Librarians' Attitudes toward Knowledge Management

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The purpose of this research is to develop an understanding of the factors that support or constrain the individual's sharing knowledge in the organization. The current study seeks to explore whether personality (self- efficacy and self-esteem) and situational (cognitive appraisal: threat versus challenge) characteristics influence participants' knowledge sharing in the organization. The research was conducted during the summer semester of the 2009 academic year and encompassed two main groups of Israeli librarians: academic librarians and public librarians. The study used five questionnaires: a personal details questionnaire, perceptions towards knowledge management questionnaire, a cognitive appraisal questionnaire measuring threat versus challenge, a self-efficacy questionnaire, and a self- esteem questionnaire. The results show that personality and situational characteristics influence participants' knowledge sharing in the organization. The findings may have theoretical as well as practical implications.

As more and more information and knowledge is created and technology develops rapidly, the world has become more knowledge-oriented. Many organizations recognize the role of knowledge as a key source for competitive advantage. Knowledge management is perceived as a tool for improving organizational productivity and success;[1] thus, different organizations have adopted and assimilated the concept of knowledge management. Many researchers,[2] however, have claimed that knowledge sharing is the most critical hurdle for knowledge management. It is thus crucial to encourage knowledge sharing among workers to ensure knowledge management success. This research purports to develop an understanding of the factors that support or constrain the sharing of knowledge in the organization.

The literature on knowledge management is extensive and rich. Little research, however, has been conducted on knowledge sharing at the individual level. Moreover, the critical barrier for knowledge management, as reported in the professional literature, is knowledge sharing. Thus, the current study addresses knowledge sharing at the individual level and seeks to explore whether personality (self-efficacy and self-esteem) and situational (cognitive appraisal: threat versus challenge) characteristics influence participants' knowledge sharing in the organization. The findings of this research will provide insight into knowledge-sharing at the individual level and may predict if and which personality or situational characteristics may motivate or hinder knowledge sharing and collaboration in the organization.

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Literature Review

Knowledge

The term of knowledge has been defined in various ways. Drucker[3] has treated it as a meaningful resource that makes a new society unique; he also coined the term "knowledge worker." Toffler[4] saw knowledge as the essence of power in the information age. Davenport, De Long, and Beers[5] viewed knowledge as experience, context, judgment, belief, and information, presenting knowledge as the most strategically important resource that organizations possess. Buckland[6] states that knowledge is personal, subjective, and conceptual; thus, one should expose it via text or communication. Nonaka and Takeuchi[7] claimed that knowledge, as distinguished from information, is about beliefs, commitment, and action. They added that knowledge is about meaning that is context-specific and relational. Nonaka and Takeuchi[8] differentiated between two types of knowledge: tacit and explicit. Tacit knowledge is subjective, context specific, and difficult to capture; it is not easily expressed or communicated visually or verbally. In contrast, explicit knowledge is objective, can be communicated visually or verbally, and is more easily codified. Polanyi[9] also proposed two types of knowledge: implicit and explicit.

Knowledge Management

Knowledge management (KM) refers to the overall process of activities affecting knowledge: creating, capturing, identifying, organizing, storing, representing, transferring, and reusing knowledge. Several definitions are proposed for knowledge management. Skyrme[10] defines knowledge management as a "process or practice of creating, acquiring, capturing, sharing, and using knowledge, wherever it resides, to enhance learning and performance in organizations." White[11] provides a similar definition for knowledge management as "a process of creating, storing, sharing and re-using organizational knowledge (know how) to enable an organization to achieve its goals and objectives.'' Another definition is suggested by Priti,[12] who sees knowledge management as ''a purposeful management process to create, capture, store, exploit, share and apply both implicit and explicit knowledge for the benefit of the employees, organization and its customers. With its visionary approach KM emphasizes turning internal and external knowledge into actionable framework.'' The definition of Davenport, De Long, and Beers[13] suggests that "knowledge management is concerned with the exploitation and development of the knowledge assets of an organization with a view of furthering the organization's objectives." Knowledge assets include employees' expertise and experience, information services and sources, and information technology. The above definitions emphasize the ongoing process of creating, acquiring, capturing, sharing, and using knowledge to improve organizational performance, partnership, and interpersonal relationships. Knowledge management allows organizations to generate value from their intellectual and knowledge-based assets.[14] It is the process of obtaining the right information for the right people at the right time so that people create, share, and act on that information.[15]

It is important to note that knowledge management is different from information management. While information management focuses on explicit knowledge or information contained in books and journals,[16] knowledge management focuses on another dimension: tacit knowledge or the "know how" that is embedded within the minds of the people in an organization.[17] The literature emphasizes the difficulty and confusion of measuring and managing this tacit knowledge.[18] Koenig concludes[19] and compares knowledge management with a forest that contains all the trees of information management, content management, and IT management.

Knowledge Sharing

The current study in knowledge management refers to knowledge sharing, which means being aware of knowledge needs,

constructing technical and systematic infrastructure, and making knowledge available to others who need it.[20] The term "knowledge sharing" emphasizes the process by which knowledge possessed by an individual is transformed into a form that can be understood and used by others.[21] Several studies have found that knowledge sharing is the flow of knowledge from someone who has it to someone wants it.[22] Cabrera and Cabrera[23] proposed that knowledge sharing is the contribution of individuals to the collective knowledge of an organization. Furthermore, Cabrera, Collins, and Salgado[24] suggested that knowledge sharing consists of two major elements: seeking information and ideas from coworkers and providing ideas and insights to others.

In light of the above discussion on knowledge, knowledge management, and knowledge sharing, the following section will focus on personality characteristics (self-efficacy and self-esteem) and situational characteristics (cognitive appraisal: threat versus challenge) that might affect librarians' readiness to collaborate and share information with other librarians in an organization. The researchers' assumption was that these variables may help us predict why people choose to share or not to share knowledge in some contexts and not in others.

Self-efficacy

The term self-efficacy was first introduced by Alberto Bandura in 1977. It is defined as "people's belief in their capabilities to mobilize the motivation, cognitive resources, and courses of action needed to exercise control over events in their lives."[25] Self-efficacy influences decisions about which behaviors to undertake, the amount of effort and persistence to put forth when faced with obstacles, and the mastery of the behavior. In other words, self-efficacy plays an important role in influencing individuals' motivation and behavior.[26] Bandura[27] asserts that self-efficacy is not a static concept; he proposes that people construct their self-efficacy beliefs from four sources of information: enactive mastery experience (direct experience and performance feedback), vicarious experiences, verbal persuasion (encouraging feedback), and physiological and affective states (arousal). According to Bandura, people who have high self-efficacy will be more likely to undertake realistically challenging tasks than those with low self-efficacy.

Various studies have focused on self-efficacy: some dealt with the effect of computer self-efficacy on computer training performance[28] and on Information Technology usage; others[29] focused on Internet self-efficacy and studied the relationship between Internet self-efficacy and Internet use.[30] Several studies showed a positive link between self-efficacy and work-related behaviors.[31] Pintrich and Garcia[32] and Pajares[33] delved into the relationship between self-efficacy and academic achievement.

Recently the concept of self-efficacy has been applied to knowledge management, and the relationship between personal efficacy belief and knowledge sharing has been researched.[34] In the current study, it was assumed that the self-efficacy variable, based on the individual's assumptions about his or her capabilities to contribute to the organization, is a major factor affecting knowledge sharing and knowledge management in the organization.

Self-esteem

According to Rosenberg,[35] self-esteem refers to an individual's overall self-evaluation. Self-esteem can be analyzed from both the cognitive and affective aspects. Regarding the cognitive, Korman[36] claims that self-esteem indicates the degree to which a person perceives himself or herself as a need-satisfying individual who has a sense of personal adequacy and of achieving satisfaction in the past. Pelham and Swann[37] refer to the affective component of self-esteem and note that those with high self-esteem like who and what they are. The self-esteem construct is usually conceptualized as a hierarchical phenom-

enon.[38] Scholars agree that self-esteem may develop around a number of other dimensions: the social, physical, academic, and moral-self.[39] In the present study, it was supposed that the self-esteem variable that reflects the individual's self-evaluation is also an important factor, which may support or restrain knowledge management or knowledge sharing in the organization.

Cognitive Appraisal: Threat versus Challenge

The Lazarus stress theory[40] portrays two central processes that are very important to the relationship between person and environment: cognitive appraisal and coping. Cognitive appraisal refers to the individual's evaluation of the significance of what is happening for his or her well-being, and coping refers to the individual's efforts in thought and action to manage specific demands.

According to Lazarus,[41] appraisal of any situation can be divided into primary and secondary. Primary appraisal examines the nature of the stimuli and determines whether the event is to be viewed as irrelevant, positive, or stressful. Stressful appraisals can take three forms: harm, threat, or challenge.[42] Harm refers to psychological or physiological damage that has already occurred, as well as threat to potential future harm accompanied by fear.[43] Challenge pertains to situations in which there is potential for gain or benefit. The emotions associated with challenge are excitement, eagerness, happiness or joy.[44]

The current research focuses on the appraisal concept, which is a key factor for understanding stress-relevant transactions. It emphasizes the emotional processes that accompany a person's expectations regarding the significance and outcome of a specific encounter. The appraisal concept may explain individual differences in coping with emotions in environments that are objectively similar. Some researchers[45] have referred to threat and challenge as motivational states, which result from the individual's evaluation of situational demands and personal resources. Threat takes place when, following the individual's evaluations, resources do not meet situational demands. Challenge occurs when, as a result of the individual's evaluations, resources meet situational demands. Examining the literature review reveals that threat suggests potential danger to one's well-being or self-esteem.[46] Those who experience anxiety in stressful or social situations, in tests and sports, anticipate failure and negative evaluation.[47] Conversely, a challenge appraisal portrays confidence that the demands of a stressful situation can be overcome.[48] Those who make a challenge appraisal focus on opportunities for success, social rewards, and personal growth.[49] Several studies[50] have supported Lazarus's[51] theory that challenge is associated with higher coping expectations, lower subjective stress, and higher perceptions.

According to social psychologists, challenge and threat are context bound and occur only in motivated performance situations, which are goal relevant to the performer, require instrumental cognitive responses, and are active.[52]

This study assumes that these variables are important, as they may predict the individual's tendency to share or not to share knowledge with his or her colleagues.

The research hypotheses are:

1. High scores of self-efficacy will be associated with a positive attitude toward knowledge management and with a high degree of collaboration in the organization.

2. The higher self-esteem librarians possess, the more positive their attitude toward knowledge management will be and the higher their degree of collaboration in the organization will be.

3. The more challenged librarians are, the more positive attitude toward knowledge management they have, and the more they collaborate in the organization.

4. The more threatened librarians are, the less positive attitude toward knowledge management they have, and the less they collaborate in the organization.

5. The older and more experienced

librarians are, the higher their attitudes toward knowledge management, and the higher their degree of collaboration in the organization.

Procedures

The research was conducted during the summer semester of the 2009 academic year. It encompassed two main groups of Israeli librarians: public librarians and academic librarians. In Israel there are about 5,000 librarians, and the researcher sent 100 questionnaires via mail and 150 online questionnaires to randomly selected librarians who work in central libraries in the north, south, and center of Israel. Of this group, 190 librarians answered the questionnaires. Twenty-two respondents were male (11.6%) and one hundred sixty-eight were female (88.4%). Most (n= 108, 56.8%) were 41–60 years old, and the youngest age group (20–30) was also the smallest (n = 13, 6.8%). Regarding work experience, 47 (24.7%) had been librarians for more than 20 years, and 41 (21.6%) had been librarians for not more than five years. Their places of employment were divided between academic libraries (n = 105, 55.3%) and public libraries (n = 85, 44.7%).

The study used five questionnaires: a personal details questionnaire (Questionnaire A), perceptions toward knowledge management questionnaire (Questionnaire B), a cognitive appraisal questionnaire measuring threat versus challenge (Questionnaire C), a self-efficacy questionnaire (Questionnaire D), and a self-esteem questionnaire (Questionnaire E). (All questionnaires appear in Appendix 1.)

Questionnaire B measured librarians' perceptions toward the concept of knowledge management. It is based on Boryung and Kim's questionnaire[53] (2008), but it was modified for the present research. It consists of 17 statements rated on a 5-point scale (1 – disagree; 5 – agree). A principal components factor analysis with varimax rotation and Kaiser Normalization was conducted and explained 65.9 percent of the variance. The principal components factor analysis revealed four distinct factors. The first relates to workers' attitudes toward knowledge management in the organization (items 16, 10, 3, 17, 7, 5, 11); the second, to trust among the workers (items 2, 4, 6, 8, 1, 9); the third, to rewards granted by the organization (items 14–15); and the fourth, to collaboration among the workers (items 16–17). It is important to note that two factors are associated with the organization itself (trust and reward) and the other two are associated with workers' readiness to collaborate (attitudes and collaboration). Table 1 presents the factor loading attitude questionnaire on the four factors.

Table 1 shows that the first factor's loading is higher than .50, the second is .46, and the third and fourth are higher than .80.

The cognitive appraisal questionnaire measured librarians' feelings of threat versus challenge when confronted with new situations (Questionnaire C). It consisted of 10 statements rated on a 6-point scale (1 – disagree; 6 – agree). This questionnaire was previously used[54] and consisted of two factors: threat (6 items) and challenge (4 items). The Cronbach alpha was .86 for the threat factor and .58 for the challenge factor.

The self-efficacy questionnaire (Questionnaire D) measures people's belief in their capabilities to mobilize the motivation, cognitive resources, and courses of action. It consisted of 18 statements rated on a 5-point scale (1 – disagree; 5 – agree). This questionnaire was previously used[55] and its Cronbach alpha coefficient was .95.

The self-esteem questionnaire (Questionnaire E) was adapted from a long-established self-report inventory.[56] It consisted of 10 statements rated on a 7-point scale (1 – disagree; 7 – agree). This questionnaire was previously used[57] and its Cronbach alpha coefficient was .83.

Results

Table 2 presents the Pearson correlations across the variables of self-esteem, self-efficacy, threat and challenge, trust, reward, and attitudes and collaboration. It also shows the means and standard deviations of different measures of these variables.

Significant positive correlations were found for three measures (self-esteem, self-efficacy, trust) and attitudes and collaboration. The higher librarians' self-esteem, the higher librarians' self-efficacy; and the higher librarians' level of trust in the organization, the higher their attitudes toward knowledge management and the higher their level of collaboration is. Significant negative correlations were found between threat and attitudes: $r = -.19$, $p < .01$. The more librarians feel threatened by knowledge management, the lower their attitudes are.

TABLE 1
Factor Loading Attitude Questionnaire on the Four Factors

Statement	First Factor	Second Factor	Third Factor	Fourth Factor
16. I am willing to share professional materials with colleagues	.84	.12	–.08	.13
10. I am actively willing to share or provide information with colleagues when they ask	.81	.18	.07	–.00
3. I voluntarily share my important information and knowledge with my colleagues	.71	.23	.25	.16
17. I am willing to accept and use materials from colleagues	.64	.28	–.07	.14
7. I interact with my colleagues in an exchange of information or knowledge	.60	.47	.23	.14
5. I think if I provide valuable information and knowledge to colleagues, then they will do the same in return	.56	.35	.37	–.28
11. My colleagues try to share their own materials	.55	.46	.28	–.03
2. I trust the expertise of my colleagues	.08	.76	.10	.14
4. When I face difficulties, I'm willing to ask my colleagues for help	.12	.72	.16	.01
6. I freely and regularly communicate with my colleagues	.32	.71	.02	.03
8. I do not hesitate to ask my colleagues to share information or knowledge with me if I need it	.28	.65	.09	.10
1. I trust my colleagues in general	.31	.64	–.15	–.10
9. My colleagues do not hesitate to ask me to share information or knowledge with them if they need it	.39	.46	.14	–.34
15. Individual or group–based knowledge sharing is measured with fairness	.12	.05	.91	.12
14. I feel that my organization provides workers with fair evaluation/reward systems based on their knowledge, material sharing	.04	.13	.88	.22
12. I prefer working collaboratively to working alone	.12	.06	.14	.85
13. If I have options, I prefer working with other people or groups to working independently	.13	.08	.18	.84
α	.88	.82	.78	.92

TABLE 2
Pearson Correlations of Self Esteem, Self–efficacy, Threat and Challenge, Trust, Reward, and Attitudes and Collaboration, and the Standard Deviation of Different Measures toward Attitudes and Collaboration

	Esteem	Efficacy	Threat	Challenge	Trust	Reward	Attitudes	Collaboration
Esteem								
Efficacy	.53***							
Threat	–.27***	–.22**						
Challenge	.22**	.12	–.16					
Trust	.28***	.18**	–.18*	.09				
Reward	.07	.18*	–.13	.01	.15			
Attitudes	.18*	.14*	–.19*	.07	.71***	.26		
Collaboration	.19**	.24***	–.04	.08	.23**	.25***	.24***	
M	5.96	4.10	1.82	4.58	4.52	2.91	4.52	3.95
SD	.85	.49	.93	.87	.53	1.24	.54	.98

*p < .05, **p < .01, ***p < .001

To examine the relationship between personal characteristics (gender, workplace) and continuous variables (age, experience years, and education), a MANOVA was performed. The test did not reveal any significant differences concerning gender: F (2,175) = .85, p>.05, or concerning workplace: F (2,175) = .57, p>.05. Pearson correlations were also performed for age, number of working years, education, and the two dependant variables: attitudes and collaboration. Significant positive correlations were found for age: r = .31, p < .001; number of working years: r = .19, p<.01; and collaboration. The older and the more experienced librarians are, the higher their level of collaboration.

The researchers conducted a hierarchical regression analysis using attitudes toward knowledge management as the dependant variable. The predictors were entered as five steps: 1) the personal characteristics of number of working years and librarian education; 2) the personality characteristics (self-esteem and self-efficacy); 3) the situational characteristics (threat and challenge); 4) variables associated with the organization (trust and reward); and 5) interactions between the research variables. This regression explained 41 percent of attitudes toward knowledge management. Table 3 presents the hierarchical regression of attitudes toward knowledge management.

An examination of the two first steps (personal and personality characteristics) reveals that these variables did not contribute significantly to the explained variance. The third step introduced the situational characteristics (threat and challenge) and only the threat variable contributed significantly. The more participants feel threatened, the lower their attitudes toward knowledge management are. The fourth step added the trust and reward variables, which added 29 percent to the explained variance. The more the participants trust the organization and the larger the rewards they receive, the more positive an attitude they have toward knowledge management. At the fifth step, researchers multiplied the interactions between the research variables. The interaction threat X reward contributed significantly and explained 7 percent of the explained variance.

To understand this interaction, the participants' group was divided into two subgroups according to their threat level: low or high. Researchers examined the correlation between reward and attitudes toward knowledge management. A positive correlation was found in par-

TABLE 3
Hierarchical Regression Coefficients of Librarians' Attitudes Towards Knowledge Management

	β Steps				
Predictors	**1**	**2**	**3**	**4**	**5**
Working Years	.00	–.03	–.03	–.01	.00
Education	–.05	–.05	–.04	–.06	–.07
Self Esteem		.15*	.11	.09	.10
Self–Efficacy		.07	.06	.01	–.01
Threat			–.13	–.04	–.07
Challenge			.02	–.02	–.02
Trust				.53***	.51***
Reward				.15**	.12
Threat X Reward					–.17**
R^2	.00	.04	.06	.37***	.39***
DR^2	.00	.04	.02	.35***	.02

ticipants whose level of threat is low (r = .49, p <.001) and not in those whose level of threat is high (r =.01, p >.05). Librarians who are less threatened and receive rewards have better attitudes toward knowledge management.

The next hierarchical regression refers to librarians' collaboration. Table 4 presents the hierarchical regression of librarians' collaboration. The first four steps were identical to the previous hierarchical regression analysis. The fifth step added the attitude variable while the sixth step introduced interactions between the research variables. Table 4 presents the hierarchical regression of librarians' collaboration.

TABLE 4
Hierarchical Regression Coefficients of Librarians' Collaboration

	β Steps					
Predictors	**1**	**2**	**3**	**4**	**5**	**6**
Working Years	.19**	.16*	.17*	.17*	.17*	.17*
Education	.03	–.03	–.03	–.03	–.03	–.02
Self Esteem		.07	.06	.06	.05	.05
Self–Efficacy		.20*	.20*	.16*	.16*	.19*
Threat			.04	.10	.10	.07
Challenge			.07	.06	.06	.09
Trust				.23***	.18*	.22**
Reward				.17*	.16*	.20**
Attitude					.08	.01
Attitude X Reward						–.17*
R^2	.04*	.10**	.10**	.19***	.19***	.21***
DR^2	.04*	.06*	.00	.09***	.00	.02*

This regression explained 22 percent of librarians' collaboration. An examination of the first step (personal characteristics) reveals that the working years variable contributed significantly and added 4 percent to the explained variance. The more years the librarians work, the higher their level of collaboration. In the second step, personality characteristics (self-esteem and self-efficacy) were entered. The self-efficacy contributed significantly and added 6 percent to the explained variance. The higher librarians' self-efficacy, the higher their level of collaboration is. The third step included the situational characteristics (threat and challenge), which did not contribute significantly to the explained variance.

The fourth step added the trust and reward variables, which added 9 percent to the explained variance. The beta coefficient of these variables was positive. The more librarians feel that they receive rewards and the more they trust the organization, the more they are ready to collaborate. The fifth step introduced the attitude variable, which did not contribute significantly to the explained variance. At the sixth step, the researchers multiplied the interactions between the research variables. The interaction reward X attitude contributed significantly and explained 2 percent of the explained variance. To understand this interaction, the participants' group was divided into two subgroups according to their attitudes: low or high toward knowledge management. Researchers examined the correlation between low or high attitude and reward toward collaboration. A positive correlation was found in both groups of participants between reward and collaboration, but this correlation was higher among those participants whose attitudes toward knowledge management were lower toward knowledge management (r= .32. p <.05) than those participants whose attitudes toward knowledge management were higher (r = .20. p <.05). In other words, the reward variable plays an important role among those whose attitudes toward knowledge management are lower. If they receive a reward, they will be willing to collaborate.

Discussion

H1 was supported; it indicated that librarians who scored highly on the self-efficacy scale also scored highly on attitudes toward knowledge management and collaboration in the organization. This result is commensurate with research on self-efficacy[58] that shows that there is a positive link between self-efficacy and knowledge sharing. Moreover, according to Bandura,[59] people who have high self-efficacy scores will be more likely to undertake realistically challenging tasks than those with low self-efficacy scores. In other words, those workers with high self-efficacy scores may perceive the process of knowledge management and knowledge sharing as a challenging task in the organization.

The results pertaining to H2 demonstrate that this hypothesis was also accepted. Librarians who scored highly on the self-esteem scale also scored highly on attitudes toward knowledge management and collaboration in the organization. This finding is interesting, as it emphasizes again the effect of the individual and his or her personality in the organizational process of knowledge management.

H3 was rejected. The challenge variable that appears in this hypothesis is part of the cognitive appraisal variable that consists of challenge and threat, and H3 refers to the challenge aspect only. It was supposed that librarians who scored highly on challenge also scored highly on attitudes toward knowledge management and collaboration in the organization. However, H4 which is the second part of the cognitive appraisal variable, was partially accepted. H4 refers to the possible association between high scores of threat and low scores of attitudes toward knowledge management and collaboration in the organization. The findings indicate that the more librarians are threatened by knowledge management, the lower their

attitudes toward knowledge management are. This result echoes the professional literature finding that those people who view situations as threats assume that there is potential danger to their well-being or self-esteem.[60] In the present study, it seems that those librarians who experience anxiety, or anticipate failure and negative evaluation when coping with the new, unknown, or unclear concepts of knowledge management or knowledge sharing, had low attitudes toward knowledge management.

H5 was supported. This finding is not surprising, as those older and experienced librarians, who are more familiar with their organizations and feel more secure in their workplace, understand the importance and essence of knowledge management and are ready to share knowledge with their colleagues. They acknowledge that the processes of knowledge management and knowledge sharing may be useful both to them and to the organization, as it may improve their personal work and contribute to the organization.

Our findings reveal some interesting facts about the significance of the reward in the context of knowledge management and knowledge sharing. The more librarians feel that they receive rewards, the more they trust the organization, the more they are ready to collaborate. Furthermore, the larger the rewards the librarians receive, the more positive attitude they have toward knowledge management. The current study also shows that, among those librarians whose attitudes toward knowledge management are lower, the reward plays an important role; if they receive a reward, they will be ready to collaborate. Moreover, librarians who are less threatened and are rewarded have better attitudes toward knowledge management. These findings are consistent with previous studies and can be associated with those of Constant, Kiesler, and Sproull[61] and Kelly and Thibaut.[62] These researchers have discussed the value of rewards and asserted that knowledge sharing occurs when its reward exceeds its cost. Thus, if employees believe they will receive extrinsic rewards or promotion, they will develop positive attitudes toward knowledge sharing.

Conclusion

This study highlighted the characteristics that affect librarians' attitudes toward knowledge management and collaboration (self-efficacy, self-esteem, and cognitive appraisal). These findings may have both theoretical and practical implications. On the theoretical level, the findings emphasize the importance of individual differences in the process of changes and assimilations of new concepts such as knowledge management in the organization, which may lead to further research in this field. On the practical level, library directors may look for these traits when selecting new workers. The library directors may understand that the organization might benefit from hiring people with positive attitudes toward knowledge management and collaboration, as those workers may collaborate and share information while instructing students or conducting researches, thus improving the services the library offers to its patrons. Furthermore, if library directors identify workers who are inclined to have negative attitudes toward knowledge management and collaboration, they can offer training programs to help them to overcome their inclination. Library directors can also propose rewards to encourage workers to share knowledge and collaborate. LIS programs should also include courses on knowledge management in the curriculum, highlighting the significance of this issue to the library. The limitation of the current study is that it was conducted only in one country: Israel. To generalize the impact of the findings, it should be recommenced to replicate this study in other countries, thus gaining a more thorough perspective of how personality characteristics and situational characteristics affect librarians' readiness to collaborate and share information with other librarians in an organization.

Appendix 1: Questionnaires

Librarians' Perceptions Towards Knowledge Management

Below are statements concerning your attitudes towards knowledge management in your organization. Please mark with X the column which describes your accordance with the following statements (1=not at all; 5=at a very high level)

Statement	1. Not at all	2. Slightly	3. Average Level	4. More than Average	5. At a Very High Level
1. I trust my colleagues in general					
2. I trust the expertise of my colleagues					
3. I voluntarily share my important information and knowledge with my colleagues					
4. When I face difficulties, I'm willing to ask my colleagues for help					
5. I think if I provide valuable information and knowledge to colleagues, then they will do the same in return					
6. I freely and regularly communicate with my colleagues					
7. I interact with my colleagues in an exchange of information or knowledge					
8. I do not hesitate to ask my colleagues to share information or knowledge with me if I need it					
9. My colleagues do not hesitate to ask me to share information or knowledge with them if they need it					
10. I am actively willing to share or provide information with colleagues when they ask					
11. My colleagues try to share their own materials					
12. I prefer working collaboratively to working alone					
13. If I have options, I prefer working with other people or groups to working independently					
14. I feel that my organization provides workers with fair evaluation/reward systems based on their knowledge, material sharing					
15. Individual or group-based knowledge sharing is measured with fairness					
16. I am willing to share professional materials with colleagues					
17. I am willing to accept and use materials from colleagues					

Cognitive Appraisal Questionnaire: Threat versus Challenge

Below are statements concerning your attitudes towards new situations. Please mark with X the column which describes your accordance with the following statements (1=not at all; 6=at a very high level)

Statement	1. Not at all	2. Very Slightly	3. Slightly	4. Average Level	5. More than Average	6. At a Very High Level
1. The situation stresses me						
2. The situation seems difficult to me						
3. The situation threatens me						
4. The situation challenges me						
5. The situation will harm me						
6. You think you can benefit from this situation						
7. The situation makes me angry						
8. This situation causes anxiety						
9. This situation causes certainty						
10. The situation enables me to show my capacity						

Self-Efficacy Questionnaire

Below are statements concerning your attitudes towards your capacities. Please mark with X the column which describes your accordance with the following statements (1=not at all; 5=at a very high level)

	1. Not at all	2. Slightly	3. Average Level	4. More than Average	5. At a Very High Level
1. I believe I can be efficient in various roles					
2. I believe I can make good decisions					
3. Everything is possible, if I really try					
4. When I face difficult missions, I'm sure I can cope with them					
5. Generally, I think I can achieve what I think is important					
6. I can succeed, when I'm determined					
7. I can face challenges, successfully					
8. I believe my sense of judgment					
9. I will always find a way to achieve my aims, even if they are complicated					
10. I can do things properly even in bad conditions					
11. I am sure I can fulfill missions successfully					
12. I believe I can correct my mistakes					
13. I know how to face new missions					

Self-Efficacy Questionnaire

Below are statements concerning your attitudes towards your capacities. Please mark with X the column which describes your accordance with the following statements (1=not at all; 5=at a very high level)

	1. Not at all	2. Slightly	3. Average Level	4. More than Average	5. At a Very High Level
14. Even when the situation is difficult, I can do things on the best side					
15. I can achieve most of the goals which I have planned					
16. I am sure I can fulfill most of my plans					
17. Comparing to others, I can do most of the things on the best side					
18. Even if I face difficulties, I do not give up.					

Self Esteem Questionnaire

Below are statements concerning your attitudes towards your self esteem. Please mark with X the column which describes your accordance with the following statements (1=not at all; 7=at a very high level)

	1. Not at all	2. Very Slightly	3. Slightly	4. Less than Average	5. Average Level	6. More than Average	7. At a Very High Level
1. Generally, I'm satisfied of myself							
2. Sometimes I think, I do not worse anything							
3. I feel I have some good qualities							
4. I can do things well, as others do							
5. I think I do not have much to be proud of							
6. Sometimes I feel useless							
7. I wish I would have more personal dignity							
8. I feel I am worthy, comparing others							
9. I think I am a failure							
10. I have a positive personal image							

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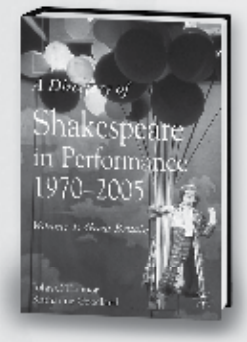

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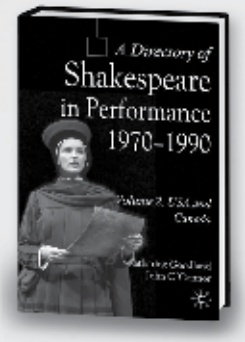

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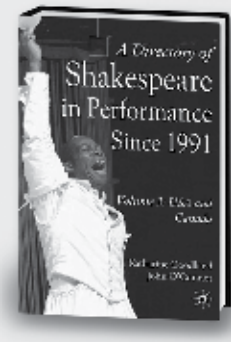

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