

## **Mount Up With Your Wing, For You Are Not Being Tied Up**

Being a library in a society where the Eastern culture blends with the Western culture and both Chinese and English are the official language, and being a library in a university with a strong heritage of Chinese studies, the University Library System, The Chinese University of Hong Kong holds substantial volumes of books and journals in East Asian languages, mainly Chinese, and Western languages, mainly English. As at June 30, 2006, for books, there were 774,084 and 929,152 volumes in East Asian and Western languages respectively; for bound journals, there were 63,192 and 232,342 volumes in East Asian and Western languages respectively; and for current periodicals, 4,127 and 10,414 print titles were in East Asian and Western languages respectively. The ratio of East Asian languages books to Western languages books is 1.0:1.2.

For many years, the University Library, the de facto main library of the University Library System, shelved the Western and East Asian languages circulating materials separately. In 2006 while the author was still the Circulation Librarian, the Circulation Department was assigned by the University Librarian in February to launch in the summer of the year, on the top of the regular, routine services and operations and among a number of inter-related tasks that would be carried out simultaneously, the intershelving and relocation project to firstly interfile these two collections, at a total of about 720,000 volumes, together in one sequence; and secondly to re-arrange these 720,000 volumes of books and about 200,000 volumes of bound journals in a more logical manner on six floors of two connected buildings that would be easier for users to follow. By this project, not one of the nearly one million volumes could remain at the same shelf location without being relocated to a new shelf location.

The project was subject to a number of conditions, or, in the negative sense, constraints. This paper uses this project to illustrate in nowadays working context, what an academic library needs in being not tied up by the regular operations as well as a number of inter-related concurrent tasks to implement successfully a new initiative in a short timeframe.

### **THE PAST AND THE PRESENT**

In 1993, the University Library System, The Chinese University of Hong Kong adopted the Subject-Oriented Library Scheme, a scheme that is still governing the distribution of library materials among libraries of the University Library System now. By this Scheme, each library of the University Library System was assigned to house materials of several broad subjects. The purposes were to improve space management, to avoid duplication of collections, and to allow users to find materials of the same subject in the same place. Books and bound journals were boxed and relocated to the designated library by professional movers in the summer of 1993. Intershelving disregarding languages in which the materials were written was not the intent at that time though they were already catalogued in the same Library of Congress system. The reshuffling and the re-shelving were therefore not volume by volume, but mass relocation and re-shelving. The collection size in total was around 1,180,000 volumes of books and bound journals. Volumes that were reshuffled and reshelved were fewer than this figure since each library already housed some of their assigned subjects. All four libraries of the University Library System were involved, and the work was shared by colleagues in all libraries. The political environment at that time was agreeable enough to allow the University Library

System suspending all user services and closing for a week so that the library staff could concentrate on the moving, packing, unpacking, and re-shelving of the books and journals.

The past definitely passed. The technology transforms the world into a global village that intensifies competition in every aspect. Facing competitions from and beyond the academic sector locally, regionally, and globally, the university needs to do more with less in an increasingly short timeframe and effective manner, and to pursue academic excellence innovatively, responsively and timely. Tasks are no longer coming and completed one by one. Services are much more customer orientated. Being a part of the university, the academic library is subject to a similar working context.

It is to the convenience and benefit of the users to shelve materials in one sequence disregarding languages since in the first place information and knowledge of the global village are no longer confined to any one place, any one country, or any one language, and our users are proficiently bilingual. Indeed, intershelving took place gradually in the University Library System. In 2006 the only circulating collection remained separately shelved by East Asian and Western languages was the circulating books in the University Library, mainly because the collection was huge, about 720,000 volumes distributing on altogether four floors of the two connected buildings, the University Library Building (UL) and the Tin Ka Ping Building (TKP). Considerable time and space for decanting, both being scarce, would be required to move each volume from its original shelf location to a new shelf location to interfile with others in the call number sequence. The political environment has also changed. Closing the library like 13 years ago when implementing the Subject-Oriented Library Scheme is unlikely to happen, for now the library needs to support the following in the summer:

1. summer classes for undergraduate and postgraduate students, classes for course students, and even classes for six formers of the secondary school,
2. faculties who need to use the library to prepare their classes and conduct their research,
3. subscribed members who are much more aware that they have paid to access the library collections and facilities,
4. the alumni, driven by life-long learning, expect that they can use the library to support their work and study.

Intershelving the 720,000 volumes of books could only be carried out concurrently with all the regular and routine services and operations of the library, and in such a way that the users must be least affected.

### **THE INTERSHELVING AND RELOCATION PROJECT**

Hardly was there any decant space. The circulating book stack was already 98% full. It was only when one more floor, the TKP 4/F, was allocated to the University Library System for establishing a new, full-fledged Law Library to support the new School of Law established in 2005 that the TKP 3/F, previously housed the Law collection, could be re-deployed to become part of the circulating stack and used as the decant space. It was decided to install about a total of 1,000 bays of compact shelving on TKP 2/F and TKP 3/F to increase the capacity there for holding bound journal volumes. The TKP 2/F previously had 380 bays of normal bookshelf holding the History circulating books in East Asian languages. The additional shelf space of about 600 bays as a result of the compact shelving installation was supposed to be used as the crucial decant space. Unfortunately it turned out impossible. The paper will discuss this again in the later section.

### Conditions and Constraints

From the very beginning the timeframe was already known to be extremely tight. The location for the new Law Library, the TKP 4/F, was previously occupied by another unit of the University. The actual refurbishment work of the new Law Library turned out unable to be started until May 25, 2006 and had to be completed by the end of August. The project was subject to the following conditions, or constraints:

1. the time for completing the project, of which the intershelving was the most disturbing part, could by no means exceed three months in the summer when classes were comparatively fewer, i.e. from mid-May immediately after the examination to the end of August before the commencement of the September semester,
2. apart from the regular and routine services of the library, it had to be carried out with a number of concurrent, inter-related refurbishment and installation tasks, and had to squeeze into each of the tight schedules,
3. the affected collections must remain open throughout to allow browsing, checking out, and checking in as usual as possible,
4. disturbances, if unavoidable, had to be kept as minimum and ordered as possible,
5. assistance, in all effective forms and ways, must be available throughout,
6. the stakeholders should be informed of the latest progress of the intershelving and relocation.

### Concurrent Tasks

The tasks carried out simultaneously with and related to the intershelving and relocation were:

1. the refurbishment of the new Law Library on TKP 4/F by the Campus Development Office (CDO),
2. the evacuation of the existing Law collection and Law Library colleagues from TKP 3/F to the temporary storage and office,
3. the refurbishment of TKP 3/F after the evacuation of the Law collection and Law Library colleagues, as well as TKP 2/F by the Estate Management Office,
4. the installation of the compact shelving on TKP 2/F and TKP 3/F, and a small portion in the new Law Library on TKP 4/F by the compact shelving vendor.

#### Working Parties and Stakeholders

The intershelving and relocation project involved various working parties and stakeholders.

Working parties from the Library:

1. the Circulation Librarian and the three para-professionals of the Circulation Department who planned, co-ordinated and supervised the whole project
2. the 9.5 FTE shelvers in the establishment of the Circulation Department who did the intershelving and relocation

Working parties from the University:

1. the Estate Management Office (EMO) responsible for the refurbishment of the TKP 2/F and TKP 3/F
2. the Campus Development Office (CDO) responsible for the refurbishment of the new Law Library on TKP 4/F

3. the Business Office who invited tenders for the compact shelving, and for the 1,200 sets of bookshelf plates for converting bookshelves on UL 2/F from 6-tier to 7-tier
4. 40 student helpers who were employed to do the intershelving and relocation on a hourly basis and subject to the University policy of working less than 18 hours a week for a period not exceeding 59 days
5. six clerical assistants who, previously student helpers, were employed on a 2-month contract to co-ordinate, organize and supervise the intershelving and relocation on spot at the micro level apart from doing the intershelving and relocation.

Outside working parties:

1. the contractors of the EMO and CDO who carried out the refurbishment work on TKP 2/F, TKP 3/F and TKP 4/F
2. the compact shelving vendor who installed the compact shelving on TKP 2/F, TKP 3/F and TKP 4/F
3. the professional movers who did the four times of shelf-by-shelf mass relocation each of which involved several hundred bays of materials

Stakeholders :

1. all users, including but not limiting to faculties, undergraduate and postgraduate students, course students, alumni, and subscribed members, who needed to use the collection and user areas
2. the public services colleagues who needed to staff the service desk and answer user enquiries

3. the Law Library colleagues who needed to ensure that the new Law Library was ready to operate before the commencement of the September semester
4. the shelvees, clerical assistants and student helpers who were required to do the intershelving and relocation
5. the Campus Development Office (CDO)
6. the Estate Management Office (EMO)
7. the contractors of CDO and EMO
8. the compact shelving vendor
9. the professional movers

All stakeholders from items 5 to 9 needed to complete their work in time.

Space and time were the two common but scarce resources competed by many of the above stakeholders with regard to their work, needs and interests.

### Actions and Schedules

Appendix 1 lists the initial implementation plan and timeline. There were 18 major tasks. By the plan, the new compact shelving was the only available decant space. Task 10, the completion of refurbishment on TKP 3/F, and Task 11, the completion of the compact shelf installation there, were therefore crucial for carrying out intershelving on a significant scale. Ultimately TKP 3/F was not available for the compact shelf installation as planned. Another decant space was sought, and the intershelving schedule was re-planned. That happened similarly to Tasks 14 and 15, though the effect on the plan and schedule was less serious.

### Result

The actual intershelving of the 720,000 volumes of books commenced on May 15, 2006 and was completed in 1.5 months. On June 30, 2006, all books were intershelved in one sequence on UL 2/F, 3/F and 4/F. Micro shelving, such as shelf reading, straightening, and permanent shelf guide cards and signages affixation, was completed in two more weeks. The whole process of creating an intershelved book stack in a new distribution sequence was completed in two months. Not considering the relocation of the bound journals, the progress was one month ahead of the schedule.

The task of relocating the 200,000 volumes of bound journals was much easier. Since the bound journals were already intershelved two years ago, only shelf-by-shelf relocation to the compact shelving on TKP 2/F and TKP 3/F, and UL LG/F was needed. If the compact shelving was all there ready, the relocation could be accomplished in a week. The compact shelving could, however, only be installed and handed over to the Library part by part due to the progress of the work of the Campus Development Office, the Estate Management Office, and their contractors on TKP 2/F, TKP 3/F, and TKP 4/F. Handover began in mid-August 2006 and the last handover was on Sep 8, 2006. Most of the bound journals were relocated to their new shelf location by Aug 25, 2006, and the whole relocation was completed on Sep 11, 2006. Appendix 2 shows the distribution of the circulating books and bound journals before and after the intershelving and relocation.

How were users affected ? The statistics of the circulation, in-house use and entrance in the period when the project took place were found similar to the same period of 2005, indicating that the intershelving and relocation affected users little in their using of the collection and the user areas. More importantly, there received no user complaints, nor complaints from library colleagues, throughout.

## **HOW THE LIBRARY SHOULD BE**

The established regular and routine services supposedly can satisfy the needs of the users, but users' needs change and evolve with time. In response to the new users' needs and the working context nowadays, the library has little choice but always be prepared to provide new initiatives in an increasingly narrow niche with increasingly scarce resources. To be able to achieve so, what does the library need and how should its organizational structure be?

### Being Dynamic to Achieve Project While Maintaining Routines

A new initiative that satisfies users' new needs may be in the form of a pilot project then a full-fledged new regular service, or in the form of a one-off project like the intershelving and relocation project in question. No matter new or existing, users' needs should be answered and satisfied not at the expense of each other, but both to the highest quality.

There are established mechanisms and resources for regular, routine services, but not for a project, a new initiative. A project is not supposed to go on forever. There is always a deadline. Managing a project is obviously different from managing a regular, routine service. A project should be managed with clear objectives and responsibilities, with plans and schedules detailed enough but at the same time flexible enough to accommodate changes due to anything unexpected. Additional resources, in the form of manpower, money, equipment, space, time, etc. that may or may not be interchangeable, are required. Different phases of the project need different resources. Here requires the understanding of what resources are available, either inside or outside the library, and what the most effective combination of resources is.

The library needs to be in such an organizational structure that its administration, management, budgeting, and resources allocation can support both regular and project operations simultaneously. This kind of working pattern and awareness should be nurtured throughout the library.

#### Identifying the Necessary Resources and Acquiring Them Timely

A new initiative is something new. The skills, knowledge and resources required may not be available or fully available in the establishment. Identifying the kind of resources required and acquiring them timely are crucial to the success of the implementation of the new initiative.

For the intershelving and relocation project, the 1,200 sets of bookshelf plates were one kind of the required resources, the compact shelving was another. Both were obtained through tenders invited by the Business Office of the University as scheduled. The third kind of resources needed was people who had the required skills and knowledge.

The 9.5 FTE experienced shelvees in the establishment were far from enough to complete the project in summer. Intershelving 720,000 volumes of books in a book stack being 98% full within a tight schedule needed skills more than book shelving. Intershelving work had to be carried out simultaneously on UL 2/F, 3/F and 4/F, and at both ends of the call number sequence on each floor. To reserve and prepare the right space for holding books relocated on the same floor or from one floor to another for interfiling, closely organizing and co-ordinating the intershelving jobs down to hour-to-hour, or even minute-to-minute level were necessary and needed. The overall implementation could be planned ahead, but close monitoring throughout the course to every detail could only be done by those who had the skills and knowledge, and who knew

in the first instant the progress in details. There needed someone who did the intershelving, who stationed at the intershelving site, and who had the skills to co-ordinate, organize, and supervise to ensure that all pieces of the intershelving work fitted in one another. The three para-professionals had the skills but were too fully occupied by regular duties to monitor so closely. The 9.5 FTE shelvers in the establishment whose education level reached junior secondary school only lacked such abstract skills. Manpower with the required skills had to be found outside. That was why six undergraduate students in their second or final year were selected from the pool of student helpers and recruited from June to August 2006 as full time staff on a 2-month contract. To legitimize their supervisory and co-ordinating roles, they were recruited as clerical assistants, one rank higher than the shelvers.

The structure of the library should allow it to obtain the required resources timely whenever they are required. Recruitment process should be speedy and simplified for short term employment so that the skills and knowledge needed can be brought in timely and deployed timely.

#### Always Knowing Yourself Well

Under a tight schedule and when things are not all in control, revising the plan and schedule, identifying alternatives, and making the right decision in short time are inevitable and necessary. However, none of these can be done without a good and comprehensive understanding of one's area of responsibility, one's department, and one's library.

For the intershelving, UL 2/F was the most suitable location to start the intershelving on a significant scale. It was therefore initially planned to relocate all the

bound journals on UL 2/F to UL LG/F; and to make room for this, some of the bound journals on UL LG/F would be relocated to the compact shelving on TKP 3/F. By the end of March 2006, it was clear that the Law collection on TKP 3/F was unable to be evacuated for the refurbishment and compact shelving installation until the end of May 2006, because the Campus Development Office was unable to accommodate their refurbishment schedule of TKP 4/F, supposed to receive the Law collection on TKP 3/F, to the schedule of the University Library. Without the compact shelving on TKP 3/F, either another decant space had to be found, or the whole project was to be shelved. The latter could hardly be the option, for other resources and preparation had been made ready. An alternative for the decant space must be found, and in short time.

The compact shelving on the UL LG/F was identified to be the possible alternative. The bound journals there took up 70% of the shelf space. With some spare shelf plates for about one third of the compact shelving there, the shelf space could be increased by 6% by adding one more tier to the shelves. All the bound journals there were compacted together as far as possible, except the Z Class. A bold decision, not in the initial plan, was made to box up all Z Class bound journals which were supposedly used by librarians only, not the users in general. The shelf space squeezed out was nicely enough to have all the bound journals on the UL 2/F cramped into. The good and comprehensive understanding of the stack situation made it possible to sort out the revised plan in two days. The revised plan also demonstrated resources were interchangeable – manpower consumed in compacting and boxing the bound journals for the crucial decant space.

Right People for the Right Task

Apart from acquiring the people with the required skills and knowledge timely, assigning the right person to do the right task is, again, essential to the success of implementing a new initiative.

The intershelving and relocation needed someone who could shelve fast, someone who could co-ordinate and organize at the micro level, and someone who could do mass relocation efficiently. Shelves in the establishment could shelve fast but lacked the abstract skills of planning, organizing and co-ordinating. Being undergraduate students, the six clerical assistants on 2-month contract had the training of mastering abstract skills though they were less experienced in shelving. The movers had better physical strength and were better equipped to move heavy items. The perfect mix of manpower was that the clerical assistants be the team leader to co-ordinate and organize the intershelving at a micro level, the shelvees received supervision and instruction from their team leader, the clerical assistant, to fully contribute their shelving skill, the movers did the boxing of Z Class bound journals and shelf-by-shelf mass relocations under the guidance of the clerical assistants and the shelvees, and the Circulation Librarian and the para-professionals planned and supervised the project at a macro level. All positions are important and essential. It is a matter of who can do which job best and most cost effective.

#### Supportive Environment Encouraging Harmonious Mixing of Different Types of Resources

For new services or initiatives that are not going to become routines, it is cost effective to have the resources only when they are needed. To implement a new initiative, there are therefore regular resources and non-regular resources working together. The structure of the library should be supportive enough to allow them working together

harmoniously. When the resources are people, it touches the issue of the culture of the library. The culture should encourage regular staff and new colleagues on short term employment to work together harmoniously and effectively as instant as possible. Clear job descriptions and responsibilities of both parties, as well as the right expectation and understanding of each other are necessary.

For the project in question, student helpers, clerical assistants on 2-month contract, and professional movers were non-regular resources, the shelvees were regular resources. All of them needed to do the intershelving and relocation. To nurture the desired culture, all the involved parties were equipped with the right expectation and understanding of each other before they were put together to work. The shelvees, the clerical assistants, the student helpers were told beforehand by the Circulation Librarian or the three paraprofessionals the role each party was assigned to play, and were explained and convinced of the arrangement in regard to achieving the project. The result was excellent. The clerical assistants were well received by the student helpers and the shelvees, since they proved they could help the job of the latter two parties. The shelvees found themselves in an environment in which they could fully exercise their shelving skill. The clerical assistants took the initiative to share their experience and learn from other teams to improve the performance of their own team. The excellent and effective contribution of each party explained the early completion of the intershelving ahead of the schedule, and prevented each party from being over stretched.

#### Identifying and Addressing the Needs of Stakeholders

A new service or initiative could not be said successful if its implementation seriously affected the users, the library colleagues, and other stakeholders. If the

disturbances could not be avoided, it should be kept as minimum and ordered as possible and the stakeholders should be informed as effective as possible so that they would have the right expectation.

The disturbances aroused might not need any attention if they affect no stakeholder's needs and interests. What needed to be identified is thus who the stakeholders are, what their needs and interests are, and what disturbances that affect their needs and interests are. The reaction of the stakeholders to the disturbances throughout the implementation should be closely kept track of so that anything unexpected can be properly dealt with in the first instant.

For the project in question, the need of users obviously was using the library collections and facilities as usual. It implied the affected collection must remain open to users throughout. Temporary shelf guide cards and signages were posted and updated from time to time to direct users to the location of the desired item and the unaffected user areas. The disturbed area was always confined to the minimal, necessary section of the book stack. Team leaders were instructed to remind their members to keep the noise incurred from shelving, re-shelving and relocation as low as possible and, whenever necessary, to help users locate the desired items. The team leaders were also instructed to politely advise users found in the affected area of the undergoing project, the possible disturbances, and those user areas that were not being affected.

For the library colleagues who needed to staff the service desk, their need was to have the latest information of the distribution of the books and bound journals to answer users' enquiries and to direct them to the correct location. The daily update on the intershelving progress and the latest arrangement of the circulating books and bound

journals was sent to them via email from May 15 - June 30, 2006 while the intershelving taking place. Appendix 3 shows two examples of the daily update.

For other parties working concurrently with the intershelving and relocation project, their interest was to finish their work in time. What they wanted was accommodating working schedules from other parties. Close communication and coordination with them on each other's progress were necessary.

Since it is likely to have something out of expectation, keeping track of the reaction of the users and attending to it timely is crucial to the success of implementing any new initiatives. It did not come to the awareness at the time of planning that annoying noises would be given out when the book truck was pushed over a short, rugged ramp, the shortest path for the book truck, to relocate books from TKP 2/F to UL 2/F. During the intershelving, the reaction of the users reflected the annoying noises. In response to it, a carpet was put on the rugged ramp to reduce the noise to a level that was acceptable to users.

#### Timely and Effective Communication

There should always be channels for communication. If not, create the channels.

Effective communication is the backbone for the flow of information or instruction to all the stakeholders. It is the instrument to manage and prepare the expectation of the stakeholders, to keep them informed of and be prepared for the situation, and to manage their behaviour and reaction. The stakeholders should be communicated of the benefit that the new initiative will bring, how it will be implemented, what kind of disturbances will likely be caused, any help and assistance will be available and where they can be

sought, and what the timeframe is. Trust is built when what turns out is what has been communicated.

Communication has to be timely and effective. Timely communication arouses the awareness of stakeholders to the situation and makes them be prepared to accept the situation. Communication can only be termed effective when each of the stakeholders is informed of and as a result is prepared to accept the situation. It should be down to individual level, in the context of and addressing the needs and interests of the individuals. Communication must convey the correct, latest information to replace the obsolete information.

For the project in question, user consultation was made at the Library User Group comprising faculty and student representatives as well as through a user survey done two years ago. To prepare users for the implementation, announcement was made before its commencement via the Library User Group, the online Library Newsletter that was also sent via email to each member of the CUHK community including the alumni, and the Library webpage. Updated shelf guide cards, signages, clear and precise notices posted in the affected areas were the kind of in-the-context communication, same as the daily update on the intershelving progress sent via email to the library colleagues. The online floor plans were updated whenever they failed to reflect the current collection distribution. Again it was the in-the-context communication that when users followed the Location hyperlink at the WebPac, their need of knowing the correct location of the desired item could be satisfied.

Whether the intershelving could be completed within schedule depended heavily on the daily progress. It must be closely monitored and reported. The six clerical assistants were briefed and instructed every day early in the morning before they started

working by the paraprofessionals the manpower they had, the amount of work their team was expected to achieve that day, and how their work should be co-ordinated with those of other teams. The shelvers and student helpers were also informed of who their team leader was. By the end of the day, the clerical assistants were required to report the progress to the paraprofessionals who in turn needed to report to the Circulation Librarian daily. Any problems or unresolved issues would be attended to timely at the appropriate level. Everyone participating in the project knew what one's responsibility was, what one was supposed to do, and was equipped with the communication channel through which one could report, seek help and advice to facilitate one's job. The various pieces of intershelving and relocation work turned out all well co-ordinated. Not one went wrong, not one could not fit in the project, and no effort was in vain.

### Organized Abandonment

Routine and regular services take up resources. Providing new services requires resources. Resources, however, are not unlimited. It is necessary to “free resources from being committed to maintaining what no longer contributes to performance, and no longer produces results.” (Drucker, 1999)

Users' needs are not static, but dynamic, changing and evolving. Routine and regular services that were established and implemented to satisfy users' needs in the past and are maintained up till now may not be able to satisfy the needs of users nowadays. What is needed is the evaluation of the routine operations and services on a regular basis to see if they can still serve the purpose, if they are most cost effective. If not, they are obsolete, or some parts of them are obsolete. The obsolete ones should be abandoned to release the resources being taken up.

Becoming obsolete is not all at a sudden, but gradually. The evaluation should better be on a regular basis, and the obsolete operation be abandoned in an organized manner. Organized abandonment allows the library to use its resources most cost effectively to maintain and improve its competency.

### Teamwork

Last but not least, the success of an initiative can hardly be attributed to any single resource, any single person, or any hero leaders. A person may be holistic and all-rounded, but a person is unable to accomplish all tasks within the short timeframe nowadays. Besides, it is often that a new initiative requires resources not available in the establishment. The success is always the result of the teamwork of various resources, either regular resources inside the library or non-regular resources acquired outside the library.

An effective team gives the synergy effect that “can approach situations and produce solutions that are even beyond the capabilities of the group of experts” (Osheroff, 2007). The organizational structure of a library should encourage, accommodate, and nurture the culture of teamwork. The structure and the culture should be dynamic and open to the new manpower acquired temporarily for the new initiative, award those regular staff who have the interpersonal skills to work efficiently with non-regular staff, and should give a supportive environment for the non-regular staff to work efficiently. The regular and the non-regular staff should be equipped, facilitated, and treated equally in regard to their jobs. And, the success should be shared by every member of the team alike.

This is the kind of culture that the library should nurture and develop in order to improve its performance by implementing new initiatives while maintaining the existing services to the highest quality.

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## Appendix 1: Initial Implementation Plan and Timeline

Task	Time
1. Decision made to implement the intershelving in summer 2006	Early Feb 2006
2. Planning the new distribution of the collection and the implementation schedule, and preparing the budget	Within 2 weeks after the decision made
3. Preparing the specification of the 1,200 sets of bookshelf plates and submitting to Business Office for tender bidding	End of Feb 2006
4. Preparing the specification of the compact shelving and submitting to Business Office for tender bidding	End of Feb to early Mar 2006
5. Evaluating tender bids and selecting vendors for the compact shelving and the bookshelf plates	Mar – Apr 2006
6. Communicating regularly with CDO and EMO on the refurbishment work and the schedule	Mar – Aug 2006
7. Volume by volume intershelving of the 720,000 volumes of circulating books	Mid-May to mid-Aug 2006
8. Relocating bound journals on UL 2/F to UL LG/F	i. Mid-May 2006 ii. Late Jun 2006
9. Converting bookshelves on UL 2/F from 6-tier to 7-tier	i. Mid-May 2006 ii. Late Jun 2006
10. Completion of refurbishment on TKP 3/F	Before end of May 2006 ( <i>failed to meet</i> )
11. Completion of compact shelf installation on TKP 3/F	By mid-Jun 2006 ( <i>failed to meet</i> )
12. Relocating part of the bound journals on UL LG/F to compact shelving on TKP 3/F	Mid-Jun 2006 ( <i>failed to meet</i> )
13. Evacuating the bookshelves on TKP 2/F	Late Jun 2006
14. Completion of refurbishment on TKP 2/F	Early Jul 2006 ( <i>partially met</i> )
15. Completion of compact shelf installation on TKP 2/F	Mid-Jul 2006 ( <i>failed to meet</i> )
16. Relocating part of the bound journals on UL LG/F to TKP 2/F	Mid-Jul – early Aug 2006 ( <i>failed to meet</i> )
17. Four times of shelf-by-shelf mass relocation each of which relocating several hundred bays of books or bound journals to their new shelf location	When the progress reached the stage
18. Shelf reading, straightening, new shelf guide cards and signages affixation	Mid-Aug to end of Aug 2006

**Appendix 2: Distribution of the Circulating Books and Bound Journals Before and After the Intershelving and Relocation**

Before the intershelving and relocation

	<b>No. of Bays</b>	<b>Holdings</b>
<b>UL 4/F</b>	1,400	Books in Western languages: Classes QA101-Z Books in East Asian languages: Classes A-Z (except C-F)
<b>UL 3/F</b>	1,400	Books in Western languages : Classes A-QA100
<b>UL 2/F</b>	800	Bound Journals in all languages: Classes QD-Z Folio : Classes A-Z (separately shelved by languages)
<b>UL LG/F</b>	1,420 (compact shelf)	Bound Journals in all languages : Classes A-QC
<b>TKP 2/F</b>	380	Books in East Asian languages : Classes C-F

After the intershelving and relocation

	<b>No. of Bays</b>	<b>Holdings</b>
<b>UL 4/F</b>	1,400	Books in all languages : Classes Q - Z plus folio
<b>UL 3/F</b>	1,400	Books in all languages : Classes DS801- P
<b>UL 2/F</b>	800	Books in all languages : Classes A - DS799
<b>UL LG/F</b>	1,420 (compact shelf)	Bound Journals in all languages : Classes P-Z
<b>TKP 3/F</b>	370 (compact shelf)	Bound Journals in all languages : Classes HD-K
<b>TKP 2/F</b>	600 (compact shelf)	Bound Journals in all languages : Classes A- HC

**Appendix 3: Examples of Email Daily Update on the Intershelving Progress Sent to Library Colleagues from May 15 - June 30, 2006**

Example 1

Current status of book stacks as of May 30, 2006, 9:00 am

UL 4/F	East Asian	H-W
	Western	QA101-W
	All languages	Z (intershelving)
UL 3/F	Western	C-DS*
	All languages	B*
	All languages	DT-G
	Western	H-QA100
UL 2/F	All languages	A
	All languages	per Z**
	All languages	fol A-Z
TKP 2/F	East Asian	C-DS
UL LG/F	All languages	per A-W

\* Class B, Western C-DS799 are scheduled to be relocated to UL 2/F today.

\*\* per Z are scheduled to be packed today.

Example 2

Current status of book stacks as of June 6, 2006 9:00 am:

UL 4/F	East Asian	HA29.5-WM174
	Western	QA101-WM174
	All languages	WM175-Z
UL 3/F	All languages	DS801-HA29
	Western	HA29.5-QA100
UL 2/F	All languages	A-DR
	Western	DS1-DS799
	All languages	fol A-Z
TKP 2/F	East Asian	DS1-DS799
UL LG/F	All languages	per A-W