# LIBRARY AND INFORMATION SCIENCE

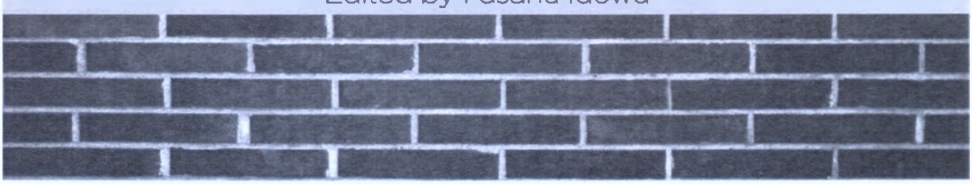
## A BOOK OF READINGS

Edited by Fasanu Idowu

# LIBRARY AND INFORMATION SCIENCE

## A BOOK OF READINGS

Edited by Fasanu Idowu



# Table of Contents

| | page |
|---|---|
| **Awareness And Use Of OPAC By Distance Learners In Open University Of Nigeria**<br>Umar, Musa Yila | 1-13 |
| **Nigerian Book Industry:** Challenges Of Copyright Administration<br>Eddy-Ugorji, Deborah. C. | 14-28 |
| **Ensuring Digital Library Security:** Tools And Techniques<br>Diyaolu; Akorede Muftau | 29-40 |
| **Information Needs Assessment, Tools And Techniques:** A Case Study Of Moshood Abiola Polytechnic Library Abeokuta<br>Fasanu, Caleb Idowu, CLN | 41-68 |
| **Knowledge Management And Innovations:** A Leveraging Platform For Effectiveness Of Lis Professionals<br>Kasa, Mathias Gabriel | 69-76 |
| **Relevance Of The New Information Infrastructure In Information Society:** A Case Study Of Nigeria<br>Diyaolu, Akorede Muftau | 77-90 |
| **The Role Of The State In The Protection Of Intellectual Property Rights (IPRS) Of Citizens**<br>Fasanu, Caleb Idowu, CLN | 91-109 |
| **Tools And Technique For Ensuring Digital Library Security:** Benefits And Problem<br>Sahabi, Muhammad Kabir | 110-122 |
| **Access To Information:** The Role Of Public Libraries In Nigerian Society<br>Sahabi, Muhammad Kabir | 123-142 |
| Index | 143-144 |

# KNOWLEDGE MANAGEMENT AND INNOVATIONS: A LEVERAGING PLATFORM FOR EFFECTIVENESS OF LIS PROFESSIONALS

Kasa, Mathias Gabriel
mgkasa66@gmail.com
Department of Library and Information Science
Faculty of Education
Ahmadu Bello University, Zaria

## Abstract

*Leveraging on knowledge management (KM) and innovation can accrue effectiveness and efficiency on LIS professionals. Gathered information revealed the components of knowledge management as equitable platforms with rich body of literatures that conceptualized knowledge, knowledge management and innovation which also the uses of technologies enhance. It was undisputable that KM and innovation is a fulcrum for LIS professionals into a new realm where they can generate value with the new knowledge they create thereby making them essential to both organization and patrons served.*

## INTRODUCTION

The need to explore equitable platforms where the core values of transforming information into knowledge is stressed in everyday activity engaged by man within and outside occupied ecology; of particular influences that are unquantifiable include globalization, competition, the dynamics of the environment and corresponding challenges. Librarians' roles is so dynamic that they have to perform their duties under the dictates of changing embedded technologies, inter-disciplinary reliance, combination of subject areas, technology savvy clients and required virtuosity before service delivery is effective.

Library and Information Science (LIS) professionals as stipulated by its curriculum are trained to deliver information services as well as effectively and efficiently subscribe, prescribe, acquire, process, organize, package, stores and aid the retrieval of data, information and their transmission into knowledge. These attributes are governed by processes which generate additional information, situating LIS professionals as mediators and facilitators to accessing and retrieving information for research, teaching and learning, and any sphere where knowledge is a requirement.

Knowledge transmitted by LIS professional has been articulated as information processed that include ideas, facts, expertise and judgment relevant for individual, team and for organizational performance (Wang & Noe, 2010). According to Omotayo (2015), it is the fundamental resource that allows people to function intelligently. This suffices to say that management of knowledge is inevitable for the survival of man. Knowledge management is identified as a framework for designing an organization's strategy, structures and processes so that the organization can use what it knows to learn and to create economic and social value. Other authors who reported on the efficacy of knowledge management to inspire the performance of people, processes and innovations include Riege, (2007), Bosua and Venkitachalam (2013). For instance, Riege (2007) reported that Organisations that effectively manage and transfer their knowledge are more innovative and perform better. Bosua and Venkitachalem (2013) revealed that Knowledge management is critical to organisational effectiveness and performance. Accordingly, Omotayo (2015) submitted that the essence of KM is to connect people, processes and technology for the purpose of leveraging knowledge. The submissions juxtaposes as such that they also measure successes or failure in terms of those who capitalize on and utilizes the opportunities availed to them and those who fail.

Numerous factors are depended upon to accomplish knowledge management and innovation; four factors are notable because of their greatest influence, these four factors are knowledge, people, processes and technology; these factors are noted to operate complementarily. Implying that, the success of one, rely on support and performance of another(s). For instance, information resource management utilization success is embedded in an organizational capacity (knowledge-base) which follows a prescription of what is known (knowledge) that is deliberately articulated to harnessed that known (processes) into something new and rewarding (innovation).

It is very imperative to search for a platform that is suitable and applicable in human endeavours (formal, informal, profit and not-for profit (public) organizations) that is profiteering. This is also a dare needs in the fields of librarianship and for LIS professionals who are required to dig deep into their resources and make services effective and efficient.

Why LIS professionals must leverage on knowledge is argued in all its presented concepts. From the pool, Omotayo (2015) defines knowledge as insights, understandings, and practical know-how that people possess, and is the fundamental resource that allows people function intelligently. Pictorially, Epetimehin and Ekundayo (2011) portrayed knowledge as an invisible or intangible asset, in which its acquisition involves complex cognitive processes of perception, learning, communication, association and reasoning. This point also brings the key players (people), the second components of KM. Desouza (2011), describes this categories as the only sustainable competitive advantage any organization has, they are not transient, they have the capacities and competencies that can further be developed and utilized compared to processes and technology that are not enough to drive an organization. And because people are the sources of knowledge, it was posited the distinctive characteristics of people to be creativity, uniquely coupled with experiences and talents, makes humans valuable sources of knowledge (Omotayo, 2015). Earlier, Drucker (1999) points out, workers (people) need to be able to seek out knowledge, experiment with it, learn from it, and even teach others as they innovate so as to promote new knowledge creation. The innovative aspect of man is perceived by level of intelligence from who, as well, knowledge has its sources (they create as well as consume). This shows that, managing knowledge starts and ends with people as they strive to integrate and apply relevant knowledge to accomplish tasks (processes).

Processes are the mechanical and logical artifacts that guide how work is conducted in an organization (Baloh et al., 2011). The processes might be made of, and executed by humans, machines or a combination of the two. Worthy of note is that processes dictates inputs, outputs, personnel and resources deployments to accomplish a need and capable of increasing effectiveness and efficiency in an organization. Technology, the last component of KM is an enabler which facilitate communication, routine tasks, collaboration among people that are geographically disperse. Sun and Scott (2005) affirmed that for KM, technology use resolves issues of socio-cultural factors inhibiting people's willingness to share knowledge.

Investigating the benefits and challenges LIS professionals can draw simply by leveraging on knowledge management and innovations cannot be overemphasized because the library as a resource centre (knowledge-based assets) is where people, processes and technology interplay to influence decision making.

**What can be leveraged by LIS Professionals from Knowledge and Knowledge Management for Effectiveness?**

Knowledge is an essential part of Knowledge Management. Accordingly, Baloh, Desouza, and Paquette (2011) say that without having knowledge to manage, there would be no knowledge management. Therefore leveraging on these concepts and adapting their principles can position and broaden the understanding of LIS professionals of their tasks as knowledge managers and an integral pivot to academic, public and private organization's success stories. Paying attention to the four key components of knowledge management and operationalizing them through deliberate but cohesively have been reported as gains leveraging on knowledge management accrues.

The forms of knowledge was argued to exist in two dimensions (Nonaka and Takeuchi, 1995), to Blackler (1995) priority should be laid to understand the forms of knowledge. The characterization of knowledge as explicit, implicit and tacit was advanced by Koenig (2012). Each of the aforementioned authors justified their perceived dimensions of knowledge and what leveraging on it can fetch participant in an organization. Some submission where criticized while others got the support of other authors. For instance, Blackler (1995) gave five distinct forms of knowledge to include: (i) embodied, (ii) embedded, (iii) embrained, (iv) encultured, and (v) encoded. Blackler classification was holistic and transitional as he tries to put knowledge to both potential and dynamic compositions. He defines embodied knowledge as knowledge that is gained through training of the body to perform a task. Critiques reported that it is impossible to disembody this type of knowledge from people (Yakhlef, 2010; Hislop, 2013). The take on embedded knowledge is found in routines and systems; this was corroborated by Hislop (2013) by stating that knowledge is embedded and inseparable from practice.

Embrained knowledge is defined as the knowledge that a person can posses, but has difficulty expressing in words or sharing with others, it is gained overtime and reflect one's perception, opinions, values and morales. Encultured knowledge is prescribed as a set of knowledge that is shared among groups of people in a similar environment or culture such as what is acceptable, what action and opinion are considered normal, etc. Encoded knowledge is a form of knowledge that can be easily written down, expressed in words or diagrams, and is transferable through multiple channels and means. Omotayo (2015) reported that in an organization knowledge is embodied and embrained in the staff, embedded in routines/common tasks, encultured among the staff, and encoded in manuals, guidelines and procedures. It suffices therefore to admit that LIS professionals by the fact that they undertake the intellectual assessment of information possess the organizational knowledge to make utilization effective.

Nonaka and Takeuchi (1995) distinguished knowledge to be either tacit or explicit. The tacit knowledge resides in people's head and explicit knowledge encoded. Duffy (2000) describes tacit knowledge as personal and context-specific, and evolves from people's interaction and requires skill and practice; it is highly subjective, difficult to formalize, articulate and communicate fully. Hislop (2013) revealed that it is experience-based, job specific and may be subconscious but capable of becoming explicit knowledge. Logically, tacit knowledge is embrained, not easy to imitate by competitors and a source of sustainable competitive advantage. Explicit knowledge is formal, codified, collected, stored, disseminated, structured, fixed content, externalized and conscious (Duffy, 2000; Omotayo, 2015). Explicit knowledge can be shared through information technology, and comes in tangible forms as written books, documents, manuals, guidelines, policy manuals, scientific formulas, databases, etc. Koenig (2012) acknowledges that knowledge is better described as explicit, implicit and tacit to resolve the rootedness of tacit and explicit knowledge.

The description by Koenig shows that explicit knowledge is set out in tangible form; implicit information or knowledge is not set out in tangible form but could be made explicit, while tacit has extreme difficulty operationally setting out in tangible form. Leveraging on these submissions enable the prioritization and interrelating components of knowledge management by LIS professionals to make information available, accessible and services delivered done intelligently, and also having in mind that the circle continues. Hibbard (1997) articulated this process as innovation targeted at transforming processes. LIS professionals that leverage services on KM and innovation can gain core competences, adjudge successes, make organizations strive to become innovative, learning organization with a knowledge sharing culture.

## CONCLUSION

It is undisputable that KM and innovation can leverage LIS professionals into a new realm of effectiveness as they undertake their responsibilities that create knowledge, and for not being replaceable, the organizations that employed them are also leveraging on them to create knowledge, innovate and generate value with the new knowledge they create. The symbiosis is profiteering to the LIS professional who becomes competitive advantaged by becoming essential to both organization and clients serve while the organization takes credits and values.

## REFERENCES

Baloh, P., Desouza, K. C. & Paquette, S. (2011). The concept of knowledge. In: K. C. Desouza and S. Paquette (Eds.), *Knowledge Management: An Introduction* (pp. 35-71). New York: NY: Neal-Schuman Publishers, Inc.

Blackler, F. (1995). Knowledge, knowledge work, and organisations: An overview and interpretation. *Organisation Studies* 16(6), 1021-1046.

Bosua, R. & Venkitachalam, K. (2013). Aligning strategies and processes in knowledge management: a framework. *Journal of Knowledge Management*, 17(3), 331-346, doi:10.1108/JKM-10-2012-0323

Desouza, K. C. (2011). An introduction to knowledge management. In: K. C. Desouza and S. Paquette (Eds.), *Knowledge Management: An Introduction* (pp. 3-34). New York: NY: Neal-Schuman Publishers, Inc.

Drucker, P. F. (1999). Knowledge - Worker Productivity: The Biggest Challenge. *California Management Review*. 41(2), 79-94.

Duffy, J. (2000). Knowledge management: to be or not to be? *Information Management Journal*, 34(1), 64-67.

Epetimehin, F. M. & Ekundayo, O. (2011). Organisational knowledge management: survival strategy for Nigeria insurance industry. *Interdisciplinary Review of Economics and Management*, 1(2), 9-15.

Hibbard, J. (1997). Knowing what we know. In*formation week*, 653, 20 October, 46-64.

Hislop, D. (2010). Knowledge management as an ephemeral management fashion? *Journal of Knowledge Management*, 14(6), 779-790.

Hislop, D. (2013). *Knowledge management in organisations: A critical introduction*. 3rd Ed. UK: Oxford University Press.

Koenig, M. E. D. (2012). What is KM? knowledge management explained. *KM World*, May, 2012. Retrieved Feb. 8, 2013 from http://www.kmworld.com/Articles/Editorial/What-Is-.../What-is-KM-Knowledge-Management-Explained-82405.aspx

Nonaka, I. & Takeuchi, H. (1995). The knowledge creating company. New York, NY: Oxford University Press.

Omotayo, F. O. (2015). Knowledge Management as an important tool in Organisational Management: A Review of Literature. *Library Philosophy and Practice (e-journal)*. Paper 1238. Available online at http://digitalcommons.unl.edu/libphilprac/1238

Riege, A. (2007). Actions to overcome knowledge transfer barriers in MNCs. *Journal of Knowledge Management,* 11(1), 48-67.

Sun, P. Y.-T & Scott, J. L. (2005). An investigation of barriers to knowledge transfer. *Journal of Knowledge Management,* 9(2), 75-90, doi: 10.1108/13673270510590236

Wang, S. & Noe, R. A. (2010). Knowledge sharing: A review and directions for future research. *Human Resource Management Review*, 20(2), 115-131.

Yakhlef, A. (2010). The corporeality of practice-based learning. *Organisation Studies*, 31(4), 409-430.