
Full Length Research Paper

Competitive intelligence: A tool for effective job performance in academic library

YAYA, Japheth A^{1*}., ACHONNA, Andy Umunna¹ and OSISANWO, Tope²

^{1,2}Yaba College of Technology, P. M. B., 2011, Yaba Lagos, Nigeria.

²Department of Library and Information Science, Tai Solarin University of Technology, Ijebu Ode, Ogun State, Nigeria.

Accepted March24, 2014

This paper discusses competitive intelligence: a tool for effective job performance in academic library. It employs descriptive research method to explain the application of competitive intelligence to the services rendered by academic library in any institution of higher learning. At present, libraries and information centers are continually developing innovative and creative services to keep pace with the fast changing society. ICT developments, particularly those providing easy access to information on the web, have considerably increased the expectations of library users, who expect the same speed, breadth, and comprehensiveness in information services provided by libraries. Hence, there is an urgent need for the introduction of competitive intelligence into the library and information science profession so as to enrich the services provided to our clients. The paper also discuss some services provided by the academic libraries and highlights how competitive intelligence could be applied to some basic tasks performed by the librarians in order to align with the current trends in the profession. The paper concludes by calling on Library and Information Science (LIS) professionals to identify and use a variety of non-traditional information sources such as competitive intelligence that would enable the academic library to edge out its competitors and make library users to develop renew interest in the services provided by the library in meeting their information needs.

Key words: Competitive intelligence, academic library, job performance, information professionals.

INTRODUCTION

Library and information science (LIS) is a multi-disciplinary and dynamic field which adapts rapidly to technological and social developments, and keeps pace with emerging ideas and technologies. The willingness of library and information professionals to proactively accept changes and venture into new knowledge territories is helping the LIS discipline to stay relevant and useful in the fast changing society (Majid and Khoo, 2009). One of the major factors that can effectively enhance driving innovation and creativity in LIS, is the application of competitive intelligence into the LIS profession.

Hence, competitive intelligence is the process of monitoring the competitive environment. Kahanner (1996)

in Miller (2013) and Mugo et al. (2012) define Competitive Intelligence (CI) as a systematic and ethical program for gathering, analyzing, and managing information that can affect a company's plans, decisions, and operations. CI enables senior managers in organisations (including academic library) of all sizes to make informed decisions about everything from marketing, research and development (R&D), and investing tactics to long-term business strategies. Gross (2000) posits that Competitive intelligence within an organization serves as a catalyst in the decision-making process. It is part of the value chain that takes data elements, converts these to actionable information, and results in strategic decisions. The keys to the successful utilization of competitive intelligence are analysis of data and synthesis of information. However, before analysis and synthesis can take place, there must be a reliable font of information. She further states that

*Corresponding author. E-mail: yjapheth@yahoo.com. Tel.: +2347033762965.

competitive intelligence activity must be legal. This tenet transcends all others. A Watergate type of activity is not competitive intelligence. It is theft and, as such, liable to prosecution. An industrial theft is a serious offence. The corporation, its directors, and the individual responsible for the felony may be jointly and severally liable to indictment. So, information should come from reliable sources and be verified and validated as to its veracity (Gross, 2000).

Yaya (2007) defines job performance as the work activities carried out by the worker towards the achievement of organizational goals. It is an act of fulfilling one's obligation to the organization. This depends not only on the amount of physical effort exerted but also on the person's mental ability. However, Vroom (1964) cited in Yaya (2007) observes the performance of a person on a job is considered a function of two different variables. One of these refers to the ability or skill or intelligence of the individual to perform the job and the second refers to his motivation to use this ability or intelligence in the actual performance of the job. Performance in this regard, becomes the product of intelligence and motivation.

Academic libraries according to Alokun (2003) are the libraries established in the post-secondary institutions such as Universities, Polytechnics, Colleges of Education and other tertiary institutions. The main objective of any academic library is to provide necessary information to lecturers, students and researchers in aid of teaching, learning and research purposes. Tertiary institutions are basically established for teaching, research and community services. It is therefore the responsibilities of academic libraries in ensuring that the stated objectives are realized by supporting the academic programmes of the institutions through the provision of educational, research and information needs of the academic community. He summarizes the functions of any academic library to include:

- i.) Collection/acquisition of knowledge in all formats (prints and non-prints).
- ii.) Organization of knowledge for easy storage and retrieval.
- iii.) Preservation of knowledge for the use of posterity.
- iv.) Dissemination of knowledge for the purpose of teaching, learning and research.

However, competitive intelligence is an essential tool that will enable the librarian to carry out the above responsibilities and also promote his efficiency in meeting the information needs of his clientele.

METHODOLOGY

This paper employs descriptive research design and it studies the competitive intelligence of librarian's job

performance in academic libraries that are established in the Universities, Polytechnics, Colleges of Education and other tertiary institutions.

Concepts of competitive intelligence

The Society of Competitive Intelligence Professionals (SCIP) organization, cited in Nikolaos and Evangelia (2012), define CI as "a necessary, ethical business discipline for decision making based on understanding the competitive environment". A systematic program for gathering and analyzing information about competitors' activities and general business trends to further company's goals. Competitive Intelligence involves the legal collection of information on competitors and the overall business environment. The knowledge gained from this information is then used to enhance the organization's own competitiveness. Competitive intelligence can be viewed as a subset of knowledge mgt, involved in the management of information from and about organization's external environment.

Besides, the Society of Competitive Intelligence Professionals (2008) posits CI as the "process of ethically collecting, analyzing and disseminating actionable intelligence regarding the implications of the business environment, competitors, and the organization itself". The society further states that CI transforms raw information into intelligence to support business decisions. This information can come in a myriad of forms including annual reports of competitors, customers' or suppliers' feedback, industry experts, regulatory filings, and trade show activities. CI techniques systematically and ethically gather, analyze and disseminate external information that can assist with organizational decision-making and the design of strategic and operational plans (Society of Competitive Intelligence Professionals, 2008). Examples of CI include benchmarking, background checks, competitor assessments, network analysis, and war gaming and won-loss analysis. Moreover, CI has become a vital part of the emerging knowledge economy. Careful analysis of competitors and the global marketplace allows companies to effectively anticipate market developments and respond proactively (Taib et al., 2008; McGonagle and Vella, 2012).

CI is a management tool that enables executives to make smarter, more successful decisions, thereby minimizing risk, avoiding being blind-sighted, and getting it right the first time. Executives are always surprised when their decisions or strategies do not produce the desired results. The CI process enables executives within every area in their firms, from R&D to divisions that invest in tactics and long term business strategies, to make the correct decisions (Sharp, 2009).

Miller (1996) identified that the components of the intelligence process include identification of users and their needs, the collection and analysis of information and dissemination of intelligence to decision makers and for

strategist. It becomes clear that CI is a narrow activity in information science (IS) that sieve for relevant information from both primary and secondary sources to capture and communicate this information on a consistent basis with minimal cost. With the increasing need for information in organisations information professionals are required to be competitive information leaders utilizing both CI and IS to communicate information for strategic purposes and remain purposeful in their capacities. Chochrek (2000) in Mangemba (2011) opines that CI is the ability to gather the facts, see into the future, and convince your audience that you hold the key. Perhaps a definition of information professional would make an impact in discussing the value of CI in modern information science (IS) practice. According to Lindsey-King (1998) cited in Havenga and Botha (2000), "an information professional can be defined as the individual who is primarily responsible for harnessing the organization's information sources and information capabilities to enable it to learn and adapt to its changing environment. In most cases the information professional add value to IS through employing intelligence to provide information by responding with a sense of urgency to critical information needs. However, in order to accurately assess the exact extent and nature of the information professional's involvement and responsibility towards the delivery of competitive intelligence it is necessary to consider the existing skills of the information professional in comparison to the skills needed by the competitive intelligence professional (Havenga and Botha, 2000). Correia (2005) cited in Chisita (2011) observes that the new information driven economy presents insurmountable challenges to information professionals as they have to rebrand, redefine their roles and titles, developing skills and identifying functions and tasks to adopt and eliminate, developing relationships with different categories of clients and colleagues, establishing a new process and gathering and applying new resources and techniques. Nevertheless, the instrumental participation of the information professionals in CI and IS relate to the communicating of the information to the users despite their skills and competences.

A more elaborate definition of CI was coined by Gilad and Fuld (1998) in Alexandra, Andreea and Anca (2002) that CI is the action of ethically and legally gather, analyze and communicate information about third party players in one's competitive arena – from competitors, to suppliers, customers, influencing parties, distributors and so forth to be used by companies in their planning and decision-making. In addition Prescott and Gibbons (1993) cited in Trimmerger (2010) maintained that CI is the "evolving process by which the management teams assess the evolution of its industry and capabilities and behaviour of its current and potential competitors to assist in maintaining and developing a competitive advantage. A working definition by Santos and Corriea

(2010) that CI is:

the conversion of data and information, gathered by an organization from its external and internal environment, into intelligence that supports the organizational decision-making process. . . . process of monitoring the competitive environment and analyzing the findings in the context of internal issues, for the purpose of decision support.

It can be summarized that CI is an ongoing activity that gather intelligence with the aim to categorize it for dissemination to users in an easily interpreted form to influence decision-making. The concept of CI has its roots in marketing where it is commonly used to gather data to map marketing plans (Mangemba, 2011).

Brief historical background of CI

According to Taib et al. (2008), Prescott wrote one of the first modern insights into the evolution of CI. He identified three stages of CI development and contended that stage one occurred during the 1960's and 1970s. He defined CI activities at this time as being mostly associated with data gathering, and that they were informal and tactical. He explained further that CI was poorly linked to decision making and involved little analysis.

Prescott's second stage of CI Development was defined as CI activities in the 1980s when competitor and industry analysis became popular. According to him, competitive intelligence personnel switched from library functions to marketing and planning functions. He explained that competitive intelligence activities remained tactically oriented whereby the spy image began to evolve, and there was very little by way of quantitative data analysis (Prescott and Gibbons cited in Taib et al., 2008).

The third stage of Prescott's CI Development that began in the 1990s, showed CI contributing to strategic decision-making that was built into dedicated formal units, either on their own or within their marketing or planning. Since then, competitive intelligence activities have been oriented to both tactical and strategic decision-making and include qualitative and quantitative analysis. Competitive intelligence receives moderate attention from top management and is often a valuable contributor to strategic decision-making (Prescott and Gibbons cited in Taib et al., 2008).

Similarities and differences between LIS and CI

According to Dorabjee (2011) the following similarities exist between LIS and CI:

- Both CI and LIS acquire, manage and exploit external information sources to support business decisions.
- Many of the sources are common to both: for example

news/commentaries, business information reports, patents, competitor publications and conference materials.

-The output in the form of regular alerts or internal databases or wikis containing up to-date content has a similar role - to support the organization's business areas and to aid decision making.

-Professionals with information seeking skills and subject knowledge as well as business awareness are managing both these areas and are also providing a specialist enquiry service.

However, apart from the above stated similarities, there exist the following differences between LIS and CI:

-CI is clearly a strategic activity, closely aligned with and embedded within the business units. LIS is more often than not, less strategic but performs a perhaps wider corporate service focusing on content management and delivery.

-Whilst some sources may be common to both, the use to which they are put and the way they are analyzed may be different.

-CI professionals are rarely from a traditional information background (let alone from a library). They are more likely to be from a business or marketing background. Their skills in identifying, negotiating for, exploiting and managing public domain content may therefore not be as comprehensive as that of the information professional.

-CI professionals tend to be more extroverts, outgoing and visible within their business area, whilst those in LIS cover a wider but perhaps more passive activity within the whole organization.

-The status of CI therefore tends to be a business partner rather than a valuable support service underpinning all information activities, which characterizes LIS.

-CI is thus sexier – up to the hour, leading edge, and exciting work. The salary too is likely to be more attractive (Dorabjee, 2011).

Academic library competitors

In Nigeria today, academic libraries are having some organizations that are competing with their services and if urgent steps are not taken these organizations may send librarians out of their laudable profession, these include:

- i.) Internet and web sites providers
- ii.) Telecommunication (telephone) operators
- iii.) E-journals and e-books providers
- iv.) Online vendors e.g. Ebscohost, Jstor, mylibrary, Science direct, Agora, E-granary etc.
- v.) Special and private information centers
- vi.) Archives and documentation centers

Ironically, the above mentioned competitors are equipped with sophisticated technology, current library resources

and adequate funding that enhance their ability to provide much needed information to the information seekers; these make information users to develop little or no interest in visiting the library for any help, except during examination period when large population of readers (students) will visit the library.

LIBRARY: Service delivery institution

The major reason for setting up library in any institution of higher learning is for service delivery. Librarians and information scientists are imbued to serve people through the provision of access to quality information resources in either print or electronic formats through which people's standard of living are improved, dreams are actualized, education is sustained, sound decisions are made and executed, freedom of expression is enhanced and information resources are preserved for posterity. The proliferation of information in different formats and the attendant complexity in retrieval processes have promoted and sustained the need for society to share resources, works, ideas and information. This provides the rationale for library and information practice. The belief in the need for human beings to share information and ideas implies the recognition of information rights as expressed in the United Nations Universal Declaration of Human Rights (1948), Article 19 which states: Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

The library as an institution exists for the benefit of a given constituency, whether it is the citizens of a community, members of an educational institution or some larger or more specialized group. Those who enter the library profession assume an obligation to maintain ethical standards of behaviour in relation to the governing authority, under which they work, to the library constituency, to the library as an institution, to fellow workers, to colleagues and to society in general. IFLA (2011) posits that the core mission of library and information professionals is to facilitate access to information for all for personal development, education, cultural enrichment, economic activity and informed participation in and enhancement of democracy. Librarians do not encourage censorship, denial and restriction of information to anybody by any person or groups of persons and use the most efficient and effective methods and standards to serve their clientele.

However, It should be reiterated here that library is not a profit oriented organization but it renders social services to support the educational activities of its parent institutions, hence, the head librarian of such academic library needs competitive intelligence skill to gather actionable information and make decision on the relevant educational resources he/she has to select, acquire, process and disseminate to satisfy the information needs

of his library users. In acquiring educational resources into the library, the librarian will not just sit in his office and get these materials single handedly but he has to carry the major stake holders (i.e. students, lecturers and other staff) along in this important task.

General library services

The library in a community provides a unique service that should be accessible to everybody. The provision of library and information services should be one of the fundamental human rights of every citizen. It is a store, which stocks all kinds of knowledge and information carriers that are meant to be consulted and used by readers with little or no expense on their part (Aina, 2004). The services provided to users of individual libraries depend on the objectives of the parent organization. The services provided in a library will differ from one library to another but there are certain services that are common to all libraries. These services according to Aina (2004:42-55) could be categorized as follows:

Lending services: This is perhaps the most important service provided by a library. It is essentially a social service in which users of a library have the privilege of borrowing library materials either for reading or consultation. Apart from books, other resources in the library that can be loaned out include such materials as audiocassettes, slides, videotapes, films, projectors, cassettes and video-machines. To promote equal and fair access to library holdings, lending out library materials is considered to be very fundamental. However, in borrowing library materials, certain processes have to be followed. The records of transactions of the materials to be borrowed must be documented or charged, that is the records must be kept in the library and the library material checked out. It is important to keep a proper record of the borrower in order to be able to trace the borrower if the book/library material is not returned when due. He posits that loan periods vary from one library to the other, and even within a library setting, members of a library community may have different loan periods.

Inter-library loan (ILL) and document delivery service: This involves, essentially, transactions between two or more libraries. A library which does not have a particular library material desired by one of its clientele will borrow the material requested from another library on behalf of the clientele who needs the materials. Generally, the lending library provides substitutes of the original materials, especially journal articles. However, not all materials can be loaned out to libraries through inter library loans. For example, reference sources, rare books, fragile materials, periodicals, audiovisual materials, dissertations and theses are not normally loaned out. ILL is very important where the resources of a

library are limited because the library will ensure that only important and affordable materials are purchased while the rest are made available to readers through ILL. Once ILL is running well, access to a large number of documents is guaranteed.

Reservation service: Reservation of library materials is very common in academic and school libraries. There are some documents that merit being reserved for use only in the library because clients heavily use them or they are high-risk books that could be stolen or mutilated if they are kept on the open shelves. Such materials cannot be lent out like other books; hence they are removed from the open stacks. In such a situation, such documents are kept in a restricted area where they could be loaned out for a limited period. Books that are kept in the reserve section can only be used within the library for a certain period, which could be for two hours or more. In some cases, readers may be allowed to take the out overnight and it must be returned the following day immediately the library opens. One of the advantages of a reserve collection is that if it is found that some documents are very popular, the library could decide to purchase multiple copies of such books. However, two main problems with reserve collections are that sometimes, the waiting time may be too long for popular books, as well as the fact that the materials are kept in closed stack, which users cannot browse through. The circulation section of a library is responsible for this service.

Provision of seating and study facilities: The library is normally expected to provide seating facilities for its readers so that they can consult and read books of interest to them, hence the need to provide a suitable space environment. For this, libraries do provide seats and reading tables for readers who intend to use the library for research or any serious academic activity, academic and large public libraries provide study carrels. These are single study facilities for one or two people. The carrels are generally in a secluded place far from the general reading area. They could be separate single rooms or cubicles. Any reader wishing to make use of a carrel must request for it in writing before use. Besides, libraries provide equipment and other facilities necessary for viewing and listening to audiovisual materials.

Reference services: The provision of reference is an important function of a library. Readers are provided this service on request. It should be noted that people have different reference queries that need to be solved by the librarian. Hence, It is generally a person to person service. In many cases, reference processes involve interviewing the reader to enable the reference librarian articulate the problem of the user clearly. The reference librarian then prepares a search strategy by translating the reference queries into the language of the system used in preparing the library catalogue. The result of the

interview will enable the reference librarian to determine what sources in the library to use in order to provide answers to the queries. Different types of reference services include: directional, ready/quick reference questions, search questions, research questions, vertical files, statistics, reference interview and search strategy.

Current Awareness Service (CAS): This service helps to keep users up to date with the happenings in their subject areas of interest. It is to ensure that users are aware of recent developments in their fields of interest; hence users are informed of latest documents available to the library or information obtainable elsewhere. The information can be made available to the users through telephone calls, e-mail messages, letters, preprints of papers, photocopy of table of contents, periodicals routings, maintenance of card files of references, library bulletins, subscription to specialized services, electronic news groups, etc. Also, back covers of a selection of recent acquisitions could be displayed. It could be noted that CAS is always provided to users in broad subject categories without necessarily targeting a particular user. Thus, CAS is not a personalized service. Information is usually provided on a variety of documents like journals, books, conference proceedings, theses and dissertations, newspapers and magazines. It could be emphasized here that the information gathering component of competitive intelligence falls within the expertise of Information Professionals (Berner, 2001). Hence, they can use various online services providing an increasing number of ways to analyze search results, and then present information in "intelligent" reports more easily than ever before, and initiate the communication needed to move intelligence to where it is needed.

Exhibition and displays: This service is essentially to advertise the services and resources of a library. A display draws the attention of library users to the services rendered by the library. It publicizes the services through illustrative materials on display stands, display boards, etc. Exhibition on the other hand, is generally to stimulate readers' interest on a particular area of interest to the community. For example, library materials on a particular topic that might be of interest to the public could be exhibited.

Library publications: It is usual for a library to issue out publications to guide users in the use of library facilities and resources. Some of the publications include the library guide. This publication provides detailed and accurate information about the library. It is always written in simple language with minimum librarianship terminologies. Usually, library guides are well illustrated with coloured photographs, especially of some landmark areas in the library. It contains the physical and postal addresses of the library, telephone and fax numbers, e-mail and web site addresses. Also, the guide contains the

procedures for registration, opening hours and other library facilities available to facilitate effective library use.

User education: The library provides user education in order to equip a user with enough knowledge on the use of the library. This will enable the user to use the library resources effectively and efficiently. Through user education, the user is able to get any information he/she desires as well as developing the skills to use the resources of the library independently. The following are the various methods of imparting the skill on the use of a library: it could be one-to-one sessions, library orientation/tours or classroom instruction.

Information literacy programme: This is a more holistic programme of user education. Many large libraries, especially university and research libraries emphasize the need for users to acquire skills that will enable them search for information independently on any aspect of knowledge using both traditional and electronic methods of accessing information. Information literacy programme is geared towards attaining a competence in the use of library and computer networks/technologies.

Apart from the above general library services, there are also specialized services that are peculiar to some types of libraries. Such services include:

- i.) Literature search service
- ii.) Selective dissemination of information (SDI)
- iii.) Retrieval services
- iv.) Translation service
- v.) Extension and outreach services
- vi.) Rental of library premises for public usage.

Application of competitive intelligence to librarianship

In applying competitive intelligence into the operations of Academic library, a careful analysis of competitive intelligence cycle and its process of gathering, analyzing and disseminating of information would be used. It is presented in Figure 1.

Planning and direction: According to Nikolaos and Evangelia (2012) this is the first stage of the intelligence cycle, which requires the identification of the key intelligence topics and the determination of the course the CI practitioner should take in completing the analysis. The planning & direction step can also be thought as the other end of the intelligence cycle, since once the desired intelligence is delivered to the decision makers the subsequent actions will prompt further intelligence requirements (Kahaner, 1996). In the academic library set up, the library resources are to be planned in line with the programmes (e.g. Medicine, Management, Sciences, Environmental studies as in the case of Babcock University Library) that are being offered by the



Figure 1. The competitive intelligence cycle.

[Source: Adapted from Sawka, 2008:34 cited in Nikolaos & Evangelia, 2012:4]

University, the librarian will not acquire materials contrary to the curriculum of the university, else they (library collections) will not satisfy the information needs of the university community.

Collection: The collection phase involves the gathering of raw information from which the required intelligence should be generated. A large amount of the collected information comes from publicly available materials, which include periodicals, annual reports, books, internet sources, newspapers and other printed or unprinted sources. Most CI practitioners find all the information they require ethically and legally. This phase also includes the processing of information so that it can be easily transmitted and electronically stored (Nikolaos and Evangelia, 2012). In acquiring educational materials into the library, the librarian will not single handedly procure all the materials he/she deem relevant to the university, rather, he will send memo to all the HODs and Deans of faculties and schools requesting for their input in the selection processes. Sometimes, the publisher catalogues or the vendors' lists may be sent to the researchers or experts in that field of knowledge asking them to select relevant materials for their subject areas. These are done so that relevant stakeholders in the university community will take active part in the selection and acquisition of the library collections.

Analysis and production: The analysis phase is known to be the most challenging part of the intelligence cycle, since it requires high skilled CI practitioners. More specifically, the person performing such an analysis needs to weigh information, look for patterns and come up with different scenarios based on what the analyst has discovered (Nikolaos and Evangelia, 2012).

Moreover, Taib et al., (2008) point out that in practice, there are always two ways in which analysis is used in the entire process. The first is the use of analysis to make

a selection, such as deciding which of a dozen news articles is most important to read. The second is the use of analysis to add value to one or more pieces of data. That would mean, for example, adding a statement to a summary of an article indicating why and how its contents are important to the end-user. While CI analysts provide both types of analysis, end users most frequently only regard the latter process as really being analysis. Hence, if you do not use some analysis during the collection process, you will waste hours of time collecting useless information that takes you nowhere.

It should be noted here that some of the requests sent to the library may not have detailed or correct bibliographic information such as author, title, current edition, International Standard Book Number (ISBN), price, publishers, place of publication and other bibliographic details; the librarian will then analyse all the requests by using some collection development tools like: publishers catalogues, Books in print (BIP), Whitaker books in print, National Bibliography of Nigeria (NBN) and other acquisition tools to provide those bibliographic details that are lacking in their requests before procuring them into the library collections. It should be emphasized here that not all the materials suggested by the stakeholders will be acquired but they can be procured base on their relevance to the academic programmes of the institution and the availability of fund.

Dissemination: This is the last stage of the intelligence cycle. It is the step where the CI practitioner communicates the results of the analysis to the decision makers. The analyst must be able to suggest possible courses of action based on the work analysis and provide useful recommendations which must be supported by logical arguments, if requested (Nikolaos and Evangelia, 2012). The hallmark of any academic library is to provide information to all information seekers and also to support the academic programmes of the parent institution. The

head librarian after the collation and careful analysis of the selected titles, he will then acquire the materials either through direct purchase, exchange, gift or by legal deposit; processed the acquired materials and then put them on the library shelves for easy accessibility by the library users.

Conclusion

Library and information science professionals need to use innovative and creative ways to meet diverse information needs of their users. It is particularly important as the work environment is becoming increasingly complex and competitive, and academic libraries in tertiary institutions need to react immediately to changes happening in their external environments. It is, therefore, crucial for students, faculty members, researchers and other staffers in these tertiary institutions to have quick access to high quality, accurate, up-to-date and reliable information to make timely and well-informed decisions. Information professionals, in addition to providing traditional library services, need to use non-traditional and innovative methods to meet highly specialized information needs of their users. One such method that could be used is the development of competitive intelligence by the heads of these libraries. As traditional information sources are relatively less useful in gathering actionable information, LIS professionals need to identify and use a variety of non-traditional information sources such as competitive intelligence that would enable the academic library to edge out its competitors and make library users to develop renewed interest in the services provided by the library in meeting their information needs.

REFERENCES

- Aina LO (2004). *Library and Information Science Text for Africa*. Ibadan: Third World Information Services Ltd, pp.
- Alokun NAT (2003). *The use of library: a textbook for students in tertiary institutions*. Lagos: Nudex International Company, p. 110.
- Berner S (2001). Role and function of competitive intelligence in gaining competitive advantage. Available online (web site unknown), accessed on 26th June, 2013.
- Chisita CT (2011). *Information science module LIS101*. Harare: Zimbabwe Open University.
- Dorabjee S (2011). *Library & Information Services versus Competitive Intelligence – too similar to be separate or too different to merge?* Available online at <http://www.sdis.co.uk> (accessed 26/06/13).
- Gross M (2000). Competitive intelligence: A librarian's empirical approach. *Searcher*, 8(8): 1-5.
- Havenga J Botha D (2000). "Developing competitive intelligence in the knowledge-based organisation." Available online at <http://www.sveiby.com/articles.htm> (accessed 18/06/2013).
- IFLA (2011). *Professional Code of Ethics for Librarians*. IFLA-Committee on Freedom of Access to Information and Free Expression (FAIFE). Retrieved on 13th April, 2013 from <http://www.ifla.org/en/faife/professional-codes-of-ethics-for-librarians>
- Kahaner L (1996). *Competitive Intelligence: How to Gather, Analyse, and Use Information to Move your Business to the Top*, New York: KANE Associates International Inc.
- Majid S and Khoo C (2009). *Environment Intelligence: An Innovative Information Service*. Available online: asmajid@ntu.edu.sg (accessed on 18th June, 2013).
- Mangemba K (2011). *Competitive intelligence the new information science function*. Available online: <http://www.newsday.co.zw> (accessed on 20th June, 2013).
- McGonagle JJ, Vella CM (2012). *Proactive Intelligence, the successful executive guide to intelligence*. London: Springer-Verlag. Available online at: <http://www.springer.com/978-1-4471-2741-3> (accessed on 25/06/13).
- Miller SH (2013). *Competitive intelligence -- an overview*. Available online at <http://competitive.stephenmiller.com> (accessed on 13th June, 2013).
- Miller J (1996). *Information science and competitive intelligence: possible collaborators?* *Bulletin of the American Society for Information Science*: 11 – 13.
- Mugo HW, Wanjau K, Ayodo EMA (2012). *An investigation into competitive intelligence practices and their effect on profitability of firms in the banking industry: A case of Equity Bank*. *Int. J. of Bus. and Public Manage.*, 2(2): 61- 71. Also available online at: <http://www.journals.mku.ac.ke>
- Nikolaos T, Evangelia F (2012). *Competitive Intelligence: concept, context and a case of its application*. *Sci. J. of Bus. Manage.*, 2012(2):15. Available online: <http://www.sjpub.org/sjbm.htm> (accessed on 20th June, 2013).
- Santos M, Corriea A (2010). *Competitive intelligence as a source of competitive advantage: an exploratory study of the Portuguese biotechnology industry*. *Proceedings of the European Conference on Knowledge Management*: 867 – 879.
- Sharp S (2009). *Competitive Intelligence Advantage: How to Minimize Risk, Avoid Surprises and Grow your Business in the Changing World*. New Jersey: John Wiley & Son Inc.
- Society of Competitive Intelligence Professionals (2008). *Competitive intelligence*. Available online: <http://www.scip.org/ci/faq.asp>, accessed on 18th June, 2013.
- Taib KM, Yatin SFM, Ahmad AR, Mansor AN (2008). *Knowledge Management and Competitive Intelligence: A Synergy for Organizational Competitiveness in the K-Economy*. *Communications of the IBIMA Journal*, 8: 25-34. Also available online: strategist05@gmail.com, accessed on 18th June, 2013.
- Trimberger K (2000). *Preparing for the CI role: a student perspective.* *Information Outlook Online*. Available online: <http://www.sla.org/content/Shop/Information/infoonline/2000/feb00/trimberg.cfm>.
- Yaya JA (2007). *Job motivation and emotional intelligence as correlates of librarian's job performance in selected university libraries in South West, Nigeria*. Unpublished MLIS dissertation submitted to the department of Library and Information Studies (LARIS), University of Ibadan, Oyo State.