

Knowledge Management practices: The role of Namibian ministerial librarians

Selma Iilonga

University of Namibia, Southern Campus

Abstract

In the information/knowledge society era, the library manages both external and internal knowledge of its host organisation. This can be achieved through the process of collecting relevant information, processing, organising and dissemination to ensure that information/knowledge contents housed in the library are retrievable and accessible to the targeted audience, using various dissemination channels. Librarians ensure that the targeted audiences are equipped with the skills to locate, evaluate, and use available and useful information/knowledge effectively, by providing information literacy training to them. Studies have found the visibility of librarians in the knowledge management environment to be very low and the utilisation of their skills to be minimal. This study investigated the practice of knowledge management by ministerial librarians in Namibia. The study relied on the Bukowitz and Williams Knowledge Management (KM) framework (2000). This framework is appropriate to the study because it consists of different stages (GET, USE, LEARN, CONTRIBUTE, ASSESS, BUILD/SUSTAIN, AND DIVEST) that address the themes of the focus of the study, thus making it relevant to effective and efficient knowledge management in an enterprise such as the government ministries.

Keywords: Knowledge Management; Information Management; librarians; libraries; ministerial librarians

1. Introduction

The knowledge-based economy of the twenty first century brought with it the development of information communication technologies for the enhancement of the practice of knowledge management in both the private and public sectors. Cong and Pandya (2003:26) point out that the concept of Knowledge Management (KM) and

its benefits, which have been much talked about in many organisations, need to be better understood in order for the organisation to be competent in the practice of KM. Namibia is one of the developing countries which have shown an interest in becoming a competent knowledge-based society. The evidence for this Namibian desire is to be found in the Namibian Vision 2030 document section 4.3, a text which recognises the need to develop a knowledge-based society because the modern world is moving from heavy industry to knowledge-based economies based on specialist services, specialised industries, communications, and information technologies. The Namibian vision 2030 also urges that, for Namibia to successfully contribute to the knowledge society, the Namibian community needs to transform itself into an innovative and knowledgeable society, supported by a dynamic, responsive and highly effective education and training system (Office of the President 2008:25).

Smith, Fouche, Muirhead, and Underwood (2008) in a strategic assessment study conducted in the Namibian library and information service sector, describe the government/ministerial libraries as responsible for serving the executive and the staff members of the different branches of government. The libraries' contents and organisation of the collections need to reflect the needs of their users, and should typically include reports and semi-published or unpublished materials. Besides the employees of the institution, access to the collections may also be extended to bona fide external researchers.

The present study investigated the practice of ministerial librarians in managing the organisation knowledge that is available in the libraries' repositories such as print collections, electronic collections, and audio-visual collections and in making it accessible to the ministerial community. The study also focused on how ministerial librarians share and transfer knowledge amongst themselves. Therefore, the study clarifies the contribution of ministerial employees to KM, by finding out if internal knowledge that is produced within the ministry is being deposited in the library to be organised in the system for equal access.

1.1 The study aimed to address the following questions

What are the viewpoints of Namibian government ministerial librarians towards the concept of knowledge management as part of their professional work?

How are librarians practising knowledge management using the seven stages of knowledge management framework (Get, Use, Learn, Contribute, Assess, Build & Sustain, and Divest) as developed by Bukowitz and Williams (2000)?

1.2. Methodology

A qualitative research approach was employed to collect data from librarians working in diverse ministries under the establishment of the Namibia Libraries and Archives Services (NLAS). The reason for this approach was that it enabled an unearthing of rich

data that could not be obtained with quantitative methods; data which included answers obtained through interview probing. Its flexibility had provided complex diverse descriptions that explained how people conduct business the way they do, by asking open-ended questions that allowed participants the freedom to respond as they felt. The choice of a qualitative method aligns with Creswell (2007:40) who asserts that qualitative research is used when researchers are in need of a complex understanding of the issue, that can only be established by talking directly with people, going to their places of work, and allowing them to tell their stories unencumbered by what researchers expect to find or what they read in the literature. Qualitative research helps makes researchers understand the context in which participants in a study address a problem or issue, and helps to explain the linkages in causal theories or models.

2. Qualitative semi-structured interviews

In this study, face-to-face semi-structured interviews were used to collect data from ministerial librarians working under the establishment of the directorate of Namibian Libraries and Archives Service (NLAS).

This method enabled the gathering of insights, opinions, attitudes and experiences generated by the librarians' views on knowledge management and how they are practising it in the ministerial libraries, guided by the stages (Get, Use, Learn, Contribute, Assess, Build & Sustain, and Divest) as purported by Bukowitz and Williams (2000). The interviews were aided by the use of a digital tape recorder to record interview sessions.

2.1 Population and Sampling

Population is defined as "a group of or set of elements where the research sample will be selected, whereas sampling is the process of selecting certain members from a group or population to represent the entire population / group" (Babbie 2010:199). The population for this study involved all librarians working in government ministries in Namibia. The government has 25 ministries, with more than one library. Since libraries under the jurisdiction of the ministries are special or scientific, each library is administered by one librarian with few supporting staff. All ministerial libraries under the establishment of the NLAS are headed by the chief ministerial librarian from NLAS, whose duties are to oversee and ensure that there is an effective and efficient operation and management in the libraries.

The sample size was 24 librarians and one chief ministerial librarian (NLAS). Twenty four librarians represented 24 government ministries and agencies falling under NLAS.

Table 1. Below illustrates the list of ministerial and agency libraries under the establishment of the Namibia Library and Archives Service (NLAS).

Table 1: Libraries under (NLAS) Directorate

1. Ministry of Agriculture, Water & Forestry	13. Ministry of Health and Social Services (MHSS) Documentation Centre
2. Ministry of Education Resource Centre	14. Ministry of Works and Transport Library
3. National Botanical Research Institute (NBRI) (Ministry of Agriculture, Water & Forestry)	15. National Meteorological Library (Ministry of Works and Transport)
4. Ministry of Fisheries & Marine Resources Library	16. National Earth Science & Energy Information Centre (Ministry of Mines & Energy)
5. Kamutjonga Inland Institute Library (Under Ministry of Fisheries)	17. National Museum Library (Ministry of Education)
6. Environment and Tourism Resource Centre	18. National Planning Commission Information Centre (Government Agency)
7. Habitant Research & Development Centre Library (Ministry of Local Government and Housing)	19. Ministry of Trade and Industry Information Centre
8. Katutura Intermediate Hospital Library (Ministry of Health and Social Service)	20. Supreme Court Library: National Legal Library (Ministry of Justice)
9. Israel Patrick Iyambo Police College Library (Ministry of Safety and Security)	21. High Court Library (Ministry of Justice)
10. Library for the Office of the Auditor General (Government Agency)	22. Ministry of Gender, Equity and Child Welfare Resource Centre
11. Oshikoto Ministry of Education Regional Office Resources Centre	23. College for the Arts Library (Ministry of Youth)
12. Ministry of Defence Library	24. Khomas Regional Council Library (Ministry of Education)

Table 2. Illustrates the list of the government ministries and agencies with librarians that participated in this research study:

Table 2: Ministries and agencies libraries that took part in the study

1. Ministry of Education Resource Centre	7. Ministry of Defence
2. National Planning Commission (Agency)	8. Ministry of Work and Transport
3. Ministry of Agriculture, Water and Rural Development	9. Ministry of Mines and Energy
4. Ministry of Trade and Industries	10. Ministry of Youth (College of Art)
5. Ministry of Environment and Tourism	11. NLAS
6. Supreme Court Library: National Legal Library (Ministry of Justice)	12. National Museum of Namibia (Ministry of Education)

Twelve (12) of the twenty four (24) ministerial and agencies librarians under the NLAS participated in the study as shown in Table 2. Three (3) of the ministerial libraries under the NLAS and which were not part of the present study, are located in different geographical areas which the researcher could not reach. For the other nine (9) libraries that were not part of the study, numerous attempts were made to get hold of librarians to set up appointments but they were all out of reach until the set period to collect data was over.

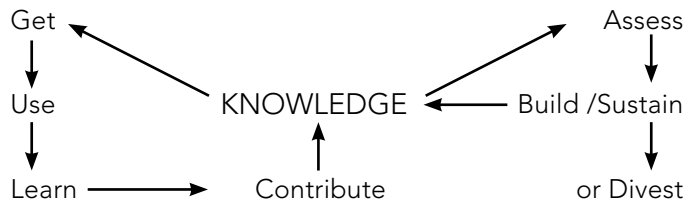
3. Theoretical framework/model

Useful theoretical models in KM exist in the literature. Amongst others are those of: Nonaka and Takeuchi (1995) *Knowledge Creation Spiral Model*; Goh, Chua, Luyt and Lee (2008) based on *Knowledge access, creation, and transfer mechanism for KM in web portals*; Senge (1990) *Learning Organisation and Organisational Learning framework*; and Edvinsson’s (1997) *Intellectual Capital Model*. The Bukowitz and Williams *Knowledge Management (KM) framework* (2000) was chosen because it consists of different stages that address the themes of this study by giving the stages as guidance to effective and efficient knowledge management in ministerial libraries.

3.1 The Bukowitz & Williams Knowledge Management (KM) (2000) model

Bukowitz and Williams (2000: 8-9) describe a knowledge management process framework that outlines how organisations (libraries as independent entities) generate, maintain and deploy a strategically correct stock of knowledge to create value in the organisation. The model addresses how volumes of knowledge can be managed effectively and efficiently using different stages of KM processes, discussed as follows:

Figure: Bukowitz & Williams (KM) Model (2000)



Bukowitz & William's model is a seven stage framework that articulates around key concepts as presented in the figure.

4. Presentation and Interpretation of Data

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes and other materials that the researcher accumulates to increase his/her own understanding that enable him/her to present what he/she has discovered. Analysis involves working with data, organising them, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learned, and deciding what to present to others (Bogden & Biklen, 1992:153).

In this respect, all the recorded data from the digital tape recorder were transcribed. The data from the interviews were transcribed to enable proper analysis involving identifying the major recurring themes, and relating the themes to the literature review that permitted the construction of the original findings. After transcription, this was followed by data coding according to the identified themes, which was guided by the research questions of the study. This was done by searching for common and recurring themes using a thematic analysis which is a qualitative analytic method for: "identifying, analysing and reporting patterns (themes) within data. It minimally organises and describes datasets in (rich) detail. However, frequently it goes further than this, and interprets various aspects of the research topic" (Braun and Clarke 2006:79).

4.1 Viewpoints of Namibian ministerial librarians towards the concept of knowledge management as part of their professional work

Viewpoints given by ministerial librarians on knowledge management make sense of what knowledge management is when you compare them to the definitions of some of the leading authors of KM, such as Davenport and Prusak (1998): "knowledge management is managing the corporation's specified process for acquiring, organising, sustaining, applying, sharing and renewing both tacit and explicit knowledge by employees to enhance the organisational performance and create value" and by Duhon (1998:9) "a discipline that promotes an integrated approach to identifying, capturing, evaluating,

retrieving and sharing all of an enterprise's information assets". Those definitions give the same meaning as the understanding of KM by the study participants. In this study, some participants' understanding of KM does not match the definitions provided by authors in this study. One of those views is:

KM is the expertise that people have for problem solving at an individual level (participant 11).

A holistic analysis of the understanding of ministerial librarians toward KM indicates that the majority of librarians know and understand what KM is as part of their profession. The next section indicates how ministerial librarians practise KM at their respective ministries since they understand what is entailed in KM.

4.2 Knowledge management practices using the Bukowitz and Williams (2000) model

4.2.1. Stage one: GET: the first stage consists of seeking information needed in order to make decisions, solve problems, or innovate. Bukowitz and Williams (2000) affirmed that information professionals have traditionally fulfilled this role, insisting that they are needed now more than ever in order to match information seekers with the best possible content by knowing the whereabouts of knowledge resources and how to access them.

The most commonly identified themes with regard to the process of acquiring and getting external and internal information to help users solve their information problems, are that librarians are guided by the library collection development policy, and specific users' needs. They collect information/knowledge through the purchasing of external resources and donations that are relevant to the needs of the users as well as from other libraries through the resource sharing practice of referral of users to a specific library that meets the needs of users. Librarians collect or acquire internal resources going from office to office to search for projects, theses, and conferences reports, and searching the internet. This study corroborates what the Bukowitz and William (2000) model states, namely that information professionals identify the knowledge contents of value that match the needs of the information seekers that need to be acquired and then they manage this knowledge effectively and efficiently. The study by Lee (2007), supported the Bukowitz and William (2000) model that argues that information on the web can be useful if librarians can employ advanced artificial intelligence tools to surf the internet and select, find, arrange, classify, and automatically deliver the needed information to each user based on the user's special interests and needs.

The study affirmed that some ministerial librarians look for where knowledge is residing to bring it together in the library where it can be accessed by all users. This has been proved by the fact that librarians go from office to office in the ministry to get information

produced in the ministry by the ministry's employees to be catalogued in the library system.

The study has proved that some librarians have moved away from traditional library practice to practising knowledge management as it was urged by Mchombu (2010). One of the ways is by harvesting organisation knowledge. The findings also support the Bukowitz and William (2000) model that pointed out that "GETTING" of contents encompasses not only traditional explicit content (e.g. a physical or electronic document) but also tacit knowledge. The tacit knowledge in this stage is internal knowledge harvested within the organisation, and subject experts which, in this stage, librarians refer users to specific libraries and individuals with information meeting their needs. The model, therefore, urges that information seekers need to be connected not only to contents but also to content experts.

Another occurring theme was budget. Librarians consider the budget allocated to them when purchasing library materials to meet the needs of users. This finding replicates a study by Emojorho (2011) who reported that effective collection management involves budgeting and allocation of necessary resources.

4.2.2. Stage two: USE: This stage deals with the means of combining information in new and appealing ways in order to foster organisational innovation by focusing on the individual and then on the group to encourage the use of knowledge. The researcher used the USE stage to find out how librarians ensured that users have access to the knowledge contents collected in stage one.

In this stage, the focus was on the means to market the available knowledge in the library to the targeted group, to create awareness and the usability of the resources so that they can add value that can lead to innovation. The results indicate that some participants market their acquired information/knowledge to the users' group through scanning of contents pages of books and journals and emailing them to their users. It shows also that the same participants market their acquired information through publishing current awareness of new arrivals in the ministry bulletin, shelve new books, journals, conference and project reports, and theses on display shelves and place a list of new arrivals on the notice board. Ministerial libraries with active websites publish on the ministry website, information on library training, and new acquisitions.

The study has found that the majority of participants conduct training, or user education as it is referred to by some of the participants, to educate users on how to effectively use knowledge. The study supports the findings of Syed-Ikhsan and Rowland's (2004a:101) study who assert that knowledge gained by employees through training will enable them to translate their knowledge into the organisation's routine, competencies, job

descriptions and business processes, plans, strategies and culture. Therefore employees need training to improve their knowledge and capabilities.

Bukowitz and Williams' (2000) model states that in the USE stage, techniques to promote out-of-the-box thinking or creativity, and the use of knowledge are made, and these connect to the study's findings in conducting information literacy training, and other means to promote the use of knowledge that enhance thinking out-of-the-box for innovation.

4.2.3. Stage three: LEARN: This refers to the formal process of learning from experience as a means of acquiring a competitive advantage when learning the knowledge content. Learning is an essential process that follows after the acquisition and application of content; it is important to avoid circumstances whereby the content is simply warehoused somewhere and does not serve to increase or improve knowledge or foster a difference in the way things are done within the organisation.

The study did not include the impact of users on learning from knowledge contents held in the library to acquire competitive advantages; rather, it focused on librarians gaining knowledge and skills from conferences, workshops, training, and presentations provided for knowledge sharing with other librarians in NLAS, locally, regionally and internationally as a way of transferring tacit knowledge. The study finds that some participants gain knowledge and skills through attending conferences, workshops, training, discussion forums for knowledge sharing, and debates usually created on NLAS Facebook pages. This finding supports a study by Smith et al. (2008:38) which also found that the directorate of NLAS provides full in-service training that consists of short courses facilitated by external training service providers, or in-house by experienced staff.

Some participants share knowledge learned from attending conferences, workshops, and training with their colleagues in office who were not privileged to attend; and some participants have indicated that only library staff with degrees get invited to conferences, workshops, trainings and so forth; and that those librarians without a librarian's title or qualification do not attend, and they also do not present to their colleagues when they come back. This means that library staff who do not attend are missing out on tacit knowledge in the form of skills and competencies, which, according to Al-Hawamdeh (2002), can only be transferred from one person to another through training and interaction. Al-Hawamdeh also affirmed that the know-how knowledge which is tacit knowledge can be documented, and Komanyane's study (2010:54) suggests that knowledge in the form of reports from trainings, workshops, and conferences be stored in the library or databases (knowledge management system) for staff especially those who do not attend, and are even important for those who attend to refer to at any time, and the knowledge will form part of the organisational base.

4.2.4. Stage four: CONTRIBUTE: Deals with getting employees to share their knowledge via the communal knowledge base (repository, intranet for knowledge transferring). With the CONTRIBUTE stage, the researcher concentrated on how the different ministry departments contribute their knowledge to the library to be processed and be made accessible to the entire organisation and library users. (Knowledge is conveyed via project reports; workshops, seminars, conferences; and short courses reports, policy and regulation, and documents produced in different departments in the ministry.)

In the CONTRIBUTE stage, with regard to ministry staff contributing their knowledge to the library which is part of the ministry repository, the findings indicate that some ministries have implemented the knowledge sharing portal, SharePoint, with enforced policy for all employees to deposit all relevant documents to the portal for knowledge sharing. Some ministry departments do not contribute by depositing their documents to the library, and they have no SharePoint in place for knowledge sharing documents, which indicates that those ministries do not have a knowledge sharing culture. Syed-Ikhsan and Rowland (2004a:101) have pointed out that an organisation should have a knowledge sharing culture for people to make it a natural habit to share by depositing documents in the organisation repository. The findings are that the majority of the participating ministries have adopted ICT to facilitate knowledge sharing. This study finding is in support of Komanyane's (2010:41) and Chong, Sallem, Syed Ahmad, and Sharifuddin's (2011:509) findings that indicated that knowledge sharing technologies and communication technologies are highly significant KM enablers in the organisation.

Bukowitz and Williams' (2000) model urged that the point of the exercise is not to post everything on the company intranet but to cull experiences from which others in the organisation may also benefit. The model implies that organisational content to be shared must be repackaged in a generic format in order to be of use to a wide audience. Librarians as knowledge professionals have the responsibility for gathering, repackaging, and promoting knowledge nuggets. Contents that employees must contribute include the sharing of best practices and lessons learned so that others do not repeat the same mistakes.

4.2.5. Stage five: ASSESS: Refers to the evaluation of intellectual capital and requires the organisation to define its mission and critical knowledge as well as the mapping of current intellectual capital against future knowledge needs.

The findings reveal that the majority of participating ministerial librarians map out current intellectual capital against future knowledge needs by conducting library needs assessment surveys for users to assess the quality and relevance of resources. Some participants indicated that they have suggestion boxes and some reported that they have never conducted any assessment or evaluation of collections for quality assurance. Based on data provided, this finding supports a study by Nitecki (1996:183) whose

finding affirmed that the assessment of how well a library succeeds depends on the user as a judge of quality, and this has been advocated for several reasons, among which are, for example, to gain insight into quality, for political benefit, to establish demand, to establish how well needs are met by the service, and again to assess topical relevance and usefulness. Findings from a study by Thompson, Kyrillidou and Cook (2006:16) also match with this study's findings that reveal that librarians conduct market surveys intended to help them understand users' perceptions toward the resources, and this helps improve service quality, and better meet patrons' information needs. It is therefore crucial for librarians to continuously assess library intellectual capital against the needs of the users.

Bukowitz and Williams' (2000) model states that assessment must focus on how easily and flexibly the organisation can convert its knowledge into products and services of value to the customers' information needs. This includes the evaluation of the knowledge base assets to be incorporated into the overall management process

4.2.6. Stage six: BUILD & SUSTAIN: Ensures that there will be intellectual capital in the future that will keep the organisation viable and competitive.

The findings reveal that participants capture information/knowledge to be preserved for future use. Knowledge capture, organisation, and retrieval is done by using open software called CDS ISIS open software, which is used by the majority of librarians, and few librarians are using ABCD library automation software which is an integrated package for library automation (both traditional and also digital/virtual libraries), and is web based with the online public access catalogue. Participants indicated that CDS ISIS is old unreliable software, but it allows migration of data from one system to another. NLAS is currently working on finding the best integrated library management system for all libraries in ministries but it needs the support of libraries' parent bodies since they are the ones responsible for funding for their libraries' resources and facilities. Yet, they do not seem keen to support.

The study findings support the findings by Lee (2007) which recommended getting the best information/knowledge management system that recent developments on knowledge management systems have come up with, and that have other new methods of capturing digital information in large electronic information databases and on the internet, such as data mining, text mining, content management, and search engines. Yet those applications cannot be done with CDS ISIS and ABCD software. This finding proves that KM organisation and storage in Namibian libraries is weak, and this finding is similar to the finding reported in a study by Nengomasha (2003:64) that discovered poor retrieval of information in Namibian government.

In the GET stage, the study discusses how librarians refer users to specific libraries and individuals with information meeting users' needs. This can be effectively done when there is a proper system in place at the libraries, as Cong and Pandya (2003:27) emphasise – with a good information/knowledge management system in place, employees should gain knowledge, skills and experiences by contacting subject-matter experts through skills databases or searchable repositories of skills profiles. The present study found that the CDS ISIS software, which is in most ministerial libraries, is not a web tool; therefore, librarians could not integrate or bring together information harvested internally/externally from sources and different disciplines, and they could not organise it in a systematic manner either.

The study concentrated on knowledge/library management systems, and librarians as human resources and intellectual capital that need to be built and sustained in order to keep the organisation viable and competitive. On building and sustaining human resources, the study findings revealed that there is a high staff turnover in NLAS with well qualified librarians leaving the ministries for the greener pastures of the private sector. Lower salaries and lack of recognition of the librarianship profession from the top management were the main motives for the high turnover. NLAS is on their knees praying for a salary increment from the office of the Prime Minister through negotiation, and recognition of librarians' value in the government ministries so that they can attract and keep experienced and skilled librarians in their system.

In the BUILD and SUSTAIN stage, Bukowitz and Williams' (2000) model urges that the inability to locate and apply knowledge to meet an existing need results in a lost opportunity, and coming short on the right knowledge delivers a much more serious blow – loss of competitiveness and ultimately of organisational viability as well.

4.2.7. Stage seven: DIVEST: In this final stage, the organisation needs to examine its intellectual capital in terms of the resources required to maintain it. This might include terminating training programmes, redeploying staff, replacing or upgrading technologies, ending partnerships or contracts as well as the weeding of the library collection. This needs to be done after a strategic decision-making process. Therefore, the organisation should not hold on to assets – physical or intellectual – if they are no longer creating value.

With divesting in the form of terminating of resources, the study findings revealed that ministerial librarians are not directly involved in termination of training programmes, but NLAS, being responsible for capacity building of all ministerial librarians, scrutinises programmes of any training or workshop available, and the credibility and reputation of the facilitators before deciding to invite facilitators, and before sending librarians to any training or workshop. With regard to the redeployment of staff, NLAS considers the staff's experiences and qualifications, and even more their commitment, in order to place

them in any job designation. With regards to replacing and upgrading of technologies, the study findings revealed that ministerial libraries are using out-dated software or library management systems for organising and retrieval of information. The Bukowitz and Williams' (2000) model states that the organisation should not hold on to assets if these assets are no longer creating value.

The study has found that some participants consider the opinions and comments of library users on the value and relevance of knowledge to be weeded. Some participants indicated that they consider the budget allocated for purchasing and renewing subscriptions, compare prices of different suppliers, and the reputations of the suppliers. The majority of participants have never done weeding, or they have never terminated any subscription, and a few participants have no ideas. According to the Texas State Library and Archives Commission (2008:13) weeding enhances libraries' reputations for reliability and currency and builds public trust, and it allows librarians to keep up with collection needs by having greater knowledge of the collection.

Bukowitz and Williams' (2000) model points out that if knowledge is no longer relevant to the strategic mission of the organisation, it should be transferred outside the organisation where it may be valuable. The study supports the model, which states that the organisation needs to examine its intellectual capital in terms of resources required for maintaining it and whether these resources would be better spent elsewhere. This involves understanding the why, when, where, and how of formally divesting parts of the knowledge base. The model urges that an opportunity cost analysis of retaining knowledge should be incorporated into standard management practice. It is necessary for sustaining competitive advantages and industrial viability.

5. Conclusion

In a nutshell, the Bukowitz and Williams (2000) framework adopted for this study has unearthed different aspects of librarians' involvement in KM. The strength of the application of the framework to the library sector is that it practically sets out the actuality of how librarians do business, and what it is that they do to contribute to the strategic mission of government ministries. The study findings, however, showed evidence that librarians were concerned about the lack of support and recognition from the top management, as there were some weaknesses in the BUILD & SUSTAIN stage.

Based on the perception that stated that 80-95% of the information used in organisations is generated internally, and in which librarians have no involvement, in support of the perception the study finds that some ministries have a portal or SharePoint where they deposit everything produced internally for the purpose of knowledge sharing and transferring, and this is not managed by librarians

References

- Al-Hawamdeh, S. 2002. Knowledge management: re-thinking information management and facing the challenge of managing tacit knowledge. *Information Research*, 8 (1). [Online]. Available <http://informationr.net/ir/8-1/paper143.html> Accessed 30/06/2011.
- Babbie, E.R. 2010. *The practice of social research*, 12th ed. Belmont: Wadsworth Cengage Learning.
- Bogden, R. & Biklen, S.K. 1992. *Qualitative research for education*, Boston: Allyn and Bacon.
- Braun, V. & Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology* 3: 77 – 101.
- Bukowitz, W.R. & Williams, R.L. 2000. *The knowledge management field book*, Revised edition. London: Prentice-Hall.
- Chong, S.C., Sallem, K., Syed Ahmad, S.N. & Sharifuddin, S. 2011. KM implementation in a public sector accounting organisation: an empirical investigation, *Journal of Knowledge Management*, 15 (3): 497-512.
- Cong, X. & Pandya, K.V. 2003. Issues of knowledge management in the public sector, *Electronic Journal of Knowledge Management*, 1(2): 26-33.
- Creswell, J. W. 2007. *Qualitative Inquiry Research Design: Choosing Among Five Approaches* (Second ed.). Thousand Oaks, California: Sage Publications.
- Davenport, T. 1994. Coming soon: the CKO, *Information Week*, [Online]. Available www.informationweek.com/509/cko.htm Accessed 22/05/2011.
- Duhon, B. 1998. It's all in our heads, *Inform*, 12, (8): 8-13.
- Edvinsson, L. 1997. Developing intellectual capital at Skandia, *Long Range Planning*, 30 (3). 366-373.
- Goh, D.H.L., Chua, A.Y.K., Luyt, B. and Lee, C.S. 2008. Knowledge access, creation and transfer in e-government portals, *Online Information Review*, 32 (3): 348-69.
- Komanyane, K. 2010. Knowledge management practices in the public sector in Botswana. MBibI thesis, University of the Western Cape (Unpublished).
- Lee, H. 2007. Knowledge management and the role of libraries, [Online]. Available <http://eee.whiteclouds.com/iclc/cliej/c119lee.htm> Accessed 21/09/2012.
- Mchombu, K. 2010. The role of libraries in knowledge management & knowledge economy, Knowledge Management Conference, Stellenbosch University, South Africa. [Online]. Ministry of Education, Namibia. 2012. Namibia Library and Archives Service (NLAS). [Online]. Available http://www.moe.gov.na/m_dir_viewdirect Accessed 26/04/2012. Available <http://scholar.sun.ac.za/handle/10019.1/389> Accessed 05/02/2012.
- Nengomasha, C.T. 2003. Records management in the knowledge management age: the Namibian context. *ESARBICA Journal*, 22:64-71.

Nitecki, D.A. 1996. Changing the Concept and Measure of Service Quality in Academic Libraries. *Journal of Academic Librarianship*, 22 (3):181-191.

Nonaka, I., & Takeuchi, H. 1995. *The knowledge-creating company*. New York: Oxford University Press.

Office of the President, 2008. Third National Development Plan (NDP 3) 2007/2008 – 2011/2012. Windhoek, Namibia: National Planning Commission, [Online]. Available http://www.npc.gov.na/docs/NDP3_Executive_Summary.pdf Accessed 24/03/2012.

Prusak, L. 1995. *The Last Word, Hiring Outside the Box*, CIO Magazine, July special edition: 97-107.
Senge, P.M. 1990. *The Fifth Discipline: the art and practice of the learning organization*, Doubleday: New York, NY.

Smith, J.G., Fouche, B., Muirhead, D. & Underwood, P.G. 2008. Namibia library and information service sector strategic assessment study: baseline study - interim report, Knowledge Leadership Associates, [Online]. Available: www.knowledgelead.ac.za Accessed 02/10/2011.

Syed-Ikhsan, S.O.S. & Rowland, F. 2004a. Knowledge management in a public organisation: a study on the relationship between organisational elements and the performance of knowledge transfer, *Journal of Knowledge Management*, 8 (2): 95-111.

Texas State Library and Archives Commission. 2008. *Crew: a weeding manual for modern libraries*. [Online]. Available: <http://www.tsl.state.tx.us/id/pubs/crew> Accessed 02/03/2012.

Thompson, B., Cook, C. & Kyrillidou, M. 2006. Using localized survey items to augment standardized benchmarking measures: A LibQUAL+TM study. *Portal: Libraries and the Academy*, 6 (2), 219–230.

Wijetunge, P. 2002. Adoption of knowledge management by the Sri Lankan university librarians in the light of the national policy on university education, *International Journal of Educational Development*, 22:85-94.