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ASSESSMENT OF KNOWLEDGE MANAGEMENT COMPETENCIES OF LIBRARY AND INFORMATION SCIENCE PROFESSIONALS IN NIGERIA

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ABSTRACT

In today's knowledge economy, knowledge is the most vital factor in the long term success of an individual or organization, and such knowledge resides in databases, file cabinets and people's mind, which were to be shared right across the organization. Librarians as knowledge professionals are expected to be aware of what organization knowledge asset is, how to manage such knowledge as well as making relevant use of such asset to get maximum satisfaction for clientele. The study adopted a survey research design in assessing the knowledge management competencies of library and information science professionals in Nigeria. Certified librarians in Nigeria (CLNs) constitute the unit of analysis and their total population stood at 5,025 from which a sample size of 3,000 was drawn using clustered random sampling techniques. Questionnaire is the instrument for data collection which was administered on a web-based platform, (www.proprofs.com), but due to difficulties associated with web-based questionnaire, Only 389 participants respond to the survey, and a total number of usable, fully completed questionnaire is 369. Collected data was subjected to descriptive statistical analysis. The study reported that traditional library skills are part of knowledge management spectrum and processes, indicating that knowledge management is highly relevant to librarianship. LIS professionals were tested to limit on their level of competencies in knowledge management processes and they were not found wanting as they were found to be highly proficient in almost all processes involved in knowledge management. The study recommended staff training and development for all staff as this will improve staff's quality and position them for knowledge management initiative. The expertise knowledge of staff members should be appreciated by been inventoried, indexed regularly and be made accessible to others. Organizations should encourage transfer of knowledge and experience of experienced staff to new staff member through mentoring program, informal seminars, discussion session where staff members can interact and exchange knowledge.

KEYWORDS: Knowledge, Knowledge Management, Knowledge Management Process, Library and Information Science Professionals, Librarians' Registration Council of Nigeria (LRCN).

INTRODUCTION

Knowledge as a concept can be understood by establishing its relationship with data and information. By data, we mean code, sign, symbol, number, raw fact that in no context have no significant meaning. Information, on the other hand, is a data that has been organized, patterned, grouped or categorized to assume different meaning depending on the context of conversation, while knowledge is a further processed information coalesced with individual experience, which has been organized, interrelated, broadly understood and applied. Two main types of knowledge, Tacit and Explicit knowledge have been identified in the literature. Tacit knowledge is considered as knowledge embedded in the mind of an individual, while explicit knowledge is the knowledge that has been codified or digitized in books, documents, reports, white papers, spread sheets, memos, training courses and the like, which can be retrieved and transmitted more easily (Wadhwa & Madaan, 2007; Groff & Jones, 2012; Dhamdhere, 2015).

Knowledge Management (KM) holistically, is concerned with extracting value from an intellectual repository and sharing such value/knowledge with various stakeholders of the organization (Jimoh & Oyelekan, 2017). In corroboration to that, IFLA (2015) provides a working definition of knowledge management by referring to it as a process of creating (generating or capturing), storing (preserving and organizing), sharing (collaborating and communicating)

applying (implementing) and reusing (transforming) organizational knowledge to enable an organization to achieve its goals and objectives. Balague, Duren and Saarti (2015) defined knowledge management in library context and they referred to it as a systematic management process as well as a concept that control knowledge needs to be viewed as an important resource in the provision of high-quality library and information services.

Knowledge Management involves some set of functions, capabilities, potential benefits, and opportunities that are been synergize by information technology (IT). In consonance to that, Riley (2003) define knowledge management (KM) as a set of functionalities/processes that incorporate searching, retrieving, categorization of knowledge/ knowledge taxonomy, composing, summarizing, storing and sharing of information within the organization so as to derive the wealth of organization's knowledge. Knowledge Management is not all about technology, but technology act as an enabler that supports and facilitate the free flow of information and sharing of knowledge. Technology serve as drivers of knowledge management as every tasks/processes involved in knowledge management is associated with a specific hardware or software. In advocacy to that, Ghani (2009) listed knowledge management tools that support knowledge management functionalities/process to include tools for accessing knowledge, tools for semantic mapping, tools for knowledge extraction, tools for expertise localization and tools for collaboration.

Knowledge management is a cross-disciplinary domain that transcends management science, cognitive science, information science, library science and now computer science (Bhattacharya & Choudhury, 2004). It is a multi-disciplinary approach that cut across every organization of which libraries are not exempted. Alegbeleye (2010) rightly observed that Knowledge Management (KM) is now an important subject for library and information science professionals, which needed to be taught in such a manner that will adequately cater for competencies needed for development of an organization intellectual capital. The services in the library revolved around knowledge management as their fundamental objective is to select, acquire, organize, store, disseminate and to preserve knowledge. The aspect of knowledge management process that libraries are yet to explore to the fullest is the idea of creating new knowledge from the tacit and explicit knowledge that reside in the organization, which have the potentials of improving the functionality of the library.

The information handling job of library and information science professionals are now being contested by other professionals, who are vying for position of information handlers and knowledge managers. This is what informed the decision of library and information science professionals to actively took the leadership role in every activities involved in knowledge management so as to remain relevant in today knowledge driven-society. Sarrafzadeh (2008) accentuated that the advent of internet and related information technologies (ITs) have increased stocks and flow of information, which subsequently transformed the nature of library and information services. The vast amount of knowledge deposited in the library or organization as a whole requires library and information science professionals to acquire a high level of proficiency in knowledge management, since it is now an essential ingredient in the provision of quality information, effective decision making, improvement on performances as well as enhancing the relevance of library and information science professionals to their parent organization (Uzohue & Yaya, 2016).

With the growing interest in the implementation of knowledge management practice in all libraries and other information environment, International Federation of Library Association

(IFLA) creates a Knowledge Management Section in 2003 to facilitates and hasten the implementation processes in all libraries (IFLA, 2015). They developed a program of activities that support library and information science professionals to implement knowledge management program in their organization. Library and information science professionals are expected to develop a means through which they can capture the tacit knowledge that were embedded in the mind of an experience staff, because knowledge experience of such staff is an asset to the library or organization as a whole and such knowledge needed to be valued and shared with other staff member (Lee, 2000; Uzohue & Yaya, 2016). What this implies is that, it is high time for library and information science professionals to take charge of leadership role in their organization by working with all stakeholders (clientele, staff, and top management) to harness the organization's intellectual capital.

In today's knowledge economy, knowledge is the most vital factor in the long term success of an individual or organization, and such knowledge resides in databases, knowledge bases, file cabinets and people's mind, which were to be shared right across the organization. Librarians as knowledge professionals are expected to be aware of what organization knowledge asset is, how to manage such knowledge as well as making relevant use of such asset to get maximum satisfaction for clientele (Kim, 2000).

Statement of the Problem

Development in information and communication technology (ICT) brings about evolutionary changes to every sector of the society, no professions (including library and information science) was exempted from this pace of evolution. They changed the operational mode of every profession (Sarrafzadeh, 2008). The advent of the Internet and other related information technology brings the whole world together to constitute a global village, and this development have not only increased stocks and free flow of information but also transformed the nature of library and information service delivery. In the midst of this evolution, knowledge management has emerged as a safe haven for every organization. Going by the common saying that, "knowledge *is power*". Managing such knowledge is highly necessary in today knowledge-driven economy. Knowledge that resides in an organization range from explicit (documented knowledge) to tacit knowledge (knowledge that resides in the mind gained through experience, belief and intuition) which constitute the intellectual capital of any organization. This knowledge asset in the organization proffers opportunity to leverage people, process and technology for competitive advantages. In reflection to that, it is pertinent for every organization to incorporate knowledge management practice into their operations and activities.

Knowledge management expand the horizon of library and information science and as well increase job opportunities, but in spite of this benefit, library and information science professionals were still in doubting on whether they already possessed the skills or competencies required for knowledge management (Nazim & Mukherjee, 2016). And this is more reason why this study was tailored towards assessing the knowledge management competencies of library and information science professionals; their creative and strategic thinking capacity, managerial and decision making ability, as well as broad understanding of how organization creates, shares and utilized both tacit and explicit knowledge.

Research Questions

The following are research question answered by the study:

1. What relevance does knowledge management have with librarianship?
2. How competent are LIS professionals in knowledge management processes?
3. What are the knowledge management tools LIS professionals' use for collaboration and knowledge sharing?
4. How important are some of the suggested knowledge management competencies identified in the literature?

LITERATURE REVIEW

Knowledge Management and Librarianship

Knowledge management is the explicit and systematic management of vital knowledge in pursuance of organizational objectives. The primary objective of any knowledge management initiative is essentially to harness the intellectual capital of an organization for the purpose of gaining competitive advantage above others. Achieving this landmine goes beyond carrying out activities such as: selection, acquisition, organization, preservation and distribution of books, journals, memos, conference proceedings, white papers, government publications and so on (Skyrme, 2011). In corroboration to that, Broadbent (1998) demonstrated that knowledge management in libraries is not all about organizing books and journals, searching the internet for clients or arranging for the circulation of materials, but rather, those activities are consider part of knowledge management spectrum and processes. In congruence to that Harinee, Nithyanandan and Muhu (2015) stressed that the skills of library and information science professionals is an essential ingredients for knowledge management practice in the organization, even though it may not be sufficient, as additional competencies, such as: communication and interpersonal relationship, human resources management, change management, project management and information technology are also required. For library and information science professionals to acquire competencies require for knowledge management, was further stressed to be the impetus for the introduction of knowledge management education into library and information science curriculum.

The advent of internet coupled with information explosion as well as changes in users' expectation constitute the reason why library and information science professionals are in dear need of embracing knowledge management. This practice is already in line with what the profession was known for since time immemorial. Morris (2001) attested to the fact that knowledge management is highly related with librarianship, in the expression that library and information science professionals connect to knowledge management through their traditional role of managing and organizing information, content management, and document management, which are central to the successful knowledge management program of any organization. Knowledge management is an avenue that offers an opportunity for portfolio expansion and as well a curriculum enrichment for library and information science professionals.

The success of any library in today knowledge driven-society depends on its ability to utilize expertise knowledge of its staff for better information service delivery. This make it a matter

of necessity for library and information science professionals to reappraise their functions and expand their roles and responsibilities. In the wake of this, knowledge management became an inevitable means through which library and information science professionals could improve on their services delivery (Maponya, 2004). Tandale, Sawant and Tandale (2011) defined knowledge management as creation of processes that value the organization's intangible assets in order to best leverage knowledge internally and externally. What this definition means, is that knowledge management goes beyond management of documented information, as it also include interplay of tacit knowledge of individual and that of the whole workforce in an organization.

The management of information has long been regarded as the domain of library and information science professionals, because they are trained to be expert in searching, selecting, acquiring, organizing, preserving, repackaging, and disseminating information. However, knowledge management became a key concern for library and information science professionals because it proffers opportunity for role expansion from custodian of information resources to a more strategic role in the organization. This is more reason why library and information science professionals are keen to assume leadership role in knowledge management program of their organization (Aghoghovwia, 2014). The new role of libraries in this 21st century is to act as a learning or knowledge center as well as intellectual hub for users, where people and ideas can interact in space and time (Lee, 2005). Library staff and some users are endowed with specific expertise knowledge that needs to be inventoried, indexed, updated regularly and as well made accessible to others. This is necessary because the accumulated knowledge and experience of such library staff or user constitute an intellectual asset of such library which needed to be valued and shared across the organization.

The roles of library and information science professionals in knowledge management process include but not limited to content management, web-based access to information and use of professional skill in indexing, organization of knowledge and many more. Just in congruence to that, Mchombu (2010) demonstrated roles of library and information science professionals in knowledge management process of an organization to include meeting user needs by proving access to recorded information through circulation of information, attending to users query, organizing information literacy programs, information resource organization (through classification and cataloguing, indexing, collection management, bibliographical control etc.), applying information and communication technology (ICT) such as open public access catalogue (OPAC), database management, web based information services and many more. Loughridge (1999) observed that many aspects of knowledge management process bear a close resemblance with library practice and routine. Therefore, knowledge management, as far as librarianship is concern could be considered as a case of "*new wine inside an old bottle*". This is evidence in Koenig (1997) expression that much of the technology and techniques used in knowledge management are borrowed from information management and library science. What seems to demarcate information management from knowledge management is the fact that creation and sharing of knowledge constitutes the hallmark of knowledge management, and it is the sole responsibility of individual to create and share knowledge which is the reason why management of people (human resources management) is so important in knowledge management. There are various interpretations of how knowledge management and librarianship relate and interact with each other. Wilson (2002) stressed that knowledge management is an amalgamation of activities linked to library and information science functionalities such as data mining, intellectual property, information systems and decision support tools and so on. This was reinforced by Schlogl (2005)

who pointed out that knowledge management includes features of library practices which suggested that knowledge management is a mere re-budging and relabeling of librarianship.

Knowledge Management Process (KMP)

Knowledge management is an interdisciplinary domain that means different thing to different people just as it relate to different field of studies. This multiplicity in meaning reflected in how scholars and researchers conceptualized the process involved. Seleim and Khalil (2011) proposed four processes: knowledge acquisition, knowledge creation, knowledge transfer, and knowledge application. Nigeria Governors' Forum (2012) grouped knowledge management processes into six stages: knowledge audit, knowledge creation, knowledge capturing, knowledge storage, knowledge sharing, and knowledge application. Tasmin, CheRusulin, Takala and Norazlin (2012) associated the processes with knowledge creation, knowledge acquisition, knowledge capturing, knowledge sharing, knowledge storage, and knowledge preservation. Gartner group (1998) explained the processes to include knowledge creation, knowledge organization, knowledge capturing, knowledge access, and knowledge usage. Wiig (1999) grouped the processes into five: knowledge creation/acquisition, knowledge organization, knowledge storage, knowledge distribution, and knowledge application. Martins, Heisig and Verbeck (2001) itemized it to include: knowledge creation, knowledge storage, knowledge distribution and knowledge application.

Knowledge Management Competencies of Library and Information Science Professionals

Competency is the ability to do things efficiently and successfully, it is the yardstick against which someone capacity is being measured. In reflection to that, Murphy (2010) defined competency as the interplay of knowledge, understanding, skills and attitude required to do a job effectively from the point of view of both performer and observer. Competencies are skills that lead to successful performance in an organization.

Library and information science professionals play intermediary role between knowledge repositories and knowledge users. This intermediary roles enable them to have better understanding of how best to manage knowledge in an organization. In view of today knowledge economy, organizations are left with no options than to rely heavily on exploration and exploitation of knowledge in the organization. Therefore, the competencies of library and information science professionals for effective implementation of knowledge management program needed to be critically examine. Corrall (1998) pointed out that the core competencies of library and information science professionals are both relevant and essential for effective knowledge management, which are often not valued and utilized. In view of that, library and information science professionals are called upon to demonstrate a high level of commitment to the values and principles of their profession. In consonance to that, Chopra (2002) described library and information science professionals as scientist without been less of theoreticians, lover of books with an equal interest in people, scholars, and practitioners with an eye on technology.

There are great varieties of competencies requires of library and information science professionals to be able to function effectively in the knowledge management program of their organization. Traditional skills such as classification, indexing, information literacy skills and so on are relevant up till date, but library and information science professionals need to acquire more

skills. In addition to technical skills, Thanuski (2010) suggested that library and information science professionals should possessed managerial, interpersonal and technological skills for effective knowledge management. It was further stressed that new era librarians should possess professional skills, inter-personal and technological skills that relate to knowledge of information/knowledge sources, new trends of information technologies, management principles, knowledge of scientific research as well as broader skills on utilization of organization knowledge for dynamic information services.

Knowledge management is more of human (tacit knowledge) than explicit knowledge which distinguishes it from information management, where emphasis is more on explicit knowledge. Koenig (1999) emphasized the importance of integrating traditional library skills of information handling with managerial, leadership, and interpersonal skill. Rooi and Snyman (2006) opined that library and information science professionals have the capacity to play an important role in organization's knowledge management program, even though there is a need for expansion and renewal of some competencies. Proficiencies that encourage knowledge creation through research, collaboration with others and most importantly sharing of knowledge in the organization are essential for knowledge management practice.

Library and information science professionals since time immemorial have being regarded as support staff that work behind the scene in an organization, with less involvement in management or critical decision making. For them to be reckon with in knowledge management program of their organization, their roles should not be limited to custodian or gatekeeper of knowledge but also extend to analyzers of strategic intelligence, being at the center of knowledge gathering and knowledge sharing (Kim, 2000). Library and information science professionals play a pivotal roles in knowledge management process; by acting as a bridge of turning knowledge innovation into realistic productive forces, taking part in scientific research, establishing knowledge repository, managing knowledge as an asset, establishing relationship between library staff and the users (Harineeswaran, Nithyanandam & Muthu, 2015). Other competencies require of library and information science professionals include but not limited to information technology skills, capacity for knowledge creation, proficiency for knowledge auditing, communication skill and human resource management (Uzuhue & Yaya, 2016).

By virtue of knowledge management competencies expressed above, library and information science professionals can spearhead knowledge management program of their organization. In corroboration to this, Husain and Nasim (2013) summarized competencies require of library and information science professionals for Knowledge management as follow:

1. People-centered skills: communication, facilitation, coaching, mentoring, networking, negotiating, consensus building, team work spirit and so on.

2. Managerial skills: leadership, strategic and restructuring skill etc.

3. Information handling: developing knowledge taxonomies, organizing knowledge resources on the website, database, and portals as well as understanding knowledge need of users.

4. Information Technology skill that drives knowledge management

Empirical Studies

Maponya (2004) in his study of knowledge management practices in academic libraries, University of Natal, Pietermaritzburg Libraries, demonstrated that 73.9% of the respondents said the library use partnership with other libraries to acquire knowledge which is the component of collaborations. The study further strives to find out the mechanism through which library staff shares their know-how, expertise and experience and result showed that 87% of the respondents agreed to the fact that they shared knowledge informally within the library, 82.6% agreed to prepare written documents in sharing knowledge through newsletters and 52.2% in collaborative work by team members. The level of knowledge sharing in the library was examine and 47.8% of participants said knowledge sharing in the library is on average, followed by 21.7% that agreed with the statement that the sharing level is good, while 17.4% are saying it was poor, 13% are not satisfy with the rate at which knowledge is been shared in the library. The study examines if the libraries had been capturing the knowledge of its staff, the study showed that 87% of the respondents attested to the fact that there was no capturing of knowledge going on in the library. The study also examines the skills needed for libraries to best serve the information needs of users: 60.9% of the respondents agreed that building knowledge taxonomies for gaining knowledge resources is critical while 39.1% said it is important; 60.8 of the participants agreed that understanding of information and knowledge needs of users is critical; 65% indicated that the ability to map internal and external knowledge is critical and 52.2% agreed that understanding of information and knowledge flows is critical to knowledge management practice of the library.

Mavodza and Ngulube (2011) study of exploring the use of knowledge management practices in an academic library in a changing information environment, showed that exploration and exploitation of existing knowledge could lead to the creation of new knowledge as 95% of the unit of analysis agreed with the statement and 5% disagreed. It was also demonstrated that availability of reward and incentive for innovation encourage knowledge creation in the library which was evident with 68% of the respondents agreeing with the statement while 15% did not give an opinion and 17% disagreed with the statement. The study also showcase the evidence that knowledge sharing facilitate knowledge management practice as 70% of the respondents agreed that knowledge sharing enables the accomplishment of track very quickly; 73% agreed to the fact that it improves job performance with same 73% also agreeing to the statement that it is useful for overall job performance; knowledge sharing enhance quick reaction to change is what 68% of the respondents agreed upon; 75% said it facilitate knowledge transfer; 51% which is almost average said it facilitates knowledge storage; 66% settle with the idea that its aide knowledge retrieval and 68% opted for it role in speeding up decision making.

Aiyepeku (2001) carried out a study of role of information professional in knowledge management program in Canada, the study showed a considerable degree of library and information science professionals involvement in knowledge management programs as they play a key role in content management of organization's intranet, designing information architecture, development of taxonomy, providing research services and gathering of competitive intelligence.

In spite of major roles library and information science professional plays in knowledge management, Baghdadabad (2008) study of the implication of knowledge management for library education revealed that 93.3% of respondents agreed that library and information professionals need to acquire new skills in order to be able to effectively participate in full-time knowledge management.

Knowledge management and librarianship share a strong focus on the holistic management of information and knowledge. This is evidence in Harper (2013) study of knowledge management through the lens of library and information science: a study of job advertisements which demonstrated that the job advertisement for job of knowledge management supported the role of identifying, creating, acquiring, organizing, retrieving, preserving and dissemination of information, skills that ought to be the domain of library and information science professionals.

METHODOLOGY

The research design adopted in this study is descriptive survey. A survey according to Palmquist (2017) is a non-experimental, descriptive research design which can be useful when a researcher wants to collect data on phenomena that cannot be directly observed, such as opinions on library services. Mentz (2012) stressed that in a survey, the researcher selects a sample of respondents from a population and administers a questionnaire to them through a written document that is completed by individuals been surveyed or an online web-based survey questionnaire and in few occasions a standardized face-to-face or telephone interview. All of this constitute the hallmark of this study, as it falls under positivism paradigm of quantitative research method, inductive research strategy as well as the collection of data through a web-based questionnaire.

Population of the Study

The population for the study comprises of all inducted certified librarians by Librarian Registration Council of Nigeria (LRCN). The council had so far registered and certified a total of 5,437 librarians in Nigeria, expressly 536 in 2005; 1,177 in 2011; 948 in 2012; 603 in 2013; 877 in 2014; 530 in 2015, 354 in 2016 and 412 in 2017 as enshrined in LRCN (2017) list of certified librarians in Nigeria.

Sampling Technique

The study adopted a clustered random sampling technique. The targeted population was demarcated into clusters in respect to their location alongside the six geopolitical zones (North-Western, North-Eastern, North-Central, South-Western, South-Eastern and South-Southern) in Nigeria and 500 respondents with active email address are drawn from each geo-political zones.

Instrument for Data Collection

The researcher used a web-based questionnaire for collection of data, which was administered on a web platform, Proprofs Survey Maker (http://www.proprofs.com). The questionnaire is in two sections: the first section ask questions on demographic information of the respondents and the second section present the queries in alignment with the research objectives. The instrument was designed in four and five points Likert scale, as well as yes or no questions

Validity and Reliability of the Instrument

The instrument was validated to ensure construct appropriateness, with the view of checking the extent to which it accurately measures what it claims to measure. The instrument was given to five (5) research experts from the faculty of Communication and Information Sciences, University of Ilorin.

The reliability of the instrument was determined using test-retest reliability testing. The instrument was administered twice to ten (10) master students of department of library and

information science, University of Ilorin at interval of two weeks. The two data collected in the two period are subjected to correlation analysis and the Cronbach alpha calculation for the two data is 0.878, which was adjudged reliable enough for data collection.

Procedure for Administration of the Instrument

The researcher administered the questionnaire on a web-based platform; www.proprofs.com, which was delivered to the email of respondents. The researcher send the link to the survey to 3,000 certified librarians with functioning and active e-mail account. The contents of the mail is as follows:

"Hello,
I'm a certified Librarian with registration number: 4568, 6th inductee of Librarian's Registration Council of Nigeria (LRCN).
I'm conducting a survey and would love your response on it. Please click on the link below to go to the survey:
https://proprofs.com/survey/t/?title=knowledge-management-competency-questionnaire&token=IHRveWV4NGV0ZXJuaXR5QGdtYWlsLmNvbQ==
I really appreciate you taking the time out for this and participating".

Prior to the survey, a bulk SMS (short message service) was sent thus "*Hi, Certified Librarian. A web-based questionnaire on Proprofs Survey Maker will be sent to your email from Tunde Toyese, Oyedokun - toyex4eternity@gmail.com*". This is to give participants prior knowledge of the survey.

Administration lasted for 32 days starting from 7th of July to 8th of August, 2017, only 389 participants respond to the survey, and a total number of usable, fully completed questionnaire is 369.

DATA ANALYSIS

Table One: Demographic Information of the Respondents.

Demographic Information	Frequency	Percentage (%)
Gender: Male	221	60%
Female	148	40%
Total	**369**	**100%**
Age Bracket: Below 30	100	27%
31-40	110	29%
41-50	113	31%
51-60	40	11%
61 and above	6	2%
Total	**369**	**100%**

Geo-Political Zones: North West	77	21%
North Central	79	21%
North East	26	7%
South West	102	28%
South-South	50	14%
South East	35	9%
Total	**369**	**100%**
Highest Qualification: B.Sc./BA/BLIS	112	30%
MLS/MLIS	154	42%
PhD	96	26%
Post-PhD	7	2%
Total	**369**	**100%**
Years of Experience: 0-10	127	34%
11-20	130	35%
21-30	90	25%
31 and above	22	6%
Total	**369**	**100%**
Place of Work: National Library	23	6%
Academic Library	99	27%
Public Library	36	10%
Special/Research Library	50	14%
Information Center	55	15%
Library School	67	19%
Archive/Museum	18	4%
Others	21	5%
Total	**369**	**100%**

Source: Field Survey.

Table one above presents the demographic information of the respondents (library and information science professionals in Nigeria), and it shows that 60% (221) of the respondents were males while 40% (148) were females. This indicates that the survey attract more male participants than their female counterpart.

Out of the 369 library and information science professionals that fully completed the survey, 31% (113) which is the highest, falls within the age bracket of 41-50 years, followed by 31-40 years which constitute 29% (110), while 27% (100), 11% (40), and 2% (6) of the participants falls between the following age range; below-30 years, 51-60 years and 61 years and above respectively.

The respondents were grouped into six (6) geopolitical zones, alongside the geographical location of their place of work or place of residence. South West zone dominate with 28% (102) participants, followed by North Central zone that have 21% (79) participants and North West zone, having 21% (77) participants, while others like South East zones, South-South zones and North East zones had 14% (50), 9% (35) and 7% (26) participants respectively.

Majority of the respondents are Masters holders, which constitute 42% (154) of the respondents, followed by 30% (112) who held Bachelor degree, while 26% (96) of respondents are Ph.D. holders and 2% (7) Post-PhD holders.

Most of the respondents work in academic libraries, and they constitute 27% (99), follow by 19% (67) that lecture in library schools, and some others that work in information/documentation center which constitute 15% (55). Numbers in special/research library constitute14% (50), that of public library is 10% (36), those in Archival institution and museum are 4% (18), while the remaining 5% (21) works with other organizations outside those mentioned.

Table Two: Relevance of Knowledge Management to Librarianship (N=369).

Relevance of KM to LP	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Remark
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	
1. The skills of LIS professionals in librarianship and information management are an essential ingredient of knowledge management.	199 (54%)	150 (41%)	10 (3%)	1(0%)	9(2%)	Strongly Agree
2. Community analysis and collection assessment of a library bear similar objective with knowledge auditing.	71 (19%)	258(70%)	18(5%)	13(4%)	9(2%)	Agree
3. Knowledge management is a branch of librarianship, as taking a degree in knowledge management is like taking a degree in vice-presidency.	81(22%)	193(52%)	33(9%)	45(12%)	17(5%)	Agree
4. Librarians partake in knowledge	174(47%)	159(43%)	14(4%)	14(4%)	8(2%)	Strongly Agree

capturing through documentation processes,

selection and acquisition of information

materials and resources for their libraries.

5. Knowledge Organization (KO) is the domain of library and information science professionals which is also one of the components of knowledge management.	201(54%)	147(40%)	7(2%)	11(3%)	3(1%)	Strongly Agree
6. Activities in readers' service section of a library like books circulation, reference services etc. are synonymous with knowledge sharing.	80(21%)	251(68%)	29(8%)	7(2%)	2(1%)	Agree
7. Information and recommendations from the survey of users' information need and collection assessment help enhance performances of LIS professionals in delivery services that best meet the need of their user, which is the hallmark of knowledge utilization and application.	152(41%)	197(53%)	8(2%)	3(1%)	9(3%)	Agree
8. Knowledge management is the viable response to the present challenge of LIS professionals on the provision of dynamic information services to users who are now technology savvy.	180(49%)	151(41%)	21(6%)	13(3%)	4(1%)	Strongly Agree

Source: Field Survey

Table four showed the relevance of knowledge management to librarianship as 199 (54%) of the respondents strongly agree that the skills of LIS professionals in librarianship and information management are an essential ingredient for knowledge management. 258 (70%) respondents also agreed that libraries' community analysis and collections evaluation bear similar objectives of knowledge auditing, one of the processes in knowledge management. Knowledge management is considered a branch of librarianship as 193 (52%) of the respondents agree that taking a degree in knowledge management is more or less assuming the post of the vice-presidency. Respondents representing 174 (47%) strongly agreed that LIS professionals capture knowledge through documentation of expert knowledge, selection and acquisition of information

materials into the library or information centers. Knowledge organization is one of the processes in knowledge management and 201 (54%) respondents strongly agreed that is the domain of library and information science as they are a major player in knowledge organization.251 (68%) of participants agreed that book circulation and reference services are synonymous with knowledge sharing. Respondents constituting 197 (53%) agreed that users studies and collections assessment are been carried out in library and information center with propose of improving on information service delivery to users, so also is knowledge management is meant to put knowledge to use to improve organization products and services. Participants representing 180 (49%) strongly attested to the fact that knowledge management is the viable response to today knowledge society where library and information centers operate.

Knowledge Management Competencies of Library and Information Science Professionals in Nigeria (N=369).

Table 3.1: Knowledge Auditing

Knowledge Auditing	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Remark
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	
1. I can carry out an investigation into the knowledge health of my institution/organization.	239(64%)	88(24%)	21(6%)	18(5%)	3(1%)	Strongly Agree
2. I have the capacity to carry out an assessment of our organization's knowledge capacity.	114(31%)	218(59%)	20(6%)	5(1%)	12(3%)	Agree
3. I am competent enough to identify the gap in organization's knowledge flow.	141(38%)	194(53%)	20(6%)	11(2%)	3(1%)	Agree
4. I know where our organization's knowledge reside (knowledge repository).	123(33%)	205(56%)	23(6%)	15(4%)	3(1%)	Agree
5. I know when there is a need for information (organization knowledge need)	213(58%)	125(34%)	17(4%)	11(3%)	3(1%)	Strongly Agree

Source: Field Survey.

Table 3.1 presents the knowledge auditing competencies of library and information science professionals in Nigeria. Data distribution from the table shows that 239 (64%) of the respondents (the highest frequency) strongly agreed that they possesses the necessary skills to investigate into knowledge health of their parent organization or institution. 218 (59%) of the participants also agreed that they possessed the required skills to evaluate the knowledge capacity of their institution or organization. Participants representing 194 (53%) agreed that they possessed the skills to identify obstacles to knowledge flow in the organization. Respondents that constitute 205 (56%)

agreed they know where their organization knowledge reside (knowledge repository) and lastly. 213 (58%) strongly attesting to having capacity to know when there is a need for new knowledge.

Table 3.2: Knowledge Creation

Knowledge Creation	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Remark
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	
1. I have always involved in a brainstorming session on how to improve products and services.	160(43%)	165(45%)	28(8%)	13(3%)	3(1%)	Agree
2. I have always participated in conducting studies on the best way to improve our services.	192(52%)	125(34%)	26(7%)	16(4%)	10(3%)	Strongly Agree
3. I have brought about new innovations for my organization through my expertise knowledge.	200(54%)	105(28%)	36(11%)	16(4%)	12(3%)	Strongly Agree

Source: Field Survey.

Table 3.2 presents the knowledge creation capacity of library and information science professionals in Nigeria, and knowledge creation is another knowledge management process that requires creative thinking and scholarly writing that breed a new set of knowledge for the organization. Participants representing 165 (45%) agreed they often participated in brainstorming session on how to improve products and services in their organization. 192 (52%) of respondents strongly agreed they always participated in scientific research on how to improve products and services so also is 200 (54%) of respondents strongly attesting to the fact that they have brought about innovation to the way things are been done in the past in their organization.

Table 3.3: Knowledge Capturing

Knowledge Capturing	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Remark
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	
1. I possessed the skills of codifying and documenting expertise knowledge.	122 (33%)	211(57%)	26(7%)	7(2%)	3(1%)	Agree
2. I am very familiar with evaluation criteria for knowledge selection.	216(58%)	117(32%)	26(7%)	6(2%)	4(1%)	Strongly Agree
3. I am very versed in conducting an interview.	114(31%)	169(46%)	71(19%)	11(3%)	4(1%)	Agree

4. I can use online survey platform   165(45%)   120(32%)   53(14%)   24(7%)   7(2%)   Strongly Agree

to seek opinion of patrons regarding

 our services

Source: Field Survey.

Table 3.3 shown the data distributions of respondents' proficiency in knowledge capturing and knowledge capturing is associated with conversion of tacit knowledge (expertise knowledge, experience, belief, intuition etc.) into explicit knowledge (readable type) and vice versa. Participants are found to be versed in knowledge capturing as 211 (57%) of respondents agreed that they can codify and document expertise knowledge of their parent institution/organization. Respondents representing 216 (58%) strongly agreed to be familiar with evaluation criteria for knowledge selection. 169 (46%) of respondents agreed to be very versed in conducting an interview for capturing of knowledge from experts so also is 165 (45%) respondents strongly agreeing that they can deploy web-based survey to seek the opinion of clients about their products and services.

Table 3.4: Knowledge Organization

Knowledge Organization	Very High	High	Moderate	Low	Very Low	Remark
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	
1. Document description.	155(42%)	123(33%)	78(21%)	12(3.25%)	1(0.75%)	Very High
2. Preparing Metadata for electronic books.	125(23%)	153(41%)	43(12%)	34(12%)	14(4%)	High
3. Subject Classification.	152(41%)	133(36%)	61(17%)	10(3%)	13(3%)	Very High
4. Assigning Class Mark.	133(36%)	120(33%)	94(25%)	18(5%)	4(1%)	Very High
5. Online Copy Cataloging.	168(46%)	138(37%)	44(12%)	15(4%)	4(1%)	Very High
6. Database Management.	137(37%)	147(40%)	61(17%)	17(4%)	7(2%)	High
7. Document Management.	176(48%)	88(24%)	83(22%)	19(5%)	3(1%)	Very High
8. Content Management.	117(32%)	177(48%)	59(16%)	12(3%)	4(1%)	High
9. Knowledge Taxonomy.	75(20%)	189(51%)	42(11%)	35(10%)	28(8%)	High
10. Semantic Networking.	95(26%)	160(43%)	59(16%)	41(11%)	14(11%)	High
11. Ontology.	112(30%)	132(36%)	47(13%)	36(10%)	42(11%)	High
12. Working with AACR2R	144(39%)	158(43%)	44(12%)	21(5%)	2(1%)	High
13. Working with Resource	152(41%)	106(29%)	46(12%)	48(13%)	17(5%)	Very High
14. Description and Access (RDA).						

 Source: Field Survey.

Table 3.4 presents data distribution on competencies of participants in Knowledge Organization, which entails bibliographical description of organization's knowledge. This knowledge management process is known to be the domain of library and information science professionals. This reflected in the response of participants when very high and high rating for their level of competencies in knowledge organization (KO) were combined, as 75% of respondents were considered to be proficient in document description. Respondents representing 65% are also found to be versed in preparing metadata for electronic materials while 77% are said to be proficient in subject classification. Participants representing 69% attested to be competent in assigning a class mark to documents. Another 80% of respondents are very versed in online copy cataloging and 77% capable of managing organization's database. Those that attested to be

proficient in document management represent 72%, content management is 80%, knowledge taxonomy is 71%, semantic networking represents 69%, ontology is 66% while AACR2R was 82%, and Resource Description and Access (RDA) constitute 70%.

Table 3.5: Knowledge Sharing and Application

Knowledge Sharing and Application	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Remark
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	
It is the responsibility of management to initiate knowledge management practice in the organization.	126(34%)	207(56%)	21(6%)	10(2.5%)	5(1.5%)	Agree
Management is to create an enabling environment for knowledge creation, sharing, and application.	167(45%)	180(49%)	11(3%)	7(2%)	4(1%)	Agree
It is the responsibility of the workforce not to feel reluctant in sharing their knowledge with co-workers.	194(52%)	153(41%)	17(5%)	3(1%)	2(1%)	Strongly Agree
Management should create incentive and motivation for knowledge creation, sharing, and innovation.	168(46%)	179(48%)	12(3%)	7(2%)	3(1%)	Agree
Management, LIS professionals, and other support staffs are important stakeholders for the implementation of knowledge management practice in the organization.	231(63%)	118(32%)	13(3%)	4(1%)	3(1%)	Strongly Agree
The essence of knowledge management practice is to put knowledge to use.	233(63%)	113(31%)	12(3%)	7(2%)	4(1%)	Strongly Agree
Knowledge asset or intellectual capital of an organization can be applied to their operations and services.	144(39%)	199(54%)	14(4%)	9(2%)	3(1%)	Agree

Source: Field Survey.

Table 3.5 shows data distribution for the assessment of Library and information science professionals in Nigeria on their level of understanding of knowledge sharing and application.

Participants constituting 90% (strongly agree and agree to combine) confirmed that it is the responsibility of top management to initiate knowledge management practice in the organization. Participants representing 94% (strongly agree and agree combine) also attested to the fact that is the responsibility of Management to create an enabling environment for knowledge creation, sharing and application. Respondents that agreed that employees should not feel reluctant to share their knowledge with co-workers represent 93%. Those that endorsed motivation and incentive for invention, innovation and knowledge sharing represent 94%. Respondents constituting 95% attest that the whole workforce in the organization is an important stakeholder in knowledge management program. 94% of the respondent attested to the fact that putting knowledge to use is the primary objective of initiating knowledge management practice in the organization and lastly, participants representing 93% attested to the fact that the essence of knowledge management in an organization is to deploy organization intellectual capital to improve products and services.

Table Four: Knowledge Management Tools that Library and Information Science Professionals in Nigeria use for Collaboration and Knowledge Sharing (N=369)

Knowledge Management Tools	Yes	No
	Freq. (%)	Freq. (%)
Intranet (For collaboration and resource sharing)	336(91%)	33(9%)
Office Suite Application (For creating knowledge)	329(89%)	40(11%)
Web 2.0 Tools (E-mail, Social media, Wikis and Blogs).	327(89%)	42(11%)
Information Retrieval Engines (Google, Yahoo, Ask.com etc.)	312(85%)	57(15%)
Artificial Intelligence (AI)	221(60%)	148(40%)
Data Warehousing	250(68%)	119(32%)
Data Mining	287(78%)	82(22%)
Groupware	269(73%)	100(27%)
Workflow management system (Microsoft project)	252(68%)	117(32%)
Databases Management System	273(74%)	96(26%)
Library website and portal	269(73%)	100(27%)
Brain storming application	225(61%)	147(39%)
Virtual Help Desk (For reference services)	282(76%)	87(24%)
Knowledge Taxonomy and Semantic Network	257(70%)	112(30%)
Discussion forum (Yahoo groups, Dropbox etc.)	330(89%)	39(11%)
Learning Tools (Audio/Video Conferencing, Webinar etc.)	291(79%)	78(21%)

Source: Field Survey.

Table 4 shows knowledge management tools that library and information science professionals in Nigeria are familiar with. The study revealed that 91% of participants can use the intranet for collaboration and knowledge sharing, 89% as well can operate office suite applications like Microsoft Word, Microsoft Excel, PowerPoint presentation and many more for knowledge creation. Participants are also familiar with Web 2.0 tools as 89% of respondents attested to the fact that they can use e-mail, social media, wikis and blogs to interact with clients and co-workers in the organization. Participants representing 85% agreed they are competent in the use of search engines for information retrieval and knowledge capturing. Only 60% are familiar with artificial intelligence, in similar vein, only 68% are aware and familiar with data warehousing, which is a central organization repository use for capturing of data from diverse sources, analysis reporting and access similar with database but include other applications that manage the process of gathering, analyzing and dissemination of data in the organization, used for performance evaluation. Participants representing 78% are capable of handling data mining for their organization through the practice of extracting from organization knowledge base to generate new knowledge. Only 73% of the respondents are familiar with the collaborative software that enables remote interaction sometimes called groupware.

Respondents representing 68% are familiar with workflow management system that provides infrastructure for setting up, monitoring, and executing the workflow, and subsequently codifying knowledge transfer processes. Participants that constitute 74% are versed in database management, likewise 73% also familiar with web-based services through library website/portal. Brainstorming application that allows mapping out thoughts in a visual manner to show relationships between ideas or information sometimes called mind mapping caught 61% respondents' awareness and familiarity. Only 76% of the respondents now use virtual help desk in attending to users' queries. In a similar vein, 70% of respondents are also familiar with knowledge taxonomy and semantic networking for knowledge organization. It was also revealed that 89% of respondents are using discussion forums like yahoo groups, google groups, drop box etc. for collaboration and knowledge sharing and lastly, learning tools like audio-visuals, video conferencing, webinar etc., are been used by 79% of respondents.

Table Five: Importance of suggested Knowledge Management Competencies required of Library and Information Science professionals (N=369).

KM Competencies.	Extremely Important.	Very Important.	Important.	Not Important.	Remark
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	
Information management skills	197(53%)	159(43%)	10(3%)	3(1%)	Extremely Important
Communication skills	244(66%)	107(29%)	14(4%)	4(1%)	Extremely Important
Managerial skills	203(55%)	144(39%)	18(5%)	4(1%)	Extremely Important
Decision making skills	195(53%)	153(39%)	19(5%)	2(1%)	Extremely Important
Creative thinking	215(58%)	146(40%)	4(1%)	4(1%)	Extremely Important
Information Technology skills	220(60%)	132(35%)	14(4%)	3(1%)	Extremely Important
Change Management Skills	199(54%)	92(25%)	66(18%)	12(3%)	Extremely Important

Project management skills	162(44%)	146(40%)	49(13%)	12(3%)	Extremely Important

The table above shown importance of suggested knowledge management competencies require of library and information science professionals, and it was revealed that the suggested competencies by different scholars and researchers are all extremely important, even though competencies like communication skills, information technology skills, creative thinking skills, information management skills, decision-making skills and managerial skills seems to stand out from other knowledge management competencies.

DISCUSSION OF FINDINGS

It appears in the literature that traditional library practice had already prepared LIS professionals for a career in knowledge management that some element of knowledge management existed in LIS curriculum such as information management, information technology, collection development, knowledge organization, database management and publishing (Reardon, 1998; Lai, 2005). The above assertion is in tenacity with the current study which posited that skills of LIS professionals are an essential ingredient for knowledge management in an organization, that users study and collection assessment evaluation share similar objectives with knowledge auditing of knowledge management process. Knowledge management was also considered a branch of the library and information science such that taking a degree in knowledge management is like contesting for the position of the vice-presidency. Library and information science professionals were also believed to do more of knowledge capturing through the process of coding and documentation of expert knowledge as well as selecting and acquiring information resources for their parent institution or organization. Knowledge organization that constitutes part of knowledge management process is the mainstay and domain of LIS professionals and moreover, circulation and reference services is also a form of knowledge sharing in the library.

Improvement on information service delivery through users study is more or less putting knowledge into use which is the hallmark of knowledge management initiative in an organization. To cap it all, knowledge management was considered a viable response to serve information need of users better. In conformity with that, Aiyepeku (2001) study indicated a considerable degree of LIS professionals' involvement in knowledge management programs as they play a significant role in the content management of organization intranet, designing information infrastructure, developing a taxonomy, providing research services and gathering of competitive intelligence.

Library and information science professionals in Nigeria are moderately competent in handling knowledge auditing as a reasonable amount of participants attested to the ability to carry out an investigation into the knowledge health of their parent institutions or organizations. They knew where organization's knowledge resides (knowledge base or repository) which enable them to study knowledge flow that informs judging when there is a need for new knowledge.

Knowledge creation is another knowledge management process that requires creative thinking and empirical studies that breed a new set of knowledge and competitive intelligence for the organization. Participants did not do so badly in their level of proficiency in knowledge creation as fairly enough number of LIS professionals accentuated that they have in some cases participated in a brainstorming session with colleague and co-workers on how to improve organization products

and services. They were very actively involved in research on how to improve service delivery as well as coming with innovative ways of doing things better than it is been done before.

Knowledge capturing is the conversion of tacit knowledge (experience, expertise, intuition, belief etc.) into explicit knowledge (documented) and vice-versa. LIS professionals in Nigeria play significant role in knowledge capturing for their organization as most participant codify and document expertise knowledge of an expert through survey and interview which were analysis, transcribed, reported and documented using office suite applications such as Microsoft Word (for words processing), Microsoft Excel (for analysis and presentation of spreadsheet) Microsoft PowerPoint (for presentation) as well as using online survey platform (survey monkey, proprofs survey maker etc.) to gather feedback from clients and customers regarding the products and services of the organization.

Knowledge Organization (KO) is the domain of LIS professionals, so it doesn't come as surprise that most participants are very verse in almost all activities involved in knowledge processing and organization ranging from bibliographic description (using AACR2R and now RDA), preparing metadata, subject classification and categorization, online copy cataloguing, database management, knowledge taxonomy, semantic networking and ontology.

Almost all participants demonstrated how important is knowledge sharing to the success of an organization, they also emphasized their readiness for knowledge sharing and collaboration as they vouched not to feel reluctant sharing their knowledge with co-workers. It is worthy of emphases that they were very familiar with knowledge management tools which aid and enhance collaboration and resource sharing within the organization. It was accentuated that management should create enabling environment where there are motivation and incentive for knowledge creation, sharing and innovation through creative thinking and brainstorming.

Findings from the study revealed that LIS professionals affirmed that knowledge management is a viable response to sudden change in users' preference in ways and manners information need in been served and that the essence of knowledge management initiative in an organization is to put knowledge to use so as to improve organization's products and services that warrant gaining competitive advantage.

The study itemized various knowledge management competencies suggested by authors, scholars, and researchers (Koenig, 1999; Thanuski, 2010; Hussain & Nasim, 2015; Chaubey, 2015; Uzohue & Yaya, 2016) in order to examine their level of importance, it was unveiled that competencies ranging from information management, communication and interpersonal relationship, managerial and leadership role, decision making, creative thinking, information technology, change management and project management are all extremely important for successful knowledge management practice.

CONCLUSION

Knowledge management is adjudged very relevant to library practice as skills and competencies of LIS professionals serve as essential ingredients for knowledge management initiative in the organization. The purpose of selecting, acquiring, organizing, storing and disseminating information in the library share similar objective with knowledge management practice. LIS professionals partially or fully partake in all activities and processes involve in

knowledge management such that: they do more or less of knowledge auditing through traditional practice of conducting users' study and collection assessment in the library or information center; conducting knowledge capturing through selection and acquisition of information resources as well as coding and documentation of expert knowledge in the organization; knowledge organization is another knowledge management process which is the real core competency of LIS professionals; circulation of books and reference services is another form of knowledge sharing and dissemination; implementation of suggestions from users study to improve service delivery is synonymous to put knowledge to use and to cap it all, knowledge management is considered a viable response to the sudden change in users' preference for information access and environment library operate.

Library and information science professionals were tested to limit for competencies in knowledge management processes: they were moderately competent in the area of investigating into knowledge capacity of the organization or institution they were serving; they do not do so bad in creating knowledge for the organization through brainstorming and conducting studies on best way to improve products and services; they are a major player in converting expertise knowledge of an expert and experience of a knowledgeable workers into explicit (documentation) through survey and interview; they were highly proficient in knowledge taxonomy and organization as it's the core of the profession; they showed high level of commitment to knowledge sharing as well as putting organization knowledge to use for improvement of products and services of their parent institution or organization.

It was affirmed that knowledge management initiative will foster LIS professionals' collaboration with other units or department in the organization, which enable them to be more relevant to the management and organization as a whole.

RECOMMENDATIONS

For a better understanding of knowledge management in regards to its relevance to librarianship among LIS professionals, regulatory bodies like librarian registration councils as well as library associations needed to publicize knowledge management practice through seminars, research, conference, symposium etc. This will enlighten professionals more on phenomenon associated with knowledge management and position of LIS professionals.

Library and information science professionals should not feel reluctant sharing their expert knowledge with co-workers, as this will foster knowledge transfer that ensures knowledge garnered through years of experience is not lost in totality to employees' turnover and retirement.

Library and information science professionals should be conversant with new information technologies and as well acquire more competencies as they were emanating from new invention and advancement in technology. This will ensure their position remains intact in the labor market.

LIS professionals should be more value-oriented than service-oriented in their operation as this will foster more participation in decision making of the organization

LIS professionals should not restrict themselves to traditional practice but rather expand to areas that will enable them to manage information resources as well as expert knowledge of organization workforce.

An organization that strives to attain success needed to allocate fund for staff continuous education and training as this will improve staff's quality and positions them for knowledge management initiative.

The expert knowledge of staff members should be appreciated by been inventoried, indexed regularly and be made accessible to others.

Organizations should encourage the transfer of knowledge of experienced staff to new staff member through mentoring program, informal seminars, discussion session where staff members can interact and exchange knowledge.

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