A comparative study on the mode of knowledge sharing service among university libraries in China

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Abstract: Understanding the theory of knowledge sharing is an important part of the in-depth exploration of the knowledge service sharing model of library service teams in China. The tacit knowledge of library team knowledge sharing exists in the minds of team members and explicit knowledge is a library on the team that can directly share knowledge with team members, the main forms include the work report, documentary, video meeting, etc. The knowledge sharing service mode of university libraries is mainly divided into three categories, one is the librarian - the librarian, the second is the librarian - the team and the third is the librarian - the user under the new media conditions exploring these three modes of knowledge sharing can promote direct or indirect communication activities with other members of the new media platform and the team that can promote the knowledge sharing theory of the library service team in the future. China's colleges and universities have an extraordinary significance in terms of being more competitive in the same type of universities.

1. Introduction

The level of contemporary knowledge management has been completely renewed. On the basis of new media technologies, the domestic university library management team has also begun to use the new Internet media such as Weibo, WeChat public account and Twitter to conduct knowledge exchange activities. The university library management team is as well committed to using the new media means to achieve knowledge exchange and user feedback with college students. This does not only make the cost of knowledge sharing in university libraries greatly reduced, but also enables the library team to gradually explore a way to create a good learning atmosphere for university users. In addition, the library team's exploration of the knowledge sharing service model can also provide new ideas for reversing the current lack of professional service in domestic universities. At present, most of the research at home and abroad is mainly focused on the library discipline service team organization.

Construction and other aspects in theoretical research. There is less research on the knowledge sharing of library subject service teams, in order to explore the rules and operation methods of knowledge sharing of library subject service teams, the new media environment and improve the quality and efficiency of knowledge sharing, this paper focuses on the comparison of knowledge sharing service models of library teams and builds a library under the new media environment. The subject service team knowledge sharing mechanism model, which is to provide the theoretical basis and reference basis for the library subject service team to use the new media knowledge sharing to improve the efficiency and ability of subject service knowledge sharing.

2. Theory of Knowledge Sharing

The so-called invisible mode refers to the improvement of the service quality of the library team through the exchange of knowledge and sharing of resources among individual service personnel, service groups and even service teams making the work more efficient and doubling the amount of knowledge acquired by the student users. After years of research with the accumulation of tacit knowledge, domestic and foreign scholars have found that this university can be more competitive in similar universities.

2.1 Characteristics of tacit knowledge sharing

The so-called tacit knowledge refers to the knowledge hidden in the minds of members of the library service team which cannot be easily copied by others.

Knowledge sharing always starts from individuals, which means that only when individuals start to consciously share knowledge can they realize knowledge exchange at a higher level which becomes the foundation of knowledge innovation in university libraries. The professional services provided by the library staff in Chinese universities are still immature and the invisible knowledge of the other party is used by the staff which makes the tacit knowledge of the individual and bring out the individualized characteristics of a person. The invisible knowledge of library staff includes tacit knowledge based on personal literacy. Generally speaking, the most important thing is value. Sometimes, the difference of values between the provider and the receiver will affect the exchange and sharing of tacit knowledge. Another is based on the experience of individuals working in university libraries which is closely related to the training acceptance of library service personnel and the specific quantity of services.

Tacit knowledge is often not valued by the library staff and its role is very casual which is not conducive to teamwork and at present, the library management service team is still very loose and it is not easy to form a strong and efficient team, but the most important thing is that the staff are easy to form an advantage psychology that is and unwilling to share knowledge with others.

2.2 Explicit pattern

Explicit knowledge is the knowledge that can be directly shared with team members in the library team, the main forms include work reports, document records, conference videos, etc. Explicit knowledge is also more obvious than invisible knowledge and is more easily captured by people. It's also easier to spread between teams. The realization of the explicit knowledge sharing mode requires the librarians to expand their knowledge and improve their professional level by means of books and other materials in the library. At this level, each librarian has dual identity, the library service staff and reader users. How to make good use of this feature is the key of the explicit knowledge sharing model. In the process of explicit knowledge sharing mode, librarians should not limit their attention to the books and literature in the library. In fact, they can also make use of the books and literature outside the library. In the process of repeated comparative learning, library service personnel thus realize the optimization of their own knowledge structure.

3. Analysis of the characteristics and influencing factors of tacit knowledge sharing in discipline service teams

Although university librarians come from all walks of life, their purposes are the same, which requires them to communicate. They get together to discuss the difficulties encountered in their work. Over time, the team will naturally form a tacit understanding and work out a set of work plans that everyone agrees with, which is conducive to improving the service quality of the whole library service team. At this time, the tacit knowledge sharing characteristics show skilled teamwork ability, smooth answering process, and team member collaboration ability.

At present, the university library team has only a small part of the university service team, and the tacit knowledge sharing communication has not formed a mainstream. The library organization structure that has lasted for many years hinders the further knowledge exchange of service personnel. In university libraries, the formation of a team of service personnel with the same professional background can better meet the ever-expanding knowledge needs of student users. This group-based service model makes the implicit knowledge model within the team cooperative and complementary.

4. The concept of knowledge sharing in university library team under the development of new media

(1) The subject service of the library service team is to seek innovative and participatory

innovative services for subject librarians around the needs of users. Due to some subjective and objective factors, it is very difficult for student users to rely solely on librarians and to achieve targeted thematic services. The library service team should actively promote user interaction teaching. Therefore, this is the current theme of improving the level of knowledge sharing in university library teams. The form of library team knowledge sharing service is changing from a single librarian's team spirit to a thematic service team. As a university service group, the library service team exchanges knowledge in the process of continuous sharing and disciplined services. The team provides a good platform for knowledge exchange and sharing. Weibo, WeChat and other new media platforms have begun to become the main source of knowledge dissemination and audience communication platform for university library service teams in China. Students can speak freely. University libraries can use new media such as Weibo and WeChat to achieve the maximum knowledge exchange and expand their service scope. Interaction and knowledge sharing between users of platforms and disciplined services, internal and external teams create platforms and channels for collaborative innovation and better collaborative knowledge exchange. The library service team can immediately make the most accurate feedback for the needs of student users.

(2) Three basic types of forms of knowledge sharing in the subject service team of university libraries in the knowledge sharing new media environment

1) "Librarian →Librarian" form. The knowledge composition and experience accumulation of the members of the discipline service team of university library are different to some extent. When team members encounter problems, members choose to use new media to seek help from other members. Interact with knowledge providers through new media platforms. In addition, when team members have formed the motivation to actively share knowledge, the new media platform will be used to explicitly share their knowledge and deliver behaviors to other members in need. In this form of knowledge sharing, the library service team can both simultaneously serve as knowledge provider and recipient knowledge, and can realize the communication between user role.

2) "Librarian → Team" form. Due to factors such as system, culture or social status of library subject service team, members of the library subject service team will make their own knowledge-based team organization with the help of the new media platform. Knowledge is shared through the organization of collection, storage and knowledge resources. Others share this knowledge and disseminate it to the entire team, integrating individual knowledge into the team's overall knowledge. For example: write a database operation manual guide or other materials to upload to the QQ group sharing within the team.

3) "Team → User" form. When the user requests the disciplinary service team to seek help or the theme service team to provide services, the theme service team can use new media tools to transfer knowledge to the user and complete the main service, the business. With the help of new media platform, the knowledge of thematic service team is integrated into written reports, video, etc. Knowledge is shared with users, who use new media to acquire knowledge, and realize benign interaction between the new media platform and the theme service team. The library service team outputs knowledge and the student users receive knowledge.

5. Conclusion

This paper combines the existing domestic and foreign research with the theory of knowledge sharing to define a new theme for the new media environment of university libraries with the development of the new media, the knowledge sharing of university library service team in China is a content of many links and is the result of the efforts of numerous library scientists, this knowledge sharing process not only transfers knowledge from the knowledge sender to the knowledge receiver, but also pays more attention to the integration of knowledge and the absorption, innovation and application of knowledge by the receiver making the knowledge sharing of library service team which mainly refers to the task of completing the specific subject service in the new media environment. It is of great significance to promote the research on the knowledge sharing theory of library service team by promoting the direct or indirect communication with the new media platform and other members of the team as well as the knowledge of service users.

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