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**Report of Staff Development Training & Consulting
at Medical Library of
Muhimbili University of Health & Allied Sciences
(MUHAS),
Dar es Salaam, Tanzania
17th March – 28th March 2008**

Paul Philbin, MLS
Library Associate Professor
Director, Access, Technology & Media Services
University of Vermont
Bailey/Howe Library
Burlington, VT 05405
USA
E-mail: paul.philbin@uvm.edu
Voice: (802) 656-1369
Fax: (802) 656-4038

Fred Pond, MLS
Biomedical Librarian
Adjunct Clinical Associate
Department of Community & Family Medicine
Dartmouth Medical School
Hanover, NH 03755
USA
E-mail: fred.pond@dartmouth.edu
Tel: 001 802 356 4546
<http://www.dartmouth.edu/~fcpond/>

EXECUTIVE SUMMARY

Experienced biomedical and technology librarians Mr. Paul Philbin and Mr. Fred Pond visited Dar es Salaam, Tanzania in March 2008, for the purpose of presenting workshops and consulting with MUHAS library staff on a number of matters. Workshops, attended by all staff, on updating biomedical literature searching skills and knowledge and customer service were presented

Biomedical Literature Searching Update

At an informal assessment session held the first day; library staff indicated a significant comfort level with PubMed, expressing interest in becoming more familiar with open access full text journals, electronic books, as well as other research databases.

Selected resources from leading publishers, a full-text book database from NIH, an African literature database, Google Scholar, and other full-text sources with biomedical content available freely to developing nations were covered in the workshop. Two separate workshops were presented; one on March 19th with eight participants and the other on March 25th with seven participants.

See Appendix A for workshop outline, evaluation form and workshop evaluation results compilation.

Customer Service Workshop

Librarian trainers presented a workshop on the theory & concepts of customer service; including specific examples from trainers' work experiences in order to illustrate participation from all levels of library work regardless of function. Trainers modeled an important customer service concept of eliciting feedback from the customer by creating and asking trainees to complete a workshop evaluation form.

Two separate workshops were presented on March 26th with thirteen staff members participating. Responding to a staff member request about evaluation results; Mr. Philbin & Mr. Pond used the opportunity to discuss and demonstrate the evaluation process; later presenting evaluative results at the end of the two-week visit.

See Appendix B for workshop outline and evaluation form and results compilation

Information/Reference Desk

Several discussions were held with various staff members to apprise Mr. Philbin and Mr. Pond on current ideas concerning the newly created Information or Reference Desk located on the first floor near the entrance.

Mr. Pond and Mr. Philbin received an orientation of the information desk, the special reserve desk and an adjoining reference collection. The trainers expressed concern of the distance between the information desk and special reserve and reference collection, pointing out the

distances between them. It is hoped the collections can be joined together after a review of the collection, identifying discards.

Additionally, a hanging sign above the desk would help ensure library user's knowledge of the desk.

MUHAS-Based Publications Database

Prior to trainers visit, there was some discussion about investigating the digital publication of MUHAS' *Research Bulletin*, which contains citations and abstracts of research, completed at Muhimbili. Mr. Philbin and Mr. Pond met with Dr. Mhina Chambuso, Director of ICT (Information and Communications Technology) at Muhimbili to discuss the current process. Three years worth of word files for a future demonstration/pilot project were secured. The idea is to transform the word files into Adobe PDF format and then load the data into a tool such as Dspace, an open-source solution for accessing, managing and preserving scholarly works. Mr. Philbin is exploring the use of UVM resources for this demonstration/pilot project. UVM Libraries is currently using Dspace to manage theses and dissertations.

MUHAS dissertations and theses, a unique MUHAS collection of scholarly accomplishment, is in bad condition. Their preservation, most likely in digital format, should be a project undertaken in the near future.

Computer Classroom ICT Equipment

Sidney Msonde, MUHAS ICT Librarian, guided Mr. Pond and Mr. Philbin on a tour of the new computer classroom on the third floor, presenting the donated computers that are intended for use in this space as well as in the adjacent 24-hour study space. Due to lack of time, an inventory of all equipment was not completed, instead prioritizing discussions on more immediate concerns, such as reference and educational services. It was determined, however that all of the computers are without operating systems. MUHAS does own a license to Windows XP Pro for these computers; nevertheless, no work had begun to determine their functional state. Some of these computers have been put into service (fewer than 5) in other areas of the library and one is not functional due to hard drive failure.

CHALLENGES

Management Issues

Overall, MUHAS Library continues to struggle with management concerns although current leadership is trying very hard to overcome various obstacles and more importantly, is open to new ideas and ways to do them. The center of the problem is lack of management training, or the use of learned processes to lead and manage staff. Looking back, Karolinska University's Maria Haglund's reports of 2004¹ and 2003² echo similar issues. The current library director is a

¹ Haglund, M (2004). Library development needs: A feasibility study of support to the Muhimbili University College of Health Sciences, Dar es Salaam, Tanzania. Stockholm: Karolinska Institutet University Library.

developing manager, needing more experience to effectively manage the library and represent the library among her peers within MUHAS leadership.

There is evidence that management responds to patron requests for library services such as literature search instruction, and the handling of these requests was very professional and the level of communication within the library to mobilize forces to complete the task was usual and customary. Management should be encouraged to promote this valuable orientation service, rather than waiting for requests to come to them. Additionally, it is hoped that more records can be added to the online catalog, prioritizing current or regularly requested resources, including CD-ROM's of continuing education resources.

Communication

Another troubling issue is the lack of signage throughout the library – current scant signage is very dated and likely incorrect. The library director cited money problems, however proposing they would install new signs at the beginning of the next budget year. On the positive, a new communication board was recently installed for library employees, where details of this training were posted. .

RECOMMENDATIONS FOR THE FUTURE

Local, Ongoing Management & ICT Training

In addition to recommending the library director and assistant librarians investigate opportunities for management training at MUHAS or other local opportunities, ongoing ICT training programming, such as what was detailed in Mr. Pond's report of 2005 is recommended. Steps for a multifaceted ICT training plan from that report appears in Appendix C. The campus internet speed is disheartening, but there are lots of small ICT processes, such as keeping inventories, library client usage records, even a library staff list which can be done with the computer, rather than on scraps of paper or in log books.

Redirect/Modify Higher Education Objectives for Librarians

The library director and two assistant librarians are pursuing higher education, specifically a Ph.D, which seems to be the destination for academic librarians at MUHAS, perhaps regionally. Alternatively, exposure to good, service-oriented and management-directed masters of library science would advance both the librarians' work and MUHAS. An exchange program based in a developed country such as the USA, Canada, or the United Kingdom, would be ideal for solid, useful training. The trainers are happy to work with the librarians at MUHAS in identifying and applying for these opportunities.

² Haglund, M (2003). Baseline study of the Library at Muhimbili University College of Health Sciences. Stockholm: Karolinska Institutet University Library.

Existing MUHAS library personnel arranged by department:

Library Administration

- Rehema Chande-Mallya, Director
- Kelvina, Secretary
- Alberto
- Juma Kampala

Reader Services Department

- Mboni Ruzegea, Head
- Daniel Ndumbalo
- Mariam Ley
- Tatu Mlali
- Jane Mpili
- Eliah Mwambujule

Periodicals and Documentation Department

- Silas Maganga, Head
- Abeda Kalovya
- Julius Magessa

Technical Services Department

- Salum Saidy, Head
- Khamisi Kitwana
- Christon Mwambungu
- Eneah Kamwela

Library Information and Communication Technology Department

- Sydney Msonde, Head
- Stellah Ifunya

Department of Library Schools/Institutes

- Mary Matary, Head

Appendix A

Beyond PubMed workshop outline, Evaluation Results

Outline

E-BOOKS

NCBI Bookshelf www.ncbi.nlm.nih.gov/sites/entrez?db=books
A free list of biomedical books, from the US National Institutes of Health

Recommended for:

Searching for a subject in freely available books.
Finding a book on a particular subject.
Finding a chapter in a book on a particular subject.

JOURNALS

PubMed Central www.pubmedcentral.nih.gov
Digital archive of biomedical and life sciences journal literature from the US National Library of Medicine.

Recommended for:

Finding specific requested articles from journals.
Finding immediate journal articles on a topic, when using PubMed.

African Journals Online www.ajol.info/
Collection of journals published in Africa, covering the full range of academic disciplines.

Recommended for:

Searching for literature published specifically in Africa.

Blackwell Publishing www.blackwell-synergy.com
Access to over 840 leading learned journals in science, technology, medicine, humanities and social sciences

Recommended for:

Finding specific requested articles from journals.

JSTOR <http://www.jstor.org/>

Full-text journal articles available as searchable scanned page images from over 600 important scholarly journals in 42 disciplines.

Recommended for:

Searching for literature published in many disciplines.

JOURNAL ARTICLES

Google Scholar scholar.google.com/

Searches many disciplines of peer-reviewed papers, theses, books, abstracts and articles, from academic publishers, professional societies, preprint repositories, universities and other scholarly organizations. Organized by most popular, or most cited references.

Recommended for:

Searching for literature published in all subject areas, disciplines.

REVIEWS

Annual Reviews arjournals.annualreviews.org/

High quality reviews of the primary research literature in 33 different disciplines for the Biomedical, Life, Physical and Social Sciences.

Recommended for:

Searching for high quality review articles on a topic.

JOURNALS – INDIVIDUAL TITLES

The Cardiovascular Journal of South Africa

<http://www.cvjsa.co.za>

The British Journal of Primary Care Nursing - Cardiovascular Disease and Diabetes

<http://www.bjpcn.co.uk/>

The British Journal of Primary Care Nursing - Respiratory Diseases and Allergy

<http://www.bjpcn.co.uk/>

The British Journal of Diabetes & Vascular Disease

<http://www.bjdvd.com/>

Diabetes & Vascular Disease Research

<http://www.dvdres.com/>

Journal of the Renin-Angiotensin-Aldosterone System

<http://www.jraas.com/>

Primary Care Cardiovascular Journal

<http://www.pccj.eu/>

The Primary Care Respiratory Journal

<http://www.thepcrj.org/>

Evaluation Form & Results Compilation

Thank you for recording your honest feelings on this evaluation. Your name is not being noted, it is an anonymous survey.

1. Please rate the usefulness of the resources discussed in this session:

NCBI Bookshelf <most useful> 1.5 <not useful> Range 1-5

Comments: *Resourceful*

Will help students access more medical books.

Needed resources by my customer

Quick resource to serve customer

Helpful resource if the user is looking for that particular topic.

a. PubMed Central <most useful> 1.4 <not useful> Range 1-5

Comments: *Useful*

Will help students access more journals.

Needed resources by my customer

A good companion to PubMed, shows users type of journals.

Free & full text –very good.

b. African Journals Online<most useful> 1.8 <not useful> Range 1-5

Comments: *Repeat. Accessibility needs user's subscription – it's not directly accessible.*

Will help access to African medical literature, also Tanzania.

All users should receive training on this.

Obtaining the full text is difficult.

Limited free access to articles.

c. Blackwell Publishing<most useful> 1.4 <not useful> Range 1-5

Comments: *Repeat. Very resourceful*

Will help access to medical and related journals.

Wide range of journals, topics.

Subscriptions very useful.

d. Google Scholar <most useful> 1.2 <not useful> Range 1-5

Comments:

So useful though need to be specific during the search so Boolean search skills are essential.

Easily used.

Broad categories of sources.

e. Annual Reviews <most useful> 1.3 <not useful> Range 1-5

Comments:*Repeat*

Will help access to medical review literature.

Resource has many researchers, reviewers.

Trustworthy source for review articles.

f. Were the handouts useful? <most useful> 1.2 <not useful> Range 1-5

g. Were the instructors knowledgeable? <most > 1.7 <not> Range 1-5

2. Please name any resources or topics, which were not in the workshop, but you wished were discussed:

Resources: *Science Direct: - it's not a free resource but worth knowing.*

Topics: *MESH – search using MESH terms & combining search*

Social science resources

How to cite references

Resources on Nutrition diseases in Sub Saharan Africa

3. What could have made this workshop better?

The workshop allows me to find books for readers.

More practice with resources and different ways to find information through them

More time for hands-on practice.

More time – repeated twice.

Bring tea & lunch.

More practice.

More programmes

4. Do you have any suggestions for workshops in the future?

Due to IT development there is highly need several time training to our staff so that we can help to fulfill our own user needs.

Should be more interactive – from participant side.

Longer period of workshop presentations – three weeks instead of two - repeated twice.

More time for handout & exercises.

Avoid public holidays for workshop periods.

5. Please write any other comments.

We need more workshops.

I feel that the workshop was generally very useful for knowledge about relevant databases and how to search them for medical and related literature both for students and academic staff. I was pleased with the presentation, materials and facilities. Thanks a lot.

Presentations should be offered regularly to help staff keep up-to-date.

More time for skills could sink in, and to be more useful librarians.

Other department employees could benefit.

More participation with every resource.

Trainees need motivation to attend, serve users.

Lunch should be provided.

More time for practice.

Appendix B

Customer Service Workshop outline and evaluation form and results compilation

Outline

Customer Service Workshop



Customer Service Workshop

MUHAS Library
March 2008
Fred Pond & Paul Philbin

What is customer service

- Customer service is the development of relationships between the library and its readers before, during and after interactions.



Who is the customer

- Academic staff
- Undergraduate students
- Post-graduate students
- Visitors
- Hospital staff
- Readers

Know your customer

- Reader is the boss
- Existence is to provide service for readers
- Know what they want
- Listen to their needs
- Quality of service attracts attention

Who provides service

- You, members of library sections:
- Check point desk
- Readers Services
- Periodicals and Documentation
- Technical Services
- Dental Library
- Library ICT Services
- Library administration

Check Point Desk

- Greeting users
- Providing direction
- Knowledgeable about library services
- Duties & tasks, small or large, represents the whole library

Reader Services

- Partnering with teaching staff for acquisitions of new books
- Teaching students on how to use library
- Answering queries from readers
- Circulating library materials
- Knowledgeable about library services
- Duties & tasks, small or large, represents the whole library

Periodicals and Documentation

- Periodicals check-in
- Processing materials for shelf
- Photocopying
- Knowledgeable about library services
- Duties & tasks, small or large, represents the whole library

Technical Services

- Cataloguing library materials
- Processing books for shelf
- Knowledgeable about library services
- Duties & tasks, small or large, represents the whole library

Dental Library

- Provides service to dental school
- Knowledgeable about library services
- Duties & tasks, small or large, represents the whole library

Library ICT Services

- Responding to computer, equipment and networking problems
- Managing ICT rooms
- Developing content for web pages
- Knowledgeable about library services
- Duties & tasks, small or large, represents the whole library

Library Administration

- Appreciates, values & supports staff
- Advocates for the library
- Manages by example
- Participates on Senate committees
- Knowledgeable about library services
- Duties & tasks, small or large, represents the whole library

Why Customer Service

- Enhances level of reader satisfaction
- Attracts users to library
- Encourages users to come back
- Gives you a sense of pride and confidence
- Enhances image of library across campus

How Customer Service

- Be active, receptive, consistent, responsive
- Greet users! Be knowledgeable
- Ask questions; Do you need help? Are you finding what you need? Get to know your user!
- Be respectful and attentive to reader needs
- Listen closely to reader queries
- Be helpful, use technology (RSS, current awareness, email, texting)

Examples of Customer Service

- "Hujambo, Are you finding everything in the library?"
- On phone: "Hello, MUHAS Library, may I help you?"
- "Would you like me to email that search to you from PubMed?"
- "Let me show you the reference collection."
- "Did the search help you with the grant application?"

Projecting Customer Service

- Make eye contact
- Pay attention
- Limit distractions
- Communicate
- Respond promptly
- Follow-up

Be A Good Listener

- Key component to good service is listening
- Active listening & undivided attention
- Avoid distractions
- Observe closely, listen to words, tone of voice, body language & how readers feel
- Avoid making assumptions, listen and then make assessment

Accountability

- Recognize and apologize for mistakes made – "I am sorry, it is my fault"
- Take responsibility for errors and correcting them – "I am sorry, I cannot accept your money. I will redo the copying or printing"
- Or, "That's terrible, please tell me what happened"

Create a Good Image

- Provide service that is so remarkable that people remark!
- Every contact is an opportunity to create relationship with customer
- Happy customers tell others how good you are
- Don't take criticism personally; the reader is mad at the service, not you
- Develop strategies to make things better

Anticipate reader needs

- Knowing reader needs is key to anticipating needs
- Opportunity to create new programs and services based acquired knowledge
- Create bibliography in response to similar reader questions
- Obtain feedback
- Develop survey

Listen then act



Sources

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- Spolsky, Joel. (February 19, 2007). Seven Steps to Remarkable Service. <http://www.joelonsoftware.com/articles/customerservice.html>

Presenters

- Fred Pond, International Biomedical Librarian, Clinical Instructor at Dartmouth Medical School, Hanover, New Hampshire, USA. Tel: 001 802 356 4546, E-mail: fred.pond@dartmouth.edu
- Paul Philbin, Director of Access, Technology & Media Service, University of Vermont, Burlington, Vermont, USA. Tel: 001 802 656 1369 (land line), 001 802 578 3352 (mobile), e-mail: paul.philbin@uvm.edu

These are the Evaluation Results for this Workshop:

1. Rate the usefulness of customer service in your daily work:

<most useful> **1.6** <not useful> range: 1-5

Comments:

Will encourage use of the library – repeated twice
Customers will use library frequently
Customer service is important to the modern library.
Useful in daily client interaction.
Customer service needs to be improved.

2. Were the presenters prepared and knowledgeable?

<prepared> **1.0** <not prepared> range: 1-5

Comments:

Understandable - repeated twice. Made sure participants understood. Serious presenters.
Well prepared.
Expert professionals know their topic.

3. Were the presenters responsive to participants?

<Responsive> **1.0** <not responsive> range: 1-5

Comments:

Answered participants questions – repeated thrice.
Ready to answer questions, take comments.
Engaged students.
Good presentation.

4. Was the workshop relevant to my job?

<most applicable> **1.1** <not applicable> range: 1-5

Comments:

All of these things happen in my daily work – repeated thrice.
Full of examples from daily work.
Large & small details were covered.
Interactive.

5. Did you learn new ideas or concepts from this presentation?

<YES> **1.2** <NO> range: 1-5

Particularly how to apply customer service.

6. How will you apply what you have learned at this presentation?

Be patient with users repeated twice.
Listen to receive the right information repeated twice.
My service will improve by using new technology repeated twice.
Applying this new knowledge, I will improve my service.
To help the reader find the right information - repeated twice.
Will help in day-to-day work.
I will daily practice these new skills.
Try out new skills as needed.

7. What could have made this workshop better?

Perhaps more examples of customer service.
More time.
Wonderful presentation - repeated thrice.

8. Do you have any suggestions for workshops in the future?

More workshops
Workshops should last three or four weeks.
Staff from different departments should attend these workshops – repeated twice.
Workshops time should be three hours.

*More training and re-training.
Ongoing training.*

Average Score Calculation

Category	Part1	Part2	Part3	Part4	Part5	Part6	Part7	Part8	Part9	AVG
Useful	1	1	2	2	1	1	1	3	1	1.6
Presenters	1	1	1	1	1	1	1	1	1	1.0
Responsive	1	1	1	1	1	1	1	1	1	1.0
Relevant	1	1	1	1	1	1	1	2	1	1.1
New Ideas	1	1	1	1	1	2	2	1	1	1.2

Part 1-9=participants

Appendix C

Clearly, ongoing ICT hands-on experience & training for library staff in all areas of operations is critical for MUCHS library's development and effectiveness with its primary clientele of faculty, students & staff at Muhimbili University College of Health Sciences, Muhimbili National Hospital, as well as nationally as the resource medical library of Tanzania.

Multifaceted ICT Training Plan

Recent reports by Karolinska Institutet Librarian Maria Haglund and others provide insightful suggestions for reaching ICT competence among the library staff. I recommend a structured but flexible plan for the long-term development of MUCHS library employees' ICT skills, providing both guidance to MUCHS administration and a communication document for outside supporters interested in assisting MUCHS' library.

This plan should strive to employ several initiatives towards the central goal of having an ICT literate staff – strategies of recruitment, on-the-job training, short courses, long-term education; using regional, national and international resources; and different approaches such as face-to-face training or distance education held daily, weekly, or periodically on as-needed basis when new applications are introduced, for example.

Initial Steps

While my ICT expertise is largely focused in medical library public service, I would emphasize the Karolinska reports' suggestions to prepare the MUCHS library staff for the future:

- (1) Routine, ongoing ICT training conducted by the MUCHS ICT Department (or equivalent) focusing on computer equipment, applications and operating software in conjunction with everyday library matters;
- (2) On-the-job training and/or job sharing with local peer librarians and educators on particular areas the library chooses to focus on, perhaps beginning with reference service, document delivery and collection management.
- (3) Exposure to other academic libraries, regionally and abroad, particularly training and staff expertise resource sharing opportunities with MUCHS constituent universities and regional institutions in Tanzania if opportunities exist. In addition to the economics of collaborating with local libraries, these programs can help foster stronger relationships between peer institutions in the region.

More ICT Experience

Finally, routine access to computers in conjunction with library staff day-to-day work is paramount to developing (and sustaining) ICT skills. Beyond basic computer operations knowledge, familiarity with searching the World Wide Web for resources related to computers & libraries in general should be a standard for all staff. This would be in addition to essential training in particular library work groups, e.g. circulation, cataloguing, reader services, reference etc. I recommend routine scheduled time for library staff in the library ICT classroom until which time staff have access to usable computers in their specific workplace.