The success and strength of the university libraries are due to motivated, keen and skillful people. Today collaboration and knowledge sharing play a crucial role both within and between organizations. **Empowering People: Collaboration between Finnish and Namibian University Libraries** is about people and collaboration in the context of human resource development at the University of Namibia Library.

Empowering People provides both practice-oriented and research-based approaches to important themes in the field of university libraries. It covers the information seeking behaviour of academic staff and students, collection and research support services, information literacy education, scholarly communication and scientific publishing. Staff competence management and evidence-based librarianship are introduced as methods for coping in the changing environment.

Empowering People is the outcome of collaboration between three university libraries, those of the University of Namibia, the University of Tampere and the University of Helsinki.
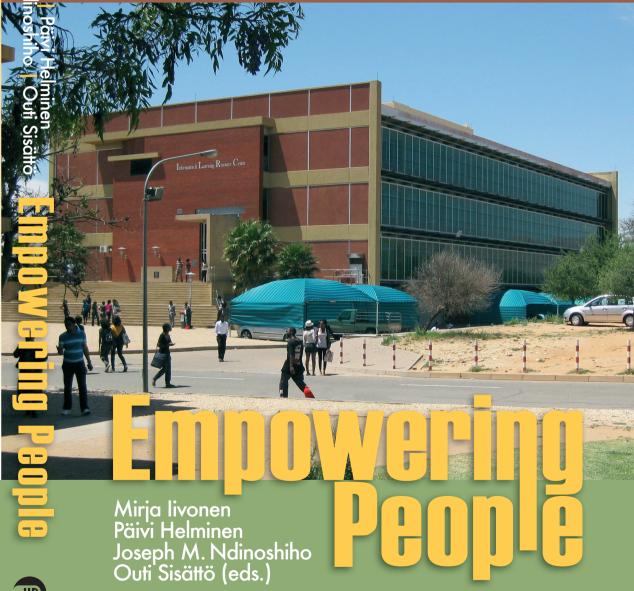
Cover Mikko Reinikka | Albert Hall

Empowering People

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TAMPERE UNIVERSITY PRESS

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EMPOWERING PEOPLE

Collaboration between
Finnish and Namibian University Libraries

Contents

PREFACE

This is a book about empowering people, both library staff and library users. Motivated, capable and self-confident library staff can share their knowledge with users and in turn empower them.

The book is the outcome of the collaboration between three university libraries, those of the University of Namibia, the University of Tampere and the University of Helsinki. This collaboration started and developed under the Human Resource Development Project at the University of Namibia Library, financed by the Higher Education Institutions Institutional Cooperation Instrument (HEI ICI) programme of the Ministry for Foreign Affairs, Finland. As the editors of this book we hope that it will capture the essence of this development project: the inspiration to develop one's own work and the desire to learn something new.

Besides being a demanding task, the editing of the book has been an inspiring process for each of us. It has also been a learning process for us and the authors, both Namibian and Finnish. One goal of the project was to improve scientific writing skills. It is well-known that although university librarians read research publications quite often, they do not publish so much themselves. This project gave ability, know-how and guidance for scientific writing and publishing.

The book demonstrates big steps taken in this area. For some of the authors these are actually their first peer-reviewed articles, learning also from a review process and becoming familiar with the learning to write by writing.

All chapters except one were written by Finnish and Namibian authors. Co-authoring is always a demanding task, and even more so when there is a distance of thousands of kilometres between authors and when the opportunities to meet each other face-to-face are limited. Some writing took place during the Namibian authors' visits to Finland and during the seminar organized in April 2012 in Windhoek, but mostly the chapters of this book have been written by collaborating in the Internet and using ICT. We are grateful to the Ministry for Foreign Affairs, Finland. Without the financing granted by the Ministry's HEI ICI programme, the collaboration of three university libraries located far away from each other would not have come true. Our thanks also go to other financial supporters, Suomen Yliopistopaino Oy – Juvenes Print and the publisher Tampere University Press. Their contribution was needed for the publishing and printing of the book. We greatly appreciate their support.

The quality of the content of the book is essential. All chapters have been reviewed, some of them even more than once. Our special thanks go to the referees. Seven highly distinguished researchers of information studies from three countries and five universities, four professors and three university lectures with a PhD degree did an excellent job on improving the content of the book. Their assistance has been valuable. We also express our gratitude to Mrs. Virginia Mattila for her contribution and substantial help as our language consultant.

Our warm thanks also go to all 31 authors. They deserve our recognition for all their efforts. Without their wonderful dedication to this task, the book would not have been possible. They all worked hard and contributed in an excellent manner to the content of the book.

We believe that the book illustrates both the learning process and results of this ongoing development process. Although the empowerment and learning of the library staff are the first steps, the ultimate goal is to benefit the whole academic community as well as the whole of society, both in Namibia and Finland.

Tampere, Helsinki, and Windhoek,
November 2012

Mirja Iivonen, Päivi Helminen, Joseph Ndinoshiho and Outi Sisättö

INTRODUCTION

University libraries, like all organizations, depend on the people working there. The success and strength of the university libraries are due to the motivated, excited and skillful people while unskillful, passive and alienated people tell about the weakness of the organization. Therefore empowering people is important in university libraries and other organizations.

Today, collaboration and networking play a more crucial role both within and between organizations than they did some decades ago. We know that people and organizations who have the ability to collaborate have better access to various resources, including information resources, and support than those who lack the ability to collaborate.

This book is about people and collaboration in the context of human resource development at the University of Namibia (UNAM) Library. The theme of the book has been considered from various perspectives. The book has been organized into five sections according to the perspective of the chapters.

Section 1 is about the development of human resources and library practice. Namhila, Sinikara and Iivonen in their chapter describe the background and aims of the Human Resource Development Project.

They emphasize the benefits of international partnership in enhancing the competence of the UNAM Library staff. They also conclude that the joint project was a learning process for all parties. Toivonen and Ndinoshiho introduce the concepts and practices of staff competence management in their chapter. Staff competence management is a critical success factor for university libraries and it has become increasingly important in the changing operating environment. According to the authors, the Competence Map has proven to be a useful tool for the assessment and development of staff competence. In their chapter, Iivonen and Namhila introduce evidence-based librarianship as a method for use in developing library practice and services. Through four real-life examples they describe how valid and reliable evidence was used to support the decision-making in two university libraries.

Libraries are for use and users. It is important that university libraries are familiar with the information seeking behaviour of academic staff and students. The chapters in Section 2 present three studies on information seeking in the various faculties of the University of Namibia. Mabhiza, Shatona and Hamutumwa studied the information seeking behaviour of the academic staff in the fields of economics and management sciences. Syvälahti and Katjihingua in their chapter present the results of a survey on how students in the Faculty of Law use the library and its resources. Nakanduungile, Shilongo and Heino describe the information use of academic staff. Their focus is on electronic resources used in the School of Nursing and Public Health. Three case studies provide evidence of the needs of the different customer segments. They also describe different problems and barriers in the information seeking of students and academic staff. The studies reveal the heavy reliance on printed material and Internet but lower usage of e-resources subscribed to by the UNAM Library. This indicates the need for training in the use of the e-resources available in the Library.

Library collections and services are the very heart of the library. The chapters in Section 3 highlight some examples of the work done

in collection development and research support services. Nurminen and Ashilungu discuss the importance and challenges of marketing collection services and provide examples of how the work is done in the University of Tampere and the University of Namibia. Hyödynmaa and Buchholz introduce collection mapping as a solid, research-based method. They also discuss how the experiences gathered at the University of Tampere can be transferred to the University of Namibia. Forsman, Ndinoshiho and Poteri introduce the current research support services and discuss the possible trends by which the libraries would be able to support research activities within universities. According to these authors, the main focus of research support services has shifted from information acquisition and delivery to specialized research support services developed in collaboration with researchers, such as bibliometric services.

The two chapters of Section 4 introduce information literacy education in the universities. The importance of information literacy has increased apace with the rapid increase in the amount of information available. Futhermore, the current teaching methods in the universities place more demands on skills in information seeking, evaluation and management. IL education is a collaborative effort of the academic community and the libraries play a crucial role in this effort. Helminen and Katjihingua introduce the basic concepts of information literacy teaching. They illustrate a model of how literacy work is organized at the University of Helsinki and discuss the challenges of information literacy work at the University of Namibia. Asplund, Mwiiyale, Karsten and Tapio focus on teaching information literacy to first-year students. They describe how the principles of constructive alignment theory influenced the development of the course "Basics of Information Seeking" at the University of Tampere. They also discuss if the experiences from Tampere could be used in developing information literacy education in Namibia.

The last section focuses on scholarly communication and scientific publishing. In their chapter Forsman, Iivonen and Namhila

argue that although university libraries have always had an important role in the chain of scholarly communication, their role is still growing and assuming new forms. They justify their opinion by focusing on various knowledge processes inside the universities. Sisättö, Mäki, Heikkilä and Katjavivi contribute the viewpoints of publishers working in connection with the university libraries. They describe how the Tampere University Press and the UNAM Press work as publishers. In the final chapter, Lehto, Matangira, Shatona and Kahengua give a voice to the library staff in the three participating libraries. In the survey conducted among the library staff, the authors explored how the library staff views their possibilities and motivation to write professional and scholarly publications. The article indicates which areas of staff competency need to be developed and what kind of support would benefit the library staff.

Together these five sections comprising 14 articles indicate that the University of Namibia Library, like other university libraries worldwide, is a learning organization. In the rapidly changing environment, continuing learning is the only way to cope with all those challenges which university libraries face today. The chapters also prove that partnership, collaboration and learning from each other can benefit us all. We hope that the authors of these chapters as well other professionals in university libraries will continue their writing and publishing and raise new questions for debate. Further, we encourage them to share the findings of their studies and contribute to the knowledge base of the university libraries.