturity	
	Problem solving	Problem solving	
	Enthusiasm	Enthusiasm	
	Flexibility	Flexibility	
	Well developed	Planning	Customer service
		Customer service	Accountability
		Accountability	Integrity
Integrity		Credibility	

There is slight difference in the categories between the two groups. Library Leaders need to decide which competencies should be the focus in upcoming training for Librarians. Though Librarians perceive credibility has a well-developed competencies, the Leader seem to think otherwise. On the other hand Leaders are quite certain Planning is a well-developed skill, but Librarians perceive otherwise. The good news for Malaysian Academic librarians is that there is no competency perceived as under developed.

Leadership training opportunities for academic librarians

Training opportunities for Librarians were assessed based on 3 main categories – *management, strategic planning* and *communication skills*. Figure 2 depicts the difference between the types of training attended by Library Leaders and Librarians.

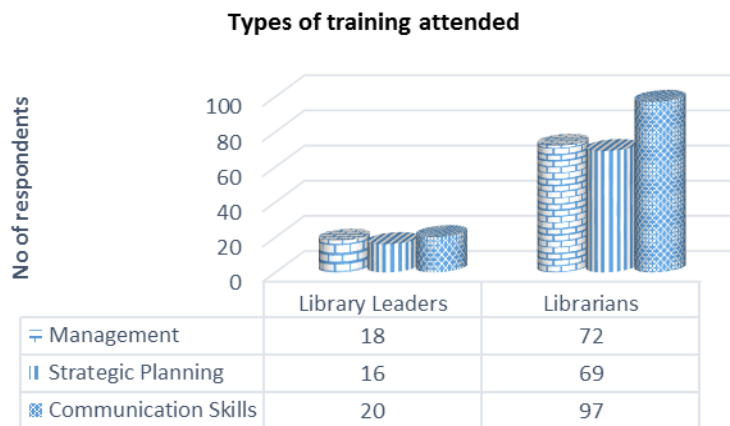


Figure 2: Comparison of the types of leadership training attended by groups

The most popular type of training for both groups is on *Communication skills*, followed by *Management* related training and *Strategic planning*. Implications from previous results indicate that there should be an increase in Librarians training in Management and Strategic planning as Librarians feel these competencies can be further enhanced. Library leaders may have perceived planning competency as higher because training has been provided in terms of Management and Strategic planning, but there may be a need to review these training as Librarians still perceive their competency level to be lower than expected by the Leaders.

When asked if these training were effective, Librarians who answered Yes (82%) believed that these training enabled them to gain knowledge, refresh and update their skills and gain basic knowledge on how to become a leader. Whereas several librarians (6%) believed that these training were a waste of time because the contents were rarely updated. Another 12% had no opinion.

Majority (70%) of the Library Leaders found the trainings to be effective as these training allowed them to create awareness, gain knowledge, improve their performances and be better leaders. On the other hand, 30% of the Leaders responded 'neutral' as they did not want to say the training was not effective, but rather believed that 'leadership needs to be put into practice and training does not provide this'.

Conclusion

After the in-depth analysis of the findings of this study, it can be concluded that academic librarians perceive that they possess moderately developed leadership competencies. Only 4 out of 19 leadership competencies are considered well developed and the others are moderately developed. Fortunately, there is no leadership competency that falls in the least developed category. Academic librarians only possess moderately developed leadership competencies because of the frequency of leadership training courses that are conducted by academic libraries in a year is not adequate for them to acquire those competencies.

Library leaders and academic librarians have different views regarding the leadership competency of *planning*. *Planning* is well developed leadership competency based on the view of library leaders, but is moderate developed leadership competency based on the opinions of academic librarians. It is because academic librarians think that *planning* is the responsibility of library leaders, so they might not be confident in this competency. They on the other hand believe *credibility* as a well-developed competency. Normally, we can't see clearly about our own limitations. The academic librarians think that they are consistent in speech and actions, but their leaders, who are always observing their work, will be clearer about their actions. In addition, normally the complaints about staffs are directed to their leaders, so their leaders will be clearer about their problems. As expected, most of the average scores by the Librarians were higher than the Library Leaders'. This shows that academic librarians were confident in themselves. Besides, academic librarians might be too generous on self-assessment while library leaders might be too sceptical.

Overall this study has shown that a comparison matrix between Library Leaders and Librarians can reveal differences in perception on competency development among librarians. It is necessary to view these differences as training opportunities and further enhance the leadership competencies among Librarians. This is an important step towards succession planning in academic libraries.

Future studies of leadership of academic librarians maybe considered to use qualitative approach, via interview, observations or focus groups to understand how these competencies are developed in the day-to-day job of the Librarian, especially the experience and motivating factors which shape Librarians' leadership competencies.

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Managing In-Kind Gifts in an Academic Library

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Abstract

The University Of Malaya Library received many gifts from faculty and the community for their collection. Gifts enhance the existing collection and support the university's commitment for excellence in research, innovation, publication and teaching. In this article, the authors will examine the trend of gift giving at the University of Malaya Library from 2011 to 2015. The purpose of the article is to provide information on the process involved in the handling of gifts at the Library. The research is based on the author's research and practices developed at the Library. The current guidelines and procedures are necessary in the de-emphasis on gifts and related collection functions.

Keywords: Collection development, Gifts, Gift materials, Academic library

Introduction

The core mission of a university library is to provide information resources to support the teaching, learning and research activities of the university and include materials like books, journals, electronic sources and others. This study examines the trend of receiving gifts at the University of Malaya Library from 2011 to 2015. The University of Malaya Library acquires the material in various formats through purchase, subscription, gift and exchange. Gifts are an important component of collection development in libraries. Gifts can come from various sources, can be very valuable and useful for a library and its users, but they can also be redundant, or even expensive for the library accepting them. Therefore, libraries should have specific guidelines for soliciting and accepting gifts for their collection. According to Massey (2005), once the library has received gift materials, one must be sure to separate the materials to be kept, from those that need preservation or will be disposed from other sources, such as the general collection, a special collection through sales, exchanges, or trashed.

Objective of the study

The specific objective of the study is to examine the trend of collection development through gift materials received at the University of Malaya Library during the period 2011 to 2015. The issues that the article investigates are:

1. To review the type of gift materials received;
2. To analyse the total of donated books and journals in University of Malaya Library;
3. To find out the categories of donor agencies of the gift materials;
4. To find out the problems faced in processing gift materials received.

Gift Materials at the University of Malaya Library

According to Baloffet, Hille and Rered (2004), gift may bring individual items or a collection of items to the library. A gift is transferred voluntarily without compensation. Gifts may be conveyed to the library through a deed of gift, a legal document that transfers title from the donor to the library without requiring payment. The Library receives various kinds of gifts such as books, journals, proceedings, audio materials and others. The Library also receives materials from government bodies, local authorities or other universities which cannot be found at other places. However, the staff or librarian from the Acquisition Division has the authority to reject or select items received. Priority is for materials that can be used for educational and research purposes and the materials must not have any propaganda or religion issues.

The Library also receives many gifts from faculty and the community for the collection. Gifts enhance the existing collection and support the university's commitment to excellence in research, innovation, publication and teaching. Donors are encouraged to submit the gift form so that the Library can get the information about the donors. The Library reserves the right to decline an offer of material that is already held in the collection or that does not meet collection needs. All materials will be reviewed by the librarians who will determine what materials will be added to the collection. If the materials do not have any authority issues, it will proceed to the next stage which is selection of gifts. The criteria used when selecting gifts are:

1. Physical condition
2. Current interest
3. The content
4. Copyright
5. Availability in collection

Materials which do not meet these standards, are out-of-date, are unneeded duplicates, or are in a format unsuitable for library use, may be used for book take-away. Book take-away refers to gifts that are not needed by the library and given to anyone interested. Selected materials are given to the Cataloguing and Metadata Division to catalogue. The staff will input a note that would identify the donor and to allow the user and staff to know who donated the material.

Although, the Library receives various kinds of gifts, it also faces problems with the materials. Some of the materials have inadequate in subject coverage and foreign language materials. The subject coverage must be considered during managing gifts or else this will create a stored backlog of gift materials. The workflow for the processing of gifts at the Library is shown in figure 1.

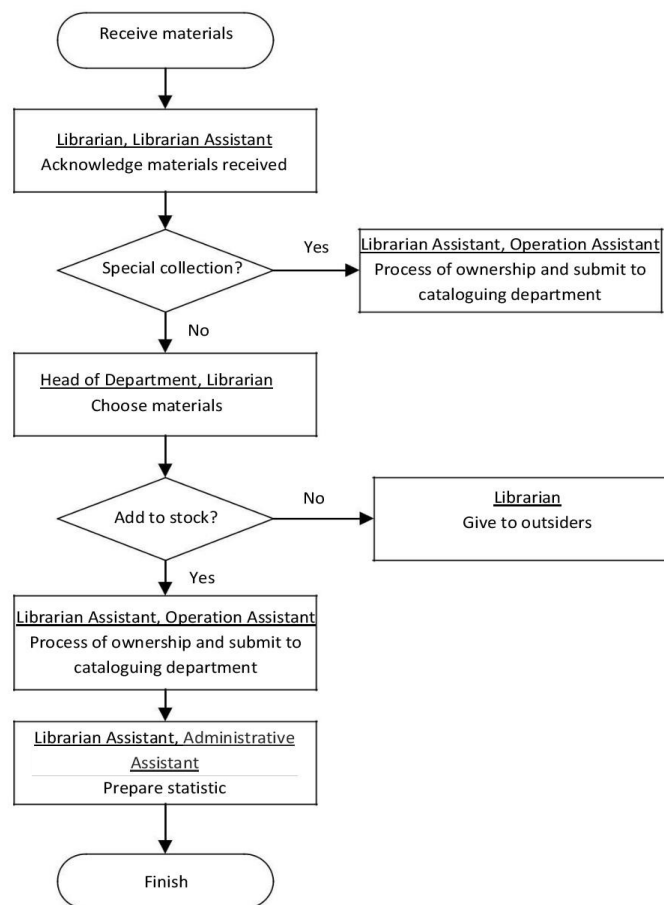


Figure 1: Workflow for the processing of gifts at the University of Malaya Library

Literature review

Over the years, the Library has received a large amount of information resources as benefactions from individuals and organisations. Rohaizah Jaafar (2015) reviewed the management and exchange of gifts at the Library. The study suggested several methods on the handling of items that are not added to the library collection to manage the items effectively.

Edem (2010) published the results of his survey of the nature and patterns of gifts received at the University of Calabar Library. The study investigated the quality and type of gifts received, the subject coverage and category of donors and problems associated with acquisition through gift and donations. The gifts and donations were seen to be a reliable means of providing valuable sources primary like government and international documents. Such documents are not adequately provided for by libraries even though they are very useful to the entire academic community as the most authoritative and official information on government activities, programs and policies. The usefulness of gifts in the development of university library resource was underscored in the quality and currency of the books, journals and other materials received over the period covered by the study.

Massey (2005) wrote about useful guidelines for handling gift materials to make it easy to access and retrieve by donor. It was also necessary to have a method for identifying the location of the material, if the item is not catalogued immediately. The reason the library continues to accept gifts are due to poor economic times, continuing cutbacks in budgeting, and the anticipation of receiving materials that might not be obtainable from other sources.

Grgic (2011) published the results of the first complete study of gift policies in Croatian public and academic libraries. The results show that academics usually donate materials that are important to their libraries. Academics are also more likely to know what material is interesting to their colleagues. Academic libraries are more aware of the importance of sending letters of appreciation in response to every donation. The two important documents that gift policy should be based on are the annual reports of each library, and IFLA's publications, *Gifts for the Collections*, which is the best practices document for libraries.

Gifts in the form books are a helpful addition to enhance the library's collections but it can also be a burden to the library. It is important for the library to state clearly the type of donations the librarians will take in and also a need to what happens to the donations (Cassell, 2005)

According to Agee (2005), as professionals, librarians need to build and maintain a collection that would meet the goal of collection development in accordance with their users' need. The librarians should be responsible for ensuring the development of a useful and can also provide a good return on time and energy that has been given in the evaluation task. Collection evaluation needs to be done as it is an important measure of collection development. This will help librarians to realize whether materials in their collection meet their collection development goals.

In connection with this, Henry et al., (2008) also expressed the same opinion whereby librarians have many strategies available for evaluating collections. Evaluating the collection allows librarians to know what resources are already available, what may be needed, and whether future collection development can be carried out. The results from these techniques justify the investment of staff time and energy in the evaluation projects. Many researchers believe that the evaluation of the library collection is the core mission of libraries to ensure they meet the information needs of library users in line with supporting the educational mission of the institution.

McKee (2003) wrote about planned gift funds. In order to increase private support through planned gifts, libraries need to encourage a bequests, that is a gift designated in a person's will, and promotional tax-savvy gifts.

Bishop et al. (2010) wrote about refocusing a gift program at the Colorado State University Libraries. The libraries decided to eliminate their general gift program. The authors commented on the efforts to implement a new policy on gift acquisitions.

The literature indicated that gifts are valuable for library collections, but they must be handled systematically in accordance with the policy.

Methodology

This study adopted a descriptive research design based on a survey. Therefore, the relevant documents and library statistics records for the period of 2011 to 2015 were examined and analysed to provide answers to questions relating to study objectives. The results are given in descriptive and tabular formats using frequency counts and percentages.

Findings

The findings discussed are based on the objectives of the study, are as follows:

1. Type of gift materials received.

From the years 2011 to 2015, the University of Malaya Library has received various sources of information as gifts from individuals and organizations. Table 1 identifies six types of information resources received, with books constituting the highest which is 7956 titles or 54.9 percent for the period under survey. Second to this was thesis/academic exercises which consist of 5762 titles or 39.8 per cent donated to the library. It is followed by prospectus/guide book (1.95 percent), conference paper (1.26 percent), followed by other materials (1.19 percent) comprising of publications like reports, guides, bulletins, newsletters, reports and others. The smallest contribution of materials donated to the libraries is multimedia resources with 0.87 percent.

Table 1: Statistics of donated materials to University of Malaya Library, 2011-2015

Year	Books		Thesis/ Academic Exercises		Conference Paper		Propectus/ Guide book		Multimedia		Others	
	NOT	Vol	NOT	Vol	NOT	Vol	NOT	Vol	NOT	Vol	NOT	Vol
2011	1311	2008	919	1166	42	163	85	185	42	44	27	34
2012	1086	1311	1269	1416	61	41	13	109	46	46	4	103
2013	945	1306	1158	1263	44	48	150	350	4	9	7	294
2014	686	862	993	994	22	88	20	233	31	61	10	140
2015	3928	4113	1423	1482	14	14	14	28	3	2	124	272
Total	7956	9600	5762	6321	183	354	282	905	126	162	172	843

NOT – Number of titles

Vol – Volumes

2. Categories of donor agencies of gift materials.

The organizations or individual donors' effort towards supporting the university library in information resources development to ensure relevant input in the information age is highlighted. Table II identifies the categories of donors and the total number of gift items recorded for the period covered by the study. The result showed that almost half (7703) or 49 percent of the gift materials came from the University of Malaya departments. Second to this are personal donations (33.3%). The smallest number of donors are from other organizations (9.4%), embassies (5.9%) and from governmental organizations (2.3%) which is significant considering that researchers generally regard annuals, technical reports, government white papers, economic surveys, parliamentary debates, bills and statistical reports as essential primary sources of information.

Table 2: Donor agencies by frequency of donations, 2011-2015

Year	UM Department		Embassy		Ministry		Other Organizations		Personal Donations	
	NOT	Vol	NOT	Vol	NOT	Vol	NOT	Vol	NOT	Vol
2011	1065	1614	300	753	117	416	416	470	546	657
2012	1393	1793	6	30	33	54	405	540	634	650
2013	1397	1881	1	1	84	111	312	649	604	628
2014	2218	1438	1	1	73	302	180	227	381	410
2015	1630	1881	617	617	51	103	162	212	3068	3100
Total	7703	8607	925	1402	358	986	1475	2098	5233	5445

NOT – Number of titles

Vol – Volumes

3. Total of donated books and journals in University of Malaya Library.

Gift materials are one of the methods of acquisition apart from purchasing materials. The Central Library, branch and special libraries receive books and journals which contribute to the learning and research needs of staff and students of the University. There are 12 libraries including the Central Library, branches and special libraries. The analysis of donated books and journals is presented in Table III. A comprehensive examination of relevant records for the period from 2011 to 2015 revealed that 39,741 books and 5,806 journal titles were donated to the Library. The results showed that in 2013, the Library received the highest donation for books which amount to 12,485 books or at 31.4 percent while the highest donation for journals was in 2011 with the amount of 1,561 journals' titles or at 26.9 percent of the total donation. The lowest donation for books was in 2014, with of 4,496 books (11.3 percent) and 619 journal titles or 10.7 percent for journals for the year 2015.

Table 3: Library Analysis of Donated Books and Journals, 2011-2015

NO	LIBRARY	2011				2012				2013				2014				2015			
		MONO		JRNL		MONO		JRNL		MONO		JRNL		MONO		JRNL		MONO		JRNL	
		Not	%	Not	%	Not	%	Not	%	Not	%	Not	%	Not	%	Not	%	Not	%	Not	%
1	Main	2,402	35.4	308	19.7	2469	41.8	291	18.9	2308	18.4	227	20.5	1763	39.2	207	21.1	5625	56	140	22.6
2	Medical	100	1.5	135	8.6	229	3.9	136	8.9	221	1.7	262	23.5	184	4	138	14	181	1.8	193	31.2
3	Law	138	2	186	11.9	85	1.5	80	5.2	146	1.1	117	10.5	124	2.8	232	23.7	84	0.8	27	4.4
4	Za'ba	1,112	16.4	150	9.6	743	12.6	141	9.2	623	5	141	12.6	586	13	93	9.5	590	5.9	81	13.1
5	Engineering	961	14.1	0	0	692	11.7	0	0	700	5.5	0	0	37	0.8	0	0	882	8.8	0	0
6	Dental	39	0.6	14	0.9	21	0.4	43	2.8	119	1	110	10	53	1.3	35	3.6	34	0.3	18	2.8
7	Language Linguistics	-	-	-	-	309	5.2	0	0	162	1.3	5	0.5	346	7.7	88	9	243	2.4	5	0.8
8	Malay Studies	111	1.6	0	0	309	5.2	0	0	7457	60	1	0.1	605	13.5	138	14.1	1250	12.3	0	0
9	Built Environment	620	9.1	455	29.2	83	1.4	455	29.6	16	0.1	55	5	59	1.3	0	0	302	3	0	0
10	Islamic Studies	739	10.9	62	4	353	6	55	3.6	309	2.5	52	4.6	433	9.6	48	4.9	464	4.6	19	3.1
11	East Asian Studies	462	6.8	194	12.4	407	6.9	314	20.4	213	1.7	126	11.4	150	3.3	0	0	308	3.1	136	22
12	Indian Studies	112	1.6	57	3.7	203	3.4	21	1.4	211	1.7	14	1.3	156	3.5	1	0.1	98	1	0	0
TOTAL		6796	100	1561	100	5903	100	1536	100	12485	100	1110	100	4496	100	980	100	10061	100	619	100

NOT – Number of Title
Vol – Volumes

4. To find out the problems faced through the process gift materials received.

Although, the Library receives various kinds of gifts, it also faced problems with the materials donated. Some materials received were in various subject coverage and are in a foreign language, which is difficult to process. The subject coverage must be considered during the managing of gifts. This creates a stored backlog of gift materials for years until the Library has time to view or deal with the materials.

Conclusion

Gift materials can be a very helpful addition to a library's collection but they can also become a burden to the library if the material is unsuitable to be added to the library collection. Therefore, it is important for the University of Malaya Library to specify or set a guideline about what type of gift materials that are welcomed for the Library collection. From the research findings, the following conclusions were drawn with respect to the objectives of the study:

- The first objective is to review the type of gift materials received. The findings showed that from six types of information resources received by the University of Malaya Library, books and thesis were the highest gift materials received from donors. It can be concluded that, most of the donors are academicians and students who donated.
- The analysis shows that the majority of donor gift materials come from the University of Malaya's departments. In the university, academicians usually donate materials that are appropriate for learning and research purpose because they are familiar with the resources used by their colleagues and students.
- The total of donated books and journals are taken from 12 libraries including the Central Library, branches and special libraries are classified. It is revealed from the analysis that

the highest book donations were in 2014 while for journals it was in 2011, over the period covered by study.

Recommendations

It is advisable for libraries to develop clear processes for handling and evaluate gifts in line with the policies. It is necessary for university libraries to have specific guidelines in place before receiving such materials from donors. The Library should only accept gifts that meet the standards or in accordance with the selection criteria for the collection that is in the Library policy. For instance, a librarian should consider the subject coverage and language of the books when receiving gifts from donors. It can help reduce acquiring large backlogs of non-suitable and non-catalogued materials.

Due to low donations from private organizations, embassies and government organizations, the University of Malaya Library should encourage or promote to the institutions to support or continue to contribute to the Library as their publication is not for sale to the public.

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**Planning and Design of Library Furniture in the Built Environment Library,
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Abstract

The purpose of this article is to introduce the important principles in deciding library furniture design. This article also seeks to look at the influence of modern social behavior on library provision, with specific reference to how interior display, library physical space and complementary furnitures play their part in fulfilling customer needs.

Keyword: Libraries; Library furniture; Furniture arrangement; Interior design

Introduction

Traditionally, libraries have been viewed as “warehouses for books” or in other words a place where members of the community can locate necessary resources and access information. Nowadays, libraries are more inclined to serve as a meeting place or community center. People also can come to a library to search for books or use the Internet. The design of library furnitures should be singularly unique and should reflect the library’s purpose within that particular community. All of these changes, however, require cost considerations for library leaders challenged with working within their existing budgets.

Modern libraries are choosing their transform their physical spaces that placed particular emphasis on light and openness, restoration and refurbishment, environmental sustainability, collaboration and creation.

Planning the Furniture and Shelves Arrangement

Planning the furniture placement in a library involves trying out various arrangements. The design professional working on the interior layout draws out the library areas before deciding on the design of library furniture. Librarian should collaborate with consultant for layout furniture and shelves drawing. According to Brown (2002) “planning library furniture and shelving layouts involve considering universal design factors to ensure the library will be convenient and comfortable for people of all ages and abilities”.

The following requirements should be kept in mind when preparing library layouts:

- a. They should not give an appearance of congestion. This is important, since a library’s use is inevitably affected by the first impression received by a newcomer.
- b. The reader who is occupying his chosen seating accommodation or who is consulting the catalog, the reference and bibliography collections, or working at the shelves, should not feel that he is in an unpleasantly crowded situation; he should not be interfered with unnecessarily by his neighbors, and he should not interfere with them.
- c. The reader should have satisfactory seating accommodations with suitable privacy, an adequate working surface, and a comfortable chair. At the same time it should be remembered that square footage is the greatest single factor in building costs, that it should be utilized to the full, and that unused space rarely adds as much to the general effect as does quality equipment.

Design of library furniture

In a library design, the main focus is on the library as a physical space, that is a warehouse for bookshelves, furnitures, information counter, carpet and others. This article provides information on the effective use of library space, shelving solutions and principles that can be used in deciding library furniture.

The physical environment of a library depends on two factors; the architectural quality of the building and the design of its furniture. These closely related elements must be harmonious if a successful aesthetic result is to be achieved. Architecture and furnishings must be compatible with color, texture, material and form.

In deciding on furniture design, one will face numerous problems whereby the librarian must know that the design of library furniture must fulfill certain functional requirements. Aesthetic and utilitarian needs as they relate to the design of the building and to library operations must be determined simultaneously.

The principles of library furniture design include six factors:

1. Function:

This relates to comfort, convenience, efficiency of operation and serviceability. Comfort in library furniture implies a state of ease free from distress or pain. Library furniture are required to fulfill the readers' satisfactory seating accommodations with suitable privacy, adequate working surface, and comfortable chairs. At the same time, it should be remembered that a reader also needs area for free reading and discussion area.

2. Construction

In deciding library furniture design at the Built Environment Library, the focus is on durable, strong and easily used furniture because all library furniture undergo excessive abuse and wear. Not only is it subjected to long hours of use, but some users tend to mistreat the furniture.

3. Materials

In the Built Environment Library, materials for the furniture are selected for the following characteristics: beauty, versatility in forming and fabricating, strength, resistance to wear, resistance to dirt, adaptability to various finishing techniques, and limited cost. Most custom made furniture use timberworks melamine in timber texture finish with surface-coated. The material most commonly use is timber but the most common in use is ash, elm and oak. Here, most of furniture is dominated by oak surface coated. In reading areas, carpet tiles are installed in the whole area (approximately 1800 square feet) using fiber v-tron with a weight of 750gram. Sofas and benches use fabrics to have a more elegant finish.

4. Finish

The main purpose of finishing is to protect the surface of the material and to enhance its natural beauty. Finishes may be surface-coated, penetrating, or integral. Surface-coated finishes include paint, lacquer, varnish, epoxy, and metal plating. Oak surface coated with yellow birch colour was implemented for curve shelves which included two layers of heavy-duty internal open shelves in thick 20mm solid core timber in matching timber laminate finish.

5. Scale

This defines a certain value in size or degree within a group or system of related items. Furniture should be scaled to pleasing proportions in relation to the size and bulk of surrounding furniture, the dimensions of the room in which it is placed, and the mass of related architectural elements. Scale is an important consideration with regards to who will use the selected furnishings. For example, in order to provide furniture of appropriate scale for an academic library, the study and discussion tables must fulfill users' satisfaction.

6. Proportion

Proportion is an inherent quality in the design of a unit of furniture, implying the relationship of the parts to the whole. Proper proportions among the various parts result in aesthetic overall balance and symmetry. For individual furniture, items are chosen with appropriate size and scale so they are correctly proportioned to the overall size of the space and to other objects within it.

Conclusion

Furnishings, materials, colors and lighting are just a few of the design elements in a building that make it an inviting place in which to be. A comfortable library is one in which materials and services are arranged in a logical and manner.

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Understanding the Concept of Discovery Tools

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Abstract

Over the past five years, discovery tools are being adopted by Malaysian academic libraries. These tools offer library users the ability to do a parallel search of the library's collection, both printed and electronic resources, in a single search box. This article reviews the literature on discovery tools. It provides an overview of the basic concepts of discovery tools and its evolution over time. It also identifies the different categories of discovery tools and describes its features and functionalities.

Keywords: Discovery; discovery tools; literature review

Introduction

Discovery tools are adopted by Malaysian academic libraries over the past few years. These tools generally offer library users the ability to do a parallel search of the libraries collection in a single search box.

The emergence of discovery tools has always been associated with user behavior and preferences in information retrieval, and the library's struggle to serve the users. A library's roles are changing with the changing of user behavior towards the reliance on electronic resources. Users expect simplicity in information searches and quick delivery of information. Libraries need to admit that they are competing with the Internet as it is the first source of information that users prefer. Users rely more on Google rather than trying to understand the different platform of library resources that are available for them to harvest the information they need.

Libraries invest a lot of money for collection development especially electronic resources for the purpose of serving it users in retrieving resources and assisting them with research activities. For the resources to be fully utilized by the users, contents must be retrieved easily and quickly. Furthermore, by subscribing to discovery services, the library materials will be accessed and discovered widely. Eventually, it increases the return on investment (ROI) on collection development.

This article aims to understand the concept of discovery tools as adopted by the libraries, as well as to increase the awareness of the emergence of discovery tools as library technology innovation.

The Evolution of Discovery Tools

Prior to 2009, the words "discovery" and "tool" appeared together infrequently in the library literature (Caplan, 2012). Caplan in her studies of library and information science terms usage, discussed the usage of the term "discovery tool" over time in the literature (Table 1). Discovery tools started to be used as any tool that facilitates information retrieval including Google and standalone OPAC. Then it is followed by the development of search interface tools with special features and the development of discovery service products. From there, it became web scale discovery that unifies access to all library materials in a single point of access.

Table 1. "Discovery tool" usage in literature (Caplan, 2012)

Year	Quotation
2001	The ARL's Scholar Portal was described as a discovery tool which enables users to search across certain limited but diversified and distributed websites, library catalogs, and databases of information resources to retrieve and integrates the results in a single presentation (The Association of Research Library (ARL), 2001)
2007	Term "discovery tool" used for any sort of tool (utility, application, documentation) that could facilitate finding out about the existence of things. Google was called discovery tool (Lang, 2007), which guides to blogging and podcasting. There were discovery tools to the website and web services. Discovery tools also described as standalone OPAC
2008	National Information Standards Organization (NISO) in a Forum on Next-Generation Discovery Tools, defines discovery tool as any search interface with a little something special, be it federated searching or Web 2.0 social networking features ((NISO), 2008)
2009	The term "discovery tool" comes into its own as a product that unifies access to books, journal articles and other library holding with the announcement of Discovery Services by Serials Solutions, Summon and EBSCO Discovery Service. Discovery tool as a single point of access to all materials (Hane, 2009 & Breeding, 2010)
2010	New requirement added: Unified central index. Discovery goes on to distinguish discovery systems from federated systems (Hawkins, 2010)
2011	Web scale discovery tools applied. Discovery tools are building by the Google-style approach model, searching a unified index of available resources, instead of searching individually databases, and provide unified indexes of the licensed scholarly publications combined with locally held content (Luther & Kelly, 2011)

Discovery tools are often referred to as standalone OPAC, a discovery layer, a discovery interface, an OPAC replacement, or the next generation catalog (NGC) (Yang & Wagner, 2010). While the terms "next generation catalog" and discovery layers" are used interchangeably in the literature, each represents a separate development in the scope of what discovery tools incorporate (Moore & Greene, 2012). NGC characteristic focuses on integrating Web 2.0 technologies in the library catalog. Discovery layer emerged as a separate interface with the features and functionality of NGC to incorporate resources available through the library catalog, as well as electronic resources and digital libraries. Web scale discovery then comes to the information discovery evolution, as vendors create discovery tools with the addition of a central index of content which enables access to both library catalog and electronic journal database in one search tool.

Web scale discovery can be considered a service capable of searching across a vast range of preharvested and indexed content quickly and seamlessly (Vaughan, 2011). This is supported by Hoy (2012) as he stated that the heart of web scale discovery is the index. Hoy describes web scale discovery as a large central index paired with a scooped holdings list and simple interface, giving users the ability to search across a library's entire collection quickly and easily.

Breeding (2014) use the term discovery product or discovery service to include the tools or interfaces that a library implements to provide its users the ability to search its collections and gain access to materials. He summarized the evolution of discovery service as follows:

- 1. Online Catalog ILS Modules** - provide interface (computer terminals) for users to find materials owned by the library

2. **Web Based Online Catalog** - browser based online catalog. Flexible, enabling convenient access to users with Internet connection
3. **Emergence of Discovery Interfaces** - new generation of interfaces: next-generation library catalogs/discovery interface which provides search and retrieval technology and modern interface convention
4. **ILS Integration** - integration of ILS and Discovery Interfaces which requires bibliographic and holding record be loaded to be index in discovery services
5. **ILS-DI Initiative** - standard set of intercommunication mechanism for different system integration. 4 levels of integration: a) Basic discovery interface; b) Elementary OPAC supplement; c) Elementary OPAC alternative; d) Robust or domain-specific discovery platforms.

Discovery Components and Categories

An incredible improvement has been seen in the development progress of library technology discovery environment which relates to information retrieval and provides the user with access to library resources. For a better understanding of discovery tools, this article highlights the different categories of resource discovery product as reported by Breeding (2015) in a National Information Standards Organization (NISO) white paper. The different categories address a specific scope of functionality and underlying components.

Discovery Interfaces

Discovery Interfaces emerged from next generation catalogs to provide a more modern replacement to OPAC modules of integrated library system (ILS), to provide an improvement of end-user interface. The main features are relevancy-based search results, faceted navigation with the following functionalities; end-user interface, interoperability with a link resolver, local search and retrieval, ability to interactively communicate with the library's ILS implementation for a task such as items availability status, access to remote index platforms via application program interface (API). There are two types of products namely commercial and open source. Examples of commercial are Ex Libris Primo, SirsiDynix Enterprise, BiblioCommon, Proquest AquaBrowser Library, Innovative Interfaces Encore. Examples of open source are Blacklight, VuFind, exTensible Catalog, Franklin.

Index-based Discovery Services

Index-based discovery services include the characteristic of discovery interface, plus a central index to cover the academic library content which comes from a variety of resources content. It includes 1) metadata and full text from commercial publishers; 2) content from abstracting and indexing (A&I) resources; 3) metadata and full text from open access repositories; 4) metadata or full text from relevant institutional repositories; or 5) bibliographic and holdings information from a library's resource management system. Product examples are Primo and Primo Central from Ex Libris Group, EBSCO Discovery Services from EBSCO Information Services, Summon from Proquest, WorldCat Discovery Service from OCLC.

Local Index Content

Local indexing of content harvested from a variety of local resources include institution's integrated library system, digital collection management platform, or institutional repositories in discovery service that provide access to a variety of library collection. Categories of content include archival material, digital collection, institutional repositories and electronic theses and dissertations, museum or exhibition materials.

Non-library Discovery Service

An alternative to the index-based discovery services produced by the library-oriented organizations. Google Scholar dominates among the non-library scholarly discovery tools. It provides an index for scholarly materials that is widely used by students and researchers. Google Scholar functions only as a search engine for scholarly articles and does not provide access to any full-text access content that

otherwise would not be available. It indexes publisher content with policies that publishers have control over access to their articles, and google users must see at least the complete abstract or the first full page.

Article-level Discovery Services Not Based on Central Indexes

Some institutions are not adopting the index-based discovery model and is dependent on the locally developed interface, access to individual databases and collection, and use federated tools to access article-level resources.

Public Library Discovery Services

The discovery services used by for public libraries differ from that for academic libraries. The discovery environment for the public library needs the ability to search local print collections, licensed e-book collections, modest collections of scholarly and popular electronic resources, as well as any local repositories of content. Examples of this are BiblioCommons and AquaBrowser, ProPAC for Polaris, Encore from Innovative Interfaces, and LS2 PAC from The Library Corporation.

Comprehensive Library Portals that Include Discovery

This model unites discovery-oriented tasks with the other activities that are supported through the library website which enables a library's website content to be more accessible and discoverable to library users. Examples of this are Iguana from Infor Library Solutions, Arena from Axiell, BiblioCMS from BiblioCommons, and Enterprise from SirsiDynix.

Features and Functionality

Web-scale discovery emerged to improve and unify library information discovery and content delivery for library users. Therefore, discovery tools must accommodate the significant features and functionality to meet the end user's perspective of the capability of the discovery service.

Yang and Wagner (2010) in their studies of evaluating and comparing discovery tools, compiled and listed 12 discovery features for discovery tools evaluation checklist (Table 2).

Table 2: Discovery Tools Evaluation Checklist (Yang & Wagner, 2010)

Features	Description
1. Single point of entry for all library information	One search should retrieve all relevant library materials (printed, electronic, digital resources)
2. State-of-the-art interface	Modern design interface. A next generation catalog should look and feel like popular sites such as Google, and Amazon
3. Enriched content	Library catalog should include book cover images, user-driven input, descriptions, ratings, and tag clouds
4. Faceted navigation	Display of search results as a set of categories to enable users to conduct simple search and refine their results by various facets.
5. Simple keyword search box on every page	Simple keyword search box as the default start page and it should appear on every page of the interface as users navigate and conduct searches.
6. Relevancy	Relevancy ranking of search results
7. Did you mean..?	A spell-checking mechanism to correct spelling or suggestions in keyword typing and clicking on any suggestion runs a search.
8. Recommendations related materials	/ The form of recommended materials or links to recommended readings
9. User contribution	Allows users to add data to records such as descriptions, summary, review, criticism, comments, rating and ranking, and tagging.
10. RSS feeds	Allows users to connect themselves to content that is often updated.
11. Integration with social networks sites	Users can share links to library items with their friends on social networks.
12. Persistent links	Contain a stable URL capable of being copied and pasted and serving as a permanent link to the record.

Vaughan (2011) listed the main characteristics of discovery and delivery services that should be provided by web-scale discovery service (Table 3).

Table 3. Main Characteristics of Discovery and Delivery Services (Vaughan, 2011)

Features	Description
1. Content	Discovery service harvests content from different library resources and creates a centralized index for rapid search and retrieval results ranked by relevancy.
2. Discovery	Single search box providing Google-like searching capabilities
3. Delivery	Quick results ranked by relevancy in an interface that offers functionality such as faceted navigation.
4. Flexibility	This service allows a library to customize the services and make the service its own, whether hosted by the library or content provider.

On the other hand, Breeding (2014) brought together all the features and functionality that a discovery product should have and made it more comprehensive. He added more functionality of discovery products (Table 4).

Table 4: Features and Functionality of Discovery Products (Breeding, 2014)

Features	Description
1. Interface features	<ul style="list-style-type: none"> - Single search box - Relevancy-ranked results - Faceted navigation - Recommendations - Enriched records
2. Support for mobile devices	Discovery products should accommodate mobile devices as the adoption of smartphones, tablets and other mobile devices by library users continues to increase
3. Expanding the scope of discovery	Discovery products focus on expanding the scope of different component of library collection into a single search environment
4. Metasearch	Metasearch technologies were integrated to expand the scope of the search which used to supplement result derived from the local index with results from remote resources, providing article-level content.
5. Web-scale discovery	The construction of the index associated with web-scale discovery service involves harvesting content from a wide variety of sources.
6. Cumulative functionality	Include many of the components of the earlier generation of discovery interface, perform all the function needed to provide support for the library's physical collections such as real-time availability, place hold requests, and other self-service actions.
7. Resource coverage index	Discovery product needs to provide access to as large a representation of the library resources as possible.
8. Relevancy	Discovery product include the ability to present search result according to a relevancy ranking (Using relevancy algorithm)
9. Objectivity and non-bias	Considerations of whether the discovery product performs objectively relative to the provider, material type, or other factors that relate to index coverage and relevancy ranking. For example, index coverage is prioritized from provider resources over other databases.
10. Social features	Promote engagement between a library and its users by a variety of features to enable interactions such as rate or review items, comments, share, personalization of readings folder or bookshelf.
11. Website portals	The ability of discovery products to manage a library's entire website through an integrated set of library-oriented content management features
12. Integration through application programming interfaces	The ability to deliver the functionality of discovery service through other interfaces or platform such as learning management system, or library local portal.
13. E-book integration	Capabilities to integrate e-book lending programs into discovery products. This integrated approach allows patrons to discover and gain access to both print and e-books through the same interface

Conclusion

A library would generally adopt most of the features and functionality found in a discovery service. There are many discovery services developed by content providers. Most of the Malaysian academic libraries are beginning to adopt discovery tools from commercial products to serve their users with discoverable resources content. Some of the popular products that are entering the Malaysian library market are SirsiDynic Enterprise and Innovative Interfaces Encore (discovery interface for library catalog), EBSCO Discovery Service from EBSCO, Summon from Proquest, and WorldCat Discovery Service from OCLC (index-based discovery service/web-scale discovery).

Based on this study, one can say that discovery tools are perceived to be useful to the users and adds value to a library's effectiveness in discovering library resources. However, libraries need to provide evidence of the acceptance and usability of their discovery tools for their own users. In addition to that, the requirement for training is also needed to educate users in order to make use of the benefits of these discovery tools.

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Dentistry & Oral Surgery Collection in the University of Malaya Dental Library

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Abstract

This article is based on a preliminary study of the UM Dental Library collection. The discussions in this article refer to the search results from the online library catalog (www.pendeta.um.edu.my) and the electronic portal (www.diglib.um.edu.my/interaktif/) of the University of Malaya Library.

Keywords: Dentistry and oral surgery; University of Malaya Library; Special collection

Introduction

The Dental Library became part of the University of Malaya Library System at the end of 1988. Initially it was opened only to academic staff, third and final year students of the Faculty of Dentistry. But now, it is open to all staff and students of the Faculty. The library is located on the 2nd Floor, Balai Ungku Aziz, Faculty of Dentistry, University of Malaya. It serves the teaching, learning and research needs of the academic staff, undergraduate students, postgraduate students and researchers of the Faculty of Dentistry.

The Dental Library houses the main collection in the fields of dentistry, oral surgery and preclinical. It includes both the printed and electronic formats. The Library holds around 4,000 titles and includes books, journals, reference materials, standards, theses, dissertations, conference papers and audio visual materials, subject specific databases and full-text electronic resources.

Classification Scheme

In compliance with international practice, the Dental Library uses the National Library of Medicine (NLM) Classification Scheme and Medical Subject Headings (MeSH) in cataloguing and classification works.

The National Library of Medicine (NLM) Classification Scheme is a library indexing system covering the fields of medicine and preclinical basic sciences. The NLM classification is patterned after the Library of Congress (LC) Classification system; alphabetical letters denote broad subject categories which are subdivided by numbers. As a classification system, it covers the main areas of medicine as well as the preclinical sciences arranging books and other physical items from QS through the WZs. Dentistry and oral surgery use the WU schedules.

Electronic Format

All electronic resources subscribed by the UM Library are accessible via UMLibWeb Interaktif Portal. This portal provides online access to collections and indexing information services. There are more than 300 titles of electronic journals subscribed under the keyword "Dentistry".

According to the Thomson Reuter's list for the Journal Citation Report (JCR) 2015, there are 91 titles listed for Dentistry, Oral Surgery and Medicine category. From that numbers, 55 titles or 60% are subscribed by the UM Library in full text and accessible to the users.

The screenshot shows a library search interface. At the top, there is a navigation bar with 'HOME' and several counters (0, 0, 1, 0, 2) with plus signs. To the right are links for 'eSERVICES', 'ASK US!', 'FAQs', and 'LOGOUT'. Below this is a search bar containing the word 'dentistry' and a red 'SEARCH' button. To the right of the search bar are links for 'Browse »', 'DATABASES', 'eJOURNALS', 'eBOOKS', 'NEW BOOKS', and 'WEB RES'. The main content area is divided into two sections. On the left, a 'Results Summary' box shows '548 resources for "dentistry"' and lists '355 eJournals', '57 eBooks', and '128 New Books'. At the bottom of this box is a link for '8 Web resources'. On the right, a green header reads '8 Web Resources for "dentistry"'. Below this header are three numbered entries: 1. 'Academy of Cosmetic and Adhesive Dentistry' (ACAD), 2. 'American Academy of Implant Dentistry', and 3. 'American Academy of Pediatric Dentistry'. Each entry includes a brief description and an 'Add to myLibrary' link.

Figure 1: Electronic resources for dentistry
 (http://www.diglib.um.edu.my/interaktif/SQL-bin/search_main.asp)

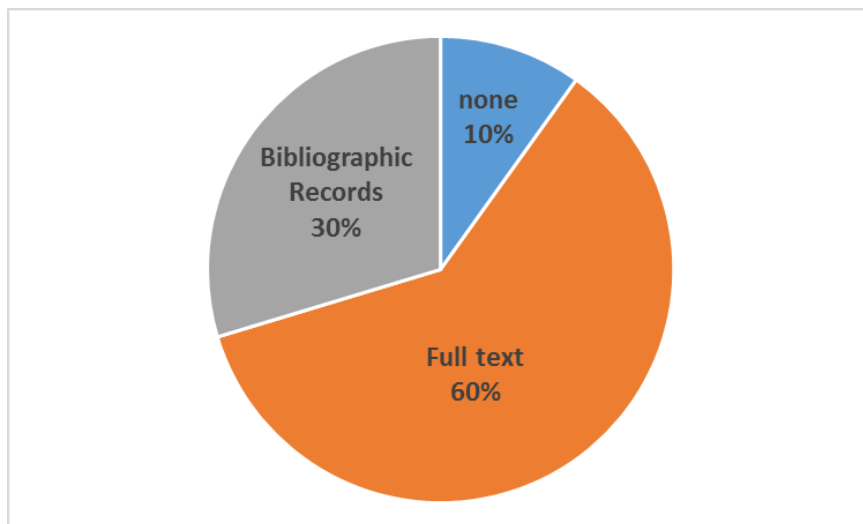


Figure 2: Accessibility format of electronic journals (According to JCR 2015)

For electronic books or e-books, the UM Library subscribes to 73 titles which can be accessed via three subject specific databases, 27 titles from Dentistry & Oral Sciences Source @EBSCOhost and 23 titles each from ScienceDirect® e-Books and Springer e-Books

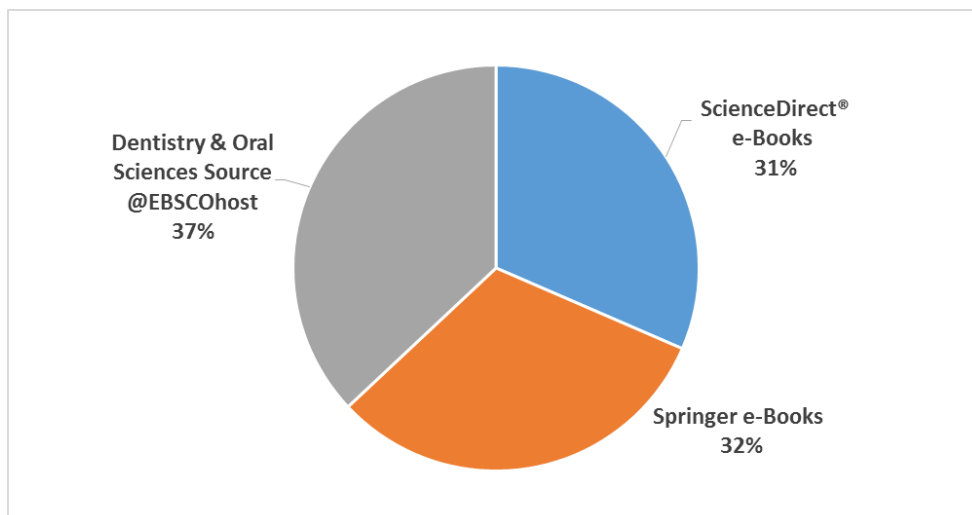


Figure 3: Accessibility for the electronic books with a total 73 titles

Printed Format

As for printed materials, there are 3,881 titles available in the UM Dental Library, and most of it (80%) are in the printed format, 541 titles (14%) are academic exercises, theses and dissertations by the UM students and staff.

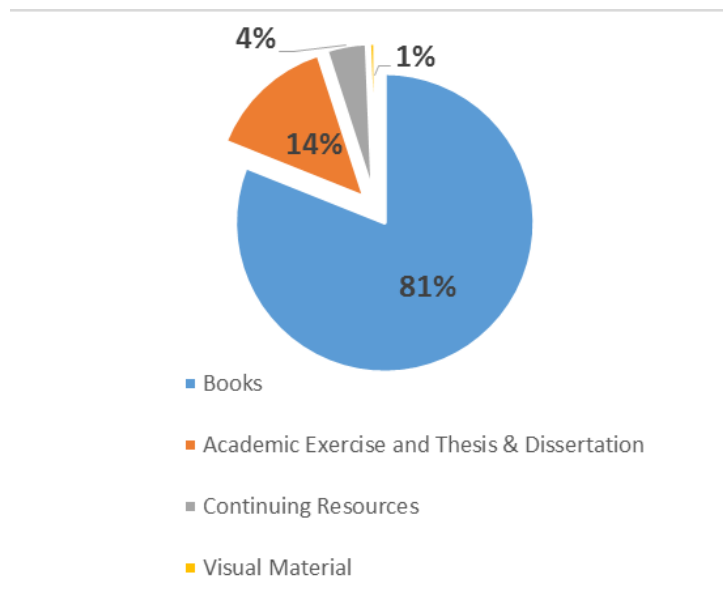


Figure 4: Format of resources

In terms of language, most of the print format are in English (98%). There are 57 titles (1.5%) in Malay and Indonesian. The other languages available are French, Spanish, German, Dutch, Italian and Japanese.

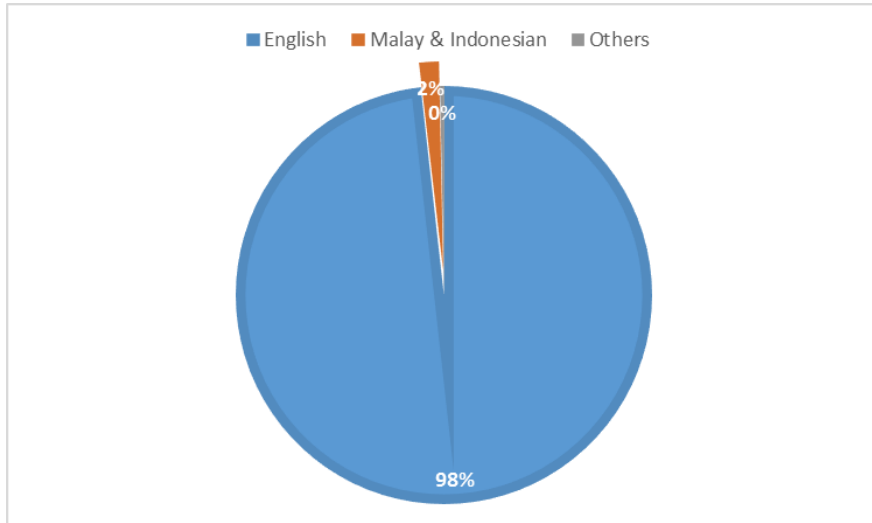


Figure 5: Print resources by language

The coverage of the collection according to the WU schedule of NLM Classification Scheme shows that, more than 20% of the collection are under Anatomy, Physiology and Hygiene subject (WU100-113). There are about the same number of collection (13%) for Reference Works and General Works (WU1-49) and under Dental Anatomy and Diseases (WU210-290). The lowest percentage are under for Special Patient Group (WUWU460-495) and Operative Dentistry (WU300-360) which is about 3% of the collection.

Table1: Collection by NLM Classification Scheme

NLM Classification Scheme	No of Titles	Percentage
WU 1-49: Reference Works. General Works	507	13.40%
WU 50-95: Ethics, Professional Practice and Personnel, Records	201	5.32%
WU 100-113.7: Anatomy, Physiology, Hygiene	805	21.25%
WU 140-166: Diseases, Injuries, Technology, Therapeutics	351	9.27%
WU 170-190: Dental Chemistry and Materials	185	4.88%
WU 210-290: Dental Anatomy, Diseases	526	13.89%
WU 300-360: Operative Dentistry	120	3.17%
WU 400-440: Orthodontic	336	8.88%
WU 460-495: Special Patient Groups	125	3.30%
WU 500-530: Prosthodontics	296	7.82%
WU 600-640: Oral Surgery	330	8.72%

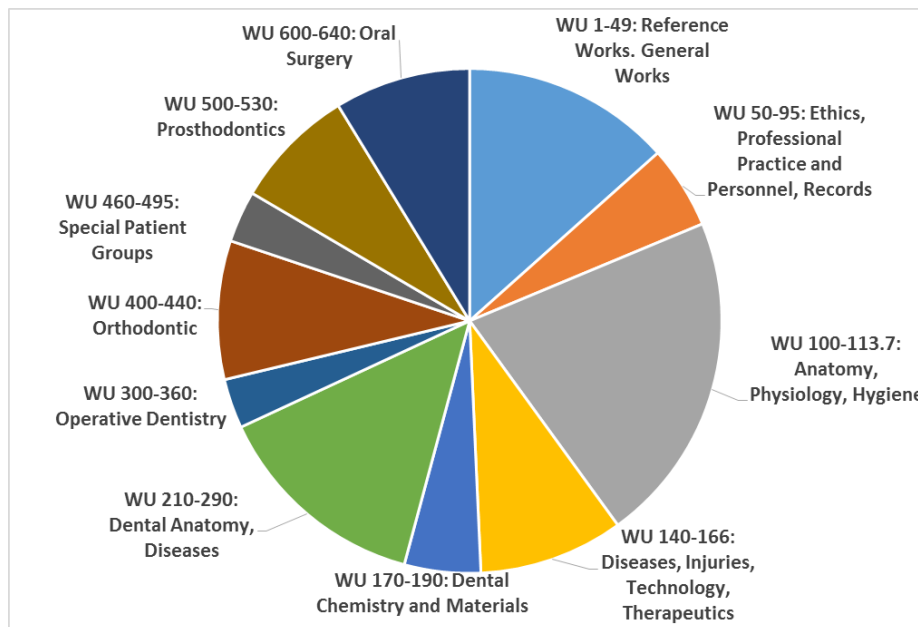


Figure 6: Collection by NLM Classification Scheme

Conclusion

The diversity and abundance of the collection available at the UM Dental Library according to the WU schedule hopefully will fulfill the teaching, learning and research needs of the academics, undergraduate students, postgraduate students and researchers of the Faculty of Dentistry, University of Malaya.

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Implementing Knowledge Sharing Programs in Non-Sharing Culture Organization

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Abstract

An organization's competitive advantage can be emphasized through the knowledge-based view of the organization itself. Many organizations still think that this source could not be used as a platform for expanding other strategies or additional endeavors to ensure the sustainability of an organization persists. If the organization do think that knowledge management is an important asset and is crucial for an organization's sustainability, there might be no arising issues regarding knowledge sharing in the organization. To a great extent, the success of knowledge sharing also lies within the employees' capability to share their knowledge among themselves. The success of knowledge sharing is also linked with cultural barriers within an organization that will influence the employee's behavior in the organization. Changing a culture is like changing how people think and act towards something and to start this, an organization can not start it from the top and must execute procedures gradually so that employees will accept and this will replaces the former culture. The introduction of knowledge sharing programs will help the organization to change the way they treat and see the importance of sharing knowledge among them and will help them in realizing the importance of managing knowledge in a proper way.

Keywords: Knowledge sharing; Knowledge sharing programs; Cultural barriers; Organization behavior; Organizational sustainability; Competitive advantage

Introduction

A "knowledge-sharing culture" is believed to be inherently good because of the growing importance of intellectual capital to organizations and the need for effective knowledge management practices (Gupta & Govindarajan, 2000). For knowledge sharing, especially in an organizational environment, culture plays and acts as a vital element to ensure that goals can be achieved. In order to influence the success of knowledge management efforts, culture becomes the key inhibitor of knowledge sharing among employees effectively. In all organizations, there will be a culture that sets the norms and values which will guide and develop the employees' behaviour inside an organization. This is neither bad nor good since culture may foster values support or obstruct certain goals of the organization.

Therefore, within an organization, culture is the most influential tool in directing and encouraging employees to behave in a certain way. Culture is a powerful tool and only the powerful key personnel can change any bad values that lies inside this culture. Riege (2005) stated that knowledge sharing practices always seem to fail since organizations try to adjust their culture to fit into knowledge management first instead of implementing them to make it fit into their culture. Hence, some organizations that are already practicing and implementing a knowledge sharing culture inside of their organization noted that they did not change their culture to match knowledge management initiatives but they adopt and approach knowledge management to fit into their culture (McDermott & O'Dell,2001). As a result, there is no right way to get people to share and there are no exact procedures to let employees share their knowledge and thus, preventing them from sharing their knowledge freely and in a way which they feel comfortable to do so.

Knowledge is an important asset for organizational sustainability and plays a significant role that influences the business operations. Sharing knowledge surrounding an organization has often been proclaimed as an obligatory practice for sustainability and the success of an organization's performance. In this case, organizational culture becomes one of the foremost contribution that has been considered

for knowledge sharing. An organization's culture may be positive, negative and can be neither strong nor weak and in the end such things will also impose implications to the organization's innovation. For an organization that has been practicing knowledge sharing as their core source to upgrade the organization's performance and competency, the process of sharing knowledge and insights will look natural because they are not forced to do so. They feel that it is a right thing to do when sharing and transferring knowledge among them since the culture has already become their organization's flesh and blood. They will assume that others will share their knowledge because for them sharing knowledge will contribute to the development of the organization. However, to achieve this level, an organization must enforce various approaches and strategies so that this feeling will reside longer or forever inside themselves.

Literature Review

Knowledge Management and Innovation

In order to be in the marketplace, organizations are searching for chances through competitive advantage especially in today's globalized rivalry world. Since the scenario is now a knowledge based economy, for an organization to sustain in any industrial competition, both knowledge and innovation are sources for competitive sustainable advantage. However, there is a general agreement that innovation often occurs through application of knowledge in one area to a new discipline. This proclamation is supported by Gibbons and Johnston (1974) as well as Faulker (2001) who claimed that innovation requires knowledge. The issue about innovation is always heated because of the temporary nature of the market due to ongoing changing demands as well as the emergence of a knowledge society. This awareness occurs because people know and understand that innovation helps to improve current products and therefore will find new solutions and possibly leave the old ones since it is inadequate and impossible to remain with the same skills, resources or product services and thus, innovation will reshape the competitive field and by doing so, new market opportunities can be created. The essence of knowledge management with regards to innovation is that knowledge management leads to a framework for management in their process to create and build their organization's capability to innovate. This attempt is known as capability to absorb where the skill for an organization to identify the value of new external knowledge and information, adapting and then applying them and it is crucial to define the result for innovation. How far can organizations develop and create innovation depends on how much the organization is successful in absorbing the knowledge they have (Fiol, 1996).

Hence, since innovation can turn ideas into something profitable, it is important for organizations to encourage their employees' creativity and ability through ensuring and maintaining an environment that support generation of ideas and imagination. Such an environment can be achieved by encouraging a knowledge sharing culture because knowledge sharing will stimulate the employees' performance and creativity because of the additional knowledge from the knowledge sharing activity. However, to create such an environment requires a lot of work and approaches since changing culture is not an easy task. This dilemma affects most organizations that never practice knowledge management nor knowledge sharing since it is unnecessary to give up their own knowledge when that knowledge is their key source of personal advantage.

Cultural Barriers to Knowledge Sharing

One way of gaining a competitive advantage is through promoting a knowledge sharing culture that would often invite organizational interest (Gold et al., 2001). Various literatures in the past were also reconnoitered upon the antecedents of knowledge sharing culture such as in the works of Lee (2005), Lin (2007), Kharabshesh (2008), and also Mueller (2012). It is generally acknowledged how knowledge is processed. In this context, knowledge sharing is affected by the organizational culture since culture is one of the central points that make knowledge sharing implementation in the organization. Despite the

growing attention for various aspects of knowledge sharing, there is less attention in terms of diagnosis of unmasking cultural barriers that has led to the ineffective achievement of this matter. The term culture as detailed by De Long and Fahey (2000) was echoed in the values which can influence specific practices within an organization and thus explains how organizational culture refers to an organization's values, expectations and norms. These cultural elements are then influenced by the management within an organization via regulations and rules set by them and complimenting certain actions such as knowledge sharing (Huber, 2001; Ipe, 2003). Besides that, culture also forms what individuals decide to do in regards to knowledge sharing and communication in organizations (Ipe, 2003). Since an organization's culture needs time to develop, it will first be embedded in the values, beliefs and assumptions held by organizational members and then built into the deep structure of organizations (Denison, 1996).

Some of the dimensions of culture have been asserted as a barrier in the knowledge sharing capabilities within an organization including the manager's commitment, emotional intelligence, fear, presence of hierarchy in the organizational structure, lack of social network, age differences, gender differences, shortage of resources, conflict of motives, uncertainties, under estimation of lower levels, conflict avoidance and the general environment at work. The empirical study on knowledge sharing conducted by Liebowitz and Chen (2003) also agreed that poor organization and management, lack of knowledge sharing culture, low motivation to share knowledge, bureaucratic structure, and knowledge hoarding culture can lead to the ineffectiveness of knowledge sharing.

Therefore, to confront these issues, Al-Alawi et al. (2007) suggests that trust, communication, information systems/technology, rewards and organization structure are positively related to knowledge sharing in organizations. As for trust, it is an integral part of knowledge sharing due to the inherent value in knowledge and the level of trust that exists between the individual and the recipient of the knowledge will influence whether or not the knowledge is shared and how it is received. If knowledge is shared by someone that the recipient regards as capable and can be trusted, they will feel confident enough to share their knowledge because knowledge is more likely to be shared with a co-worker who is honest rather than capable (Bakker et al, 2006).

Last but not least, motivation has to be maintained amongst the employees so that the knowledge sharing culture within the organization can be promoted and executed. In order for the employees to always feel motivated, the management has to make countless intensive efforts and organizations often use a reward system to solve this problem since they are aware that Individuals are less interested to share their knowledge without strong motivation (Stenmark, 2001). Rewards can be monetary (cash bonuses) or non-monetary (dinner gift or praising certification) incentives to encourage employees.

Methods

In this study, researchers used the observation method since it is a continuation of a previous research. To double confirm, researchers conduct a follow-up investigation with the organization's key personnel through emails and phone calls regarding the implementation of knowledge management as well as knowledge sharing culture before proposing a knowledge sharing programs.

Results

Knowledge is a critical organizational resource that provides a sustainable competitive advantage in a competitive and dynamic economy, and this makes knowledge sharing essential in an organization in order to ensure the sustainability and innovativeness of the organization. However, knowledge sharing is not easy to implement because of the culture in an organization. Culture does play a significant role in the success of knowledge management efforts. Culture can be define as the values, attitudes and behaviors of an organization. Based on Smith & McKeen (2005), organizations can be defined as communities of individuals and each initiative has a distinct culture which describes how people relate to one another. In

that sense, culture is important in organizations because it can strongly influence human behavior and culture is also very hard to change.

Obstacles That Impact Knowledge-Sharing

There have several obstacles that impact knowledge-sharing behaviors among staffs in an organization such as:

Awareness

Awareness is important when doing anything in an organization, Here, awareness refers to the extensive communication of knowledge management approaches and activities through the organization. When staffs in an organization lack awareness and do not know how to connect the content and expertise, this will result in the slow adoption of knowledge-sharing behavior since people do not know where to go or how to connect.

Culture

Culture comprises behaviors, working rules, unwritten or spoken rules about "how things work," or processes that shape situational context. In that sense, staffs in an organization must have some cultural barriers towards knowledge sharing programs namely a top management culture that does not value knowledge sharing, a team within the organization that are not bound together by the same values or business rules, and the requirement to share knowledge is not easy.

Distance

Another cultural barrier towards knowledge sharing in any organization is distance. Distance refers to the separation between individuals, teams, functions, and so forth within an organization. These separations may be geographic whereby teams are in different countries or regions and are not easy to communicate and understand.

Experience

Experience can also be a barrier in knowledge sharing in an organization. Experience refers to the knowledge or competencies that a person develops over time in a specific role, usually through observation and direct participation in work activities. Experience-related barriers to knowledge sharing can occur when staffs in organizations have very little experience or a great transaction. For example, someone might not contribute to knowledge sharing because of a perceived lack of experience and insufficient information and knowledge can be shared among staffs in the organization.

The Need for Knowledge Sharing

Gurteen (1999) noted that, today the creation and application of new knowledge is essential to the survival of almost all businesses because:

- a) Intangible products such as ideas, processes and information are taking a growing share of global trade from the traditional which is tangible goods of the manufacturing economy.
- b) Gradually the only sustainable competitive advantage is continuous innovation. Continuous innovation requires the application of new knowledge.
- c) Ensuring tacit knowledge among staff will be captured as explicit knowledge to the organization in order to ensure sustainability. When someone leaves an organization, their knowledge walks out of the door with them. Knowledge sharing is important to preserve the valuable knowledge.

- d) Accelerating change technology, business and social needs. These will rapidly change so the information and knowledge must also rapidly renew and added to the new knowledge in some businesses. As much as 50% of what one knew 5 years ago is probably obsolete today. The implementation of knowledge sharing program will give many benefits for staffs and organizations as new added and valuable knowledge.

Strategies in Implementing Knowledge Sharing Program in Organizations

In order to have good and successful knowledge sharing programs, there are a number of strategies that can be suggested to companies or organizations when implementing knowledge sharing in their organizations.

Building Knowledge-Sharing Communities

An organization must build knowledge sharing communities in their organization. Knowledge-sharing communities include all types of collaborations, partnerships, and communities of practice. Based on Tsui (2006), four crucial challenges must be overcome as these communities grow. They are:

- a) The technical challenge - human and information systems must be designed to help community members think together, in addition to simply making information available.
- b) The social challenge - communities must maintain enough diversity to encourage innovative thinking, yet still have common goals and interests.
- c) The management challenge - environments that truly value knowledge sharing must be created and maintained.
- d) The personal challenge - community members must be open to the ideas of others, be willing to share ideas, and maintain a thirst for new knowledge.

Promoting a Knowledge-Sharing Culture

After developing and building knowledge sharing communities, they must be responsible and take action in promoting a knowledge sharing culture among the strategic level, tactical level, and operational level staffs.

Knowledge-Sharing Program

The knowledge-sharing programs that are suggested and proposed are categorized based on delivery methods and fall into three categories which are writing, speaking, and information technologies.

1. Writing

The knowledge sharing program can be done by writing since writing creates permanent knowledge sharing products such as publication and technical reports, books and book chapters, and newsletters. The biggest advantage of written documents is durability which means that well-written reports or documents can be useful for years after it is written or even if the author has moved on to an other company. Furthermore, access to written documents is usually available to all interested parties, staffs, and customers. For readers, written documents allow them to reflect on their reading and clarify their understanding and thus can be implemented and shared among staffs in the organization.

a) Research Publications and Technical Reports

Research publications have been used by researchers to share their knowledge with one another for a long time. Technical reports are comprehensive documents outlining a research project or series

of projects and they are usually provided to research funders after a research has been concluded. Therefore, knowledge sharing communities must have the intention to share knowledge about organizations or research and projects as long as it give benefits to the organization and staffs. Staffs can also share their knowledge by through publications and technical reports.

b) Books and Book Chapters

Knowledge sharing communities can also share their knowledge by writing books or book chapters about their organization, functions, specialization and others. Books can be extremely useful for in-depth knowledge sharing. However, it is only effective if readers are aware of their existence and the books are easily accessible. So, knowledge sharing communities must take action by promoting the books they have written in order to ensure staffs are aware about the publication.

c) Newsletters

Newsletters are normally a collection of articles on organizational activities and related topics, and these can be useful for raising awareness of new ideas and innovations, and to promote knowledge sharing activities among staffs. Newsletters reaches a broad audience, especially if available both in print and electronic versions. Knowledge sharing communities must remember that newsletter articles are intended to reach a broad audience requiring that content be generalized, complete and limited in length.

2. Speaking

The second method of a knowledge sharing program is through speaking which is known as spoken knowledge-sharing strategy. Spoken knowledge-sharing strategies that can be implemented in an organization includes workshops, and meetings.

a) Workshops

Workshops are training sessions normally ranging from a few hours to a few days in length. Workshops tend to require active engagement from participants with emphasis on problem solving and hands-on training. Furthermore, an organization can organize workshops in a variety of format. Essentially a group of people come together to share their problems, learn from each other, change practices, and find solutions.

3. Information technology

a) Websites

Websites have the potential to reach wider audiences as anyone interested in a particular topic or organization can access a website as long as they have a computer and an Internet connection. As the web increasingly becomes a common resource that people turn to when seeking information, websites also become critical to knowledge sharing. Websites may represent an organization's first contact with an individual. So, the website must give the absolute and right amount of information available online. Knowledge sharing communities must also ensure that websites are well-designed and are engaged with the content of these websites.

b) Discussion Forums

Online discussion forums, also known as message boards, internet forums, and bulletin boards are web-based applications that support knowledge sharing activities among staff such as ongoing discussions. Discussion forums are usually focused on particular topics, and are led by forum moderators whose role is to keep discussions on the topic and to censor abusive behavior. In that sense, the knowledge sharing community must select a staff to be a moderator in order to control the discussion forum and ensure that the forum is active and in a good environment. Furthermore, discussion can be a valuable piece of information to an organization in order to improve their productivity and support survival decisions. There are many benefits to the organization and staffs

in a discussion forum. Interactive discussions are not limited by geographical location and records of previous discussions as posts to a forum can be automatically archived. This practice permits discussions to be traced back to the beginning and examined to determine how they have evolved over time.

Conclusion

Organizational culture is often seen as the key to effective knowledge sharing in an organization. It is also generally acknowledged that the organizational culture also affects the knowledge processes and knowledge sharing in an organization. There are many researches that show culture as an essential and crucial element in knowledge activities. For example, research in knowledge management has proven that a knowledge-sharing culture leads to increased productivity, improved cycle times for business processes, and innovation. The organizational culture is important and is a vital element in order to implement knowledge sharing programs because culture will interact and make the knowledge sharing programs fail or succeeded. Thus, an organization needs to build and form the knowledge sharing culture among their staff in order to ensure their knowledge sharing programs are successful.

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2015 Workshop for Malaysia Chinese Teacher
14 - 24 December 2015: Capital Normal University, Beijing

Goh Sok Boon

In order to further enhance friendship and cultural exchanges in education between China and Malaysia, the Beijing International Education Exchange invited the librarian of the East Asian Studies Library, University of Malaya and Chinese teachers to attend the “2015 Workshop for Malaysia Chinese Teacher” from 14 December 2015 to 24 December 2015. The venue of the workshop was the Capital Normal University, Beijing.

A total of 11 courses were taught in the workshop which included five teaching practices, three cultural experience and three cultural series. The five teaching practices were creative classroom, Chinese character, a comparison between Mandarin and Malay, primary Chinese teaching method, and writing and writing teaching. The three cultural series included contemporary China actualities, Chinese poetry and Chinese ancient poetry. One of the cultural experience courses was Chinese paper-cut. Besides these courses in the classroom, participants visited various cultural places such as Forbidden City, Tiananmen Square and Great Wall.

The training scheme is as follows:

14 December 2015	Arrived at Capital Normal University, Beijing
15 December 2015	Opening ceremony
	Teaching practice (1): Creative classroom
16 December 2015	Teaching practice (2): Chinese character
	Teaching practice (3): A comparison between Mandarin and Malay
17 December 2015	Teaching practice (4): Primary Chinese teaching method
	Cultural experience (1): Chinese paper-cut
18 December 2015	Cultural experience (2): Forbidden City, Tiananmen Square, Capital Museum
19 December 2015	Free time
20 December 2015	Cultural experience (3): Great Wall, Beijing National Stadium, Beijing National Aquatics Centre
21 December 2015	Cultural series (1): Contemporary China actualities
	Teaching practice (5): Writing and writing teaching
22 December 2015	Cultural series (2): Chinese poetry
23 December 2015	Cultural series (3): Chinese ancient poetry
	Closing ceremony
24 December 2015	Arrived in Malaysia

Most of the courses were about China's culture, Chinese language and Chinese literature. Although these courses are not directly related to the library field, the contents are useful when assigning subject headings and classification for cataloguing and also strengthens one's Chinese language ability.



Group photo with the lecturers and participants in Capital Normal University, Beijing



Group photo after the class



Group photo after the class on Chinese paper-cut.



Group photo at the Forbidden City

Laporan Bengkel Pelan Strategik Perpustakaan 2016 – 2018

Pauziaah Mohamad

Pengenalan

Pelan strategik adalah elemen penting dalam pengurusan sesebuah organisasi untuk mencapai kecemerlangan organisasi secara menyeluruh atau menjurus kepada peranan utama komponen organisasi seperti unit, bahagian atau jabatan. Ianya penting kerana dapat memberi gambaran bagaimana organisasi melaksana strategi yang telah dirancang dan menjadi petunjuk perbandingan kedudukan organisasi pada tahun semasa dan tahun sebelumnya.

Kaedah berkesan bagi melaksanakan pelan strategik adalah melalui bengkel. Di dalam bengkel, organisasi berupaya menetapkan hala tujunya, menganalisa *SWOT* (kekuatan, kelemahan, peluang dan ancaman), mengenal pasti isu-isu strategik serta menggubal strategi-strategi untuk mencapai objektif yang telah ditetapkan.

Objektif Bengkel

Pembangunan dan penggubalan pelan strategik perpustakaan adalah hasil sumbang saran ahli Pengurusan Perpustakaan. Walau bagaimanapun Pengurusan Perpustakaan berpendapat adalah lebih baik jika semua kakitangan memahami dengan jelas proses merancang dan merangka pelan strategik serta hala tuju perpustakaan untuk tempoh 2016-2018. Bagi menjadikan pelan strategik lengkap, Pengurusan Perpustakaan berpendapat, pandangan kakitangan dari pelbagai kategori perlu didengar dan diambil kira. Bengkel ini juga merupakan saluran untuk memberi pendedahan dan penambahan ilmu kepada staf tentang pelan strategik kerana mereka merupakan tunjang utama yang akan melaksanakan pelan ini nanti.

Objektif Bengkel Pelan Strategik PUM adalah:

- a) Menerangkan status dan isu-isu semasa, peranan, harapan dan hala tuju Perpustakaan selari dengan visi dan misi Perpustakaan dan Universiti.
- b) Memberikan pendedahan ringkas bagaimana pelan strategik dihasilkan dan bagaimana ianya akan diimplementasi.
- c) Membincangkan faktor-faktor kekuatan, kelemahan, peluang dan ancaman kepada organisasi (*SWOT Analysis*)
- c) Mengenalpasti faktor-faktor kritikal untuk memperbaiki keseluruhan sistem pengurusan, perkhidmatan dan Perjawatan.
- d) Melihat cadangan penambahbaikan dalam pengurusan dan perkhidmatan dari kaca mata staf
- e) Menanam semangat kerja berpasukan dan meningkatkan motivasi staf.

Perjalanan Bengkel

Sebanyak tiga siri Bengkel Pelan Strategik telah diadakan pada tahun 2016. Bengkel dibahagikan kepada 3 siri kerana mengambil kira jumlah kakitangan Perpustakaan yang ramai. Bengkel telah diadakan di Awana Resort, Genting Highland.

Tiga siri bengkel tersebut adalah:

- (i) Bengkel Pelan Strategik Perpustakaan 2016 – 2018 (Staf Gred 41 – 22), 18 – 20 Januari 2016.
- (ii) Bengkel Pelan Strategik Perpustakaan 2016 – 2018 (Staf Gred 22 -17), 29 Februari – 2 Mac 2016.
- (iii) Bengkel Pelan Strategik Perpustakaan 2016 – 2018 (Staf Gred 22, 17 -11), 28 – 30 Mac 2016.

**Bengkel Pelan Strategik Perpustakaan 2016 – 2018 (Staf Gred 41 – 22)
18-20 Januari 2016, Awana Resort, Genting Highland**

Bengkel telah dihadiri oleh 40 orang staf Gred 41 – 22 dari seluruh Perpustakaan dalam rangkaian, termasuk seorang staf dari Perpustakaan Pengajian Islam Nilam Puri, Kelantan. Dua fasilitator telah dilantik iaitu Profesor Madya Dr. Kiran Kaur dari Fakulti Sains Komputer dan Teknologi Maklumat dan Dr. Janaki Sinnasamy (mantan Timbalan Ketua Pustakawan Kanan) yang merupakan penceramah dari *JS Information Management Services*.

Atur cara bengkel adalah:

- a) *Team building – Mind Body Challenge*
- b) *Character Building & Profesionalism : Understanding Yourself*
- c) *Organizational Engagement & Customer Relationship Management*
- d) Pelan Strategik: Menghasilkan Objektif, Matlamat, Strategi, Tanggungjawab, Tempoh Masa dan Hasil
 - § Penjelasan format pelan strategik
 - § Penyemakan semula pernyataan visi dan misi
 - § Penyemakan semula nilai-nilai organisasi
 - § Penganalisan trend persekitaran dalaman dan luaran (*SWOT Analysis*)
 - § Penganalisan kehendak pelanggan dan *stakeholders*
 - § Pengenalpastian isu-isu strategik
 - § Penentuan matlamat, objektif, strategi, tanggungjawab, tempoh masa dan hasil
- e) *Team Building – Nature Trail Walk (1.8 KM)*
- f) Pembentangan Berkumpulan (7 Kumpulan)

**Bengkel Pelan Strategik Perpustakaan 2016 – 2018 (Staf Gred 22 -17)
29 Feb – 2 Mac 2016, Awana Resort, Genting Highland**

Bengkel telah dihadiri oleh 44 orang staf Gred 22 – 17 dari seluruh Perpustakaan dalam rangkaian. Dari segi aktiviti bengkel, hanya terdapat sedikit perbezaan dengan kumpulan Gred S41-22. Ahli Pengurusan Perpustakaan terdiri dari Encik Mahbob Yusof, Cik Pauziaah Mohamad, Puan Koh Ai Peng, Cik Sutarmi Kasimun, Datin Komodhi a/p Dhanaraj, Puan Ratnawati Sari Mohamad dan Puan Maziah Salleh telah menjadi fasilitator bengkel.

Atur cara bengkel adalah:

- a) *Team building – Mind Body Challenge*
- b) Kreativiti dan Inovasi
- c) 7 Tabiat Orang Yang Sangat Efektif
- d) Pelanggan Didahulukan, Perkhidmatan Diutamakan & Komunikasi Dimantapkan
- e) Pelan Strategik : Menghasilkan Matlamat, Objektif, Strategi, Tanggungjawab, Tempoh Masa dan Hasil
 - § Penentuan dan penjelasan format pelan strategik
 - § Penyemakan semula pernyataan visi dan misi
 - § Penyemakan semula nilai-nilai organisasi
 - § Penganalisan trend persekitaran dalaman dan luaran (*SWOT Analysis*)
 - § Penganalisan kehendak pelanggan dan *stakeholders*
 - § Pengenalpastian isu-isu strategik
 - § Penentuan matlamat, objektif, strategi, tanggungjawab, tempoh masa dan hasil
- f) *Team Building – Nature Trail Walk (1.8 KM)*
- g) Kebertanggungjawaban : Apakah kita telah melaksanakannya?
- h) Pembentangan Berkumpulan

**Bengkel Pelan Strategik Perpustakaan 2016 – 2018 (Staf Gred 22, 17 -11)
28 – 30 Mac 2016, Awana Resort, Genting Highland**

Bengkel telah dihadiri oleh 64 orang staf Gred 22, 17 – 11 dari seluruh Perpustakaan dalam rangkaian. Fasilitator bengkel adalah ahli Pengurusan Perpustakaan yang sama seperti pada bengkel sebelum ini. Terdapat sedikit perbezaan dari segi isi kandungan dan pendekatan bengkel berbanding dengan siri sebelum ini.

Atur cara bengkel adalah:

- a) *Team building – Mind Body Challenge*
- b) Kreativiti
- c) 7 Tabiat Orang Yang Sangat Efektif
- d) Ke Arah Penjimatan Melalui Penggunaan Berhemah
- e) Amanah & Etika Kerja
- f) *Team Building – Nature Trail Walk (1.8 KM)*
- g) Penerangan Ringkas Pelan Strategik Perpustakaan & Perbincangan Berkumpulan Masalah Dalam Melaksanakan Tugas Dan Cara Penyelesaiannya
- h) Pembentangan Berkumpulan

Kesimpulan

Pengurusan Perpustakaan berpendapat ketiga-tiga bengkel telah berjaya mencapai objektifnya. Ini adalah berdasar kepada penglibatan dan komitmen tinggi staf dalam setiap aktiviti bengkel serta maklum balas dari staf yang menghadiri bengkel ini. Percambahan idea dan banyak cadangan telah dikemukakan berkaitan pelan strategik termasuk bagaimana cara untuk merealisasikan visi dan misi Perpustakaan bagi menjadikan Perpustakaan Universiti Malaya sebagai perpustakaan penyelidikan bertaraf dunia. Perpustakaan juga berharap bengkel seumpama ini akan dilaksanakan untuk masa yang akan datang.

Seminar Asal Usul dan Bukti Keintelektualan Melayu

7-8 November 2016: Auditorium, Perpustakaan Negara Malaysia, Kuala Lumpur

Juhaida Abd Rahim & Ulya Sujak

Perpustakaan Negara Malaysia telah menganjurkan Seminar Asal Usul dan Bukti Keintelektualan Melayu dengan tema “Menyorot Sejarah Bangsa, Melakar Kegemilangan Pusaka” bertempat di Auditorium, Perpustakaan Negara Malaysia, Kuala Lumpur pada 7-8 November 2016. Seminar dua hari ini mengetengahkan kajian oleh pakar-pakar dalam bidang sejarah, sains, fisiologi, arkeologi, linguistik, geologi, biologi dan genetik bagi merungkai susur galur kewujudan bangsa Melayu di dunia dan merungkai bukti-bukti kearifan Melayu melalui peninggalan naskhah manuskrip Melayu yang tersimpan di seluruh pelusuk dunia yang mengandungi pelbagai catatan dalam pelbagai bidang ilmu dan menjadi rujukan para penyelidik sehingga kini. Objektif bagi seminar ini adalah untuk:

- Memberi pendedahan dan informasi kepada masyarakat mengenai sejarah kewujudan, penyebaran dan perkembangan bangsa Melayu.
- Memberi kesedaran kepada masyarakat mengenai kebijaksanaan dan keintelektualan bangsa Melayu di zaman silam melalui sumber dan bukti yang masih relevan sehingga kini.
- Menyebarkan maklumat mengenai penemuan penyelidik berkaitan sejarah, asal-usul dan perkembangan keintelektualan bangsa Melayu merangkumi pelbagai aspek.

Seminar ini dibahagikan kepada dua sub topik iaitu Asal Usul Melayu dan Bukti Keintelektualan Melayu. Seminar dimulakan dengan ucapan alu-aluan oleh Puan Hajah Nafisah Ahmad, Ketua Pengarah Perpustakaan Negara Malaysia diikuti dengan ucap tama yang disampaikan oleh Yang Berbahagia Prof. Dato’ Seri Dr. Md. Salleh Yaapar, Profesor Kesusasteraan Bandingan, Universiti Sains Malaysia. Ucapan perasmian telah disempurnakan oleh Yang Berhormat Datuk Mas Ermieyati Samsudin, Timbalan Menteri Pelancongan dan Kebudayaan Malaysia.

Sebanyak 11 kertas kerja berikut telah dibentangkan:

- i. Puan Zaharah Sulaiman, Ikatan Arkeologi Malaysia
Asal Usul Melayu dalam Pelbagai Perspektif : Kajian Terkini
- ii. YBhg. Prof. Emeritus Dato’ Dr. Wan Hashim Wan The, Universiti Pertahanan Nasional Malaysia
Asal Usul Melayu : Pengalaman Penyelidikan Selama Lebih 20 Tahun dari Pelbagai Disiplin Ilmu
- iii. Prof. Madya Dr. Zafarina Zainudin, Universiti Sains Malaysia
Menyusuri Asal Usul dan Migrasi Bangsa Melayu Melalui Kajian Genetik
- iv. YBhg. Prof. Emeritus Datuk Dr. Abdullah Zakaria Ghazali, Universiti Malaya
Asal Usul Sembilan Raja Melayu
- v. YBhg. Prof. Emeritus Datuk Wira Dr. Mohd Yusoff Haji Hashim, Kolej Universiti Islam Melaka
Tengku Said bin Tengku Deris Dalam Korpus Kesusasteraan Melayu
- vi. YBrs. Prof. Emeritus Dr. Hashim Hj. Musa, Universiti Putra Malaysia
Puisi Melayu Lama Sebagai Asal Usul Keintelektualan Melayu
- vii. Prof. Madya Dr. Mat Rofa Ismail, Universiti Putra Malaysia
Syeikh Ahmad al-Khatib al-Minangkabawi : Bintang Melayu di Langit Hijaz

- viii. Dr. Harun Mat Piah, Pengerusi Jawatankuasa Penasihat Manuskrip Melayu, PNM
Kebangkitan Intelektual dan Impaknya kepada Perkembangan Epistemologi Melayu
- ix. Dr. Ros Mahwati Ahmad Zakaria, Universiti Kebangsaan Malaysia
Penjilidan Kulit Manuskrip al-Quran Pantai Timur Sebelum Abad ke-20 Masihi
- x. Prof. Madya Dr. Ab. Razak Ab. Karim, Universiti Malaya
Keintelektualan Masyarakat Melayu Tradisional : Paparan dalam Warkah-warkah Melayu
- xi. Dr. Hasanuldin Mohd, Universiti Sultan Zainal Abidin (UniSZA)
Konsep 'Uruf dalam Kitab Fiqh Melayu Klasik : Sorotan kepada Kitab Risalah Fi-Bayan Hukum al-Bay' wa al-riba Karya Syeikh Abdul Qadir Bukit Bayas

Peserta seminar juga berpeluang mengemukakan soalan semasa sesi soal jawab bersama pembentang. Selain daripada itu, seminar ini turut membuka peluang dalam mencadangkan supaya kajian berkaitan dengan topik yang dibentangkan diperluaskan lagi serta diperincikan skop penyelidikan di masa akan datang.



Ucapan perasmian oleh YB. Datuk Mas Ermieyati Samsudin, Timbalan Menteri Pelancongan dan Kebudayaan Malaysia

Perasmian 5S Perpustakaan Universiti Malaya
12 Ogos 2016 : Perpustakaan Utama, Universiti Malaya

Muhamad Faizal Abd Aziz

Gotong Royong Perdana dan Perasmian Amalan 5S Perpustakaan Universiti Malaya telah dilancarkan pada Jumaat, 12 Ogos 2016. Majlis telah dirasmikan oleh Ketua Pustakawan, Dr Nor Edzan Hj Che Nasir.

Dengan berlansungnya upacara perasmian ini, maka Perpustakaan Universiti Malaya komited untuk membudayakan amalan 5S dalam proses kerja seharian dan diharap ianya dapat mewujudkan persekitaran tempat kerja yang selesa, kemas dan selamat. Amalan ini dapat mewujudkan persekitaran yang berkualiti secara sistematik dan praktikal, dan dengan itu mengurangkan pembaziran dari segi masa, ruang dan sebagainya, justeru menjimatkan kos operasi.



Logo 5S Perpustakaan



Ucapan pendahuluan oleh Encik Mahbob Yusof,
Pengerusi 5S



Perasmian 5S oleh Dr Nor Edzan Hj Che Nasir,
Ketua Pustakawan

6th International Conference on Libraries, Information and Society (ICoLIS 2016)
“Romanticizing the Library: Creating What Users Need and Want”
20-21 September 2016: PAUM Club House, Kuala Lumpur, Malaysia.

Aimi Ihsan Zaidi, Haslina Husain, Annur Thahirah Abdul Hadi, Adida Mohd. Amin,
Sabariah Basir, Goh Sok Boon & Haslan Tamjehi.

The International Conference on Libraries, Information and Society (ICoLIS) 2016 was held at the Persatuan Alumni Universiti Malaya Club House from 20 to 21 September 2016. This 6th Conference was jointly organized by the University of Malaya Library and the Department of Library and Information Science, Faculty of Computer Science and Information Technology, University of Malaya with the theme “Romanticizing the Library: Creating What Users Need and Want”. The aim of the Conference was to bring together the library and information science (LIS) professionals to share new ideas and application, experiences face-to-face interaction, to establish business or research relations and to find global partners for future collaboration. While, the objectives were to provide opportunities for sharing and discussion of the current status, trends, research, directions, issues and challenges on the role of libraries in servicing the community; to explore ways and reality-based scenarios in developing new models in library services; to examine issues related to consolidating technology, information resources, knowledge and skills into strategic competencies in order to strengthen the role of libraries and information in servicing the community; and to foster cooperation and collaboration among stakeholders, challenge, debate, learn and optimize the contribution of scholarly research, innovative programs and strategies in libraries.



Tan Sri Professor Dr. Mohd Amin, Vice Chancellor
University Malaya officiating the Conference

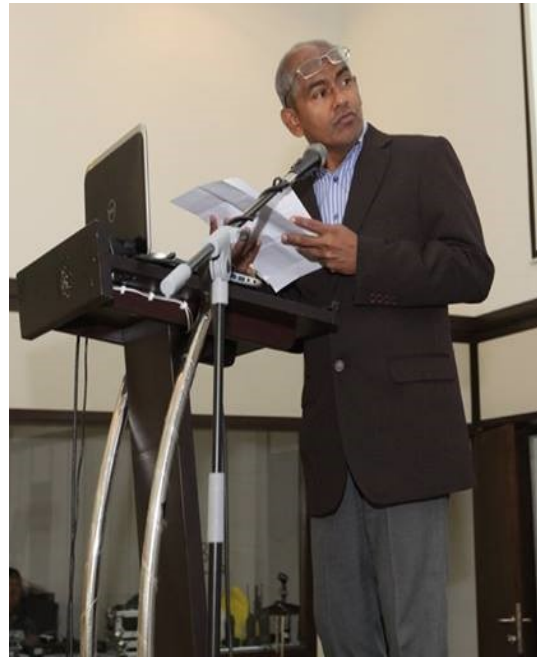


Dato' Dr Zaiton Osman presented her
keynote address

The welcoming speech for this event was delivered by Dr. Nor Edzan Che Nasir, Chief librarian, University of Malaya and the Conference was officiated by YBhg Tan Sri Professor Dr. Mohd Amin Jalaludin, Vice Chancellor, University Malaya. While, the keynote for this conference was delivered by YBhg Dato' Dr Zaiton Osman, who is a prominent figure in the library and information science field, with the title “Positioning Users at The Center of the library”. The keynote presentation addresses the issue of knowledge management and the librarians’ roles as knowledge manager. The participants and presenters were locals and internationals from Nigeria, United State, India, Indonesia and Pakistan.



Dr. Nor Edzan Che Nasir,
Chief librarian, University Malaya delivering
her welcoming address



Professor Dr. Noor Harun Abdul Karim,
Head of Department of Library & Information
Science closing the Conference



Our guests and the participants



Participants at the Conference

A total of 24 papers were scheduled, but only 17 papers were presented. The papers were grouped into five subthemes : Library between tradition, self conception and public perception; Library in the age of digital media; Library in the service of society; Library in the service of practical librarianship; and Library in the service of scientific information and communication.

	Library between Tradition, Self-Conception and Public Perception
Paper 1	What Do Users Want?: An Analysis of Enquiries Received at the Help Desk. <i>Goh W.H. & Sinnasamy J.</i>
Paper 2	How are We Really Doing? : Using Assessment to Improve Library Services at Georgia Southern University. <i>Lau C.C.S.</i>
	Library in the Age of Digital Media.
Paper 3	Shodhganga: an Institutional Repository for e-Theses in India. <i>Ganesan P., Mangai G. & Deepa R.</i>
Paper 4	Web 2.0 and Marketing of Library Services in Pakistan. <i>Idrees H., Khan A., Malik S. & Khan R.</i>
Paper 5	Determining the Availability of Social Media Presence and Applications in Federal University Libraries in Nigeria. <i>Sani M.J., Abrizah A. & Yanti Idaya Aspura M.K.</i>
	Library in the Service of Society
Paper 6	Pattern of ICT Usage Among Youth at the Rural Libraries in Malaysia. <i>Samsuddin S.F., Omar S.Z., Bolong J. & Abu Samah B.</i>
Paper 7	Seven Pillars of Information Literacy Skills: A Gender-Based Evaluation. <i>Padma P. & Ramasamy K.</i>
Paper 8	Library Services for the Development of Society: A Case Study in West Bengal, India. <i>Basak A. & Bandyopadhyay R.</i>
Paper 9	Information Needs and Seeking Behavior of Incarcerated Male Prisoners in Tamil Nadu Prisons. <i>Balasubramanian P.</i>
	Library in the Service of Practical Librarianship
Paper 10	Web/Science 2.0, Early Career Researchers and Reputation Mechanisms: Shifting the Roles of Academic Libraries <i>Abrizah A. & Nicholas D.</i>
Paper 11	Exploring the Application of Extended 3Ps of Service Marketing Mix in Academic Libraries <i>Soroya S.H. & Ameen K.</i>
	Library in the Service of Scientific Information and Communication
Paper 12	Characteristics of Cited Articles on Indonesian Agricultural Scientific Journals <i>Winarko B.</i>
Paper 13	Citation Impact of Health and Medical Journals in Africa: Does Open Accessibility of the Journals Matter? <i>Ezema I.J. & Onyancha O.B.</i>
Paper 14	Technology Adoption, Appropriation and Acceptance Research Trends in Library and Information Science Literature. <i>Mohd Naseer M., Muzammil Tahira & Noorhidawati A.</i>
Paper 15	Web 3.0: A 15 Years Analysis of Literature Growth in Library and Information Science Discipline (2000-2015) <i>Yanti Idaya Aspura M.K., Suzilianah S. & Noorhidawati A.</i>
Paper 16	Creating Future Landscape for the New Generation Libraries and LIS Professionals: A Bibliometric Study <i>Gomathi P. & Rubinandhini A.</i>
Paper 17	Publishing in the First Quartile: A Case of 50 Malaysian Prolific Scientists <i>Napiah M.K. & Abrizah A.</i>

The speakers from the University of Malaya were academics, Prof. Dr. Abrizah binti Abdullah, Associate Prof. Dr. Noorhidawati binti Abdullah, Dr. Yanti Idaya Aspura binti Mohd Khalid and postgraduate students, Magoi Joshua Sani and Mohd Kamal Mohd Napiah. The closing ceremony was conducted by Associate Professor Dr. Noor Harun Abdul Karim.

Sirsi Roadshow/COSIM Usergroup Conference & Meeting (2016)

26 – 27 September 2016 : Serambi Ilmu Rakyat, Menara Kembar Bank Rakyat, Kuala Lumpur, Malaysia.

Ilina Syazwani Musa

Sirsi Roadshow/COSIM User Group Conference & Meeting was held at Bank Rakyat Library which is also known as Serambi Ilmu Rakyat. The library is located at Menara Kembar Bank Rakyat, Kuala Lumpur. The 2-day event featured presentations on SirsiDynix's new developments, product updates, and interactions with SirsiDynix sales and support staff as well as the sharing of best practices and modules among institutions. This User Group Conference and Meeting is a great opportunity for members across all library sectors to meet, both formally and informally to exchange issues which impacts the library community. The main theme of this event is "Operationalize the Network".

The Secretariate from the University of Malaya Library were Mrs. Zanaria Saupi Udin and Ms. Ilina Syazwani Musa (Information Systems Division). Our Senior Deputy Chief Librarian, Mr. Mahbob Yusof was the Chairman of the User Group. The participants from UM Library were Mrs. Norazlina binti Dol @ Othman, Mrs. Norishah Abdul Rahman, Mrs. Juhaida Abdul Rahim, and Mrs. Noorsuzila Mohamad.

The event started with a welcome speech by Mrs. Norashikin, General Manager of Yayasan Bank Rakyat. This was followed by BlueCloud Discovery Updates and Demo by the SirsyDynix representative. On the second day of the conference, the keynote speech was delivered by Mr Mahbob Yusof.

Three papers were presented at the session:

1. Automation in a Special Library – Mrs. Zatul Hasanah Radzhan (Library Manager, Serambi Ilmu Rakyat, Bank Rakyat)
2. Generating orders via the Acquisition Module in Symphony – Ms. Nur Azlina Zorollah (Senior Executive, Knowledge Management Center)
3. Implementing RDA : A perspective from UM Medical Library – Ms. Norazlina Dol @ Othman (Senior Librarian, University of Malaya Library)

After the presentations ended, the event continued with a demo product session by the two vendors, FE Technologies and Sands Consulting. There was also a guided tour around the Serambi Ilmu Rakyat conducted by the library staff. For the last session, 2 representatives from each institution attended the user group meeting to discuss any issues in regards to the system. The discussions also included the planning for the next conference.



The participants

Program Bual Bicara Buku : Mentaliti Jamban
5 Oktober 2016: Perpustakaan Utama, Universiti Malaya

Ratnawati Sari Mohamad Amin

Program bual bicara buku ini yang julung kalinya diadakan di Perpustakaan Universiti Malaya telah disempurnakan pada tanggal 5 Oktober 2016 bertempat di Ruang Pameran Perpustakaan Utama Universiti Malaya. Penulis buku, Encik Khairul Abdullah, pemuda berkaca mata dengan susuk tubuh sederhana tinggi, ramah orangnya, telah meluangkan masa selama lebih dua jam membicarakan hasil nukilan beliau di hadapan warga kampus Universiti Malaya. Program ini, walaupun hanya ditularkan dalam tempoh yang singkat telah berjaya mengumpulkan peminatnya yang tersendiri. Pihak Perpustakaan Universiti Malaya telah bekerjasama dengan Komrad Buku, salah satu unit Must Read Sdn Bhd, untuk menganjurkan program ini. Kedua pihak bersetuju menggunakan *facebook* sebagai platform menghebahkan kepada umum. Bual bicara ini telah dikemudikan oleh Encik Ali Imran, seorang wartawan berita dari BERNAMA. Pengalaman pemudahcara ini dalam program bicara buku di Pameran Buku Antarabangsa Kuala Lumpur 2016 yang lalu, telah melancarkan perjalanan program.

Buku oren dengan 205 halaman ini telah diulang cetak sebanyak tiga kali sejak diterbitkan pada Mac 2016. Terdapat tiga puluh satu bab dengan judul dalam bentuk frasa yang *catchy*. Pengarang mengguna *slang* bahasa seharian yang mudah difahami dan juga dibantu dengan pelbagai bentuk grafik termasuk karikatur. Pengalaman pengarang sebagai seorang pereka grafik dan laman web boleh dilihat di sini. Selain dari pernah bekerja dan menetap di Jerman, penggemar *backpacker* ini sering mengunjungi banyak bandar utama di merata benua. Pengalaman luas dari kembara di segenap ceruk dunia dan pengalaman bekerja dan menetap di negara asing inilah kongsiikan dalam *Mentaliti Jamban* agar dapat memberi kesedaran dan pengajaran kepada pembaca.

Mentaliti Jamban membahaskan mengenai aspek kehidupan, sikap dan mentaliti masyarakat Malaysia yang pada pandangan pengarang dilihat telah menjadi budaya dan sukar untuk diubah. Antara sikap yang dikupas adalah keperibadian, pergaulan sosial, pemanduan di jalan raya, penjagaan kebersihan, adab makan dan minum, gaya perbualan merentasi komunikasi *verbal* dan *non verbal*. Sebagai contoh, pengarang membandingkan tentang cara hidup *Malaysian* yang terlalu pentingkan diri sendiri tanpa ambil kisah hal sekeliling, seperti membuang sampah sesuka hati, memandu tanpa mengikut had laju ditetapkan, merokok tak kira tempat dan masa, dan parkir ikut muat. Kelantangan pengarang menegur kecelaruan sikap dan mentaliti masyarakat memang sudah kena pada masanya. Sikap buruk ini menjadi nanah dalam masyarakat berbilang kaum dan agama di negara kita. Mudah-mudahan penerbitan *Mentaliti Jamban* ini dapat membuka mata hati pembaca akan senario yang berlaku masa kini. Perlunya cetusan kecil ini untuk masyarakat menyedari, menyelongkar dan seterusnya mencari jalan keluar untuk mendepani kecelaruan ini.



Penulis buku, Encik Khairul Abdullah, dan Encik Ali Imran, wartawan BERNAMA semasa sesi buak bicara buku *Mentaliti Jamban*

Pameran UM111: Manuskrip dan Koleksi Nadir

2 November – 31 Disember 2016: Perpustakaan Utama, Universiti Malaya

Goh Sok Boon, Nurul Hasni Abu Hassan & Vijayalatchumy Maruthaveeran

Perasmian Pameran UM111: Manuskrip dan Koleksi Nadir Perpustakaan Universiti Malaya telah diadakan pada 2 November 2016 di Ruang Pameran, Perpustakaan Utama, Universiti Malaya. Pameran telah dirasmikan oleh YBhg. Tan Sri Prof. Dr. Mohd Amin Jalaludin, Naib Canselor, Universiti Malaya. Pameran yang berlangsung selama 2 bulan iaitu sehingga 31 Disember 2016, dibuka kepada umum agar masyarakat kini lebih mendekati, menjiwai dan menilai sendiri akan kehebatan masyarakat terdahulu.

Objektif utama pameran ini adalah untuk memperkenalkan koleksi istimewa Perpustakaan yang julung kali dipamerkan sempena meraikan ulangtahun UM yang ke 111 tahun. Koleksi istimewa ini terdiri daripada manuskrip Melayu, manuskrip Islam, bahan nadir Cina dan bahan nadir Tamil Malaysiana. Manuskrip dan koleksi nadir yang dipamerkan menyimpan jutaan hikmah, ilmu, rakaman sejarah, cerita, dan budaya.

Manuskrip merupakan naskhah bertulis tangan karya seseorang penulis. Pada kebiasaannya manuskrip ini ditulis di atas bahan seperti kulit, daun lontar, kulit kayu dan juga kertas. Koleksi manuskrip Perpustakaan UM rata-ratanya berusia lebih daripada 100 tahun. Koleksi nadir pula adalah bahan terbitan lama yang diterbitkan sebelum tahun 1900. Ia juga terpakai bagi bahan yang amat sukar diperolehi ataupun sudah habis cetakan dan tidak lagi didapati dalam pasaran.

Koleksi manuskrip Melayu Perpustakaan UM adalah dalam bentuk skrip dan mikroform. Perpustakaan telah berjaya memperolehi, memelihara dan memulihara sebanyak 313 manuskrip Melayu. Sebanyak 18 buah manuskrip Melayu merangkumi bidang budaya, sejarah bangsa, agama dan hikayat lama telah dipilih untuk dipamerkan. Selain manuskrip Melayu, Perpustakaan juga mempunyai koleksi manuskrip yang ditulis dalam bahasa kuno pelbagai bangsa. Terdapat manuskrip yang ditulis tentang kitab Buddha Bahasa Pali dari Burma, ritual keagamaan di Bali dan perubatan tradisional kaum Batak. Selain itu, terdapat juga lima manuskrip Islam berkaitan hukum-hakam dan sejarah Islam dipamerkan.

Terdapat 2 jenis koleksi nadir yang dipamerkan iaitu koleksi nadir Cina dan koleksi nadir Tamil Malaysiana. Koleksi nadir Tamil Malaysiana terbitan tempatan dan luar negara berkaitan politik, kesusasteraan, agama serta budaya warisan masyarakat India menjadi pilihan untuk pameran ini. Imbasan akhbar Muslim Neisen yang diterbitkan pada tahun 1882 dan juga koleksi majalah yang diterbitkan pada tahun 1947 turut dipamerkan. Perpustakaan turut menyimpan lebih 20,000 naskhah koleksi nadir Cina termasuk 2,145 naskhah yang diterbitkan sebelum tahun 1911. Sejumlah lima bahan nadir Cina berkenaan bahan purba, kesusasteraan Cina dan bidang mineralogi telah dipilih dan dipamerkan.

Tetamu istimewa Profesor Emeritus Tan Sri Khoo Kay Kim, Pengarah Dewan Bahasa dan Pustaka, wakil Arkib Negara Malaysia, wakil Muzium Kesenian Islam dan beberapa orang pustakawan daripada IPTA di sekitar Lembah Kelang turut hadir ke majlis perasmian ini.

Melalui aktiviti ini pihak Perpustakaan Universiti Malaya berpeluang mempamerkan koleksi perpustakaan yang tinggi nilainya yang secara tidak langsung dapat memberi manfaat kepada generasi masa kini seterusnya dapat menimbulkan kesedaran akan kepentingan pemeliharaan khazanah manuskrip dan koleksi nadir sebagai bukti warisan intelektual dan ketamadunan bangsa.



Acara Memotong Reben: Simbolik Perasmian Pameran UM111: Manuskrip dan Koleksi Nadir Perpustakaan Universiti Malaya



YBhg. Tan Sri Prof. Dr. Mohd Amin Jalaludin, Naib Canselor Universiti Malaya dan Profesor Emeritus Tan Sri Khoo Kay Kim bersama warga Perpustakaan



Antara manuskrip yang dipamerkan: Land-en Volkenkunde van Nederlandsch Oost-Indie volgens de colleges van den Hoogleeraarniemann.



Antara manuskrip yang dipamerkan: Pustaka (Buku tentang dewa-dewa)

Asia Open Access Summit 2016

14-15 November 2016: INTEKMA Resort & Convention Centre, Shah Alam, Selangor

Juhaida Abd Rahim & Norida Abu Bakar

The Summit was jointly organised by the Asia Open Access (A COAR Community of Practice), Universiti Putra Malaysia (UPM), Malaysian Research and Education Network (MYREN) and SIFULAN Malaysian Access Federation.

The focus of this two day Summit was to highlight and share activities in Asia on open access, publications and data. The Summit supported information sharing across the Asian region and participants were able to learn about important trends, and discuss strategies for Asian countries to work more closely together. The theme for this year's Summit is "Positioning Asia in the Global Movement of Open Science".



The participants

The Summit was divided into 7 sessions:

Session 1: Open Access and Open Science

1. Why openness? - Kathleen Shearer, Executive Director, COAR, International
2. Current status of OA around the world - Kostas Repanas, Open Access & Open Data manager, A*STAR, Singapore

Session 2: Panel Discussion of Current Trends and Initiatives

1. Value added services for repositories - Kazu Yamaji, Associate Professor, National Institute of Informatics, Japan
2. Engaging researchers - Aaron Tay, Library Analytics Manager, Singapore Management University

Session 3: Country Updates

1. Pin Pin Yeo, Head of Scholarly Communication, Singapore Management University Libraries, Singapore
2. Tadasuke Taguchi, Chief of Research Products Team, Scholarly and Academic Information Division, Cyber Science Infrastructure Development Department, National Institute of Informatics, Japan
3. Li-Ping Ku, Senior Associate Researcher, National Science Library of Chinese Academy of Sciences, China

4. Devika Madalli, Associate Professor, Indian Statistical Institute, India
5. Scott Edmunds, Executive Committee Member for Open Science at Open Data Hong Kong, Hong Kong

Session 4: Focus on Malaysia

1. MALRep Malaysian Academic Library Institutional Repository — Zuraidah Darus
2. Malaysian Citation Centre: Roles and Responsibilities — Zuraidah Abd Manaf, Head of Malaysia Citation Center, Ministry of Higher Education, Malaysia
3. Malaysia's Identity and Access Management System — Suhaimi Napis, Deputy Director, Private and International Grants, Research Management Centre, Universiti Putra Malaysia

Session 5: The Role of the Institution in Supporting Open Science

1. Institutional open access policy - Tatsuji Tomioka, Deputy Head of Academic Support Division, Kyoto University Library, Japan
2. Institutional open data policy and services - Goh Su Nee, Senior Assistant Director (Scholarly Communication), Office of Information, Knowledge and Library Services, Nanyang Technological University, Singapore

Session 6: Introduction to ORCID

1. Nobuko Miyairi, Regional Director, Asia Pacific for ORCID, Japan

Session 7: Asia OA
Working Together



Presenter from the University of Malaya Library

The University of Malaya Library presented on “Of IRs and OA at the University Malaya Library” which highlighted the efforts of the Library in developing institutional repositories.

For further reference please visit: <https://www.coar-repositories.org/community/asia-oa/meeting-of-asia-oa/>

Libraries at the crossroads : A report on OCLC Asia Pacific Regional Council 2016 Meeting
1 – 2 December 2016: Hong Kong

Zanaria Saupi Udin

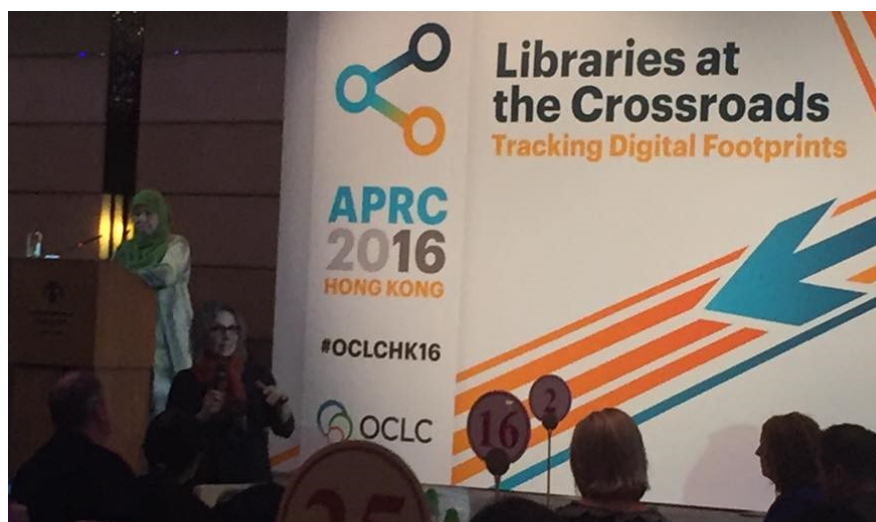
OCLC is a library co-operative that provides shared technologies, research and community programs for its members and the library community at large. It consists of librarians, researchers, technologists, learners and currently has thousands of library members over 100 countries with the aim of making information more accessible and useful. There are 48 Global Council member delegates elected by the Regional Councils to represent the needs of member libraries. Global Council convenes in person at least once annually. Currently, the Global Council President is Peter Sidorko from the University of Hong Kong Library. Member delegates ratify amendments to the Articles of Incorporation and Code of Regulations and they also elect six members of the Board of Trustees. Members can contact any Global Council member delegate to share ideas, offer feedback and ask questions.

The OCLC Asia Pacific Regional Council (APRC) represents member libraries from the territory west of Hawaii, ranging from China, Korea and Japan in the north to Australia and New Zealand in the south, and Pakistan to the west. The Asia Pacific Council elects member librarians to the Asia Pacific Executive Committee, five of whom also serve as delegates to Global Council. For the 2016-2017 term, they are Howard Amos from University of Otago, Shirley Chiu-wing Wong from University of Hong Kong Polytechnic University, Craig Anderson from Deakin University, Hsueh-hua Chen from National Taiwan University and our very own Chief Librarian from the University of Malaya Library, Dr Nor Edzan Che Nasir. Asia Pacific Regional Council meetings are open to all members and provide a forum to discuss issues that are important to libraries in the region.



Delegates from Malaysia

Our Chief Librarian who happens to be the only Chief Librarian from ASEAN



This year's OCLC Asia Pacific Regional Council Meeting was held in Hong Kong from 1st to 2nd December 2016. The theme of the meeting was 'Tracking Digital Footprints: Recognizing and Predicting User Behavior.' As libraries are at a crossroads, a crucial point where a decision must be made. There crossroads relate to a number of different influences:

- Technological - Crucial decisions must be made about how much space, effort and budget we will devote to "print on paper".
- Moral - As information professionals, we are bound by the responsibility to observe people's right to privacy, while recognizing that greater openness also promotes the advancement of knowledge.
- Societal - competing demands for scarce resources has led to many schools, communities and institutions questioning whether expenditure on libraries is at an appropriate level and what role the library plays in the community. Crucial decisions must be made about the level of investment in libraries and the role of libraries in the community.
- Generational - the "selfie generation" doesn't just use the Internet - they live on it. Crucial decisions must be made by libraries regarding the investment (in time, focus and budget) they wish to make in connecting with this new generation of users - or non-users.

In conjunction with the event, a 3 to 5 minute Lightning Talk Video contest was held which generated many library stories across the region. The University of Malaya Library submitted a 5 minute video that tied in with the theme, ie. what work are done with young people to keep them engaged in the library. A total of 12 videos from various institutions were accepted including ours and the conference fees were waived for us as the video producers. The winner of the contest was Hong Kong University.

The plenary sessions highlighted the following topics :

1. For the student, by the student, of the student by Prof Ping Cheng Yeh from National Taiwan University on ways to keep student engaged in class using MOOC and gamification schemes according to his unique teaching philosophy.



Prof Ping in action

2. Integrating libraries into 'always on' lives of our users (Part 1) by Dr Shirley Chiu Wing Wong from the Hong Kong Polytechnic University shows how academic libraries are collaborating on print decisions in order to have more physical space for increasingly diverse forms of study.
3. Integrating libraries into 'always on' lives of our users (Part 2) by Dr Jim Hok Yan Chang from Hong Kong Central Library on how public library services are mapping their user's experience of library services to major shifts in their behavior and expectations of how services should be accessed. It shows how they are now disseminating information such as a new campaign in daily e services module through the use of smartphones.
4. Don't leave serendipity to chance by Dr Greg Morgan from Auckland Public Libraries on how they delivered an improved discovery experience, a library app and a public computing service that is consistent across all 55 branches. They are also listening more fully to customers and facing head

on the complexities and issues of thinking strategically, data mining, profiling, paid promotion in social media and increased digital content.

5. Library services as a predictor of student retention by Adam Murray from James Madison University who examined the predictive relationship between library use at the individual level in order to determine if use of specific library services is predictive of retention status for freshmen and sophomores.

The two day program also included OCLC product and services updates by Mary Sauer-Games, VP Product Management and library visits to the University of Hong Kong Libraries as well as other known libraries in Hong Kong.



A view of the Learning Commons at Hong Kong University Library



A view from the top - HK Science & Tech University

Overall, the program is indeed a rewarding learning experience with first hand opportunities to witness the latest trend in the Hong Kong academic libraries besides meeting wonderful people in the same field. It is hoped that such eye-opening experiences would spur new awareness and ideas to flourish the University of Malaya Library so that it is on a par with what Hong Kong libraries have achieved.

Forum Indonesia – Malaysia : Kolokium Sains Informasi
20 Disember 2016: Universitas Gadjah Mada, Jogjakarta

Dr Nor Edzan Che Nasir

Program Studi Manajemen Informasi dan Perpustakaan dengan kerjasama Center for Southeast Asian Social Studies Universitas Gadjah Mada telah mengadakan Forum Indonesia – Malaysia : Kolokium Sains Informasi pada 20 Disember 2016 bertempat di Perpustakaan Universitas Gadjah Mada. Pembentangan berikut telah diadakan:

1. Research data repository in academic libraries in Indonesia - Dra. Luki Wijayanti (Universitas Indonesia, Jakarta)
2. Institutional Memories in the academic library: Universiti Padjadjaran Experience Dra.Wina Erwina (Universitas Padjajaran, Bandung)
3. Research data management and the university library – Dr. Nor Edzan Che Nasir (Universiti Malaya, Kuala Lumpur)
4. E-book and library return on investment (ROI) - Che Zainab Hj Abdullah (Universiti Teknologi MARA, Puncak Perdana)
5. Embedded librarianship In UiTM Selangor: Information literacy as an integrated module - Khasiah Zakaria (Universiti Teknologi MARA, Puncak Alam)
6. Application and best practices of media integration strategies - Nurul Diana Jasni (Universiti Teknologi MARA, Puncak Alam)
7. Graphic Art For Library - Jammizan Jalaluddin@Mohd Rashid (Universiti Teknologi MARA, Puncak Alam)



Persediaan di Perpustakaan UGM



Peserta dari Malaysia

**HAL EHWAL PERPUSTAKAAN
(2014 & 2015)**

Staf

Bil.	Nama	Jawatan	Tarikh
PERLANTIKAN BARU			
2014			
1.	Nurul Hasni Abu Hassan	Pustakawan (S41)	15.01.2014
2.	Devi Rajeswari a/p Sivaraj	Pegawai Projek (N41)	02.05.2014
3.	Firdause Abdul Shukor	Pembantu Perpustakaan (S17)	02.09.2014
4.	Loshaana a/p Ravichandran	Pembantu Perpustakaan (S17)	02.09.2014
5.	Aidil Mohd Sih	Pembantu Perpustakaan (S17)	15.09.2014
6.	Shakiir Mohd Rahman	Pembantu Perpustakaan (S17)	22.09.2014
7.	Muhammad Musli Muhamad Ibrahim	Pembantu Perpustakaan (S17)	01.10.2014
8.	Habibunisah Mohd Azir	Setiausaha Pejabat (N27)	03.11.2014
9.	Nazirul Mubin Hamzah	Pembantu Perpustakaan (S17)	10.11.2014
10.	Nik Nur Asilah Nik Shamsuddin	Pustakawan (S41)	11.11.2014
11.	Ilina Syazwani Musa	Pustakawan (S41)	11.11.2014
12.	Siti Bainah Saad	Pembantu Operasi (H11)	01.12.2014
13.	Nurul Hasni Abu Hassan	Pustakawan (S41)	15.12.2014
2015			
1.	Goh Sok Boon	Pegawai Projek (S41)	15.01.2015
2.	Vijayalatchumy a/p Maruthaveeran	Pustakawan (S41)	24.01.2015
3.	Annur Thahirah Abd. Hadi	Pustakawan (S41)	23.02.2015
4.	Nur Liyana Jannah Mat Isa	Pembantu Perpustakaan (S17)	16.04.2015
5.	Mohamad Faris Ahmad	Jurufotografi (B17)	10.06.2015
6.	Mohd Nizam Ramli	Pembantu Perpustakaan (S17)	10.08.2015
7.	Zaiful Bahtiar Talib	Pemandu (H11)	10.08.2015
8.	Alifah Azhani Latif	Pembantu Perpustakaan (S17)	01.09.2015
9.	Vina Poongkulali a/p Ramakrishnan	Pembantu Perpustakaan (S17)	01.09.2015
10.	Khairunisa' Hassan Masuod	Pembantu Pemuliharaan (S17)	01.09.2015
11.	Mohd Zaimi Izwan Kamarunsaman	Pembantu Perpustakaan (S17)	10.09.2015
12.	Nur Aqilah Paing	Pembantu Pemuliharaan (S17)	14.09.2015
PERSARAAN			
2014			
1.	Choo Keng Koh	Pembantu Perpustakaan (S22)	05.01.2014
2.	Kamaruzaman Abd Samad	Pemandu (R6)	18.01.2014
3.	Mangsor Usop	Pembantu Perpustakaan (S22)	30.03.2014
4.	Ismail Borhan	Pembantu Perpustakaan (S22)	01.05.2014
5.	Daud Abu Bakar	Pembantu Perpustakaan (S22)	30.05.2014
6.	Ng Sook Har	Pembantu Perpustakaan (S22)	01.11.2014
2015			
1	Choo Keng Koh	Pembantu Perpustakaan (S22)	05.01.2015
2	Zakria Alang Kassim	Pembantu Perpustakaan (S22)	14.01.2015
3	Mokhtar Hassan	Pembantu Pemuliharaan (S22)	18.05.2015
4	Norma Sulung	Pembantu Tadbir (P/O)(N17)	31.05.2015
5	Dr Janaki Sinnasamy	Timbalan Ketua Pustakawan Kanan (S54)	05.09.2015
6	Normadiah Haji Mahmud	Pembantu Tadbir (P/O)(N17)	21.11.2015
7	Ruslan Mansor	Pembantu Perpustakaan (S22)	23.11.2015

Bil.	Nama	Jawatan	Tarikh
PERTUKARAN			
2014			
1.	Mohd Fazli Zainordin	Jurufotografi (B17) (Ke Pejabat Hubungan Antarabangsa)	10.10.2014
2015			
1.	Rosliza Amir	Pembantu Tadbir (P/O) (N17) (Dari Fakulti Perniagaan dan Perakaunan)	23.11.2015
2.	Norazizah Baharudin	Pembantu Tadbir (P/O) (N22) (Dari Pusat Kebudayaan)	05.01.2015
PERLETAKAN JAWATAN			
2014			
1.	Nor Hazidah Awang	Pustakawan (S41)	04.09.2014
2.	Norfaizah Jaafar	Pembantu Tadbir (P/O)(N17)	30.09.2014
3.	Vijayalatchumy a/p Maruthaveeran	Pustakawan (S41) (Kontrak)	18.01.2014
2015			
1.	Mohamad Faris Ahmad	Jurufotografi (B17)	30.11.2015
2.	Habibunisah Mohd Azir	Setiausaha Pejabat (N27)	15.09.2015
3.	Devi Rajeswari a/p Sivaraj	Pegawai Projek (N41)(Kontrak)	04.02.2015
KENAIKAN PANGKAT			
2014			
1.	Juhaida Abd. Rahim	Pustakawan (S44)	27.06.2014
2.	Mohd. Radi Mustapha	Pembantu Perpustakaan (S22)	07.07.2014
3.	Mohd Khalifah Mohd	Pembantu Perpustakaan (S22)	07.07.2014
2015			
1.	Mohammad Othman	Pembantu Pemuliharaan (S22)	12.12.2015
2.	Abd Aziz Abdul Rashid	Kurator (S52)	07.07.2015
3.	Sutarmi Kasimun	Pustakawan (S52)	07.07.2015
4.	Komodhi Dhanaraj	Pustakawan (S52)	07.07.2015
5.	Adlina Norliz Razali	Pustakawan (S44)	07.07.2015
6.	Amir Hamzah Alias	Pustakawan (S44)	07.07.2015
7.	Hanani Fauzi	Pustakawan (S44)	07.07.2015
8.	Haniza Adnan	Pustakawan (S44)	07.07.2015
9.	Haslan Tamjehi	Pustakawan (S44)	07.07.2015
10.	Haslina Husain	Pustakawan (S44)	07.07.2015
11.	Mohamad Rizar Mosbah	Pustakawan (S44)	07.07.2015
12.	Mohamed Zaki Abdul Rahman	Pustakawan (S44)	07.07.2015
13.	Muhammad Faizal Abd Aziz	Pustakawan (S44)	07.07.2015
14.	Noorsuzila Mohamad	Pustakawan (S44)	07.07.2015
15.	Noraslinda Sanusi	Pustakawan (S44)	07.07.2015
16.	Norazlina Dol @ Othman	Pustakawan (S44)	07.07.2015
17.	Norishah Abdul Rahman	Pustakawan (S44)	07.07.2015
18.	Rohaizah Jaafar	Pustakawan (S44)	07.07.2015
19.	Sabariah Basir	Pustakawan (S44)	07.07.2015
20.	Siti Juryiah Mohd Khalid	Pustakawan (S44)	07.07.2015
21.	Zahril Shahida Ahmad	Pustakawan (S44)	07.07.2015
KEMBALI BERTUGAS			
1.	Mohd Rizar Mosbah	Pustakawan (S44) (dari Hadiah Latihan Cuti Belajar)	24.08.2015

Bil.	Nama	Jawatan	Tarikh
TAMAT KONTRAK			
1.	Loshaana a/p Ravichandran	Pembantu Perpustakaan (S17)	01.09.2015
CUTI TANPA GAJI/CUTI SEPARUH GAJI/HADIAH LATIHAN CUTI BELAJAR			
1.	Siti Mawarni Salim	Pustakawan S41 (Hadiah Latihan Cuti Belajar)	28.08.2014
2.	Ain Zuratie Mohamad	Pembantu Perpustakaan (S17) (Cuti Tanpa Gaji)	14.05.2014 - 14.08.2014
3.	Rohaya Harith	Pustakawan (S41) (Cuti Separuh Gaji)	01.08.2014 - 27.01.2015

Kursus/Persidangan/Bengkel

KURSUS/BENGGEL/TAKLIMAT DALAMAN		
2014		
Bil.	Tajuk Kursus	Tarikh
1.	Taklimat Urusan Perolehan Serial	29.01.2014
2.	Bengkel Penyemakan PK & AK : PT08	10.2.2014 - 14.2.2014
3.	Kursus Resource Description & Access : Transformasi Pengkatalogan	06.03.2014
4.	Bengkel Penyuntingan	24.02.2014
5.	An Afternoon Of Poetry by Mr. Amit Dahitabadshah Delhie Poetree, India	18.03.2004
6.	Taklimat E-Procument	25.04.2014
7.	Taklimat 5S	25.04.2014
8.	Taklimat Risiko Keselamatan dan Kesihatan di Tempat Kerja	22.05.2014
9.	Kursus Penulisan Minit Mesyuarat & Surat Rasmi	11.06.2014 & 12.06.2014
10.	Workshop of Teaching and Learning for UM Librarian	23.06.2014 - 25.06.2014
11.	Kursus Etika dan Integriti Dalam Pentadbiran Awam	13.8.2014
12.	Kursus Pengurusan Stress & Emosi	19.08.2014 - 21.08.2014
13.	Kursus Persediaan Temuduga	23.09.2014
14.	Penggunaan Sistem E-Procument	03.10.2014
15.	Taklimat Pasukan Bertindak Kecemasan –ERT	09.10.2014
16.	Kursus Pencarian Maklumat Melalui Portal Interaktif	31.10.2014
17.	Taklimat SPK untuk Staf Baru	18.11.2014
18.	Ceramah Tidak Ada Kehidupan Tanpa Masalah	02.12.2014
19.	Workshop On Professionalism And Library Profession	15.12.2014
20.	Kursus Bahasa Mandarin	16.12.2014
21.	Mari Belajar Bahasa Tamil	29.12.2014
22.	Kursus Komunikasi Berkesan	31.12.2014
2015		
Bil.	Tajuk Kursus	Tarikh
1.	Bengkel ISI & Incites JCR untuk Pustakawan	22.01.2015
2.	EDS Workshop	27.01.2015
3.	Developing Essential Skills For Communication (Staf Sokongan & Pegawai)	Bermula 03.03.2015 (8 minggu)
4.	Ceramah Motivasi	02.06.2015
5.	Kursus RDA	05.06.2015
6.	Refresher Course AK Perolehan	08.06.2015
7.	Bengkel Pemantapan Perkhidmatan Rujukan	12.06.2015

2015		
Bil.	Tajuk Kursus	Tarikh
8.	Bengkel Director's Station	17.06.2015
9.	Tazkirah Ramadhan 'Siapa Aku Di Bulan Ramadhan'	22.06.2015
10.	Kursus First Aid, CPR & AED Training	04.08.2015-05.08.2015 & 18.08.2018-19.08.2015
11.	Taklimat Perpustakaan & Sistem Pengurusan Kualiti Perpustakaan Kepada Staf Baru	7.10.2015
12.	Bengkel Latihan Libguides	08.10.2015
13.	Datastream Workshop	13.10.2015
14.	Bengkel Researcher ID untuk Pustakawan BPK	21.10.2015
15.	Latihan Stocktake	22.10.2015
16.	Bengkel Perkhidmatan Sirkulasi	23.10.2014
17.	Latihan Pangkalan Data Islamic Finance News	16.11.2015
18.	Latihan Menggunakan Prezi	11.12.2015
19.	Bengkel Pelan Strategik Perpustakaan	09.11.2015

PERSIDANGAN/BENGGEL			
2014			
Bil.	Nama	Persidangan/Bengkel	Tarikh
1.	Azrizal Ismail, Lisdar Abd. Wahid, Shamsiah Abu Bakar	International Seminar on Library Consortia & Community Engagement, Perdana Leadership Foundation, Putrajaya	19.02.2014
2.	Haniza Adnan	Seminar Amalan Terbaik Di Perpustakaan, Shangri-La, Kota Kinabalu	24.04.2014-27.04.2014
3.		International Conference On Information (ICI 2014) : Exploring The Future, Johor Bahru, Johor	09.09.2014-11.09.2014
4.	Juhaida Abd. Rahim	International Conference On Information: Exploring The Future 2014, KSL Hotel, Johor	09.09.2014-11.09.2014
5.	Zanaria Saupi Udin, Sutarmi Kasimun	Seminar Kepustakawanan 2014, Sarawak	24.09.2014-26.09.2014
6.	Mahbob Yusof	International Digital Library Conference (IDLC)	08.04.2014-10.04.2014
7.		The 17th International Conference For University Administrators	28.10.2014-31.10.2014
8.	Mohd Faizal Hamzah	6 th International Conference On Qualitative And Quantitative Methods In Libraries, Kadir Has Campus (Cibali), Istanbul	24.05.2014-01.06.2014
9.	Muhammad Faizal Abd. Aziz	International Conference On Education And Social Sciences, Istanbul, Turkey	02.02.2014-06.02.2014
10.		International Conference On Information (ICI2014): Exploring The Future, KSL Hotel Johor	10.09.2014-11.09.2014
11.	Nasarudin Saravanan Ramu	Library Space And Content Management For Networked Society, Mumbai, India	17.10.2014-21.10.2014
12.	Nasarudin Saravanan Ramu, Nik Nur Asilah Nik Shamsuddin, Muhammad Faizal Abd Aziz, Ulya Sujak	5th International Conference On Libraries, Information And Society (ICOLIS), The Boulevard Hotel, Kuala Lumpur	04.11.2014-05.11.2014

HAL EHWAL STAF
(Julai—Disember 2016)

Staf

Bil.	Nama	Jawatan	Tarikh
PERLANTIKAN BARU			
1.	Aimi Ihsan Zaidi	Pustakawan (S41)	19.07.2016
2.	Rosli Jonit	Pembantu Operasi (N14)	04.11.2016
PERSARAAN			
1.	Poziyah Taha	Pembantu Tadbir (P/O)(N17)	26.08.2016
2.	Rokiah Ramli	Pembantu Awam (H11)	21.10.2016
3.	Safri Alias	Jurufotografi (B22)	24.11.2016
PERPINDAHAN KELUAR			
1.	Mohd Affiq Kuseri	Pembantu Operasi (N11)	03.11.2016
PERLETAKAN JAWATAN			
1.	Anasrul Haris (diberhentikan)	Jurufotografi (B17)	01.11.2016
KENAIKAN PANGKAT			
1.	Noor Hasanah Mohd Hanafi	Pustakawan (S44)	18.11.2016
KEMBALI BERTUGAS			
3.	Zahril Shahida Ahmad	Pustakawan (S44) (Dari Hadiah Latihan Cuti Belajar)	24.08.2016
TAMAT KONTRAK			
1.	Pavitra Krishnan	Pembantu Perpustakaan (S17)	01.12.2016
CUTI BELAJAR/PENYELIDIKAN			
1.	Mohd Faizal Hamzah	Pustakawan (S44)	20.08.2016 - 19.08.2019
2.	Noor Hasanah Mohd Hanafi	Pustakawan (S44)	01.09.2016 - 28.02.2018
3.	Norazlina Dol@Othman	Pustakawan (S44)	01.09.2016 - 28.02.2018
4.	Rohaizah Jaafar	Pustakawan (S44)	01.09.2016 - 28.02.2018
5.	Noraslinda Sanusi	Pustakawan (S44)	01.09.2016 - 28.02.2018
6.	Zahril Shahida Ahmad	Pustakawan (S44) (Cuti Penyelidikan)	10.10.2016 - 09.01.2017

Kursus/Persidangan/Bengkel

KURSUS/BENGGEL/TAKLIMAT DALAMAN		
BIL	TAJUK KURSUS	TARIKH
1.	Bengkel Pembacaan Manuskrip	24.08.2016 - 25.08.2016
2.	Training For Trainers : OCLC Worldcat Discovery Services	23.09.2016
3.	Writing A Successful Library Business Plan Workshop	23.09.2016
4.	Bengkel Perancangan Strategik MSA & UMAG dan Library Business Plan	29.09.2016 - 01.10.2016
5.	Bengkel Google For Productivity, Perpustakaan	30.09.2016
6.	Bengkel Pengkatalogan Tesis dan Disertasi	05.10.2016
7.	Bengkel Pencarian Maklumat Melalui Pendeta Discovery dan Pangkalan Data Atas Talian	07 .102016
8.	Bengkel Libguides I/2016	11.10.2016
9.	Bengkel ResearcherID, AuthorID, ORCID	03.11016
10.	Bengkel Pembangunan dan Penggubalan Dasar Pengurusan Koleksi Muzium Seni Asia & Galeri Seni Universiti Malaya	13.11.2016 - 15.11.2016
11.	Latihan 5S (Susun, Sapu & Seragam)	16.11.2016
12.	Bengkel Pengurusan dan Penilaian Risiko Muzium Seni Asia (MSA) dan Galeri Seni Universiti Malaya (GSUM)	06.12.2016 – 08.12.2016

PERSIDANGAN/BENKEL			
Bil.	Nama staf	Persidangan/Bengkel & Tempat	Tarikh
1.	Annur Thahirah Abd Hadi, Ilina Syazwani Musa, Noor Hasanah Mohd Hanafi, Mohd Faizal Hamzah	International Conference On Library And Information Science, Kyoto, Jepun	10.07.2016 - 16.07.2016
2.	Aimi Ihsan Zaidi, Annur Thahirah Abd Hadi, Goh Sok Boon, Haslina Husain, Adida Mohd Amin	6th International Conference On Libraries, Information And Society 2016, PAUM, Universiti Malaya	20.9.2016 - 21.9.2016
3.	Juhaida Abd Rahim, Ulya Sujak	Seminar Asal Usul Dan Bukti Keintelektualan Melayu, Perpustakaan Negara Malaysia	07.11.2016 - 08.11.2016
4.	Juhaida Abd Rahim	Program Asia Open Access Summit 2016 : Positioning Asia in The Global Movement of Open Science, INTEKMA, Shah Alam	14.11.2016 - 15.11.2016
5.	Mahbob Yusof	Digital Scholarship Centers : Building Library Services For Data-Driven Scholarship, University Of Hong Kong	27.11.2016 - 01.12.2016
6.	Zanaria Saupi Udin	Asia Pacific Regional Council Meeting 2016 - Libraries At The Crossroads, Harbour Grand, Hong Kong	30.11.2016 - 03.12.2016

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Chu, C. M. (2009). Working from within: Critical service learning as core learning in the MLIS curriculum. In L. Roy, K. Jensen & A. H. Meyers (Eds.), *Service learning: Linking library education and practice* (pp. 105-123). Chicago: American Library Association.

Lessard, B., & Baldwin, S. (2000). *Netslaves: True tales of working the web*. New York: McGraw-Hill.

Miller, W., & Pellen, R.M. (Eds.). (2009). *Googlization of libraries*. London: Routledge.

Noraida Hassan. (2009, Jun 15-16). *Practicing evidence base in Malaysian libraries : A CSI challenge?* Paper presented at the International Conference on Libraries, Pulau Pinang.

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