Repositioning Library and Information Science (LIS) Graduates in Nigeria for Self Employment through Entrepreneurship Education

Felicia E. Etim *CLN, FNLA, FCAI, FCIL*

A keynote Address presented at the National Conference of National Association of Library and Information Science Educators in Nigeria (NALISE) held 2015 at the University of Uyo, Uyo, Nigeria

Introduction

Let me begin by thanking my teachers and senior colleagues in the Library and Information Science (LIS) profession for giving me this opportunity to deliver this lecture. I do use this forum to pay tribute to those library educators who laboured to make me who I am. I also pay tribute to my Alma Mata, The University of Ibadan, the first and the best, for producing Great Nigerians!

Nigeria is famous for her huge population of about 170 million (World Bank United States Census Bureau-2013), large work force – working age group of 15 – 65 is over 45 percent of the population. Massive expansion in the education sector, in the last two decades, has resulted in a large quantity of trained workforce in many professions of engineering, medicine, law, agriculture, technology, education, administration, business administration, and of course, the library and information profession. Every year, over 80,000 graduates in various disciplines join the eligible workforce. In December 2014, the National Bureau of Statistics (NBS) recorded that 56 percent of Nigerian youths are unemployed. In the international scene, the entry of Brazil, Russia, India and China into the global market economy has doubled the size of the global workforce and dramatically changed its demographic profile.

One of the major responsibilities of any government is the provision of economic empowerment as evidenced in the gainful engagement of people of various academic qualifications whose idleness constitutes a real danger to survival of both the society and its government. This situation represents a strong challenge in an era in which governments across the globe have realised and acknowledged their inability to provide gainful paid employment for all persons willing to work. Identified reasons include dwindling government revenue, inadequate training received by job seekers which makes them unemployable, and the fact that products of educational institutions are ill-prepared for self-employment (Oyebode 2003). Consequently, the job opportunities in the various professions including the Library and Information Science (LIS) field are increasingly scarce. The theme of this conference serves to explore the entrepreneurial opportunities of LIS professionals and evaluate the training necessary to equip LIS students to excel in the 21st century. This address shall endeavour to analyse the 21st century scenario, for education discuss skills for entrepreneurship, identify various entrepreneurship opportunities and review the LIS circular in Nigeria with a view to incorporating the

entrepreneurial Librarian as a design to make LIS graduates self-employed and significant contributors to the economic growth of Nigeria.

21st Century Education: The Scenario

The new millennium was ushered in by a dramatic technology revolution characterized by a diverse, globalized, complex and media society. If we consider that today's students will still be in service in year 2050 – 2060, that is, with the policy of retirement after 35 years of service or 65 – 70 years of age, and that educators are training students for life in that world, then this forum has cause to re-appraise teaching strategies and pedagogies.

Emerging and rapidly changing technologies and resulting globalization also provide unlimited possibilities for exciting new discoveries such as new forms of energy, medical advances, and restoration of environmental ravaged areas, communications and exploration into space. The possibilities are unlimited! . 21st century education therefore needs to inculcate skills learned through curricula that are inter-disciplinary integrated and project-based. Global achievement survival skills advocated include: Critical thinking and problem solving; Collaboration across networks; Agility and adaptability; Initiative and entrepreneurship; Effective communication with multi-lingual abilities; Ability to access and analyze global information; Curiosity and imagination.

One of the goals of 21st century educators is to help students become i-students and truly global citizens. Teachers are working with students whose entire lives have been immersed in the 21st century media culture. Today's students are digital learners – they literally take in the world via the filter of computing devices; the cellular phones, handheld gaming devices, PDAs, laptop computers and televisions for an average eight – ten hours a day. Many students are multi-tasking, listening to music while surfing the web or instant messaging friends while playing video games. Also, the emergence of web 2.0 and new social community applications have leveraged the tools in education. Web 2.0 is a second generation in the development of the World Wide Web, conceived as a combination of concepts, trends and technologies that focus on user collaboration, sharing of user-generated content and social networking. Applications include blogs, wikis, video-sharing services, such as facebook, MySpace which focus on interactive sharing and participatory collaboration, rather than simple content delivery. Web 2.0 technology has therefore emerged as a major tool in 21st century education. Web 2.0 has advanced to web 3.0.

Institutions of the 21st century must henceforth be laced with project-based curriculum for life aimed at engaging students in addressing real world problems, issues important to humanity and questions that matter. The 21st century requires knowledgegeneration and management not just information delivery and institutions will need to create a "culture of inquiry".

In the past, a learner was a young person who went to school, spent a specific amount of time in a certain course, received passing grades and graduated. Today, we must see learners in a new context:

First:	we must maintain student interest by helping them see how what they are learning prepares them for life in the real world
Second:	we must instill curiosity, which is fundamental to life-long learning – spirit of inquiry!
Third:	we must be flexible in how we teach
Fourth:	we must excite learners to become even more resourceful so that they will continue to learn outside the walls of formal education.

The Business Environment of the 21st Century

Against the backdrop of changes in technology and training demands, the 21st century businesses and entrepreneurship are being reconstructed from within and without by persuasive technology. The values associated with work and work places are increasingly being questioned. New ways of designing and managing businesses, new business models are inevitable corporate behaviour towards society, customers and employees are increasingly coming under scrutiny. Financial crises have sharpened the idea that unethical and unsustainable behaviour is an external cost that should not be paid by the public. The challenges posed by this business scene can be outlined as:

1. Polarised distribution of wealth
2. Globalization
3. New technologies
4. Diversity and complexity
5. De-intermediation
6. Legislation changes
7. Corporate governance structure
8. Population demographics
9. Risk and uncertainty
10. Terrorism
11. Pandemics, e.g.Ebola, Bird flu, etc
12. Natural environmental changes

These challenges in the business environment give rise to emerging consumer trends in the 21st century like:

1. Anxiety - stress in management
2. Connectedness - one event experienced by more people
3. Mobility - people access anything, anytime, anywhere
4. Convergence - blurring of industries, markets and brands
5. Authenticity - growing interest in authentic products
6. Multiple personalities - people fake identities

Across the business world, companies are innovating their business models, corporate systems and organisational hierarchies with deep transformation in infrastructure and technology. Businesses that do not adapt are unlikely to survive in the medium – to – long term. In other words, however great the cost of change is, the cost of not changing will be higher. In the future perspective therefore, three pillars that will frame the 21st

century business landscape emerge as guiding principles: Organisation structure is more important than strategy; intrinsic values are becoming more important than extrinsic values; Connection is the key to both driving down cost and driving up customer engagement. Future enterprises will be represented by small companies but large networks;

Entrepreneurship Education in Nigeria

The United Nations Industrial Development Organisation (UNIDO) 1998, defined entrepreneurship *as the process of using initiative to transform business concepts to new venture, diversify existing ventures or enterprise to high growing venture potentials. Entrepreneurship can be defined as the creation and running of one's own business.* In 2007, Kiratko and Hdgetts developed an integrated definition of entrepreneurship that acknowledges the critical factors needed to excel as an entrepreneur as:

*"a **dynamic Process** of vision, change and creation which requires an application of energy and passion towards the **creation** and **implementation** of **new ideas** and **creative solutions.** Essential ingredients include the willingness to take calculated risk – in time, equity and career; the ability to **formulate an effective venture team**; the creative skill **marshal the needed resources**; the fundamental skill of building a **social business plan** and the vision to recognise opportunity where others see chaos, contradiction and confusion."*

Entrepreneurship education, according to McMillan (2006), is undoubtedly, a type of teaching directed towards developing in young people, those skills, competencies, understandings and attributes which equip them to be innovative and to identify, create, initiate and successfully manage personal, community, business and work opportunities including working for themselves.

It is evident in the foregoing that entrepreneurship education is a carefully planned academic programme, designed to provide the learner with specialized skills, as well as, the encouragement and motivation to creatively apply such knowledge to viable economic activities. According to Issa, Uzuegbu and Nwosu 2014, it enables the student who has gone through the programme to sharpen their imagination and develop the critical thinking ability required to identify practical and income-generating solutions to real-life problems. *Entrepreneurship education prepares the beneficiaries to become entrepreneurs, wealth creators and employers of labour.*

A good entrepreneurship education programme must have a good mix of theory and practice. Its successful implementation must involve the larger community. It should not limit the students' learning experience to a particular subject area. Rather, it should be multi-disciplinary in nature in order to provide the learner the diverse experiences needed to succeed in the contemporary business environment. This should include the students' core discipline, fund-raising skills, opportunity identification and venture management.

Entrepreneurship education should aim at inculcating the following learning experiences in students:
1. Creativity, self-reliance, capacity to respond to change and generate opportunities
2. A great understanding of how the workforce operates

3. The ability to demonstrate initiative and look for new opportunities in the work environment
4. An appreciation of the complexity of community business and industry enterprise
5. Ability to take a great degree of responsibility for the quality of work done
6. Ability to apply equity, reasoning, critical thinking, problem solving and analytical skills to different stations

Entrepreneurial Opportunities in Library and Information Service

The information industry is of growing significance to national and international economies. Zurkowski (1984) depicts the information industry in terms of eight segments:

Information Content Business
1. Content Services: news agencies, libraries, databases, information brokers
2. Content Packages: books, newspapers, films, records, tapes, videos
3. Facilitation Services: data processing, timesharing, networking

Information Technology Businesses
4. Information Technologies: computers, office equipment, printing and graphics
5. Integrating Technologies: packet switching, modems, switchboards and digital switching
6. Communications Technologies: radio, televisions, telephones and transmission systems
7. Communications Channels: mail, telephone, telegraph, satellites
8. Broadcast Channels: radio and television, networks, multipoint distribution service

In recent years, advances in technology have overtaken some of the above but the basic principles remain the same. Entrepreneurship opportunity in the LIS profession is any occasion in which products and services are tendered by means of new discovery or by virtue of innovations that culminate in transforming the landscape of LIS services. The integration of information communication technologies (ICT) in library service has led to the existence of varied entrepreneurial opportunities for LIS professionals. Library and information science based businesses include but are not limited to:

- Library Equipment Business
- Printing and Publishing Business
- Information Brokerage Business
- Library Consultancy Business
- Book vendor/Stationary Business
- Information and Communication Technology ICT business
- Reprography and bindery Business

Competencies for Library and Information Science Professionals of the 21st Century

Professional Competencies

Library and Information professionals of the 21st century must possess special skills that will leverage their service delivery in a highly diversified society.

1. Have expert knowledge of the content of information resources, including the ability to critically evaluate and filter them.

Evaluate print, CD-ROM, and online versions of databases. Knows "the best" textbooks, journals, and electronic resources in specific areas. Evaluate and select key information resources, print and electronic. Use strategic thinking to perform information selection and analyses that meet specific organizational goals.

2. Have specialized subject knowledge appropriate to the business of the organization or client.

The librarian monitors and scans the organization's area of business by reading core journals and other key sources. This enables the development of in-depth, subject specialty information services, including current awareness.

3. Develop and manage convenient, accessible and cost-effective information services that are aligned with the strategic directions of the organization.

The librarian develops a strategic plan linked to the business goals of the organization. Sets up effective management, supervision, and budget processes. Builds an effective information services staff team. Conducts intermediary searches for complex, difficult, or multi-file searches. Analyzes and synthesizes information as required. Develops specialized thesauri and lists of indexing terms for databases.

4 .Provide excellent instruction and support for library and information service users.

The librarian teaches Internet courses for employees and information seekers. Develops specialized end-user searching courses on information resources related to current business goals. Keeps up-to-date with the latest training and instructional techniques. Provides troubleshooting service for employees who are accessing information services from the desktop.Provides online reference and assistance.

5. Assess information needs and designs and markets value-added information services and products to meet identified needs.

The librarian conducts regular needs assessments using research tools such as questionnaires, focus groups, and key informant interviews. Reports the results to management and demonstrates the relationship between needs and the services provided. Identifies and meets information needs by becoming a member of project teams. Contributes unique or unusual needs assessment findings to the professional literature.

6. Use appropriate information technology to acquire, organize, and disseminate information.

The librarian creates an online catalogue of the library collection. Links catalogue searching to a document delivery service. Works with the information management team to select appropriate software and hardware for desktop access to the library catalogue and other databases. Provides a support service for electronic information service users.Keeps up-to-date with new electronic information products and modes of information delivery.

7.Use appropriate business and management approaches to communicate the importance of information services to senior management.

The librarian develops a business plan for the library. Calculates a return on investment for the library and its services. Develops a marketing plan for the library. Conducts a benchmarking study. Demonstrates how library and information services add value to the organization.

8. Develop specialized information products for use inside or outside the organization or by individual clients.

The librarian creates databases of in-house documents such as reports, technical manuals, or resource materials used for special projects. Creates searchable full-text document files. Makes available online technical manuals. Creates a home page on the World Wide Web for the organization. Links the home page to other sites of interest on the Internet. Participates in knowledge management activities that create, capture, exchange, use, and communicate the organization's intellectual capital.

9. Evaluate the outcomes of information use and conducts research related to the solution of information management problems.

The librarian gathers data related to needs assessment, program planning, and evaluation. Develops measures of frequency of use of services, customer satisfaction, and impact of information on organizational decision-making. Actively seeks opportunities for improvement and strives to be the best-in-class on key services such as current awareness, reference, and resource sharing. Participates in research projects.

10. Continually improve information services in response to changing needs.

The librarian monitors industry trends and disseminates information to key people in the organization or to individual clients. Refocuses information services on new business needs. Uses just-in-time document delivery to retain maximum flexibility. Monitors purchases of information products by departments to ensure that they are cost-effective and aligned with current business needs.

Personal Competencies

1. The librarian is committed to service excellence.

Seeks out performance feedback and uses it for continuous improvement. Conducts regular user surveys. Asks library users if they found the information to be relevant and of value. Celebrates own success and that of others. Takes pride in a job well done. Shares new knowledge with others at conferences and in the professional literature. Uses the research knowledge base of special librarianship as a resource for improving services.

2. Seeks out challenges and sees new opportunities both inside and outside the library.

Takes on new roles in the organization that require an information leader. Uses library-based knowledge and skills to solve a variety of information problems in a wide range of settings.

3. Sees the big picture.

Recognizes that information-seeking and use are part of the creative process for individuals and organizations. Sees the library and its information services as part of the bigger process of making informed decisions. Gives the highest priority to urgent demands

for information that are critical to the organization's competitive advantage. Monitors major business trends and world events. Anticipates trends and pro-actively realigns library and information services to take advantage of them.

4 .Looks for partnerships and alliances.

Forms partnerships with other libraries or information services inside or outside the organization to optimize resource sharing. Seeks alliances with database vendors and other information providers to improve products and services

5. Creates an environment of mutual respect and trust.

Treats others with respect and expects to be treated with respect in return. Knows own strengths and the complementary strengths of others. Delivers on time and on target and expects others to do the same. Creates a problem-solving environment in which everyone's contribution is valued and acknowledged. Helps others to optimize their contribution.

6.Has effective communications skills.

Listens first and then coaches staff and others to develop their own solutions. Supports and participates in mentorship programs and succession planning. Runs meetings effectively. Presents ideas clearly and enthusiastically. Writes clear and understandable text. Uses plain language. Requests feedback on communications skills and uses it for self-improvement.

7. Works well with others in a team.

Learns about the wisdom of teams and seeks out opportunities for team participation. Takes on responsibility in teams both inside and outside the library. Mentors other team members. Asks for mentoring from others when it is needed. Constantly looks for ways to enhance personal performance and that of others through formal and informal learning opportunities.

8. Provides leadership.

Learns about and cultivates the qualities of a good leader and knows when to exercise leadership. Can share leadership with others and allow others to take the leadership role. Exercises leadership within the library and as a member of other teams or units within the organization. Seeks opportunities for leadership in the profession. Acknowledges the contribution of all members of the team.

9. Plans, prioritizes, and focuses on what is critical.

Develops an approach to planning and time management that incorporates a balance of personal and professional goals. Reviews goals on a regular basis, prioritizes them, and makes sure that an appropriate proportion of daily activities are related to the most critical personal and professional goals. Mentors others to do the same.

10. Is committed to lifelong learning and personal career planning.

Advocates for a work environment that encourages and supports ongoing knowledge development and that values the contribution of people. Maintains a strong sense of self-worth based on the achievement of a balanced set of evolving personal and professional goals.

11.Has personal business skills and creates new opportunities.

Recognizes that, in the changing world of work, entrepreneurship and the ability to function as a professional in a small business are essential skills. Seeks out opportunities to develop these skills. Uses the entrepreneurial spirit in the organizational environment to revitalize products and services.

12. Recognizes the value of professional networking and solidarity.

Active in professional associations. Uses these opportunities to share knowledge and skills, to benchmark against other information service providers, and to form partnerships and alliances. Recognizes the need for a forum where information professionals can communicate with each other and speak with one voice on important information policy issues.

How do we market the LIS profession with the unique competencies?

Marketing the LIS Profession

Accepting the assertion that information management is a service-based business, then marketing by front-line personnel is consistent with service marketing theory.

The Marketing Plan

The Marketing Plan: Mission Analysis

Basically, developing a marketing plan requires attention to mission analysis, market analysis, resources analysis, promotion, and evaluation. Mission analysis requires answers to questions such as these: "What business are we in?" "Who are the customers?" "Which needs are we trying to satisfy?" "Which segments do we want to focus on?" "Who are the main competitors?," "What advantages do we offer the target market?" "What are the objectives?" Each individual librarian or institution will come up with different answers to these questions. For the purposes of this discussion, consider the broader community of librarians or information managers.

Mission Analysis: The Business

Librarians are in the business of information management. Librarians serve as the intermediary between those who produce information and those who need or use it. Librarians evaluate, identify, acquire, organize, package, summarize, filter, and deliver information. Librarians manage information and deliver it in anticipation of a need or in response to a request. The product that librarians offer is ultimately service. How we offer or market that service can vary. It can even be packaged to represent a tangible product. Ultimately, however, we possess a unique skill set that prepares us to offer a unique service.

Mission Analysis: Competitors

Competitors are those who anticipate customers' demands and satisfy them before the librarians do. Anyone the customer perceives can meet these needs, whether the customer is correct or not, is a competitor. The most formidable competitor is actually the customer or prospective customer. The main goal of our marketing effort is to convince the potential customer not only to "do it," but to enlist a librarian to participate.

Mission Analysis: The Mission

The information manager's mission should be to serve as the primary conduit for transmission of information from wherever it exists to wherever it is needed. The goal of an industry wide marketing plan should be to position librarians so that customers and

prospective customers and employers see them as information managers and as the first choice for delivery of information services in order to increase employment opportunities and knowledge.

Market Analysis

Market analysis is the next step in developing a marketing plan. What does the marketplace look like? What products do customers buy now and what products do they need? What are the trends in the information industry? Is the market segmented? If so, what are the segments?

Market Analysis: Market Research

There is still a lot to know about the marketplace for information services. Librarians are catching on to the concept of market research and analysis. More and more librarians strive to understand the needs of their particular market segments in order to better meet those needs. Survey tools include focus groups, mail surveys, telephone surveys, and personal interviews. Librarians can, and probably should, use all these tools at one point or another.

Resource Analysis

Resource analysis represents the next step in developing a marketing plan. What do information managers have to offer the marketplace? What resources are available to implement this plan? Librarians possess core competencies in the collection, organization, and dissemination of information. Besides a unique perspective on the organization and a unique set of skills, librarians offer a mix of products and services not otherwise available. The Internet, information technology, market research firms, and desktop computers all offer information of some sort. None of these offer the complete package a librarian brings. The product mix librarians offer includes professionally filtered, verified, summarized, and formatted information delivered in a timely, cost effective way to fulfill an anticipated or identified need.

Appraisal of Entrepreneurship Education in Library and Information Science Schools in Nigeria

The entrepreneurship education policy was introduced in the Nigerian universities system in 2007 by the National Universities Commission (NUC), to stem the spate of unemployment among graduates of Nigerian universities by preparing them to set up private businesses after graduation. The extent of success of this strategy can only be ascertained by conducting a nationwide survey of Nigerian graduates who are self-employed and running viable progressive businesses of their own.

It is pertinent therefore, to appraise the content and execution of the LIS entrepreneurial education policy as exemplified in three of the universities:

University of Ilorin: LIS 402 Entrepreneurship in Information (2 credits compulsory)

Course Objectives:

1. Explain the concepts of entrepreneurship, infopreneurship and self-employed;
2. Demonstrate the knowledge of how to start small businesses;

3. Demonstrate the skills needed to create employment:
4. Describe different business opportunities in libraries and information centres.
5. Explain the process of lobbying, advocacy and raising funds: and
6. Describe how to improve the image of librarians.

Course Description:

The course covers the process for self-employment and employment creation for librarians and information professionals. It provides a distinction between and entrepreneur and infopreneur. Characteristics of a successful entrepreneur/ infopreneur are discussed. It treats business plans for their own businesses. The course covers the process for establishing small businesses (development of business idea, market survey, assessing competition, evaluation of business idea, undertaking a trial run, raising funds, company registration and acquiring resources). Various opportunities that abound for librarians and information professionals are covered. The course also treats lobbying and advocacy in library and information sciences, and how to raise funds for libraries. It also covers how to brand the image of librarians. The process for improving the overall image of librarians is covered.

University of Uyo

The University of Uyo introduces Entrepreneurial Studies as GST 211 and GST 221 in the General Studies programme. Both are 2 credit honours:

GST 211: Entrepreneurial Studies I (2credits)

Students are made to understand the distinction between entrepreneurship and small business. They will be exposed to the characteristics and types of entrepreneurs. To be able to engender entrepreneurship interests in students. This course will treat idea-generation, opportunity recognition, the process of creating new businesses as well as how to write aspects of entrepreneurship, including statutory requirements, policy documents, various phases of small business development, as well as applicable operational procedures.

GST 221: Entrepreneurial Studies II (2credits)

Entrepreneurial Studies II examine entrepreneurial management. Realizing the need for finance in any business venture, the second component of the course is exclusively on practical management, finance, accounting and environmental factors, as well as marketing strategies within the context of entrepreneurship. Students are required to apply on different ventures the principles and strategies taught in the first part of the course.

In year four, Information Entrepreneurship is taught as LIS 429. It is also a 2 credit hour course.

LIS 429: Information Entrepreneurship (2 credits)

Information as a commodity; exploration of various avenues where the library and information science graduate can apply the knowledge acquired to secure employment as wellas be self-employed. It is a strategy of establishing and sustaining fee-based information services by the graduate as well as libraries. Marketing students are expected to apply the knowledge acquired to specific information business.

University of Calabar

In the University of Calabar, Entrepreneurship Education is taught from year III as Entrepreneurship Education I (Theory) GSS 301 and Entrepreneurship Education II (Practical) GSS 302. Both have 2 credit hours. The department handbook available to me had no details of the course content of GSS 301 and GSS 302. Entrepreneurship in Information Service LIS 460 is described as concepts of entrepreneurship and their application to the management of libraries.

Of the three universities, the University of Illorin appears to have the most comprehensive package, followed by the University of Uyo.

Challenges to Entrepreneurship Education in Nigeria

In spite of its relevance, entrepreneurship education particularly in LIS Schools contends with several constraints. In Nigeria, some of the factors associated with lack of successful entrepreneurship education as analysed by Issa, Uzuegbu and Nwosu (2014) are:

1. **Housing of Entrepreneurial Courses**
   Most Universities (as stipulated by NUC) house the course under the schools of General Studies. Besides the logical problems of coordinating the programme in the entire University, this approach does not allow in-depth treatment of the various topics as related to different vocations and skills.

2. **Limited Time for Learning**
   General Studies courses are most often allotted insufficient time which negatively impacts on the quality and depth of the lectures. This limitation severely undermines the effectiveness of entrepreneurship education.

3. **Inadequate Learning Facilities**
   Almost all studies on education in Nigeria identify near-absence of the basic facilities required for effective teaching and learning in tertiary institutions (Etor Akpama, Akpan and Etor 2009). In the midst of a dearth of adequate vital teaching resources, not much entrepreneurial skills can be demonstrated.

4. **Shortage of Competent Resource Persons**
   There is a dearth of experts in entrepreneurial studies. Most faculty members handling courses in entrepreneurship have little or no experience and have not gone through the process of initiating a successful business of their own. Any educator who has not undergone the process of entrepreneurship development procedure and is running a viable enterprise is not qualified to teach entrepreneurship.

5. **Gaps in the Entrepreneurship Curriculum**
   Some institutions showcase courses in entrepreneurial studies whose objective, structure and content are inadequate and not practically oriented. The intensity of the course should be such that at graduation, a graduate is already self-employed specializing in a preferred skills.

6. **Lack of Seriousness by Students**

Students do not seem to grasp the importance of the entrepreneurship education courses. This is evidenced by a noticeable unseriousness among students who categorise the course as another unnecessary requirement imposed on them to satisfy graduation requirements. It is only after graduation and being unemployed for several years that the realities of the state of Nigeria stares them in the face.

These challenges are mirrored in the three universities used as case studies.

Conclusions

This paper has discussed entrepreneurship and the need to develop up-coming professionals with skill, competencies and attributes which equip them to be innovative in the 21st century business environment. Recommendations have been made to help library educators prepare students to become entrepreneurs, wealth creators and employers of labour. The goal of the industry is to position librarians as the primary conduit for the transmission of information from wherever it exists to wherever it is needed. When people need authoritative information, they should think to call upon a librarian. To broaden and elevate the opportunities of the individual information professional, the information management profession needs its own unifying branding and identity. Librarians must evolve a brand that showcases cross-disciplinary entrepreneurship opportunities for library and information professionals in the 21st century--DOING ORDINARY THINGS IN EXTRA ORDINARY WAYS !INNOVATION !!!!!

Recommendations

The following recommendations are made to reposition LIS graduates for self-reliance and entrepreneurship in the 21st century.

1. **Continuous Professional Development For Educators**

LIS educators need to re-invent themselves through structured capacity building opportunities to be equipped to impart knowledge in the 21st century. From best practices to technology through pedagogy, learning skills and workforce, development should be continuous. LIS educators must monitor new benchmarks and efficiently provide support to the teaching enterprise. It is only in this way that they can transfer new knowledge and technology to upcoming LIS professionals to improve their efficiency in providing new services and goods for the Nigerian economy.

2. **More Detailed and Practical LIS Entrepreneurial Training Curriculum**

Year II –   Entrepreneurship in the LIS Profession I
              Principles of Entrepreneurship
   1. Various concepts in entrepreneurship
   2. Stages involved in entrepreneurial process
   3. Identification and evaluation of business opportunity
   4. What constitutes a small business
   5. Characteristics and requirements for small business
   6. Source of funding for small business
   7. Registration of business

Year III -   Entrepreneurship in the LIS Profession II
1. Entrepreneurship opportunities in LIS
2. Marketing, advocacy skills in LIS business
3. Skills and ethics of LIS business
4. Capital generation
5. Employment opportunities/Nomenclature of LIS profession
6. Fee-based LIS services, consultancy service, capacity building: develop a business plan for preferred skill/product and execute the plan.

Year III -   Entrepreneurship in the LIS Profession III
Practical demonstration of a mini business venture and product exhibition.

3. Mandatory LIS Laboratory in LIS Schools
Each department of LIS should equip a laboratory to showcase equipment and tools for practical demonstrations of businesses in the LIS profession.

4. Build a Brand for the LIS Profession
Building a brand for the LIS profession is expected to project the skills, competencies and core values that distinguish the Library and Information Profession from others.

LIS Professionals: unique information intermediaries

References

Issa, A. O., Uzuegbu. C. P., &Nwosu, M. C.(2014).*Entrepreneurship Studies and practices in Library and Information science Lagos:*Zeh Communications, 331p.

Kiratko & Hdgetts (2007).*Entrepreneurship; Theory, processes and practice.* (7[th]ed.) Mascen OH: Thomson/Southwestern Publishing.

Oyebode, S. A. (2003*) Education and unemployment of youth in Nigeria; causes, impact and suggestion* (3[rd]ed.) New Jersey:Prentice Hall.

UNIDO (1998). Policy benchmarking in the developing countries and the economies in transaction; principles and practices. Retrieved from www.unido.org/.../32894

Mcmillian (2006) *Teach yourself entrepreneurship.* Abinston: McGraw-Hill.

Zurkoski (1984).*Integrating America's infrastructure Journal of the American society for information science,* 35,3,170-178.