

# **KNOWLEDGE MANAGEMENT IN THE CONTEXT OF NEPALESE LIBRARY**

A thesis submitted to

The Central Department of Library and Information Science,

Tribhuvan University in partial fulfillment of the requirements for the Degree of

Master of Arts in Library and Information Science

Submitted by

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Exam Symbol No. 280547/2071

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**February, 2017**

**LETTER OF RECOMMENDATION**

This is to certify that Ms. Reshma Dangol has prepared this thesis entitled “KNOWLEDGE MANAGEMENT IN THE CONTEXT OF NEPALESE LIBRARY” under my supervision and guidance. I recommend this thesis for final approval and acceptance.

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**Dr. Madhusudan karki**

(Thesis Supervisor)

**LETTER OF ACCEPTANCE**

The thesis entitled “KNOWLEDGE MANAGEMENT IN THE CONTEXT OF NEPALESE LIBRARY” prepared by Reshma Dangol in partial fulfillment of the requirements for the Master’s Degree in Library and Information Science is here by accepted and approved.

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## ACKNOWLEDGEMENTS

It would have been almost impossible to get this thesis into this form without the helping hands of my teachers, seniors, friends, family members and well wishers. Much help and inspiration have been received from all of you in completing this work. This is the result of combined efforts of all. So I owe a great deal to all of you.

First of all, I am very grateful to my thesis supervisor Dr. Madhusudan Karki for encouraging carrying out this research work and giving valuable suggestions to complete my thesis.

I would also like to thank Mr Bhim Dhoj Shrestha, Head, Central Department of Library and Information Science and Mr. Bishnu Pd Aryal, Tribhuvan University for allowing me to pursue my research in Knowledge Management.

My heartily thanks go to **University Grants Commission, Nepal** for the financial support for the completion of the thesis work. I also remain immensely indebted to it.

Last but not the least, my special thanks goes to senior colleagues Mr. Rajendra Neupane and friends, also my entire respondents of my questionnaire, library professionals of the libraries, Knowledge managers, information centers and libraries under study and friends for their valuable help during this work.

I must not forget to my father Krishna Man Dangol and husband Ramesh Shrestha for providing me all kinds of support during my study period for completing my research work.

Reshma Dangol

February, 2017

## **ABSTRACT**

The thesis entitled “Knowledge Management in the Context of Nepalese Libraries” has been carried out as one of the requirements for the Degree of Master of Arts in Library and Information Science, Tribhuvan University. The objectives of this study are; to find out the practice of KM by the Nepalese Knowledge and information workers; to compare knowledge management of the different knowledge and information workers; to identify the importance of knowledge management today for individual’s communities and organization. There are many barriers and problems in using online resources such as financial, technological, infrastructural and also human resource.

Different types of libraries inside the Kathmandu valley were taken as the population of the study. The major libraries of Nepal i.e. TUCL, NNL, ICIMOD, UNIC, WWF, and Kaiser Library are included in it. Similarly, nature of data and data collection were quantitative and qualitative. Further, two methodologies are used i.e. Web-based survey and interviews.

Various literature from the Academic, special library, reference library, journals and thesis in Knowledge Management have been reviewed for this study. Primary data has been gathered by questionnaires of a total 103 professionals. Data analysis then was conducted with the SPSS 13 program. Participants were provided with the opportunity to review a draft of summary of findings.

Regarding the finding of the study, half of respondents were agreed with the statement of KM, Almost all respondents were aware of the successful implementation of KM in library, three-fourth of respondents agreed with the curriculum largely based on the information systems domains and approaches to KM curriculum to meet the needs of library professionals. It is recommended that KM could be future of present day in Library and Information Science. Institutions, organizations can be renamed as Knowledge management department, resource centers, information centers etc for Library.

The further study is recommended on knowledge Management relating to field of Library Science in the field of teaching, learning and practicing as discipline.

## **DEDICATION**

To all my

Respected teachers who made me able to come in this stage.

And

To my friends and lovely daughter

## **PREFACE**

Knowledge Management for Individuals, Communities, and Organizations. Knowledge management provides benefits to individual employees, to communities of practice, and to the organization itself. This thesis deals about the introduction to knowledge management. In details, it tries to explain about Library and Information Science (LIS) perspectives on KM.

This study has been divided into six chapters and each chapter contains references. The first chapter covers the background of the study, statement of the problem, objective of the study, research question, scope and limitation of the study, significance of the study, definition of the terms organization of the study and references. The second chapter is related literatures including books, journals, and articles have been reviewed in this chapter. Third chapter is focus of the study. The fourth chapter includes research methodology which includes, research design, questionnaire design, data collection procedures, statistical procedure and references. The fifth chapter is about analysis and presentation, in this unit deals with the outcome of the data analysis from the research work and the last chapter contains the summary, conclusion and recommendation based on the analysis and finding of the results of data.

Therefore, I think this study will be significant for the librarians, archivists, knowledge managers, information specialist and all the related individuals to know about knowledge management and its impact in Library and Information Science.

## CATALOGUE OF THE THESIS

### Main Card

D            Dangol, Reshma  
026           Knowledge Management in the context of Nepalese Library/Submitted by  
D212K Reshma Dangol. -Kathmandu: Central Department of Library and  
2016           Information Science, 2016.

xvi, 78p.; tables  
Includes References.

Thesis (MLIS) Tribhuvan University, Central Department of Library and  
Information Science, 2016.

1. Knowledge Management I. Title

### Shelf List Card

D            Dangol, Reshma  
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2016           Information Science, 2016.

xvi, 78p.; tables  
Includes References.

Thesis (MLIS) Tribhuvan University, Central Department of Library and  
Information Science, 2016.

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### Added Entry ( Subject) Card

	KNOWLEDGE MANAGEMENT
D	Dangol, Reshma
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D212K	Reshma Dangol. -Kathmandu: Central Department of Library and
2016	Information Science, 2016.
	xvi, 78p.; tables
	Includes References.
	Thesis (MLIS) Tribhuvan University, Central Department of Library and
	Information Science, 2016.
	1. Knowledge Management I. Title

### Added Entry ( Title) Card

	KNOWLEDGE MANAGEMENT IN THE CONTEXT OF NEPALESE
	LIBRARY
D	Dangol, Reshma
026	Knowledge Management in the context of Nepalese Library/Submitted by
D212K	Reshma Dangol. -Kathmandu: Central Department of Library and
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## **ABBREVIATIONS OF TERMS**

CDLIS	Central Department of Library and Information Science
IC	Intellectual Capital
ICIMOD	International Centre for Integrated Mountain Development
ICT	Information Communication Technology
INGO	International Non-Governmental Organization
IT	Information Technology
KM	Knowledge Management
LIS	Library and Information Science
NGO	Non-Governmental Organization
NNL	Nepal National Library
TU	Tribhuvan University
TUCL	Tribhuvan University Central Library
UGC	University Grant Commission
UK	United Kingdom
UN	United Nations
UNIC	United Nations Information Center
USA	United States of America
WWF	World Wildlife Fund

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# **Chapter – 1**

## **INTRODUCTION**

### **1.1 Background of the Study**

Knowledge Management is a relatively new term in Library and Information Science (LIS). Knowledge Management (KM) has provided LIS professionals with a wide variety of new career opportunities in context of Nepal. Librarianship is one of the professions not only vying for a position of prominence in KM, but also whose track record in the field is widely acknowledged. “Here is a discipline which highlights our skills, which admits that our job is valuable for the firm’s business strategy, which offers us the potential for new development fields and which is strongly supported by top management”.

The term “period of rapid change’ is frequently used in the literature to describe the new environment. The changes brought is due to ongoing social evolution could be technological (ICTs) or managerial; library is an agent to reflect the development. Also some NGOs, INGOs has practices knowledge management – KM- as a key factor in organizational success.

Due to advance technology, particularly the development of the internet and the World Wide Web, have not only increased stocks and flows of information but also have changed the nature of library and information services, posing serious question for libraries and library professionals. The availability of different free and payable databases, software and search engines has to some extent resulted in disintermediation, with questions being asked about the continued relevance of the Library professionals for retrieving information. The LIS literature is characterized by speculation about the future of libraries and librarianship one prominent LIS figure observes.

“Libraries are under threat. If the world is really being built on information and knowledge, transmitted almost instantaneously from any place to anywhere, what role is left for yesterday’s fusty mausoleums of print? Perhaps they will survive as museums (Brophy, 2001) According to Brophy, he just wanted to explain his view for



the future which he had assumed libraries as museums, if the information is overloaded than it will threaten to all kinds of organizations and LIS professionals will be embraced. Therefore, knowledge management has emerged as a response to challenges the profession faces in discontinuously changing environment.

Knowledge Management is a very broad term and includes by necessity many people of diverse educational and experiential background. KM is a process that has been heavily influenced by the development of technology to data and information management. In many organizational knowledge management has been located in IT departments. Koenig notes that attendance at KM conferences shifted from being almost entirely comprised of IT people to including a significant contingent of human resources people in the late 1990s (Koenig, 2002). LIS professionals connect to KM through their traditional role of managing and organizing information. They are expert in content management, something that is often central to successful knowledge management. KM is linked to information management because knowledge is communicated and managed through information infrastructures that are used to locate, create, distribute, store and eventually discard information (Morris, 2004). Koenig sees librarianship as bringing to KM:

A set of tools to facilitate the implementation of KM, the extension of librarianship, thus avoiding unnecessary, wasteful, expensive, and, above all, time- consuming reinventions of the skills and tools we already have (Koenig M. , 1996)

In order to prepare for such unique activities, librarians should be ready to face new challenges and opportunities and fulfill the potential gaps between their current and future needs for education.

## 1.2 Statement of the Problem:

In LIS there has been frequent mention of refocusing on KM, and even renaming professionals as “knowledge specialist”. However, there has been precious little discussion about what knowledge management is, or even what constitutes knowledge. Can we afford, conceptually and practically, to ignore these issues? If we do ignore them, what is the cost? (Budd, 2001).

“Whether it is in the literature of knowledge management, or in that element of LIS literature that touches upon knowledge management. In case of Nepalese libraries there is less number of knowledge managers, Knowledge workers or knowledge officer or knowledge specialist.

Only we have been known that there are knowledge workers in NGOs and INGOs sector but unfortunately we didn't have knowledge officers in government sectors.

Here are two points that is emerged with some clarity. The first point is that information professionals have the potential to make a serious contribution to the practice of knowledge management, and the other is that knowledge management has much to offer to the management of libraries and advancement of the library profession.

The fundamental questions about the potential role and place within knowledge management are issues to do with the understanding of business values and objectives, and of organizational politics, and the need for LIS professionals to be able to demonstrate credibility in a highly competitive field (Broadbent, 1998). But where, it might be asked, do libraries and information centers fit into this highly business intensive, not to say commercial portrayal of knowledge management? It is not clear how either the work experience or educational background of most Library professional, librarians would equip them to operate within this area of the organizational knowledge management domain.

However, the essential problem is to do with the nature of knowledge and its management, and with the challenges of separating the generic elements of knowledge management from those that are organizationally, professionally or disciplinary contextual. Further, as there is less KM workers in Nepal, what are the possibilities to create more euthanistic knowledge workers in the development of library sector of Nepal, when the nature of the overall issues we can begin to address, those issues around the application of knowledge management within a Library and Information context of Nepal.

### 1.3 Research questions

The major research question posed was: Is Knowledge Management is practiced in libraries of Nepal?

Different aspects of the relationship between KM and LIS were categorized in the following additional questions:

1. What does knowledge management mean in the context of the Library professions?
2. Why KM is important for the organization?
3. What contribution can LIS professionals make to the practice of knowledge management?
4. What contribution can libraries make to the practice of knowledge management?

### 1.4 Objectives of the Study

The objectives of the study are as follows: -

1. To find out the practice of knowledge management (KM) practised by the Nepalese Knowledge and information workers.
2. To compare Knowledge Management of the different knowledge and information workers.
3. To identify the importance of Knowledge Management today for individual's communities and organization.

### 1.5 Significance of the study

Although knowledge management is a highly topical issue in business and related fields, there remains much ambiguity as to its nature and its theoretical basis, particularly when it comes to the LIS professions. There is a proliferation of empirical studies on the technological and organizational dimensions to knowledge management. However, few empirical studies have been conducted into the relationship between knowledge management and LIS professions. If the LIS

professions are to respond in as optimal a manner as possible, they would be better able to do so if informed by empirical research into past and current practices, surfacing lessons learned, potential methodologies and strategic options. The present research was geared to the achievement of just these kinds of an outcome.

A major feature of this research is the fact that it is helping to break new ground in an area where relatively little research has been conducted. The results of this empirical study could help both to advance understanding of the relationships between knowledge management and the LIS professions, and to provide input into the development of the theory of knowledge management.

#### 1.6 Scope and Limitation of the study

It is acknowledged that this research study in some sense represents a snapshot in time, capturing one image of a rapidly changing and dynamic environment, from the perspective of a sample of library and information professionals. Like all studies, this study has a number of limitations that must be acknowledged.

Adding, the topic chosen is very broad. The research touched upon many issues involved or potentially involved in the relationship between KM and LIS including: the perceptions of LIS professionals of KM, the role of libraries/LIS professionals in KM, the educational needs of LIS professionals and the required competencies for KM practice. Each of these topics could well support a separate dissertation in its own right. Accordingly, it was not possible to engage in an in-depth treatment of all the issues involved.

In contrast to positivism's emphasis on the generalizability of findings, interpretive research seeks a relativistic understanding of phenomena. Generalization from the content to a population is not sought. The focus is on achieving a deeper understanding of the phenomena. Only a relatively small sample of information professionals was interviewed, although these came from very different organization and were all 'leaders' of KM in their organizations. Despite the credentials of the interviewees, the results of these interviews could not really serve as the basis for generalization. However, their perceptions and experience could be seen to be

relevant to those of similar professionals and organizations elsewhere (Walsham, 2002).

### 1.7 Definition of the Terms

Library : The term ‘ library’ has been used in this research to cover all the diverse operations and the different names for the unit traditionally called he library and information center. I have used ‘library’as a generic term encompassing a variety of organizational forms of information service – public, academic and special libraries, information center, data center, information resource centres, information units, knowledge resources centres, and so on – that may function as independent organizations or as units within a bigger organization.

- LIS : Refers to Library and Information Science/ Services
- KM : Has been used as an acronym for knowledge management

Library refers to the collection of books and other literature materials kept for reading, studying and consultation. Library is the trinity of three things staff, users and resource materials. (Karki, 2012)

Librarianship refers the profession of the librarian

Library education deals with the educational provision for entrants to the library profession.

Profession means paid occupation especially one that requires advanced education and training.

Professional means belonging to a profession.

Professionalism refers to the character and conduct of those working in a profession.

### 1.8 Organization of the Study

The research study has been set up according to the format given from the department. According to given format, the thesis consists of six chapters :

- Chapter I – Introduction
- Chapter II- Review of Literature
- Chapter III- Focus of the Study
- Chapter IV- Research Methodology
- Chapter V – Analysis and Presentation
- Chapter VI – Summary, Conclusion and Recommendation

The first chapter covers the background of the study, statement of the problem, objective of the study, research question, scope and limitation of the study, significance of the study, definition of the terms organization of the study and references. The second chapter is related literatures including books, journals, and articles have been reviewed in this chapter. Third chapter is focus of the study. The fourth chapter includes research methodology which includes, research design, questionnaire design, data collection procedures, statistical procedure and references. The fifth chapter is about analysis and presentation, in this unit deals with the outcome of the data analysis from the research work and the last chapter contains the summary, conclusion and recommendation based on the analysis and finding of the results of data.

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## **Chapter-2**

### **REVIEW OF LITERATURE**

The purpose of this chapter is to provide an introduction of knowledge management and how it is connected with library and information science. To find the relationship between KM and LIS which includes the role of librarians or library professionals as a knowledge workers / knowledge brokers, knowledge officers, knowledge managers, knowledge associates etc., the educational need of librarians, library professionals, knowledge of IT requirement for the knowledge management or the competencies required for KM practice.

The chapter starts with the introduction to KM and continues by highlighting the challenges faced by librarianship owing to the emergence of knowledge management and the reactions of librarians, Library professionals to this new concept. Then follow sections dealing with respectively: the role of library professional librarians, libraries in KM, the skills and competencies required for the engagement of LIS professionals in KM, the use of knowledge in organization, challenges and barriers for library and information science involvement in knowledge management.

#### **2.1 Introduction to knowledge Management**

Although the term knowledge management formally entered popular usage in the late 1980s (e.g. conference in KM began appearing, books on KM were published, and the term began to be seen in business journals), philosophers, teachers and writers have been making use of many of some techniques for decades. Denning (2002) related how from “time immemorial, the elder, the traditional healer, and the midwife in the village have been the living repositories of distilled experience in the life of the community. Now, almost two decades KM has been promoted as a valuable business concept. The practice of knowledge management has now spread to the domain of non-profit and public sector organizations, including that of libraries. According to (Alavi, 2001), the goal of KM is to effectively apply an organization’s knowledge to create new knowledge to achieve and maintain competitive advantage. Critics of the term KM claim that, although some aspects of knowledge such as culture,

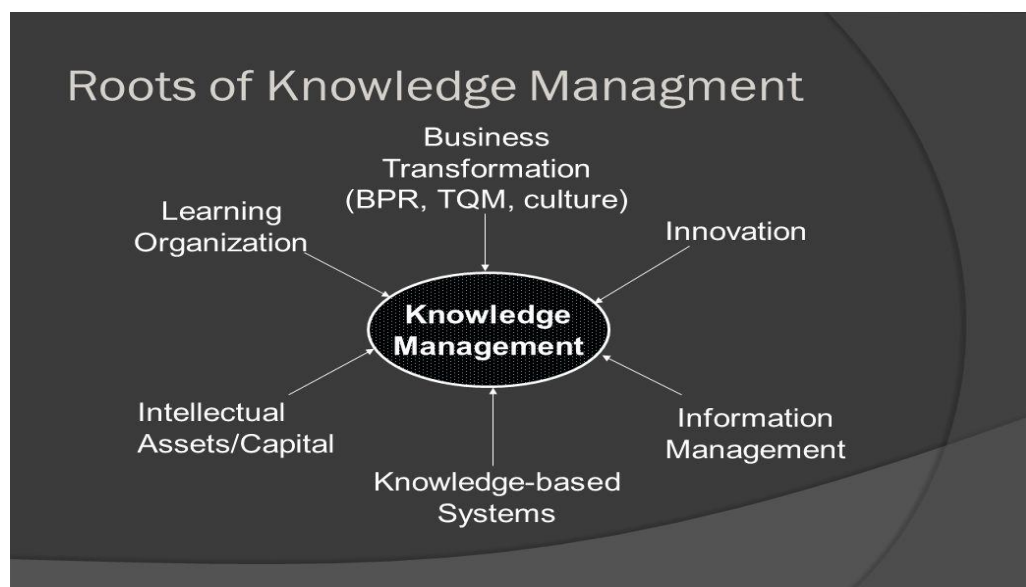


organizational structure, communication processes and information can be managed, knowledge itself, arguably, cannot (Martin, 2008).

Stephen Abram Writing in an LIS context observed that knowledge can be shared but cannot be managed: “In fact capturing knowledge in any form other than into a human being’s brain reduces it to more information, or worse, data. Only the knowledge environment can be managed (Abram, 1997).

KM is a combination of people, process and technology. This involves people from a wide variety of disciplines including, for example, information technology (IT), psychology, LIS and human resource management (HRM). The multidisciplinary nature of KM has resulted in various interpretation and definitions depending on which discipline they are coming from. A review y Hlupik et al. identified eighteen distinct definitions of KM (Bouthillier, 2002)

Further, the origin of today’s focus on knowledge can be traced back to key influences over the past centuries.



**Figure 1** *The roots of knowledge management.*

From <http://slideplayer.com/slide/6245143/>

### 2.1.1 Intellectual Capital

The concept of intellectual capital (IC) sits at the core of KM, as KM entails an approach to the management of human and intellectual resources in organizations. Intellectual capital is used to mean not only information, in the sense or senses in which it has traditionally or conventionally been understood and managed by information professionals, but also such 'intangibles' as the expertise, know how, experience, competencies, talents, ideas, thought and intuitions of the people in and organization (Loughridge, 1999). The term 'intangible assets' has been treated as being synonymous with intellectual capital. Intangibles refer to those assets that do not have physical substance but are subject to control in accounting terms (Martin, 2008). The ability of organizations to develop and compete depends on their ability to learn and to exploit the capacity of employees to convert knowledge and experience (intellectual capital) into profit.

### 2.1.2 Data, Information and knowledge

In order to understand knowledge management, it is important first to ask what knowledge is. Some authors try to define knowledge by distinguishing between knowledge, information and data. The assumption seems to be that if knowledge is not something different from data or information, then there is nothing new about knowledge management (Alavi, 2001).

The nature of and the relationships between data, information and knowledge, have been described as the cornerstone for understanding knowledge management theory in organizations (Alavi, 2001). Attempts to define these three concepts are numerous. Evidently, the three key concepts are interrelated, but the nature of the relations among them is debatable, as well as their meaning (Zins, 2007)

It has been common practice to take a hierarchical view of the relationship between data, information and knowledge. According to this view, data are regarded as the raw material of information and information as the raw material of knowledge (Zins, 2007). According to this view, therefore, data are facts which can be structured purposefully and placed in context to become information. Knowledge is derived

from information through human interaction. This hierarchical relationship is routinely modeled like a pyramid, with data at the base, information in the middle and knowledge at the apex (Alavi, 2001). In this pyramid model argue that it can be misleading because it implies that one component of the model is superior to another , whereas each can be potentially valuable in appropriate circumstances .The model also overlooks the potential for alternative flows and transformations, most notably in a reversed hierarchy model where knowledge when articulated, verbalized and structured, becomes information which, when assigned a fixed representation and standard interpretation, becomes data (Todd, 2001).

### 2.1.3 Explicit and tacit knowledge

Two forms of knowledge popularized by the Japanese scholars (Nonaka, 1995), have dominated discussion on the nature of the knowledge in KM. Based on the work in (Polanyi, 1966) they promoted recognition of the tacit–explicit knowledge classification, which has been widely cited in the literature.

Explicit knowledge, unlike tacit knowledge, is defined as knowledge that can be codified and therefore, more easily communicated and shared, notably through IT systems. (Nonaka, 1995), for example, describe explicit knowledge as:

Can be expressed in words and numbers and can be easily

Communicated and shared in the form of hard data, scientific formulae, codified procedures (Nonaka, 1995).

There is a widespread view that explicit knowledge is actually information alhawamdeh this perception has in turn led to the argument that KM is simply another term for information management. This point is addressed in the present dissertation.

Knowledge classification/ taxonomy involve attempts to identify types of knowledge that are useful to organizations. Examples include knowledge about customers, products, processes and competitors. Also, theoretical developments in KM would occur through identifying different kinds of knowledge (Alavi, 2001).

## 2.2 Librarians are facing new challenges in the new era

The future of libraries and librarianship will be definitely changed in the ratio of the advancement of the technologies like internet and the World Wide Web. It has changed the roles and duties of librarianship which posed serious questions for libraries and LIS professionals. Among the more significant social and economic impacts of the World Wide Web is the increasing amount of freely available information, something that has resulted in changes to information behavior. People have come to believe that they can find everything through the web. As on prominent LIS figure observed: “Libraries are under threat. If the world is really being built on information and knowledge, transmitted almost instantaneously from any place to anywhere, what role is left for yesterday’s fusty mausoleums of print? Perhaps they will survive as museums (Brophy, 2001).

The availability of user – friendly databases, search engines and the impact of phenomena such as google.com has to some extent resulted in disintermediation, with for example, questions being asked about the need for LIS professionals for retrieving information. In this context, Hayes quotes from an academic in computer science stating that her library was her server and Google was her catalogue (Hayes, 2004).

As Brophy has observed, however, the forces shaping the profession of librarianship and the design of libraries are not solely technological. There are massive cultural, social, psychological and philosophical forces at work (Brophy, 2001).

For example, information services outside libraries offered by the commercial sector tend to be promoted as being more customers – oriented and responsive. Dillon accuses libraries of lagging behind commercial offerings in the most basic system features such as personalization, richness of experience, quality of content and interaction. He compared the information provided by Amazon and what library catalogues typically offer and claimed that ‘The information to be found at Amazon.com is often so much more useful and so much richer. And Amazon’s interface is by no means state of the art’ (Dillon, 2002).

However, one could argue that in his criticism Dillon is not comparing like with like. For example, although there can be difficulties encountered in finding publication dates for books that have been promoted by Amazon, this would never happen in a library catalogue.

In conclusion, with challenges we have an opportunity to learn, so to be optimistic and suggests the development in the library with the help of information technology is prime important. Globalization and the developing role of information within society have provided great opportunities for libraries and librarians, who could allow them to not only, survive but also to enjoy a very exciting future. The fifth law of library science expounded by Dr Ranganathan states “the library is a growing organism”. In practical terms today this means: ‘honor the past and create the future’ (Gorman, M (Ed), 1997). These statements not only reflect the long standing ‘world view’ and theoretical foundation of librarians, but also lend credence to current claims for a more relevant and meaningful role for the profession in emerging knowledge- based societies.

### 2.3 Roles of LIS professionals in KM

The multidisciplinary nature of knowledge management has resulted in input from people from different fields including human resources managers, economists, IT specialists and LIS professionals. This has led to something of a ‘turf war’ between those professions for ownership of the function (Todd, 2001). As (Owen, 1999) observed:

Many different disciplines have joined the bandwagon of knowledge management. It is interesting to see that each of them tends to claim knowledge management for itself. Economists argue that knowledge management is all about operating in a knowledge economy, and that therefore knowledge management is the domain of the economist. But human resources professionals argue that the aim of knowledge management is to ensure that people in the organization have the right level of knowledge and skills. They claim responsibility for knowledge management for themselves. They argue that knowledge can be managed by means of storage and retrieval systems, distribution networks, etc. (Owen, 1999).

KM is a process that has been heavily influenced by the growth and application of computer technology to data and information management. As the focus of KM moved from IT towards human expertise, including the importance of tacit knowledge, other disciplines and departments became increasingly involved. Koenig notes that attendance at KM conferences shifted from being almost entirely comprised of IT people, to including a significant contingent of human resources people in the late 1990s (Koenig M. &, 2002). Today, KM tends to be viewed increasingly as a series of organizational initiatives that are built and implemented by multidisciplinary teams. This includes: the installation of software such as intranets to facilitate information management, including the capture of explicit knowledge through such facilities as Yellow Pages, and of tacit knowledge through chat rooms. It also includes the widespread availability of learning opportunities for employees and the development of formal or informal 'communities of practice' (group that develop or are constructed to allow the sharing of expertise) to facilitate knowledge sharing and innovation (Sinotte, 2004). Gradually, the various disciplines involved, information technology, human resources and LIS, have begun to acknowledge that this very critical, but complex, organizational asset will not be effectively managed without the use of integrated teams and approaches. This view has been supported by Davenport and Cronin: 'KM is a form of distributed cognition, a multifaceted domain where professionals of different provenance must recognize each other's role (Davenport, 2000). Also, Owen observed that KM had quite different meanings to people depending on their place in the organization (e.g., HRM, the Library, the IT Department) and that fully integrated KM should combine these different approaches (Owen, 1999). Similarly, (Broadbent, 1998) argues that:

KM requires a holistic and multidisciplinary approach to management processes and an understanding of the dimension of knowledge work...KM is not owned by any one group in an organization, nor by any one profession or industry. But if you want to be a player in the emerging KM phenomenon, you need to understand the multiple perspectives of the other players (Broadbent, 1998).

In fact, for a number of years, librarians have been developing a role in preparing and delivering information literacy training to users both formally and informally.

## 2.4 Required skills and competencies for LIS professionals

The library and information science (LIS) profession, within and outside the higher education sector, has put forward a strong case for the relevance of its skills to KM activities (Martin B. H., 2006).

The importance of traditional LIS skills for KM practice in the views of (Abell, 2001) resides in the fact that “the information profession has the theoretical basis and practical skills to provide the essential elements of knowledge management’.

Considerable efforts have been made to support the view that library and information science has already addressed key information – related issues in knowledge management. One research study has compared KM market needs with the skills that have been considered necessary in the LIS profession (Hill) this comparison concluded that despite the unfamiliar vocabulary of the job specifications and descriptions of the knowledge, skills and abilities sought by employers.

It will become clear that an information professional will possess not just the tangible skills required (i.e. research, quick reference skills, source knowledge, collection development, Netscape, online, IT) but also the intangible ones (communication, customer services orientation, organizational understanding, business knowledge, interpersonal skills)

### 2.4.1 New roles and new skills

It seems unlikely that any single profession or discipline would be able to take on any new roles demanded for participation in KM without some further development of their skill base KM is a multi- dimensional discipline and requires a demanding mix of skills and competencies.

Members of other profession, such as those in various business disciplines, in IT and HR, bring their own knowledge and experience to the multi – dimensional discipline of KM, but are nonetheless likely to be faced with the need to acquire additional, for them, non-traditional skills.

As was discussed earlier, LIS professionals relate to KM mainly through their abilities in organizing and classifying information. These abilities can provide LIS professionals with a platform for involvement in KM. However, mainstream knowledge management operates in a largely different context from the familiar LIS operational environment.

Therefore, to maximize the application of their skills in the commercial world, and to take advantage of new opportunities, LIS professionals need to be familiar with the new context. This means that LIS professionals not only need to be more creative and imaginative in the application of their traditional skills, and able to make critical decisions, but also must be capable of shifting to what is frequently a strategic mindset. This requires the ability to appreciate the wider environment in which organizations operate, including the role of the organization and its clients and the role of information and knowledge in achieving corporate success.

#### 2.4.2 KM and LIS education

Technological advances have changed the face of library practice since the 1970s. Consequently, continuous revisions to LIS curricula have been needed to respond to the demands of a dynamic workplace environment, ensuring that graduates are equipped with the required skills.

As the automated library gave way to the digital or virtual library, educators again had to reassess the content of their curricula to ensure that graduates were equipped to take their place as effective new professionals (Martin B. , 2008)

Fundamental revisions to LIS curricula and the extension of the scope of librarianship programs have occurred since the 1990s. Recognition of the importance of information and then of knowledge in all sectors of society since then, has extended the LIS job market beyond traditional areas to others which would not always have been particularly fruitful sources of employment for LIS professionals (Hayes, 2004).

In recent decades, the emergence of knowledge management and, consequently, the integration of KM theory and practice into the core operations of organizations worldwide, have produced new opportunities for LIS professionals.



#### 2.4.3 Knowledge Management educational programs

The prediction of Ruth et al. (1999) that KM would someday be taught across the academy has been realized, and KM has been incorporated into academic programs since year 2003.

Many individual courses in KM are being offered as part of programs in different disciplines. There has been debate as to whether KM should be offered as a stand-alone, complete MSc or BA program or integrated as a single course within different disciplines. Some have questioned the need for entire courses in KM. Therefore, while there are numerous educational courses focused on KM, it appears that there are relatively few entire programs devoted to it (Sinotte, 2004)

There are challenges in designing an educational program for a complicated multidisciplinary field like KM. Apart from the absence of a clear definition of knowledge management, there are difficulties in determining the intellectual territory to be covered by any viable and practical KM course.

#### 2.4.4 Knowledge Management in LIS education

In response to the demands of the KM market, a growing number of LIS schools around UK, Nanyang Technological University in Singapore) or feature the subject as a component of either Masters or undergraduate degrees. LIS school have thus taken a leading role in KM education. Two pieces of research lend support to this statement. Research by Srikantaiah revealed that if the academic campus has a library and information science school, the KM program will typically start at that school, within an interdisciplinary arrangement. Otherwise, the KM program will be absorbed by the business schools and in special cases by the engineering schools (Srikantaiah, 2004).

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## **Chapter-3**

### **FOCUS OF THE STUDY**

Knowledge management has been a highly topical issue in business, management and other related fields for more than a decade. However, it is rare to find reference to library and information services in the mainstream management literature, and this despite a general consensus on the value of information and knowledge to organizations.

In the case of LIS, there is a reasonable amount of literature on the connections between knowledge management and the library and information professions. It seems clear that there is much of relevance in KM to the future prospects of the LIS professions worldwide including our Nepal.

As a piece of interpretive research, the main expected outcomes or findings of this study are as follows.

1. Active participants for the interviews and identify a leadership role in KM.
2. LIS professionals involved in this study to know the reasonable level of awareness of KM, this is due to familiar with the subject matter.
3. To interpreted the level of commonality among LIS professionals and Knowledge workers.
4. To get feedback about attitudes towards knowledge management among the LIS community.
5. Equal importance to the library and information unit and the IT department as potential locations for the KM function.
6. To be known about detail information about the relations between KM and Library and information science and the role of KM in libraries of Nepal.

#### **3.1 Introduction**

One of the objectives of the present research was to explore perceptions of KM among LIS professionals. The first part of the questionnaire was allocated to this topic and was comprised of three questions. The first question addressed definitions of KM

; the second sought responses to a series of statements about KM and its relationship with LIS , and the last question sought to assess the perceptions of LIS professionals as to the most effective location for the KM function within organizations. These were all closed questions, but respondents were invited to add additional comments if they desired. In an attempt to enrich the findings of the questionnaire, data on the perceptions of KM among LIS professionals were also sought through in-depth interviews with LIS professionals who had attained leadership positions in KM. These findings from the questionnaire and the interviews were triangulated with material drawn from the literature.

### 3.1.1 Definitions of KM

The first question addressed the definition of knowledge management. The researcher drew upon a wide range of what were often very different definitions of knowledge management, before selecting a group that offered the most likely combination of diversity and relevance to the LIS environment. Respondents were asked to choose from five definitions of knowledge management, or if they preferred to provide their own definition. It was believed that gaining an understanding of concepts of KM among LIS professionals would help the researcher to investigate more effectively the implications of KM for the LIS professions. As shown in table 3.1, more than half of the respondents chose option ‘a’ which described knowledge management as :

*The acquisition, sharing and use of knowledge within organizations, including learning processes and management information systems.*

*Which of the following definitions of knowledge management do you find most suitable?*

The second most popular choice (23.1 percent) was option ‘b’ which defined knowledge management as :

*The creation and subsequent management of an environment which encourages knowledge to be created, shared, learnt, enhanced, organized for the benefit of the organization and its customers.*

### 3.1.2 Attitudes toward KM

In this section, respondents were asked to show their level of agreement or disagreement with certain statements about knowledge management, using a five-point likert scale. These statements were based on the literature. There was some overlap in the questions, which enabled the concepts to be approached from different perspectives. What follows here is a report on those statements. In order to add to the data on levels of agreement / disagreement with these statements, information emerging from interviews is included here, along with relevant comments drawn from open ended questions asked elsewhere in the questionnaire.

Table Percentage of agreement/ disagreement with the statements in section 2 ( what has been reported in this table are only some of the responses to certain statements in the first section of the questionnaire. Other statements have been discussed in relevant sections of findings of other chapters)

## 3.2 Knowledge Management and LIS education.

### 3.2.1 Introduction

KM has been described as a potential survival factor for the LIS profession and consequently for LIS education. Faced with the need to be relevant in today's knowledge- based environment, LIS schools are in many cases redesigning their curricula in order to accommodate the inclusion of KM. The literature reveals a variety of responses to the need to educate professionals in aspects of KM, and also to provide them with the appropriate knowledge-related skills and capabilities which would facilitate their entry into the KM job market.

To find out the implications of KM for LIS education, the researcher investigated the perception of LIS professionals on the role of LIS education in preparing knowledge-literate professionals for the job market. This involved asking the following questions:

- What are the perceptions of LIS professionals as regards the inclusion of KM in the LIS curricula?
- What is the rationale for changes in LIS education with respect to KM?

- What is likely to be the most appropriate course content for KM programs in LIS schools?

The perceptions of LIS professionals on the implications of KM for LIS education were investigated both in a questionnaire and in follow – up interviews. Analysis of the responses to both the questionnaire and the interviews is reported here, and is compared to what is reported in the literature.

One section of the questionnaire was allocated to the topic of KM education. Questions were both closed and open- ended and in some cases employed five-point likert scales for measuring the level of agreement with statements.

*Do you agree that education for LIS must change to accommodate developments in KM?*

### 3.3 KM and libraries

As was discussed earlier in the literature review, there is a gap in the literature as regards the relationship between KM and libraries. Relatively few empirical studies have investigated the contribution of libraries to the implementation of knowledge management in their organizations. (Marouf, 2004) investigated the role of corporate library and information centers in knowledge management in the USA. The results reported widespread involvement by librarians in the development of knowledge repositories and databases of best practices and lessons learned. Also, their involvement in the use of intranets, portals and knowledge-sharing technologies was pervasive. However, quite a number of the KM initiatives identified went little beyond traditional information management activities (Marouf, 2004). There is not much evidence on how different kinds of libraries can contribute to KM in their organization. The literature also does not have much to say on the use of knowledge management as a tool for the management of libraries.

To shed light on these under-researched areas, the researchers sought to gain insights through the perceptions of the LIS community on relationships between KM and libraries, including potential benefits for libraries and the contribution of libraries to KM practice. She also sought to provide evidence for the involvement of libraries in



KM practice. She also sought to provide evidence for the involvement of libraries in KM practice, and for the outcomes of such involvement, identifying the principles and practices commonly associated with KM in so far as they seemed to be of potential importance or relevance to library and information services.

To achieve these objectives, some of the questions in the questionnaire explicitly addressed the position of both KM in libraries and libraries in KM. Questions were both open-ended and closed. Although the LIS community was generous in its response, not least in providing additional comments to open-ended questions, further information was obtained through interviews with leading LIS professionals. Hence the findings reported here are a combination of the analysis of both questionnaire responses and interview data triangulated with in-depth analysis of the literature. It is worth noting that the role of LIS professionals in KM, although relevant to the topic of this chapter, has been presented in a separate chapter because LIS professionals do not necessarily work in libraries and also because the library function is missing in many organizations. Therefore, in this chapter only focus on other performance in a library function have been presented.

### 3.4 Required Skills and Competencies for KM practice

The topic of required competencies for KM practice has been discussed extensively in the literature and consequently various lists of required competencies have emerged. The most frequently cited skills for KM practice have been :

- Communication and networking skills
- Team working skills
- Leadership skills
- Management skills
- Decision-making skills
- IT skills

In the LIS literature there has been a tendency to compare the required competencies for KM with those possessed by LIS professionals. This has included content analyses of advertisements for KM positions, comparing the required competencies with those

likely to be found among LIS professionals. The most common conclusion has been that there are similarities and that, to some extent at least, the LIS curriculum is capable of preparing students for a knowledge management career. This argument of course is not new. As (Reardon, 1998) admits that whereas these skills can be developed and modified to meet the need for managing knowledge, they do not, of themselves, constitute a basis for practicing knowledge management.

### 3.5 Role of LIS professionals in KM

Although the role of libraries in KM is discussed in the next section, that section does not pay specific attention to the role of LIS professionals. This role is discussed here for the reason that LIS professionals do not necessarily work only in library or information centres, but have also found positions elsewhere. The role of LIS professionals in KM has, not surprisingly, attracted a good deal of interest in the literature, and not least with regard to the contribution that their expertise in information management can make to the practice of knowledge management. Although LIS professionals are frequently being encouraged to seek a higher profile in the knowledge management arena, including one that goes with occupying more senior KM positions, the literature is less voluminous in respect of these higher level contributions that LIS professionals might make to knowledge management. Furthermore, although the literature contains plenty of general material on the role of LIS in knowledge management, there is relatively little coverage of the practical implementation of knowledge management in the LIS environment. Among the few empirical studies aimed at identifying the specific contribution of LIS professionals to KM, is one conducted in Canada by (Ajiferike, 2003).

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## **Chapter 4**

### **RESEARCH METHODOLOGY**

This chapter outlines and justifies the overarching research design of the thesis in order to address the central objective. First, the general characteristics of the proposed research methodology. So without any research the discovery of any fact knowledge and new idea is impossible. So to carry out the study the researcher visited some libraries they are Tribhuvan University Central Library (TUCL), Kaiser Library, ICIMOD, UNIC, WWF, and Nepal National Library. On the basis of collected data from such libraries the research is carried out.

The purpose of the present research was to explore the relationships between knowledge management and the LIS professions through the viewpoints of LIS professionals. As part of the methodology, this research relied on the use of literature as a source of data. A comprehensive review of the literature on KM and LIS was performed to identify the key aspects of relationships between the two.

Exploratory research usually employs qualitative techniques in data collection because qualitative research is more open to using a variety of evidence and uncovering new issues (Neuman, 2003).

In the method of qualitative, seeking to collect and analyze specific qualitative data through semi-structured in- depth telephone and face to face interviews with LIS professionals leading KM initiatives in their organizations. The interview sessions will be recorded, transcribed, categorized and analyzed in-depth.

Qualitative data can provide rich, in-depth information about the phenomenon under study. In addition, qualitative data such as those collected through interviewees are better for drawing out the tacit dimension to knowledge management. The purpose of

the qualitative research is to contribute to the body of knowledge that might later result in theory generation.

The research design, population of the study, sampling procedure, data collection procedure, and data analysis procedure were as specified as follows: -

#### 4.1 Research Design

A research design is the arrangement of conditions for the collection and analysis of data in the way of research work, which brings relevancy and easiness in any research work. So, the research design is conceptual structure with in which the research is conducted. In case of this study the researcher visited and observed each library to find out the condition of the library in the preservation aspect. After visiting and observing each libraries questionnaire is prepared to draw out different facts and figures related to the research problem.

#### 4.2 Population

In preparation for conduct of the survey, the researcher assessed the relative merits of using a survey population obtained by random sample and alternatively, of basing the exercise on as complete a response as possible from members of established and relevant groups. As the LIS professions are relatively coherent in terms of organization and operations on the basis of clearly-defined interest groups, it was decided to opt for potential completeness rather than for random selection.

The final version of the survey was released during 1<sup>st</sup> August, 2016. Potential respondents were sent an email embedded with a hyperlink to webpage where the survey was posted. Respondents completed and submitted the survey electronically through the website. Most responses emerged within the first few days, and in all the survey attracted 55 respondents.

Furthermore, semi-structured interviews were also conducted, including both face – to – face and telephone interviews, were employed in the second phase of the present project. Semi-structured interviews offer a significant advantage for an exploratory study such as this one, because they allow the researcher to follow interesting tangents

of data or themes that may not have been anticipated before the interviews. Interview were in the main conducted over the telephone, with the exception of three that were held face-to-face.

Different types of libraries inside the Kathmandu valley were taken as the population of the study. The major libraries of Nepal i.e. TUCL, NNL, ICIMOD, UNIC, WWF, and Kaiser Library are included in it. Similarly, nature of data and data collection were quantitative and qualitative. Further, two methodologies are used i.e. Web-based survey and interviews.

#### 4.3 Sampling Procedure

According to the nature of the study / research problem it is obvious that such type of problem can solve only from the librarians, knowledge managers and information managers and also users. So it was planned to distribute the questionnaire to the librarians, information specialist, knowledge managers, and others to find out more reliable result. So it was decided to take sample more than 25% of the total population. It was more concerned that the means by which the survey population for this research was obtained might result in bias towards the inclusion of a particular type of LIS professional, in this case of people with an interest in KM.

#### 4.4 Data Collection Procedure:

Exploratory research usually employs qualitative techniques in data collection because qualitative research is more open to using a variety of evidence and uncovering new issues (Neuman, 2003). However, quantitative methods such as surveys and experiments can also be used. The interpretive nature of the present research dictated the use of qualitative data. Qualitative data can provide rich, in-depth information about the phenomenon under study. In addition, qualitative data such as those collected through interviewees are also better for drawing out the tacit dimension to knowledge management, where the traditional positivist- quantitative methods fails. Although the qualitative method seemed to best suit the purposes of this research, there was an obvious limitation to employing that method. With qualitative research, the research population, clarifying issues in terminology and

thematic significance and validating the key elements in the literature all required access to a larger research population. Therefore, the quantitative method was also employed in order to gain insights from the larger population and to obtain statistical, quantitative results. The results of the questionnaire were used to conduct follow up interviews, and to identify some of the deeper issues raised by the relationship between knowledge management and library and information science, including emerging themes and recurrent events.

#### 4.5 Data Analysis Procedure:

Quantitative data obtained from answers to the closed questions were sent to a Google Form <https://docs.google.com/forms> and then analyzed. Data analysis then was conducted with the SPSS 13 program. Participants were provided with the opportunity to review a draft of summary of findings.

The qualitative data obtained from answers to the open-ended questions were categorized based on research questions and then analyzed qualitatively. To ensure the accuracy of data collection and subsequent interview transcription, a digital recorder was used to record conversation for all interviews. Interviews were transcribed and each was filed in a Microsoft word document. All participants were provided with a copy of the transcript of their interview to enable them to check for accuracy and to add any additional comments if they desired.

Qualitative data collected in interviews, as well as those obtained in the form of additional comments to open-ended questions in the survey were analyzed qualitatively.

At the first stage of analysis, all data collected were categorized. When categorizing, a passage of a text that exemplified an idea or concept was identified, and it was then connected to a subject category that represented that idea or concept. Categories were words or nomenclature representing topics and patterns. The researcher developed five main categories in regard to research questions. Each category had some sub – categories.

## **Chapter 5**

### **ANALYSIS AND PRESENTATION**

The results have been presented in five sections, each associated with a research question. Demographic data about research participants has been reported in a separate section.

In each section, the results from the questionnaire have been combined with data from interviews. The result has been compared with the literature whenever appropriate.

Each section of the questionnaire included sufficient space where those who had additional or different point of views could add additional comments.

Where there were numerous relevant comments from the questionnaire and / or interviews to a topic thesis have been summarized in tables for ease of reading.

For ethics purposes the name of organizations and individuals were removed when presenting data.

#### **5.1 Demographic data**

##### **5.1.1 Response rate**

It is customary in reporting the results of surveys to begin by citing the response rate. However, due to problems mentioned in the methodology section, it was impossible or at least very difficult to obtain the response rate for this study.

The total number of useable, fully completed questionnaires was 20

##### **5.1.2 Country of residence**

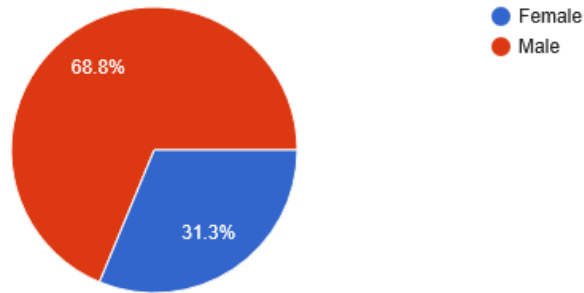
The majority of respondents were from Nepal and few from outside country. Total respondents are 15.

#### **5.2 Gender**

Of the respondents, 68.8% were male, which is perhaps surprising due to the gender structure within the LIS profession (see chart 5.1)



*Figure 2 (Gender)*



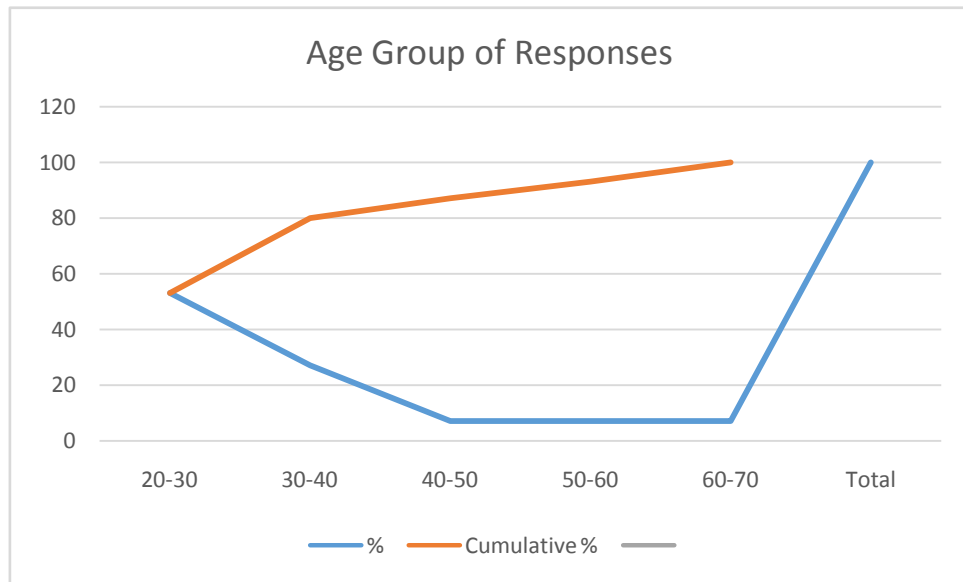
### 5.3 Age group

The majority of respondents (50 percent) were between 20-30 years old (see table 5.1). As indicated in table 5.1, the number of participants increased as the age of the respondents increased, from 20-30 years with 53 percent to 40-50; 50-60;60-70 with 7 percent.

*Table 1 Age groups of respondents*

Age	Frequency	%	Cumulative %
20-30	8	53	53
30-40	4	27	80
40-50	1	7	87
50-60	1	7	93
60-70	1	7	100
Total	15	100	

*Figure 3 ( Age Group of Responses)*



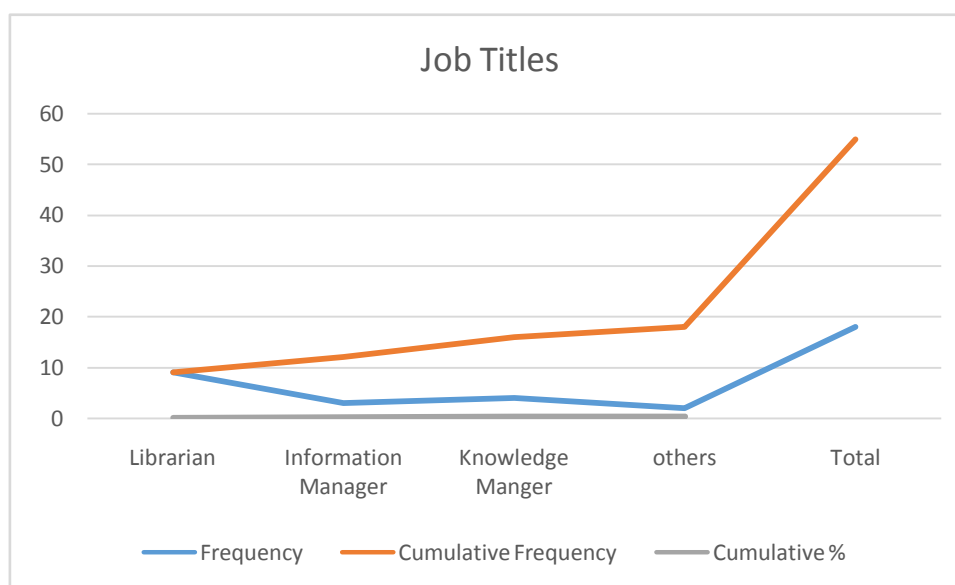
#### 5.4 Occupation

The open-ended question asking about respondent's occupation sought to identify as wide as spread as possible of LIS professionals job titles all around the world. All respondents job titles were categorized into seven broad groups. A content analysis of the job titles of respondents employing the keywords of the library, librarian, information and knowledge managers. Total 18 professional had respondent.

*Table 2 Occupation of respondents*

Job titles	Frequency	Cumulative Frequency	Cumulative %
Librarian	9	9	16%
Information Manager	3	12	22%
Knowledge Manger	4	16	29%
others	2	18	33%
Total	18	55	

Figure 4 (Job Titles)



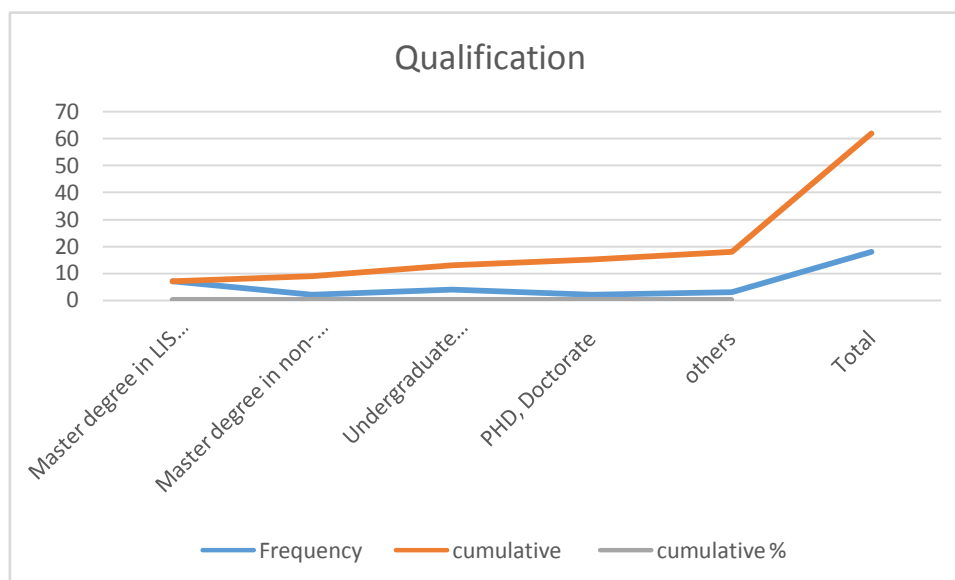
### 5.5 Qualifications

As is clear from table 5.3, about half of the respondents held Masters degrees in LIS and related fields (including knowledge management). More than 14 percent respondents held Bachelor's degrees in LIS and related fields. Therefore, it can be said that the majority of respondents about 80 percent were LIS qualified.

Table 3 Highest level of qualification of respondents

Qualification	Frequenc y	cumulativ e	cumulative %
Master degree in LIS and related fields	7	7	11%
Master degree in non-LIS fields	2	9	15%
Undergraduate degrees in LIS and related fields	4	13	21%
PHD, Doctorate	2	15	24%
others	3	18	29%
Total	18	62	

Figure 5 ( Qualification)



## 5.6 Interview Participants

Participants for the interviews were recruited mainly from the survey. Survey participants who reported their occupation with descriptions which identified a leadership role in KM were noted and asked if they would take part in an interview. Five people agreed to give interviews.

### 5.6.1 Job titles of Interviewees

Their job titles included those of knowledge Manger, Director of Libraries and Knowledge Resources, Head of Library Services and Knowledge Management, Information officer etc.

Among Thirteen participants, 4 from INGO, 3 from Government Bodies and 3 is from TU. They all were from Nepal. Of the participants 7 were in the age group of 35-40 years old, and 3 were 40-45 age group. The interview population consisted 7 were male and 3 were female. The details of qualifications held by participants were as follows: -

- Professional Library qualification, plus an undergraduate degree in business and a Master degree in public administration.
- Bachelor of Librarianship

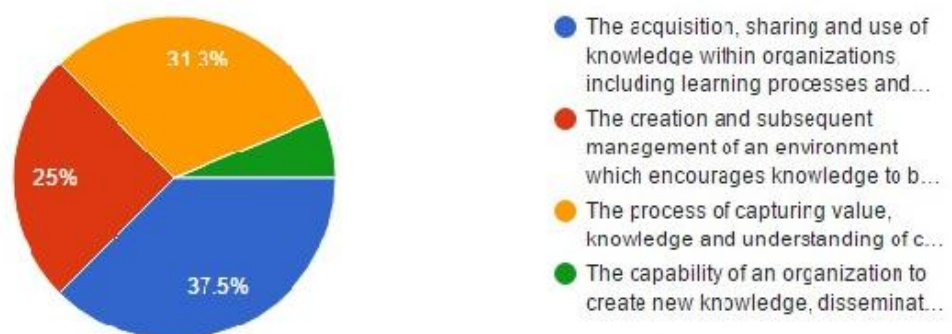
### 5.7 Perception of KM held by LIS professional

The first question addressed the definition of knowledge management. The researcher drew upon a wide range of what were often very different definition of knowledge management, before selecting a group that offered the most likely combination of diversity and relevance to the LIS environment. Respondents were asked to choose from five definitions of knowledge management, or if they preferred to provide their own definition. It was believed that gaining an understanding of concepts of KM among LIS professionals would help the researcher to investigate more effectively the implications of KM of the LIS professions. As shown in chart 5.4, more than half of the respondent's chose option 'a' and 'c' which described knowledge management as:

*“The acquisition, sharing and use of knowledge within organization, including learning processes and management information systems.” Option a*

*“The process of capturing value, knowledge and understanding of corporate information using IT systems in order to maintain, re-use and re-deploy that knowledge.”*

Figure 6 (Definition of Knowledge Management)



*Other (Please explain if you have a favored description)*

*All of the above definitions are also good. What I miss in the above is the value proposition.*

*Knowledge management (KM) is a complex process beginning from documenting (writing, recording, visualizing, etc.), to processing, organizing and providing access and disseminating through different forms (printing, audio, audiovisual, etc.) to meet the organizational or societal needs.*

All of the above definitions are also good. What I miss in the above is the value proposition.

Knowledge management (KM) is a complex process beginning from documenting (writing, recording, visualising, etc), to processing, organizing and providing access and disseminating through different forms (printing, audio, audiovisual, etc) to meet the organizational or societal needs.

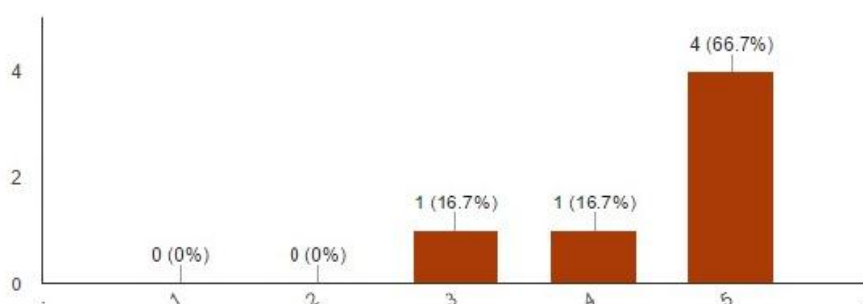
*Table 4 Perception of KM held by LIS professional*

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Nil	Nil	16.7%	16.7%	66.7%

*Figure 7 Level of agreement / disagreement with KM*

2. Read each of the statements below and then tick the option in each question which best shows how you feel?

(6 responses)



In this section, respondents were asked to show their level of agreement and disagreement with certain statements about KM, using a likert scale. These statements

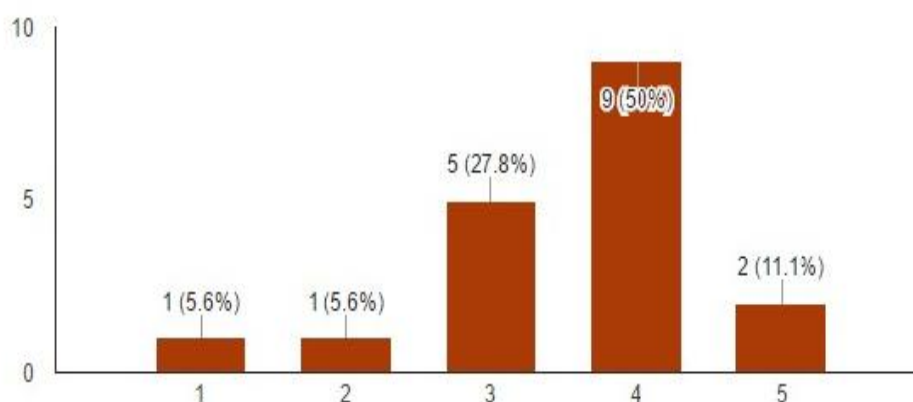
were based on the literature. There was some overlap in the questions, which enabled the concepts to be approached from different perspectives. In order to add to the data on levels of agreements or disagreements with these statements, information emerging from interviews is included here, along with relevant comments drawn from open-ended questions asked elsewhere in the questionnaire.

*Table 5 Emerging Information*

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.6%	5.6%	27.8%	56%	11.1%

*Figure 8 ( KM for Information Professional)*

2.1KM is a new term for what information professionals have always done  
(18 responses)



It is interesting ( although perhaps not altogether suprising ) that 50% of respondents agreed with the statement ( combining the options of agree and strongly agree) that knowledge management was basically a new term for what information professional had always done :

Some participants perceived KM as an extension of LIS. One of the interviewes observed :

“ KM is a natural progression of librarianship. One of the things that schemed me when I went to other department for the collection of news, there I found that people

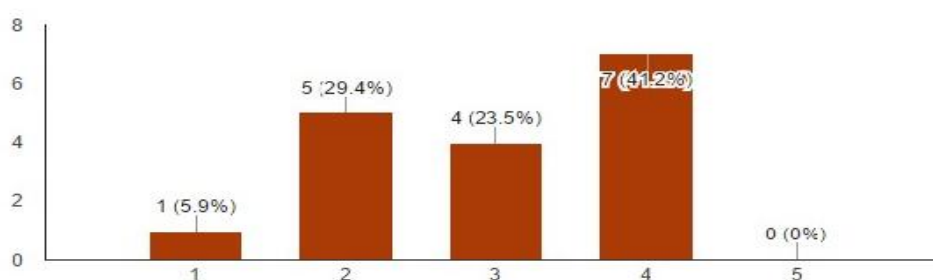
will go to other people for their information before they go to the library, but we weren't doing anything about it.”

*Table 6 KM for Information Professional*

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
59%	11.8%	23.5%	29.4%	29.4%

*Figure 9 (KM Promises)*

## 2.2 KM promises much but is slow to deliver (17 responses)



More than half of the respondents agreed with this statement (combining the agree and strongly agree option) that knowledge Management promises much but is slow to deliver in terms of outcomes. Dealing with intangibles makes it hard to have quick results through KM. For examples, creating a knowledge sharing environment requires changing people's mindsets and attitudes, which itself takes a long time. Among remaining respondents, some 29.4% disagreed with the statements.

*Table 7 KM Promises*

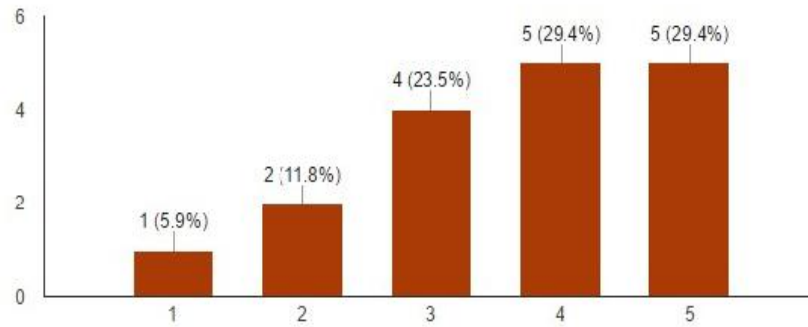
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.9%	11.8%	23.5%	29.4%	29.4%

*Figure 10 ( Difference between information mangement and knowledge management)*



### 2.3 It is hard to tell the difference between information management and knowledge management

(17 responses)



A total of 11.8% of respondents disagreed with the statement that it is hard to tell the difference between information management and knowledge management. However, 29.4% agreed, indicating the presence of a considerable amount of confusion when it comes to being able to make a distinction between knowledge management and information management.

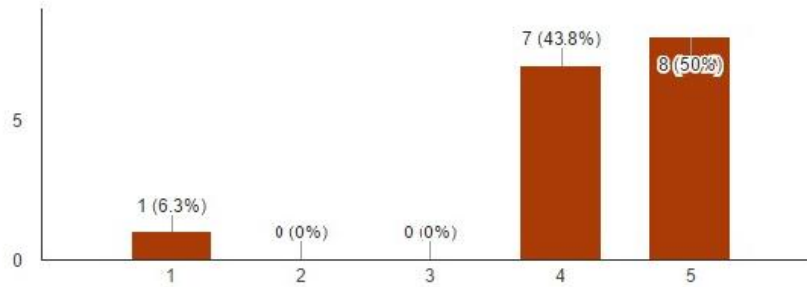
*Table 8 Difference between IM and KM*

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.3%	Nil	Nil	43.8%	50%

Figure 11 ( Libraries Users)

2.4 It can help make libraries more relevant to their parent organizations and their users

(16 responses)



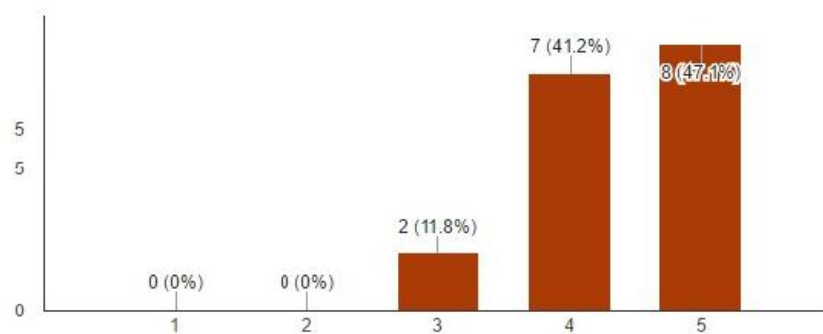
A total of 50% of respondents agreed with the above statement. This is interesting in view of the fact of library users. KM can help make library and information professionals make the transition from being service oriented to being value oriented.

Table 9 Libraries Users

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Nil	Nil	11.8%	41.2%	47.1%

Figure 12 ( Library Professions)

2.5 KM can provide new career options for library professions. (17 responses)



A total of 47.1% of respondents perceived that knowledge management could provide new carrer options for library and information professinals. There was NIL percent of

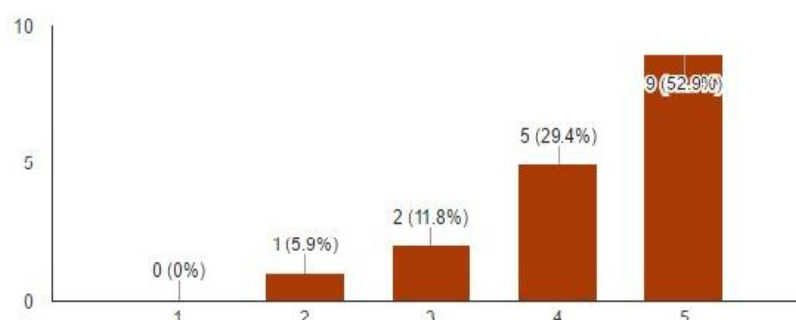
participants disagreed with this statement and it is good result for library professions, this would appear to indicate that a majority of LIS professionals surveyed believed that KM was beneficial in that it could lead to expanded job opportunities for LIS professionals.

*Table 10 Library Professions*

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Nil	5.9%	11.8%	29.4%	52.9%

*Figure 13 ( Job Opportunities)*

2.6 KM has increased job opportunities for library and information professions  
(17 responses)



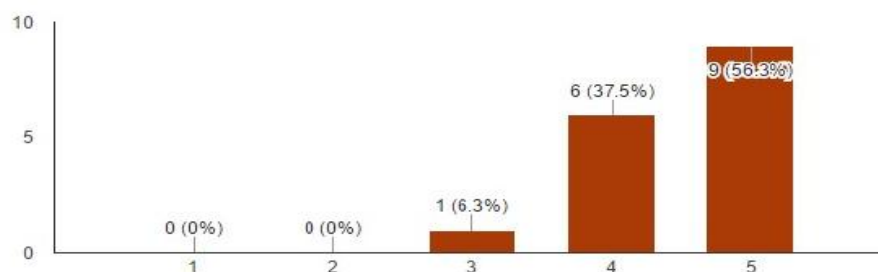
Some 52.9% of respondents agreed that KM had increased job opportunities for library and information professionals. A relatively 17 responses in this question where possibly owing to a lack of individual awareness of and / or a lack of opportunity for participants in KM initiatives. Nevertheless , there is little in the LIS literature to indicate the LIS professionals have engaged to any significant extent in organization wide KM activities or that they have seized the new opportunities that KM presents.

*Table 11 Job Opportunities*

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Nil	Nil	6.3%	37.5%	56.3%

*Figure 14 ( New skills for Library Professionals)*

2.7 It can encourage library and information professionals to gain new skills.  
(16 responses)

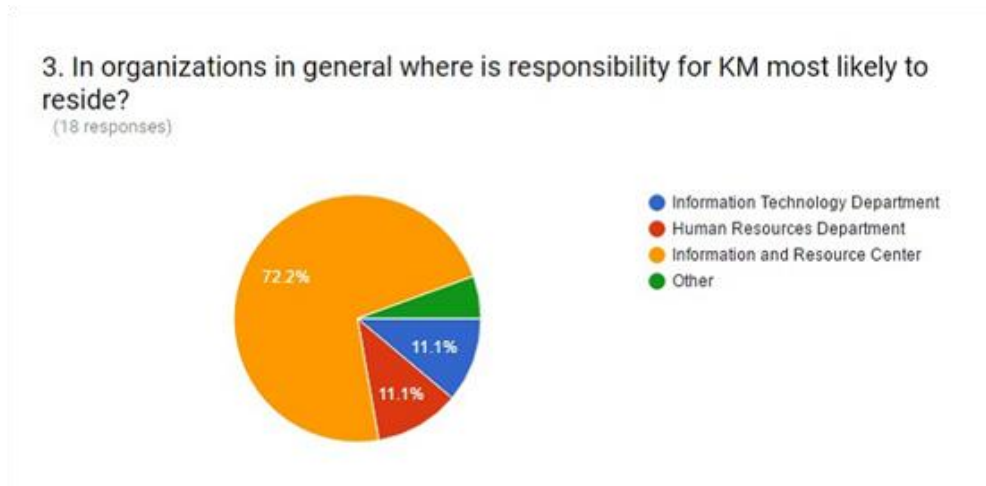


Almost 56.3% of respondents strongly agreed with the statement that library and information professional required gaining new skills to promote and enhance library field.

*Table 12 New Skills for Library Professionals*

Information Technology Department	11.1%
Human Resources Department	11.1%
Information and Resources Center	72.2%
Other	5.6%

*Figure 15 (Responsibility of KM)*



As shown in Table 12 question number 3, more than half of the respondents said to be fit in information and resource center as being the best location for the KM function. Both IT and HRD were provided 11.1%, such support for the location of KM in the library and information unit is not surprising.

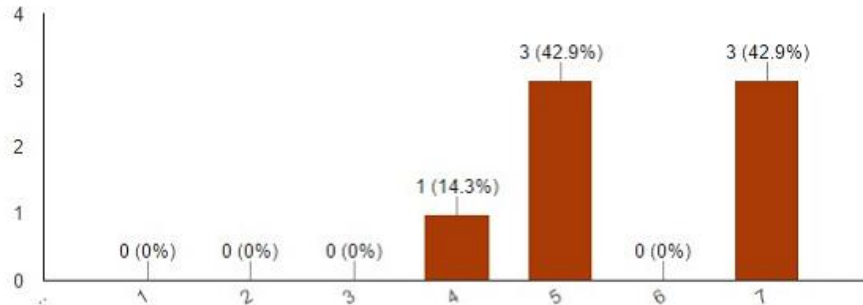
*Table 13 Responsibility of KM*

Leadership Skills	Nil
Communication and Networking Skills	Nil
Ability to use Information Technologies	Nil
Change Management Skills	14.3%
Project Management Skills	42.9%
Creative Thinking	Nil
Information and Document Management Skills	42.9%

*Figure 16 ( Competencies to Knowledge Mangement Practice)*

4. How important is each of the following competencies to knowledge management practice? Please specify your answer to each part of the question by clicking one number on each scale of 1 to 7. If you cannot answer a question, please change to the next one.

(7 responses)



One of the aims of the present research was to identify the means by which LIS professionals could migrate from traditional to KM roles. To this end, respondents to the survey who described their position as that of knowledge manager were identified, and those who expressed their willingness to do so were interviewed. But I am somewhat not satisfied with the result as leadership, communication and networking skills, abilities to use information technologies is extremely required. It means responses are not so clear with this question.

*Table 14 Competencies to Knowledge Management Practice*

Yes	94.4%
No	Nil
Other	5.6%

*Figure 17 ( Education for the development in knowledge Management)*

5. Do you agree that education for LIS must change to accommodate developments in knowledge management?

(18 responses)



In search of evidence for the involvement of libraries in knowledge management, respondents to the questionnaire were asked if they were aware of either the successful implementation of KM in a library, or of a KM in which a library was a participant, but found that 94.4% were agree.

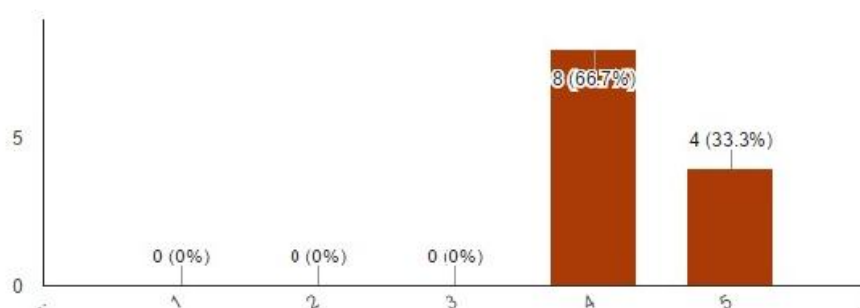
*Table 15 Education for the development in Knowledge Management*

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Nil	Nil	Nil	66.7%	33.3%

*Figure 18 (MLIS Education Necessity)*

6 Why do you believe that changes to ML IS education are necessary?

(12 responses)



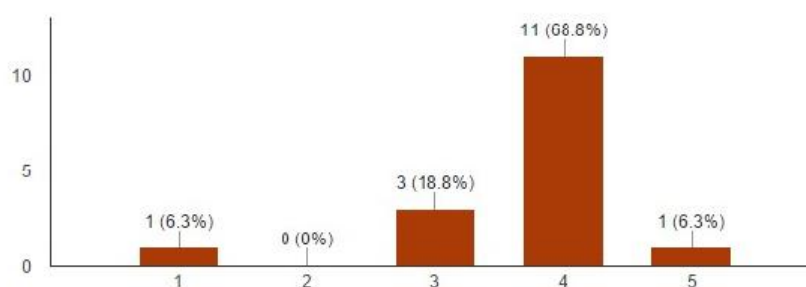
The LIS community exhibits a positive attitude towards introducing KM to libraries, and not only because this could bring libraries closer to survive in an increasingly challenging environment.

*Table 16 MLIS Education Necessity*

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.3%	Nil	18.8%	68.8%	6.3%

*Figure 19 ( MLIS course)*

6.1 Mainstream MLIS courses are outdated. (16 responses)



The MLIS courses should be updated with the needs of the community where 68.8% responses were agreed.

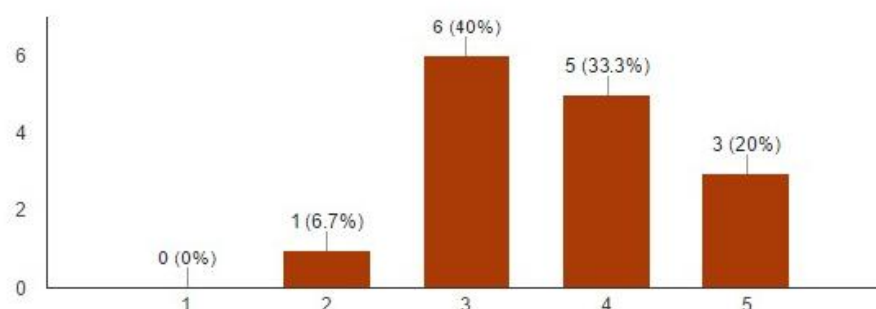
*Table 17 MLIS Course*

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Nil	6.7%	40%	33.3%	20%



*Figure 20 ( Business-oriented curriculum)*

**6.2 Business – oriented curriculum is required. (15 responses)**



The librarians / knowledge manager should make the link between libraries and the business, so that librarians should have knowledge to arrange meeting, knowing where the organizational goals are actually going to. If librarian have knowledge of business oriented then they can help or support business priorities and that's where more resources and less resources can be verified. So, universities required to plan business oriented course but only 40% responded as neutral.

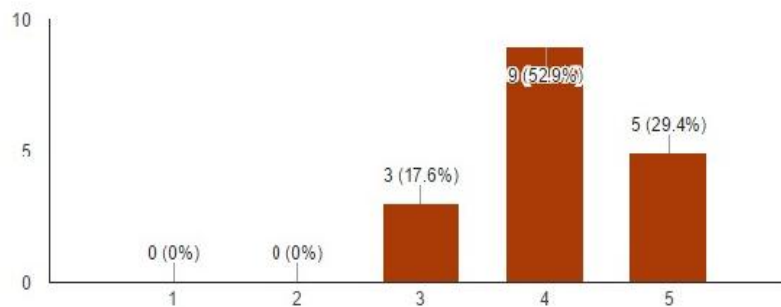
*Table 18 Business – oriented curriculum*

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Nil	Nil	17.6%	52.9%	29.4%

*Figure 21 ( MLIS graduates)*

### 6.3 Without curriculum change ML IS graduates will lose out in job markets.

(17 responses)



In the above table 52.9% were agreed that curriculum of MLIS graduated required to be changed according to the needs of the market.

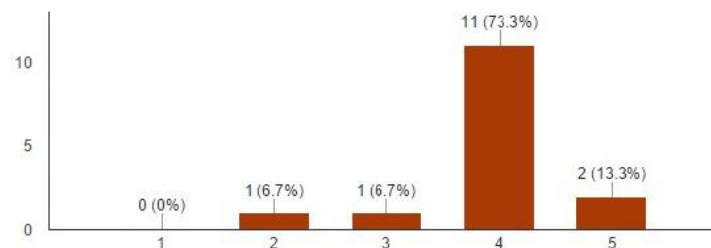
*Table 19 MLIS Graduates*

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Nil	6.7%	6.7%	73.3%	13.3%

*Figure 22 ( MLIS curriculum)*

### 6.4 Mainstream ML IS curriculum do not equip people with the competencies demanded by knowledge management.

(15 responses)



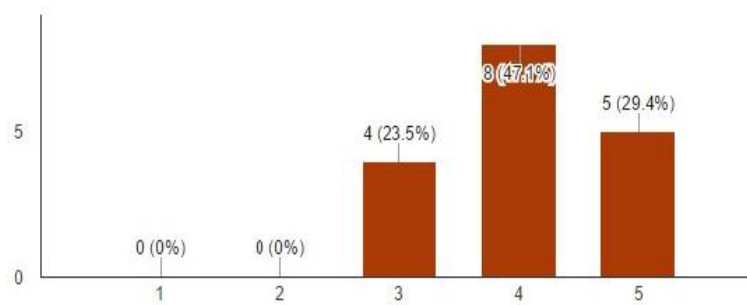
Here also the result is 73.3% agreed for the change of MLIS curriculum and should be updated for the knowledge management courses.

*Table 20 MLIS Curriculum*

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Nil	Nil	23.5%	47.1%	29.4%

Figure 23( Prospective of students)

6.5 Prospective students will demand change (17 responses)



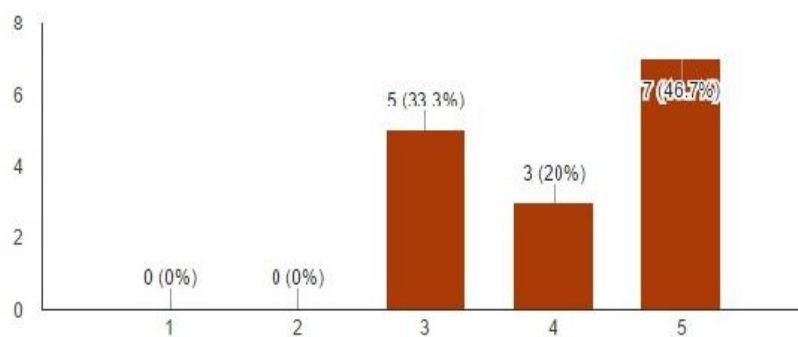
In the above table 47.1% agreed with the prospective of the students, their demand is change in the LIS course.

Table 21 Prospective of Students

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Nil	Nil	33.3%	20%	46.7%

Figure 24 ( Employers demand)

6.6 Employers will demand such changes (15 responses)



It is more of socialization issues. So, smart library managers are only able to sustain the practices that match the departments managerial philosophy.

#### 6.7 Others (Please specify) (2 responses)

Changed business environment towards knowledge intensive organizations

Market is the most influential factor rather than the employers and the students.

The two responses have provided their valuable words which are above.

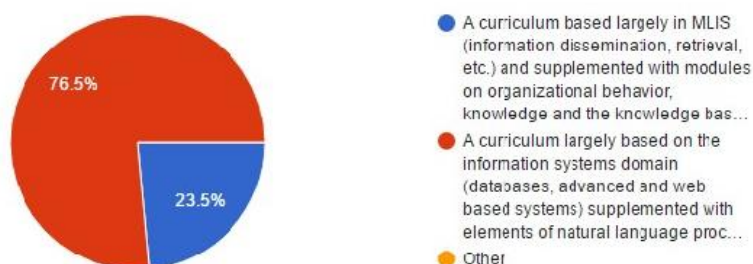
*Table 22 Employers Demand*

A curriculum based largely in MLIS (information dissemination, retrieval etc.) and supplemented with modules on organizational behavior, knowledge and the knowledge based economy.	23.5%
A curriculum largely based on the information systems domain (databases, advanced and web based systems) supplemented with elements of natural language processing, artificial intelligence and the design and use of web technologies	76.5%

Figure 25 ( Approaches to Knowledge Management)

7 Which of the following comprehensive approaches to knowledge management curriculum in your opinion would best meet the needs of Library professionals?

(17 responses)



While comparing the best answer for the comprehensive approaches to KM, the second definition is marked higher with 76.5% which is as follows

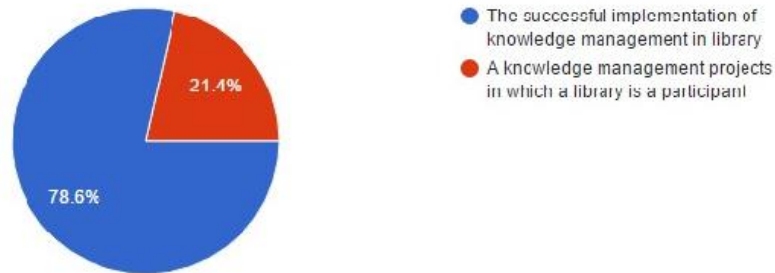
*“A curriculum largely based on the information systems domain (databases, advanced and web based systems) supplemented with elements of natural language processing, artificial intelligence and the design and use of web technologies.”*

Table 23 Projects Implementation

The successful implementation of knowledge management in library	78.6%
A knowledge management projects in which a library is a participant	21.4%

Figure 26 ( Projects implementation)

8 Are you watchful of either of the following? (14 responses)



If so, could you please provide basic information about that library or project  
(3 responses)

Yes
Yes
Adding KM to libraries may look favorable but in my opinion that would be a wrong approach.

Respondents to the questionnaire were aware of KM projects in which libraries were a participants. As shown in table 23, in all 78.6% answered the first option of this question.

9 Do you have alternative ideas for improving the relationship between KM and library and information professions?  
(5 responses)

NO
NO
Advocacy and showcasing results.
Yes, We have hardly a comprehensive program for evaluating or redesigning the Curriculum on the basis of the Market. So, the LIS education at the top level (ML) be included a market survey to ascertain the employment opportunity of its students and the contribution made by its students in the market.
Combine value systems of both.

Even, I have asked an additional question for the improvement of the relationship between for the improvement of the relationship between KM and LIS professions where 5 responses as mention in the question.

## **Chapter 6**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

The present research was principally descriptive and exploratory in nature, seeking to identify key aspects of relationships between KM and LIS and their implications for practice. To this end, the following themes were investigated: Knowledge Management is practiced in the libraries of Nepal; Meaning of Knowledge Management in context of the library professions; Important of Knowledge Management for organization; Contribution in KM by LIS professional and required skills for LIS professionals involved in KM. In this chapter, the key findings are presented and their values or importance in Nepalese Libraries too. Finally, the limitations of the research are acknowledged and suggestions for future research are made.

#### **6.1 Summary**

There was very positive feedback as regards attitudes towards knowledge management among the LIS community of Nepal. Not only did they consider KM to be a viable option, but also they saw positive implications for both individuals and the LIS professions in terms of opportunities for new career options in KM. Also, there was a level of commonality among LIS professionals as to the nature and meaning of KM. Their view of KM was broader than what would be encompassed by either librarianship or information management. This was clear from the breadth of their perspectives, which extended to the consideration of such aspects as intangibles and human capital.

What is clear from the results of present research is that in our country respondents to the questionnaires and follow-up interviews were drawn, there is a developing interest in knowledge management among LIS professionals now a day. This conclusion emerges on the basis of three major sets of insights were tested in this thesis. First, that LIS professional can and should enter into knowledge management roles through

the application of their information management skills. Second, that there are potential benefits for LIS professionals from involvement in knowledge management, including personal career development and enhancement of the position and status of LIS professionals within their parent organizations. Finally, that KM offers potential benefits for the development of libraries and the LIS profession itself.

However, there is still some uncertainty about the relationship between KM and information management and the distinctions to be drawn between the two. The LIS professions need to clarify these ambiguities in order to position itself effectively in the KM arena. Ironically, the level of ownership claims for LIS among LIS professionals could be cause for concern lest they assume that their existing portfolio of skills is sufficient basis for a full transition to KM.

Participants in the present research study identified a lack of specific personal attributes such as ambition and typically a narrow kind of mindset among LIS professionals, and also a lack of business knowledge as the most important barriers to their involvement in KM. Interviewing knowledge managers from a LIS background revealed that some personal attributes like networking, lifelong learning, ambition and risk taking, and also having a non-LIS qualification along with their LIS qualification, were influencing factors helping them to move beyond the traditional confines of the LIS profession and take a senior role in Knowledge Management. Although an education that includes KM can help facilitate access by LIS graduates to the KM job market. Though, they possessed attributes to do with recognition of the value of lifelong learning and networking which they believed contributed to their success.

## 6.2 Conclusions

It is acknowledged that this research study in some sense represents a snapshot in time, capturing one image of a rapidly changing and dynamic environment, from the perspective of a sample of library and information professionals. Like all studies, this study has a number of limitations that must be acknowledged.

Adding, the topic chosen is very broad. The research touched upon many issues involved or potentially involved in the relationship between KM and LIS including:



the perceptions of LIS professionals of KM, the role of libraries/LIS professionals in KM, the educational needs of LIS professionals and the required competencies for

KM practice. Each of these topics could well support a separate dissertation in its own right. Accordingly, it was not possible to engage in an in-depth treatment of all the issues involved.

In contrast to positivism's emphasis on the generalizability of findings, interpretive research seeks a relativistic understanding of phenomena. Generalization from the content to a population is not sought. The focus is on achieving a deeper understanding of the phenomena. Only a relatively small sample of information professionals was interviewed, although these came from very different organizations and were all 'leaders' of KM in their organizations. Despite the credentials of the interviewees, the results of these interviews could not really serve as the basis for generalization. However, their perceptions and experience could be seen to be relevant to those of similar professionals and organizations elsewhere (Walsham, 2002).

### 6.3 Findings

Based on the study, findings are drawn from the study are as follows: -

- i. It is found that special libraries have been served as knowledge management centre.
- ii. Some respondents have done basic KM training and they have been working as KM manager, associate i.e. also only in INGOs and NGOs. So, knowledge management course in M Lib Sc syllabus is important.
- iii. Information emerging from interviews were collected of relevant comment about KM for information professional, 50% of respondents were agreed with the statement that KM is basically a new term for the information professionals and librarians.

- iv. It was seen that different skills were required for KM such as leadership skills, communication and networking skills, change management skills, project management skills, creative thinking etc.
- v. In search of evidence, involvement of libraries in KM respondents to the questionnaire was asked and they were aware of successful implementation of KM in a library and found 94.4% agree with the questions.
- vi. Respondents believe that positive attitude towards introducing KM to libraries; only bring libraries closer to survive in an increasingly challenging environment.
- vii. It is beautifully mentioned by respondents about the relationship between KM and LIS, as it is combine value systems of both, also other comment is comprehensive programs for evaluating or redesigning the curriculum on the basis of market.
- viii. Knowledge Management could be future of present day of Library and Information Science.
- ix. Also, found that librarians should make even the link with business oriented organizations to support business priorities and needs to verify the resources. But, 40% respondent as neutral.
- x. The study revealed that the majority of respondents have done master of library science degree that make up 70% and 20% have complete PhD in library science and 10 % with master in other education. The master's degree in library course study should be revised to include KM.

#### 6.4 Recommendations

The study shows some majority of the librarians have sound academic degree. Those librarians have adopted different tools, techniques, skills and knowledge but not build as a rich knowledge management department. Hence, the recommendations developed from the study are as follows: -

Though most of the libraries have good infrastructure and have adequate human resources with higher education in library science, they have to build more in knowledge management so here are some recommendation: -

- i. In spite of good infrastructure, good academic knowledge about knowledge management is required. The knowledge management training, online course of KM should be provided in LIS course.
- ii. The Department of Library and Information Science, Tribhuvan University should encourage knowledge management course to maintain and enhance the standard of Library Science in Nepal.
- iii. The libraries can be renamed as knowledge management department, resource centers, information centers, information and resource centers, community information centers, information hubs etc. Further librarian can be renamed as information managers, information scientist, knowledge management associates, knowledge managers, knowledge associates, outreach information executives etc.
- iv. Librarians should be aware of socialization issues.

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## APPENDIX

8/10/2016

Untitled form - Google Forms

# KNOWLEDGE MANAGEMENT IN THE CONTEXT OF NEPALESE LIBRARY

My name is Reshma Dangol and I am a student at Tribhuvan University in Nepal. My thesis topic is "KNOWLEDGE MANAGEMENT IN THE CONTEXT OF NEPALESE LIBRARY". In this thesis I will be investigating perception of and attitudes towards knowledge management within the library and information professions using a number of international mailing lists with the kind permission of the list owners. The data gathered in the survey will contribute to the design of protocols for a number of Nepalese case studies.

I realize that you must receive many requests for participation in such surveys but I would be extremely grateful for your help in an exercise that I believe will be of real value to the library and information professions. Your participation should take around 15 minutes of your time and would make a major contribution to the outcome of my research project. A summary of results will eventually be available to all who participate.

My research supervisor is Dr. Madhusudan Karki who can be contacted for any enquiries related to the project or its adherence to the formal privacy and ethical policies of Central Department of Library and Information Science, Tribhuvan University. Further, you may contact Mr. Bhim Dhoj Shrestha, Head of Department, CDLIS, TU.

Reshma Dangol  
[dangolreshma11@gmail.com](mailto:dangolreshma11@gmail.com)

### 1. Which of the following definitions of knowledge management do you find most suitable?

- ☐ The acquisition, sharing and use of knowledge within organizations, including learning processes and management information systems.
- ☐ The creation and subsequent management of an environment which encourages knowledge to be created, shared, learnt, enhanced, organized for the benefit of the organization and its customers.
- ☐ The process of capturing value, knowledge and understanding of corporate information using IT systems in order to maintain, re-use that knowledge
- ☐ The capability of an organization to create new knowledge, disseminate it and embody it in products, services and systems.

Other (Please explain if you have a favored description)

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2. Read each of the statements below and then tick the option in each question which best shows how you feel?

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

2.1 KM is a new term for what information professionals have always done

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.2 KM promises much but is slow to deliver

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.3 It is hard to tell the difference between information management and knowledge management

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.4 It can help make libraries more relevant to their parent organizations and their users

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2.5 KM can provide new career options for library professions.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.6 KM has increased job opportunities for library and information professions

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.7 It can encourage library and information professionals to gain new skills.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.8 KM can help librarians move from being service-oriented to being value-oriented

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.9 KM is essentially a management phenomenon.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. In organizations in general where is responsibility for KM most likely to reside?

- ☐ Information Technology Department
- ☐ Human Resources Department
- ☐ Information and Resource Center
- ☐ Other : \_\_\_\_\_

4. How important is each of the following competencies to knowledge management practice? Please specify your answer to each part of the question by clicking one number on each scale of 1 to 7. If you cannot answer a question, please change to the next one.

	1	2	3	4	5	6	7	
Low importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	High Importance

#### 4.1 Leadership skills

1	2	3	4	5	6	7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 4.2 Communication and networking skills

1	2	3	4	5	6	7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 4.3 Ability to use information technologies

1	2	3	4	5	6	7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4.4 Change management skills**

1	2	3	4	5	6	7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4.5 Project management skills**

1	2	3	4	5	6	7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4.6 Creative thinking**

1	2	3	4	5	6	7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4.7 Information and document management skills**

1	2	3	4	5	6	7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4.8 Team working skills**

1	2	3	4	5	6	7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4.9 Decision making skills**

1	2	3	4	5	6	7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Do you agree that education for LIS must change to accommodate developments in knowledge management?

☐ Yes

☐ NO

☐ Other: \_\_\_\_\_

6 Why do you believe that changes to ML IS education are necessary?

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

6.1 Mainstream MLIS courses are outdated.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.2 Business – oriented curriculum is required.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.3 Without curriculum change ML IS graduates will lose out in job markets.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.4 Mainstream ML IS curriculum do not equip people with the competencies demanded by knowledge management.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.5 Prospective students will demand change

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.6 Employers will demand such changes

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.7 Others (Please specify)

---

7 Which of the following comprehensive approaches to knowledge management curriculum in your opinion would best meet the needs of Library professionals?

- ☐ A curriculum based largely in MLIS (information dissemination, retrieval, etc.) and supplemented with modules on organizational behavior, knowledge and the knowledge based economy.
- ☐ A curriculum largely based on the information systems domain (databases, advanced and web based systems) supplemented with elements of natural language processing, artificial intelligence and the design and use of web technologies.
- ☐ Other : 

---

8 Are you watchful of either of the following?

- ☐ The successful implementation of knowledge management in library
- ☐ A knowledge management projects in which a library is a participant

If so, could you please provide basic information about that library or project

---

9 Do you have alternative ideas for improving the relationship between KM and library and information professions?

---

10 General questions

Choose ▼

10.1 In which country do you live?

---

10.2 What is your age group?

---

10.3 What is your gender?

☐ Female

☐ Male

10.4 What is your current occupation?

---

10.5 What is your highest level of qualification?

---

10.6 Your email address

---

## **BIO- DATA**

### **Reshma Dangol**

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+977 9841384395(F)

**Permanent Address:** Malangwa (9), Sarlahi, Nepal

**Temporary Address:** New Baneshwor (10), Kathmandu, Nepal

**Date of Birth:** 29<sup>th</sup> January, 1984

### **Education**

**2016      TRIBHUWAN UNIVERSITY**

**Master in Library Information Science (Thesis Title – Knowledge Management in context of Nepalese Library)**

**2009      PEOPLES CAMPUS**

**Bachelor in Business Studies**

**2004      PRIME COLLEGE**

**Intermediate in Management Equivalent to 10+2**

**2002      ARNIKO BOARDING SCHOOL**

**School Leaving Certificate (Validated by H.S.E.B. Nepal)**



## **WORK EXPERIENCES**

**23<sup>rd</sup> December 2014- Present**

**King's College**

### **Librarian**

- Established Library Database and update according to the requirements of the academic library.
- Prepare Archive of the organizational news, articles and related events.
- Manage the planning, administrative and budgetary function of library
- Provide effective access to library collections and resources
- Maintain the organization of library materials
- Provide library services in response to the information needs of library users
- Provide online journals to the faculty and students as per required.
- Collect and provide e-book and e-services to the needed users.
- Organize events to promote the library and make maximum use of library technologies, resources and its users.

**1<sup>st</sup> August,2013-21<sup>st</sup> December,2014    HEALTHNEPAL**

### **Finance Officer, Librarian**

- Prepare Progress Report of Networking of University Libraries of Nepal (NULISN) project.
- Prepare Installment Summary Report of NULISN project
- Organizing high level workshop of University, Institutions and Writing letters for the programmes.
- Preparing minutes and organize workshop of the NULISN project and write workshop report
- Collection of covered press of NULISN activities

- Consulting services for advisory, policy and strategy development and office operation of NULISN project
- Organized Information Literacy Training
- Allocating Budget for the purchase of equipment needed for the NULISN project.
- Scanned, Uploaded thesis and documents of Tribhuvan University, Pokhara University, BPKIHS, Dharan in open access software
- Classify and input Subject headings for the documents uploaded.

**13<sup>th</sup> June 2013-25<sup>th</sup> July 2013 United Nations Information Center (UNIC)**

#### **Library Intern**

- Registers, classifies, catalogues and organizes all documents, publications, press releases, etc.
- Responsible for cataloguing and maintaining the audio-visual library - Videos, DVDs, CDs.
- Responsible for loans and returns of library material.
- Reviews sources to identify appropriate reference materials that meet the information needs of the UN Information Centre and its clientele; Evaluates the information needs of the Library's clientele; orders publications and information materials from UN Headquarters as needed.
- Provides technical support to library patrons in using electronic resources and reference tools to obtain information; responds to queries on and requests for UN reference materials; liaises and coordinates with local libraries.
- Maintains UNIC webpage and edit content for posting; deals with IT equipment in the Centre and provides technical support for the library's electronic resources and operations
- Conducts regular backup jobs for library databases and perform other routine maintenance procedures that ensure the integrity of library data. – (Optional)

- Maintains statistics on the number of visitors and service provided; provides administrative support for the Library.
- The dissemination of public information materials, factsheets or newsletters using digital platforms – social media.

**10<sup>th</sup> March 2013-15<sup>th</sup> April 2013      Kaisher Library, Ministry of Education, Government of Nepal**

Voluntarily worked as a Librarian

**1<sup>st</sup> March 2012-28<sup>th</sup> February 2013      International Centre for Integrated Mountain Development (ICIMOD)**

**Library Intern**

- Organizing the digitized books and journals in the e-library system / format
- Updating the library database on a regular basis
- Sort out, scan / digitize relevant selected books and journals
- Assist in processing / coding new books / journals received by the resource center
- Assist the ICIMOD Library personnel to develop the Library into a learning center

**1<sup>st</sup> April 2004- 27<sup>th</sup> February 2012      Pathshala Nepal Foundation**

**Librarian, Exam Coordinator**

- Maintained the library's collections of books, serial publications, documents, audio visual and other materials
- Handled grand writing responsibilities
- Schedule and coordinate meetings, interviews, appointments, events and other similar activities
- Planned, directed and carried out special projects involving library promotion
- Assembled and arranged displays of books and other library materials

- Helping customers and students with library services and research
- Returning library resources using the correct procedures and systems
- Answering all students queries to the highest standard possible
- Coordinate with various staff for operational support activities of the unit; serve as a liaison between departments and operating units in the resolution of day-to-day administrative and operational problems.
- Excellent communication skills with experience in reporting
- Provide administrative / secretarial support for various departments / divisions such as answering telephones, assisting visitors and resolving a range of administrative problems and inquiries.
- Provide administrative assistance to Top Management staff of the school
- Record keeping of school staffs and student's attendance
- Exam routine and seat planning
- Managing different school indoor / outdoor programs

**April 2004 – September 2004**

**Prime International College**

**Administrative Assistant**

- Convincingly college presents information about the college BIM and BBA programs
- Attended phone calls, concluded the nature of calls and assisted callers to the proper departments
- Reporting the student enrollment in different college programs
- Responsible for typing reports, memos and other correspondence
- Kept detailed messages from the person called upon, containing name, call timing and business nature.
- Accepted and disseminated messages and mails to proper departments and employees
- Profitably answering all the student's queries
- Assist with all other office administrative duties

- Excellent interpersonal, communication and customer service skills.

**Thesis** (Bachelor in Business Studies) “The Role of T.P.C in the Export Promotion in Nepal.”

This Thesis is related with the role of Trade and Export Promotion in Nepal. This research gives information for generating Foreign Currency by providing employment and actively preserves culture and values by using technologies. The problem of the exporters has been solved with the incentive of government and Trade Promotion Center of Nepal. There are already some activities taken in order to solve export promotion committee under Government of Nepal, Ministry of Commerce and Supplies.

## **Training**

7day's duration, 2014

### **CTEVT**

Skill Test Assessor's Training from National Skill Testing Board (NSTB), Council for Technical Education and Vocational Training(CTEVT)

2months duration,2012

### **Pathshala Nepal Foundation**

Teacher Training Program (Teaching Language Arts, Teaching Mathematics, Teaching Social Studies, Teaching Science, Visual Arts in classroom Teaching, Curriculum Planning and Development, Child Psychology, Parental Involvement in Education, Pathshala Nepal Philosophy and procedure)

4months duration, 2011

### **Paramount Computer Institute**

Proficiency in Web Designing Course (Concept of Web page, web designing, HTML, Photoshop and other necessary tools for web designing)

6 months' duration, 2008

### **Paramount Computer Institute**

Proficiency in Office Management (Computer Fundamental, Operating system, Microsoft Office – Windows 98, Ms-Dos, Windows XP Service Pack 1, Office 2000, Ms-Word, Excel, Power Point, Outlook, Ms- Access and Data Base, Page Maker, Email and Intranet and Internet

## **Awards / Achievement**

**2016** Selected as a Fellow to represent Nepal in the World Library and Information Congress: 82<sup>nd</sup> IFLA General Conference and Assembly, United States, Ohio, Columbus 13-19 August, 2016.

**2016** University Grant Commission Master's Thesis Preparation Support for 2072-73

## **Membership**

Life Member

Nepal Library Association

Student Member

Nepal GIS Society

Student Member

American Library, U.S. Embassy of Nepal

## **REFERENCES**

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