ESSENTIAL PERSONAL AND PROFESSIONAL LEADERSHIP CHARACTERISTICS IN LIBRARIANSHIP: A BRIEF LITERATURE REVIEW
Beghum Ulfhat Shehnaaz binti Amir Razli

FROM THE MALAYAN LIBRARY GROUP NEWSLETTER TO JURNAL PPM: JOURNAL OF MALAYSIAN LIBRARIANS AND THE SINGAPORE JOURNAL OF LIBRARY AND INFORMATION MANAGEMENT
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Abstract

Leadership in librarianship is important and the demands of having potential leader to run the future library in every level are increasing. The literature reviewed encompasses a lot of research implemented in various countries and in various type of libraries. The idea is to get the whole picture and to uncover essential personal and professional leadership characteristics in librarianship so that we can see the overview of the ways people identify library leaders. Although there are differences, many similar characteristics have emerged from the literature which indicate that many characters of leadership are stable and transferable

KEYWORDS: Library leader, leader characteristics, personal characteristics, professional characteristics, essential leader characteristics, leadership in librarianship, library leader personality, librarian personality, library leader qualities.

INTRODUCTION

Leadership is certainly crucial to libraries since concerns on the quality and nature of library leadership has been strongly voiced over the past decade. As reported by Usherwood et al. (2001), past studies on library workforce gave intense warning that libraries will face a serious leadership crisis. Many challenging issues have occurred when discussing about leadership in librarianship. The most rated factor concerning library leadership is the retirement of the baby boomer generation which refers to those born between 1946 and 1960 as most of them currently hold most of the leadership positions in libraries (Jordan, 2012; Lynch, 2003; The Canadian Library Association's 8Rs, 2005; McCarthy, 2005). When the baby boomer generation retires, they will bring their leadership knowledge together with them. The next group of leaders who are Generation X librarians born between 1961 and 1981 will hold the leadership positions. Malaysia also faces a similar dilemma when Harian Metro (2013) reported that the Public Service Commission (SPA) has announced that almost 60,000 public service employees in various government departments and agencies will retire by the end of 2013. This announcement also involves Malaysian library leaders.

Today, the personal and professional characteristics of leaders in library profession have been the focus of several authors. One of the most prominent studies on library leadership characteristics was a research done by P.Le (2015) titled 'Academic Library Leadership in the Digital Age'. The study found that the top five important leadership characteristics required by effective academic library leaders are visionary, management skills, integrity, collaboration, and communication skills. He added that to develop those skills, library leaders need to be mentored, develop professional skills, be apprenticed, hold leadership roles, and identify self-awareness (P.Le, 2015).

Hernon, Powell and Young (2003) conducted a study in response to a perceived shortage of incoming library leaders to help both public and university library future librarians. They used multiple research methods to identify, rank, and compare ideas, and to suggest some ideas for training using expert opinions. In their research, they identified three major categories which are managerial attributes, personal attributes and area of knowledge. The study results showed similarities in the qualities needed for leaders of both libraries. Personal quality is character-based; however, managerial skills and knowledge are skills that university library leaders should possess. Integrity, strong interpersonal skills and the ability to serve are the top three personal attributes that should be possessed by future directors. Hernon, Powell and Young (2003) who published a book titled "The Next Library Leadership: Attributes of Academic and Public Library Directors" presented an assessment on effective leadership by identifying traits needed by the next generation of academic and public directors.

Ammons-Stephens, Cole, Jenkins-Gibbs, Riehle and Weare (2009) studied the competencies needed by librarians based on an article by Hernon, Powell and Young (2001). They found that the attributes used by Hernon, Powell and Young such as leadership, planning, abilities, skills, individual traits and areas of knowledge are all in alignment with research findings on other professions. They also designed a Core Leadership Competency Model which includes four central leadership competencies for library leadership. The attributes are (a) cognitive ability that is related with higher order thinking skills such as creative thinking, critical and analytical thinking, data manipulation, synthesis and decision making, (b) vision which includes the ability to think globally, think creative and foster innovation as well as the ability to be forward thinking, (c) interpersonal effectiveness which describes leaders who can create a positive atmosphere center on respect, responsibility, and motivation", and (d) managerial effectiveness which includes the ability to manage change, manage resources, plan for the future, collaborate with others and the ability to be flexible.

Mullins and Linehan (2006) investigated the quality and behaviors required by public library leaders through interviews with 30 senior librarian from Ireland, United Kingdom and the East Coast of the United States of America. Their study aimed to develop an understanding of leader's perception on the field of library leadership. They reported that 60 different attributes such as visionary, being strategic, politically skilled, having endurance, willing to take reasonable risks, being skilled in communication, direction-setting and staff motivating were obtained from each leader interviewed. They concluded that library leaders possess different combinations of personal and professional qualities.

Emotional maturity or intelligence is also cited as a crucial trait that should be considered when practicing leadership (Maurik, 2001). Hernon and Rossiter (2006) studied the emotional intelligence concepts that are needed by university library directors. Their research involved two different activities used to gather information. They analysed all of the job advertisements for library directors in the College & Research Libraries News from 2000 to 2004 and looked for any mention of leadership skills. Then, they interviewed university library directors to compare their career experiences with the information taken from the advertisements. By comparing the expectations of search committees with the actual experiences of the directors, they suggested which emotional intelligence traits are most useful for university library management. The authors concluded that identifying these traits and helping to "cultivate the ones deemed most critical" are important for the development of future leaders.

Schachter (2009), the director of the Vancouver Public Library emphasized that emotional intelligence is related to people skills, particularly in establishing rapport and improving feedback. Future library leaders should develop emotional intelligence within their organisations. Indeed, she believed that libraries should involve emotional intelligence in their leadership development. In another inclusive study on emotional intelligence, Hopper (2005) analysed the content of five book chapters on leadership traits and used Hernon and Rossiter's (2006) categorisation as a point of departure for the analysis. Each trait was counted each time and referred to as a desirable trait in a library leader. Additional traits which are not listed in Hernon and Rossiter's list were also identified. She focused on five main categories such as self- awareness, self- regulation, motivation, empathy and social skills. The results revealed that the traits used most in the chapters were being visionary, having the ability to articulate the direction for the library, and having the ability to motivate people. O'Connor (2006) mentioned that "the world in libraries is changing but not only changing but changing significantly, and the changes would be tough into the near future. What library need is an intelligent leader that can be adapted and adopted the future change".

Haycock (2010) did an in-depth study which drew upon a survey questionnaire and 120 interviews with multiple stakeholders, supervisors, peers and branch managers from two larga public library system in the Greater Vancouver (British Columbia, Canada) area and peer members from the Ontario (Canada) Library Association. The interviewed branch managers are completed a Myers-Briggs Type Indicator assessment instrument for a personality type and temperament profiling. Characteristics that were rated are such as flexible individuals with outstanding management skills and high emotional intelligence, the ability to control feelings and handle stress, and optimism. Other additional components were found to be necessary for interpersonal and interaction skills in order to empower and motivate others, promote harmonious relations, and afford sensitivity in dealings with the management, staff and the public.

Ameen (2006) explored on the different aspects of the preparation of Library and Information Science (LIS) professions for leadership roles. His study used the mixed methodology method by employing questionnaires, content analysis, focus groups, discussions and personal observations. He found that the crucial leadership attributes required for the LIS profession are such as visionary, the capability of building a shared vision, being innovative and creative, the ability to identify emerging trends and change, community recognition, value people, the ability to manage various sources for funds, time value and management, ability to function

positively in a political environment, show reasonable risktaking skills, scholarship (interested in studying), ability to motivate and encourage professional development, committed and passionate, strong inter-personal and communication skills, trustworthy, honest, caring, appreciate staff strengths, and tolerant to criticism or fair feedback.

Arnold, Nickle and Williams (2008) mentioned that library leadership institutes around the world have a similar theme of teaching the skills necessary for leaders and future leaders in order to build their competencies. The skills taught are such as communication, innovation, management, organisational transformation, motivation, passion, persistence, professional priorities, values and socialization. Gjelten and Fishel (2006) in their article on developing leaders and transforming libraries noted that leadership institutes should prepare university library leaders with traits such as being visionary, risk-taking, good collaborators and communicators, mentors, and people with uncommon passion and persistent skills to ensure the success of future academic leaders.

Albritton and Shaughnessy (1990) who published a book on leadership skills recognised several qualities that should be possessed by librarians. The qualities are self-esteem, intuition, interpersonal communication skills, effective time management, relevant values and ethics, the ability to handle stress, and managerial delegation. Schreiber and Shannon (2001) identified six leadership traits that are critical to libraries. The traits are self-awareness, embracing change, customer focus, a shared vision to pull the organisation into the future, collaborative spirit and bias for courage action.

Allner (2008) wrote about an approach to the subject of managerial leadership performance based on completing values framework. He identifies innovation and the ability to act as broker, coordinator and monitor and mentor and facilitator as qualities of a university library leader. He subcatgorized innovation and the ability to act as a leader who create vision, help adopt change, think creatively, are ambitious, have well-formulated visions and goals, and are in search for new ideas or approaches. For the mentor and facilitator roles, he sub-categorised them as coaching, mentoring and teaching.

Shoaf (2004) discussed on the new leadership for libraries which he believes is important the future. The attributes thought to be important to new library leaders in order to lead in the future are the ability to manage change, articulate visions, coach, live the service ethics, put people first, and create a culture of leadership.

John and Linehan (2005) conducted an in-depth study using face-to-face interviews with thirty public library leaders from Ireland, Britain and America. He investigated the perception of library leaders on leadership and also critically explored if these directors distinguish classic leadership methods from current management practices both conceptually and in their work lives. He suggested some desired qualities that are crucial for public library leadership such as vision, commitment to public libraries, a sense of mission towards customers and society, courage, risk-taking, openness towards and empowerment of colleagues, people-centred leadership, trust, personal principles or values, political skills, professional involvement or networking, marketing skills, embracing change and creativity, self-awareness, and realism.

Based on interviews with nine of the top ten highest-profiled American librarians, Crismond and Leisner (1988) listed six traits as "most important in the making of a library leader". The traits are vision, commitment, courage and risk-taking, openness to others, political savvy, and professional involvement. Fittsimmons (2005) presented a list of university library director qualities. He then asked institutional administrators who had the responsibility of hiring library directors together with university library directors to rate the qualities and add to the list any qualities they felt were important. The means of their ratings were then compared with those of the library directors to see how closely the ratings of the two groups matched. The results showed that there was a statistically significant agreement between the two groups, but there were also important differences. The principal differences were that the hiring administrators tended to place more priority on ideological attributes (attributes based on professional orientations and ideals), while university library directors rated experience as most important. The hiring administrators also added several attributes to the original list, including managing multiple priorities, being learning/student oriented (especially toward low achievers), being self-directed with a good work ethic, being able to relate effectively to all constituencies, and experience in the same type of institution for which the administrators would be hiring the university library directors.

Zawiyah (2008) presented the characteristics of leadership in a workshop on leadership for library and information professionals. She identified that library leaders must be able to relate with characters such as trust, and with trust, responsibility and accountability will simultaneously come. She added the four cardinal virtues of good character which are wisdom, courage, temperance and justice. The leadership skills that she had identified were cognitive skills, emotive skills, executive skills, talent management and customer orientation. The American Library Association (2013) had designed a website that contains a list of leadership qualities that should be possessed by librarians. The New Member Round Table (NMRT) and the Resources Allocation Committee have together developed this site to help librarians develop their qualities which will enable them to be effective future leaders. They further categorized the traits into seven categories. The categories are physical, emotional, social, intellectual/intelligence, communication, experience and trustworthy.

P.Le (2015) in his study on academic library leadership in the digital age identified the top five most important leadership skills that academic librarians must possess. They are being visionary leaders, knowing how to manage the library, being honest, excellent in collaboration, and good in communication skills. Furthermore, Harris-Keith (2016) in his survey on 724 academic library directors and deans of American Master's-granting colleges and universities had used the Academic Library Director Skills and Qualities survey and found that academic librarians who have worked in positions other than director, assistant director and headship of departments in academic libraries lack five (5) skills which are compliance, facilities planning, fundraising, legal issues and school safety issues.

CONCLUSION

Based on the literature reviewed, I can conclude that personal characteristics of library leaders are related to how leaders portray themselves as an individual (personality traits) and what qualities they possess (values/virtues) as a leader. While, professional characteristics of library leaders is related to what kind of abilities they have as a professionals (skills). Although different authors express similar ideas using different words, many similar characteristics have emerged from the literature which indicate that many characters of leadership are stable and transferable. Accordingly, this reviewed can be used as a guideline and foundation for current library leaders to identify and train future leaders through professional development programmes. No research is being done comprehensive and extensive study towards the better development of library leaders as human capital.

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FROM THE MALAYAN LIBRARY GROUP NEWSLETTER TO JURNAL PPM: JOURNAL OF MALAYSIAN LIBRARIANS AND THE SINGAPORE JOURNAL OF LIBRARY AND INFORMATION MANAGEMENT

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ABSTRACT

Persatuan Pustakawan Malaysia (PPM) started out as the Malayan Library Group (MLG) in Singapore in 1955. Political developments that took place in the 1960s and several name changes later, two separate associations were established for Malaysia and Singapore. MLG then published the Malayan Library Group Newsletter in 1955. Similarly, after several name changes, there are now two separate journals that had evolved from the initial Newsletter. The political developments that took place in Malaya and Singapore had a direct influence on the evolution and development of the association's journals. This article traces the emergence of the Newsletter and its evolution into what it is today – Jurnal PPM: Journal of Malaysian Librarians and the Singapore Journal of Library and Information Management.

INTRODUCTION

The Malayan Library Group was established in 1955 when it was registered by the Registrar of Societies in Singapore on 6 June 1955. The primary aim of the mooters of the Group then, was to unite all those who are interested in library work and to serve as a platform for the exchange of ideas. The historical developments during the 1950s and 1960s that brought about the formation of Malaysia in 1963 affected the Group since librarians from Malaya and Singapore were together in the Group. There were numerous name changes to the Group (Table 1) that directly reflected what was happening in Malaya then.

Table 1: The name changes of the Malayan Library Group

Year	Historical Developments	Name Changes
6 June 1955	Registered at the Registrar of Societies in Singapore	Malayan Library Group
31 August 1957	Formation of the Federation of Malaya and Singapore	Library Association of Singapore and Malaya
1960	Pan-Malayan associations were not granted registration by the Federation's government	1. Persatuan Perpustakaan Tanah Melayu (Library Association of Malaya) inaugurated on 16 January 1960
		2. Library Association of Singapore inaugurated 27 February 1960.
31 August 1963	Formation of Malaysia	1. Persatuan Perpustakaan Malaysia (Library Association of Malaysia)
		2. Persatuan Perpustakaan Malaysia, Chawagan Singapura (Library Association of Malaysia, Singapore Branch)
9 August 1965	Singapore became an independent Republic	1. Persatuan Perpustakaan Tanah Melayu inaugurated on 16 January 1965
		2. Persatuan Perpustakaan Singapura (Library Association of Singapore) inaugurated on 29 January 1966
25 March 1972	Dropped the Malay name	Library Association of Singapore (LAS) adopted and registered as its official name.
1998	Amendments made to the Constitution of PPM	Persatuan Pustakawan Malaysia

Today, although they emerged from one parent body, the two associations are functioning independently as Persatuan Pustakawan Malaysia (PPM) and the Library Association of Singapore (LAS).

1950s to 1970s

Sullivan (1976) stated that "typically, a library association's publishing program starts in a small way, with a newsletter or some modest means of communication to its members". This could not be far from the truth for the newly formed group. Those at the helm of MLG needed a a means of communicating to its members and this gave birth to its first publication, the Malayan Library Group Newsletter (MLGN) Anuar and Wijayasuriya (1976) stated that "the main publication of the association is its official journal, which has changed title several times, owing to the association's changing relationship with the professional body in Singapore".

Volumes 1 to 3 of MLGN were published between 1955 to 1959 (Photo 1). The contents of the publication are a direct reflection of what was going on with regards to libraries and librarians in Malaya then (Attachment 1).
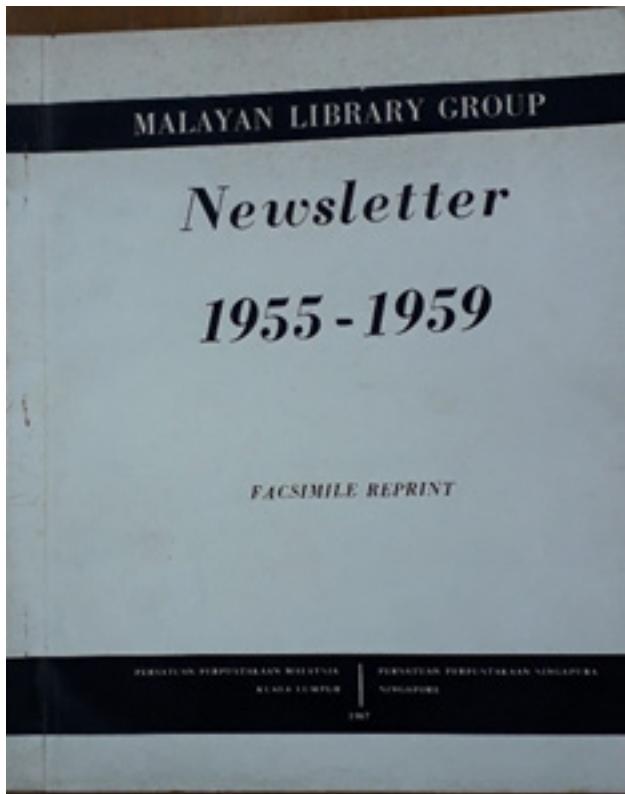

Photo 1: Front cover of the facsimile reprint of the Malayan Library Group Newsletter, 1955-1959

However, the final issue, Volume 3, Number 3 was issued as the Library Association of Malaya and Singapore Newsletter to reflect the formation of the Federation of Malaya and Singapore on 31 August 1957.

Sullivan (1976) went on to say that what started out as a newsletter for any association, would one day develop into a journal of some significance. Again, this is true for MLG's pioneer publication. The Federation's government decision to not register pan-Malayan associations led to the inauguration of the Library Association of Singapore. The Malayan Library Group Newsletter was superseded by the Malayan Library Journal. From 1960 to 1964, Volumes 1 and 2 of the Malayan Library Journal were published quarterly by Persatuan Perpustakaan Persekutuan Tanah Melayu. However, it ceased publication with Volume 3, No. 4 in 1964. Across the Straits of Singapore, the Library Association of Singapore, published on a half yearly basis, Volumes 1 to 4 of Majallah Perpustakaan Singapura / Singapore Library Journal from 1961 to 1964.

Table 2: Evolution of the Malayan Library Group Newsletter from 1955 to 1969

No.	Journal Title	Publisher	Holdings and notes
1.	Malayan Library Group News-letter	Singapore: Malayan Library Group	Vol. 1, 1955 to Vol. 3, 1959
2.	Malayan Library Journal	Kuala Lumpur: Persatuan Perpustakaan Persekutuan Tanah Melayu	Vol. 1, 1960/1961 to Vol. 3, 1963/1964
3.	Majallah Perpustakaan Singapura / Singapore Library Journal	Singapore: Library Association of Singapore	Vol.1, 1961 to Vol.1964
4.	Perpustakaan	Kuala Lumpur: Persatuan Perpustakaan Tanah Melayu	Vol.1, 1965
5.	Perpustakaan Malaysia: Official Journal of the Persatuan Perpustakaan Malaysia	Singapura: Persatuan Perpustakaan Malaysia	Vol.1, 1966 to Vol. 3, 1969

Subsequently, the formation of Malaysia led to the merger of the parent association in Malaya and its branch in Singapore. Thus, the Malayan Library Journal and Majallah Perpustakaan Singapura/ Singapore Library Journal merged to form Perpustakaan Malaysia. Oddly enough, only one issue of Perpustakaan Malaysia was published as Volume 1 in 1965. Perpustakaan (Photos 2 and 3) was published half-yearly from 1966 to 1969 as Volumes 1 to 3. This journal jointly published by Persatuan Perpustakaan Malaysia (PPM) and Persatuan Perpustakaan Singapura (PPS). It was regarded as the official journal of both association and it was agreed then that editorship of Perpustakaan would alternate every two years between a member of PPM and PPS. The journal, written in English, carried articles, news, personalia and annual reports of both PPM and PPS as well as advertisements. Perpustakaan was published using grants from Asia Foundation and monies received from advertisements.
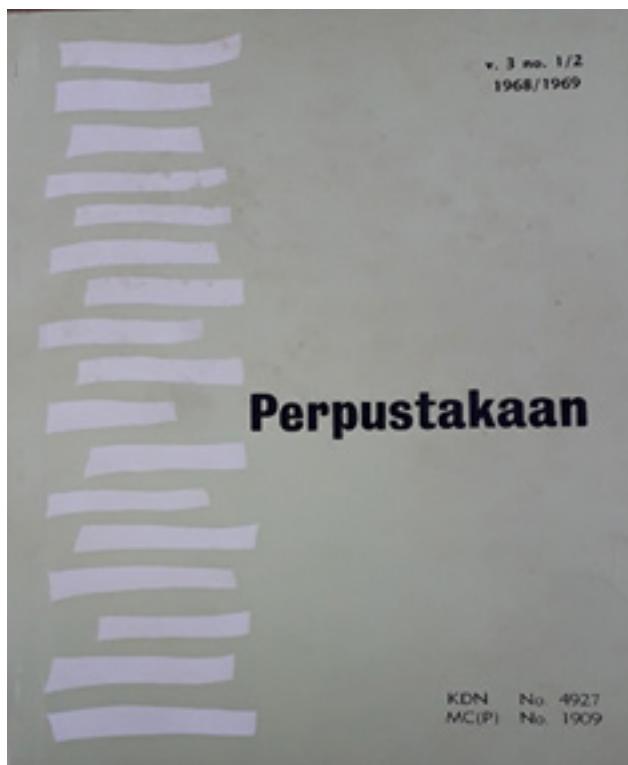
Photo 2: Front cover of Volume 3, Number 1/2, 1968/1969 of Perpustakaan
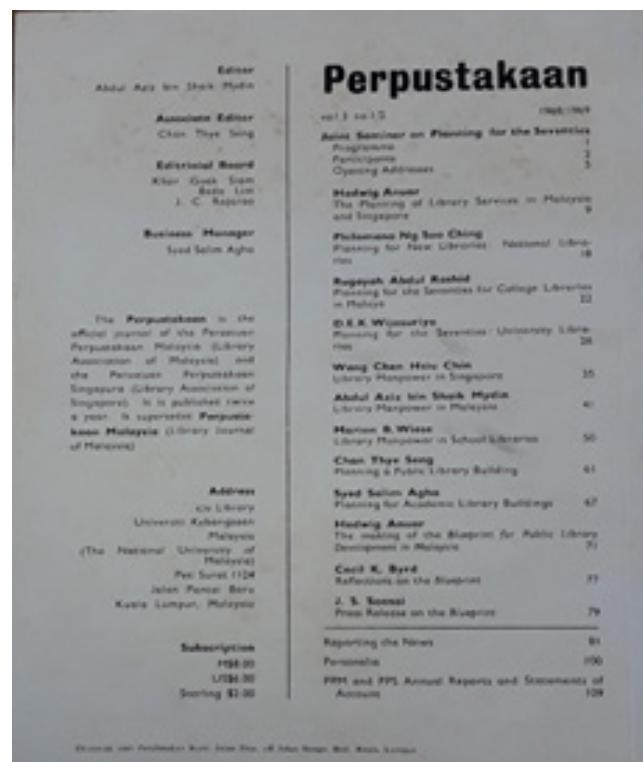
Photo 3: Back cover of Volume 3, Number 1/2, 1968/1969 of Perpustakaan

PERSATUAN PUSTAKAWAN MALAYSIA: 1970s TILL NOW

PPM published Majallah Perpustakaan Malaysia: Official Journal of the Persatuan Perpustakaan Malaysia from 1972 to 1975 as Volumes 1 to 4 (Photos 4 and 5). It was not an annual publication per se and during this time the frequency of publication was termed as irregular.

Front cover of Volume 1, 1972 of Majallah Perpustakaan Malaysia

Contents page of Volume 1, 1972 of Majallah Perpustakaan Malaysia

In 1976, it removed one of the alphabet "l" from Majallah and the new title was Majalah Perpustakaan Malaysia: Official Journal of the Persatuan Perpustakaan Malaysia (Photos 6 and 7). Volumes 5 to 14 were published annually from 1976 to 1989. The place of publication moved from Kuala Lumpur to Penang since the Editor then was Edward Lim Huck Tee, the Chief Librarian of Universiti Sains Malaysia, Penang. When he retired and moved to Canberra, the Majalah ceased publication.
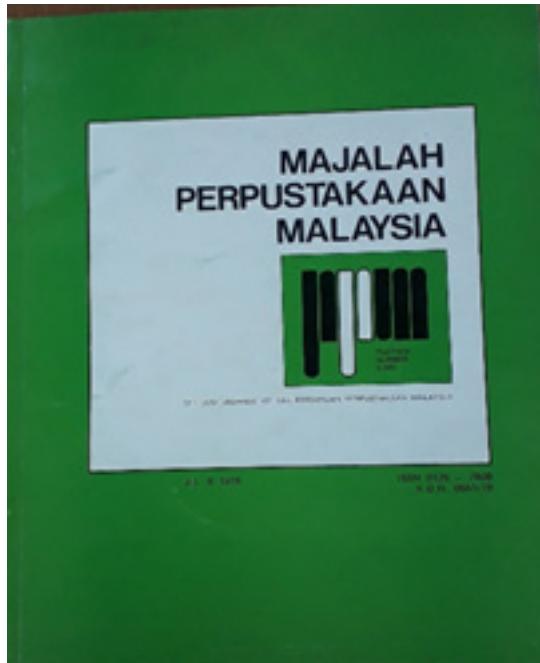
Front cover of Volume 6, 1978 of Majalah Perpustakaan Malaysia

Contents page of Volume 6, 1978 of Majalah Perpustakaan Malaysia

Every volume of the journal started out with an Editorial highlighting the articles published in the respective volumes. The Editorial for Volumes 1 to 5 were written in English but with the change in title beginning Volume 6, the Editorials were written in the Malay language. However, the bulk of the articles were in English but one can see the inclusion of articles written in the Malay language from Volume 6 onwards. There is a notable absence of advertisements in both Majallah Perpustakaan Malaysia and Majalah Perpustakaan Malaysia. When Majalah Perpustakaan Malaysia ceased publication with its last issue in 1989, PPM did not publish any journal from 1990 to 2004.

JURNAL PPM

The minutes of PPM's 1999/2000 Annual General Meeting mentioned the publication of a new journal known as Jurnal PPM. It also stated that the journal was being edited and will be published by the end of 2000. There was a Sub-Committee on Jurnal PPM under the Standing Committee of Publications and the Editorial Team consisted of Rashidah Begum Fazal Mohamed, Haresh K. Chabra and Ramli Abdul Samad (PPM, 2001). However, Jurnal PPM did not make an appearance and in the following year, there were no members serving on the Sub-Committee (PPM, 2002). Badilah Saad volunteered to chair the Sub-Committee for the following term. She subsequently reported that Jurnal PPM could not be published due to insufficient articles for the journal (PPM, 2003). She made a request for PPM members to submit articles but to no avail. The then President went on to suggest the Sub-Committee of Jurnal PPM and the Standing Committee on Public Libraries to consider joint publication of the journal as an online journal.

For the terms 2003/2004 to 2004/2005, Rosna Taib took over the helms of the Sub-Committee of Jurnal PPM which was still under the Standing Committee on Publications. Again the same problem surfaced, namely there were insufficient articles for a journal to be published. It was decided then that the first issue of Jurnal PPM will be published in 2004 with each member of PPM's Council submitting an article and Rosna Taib became the first Editor of the journal. The Standing Committee on Publication of Jurnal PPM was established in the 2005/2006 term and was chaired by Rosna Taib. In December 2005, Volume 1 of Jurnal PPM (Photo 8) was finally published and distributed to the members. PPM now has a journal after an absence of more than 14 years.
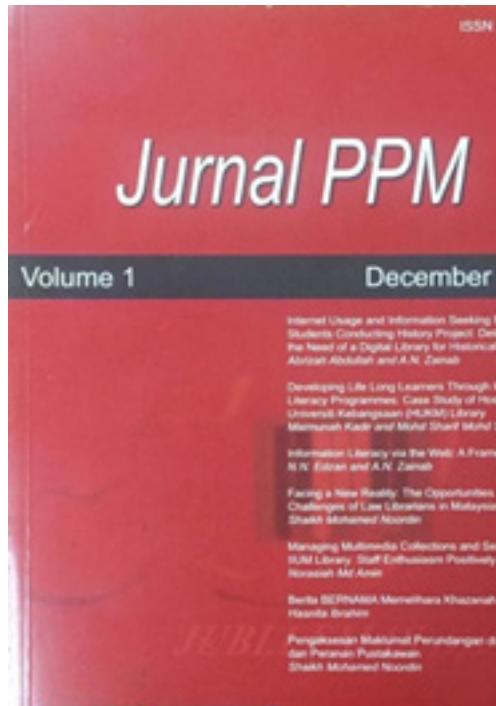
Front cover of Volume 1, 2005 of Jurnal PPM

The first issue carried seven articles and continued being a bilingual publication with six articles in English and one in Malay. All articles submitted must conform to a format of title, author, author affiliation, abstract, keywords and the article itself. Throughout the years, the Editorial Team was looking at ways of making the articles written in Malay understandable to non-Malay readers. They looked at the practice of using bilingual abstracts and titles in the Journal of Educational Media & Library Studies (JOEMLS) published by the Department of Library & Information Science of Tamkang University. Thus, the format on the usage of both the Malay and English abstracts and keywords varied from Volumes 3 to 7 before deciding on a standard format from Volume 7 onwards (Table 3). It was decided that for an article written in Malay, there should be an abstract and keywords written in Malay followed by an abstract and keywords written in English. For an article written in English, there should be an abstract and keywords written in English, followed by an abstract and keywords written in Malay.

Table 3: Changes in the use of bilingual abstract and keywords in Jurnal PPM

Volume and Year	Article in Malay	Article in English
Volume 3, 2009	Abstract; Keywords	Abstract; Keywords
Volume 4, 2010	Abstrak; Abstract; Kata Kunci	Abstract; Keywords
Volume 5, 2011	Abstrak; Kata Kunci; Abstract; Keywords	Abstract; Keywords
Volume 6. 2012	Abstrak; Abstract; Kata Kunci	Abstract; Keywords
Volume 7, 2013 onwards	Abstrak; Kata Kunci; Abstract; Keywords;	Abstract, Keywords Abstrak; Kata Kunci

In PPM's annual reports from 2006/2007 to 2010/2011, there were no mention of the Sub-Committee on Publication of Jurnal PPM. No journals were published for 2006 and 2007 since PPM itself had registration issues. However, after a lapse of two years, Volume 2 was published in 2008. The Standing Committee on Publication of Jurnal PPM reappeared and stayed from 2011/2012 to 2013/2014 chaired by Nor Edzan Che Nasir. For 2014/2016, the Committee became known as the Standing Committee on Publication of Berita PPM and Jurnal PPM chaired by Siti Sumaizan Ramli and for 2016/2018, it was chaired by Zawawi Tiyunin. For 2018/2020, the Committee went through a name change yet again and the Committee is now known as the Committee on Publications chaired by Zawawi Tiyunin. One of the terms of this Committee is the annual publication of Jurnal PPM. Interestingly enough, Nor Edzan Che Nasir remained as Editor-in-Chief from 2008 to 2018.

From 2008, Jurnal PPM is published regularly with Volume 12 (2018) as its latest issue to date. In 2016, on the suggestions of PPM's members, Jurnal PPM changed its title to Jurnal PPM: Journal of Malaysian Librarians (Photo 9). Visibility was the main reason for the name change. There are now 96 articles in 12 issues of Jurnal PPM and the journal is indexed in UDLedge Social Science & Humanities Citation Index (SS&HCI), Focus (Journals and Conference Proceedings) and MyJurnal. As of 29 April 2019, the total views of Jurnal PPM via MyJurnal is 291 with 16,328 views.

Front cover of Volume 12, 2018 of Jurnal PPM: Journal of Malaysian Librarians

Jurnal PPM (PPM, 2018) states that "the journal publishes original articles on all aspects of library and information science and invites contributions from librarians, information scientists, educators, administrators, publishers, and other interested persons. The journal publishes original articles on all aspects of library and information science" and it has never deviated from this practice. A journal that started out as Majallah Perpustakaan Malaysia: Official Journal of the Persatuan Perpustakaan Malaysia in 1972 has today continued on as Jurnal PPM: Journal of Malaysian Librarians (Table 4).

Table 4: Evolution of PPM's Journal from 1972 till now

No.	Journal Title	Publisher	Holdings and notes
1.	Majallah Perpustakaan Malaysia: Official Journal of the Persatuan Perpustakaan Malaysia	Penang: Persatuan Perpustakaan Malaysia Irregular	Vol. 1, 1972 to Vol. 4, 1975
2.	Majalah Perpustakaan Malaysia: Official Journal of the Persatuan Perpustakaan Malaysia	Penang: Persatuan Perpustakaan Malaysia	Vol. 5, 1976 to Vol. 14, 1989
3.	Jurnal PPM	Kuala Lumpur: Persatuan Pustakawan Malaysia	Vol. 1, 2005 to Vol. 9, 2015
4.	Jurnal PPM: Journal of Malaysian Librarians	Kuala Lumpur: Persatuan Pustakawan Malaysia	Vol. 10, 2016 to Vol. 12, 2018

LIBRARY ASSOCIATION OF SINGAPORE: 1970s TILL NOW

Independent of Malaysia, the Library Association of Singapore began publishing its journal known as Singapore Libraries. Volumes 1 to 27 were published from 1971 to 1998. However, beginning with Volume 28 in 1999, LAS changed the title to Singapore Journal of Library and Information Management (SJLIM). Interestingly enough, LAS continued its volume number and therefore the first issue of SJLIM published in 1999 was Volume 28. It's counterpart in Malaysia published the first issue of Jurnal PPM as Volume 1 and did not issue it as Volume 15 as a continuation from Majalah Perpustakaan Malaysia: Official Journal of the Persatuan Perpustakaan Malaysia. But then again, there was a lapse of 15 years between the last issue of the former and the first issue of the latter (Attachment 1). Therefore, it was reasonable for PPM to do what it did.

Table 5: Evolution of LAS's Journal from 1972 till now

No.	Journal Title	Publisher	Holdings and Notes
1.	Singapore Libraries: Official Journal of the Library Association of Singapore	Singapore: LAS	Vol.1, 1971 to Vol. 27, 1998
2.	Singapore Journal of Library and Information Management	Singapore: LAS	Vol. 28, 1999 to Vol. 45, 2016

SJLIM is published annually with Volume 45 (2016) as its latest issue to date. LAS has yet to publish Volumes 46 (2017) and 48 (2018). The Editorial Team consists of an Editor, Associate Editor and Copy Editor but the Editorial Board has yet to be appointed. In 2009, in keeping with the times, LAS ceased its print publication and publish SJLIM as an open access electronic journal (Figure 1). SJLIM is now a double blind peer reviewed journal indexed in the Library, Information Science & Technology Abstracts database on Ebscohost. The Editorial Team of SJLIM (2019) "accepts a variety of research or practice-based article types including but not limited to theoretical articles, applied research articles, case studies, descriptive articles, and

substantive professional opinion pieces" but the "articles should be grounded in and/or relevant to Singapore or Southeast Asia in order to highlight., grow and support regional advances in the field". The journal publishes articles on information management, libraries, librarianship, information science and technology. It is an "source of important information on library and information services developments in Singapore and Southeast Asia" (Library Association of Singapore, 2019).
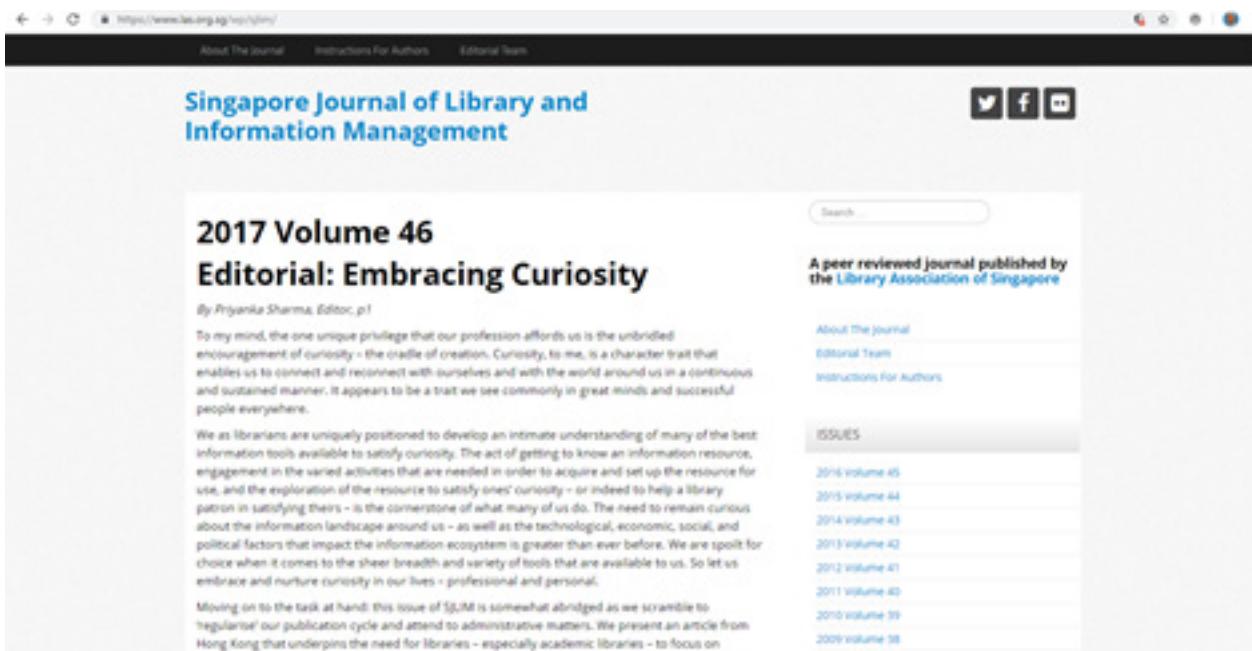
Figure 1: Website for SJLIM

THE FUTURE

Interestingly, both PPM and LAS are successful in the continuous publication of their respective journals. SJLIM is now an open access electronic journal whilst Jurnal PPM is still in print form. The latter is given gratis to PPM members annually during the Annual General Meeting. Copies are also available for sale locally and internationally. Throughout the years, PPM has toyed with the idea of producing Jurnal PPM as an electronic journal but it has yet to materialise. But since MyJurnal uploads every article in Jurnal PPM, access to the journal is not an issue.

Jurnal PPM should also go down the path as SJLIM has in making Jurnal PPM a double-blind peer reviewed journal. The Editorial Team has to explore the pros and cons of this. Jurnal PPM was meant to exist as a platform to encourage librarians to write. Would a peer review process give rise to a very select group of articles being published over others? Would it discourage junior librarians from writing? These and others issues are questions that the Team has to address before making a decision.

Olden (2005) opined that "newsletters help to keep members up-to-date, and provide a record for the future". He also noted that "newsletters have tended to mutate into journals, which are considered more prestigious". But then again, there is the danger of sustainability. Association journals provide members of the association a platform for them to publish their articles. However, getting the members to write can be quite a daunting task for the Editorial Team. More often than not, when there is insufficient number of articles for an issue to be published, editors tend to solicit papers presented at conferences from their members. Interestingly, Cava (2005) felt that Indonesia, Singapore and Malaysia are three Southeast Asian countries that have active library associations issuing professional publications.

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Attachment 1: Contents of the Malayan Library Group Newsletter, 1955 to 1959 and Editors

Volume, Number and Year	Contents
Vol. 1, no. 2 July 1955	1. The Group and the Malayan Public. 2. The Library Situation in Malaya – L.M. Harrod. 3. Libraries in the United States, New Zealand and Indonesia – Cecilia F. Johnson, I.M. Andrews and W.J. Plumbe. 4. News about Librarians of Malaya. 5. Malayan Library Group Announcement. 6. Raffles Library Announcements. [Edited by Beda Lim and published by the Malayan Library Group at the University of Malaya, Cluny Road, Singapore 10]
Vol. 1, no. 2 October 1955	1. The Lesson of the Symposium 2. Ancient Books Containing Reference to Malaya – Paul Wheatley. 3. Malayan Library Group Symposia. 4. Malayan Library Group Talk. 5. The Library of the Botanic Gardens, Singapore – A. Johnson. 6. The Butterworth Free Library – H. Wakefield. 7. Problems of Library Planning in the Federation of Malaya – W.J. Plumbe. 8. Towards a Malayan National Library Committee. 9. Librarianship Course. 10. New Home for Journalists' Books. 11. Australian Comment. 12. Personalia. 13. Raffles Institution's Gramophone Records. 14. New Management for Joo Chiat Library. 15. Penang Library Announcement. 16. China Society Library. 17. Forest Research Institute Library. [Edited by Beda Lim and published by the Malayan Library Group at the University of Malaya, Cluny Road, Singapore 10]
Vol. 1, no. 3 January 1956	1. Our Teacher-Librarians 2. Some American Libraries: Fragments of a Trip Abroad – E.H. Clark. 3. Report on the Librarianship Course. 4. Malayan Library Group Report: First Annual Report: 25th March to 31st October 1955.

	5. The Malayan Public Library Association – Wen Tien Kuang 6. Tamil Books for the University of Malaya. 7. The UNESCO Seminar on Public Libraries in Asia. 8. How a Private Club Library is Run: The Library of the American Club, Singapore – J.H.E. Webb 9. The University of Malaya Art Museum – Michael Sullivan. 10. Notice to Members. 11. Singapore's First Library. 12. Personalia. 13. The Library Association Medal. [Edited by Beda Lim and published by the Malayan Library Group at the University of Malaya, Cluny Road, Singapore 10]
Vol. 1, no. 4 April 1956	1. Library Development. 2. INSDOC – Dr. Sheel. 3. The Penang Library. 4. The Library Service of Western Australia – Beda Lim. 5. Arabic Works Related to South-East Asia – G.R. Tibbetts. 6. Mr. Wilfred J. Plumbe. 7. Notices. 8. Personalia. [Edited by Agnes Love and published by the Malayan Library Group at the University of Malaya, Cluny Road, Singapore 10]
Vol. 1, no. 5 July 1956	1. The Malacca Library. 2. Henry Gurney Memorial Library (Malacca): Annual Report 1955. 3. A Public Library Service for the People – Mr. L.M. Harrod. 4. University of Malaya Library. 5. Books and People – Mr. Emslie. 6. The Public Library and the Community in Africa and in Asia – Mr. P.G.M.G. Mahindasa. 7. Books for School Libraries: I. History – Editor [Agnes Love]. 8. A Short History of South-East Asia History for School Libraries. 9. The Development of Public Library Services in the Gold Coast. 10. A Book on School Libraries. 11. USIS Librarian for Orientation Trip to U.S. 12. Personalia. [Edited by Agnes Love and published by the Malayan Library Group at the University of Malaya, Cluny Road, Singapore 10]

Vol 1, no. 6 December 1956	1. Malayan Library Group: Second Annual Report: November 1, 1955 to October 31, 1956. 2. Gold Coast Libraries – Mr. W.M. Martin. 3. UNESCO Publications. 4. Batu Pahat Public Library: First Annual Report. 5. A Short List of Authors of Story Books. 6. Public Libraries for Asia. 7. Personalia [Edited by Agnes Love and published by the Malayan Library Group at the University of Malaya, Cluny Road, Singapore 10]
Vol. 2, no. 1 July 1957	1. Note from Nigeria – Wilfred J. Plumbe. 2. The Perak Library – Rev. R. Kesselring. 3. Ipoh Meeting. 4. Correspondence Course for First Professional Examination. 5. Recommended Periodicals for Children. 6. An Epitome of a Survey of Boys' and Girls' Reading Habits. 7. UNESCO Publications. 8. Personalia. [Edited by Agnes Love and published by the Malayan Library Group at the University of Malaya, Cluny Road, Singapore 10]
Vol. 2, no. 2 December 1957	1. Malayan Library Group: Third Annual Report: November 1, 1956 to October 31, 1957. 2. The Klang Gurney Memorial Library: Ninth Annual Report: 1st June, 1956 to 31st May, 1957. 3. Report on the Kuala Lumpur Meeting. 4. Note on Special and Research Libraries in Malaya – Mrs. Ilse Tay. 5. Books for Malayan Children – Eleanor Aroozoo. 6. American Trip – Chua Whye Hong. 7. Personalia. [Edited by Agnes Love and published by the Malayan Library Group at the University of Malaya, Cluny Road, Singapore 10]
Vol. 3, no. 1 May 1958	1. A Milestone in the Development of Raffles Library – L.M. Harrod. 2. Some Impressions of Libraries in the Eastern States of Australia, September to November, 1957 – Jean M. Waller.

	3. Training for Librarianship at a British Library School – Mrs. Hedwig Anuar. 4. Library Staffs and Social History: A Note on West Africa – E.J. Garnell. 5. The Library of the Department of Agriculture, Federation of Malaya, Kuala Lumpur – P.J. Verghese. 6. The School Library Association of Great Britain. 7. Notes and News. [Edited by Eleanor Arozoo and published by the Malayan Library Group at the Medical Library, Sepoy Lines, Singapore]
Vol. 3, no. 2 November 1958	1. Public Libraries for Malaya. 2. A Public Library Service for the Federation of Malaya: A Memorandum by the Malayan Library Group. 3. UNESCO Helps Libraries in Asia. 4. The Expansion of the Dewey Decimal Classification for Southeast Asia in the Forthcoming 16th Edition. 5. The Expansion of the Dewey Decimal Classification for Malayan History. 6. Developing Public Libraries: A Short List of Books and Materials. 7. Notes and News. 8. The Singapore Polytechnic Library – E.J. Carnell. [Edited by Eleanor Aroozoo, and published by the the Malayan Library Group at the University of Malaya, Cluny Road, Singapore 10]
Vol. 3, no. 3 May 1959	1. A Guide to Current Government Publications of the Federation of Malaya – Hedwig Anuar. 2. Books on Wheels: Book Mobiles Come to Raffles National Library – L.M. Harrod. 3. The Library Scene in Pakistan – Jean Waller. 4. University College London: A Study in Administrative Subject Specialisation – Anthony J. Loveday 5. Mr. Cecil Hobbs – A Distinguished Visitor. 6. An Annotated List of Books on Malaya Published in 1958 – Patricia Lim. 7. Notes and News 8. Contents: The Library Association of Malaya and Singapore [Edited by Eleanor Aroozoo, and published by the Library Association of Malaya and Singapore at the University of Malaya, Cluny Road, Singapore 10]

LONJAKAN PERKHIDMATAN PERPUSTAKAAN DI PUSAT SUMBER KEMENTERIAN KO-MUNIKASI DAN MULTIMEDIA MALAYSIA (KKMM)

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Abstract

This article is intended to share information on some of the new approaches that have been implemented by Pusat Sumber KKMM in the efforts to improve library services. The role of social media in a library and the importance of information literacy as a set of skills is required to find, retrieve and use a variety of information effectively and effectively is an important element. Librarians' role in learning new media can propel and transform the library's service landscape to a better and more enjoyable. The role of librarians and libraries in spreading services and information is seen to be very effective through this new medium.

Abstrak

Artikel ini bertujuan sebagai perkongsian maklumat tentang beberapa pendekatan baharu yang telah dilaksanakan oleh Pusat Sumber KKMM dalam usaha penambahbaikan perkhidmatan perpustakaan. Peranan media sosial dalam sesebuah perpustakaan dan kepentingan literasi maklumat yang merupakan satu set kemahiran diperlukan untuk mencari, mendapat kembali dan menggunakan sumber maklumat yang pelbagai dengan cekap dan berkesan merupakan elemen penting. Peranan pustakawan dalam mempelajari media baharu dapat melonjakkan dan merubah landskap perkhidmatan sesebuah perpustakaan ke tahap yang lebih baik dan memuaskan. Peranan pustakawan dan sesebuah perpustakaan dalam menyebar luas perkhidmatan dan maklumat dilihat amat berkesan melalui media baharu ini.

Kata kunci: Pusat Sumber KKMM, literasi maklumat, media sosial, perkhidmatan perpustakaan

SEKITAR PERPUSTAKAAN

Pengenalan

Pusat Sumber Kementerian Komunikasi dan Multimedia Malaysia (Pusat Sumber KKMM) mulanya dikenali sebagai Perpustakaan Penyelidikan di bawah Kementerian Penerangan (MOI) pada tahun 1950, ketika itu bertempat di Angkasapuri. Pada tahun 1996 namanya ditukar kepada Pusat Sumber Maklumat. Kemudian pada tahun 2003, ditukar pula kepada Pusat Sumber. Aplikasi Sistem Perpustakaan Bersepadu menggunakan sistem ILMU telah bermula sejak tahun 2007 di Pusat Sumber.

Pada 9 April 2009, Pusat Sumber telah ditukar nama kepada Pusat Sumber KPKK, berikutan penggabungan tiga portfolio kementerian iaitu Kementerian Penerangan (MOI), Kementerian Tenaga, Air dan Komunikasi (KTAK) dan Kementerian Perpaduan, Kebudayaan, Kesenian dan Warisan (KeKKWa) menjadi Kementerian Penerangan, Komunikasi dan Kebudayaan (KPKK) pada ketika itu. Pusat Sumber KPKK telah menduduki Aras 4, Kompleks KKMM, Presint 4, Putrajaya pada tahun 2011. Keluasan Pusat Sumber adalah 20,096.88 kaki persegi.

Lanjutan penstrukturan pada 15 Mei 2013 Pusat Sumber KPKK telah bertukar kepada Pusat Sumber KKMM di bawah Kementerian Komunikasi dan Multimedia Malaysia. Pada Januari 2015, Unit Pusat Sumber diletakkan di dalam Bahagian Khidmat Pengurusan, Sektor Pengurusan KKMM.

Lonjakan Perkhidmatan

Pada tahun 2019, Pusat Sumber KKMM telah memberi fokus kepada lonjakan perkhidmatan bagi memastikan peranan pusat sumber dan pustakawan dalam menyokong inisiatif kementerian ke arah digital dan budaya membaca dalam kalangan warga KKMM dapat dilaksanakan. Pusat Sumber kini secara aktif mereka bentuk semula perkhidmatan dan kemudahan perpustakaan sejajar dengan perubahan yang berlaku terhadap masyarakat, persekitaran dan perkembangan pesat teknologi maklumat dan revolusi indusrtri 4.0. Era digital ini memberi cabaran baharu kepada pusat sumber untuk berusaha untuk meningkatkan kenampakan perkhidmatan yang disediakan kepada seluruh warga kerja KKMM.

Peranan Media Sosial – Facebook (Suka, Komen dan Kongsi)

Laporan terkini Global Digital Report 2018 mendedahkan bahawa kini terdapat lebih daripada 4 bilion orang di seluruh dunia menggunakan internet. Lebih daripada 3 bilion orang di seluruh dunia kini menggunakan media sosial setiap bulan. Menurut laporan tersebut yang dikeluarkan Hootsuit dan We Are Social, Malaysia adalah negara kesembilan di dunia yang paling aktif di laman sosial.

Oleh itu, penggunaan media sosial yang aktif dalam kalangan penduduk Malaysia perlu diambil peluang sebaik mungkin oleh semua pustakawan. Penggunaan media sosial dan aplikasi seperti YouTube, Whats-App serta Facebook bukan sahaja boleh membantu mempromosi perkhidmatan sedia ada, tetapi juga aktiviti yang dijalankan seperti latihan, tunjuk ajar dan sebagainya boleh disebar melalui media sosial. Laman facebook menyediakan platform kepada perpustakaan untuk berkomunikasi dan mengekalkan hubungan dengan ahli-ahli mereka.

Library of Congress perpustakaan terbesar di dunia menggunakan teknologi media sosial dan laman web untuk melibatkan masyarakat dengan berita perpustakaan, acara, dan pameran. The New York Public Library mendahului perpustakaan awam dalam talian di seluruh dunia, menyediakan akses percuma dan terbuka kepada lebih daripada 50 juta item dalam koleksi fizikal dan sumber elektronik seperti galeri digital, e-buku dan pameran dalam talian. Lebih daripada 17 juta pengunjung mengunjungi ruang tersebut setiap tahun dan berjuta-juta lagi di seluruh dunia menggunakan sumbernya.

"By using the power of Facebook, your library just increased its reach . . . for free."

Pusat Sumber KKMM telah mewujudkan akaun facebook pada Mac 2019 bertujuan mempromosikan inisiatif perpustakaan dalam menyediakan informasi menerusi penggunaan media sosial secara aktif. Video imbasan Jom Baca Bersama 10 Minit telah mendapat sebanyak 1.8K reached dan 642 views manakala Program Library2U@KKMM mendapat 282 reached. Manakala melalui portal Kementerian pula Program Jom Baca Bersama 10 Minit telah mendapat 583 hits iaitu mendapat kedudukan ke tujuh (7) daripada 183 aktiviti Kementerian bermula Januari sehingga 17 September 2019.

Malah ia boleh membantu untuk meningkatkan jumlah pengunjung ke perpustakaan melalui penyampaian maklumat, hebahan program/aktiviti dan perkongsian ilmu yang dilakukan oleh pustakawan. Fungsi perpustakaan menjadi lebih mencabar dalam melaksanakan transformasi untuk memenuhi keperluan maklumat dalam masyarakat.

Ini selari dengan beberapa kajian yang membincangkan peranan pustakawan dan perpustakaan di media sosial. Mengintegrasikan media sosial ke dalam program perpustakaan, baik akademik atau awam, telah memberi tumpuan utama dalam beberapa tahun kebelakangan ini, menyebabkan perkembangan kerjaya baharu muncul iaitu pustakawan media sosial. Promosi berkembang menjadi strategi penjenamaan dan pemasaran, dan media sosial dengan cepat diadaptasi sebagai platform yang efektif dan alat yang hebat untuk menyasarkan masyarakat millinenium. (Gaha, U., & Hall, S., 2015).

Majoriti artikel ilmiah mendedahkan keperluan pustakawan memainkan peranan penting di media sosial. Media sosial dilihat amat memudahkan kerja-kerja mempromosi perkhidmatan perpustakaan dan sebagai langkah mengeratkan perhubungan dengan masyarakat.

Merubah Peranan Pustakawan kepada Pustakawan Siber (Librarian to Cybarian)

Perpustakaan telah berubah dengan ketara dengan adanya internet dan keupayaan untuk menyediakan sumber maklumat kepada orang yang tidak melawat bangunan fizikal tetapi menggunakan sumber maklumat di rumah atau tempat kerja mereka sendiri.

Perpustakaan berubah secara dramatik dari cetakan ke persekitaran elektronik seperti katalog kad cetakan bercetak telah digantikan oleh sistem OPAC, dan pelbagai fungsi antara muka pengguna grafik berasaskan web, akses dalam talian 24/7 dan ketersediaan banyak pangkalan data. Kemunculan teknologi baharu merubah perpustakaan dengan drastik bahawa perpustakaan tradisional kini menjadi perpustakaan siber (digital). Penanda transformasi dapat diperhatikan di semua bidang kegiatan dan sumber perpustakaan seperti digambarkan di bawah.

Rajah 1: Transformasi sumber perpustakaan

Bahan cetakan	Sumber Elektronik
Buku	e-buku
Jurnal/Majalah	e-jurnal/e-majalah
Koleksi Khas	e-koleksi khas (digital)
Manual/Katalog	Pangkalan data
Surat khabar	e-suratkhabar
Video	e-video

Visi pustakawan siber (cybrarian) adalah untuk menggalakkan peningkatan penggunaan maklumat digital dan Internet, untuk menyediakan akses mudah kepada maklumat dan perkhidmatan pengetahuan yang akan menjadi kepentingan untuk sasaran pengguna.

Justeru itu, misi Pusat Sumber KKMM secara agresif adalah untuk meningkatkan bahan digital melalui projek pendigitalan yang dilaksanakan saban tahun. Jumlah koleksi digital Pusat Sumber KKMM kini telah berjumlah sebanyak 38,897 yang terdiri dari artikel suratkhabar dan mulai tahun 2011 sehingga kini sebanyak 39,606 mukasurat bahan koleksi khas Kementerian telah didigitkan. Fokus adalah di bidang teras komunikasi, penyiaran, perfileman, digital dan jenayah siber bagi bahan yang mempunyai nilai penyelidikan seperti kajian, laporan, kertas-kertas persidangan, perjanjian dan tesis. Pusat Sumber KKMM berhasrat menjadikan inisiatif ini secara kolaborasi dengan semua perpustakaan dan pusat sumber di bawah Kementerian, jabatan dan agensinya sebagai gerbang tunggal pusat penyimpanan dan rujukan.

Di samping itu, sejumlah 27,849 rekod Pusat Sumber KKMM dari Sistem ILMU telah diestrak ke dalam konsortium Katalog Induk Kebangsaan (KIK) pada bulan Mei 2019. Visibiliti rekod ini boleh dapat di akses oleh 130 perpustakaan lain yang telah turut serta sebagai ahli konsortium KIK.

Kemahiran literasi media dan maklumat dalam persekitaran e-pembelajaran

Maklumat adalah nyawa dan ia dianggap sebagai sumber kuasa yang terpenting dalam dunia global ini. Literasi maklumat ditakrifkan sebagai merangkumi keupayaan untuk menentukan masalah, mencari maklumat untuk menyelesaikan masalah, menilai maklumat dan menggunakannya dengan berkesan. Oleh itu, para profesional perpustakaan harus memperoleh kemahiran untuk mengakses dan menggunakan sumber maklumat, teknologi maklumat dan komunikasi, teknik mencari dan pengetahuan tentang sumber digital (eresources)

dengan cekap dan berkesan untuk memenuhi keperluan maklumat pelbagai pengguna.

Keperluan untuk membangunkan kemahiran literasi media dan maklumat sangat penting di alaf digital ini. Pusat Sumber KKMM telah mewujudkan Sudut Mentor-Mentee pada 8 Ogos 2019 bertujuan melengkapkan pegawai dan kakitangan melalui sesi perkongsian ilmu secara konsisten bagi meningkatkan ilmu pengetahuan dan tahap kecekapan mereka apabila berurusan dengan pengguna perpustakaan (smart workers = smart users).

Sesi literasi media dan maklumat dijalankan secara aktif kepada semua kakitangan Pusat Sumber KKMM dan diperluaskan kepada warga KKMM dan juga penjawat awam dari kementerian lain. Mulai Jun 2019 sejumlah 350 orang penjawat awam telah mengikuti sesi literasi media dan maklumat ini. Peningkatan penggunaan pangkalan data telah meningkat dengan mendadak hasil promosi pangkalan data setiap kali bengkel dan kursus yang diadakan. Ini jelas dapat dilihat melalui hasil laporan penggunaan pangkalan data BLIS secara perbandingan seperti rajah di bawah:

Rajah 2: Rujukan Dalam Talian (BLIS)

Bulan	Pageview
Januari	556
Februari	600
Mac	615
April	575
Mei	318
Jun	763
Julai	748
Ogos	2,058
Jumlah	6,233

Penggunaan mula meningkat pada bulan Jun dan Julai serta melonjak dengan ketara sebanyak 58.3 peratus dalam bulan Ogos 2019. Promosi pangkalan data dan hands- on kepada peserta-peserta kursus telah memberi impak yang sangat positif kepada penggunaan maklumat digital.

Kesimpulan

Sebagai kesimpulan peranan pustakawan dan perpustakaan sentiasa mengikut arus semasa dan perlu terus mengorak langkah seiring perkembangan teknologi semasa. Dalam mendepani cabaran Revolusi Industri 4.0 inisiatif dan usaha gigih secara berterusan perlu dilaksanakan agar pustakawan mempelajari dan memiliki kemahiran yang lebih tinggi dan dapat meningkatkan profesion kepustakawanan itu sendiri. Pustakawan perlu berusaha untuk mendapatkan lebih banyak latihan dan latihan semula dalam bidang teknologi maklumat di samping meningkatkan pembacaan dan pengetahuan mereka.

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"KNOWLEDGE SHARING IN PRACTICE"

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Abstract

When study about the nature of knowledge sharing among people in the new era. Also talk about the roles of technology in knowledge sharing era. How technology play their roles in practice of knowledge sharing . Everybody realize that knowledge sharing is one of the most important things in organization. How knowledge sharing can be one of the important tools in successfulness of the organization. This essay also discuss about the knowledge needed and what type of knowledge that people can share among them. There is the need to understand and identify the knowledge that the practice of knowledge sharing is required in handling day to day task and job. The relation among the information sharing and knowledge sharing also one of the important subjects to discuss.

Keywords : Knowledge sharing, information sharing, information need, knowledge transfer, knowledge practice.

Introduction

According to David G. et al. (2000), Sharing knowledge in not a new idea. Knowledge sharing term came under the knowledge management concept. Under the knowledge management concept, there in so many term like collaboration, exchange of idea (as known as sharing knowledge), communication and so on have always been present in an organization. In way to speak about knowledge sharing practice, therefore there would be to simplify the situation considerably. The knowledge sharing practice also can discuss among community of work, community of residents and others.

Knowledge sharing practice should become important things because sharing knowledge also can gain knowledge for people. People can elaborate and use the knowledge they get from another experience people. Practice of knowledge sharing also one of the tools in successful of the organization.

Knowledge sharing comes intuitively as a social aspect of our professional lives. When we need to know something we naturally gravitate towards those with whom we feel most comfortable in order to get the answer to our question. And we gain knowledge because of this informal knowledge network – comprised of those willing to impart and share their knowledge and then pass on what we know to others.

Definitions of Terms

Knowledge sharing defines as an important conduit for knowledge sharing among members in communities of practice is conversation (Sharratt & Usoro, 2003; Zeldin, 1998; Orr, 1996). Knowledge sharing activities are generally support by knowledge management systems. However, technology constitutes only one of the many factors that affect the sharing knowledge in organization such as organizational culture, trust etc.

Steps to Creating a Knowledge Sharing

Libby Trudell (2006), in her article mention that in the way to make sure that knowledge sharing are implement, it should have a plan to make sure on that matter. There is four steps on planning how to practice Knowledge Sharing. The four steps are start with business need; understand knowledge sharing activities; knowledge sharing tools and the last one is model knowledge sharing behavior.

When we talk about business need, people always talk about organization mission and vision. Realize or not that is one of the important criteria in way to know what is the needed of the organization. Base on that, people should work hard and achieve the target.

Other than that, understanding the activities in knowledge sharing is one of the important matters. People in the organization should study about what are the currently knowledge sharing activities in their organization. If the activity is already there, they should study to understand on it. If there are no activities of knowledge sharing activities, the organization can build up a team to work on it. The team must do some research n study about the knowledge sharing activities should have in their organization. Knowledge also related with technology, people and knowledge itself. Knowledge sharing tools is also important. As we know. Knowledge is about people, technology (system) and knowledge itself, that why tools is one of the most important things. System or computer technology is one of the medium that we call as a knowledge sharing tools.

From the article Creating a Knowledge-Sharing Culture (1999), the author mention, in a way to creating a knowledge sharing behavior, the organization also can look about the company's espoused philosophy, values, stories, structures, and systems; the behavior of people's peers and managers; and deeper core company values.

These 3 major fields can help the organization in setting their knowledge sharing behavior in their organization.

Start with Business Need	Understand KS	Assess KS	Start with Business Need
• Assess current landscape • Base KS plan on key business need & objectives	• Research best practice • Define potential activities	• Select appropriate technologies • Recommend tools	• Implement IC pilot • Identify internal champion

Communicate Business Impact
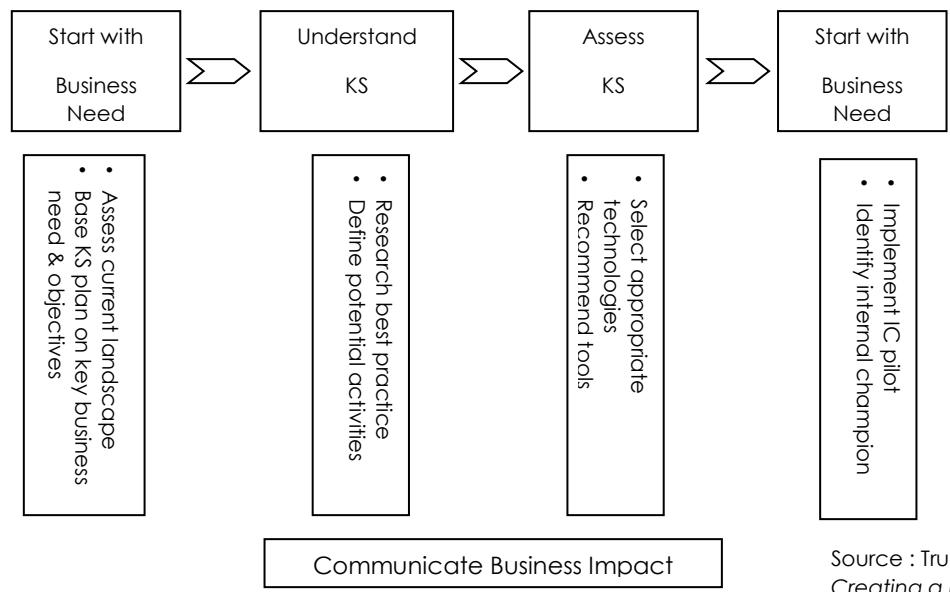
Source : Trudell, Libby. *4 Steps to Creating a Knowledge Sharing*

Figure 1: Knowledge Sharing Planning Process

The Important and the Barrier of Practice Knowledge Sharing

Knowledge sharing becomes important matter in organization. Realize or not, some activities are already implemented in the organization without people in the organization know that is a knowledge sharing activities.

Why sharing knowledge is important to the organization? It because knowledge that people has especially an experience cannot get without sharing. Within knowledge sharing, people will lose the important knowledge from the expertise experience people in that organization. When these things happen, the organization itself lost important asset of their organization.
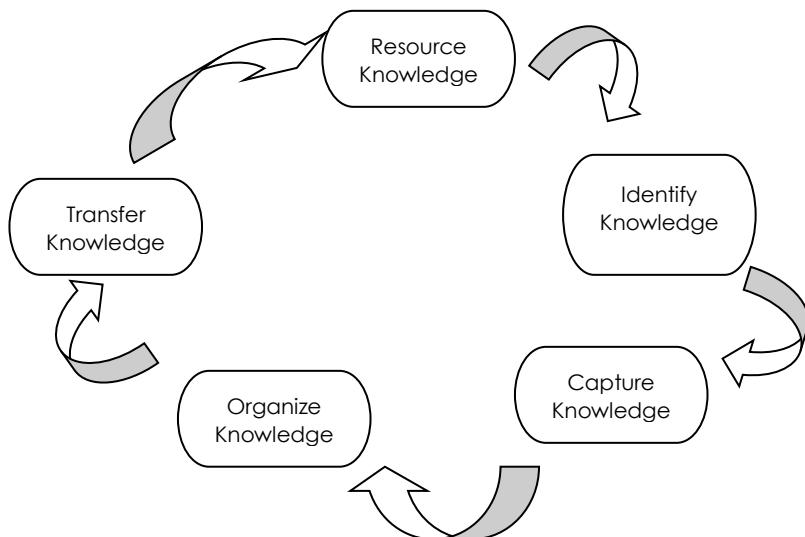
Source: Trudell, Libby. *4 Steps to Creating a Knowledge Sharing*

Figure 2: Knowledge Sharing Circle

Other than important, sharing knowledge also facing barrier and problems in process of implement on it. Most of the people are willingness to sharing the knowledge. They did not know the important of sharing knowledge. They also did not know how their knowledge can help the organization. Sadly, some of they did not know and realize what is knowledge sharing.

Bonnie Montano (2005), in his article mention that some of employees are also reluctance to share knowledge. People always asking why they should share their knowledge with other? They also asking what they can get as a reward when they sharing their knowledge? These entire things make sharing knowledge process more difficulties.

Dan (2006) said that, barriers in the culture of knowledge sharing also can come in with some reason like no new knowledge or additional knowledge to add, unfamiliarity with subject, lack of time and also technology.

Dan (2006) said that in a way to spilt out the barrier in practice of knowledge sharing, the huge barriers to knowledge sharing is still and has been the culture of the organization itself. And that is not the fault of any individual, or any groups of individuals. That is the fault of the organization and those who lead it.
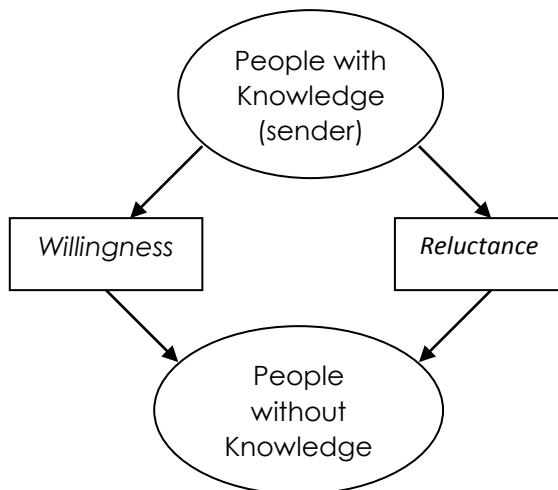
Figure 3: Knowledge Sharing Barrier

Technology Applied in Knowledge Sharing

Knowledge sharing has taken place at all the times, but over the last two decade, the emergence of digital technologies in general and the internet in particular has revolutionized knowledge sharing activities (John Cullen, 2008).

Technology is one of the important medium in knowledge sharing. The technologies play their role in way to implement of knowledge sharing (Paul Chin, 2005). Unlike or not, technology is more of a physical impediment than a cognitive one. It can be controlled and to a certain extant, is predictable.

Technology or in the simple word we using computer system to storage and keep all this knowledge getting from the expertise. Without technology or system, a process of keeping sharing knowledge become more difficulties and yet it facing more barrier in storage of the knowledge.

The system (technology), people and knowledge itself is the most important on knowledge sharing cycle.

How to Encourage Knowledge Sharing

There's no silver bullet to solving behavioral and cultural woes. People can't debug social, human behavior like would a program. In order to get to the root of the problem, people need to know why certain individuals or groups are not willing to share knowledge. And it's important to differentiate between infrastructure causes — not having enough time, inadequate or overly complicated tools, lack of proper content taxonomies — and the psychological and behavioral causes mentioned earlier (Paul Chin, 2004).

There are many things can do within organization to foster a spirit of cooperation and make it more conducive to knowledge sharing:

i. Approach known knowledge hoarders and those unwilling to participate in the knowledge sharing initiative in a diplomatic and non-confrontational manner.
ii. Never confront unwilling employees with a "do it or else" attitude. This will only serve to alienate them further and cause resentment towards the project and all those involved with it.
iii. Implement a peer-to-peer support center for your knowledge community so that individual knowledge bears won't feel as though they're alone in their efforts.
iv. Put a "face" to the knowledge community by creating an "About Us" section profiling key knowledge contributors.
v. Create a mentoring program so newcomers don't feel estranged from the established knowledge community.
vi. Lead by example. Knowledge bearers will be more likely to share if they see other sharing as well. This will create a rippling effect: The more you share, the more others will share.
vii. Acknowledge contributions so that active knowledge bearers have a sense of recognition for their hard work, and that they are being appreciated for the efforts.
viii. Implement a knowledge contributors "Hall of Fame" or "Contributor of the Month" to high light workers who go above-and-beyond.

People may even consider it a worthwhile endeavour to seek the aid and advice of professional industrial psychologists who are experts in the field of behavioural science as it relates to worker-organization relationships.

But don't expect change to happen overnight; it takes time for cultural behaviours to evolve. And this evolution must occur on more than one level. A true change in attitudes must occur within the organization as a whole; within each department, workgroup, or project team; and within each individual knowledge bearer.

Other than that, some research are represent that self-selection, Desire to improve their profession, Reciprocity, A non-competitive environment, Role of the listserv moderator, is the main factor that encourage knowledge sharing (Khew Fen Hew & Noriko Hara, 2006).

Knowledge Transfer

In a process of knowledge sharing, unlike or not, we also implement a knowledge transfer. It because, at the same time, when people share every single knowledge that they have, they also transfer their knowledge to the other one.

Refer to Wikipedia, Knowledge transfer in the fields of organizational development and organizational learning is the practical problem of transferring knowledge from one part of the organization to another (or all other) part(s) of the organization. Like Knowledge Management, Knowledge transfer seeks to organize, create, capture or distribute knowledge and ensure its availability for future users. It is considered to be more than just a communication problem.

Knowledge transfer has two parts: transmission and absorption. Transmission is sending knowledge to recipient and adsorption is a assimilation and use of knowledge by recipient (David G, et al., 2000). In the part of transmission, people who are related on these things are sender. Sender act and share all the knowledge that he want to share with the recipient. Who are related for the second part? Adsorption is related to the people who are receiving the knowledge. After receiving the knowledge, receiver can start apply and use all the knowledge that he get from the sender.

Conclusion

As a conclusion, knowledge sharing can be part of the most important aspect in knowledge management. Combination of tree main things – people, technology and knowledge making knowledge sharing can be applied. At the same time, knowledge sharing also can be one of the reasons for the successful of the organization. People should have willing in knowledge sharing to make sure knowledge can be reproduced all the time.

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