

Management as Sine Qua Non to Library Personnel Motivation in the Knowledge Age

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This looks at the issue of management as a precursor of library personnel motivation in the knowledge age; with the explanation of the concept management and an overview of management and motivation theories spanning from the pre-classicists to the Japanese management theories. The paper further x-rayed the concept of knowledge age and the role of management in the motivation of library personnel in the knowledge age. Finally, the paper concluded and recommended that management remains the precursor of library personnel motivation in the knowledge age, and that the dynamics of the human nature and the global perspective of the knowledge age, makes it imperative for management to adopt global best practices to motivate library personnel to avoid loss of best brain to the global market where they feel their interest might be best served.

Key words: Knowledge Age, Library Personnel, Management, Motivation, Sine Qua Non.

INTRODUCTION

Personnel motivation in organizations is core to its survival and relevance in this era of the knowledge age. Workers with expertise knowledge who are in high demand presently need to be motivated to retain them and encourage high productivity in organizations. Libraries and librarians play very important roles in the unfolding knowledge society where information and knowledge are treasured and valued as crude oil and other valuable resources. Knowledge which is information applied to do something is embodied in the human resources component of organizations and libraries in particular. There is, therefore, the need to motivate the library personnel so as to encourage them to apply their expertise knowledge to enhance productivity to make the library remain relevant. Management of any organizations including the library is key to personnel motivation. The motivation, profitability, employability and productivity and sustainability in any organization will be a mirage without proficient management. Machine, material, money (capital) and men have to be combined in reasonable proportions in any organization. Machine, material, money (capital) and the men left to themselves alone in any organizations including the Libraries might be less motivated or unproductive. Management through human ingenuity and entrepreneurship skill should be able to tactfully combine both human and material resources for optimum productivity in any organizations.

Management could make or mar an organization. Effective management entails the ability of management to study their workers, the work environment and tactfully use their administrative acumen to identify motivational factors that will ultimately bring out the best in them. Sine qua non has been defined as something that is a precursor to something else. Management is defined as the sine qua non upon which high motivation in any organization, including libraries is predicated on the present knowledge age. For the purpose of this research study, management will be defined, followed by an overview of management and motivational theories, then the concept of knowledge age will be x-rayed, while the role of management in motivating the library personnel will be explored. Finally, the study concluded and recommended that management should consider the dynamics of human nature and the pervasiveness of globalization in adopting motivation of library personnel in present knowledge age.

CONCEPT OF MANAGEMENT

There are many definitions of management given by various management scholars. Some of these are put forth for our understanding. Ikemefuna (2005) defines management as the art of working through people, for the achievement of the broad goals of an organization. Management in this regard, has to map out strategy, find the right personnel and materials to do

the job, by assigning the different people to different jobs and getting them to do the jobs by ensuring that the jobs are being done as planned. Management according to Nwachukwu (1988) is getting things done through others. Scientifically, management can be defined as the co-ordination of all the resources of an organization through the process of planning, organizing, directing and controlling in order to attain organizational objectives. Hence, Management is seen as the super-vision, controlling and co-ordination of activities to attain optimum results with organizational resources. Koontz (1994) in his own definition, sees management as the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims. In essence, the provision of a conducive and enabling environment should be consciously designed and maintained to enable personnel in such organization to put in their best efforts. Management according to Rue and Byars (1995) is a form of work that involves coordinating an organization's resources - land, labour, and capital towards accomplishing organizational objectives. All the resources of an organization remain dormant until effective management is brought to bear on them before they can be galvanized to achieve organizational goals.

Management is the process of planning, organizing, leading and controlling the work of organizational members and using all available organizational resources to reach stated organizational goals Stoner (2002). Management action is usually directed towards personnel in an organization because they are the engine room that drives all other resources in achieving organizational goals and objectives. Mosley, Pietri and Megginson (1996) described management as the process of planning, organizing, leading and controlling the activities of employees in combination with other resources to achieve organizational objectives. The management sees to it that all the resources of an organization are combined in a reasonable manner to complement one another in achieving organizational goals.

Management concept according to Ogundele and Okonji (2004) refers to the functional process of accomplishing the goals of the organization through the help of others. This involves directing the efforts of others in the system towards accomplishing the organizational goals. Cole (2002) defined Management as a collection of activities including planning, organizing, motivating and controlling. Management in any organization has been reposed with the onerous tasks of planning, organizing, motivating and controlling which are activities that are all geared towards making the organization to achieve its set goals and objectives.

AN OVERVIEW OF MANAGEMENT THEORIES

Management theories began in the nineteenth centuries and flourished during the twentieth from classical theory to the Japanese management approach.

PRE- CLASSICISTS THEORISTS

Hartman (2015) disclosed that the nineteenth century was devoted by **Robert Owen (1771—1858)** and **Charles Babbage (1792—1871)** to seriously address the quest for the development of management theory. Owen, an entrepreneur and social reformer, the owner of a cotton mill in New Lanark, Scotland, developed a strong interest in the welfare of the over 400 to 500 child employees. He spearheaded a legislative movement to limit child employment to those over the age of

ten while reducing the work day to 10 1/2 hours. He, also, sought for the improvement of living conditions of employees through the implementations of improvements in housing, sanitation, public works and establishing schools for children. Owen believes strongly that character is a product of circumstances and that environment and early education is critical in forming a good character. He is credited with being the forerunner of the modern human relations school of management.

Charles Babbage (1792 – 1871) a noted mathematician with a strong managerial interest, on the other hand, had his interest largely with work specialization or the degree to which work is divided into parts. He is recognized as being the forerunner of contemporary operations research. Owen and Babbage as pre-classicists are known to have paved the way for the emergence of the theoretical classical school of management.

THE CLASSICAL THEORIES OF MANAGEMENT

The twentieth century, according to Hartman (2015) witnessed a tremendous flurry of management theory activities among which is the classical school of management. The emphasis of this management theory was to improve management effectiveness in organizations; and to also provide the tools a manager required for dealing with their organizational challenges. Within the classical school of management theories are the bureaucratic management, administrative management and scientific management branches.

BUREAUCRATIC MANAGEMENT

The Bureaucratic Management branch of the classical school was espoused by **Max Webber (1864—1920)**. He believes in the institutionalization of power and authority in the modern Western World and therefore, constructed a “rational – legal authority” model of an ideal type of bureaucracy. Webber postulated that the rules and regulations of a bureaucracy served to insulate its members against the possibility of personal favouritism. Webber believed that all bureaucracies share certain characteristics such as: (1) A well-defined hierarchy, (2) Division of labour and specialization, (3) Rules and regulations, (4) Impersonal relationships between managers and employees, (5) competence, (6) Records, which is absolutely essential to maintain complete files regarding all its activities. These advances an accurate and complete document will be available concerning all bureaucratic actions and determinations.

ADMINISTRATIVE MANAGEMENT

Henri Fayol (1841 – 1925) belongs to the administrative branch of the classical school. He developed fourteen management principles such as: (1) Division of work, (2) authority and responsibility, (3) discipline, (4) Unity of command, (5) unity of direction, (6) subordination of individual interest to general interest, (7) remuneration of personnel, (8) Centralization, (9) Scalar chain, (10) order, (11) equity, (12) Stability of tenure of personnel, (13) Initiative, (14) Esprit de corps, team work is fundamentally important to organization; and this can be achieved by creating team work and using extensive face-to-face verbal communication.

Chester Barnard (1886 – 1961) is another member of the administrative management school. Barnard feels organizations are communication systems and so managers

are to develop a sense of common purpose where willingness to cooperate is strongly encouraged. He is credited with developing the acceptance theory of management emphasizing the willingness of people to accept those having authority to act. Bernard believes the manager's ability to exercise authority is strongly determined by the employees "Zone of indifference" where orders are accepted without undue question.

In contrast to Webbers' beliefs that communication flows from the top of the organization to the bottom, Barnard feels organizational communication flows from the bottom to the top. He stated that there are four factors affecting the willingness of employees to accept authority: (1) employees must understand the communications, (2) accepts the communication as being consistent with the organization's purposes, (3) feel their actions will be consistent with the needs and decisions of the other employers and, (4) feel they are mentally and physically fit to carry out the order from the highest authority. This is in consonance with his belief that the executive's main organizational function is acting as a channel of communication and maintaining the organization in operation

SCIENTIFIC MANAGEMENT

Another branch of the classical school of management is the scientific management approach. The emphasis of the Scientific Management approach is empirical research for developing a comprehensive management solution; which implies that Scientific Management principles are to be applied by managers in a very specific fashion. The major contributions to this school of thought are Frederick Winslow Taylor and Frank and Lillian Gilbreth.

Frederick Winslow Taylor (1856 – 1915) known as the "father of scientific management" sought to establish a clear division of labour between management and employees. Taylor's task management methodology hinges on fundamental belief that management, the entrepreneurs in his days, was not only superior intellectually to the average employee, but had a positive duty to supervise them and organize their work activities. He developed four principles of Scientific Management: (1) A scientific Management Methodology be developed; (2) Managers should assume the responsibility for selecting, training and developing the employee, (3) Managers should fully cooperate with employees to ensure the proper application of the Scientific Management method, (4) Management should become involved with the work of their employees as much as possible. In essence, Scientific Management consists of a system for supervising employees, improving work methods and providing incentives to employees through the piece rate system. He is credited to be the first to point out that it is management's primary responsibility to make an organization productive.

Frank (1868—1924) and Lillian (1878—1972) Gilbreth

The Gilbreths were strong advocates of Scientific Management. Gilbreth was interested in developing the one best way of doing work and his system later became known as "speed work" which was achieved by eliminating unnecessary motions. Frank, together with the wife, Lillian subsequently became heavily involved in time and motion studies by isolating 17 basic work motions that they termed therbligs. Their studies of work included the use of a cyclograph, a form of stereoscopic movie camera whereby the time and motions of a worker could be carefully studied.

THE BEHAVIORAL MANAGEMENT THEORIES

The behavioral School of Management was a natural outgrowth of the revolutionary management, which raised questions regarding the interactions and motivations of the individuals in organizations. Theorists in the Behavioral movement include Mary Follett and Herbert Simon as well as numerous Psychologists who turned from studying individual behavior to organizational behaviour. They are concerned with employee well-being and encourage management approaches that considered the employee as a motivated worker willing to work.

Mary Parker Follett (1868---1933)

Mary Parker Follett is known to be one of the earliest pioneers in the behavioral movement best known for her integration method of conflict resolution as opposed to the three choices she sites of domination, compromise or voluntary submission by one side to another. She also believes the inherent problem solving ability of people working in groups. Creative conflict resolution to her, involves cooperative working with others to devise inventive new ideas often providing strong interpersonal benefits.

The Hawthorne Experiments (according to Boundless (2015) marked an important beginning to the behavioral perspective management. The series of studies conducted at the Hawthorne plant of the Western Electric Company, indicated that workers were more strongly motivated by psycho-social factors than by economic or financial incentive.

Walter Newsom (1881---1950)

Walter Newsom, according to Hall (2003) was one of the advocates of expectancy theory which holds that workers will do what is expected of them if the organization specified what behavior is expected and what the rewards for compliance will be. He postulated that expectancy theory requires nine elements such as capability, confidence, challenge, criteria, credibility, consistence, compensation, cost and communication. Expectancy theory usually gives workers' freedom, as no real action is needed to lead the employee.

Chris Argris (1923—2013): developed maturity theory which examined industrial organizations to determine the effects of management practices on individual behavior. He felt that bureaucratic and pyramidal values according to Hall (2003) do dominate organizations and produced many of the current organizational problems. The maturity theory believes that people develop new attitudes and behaviors as they mature; and that the process involves a move towards independence, broadening of interests, developing a diversity of activities and a seeking of more control over their life. The traditional organization that seeks to emphasize control, actually treat individual employees as being immature. Maturity theorist further revealed that factors that affect each individual development and change through life are personality, norms, culture and other environmental factors.

Herbert Simon (1916—2001)

Herbert Simon is particularly critical of the principles of the administration, including span of control and unity of command while asserting that all the principles collectively were "no more than proverbs". Simon found the principles of classical administration to be contradictory and vague.

Simon's greatest contribution in management is in the area of decision making theory which states that decision makers perform in the area of bound rationality and that the approach to decision making must be one of satisfying where satisfactory rather than optimum decisions are often reached. Satisficing successfully adapts to and is a realistic solution for the limited time and resources a manager has when considering alternative in the decision making process.

HUMAN RELATIONS MOVEMENT

The needs of the employees and the role of management as a provider for these needs accelerated the emergence of the two major organizational theorists in the human relations movement in the persons of Abraham H. Maslow and Douglas McGregor.

Abraham H. Maslow (1908---1970)

Abraham Maslow was the first psychologist to develop a theory of motivation based upon a consideration of human needs. Maslow's theory of human needs has three assumptions. Firstly, that human need are never completely satisfied, secondly, that human behavior is purposeful and is motivated by need satisfaction and thirdly, that needs can be classified according to a hierarchical structure of importance from the lowest to highest. Maslow is of the view that the needs hierarchy can be classified into five specific groups; and that to reach successive levels of the hierarchy required the satisfaction of the lowest level needs. The various hierarchy needs are: (1) Physiological needs, (2) Safety needs, (3) the belongingness and love needs, (4) the esteem needs, (5) The need for self-actualization, IWU (2011) stated that this is the summit of Maslow's motivation theory; and that is about the quest for reaching one's full potential as a person. Maslow's hierarchy needs theory helps the managers to visualize employee motivation; and also understanding the motivations and needs employees have and the requirement to satisfy basic needs in order to achieve higher level motivation.

Douglas McGregor (1906 – 1964)

McGregor is another major theorist associated with the Human Relations School of Management. McGregor believes there are two basic kinds of managers. The theory X, who has a negative view of employees by assuming that they are lazy, untrustworthy and incapable of assuming responsibility while the other type of Manager, theory Y, assumes employees are trustworthy and capable of assuming responsibility having a high level of motivation. Theory Y, on the other hand, stated that managers believe that work is as natural as play and therefore people desire to work, employees are responsible for accomplishing their own work objectives; comparable personal rewards are important for employee commitment to achieving work goals; under favourable conditions, the average employee will seek and accept responsibility; employees can be innovative in solving organizational problems; and that most organizations utilize only a small proportion of their employees abilities. The theory is extremely helpful in promoting management understanding of supervisory styles and employees' motivational assumptions.

LEADERSHIP BEHAVIOR

The behavior management theorist, school is the most appropriate set of management theorists from the perspective of leadership according to Boundless (2015). Leadership school believes in the servant leadership concept and revealed two dimensions of leadership known as structure and consideration. Structure exists where the leader defines his / her roles and the roles of subordinates; on the other hand, consideration exists where there is a relationship of trust, respect for subordinates' ideas and concern for subordinates' feelings.

CONTEMPORARY MANAGEMENT THEORIES

The contemporary management theories sought to find an equal balance between scientific and human relation perspective of management approach. The major management theorists under the contemporary management theories are W. Edward, S. Deming, Peter Drucker and also the systems and contingency theoretical paradigms Hartman 2015)

W. Edwards Deming (1900---1993)

Deming urged the Japanese to use sampling methods to test for quality control and also emphasized that the best way to lower production costs was improved quality. He was concerned with increased organizational productivity by applying statistical controls as well as improved organizational communication.

Peter Drucker (1909----2005)

Drucker, regarded as one of the greatest management thinker of the Twentieth Century is known as the father of management by objectives (MBO). He developed an extremely popular management concept where management decisions are developed through management and employee interaction and cooperation. Management by objectives (MBO) entails subordinates and management joint consultations which produce agreement on areas of organizational responsibility resulting in mutual establishment and acceptance of organizational goals. On its part, MBO allows management to spend more time on strategic policy development and implementation rather than being distracted by supervisory roles.

THE SYSTEMS APPROACH THEORY

The systems approach theory of management sought to create an approach to management, which attempts to synthesize and integrate the various schools of management into one coherent and cohesive management theory according to Hartman (2015). In systems theory, there was a blend of many different theories into one common functional system where all the activities of the organization are grouped into processes such as inputs, homeostasis, parameters, processing, outputs and feedbacks. The focus of systems theories is that every system has interacting and interrelated subsystems and these systemic interactions with other systems are continually adapting to dynamically changing internal and external environmental processes. System's existence in a continuum makes organizational systems to be analyzed in terms of their subsystems such as operations, production, finance,

marketing, personnel, etc. The fact that systems theory recognized that all organizations consists of processing inputs and outputs with internal and external systems and subsystems is helpful in providing a functional overview of any organization.

THE CONTINGENCY APPROACH THEORY

The contingency theory, according to Hartman (2015) represents another option to management theoretical paradigm, similar to systems theory; though it does not prescribe the application of certain management principles to any situation. Contingency theory is recognition of the extreme importance of individual manager performance in any given situation and the approach is basically termed it "depends". Hence, the situation the manager finds himself / herself determines the management style to be adopted in that organization.

JAPANESE MANAGEMENT THEORY

One of the major founders of the Japanese style of Management is William Ouchi (1943--) in his book's theory Z and the M-Form Society Hartman (2015). Japanese management has achieved respect because of its ability to increase productivity and has seriously undermined America's underperformance in its productivity. There is a high level of trust of Japanese management in its employees and this permits employees a great deal of decision-making authority. Japanese management also stresses the concept of intimacy in its managerial relationships where personal relationships are highly valued respected and rewarded.

A large Japanese company in organizational terms has a balance between team work and individual effort. Ouchi calls this the M Form organization. It is essentially a "loose-tight organization" where individual initiative is rewarded while still being controlled through centralized corporate management systems. Japanese organizations have what Ouchi termed a social memory which implies that past efforts of individual employees receive future rewards even though the employee may no longer be as productive. This ensures their loyalty while acting as role models for present employees. Webber's concept of an organizational "memory" is somewhat similar. Summarily, the Japanese school of Management is of the view that personnel policies provide for an investment in human capital endow the organization with the resources necessary to achieve increased productivity.

THE CONCEPT OF KNOWLEDGE AGE

The concept of knowledge age has emerged as a follow up of the previous agricultural, manufacturing, industrial, technological and information explosion revolutions. Knowledge age, according to Kurzweid (2001) is an era where knowledge as a component of wealth gradually summing to 100%; and the urgent need to put top priority on the question of how to promote innovation, which is the creation of knowledge that has economic value. The age of knowledge is the accumulation of a process of automation that began with the automation of the English textile industry more than two and a half century ago with knowledge firmly implanted as the foundation of wealth and power in the late 20th century and early 21st century; nurturing knowledge, its creation and dissemination which will be the cornerstone of our society.

Kurzweid further stated that the most beneficial attribute of knowledge age is the decentralization of power. Knowledge

does not simply foster wealth and power, in the age of knowledge; but it is seen as wealth and power. Hence, by increasing our ability to master knowledge, we can shape our individual destiny. Kumar (2010) in a bid to explain what knowledge is began by stating that data are simple, discrete, facts and figures, such as names, characteristics and amount. It might be a table of circulation statistics, but once those statistics are arranged, charted, annotated, organized in a meaningful way to describe, probably trends in library use, you have information. He further stated that information is a bit more complex, since it organizes data for meaningful purposes and that Mark Porat sees information as data that has been organized and communicated. The process of knowledge creation and use, according to Kumar in Stephen Abraham is seen as a continuum where data transform into information, information transforms into knowledge and knowledge drives and undergoing behavior and decision making. Information is visible, independent from existing environment, easily transferable and can be duplicated. Knowledge, on the other hand, is invisible, closely related to action and decision, different in thought after processing, spiritual product, identified with existing environments, transferable through learning and cannot be duplicated. Knowledge is an intellectual capital when people out of creation, add value to information. Knowledge is generated, classified can modified and also shared.

The sharing of knowledge is a core element of knowledge management and information Technology has provided a number of possible solutions for sharing knowledge via e-mail, intranet etc. knowledge according to Kumar in Davenport and Prusak is a fluid mix of framed experience, values, contextual information and expert insight that provides a framework for evaluating and incorporating new experience and information. Knowledge originates and is applied in the minds of owners. In organizations, knowledge often becomes embedded not only in documents and repositories, but also in organizational routines, processes, practices and norms. While data and information are in a sense bound objects, knowledge is much more a process, a dynamic or an ability to understand and to share understanding. Knowledge is classified into 3 types:

1. Explicit Knowledge
2. Tacit Knowledge
3. Cultural Knowledge

Explicit Knowledge is formal and easy to communicate to others. It is the knowledge of rationality and; it includes policies, rules, specifications and formulae. It is also known as declarative knowledge. Tacit knowledge is a complex form of knowledge and has two dimensions, namely technical and cognitive. This is personal knowledge, which is in the human mind and difficult to formalize and also difficult to communicate. Cultural knowledge according to Kumar in B. B. Chand describes the cultural knowledge as knowledge which includes assumptions and beliefs. It is used to understand, describe and explain the reality as well as conventions. Cultural knowledge is also useful to form the framework among organizational members, recognize the new information and evaluate alternative interpretations and actions.

THE ROLE OF MANAGEMENT IN LIBRARY PERSONNEL MOTIVATION IN KNOWLEDGE AGE

Management motivation of library personnel in the knowledge age will to a great extent be determined by their depth of awareness of the role that personnel play as custodians of expertise, knowledge, the wealth embodied in knowledge, the value of knowledge and the role of library personnel as knowledge managers. Moreover, the various types of

motivation to be applied by managers of the Library will depend on their knowledge and understanding of the type of motivation that is most appropriate and relevant in the present knowledge age. In motivating library personnel in the knowledge age Management should take into consideration the dynamics of human nature, the context of the knowledge age and the fact that personnel are motivated by multifarious factors. In organization and the library in particular, management should follow the behavioral perspective of management as postulated by Mary Follet, the Hawthornes experiments, Chris Argyris and Herbert Simons to motivate personnel. This is pertinent in the sense that the behavioral perspective of management motivation is concerned with employee wellbeing and encourages management approaches that consider the employee as a motivated worker who genuinely wants to work. This management approach, firstly recognizes personnel as the engine room that drives and galvanizes all other resources. In organizations like the library personnel are the custodians of expertise Knowledge which constitute a measure of wealth and power of the knowledge age. When the welfare of the library personnel is well taken care of, the best among them will be retained and they will be willing to share their knowledge for the good of the Library. Another aspect of behavioral Management motivation perspective that can be applied to the Library Personnel in the knowledge age is the aspect of creative conflict resolutions as postulated by Follet. Human organizations, Libraries inclusive are prone to experience conflict from time to time. Creative conflict resolutions according to Follet, involve cooperatively working with others in a group to devise inventive new ideas which often provide strong interpersonal benefits.

The expectancy theory by Walter Newsom holds that workers will do what is expected of them, if the organization and in this context, Libraries specified what behavior is expected and what the rewards for compliance will be can be used to motivate personnel. Library management can make clear to all Personnel at the point of entry the various policies that have to do with staff training and development, expectation required for promotion and progression so that all Personnel from inception would know what is expected of them and prepare for the challenges ahead to fulfill their potentials. Management can motivate Library Personnel by putting into consideration the fact that people develop new attitudes and behaviors as they mature; and that several factors such as personality, norms, culture and other environmental factors affect individual development and change through life as advocated by Chris Argyris. All these factors are to be considered by management so that they will be in a better position to handle individual cases on their merit.

Other motivational practices that could be applied by management to Library Personnel are those of the Human Relations Movement advocated by Maslow and McGregor; which focuses on the needs of the employees and the role of Management as providers of those needs. Prominent in the human relations movement is Abraham Maslow, who postulated that the desires and needs of individuals when realized will be motivated. He stated that needs are of hierarchy and priority and classified them into five (5) levels. The management application of these five levels of motivation will be of immense benefit to motivate library personnel.

Physiological needs such as provision of facilities for lunch breaks, an ample salary scheme that would enable personnel buy life's essence, enough work space, ergonomically designed workstations, appropriate temperature, convenient and reasonable food service facilities etc would go a long way to motivate Library Personnel. Safety needs can

be alleviated by provision of security guards, security cameras, job security, retirement benefit, safe workplace, stable wages and salaries, health insurance and fire protection, etc. Responsive and responsible management should provide employees a working environment that is free of harm to do their jobs without fear of the present and future.

To motivate Library Personnel in this knowledge age, Management needs to generate a feeling of acceptance, belonging and community by reinforcing team dynamics, planning team-based projects and social events. This will encourage learning and knowledge sharing which is one of the hallmarks of the knowledge age. Social activities, friendships, a sense of belonging, affection provide opportunities for employee to socialize and this goes a long way to encourage Personnel to work as a team. Management can also provide self-esteem needs to motivate personnel by recognizing achievements, assign important projects and provide status to make employees feel valued and appreciated. This could take the form of awards, prestige, plaques, participative management, going round the sections to observe staff at work, talking to them and carrying out on-the-spot assessment, listen, appreciate and praise staff as occasion demands. This type of management approach would lead to a more confident and committed staff that are willing to put in their best efforts. Library personnel in the knowledge age can be motivated by providing means for self-actualization, which is the ultimate aim of every human person. Management can provide opportunities that would allow employees to reach their full career potential, and this aspect provides valuable assets to the organization and in this context Library human resource. To meet personnel need for self-actualization, issues such as training by attending professional development programmes; on the job training to acquire skills and knowledge that will make them appropriate and relevant to the knowledge age and continuous training and development on a regular basis, will all help to motivate personnel and make them keep pace with the constant changes and dynamics that is a recurrent feature of the knowledge age.

The driving force and the engine room of any organization and Libraries in particular are the personnel. Management should motivate library personnel by adapting the Japanese management approach by William Ouchi which focuses on high level of trust on its employee which permits employees a great deal of decision-making authority. Also the concept of intimacy where personal relationships are highly valued, respected and rewarded should be encouraged because it builds teamwork and collaboration which will enhance knowledge, learning, generation, creation, sharing and dissemination which are elements which are highly visible in the knowledge age.

The dynamics of Library personnel as an integral part of the Library as the organization makes it imperative that management adopt the systems approach theory to motivate personnel. The emphasis of the system approach is that every system has an interacting and interrelated subsystems; and that these systemic interactions with other systems are continually adapting to dynamically changing internal and external environmental processes. Management in motivating personnel should bear in mind the issues of globalization, which has made the world a global village. The implication of this is that management should think globally so that they can use global best practices to motivate personnel in order to retain them and make them relevant to the global market. Any deviation from adopting global best practices to motivate Library Personnel, might lead to loss of the best brain to the

global market where they feel their best interests can be served.

CONCLUSION / RECOMMENDATIONS

The truth that management is a precursor to Library personnel motivation in the knowledge age cannot be disputed. It is management that galvanizes all the resources of an organization and in this context the Library to achieve their goals and objectives. Human resources, whom the Library Personnel represents is key to the achievement of this goal and objectives. Library Personnel is also dynamic in nature; and Management needs to bear this fact in mind while motivating Personnel. A good knowledge of the dynamics of human nature and the ability of Management to decipher the appropriate and relevant motivation to apply to personnel will go a long way in helping Management in its onerous task.

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