2.1 Introduction

“True genius resides in the capacity for evaluation of uncertain, hazardous and conflicting information” – Winston Churchill

Conducting of research calls for a systematic planning, where in methodology to be followed and materials to be consulted for completing the research and bringing to the logical conclusion. Research methods to be adopted for conducting the research depends on the scope and objectives of the topic. Data collection assumes greatest importance in the whole process, since it deals with the collection of both qualitative and quantitative information about the research problem in terms of facts and figures.

Review of related literature is covering fairly exhaustive literature and presents a reasonable understanding of the field of study. It additionally encourages the researcher to have a knowledge of the tried techniques, strategies and understandings of comparative examinations led somewhere else. The review of the literature is understood to be comprehensive, in-depth, systematic and critical review of research publications. It acts as a pathway in research study and reveals the concepts and ideas. Literature review gives enough evidence to the facts deduced from various studies. The main objective of literature review is to broaden the knowledge of a research topic. The traditional sources like primary and secondary literature are being consulted by the researcher to select the desired information. Internet, online journals and websites including search engines like Google Scholar etc. are also invariably consulted. Library and Information Science Abstracts (LISA), Information Science Abstracts, primary information resources like journals,
thesis, technical reports published in libraries and information sciences, Conference proceedings, books and reference resources are being consulted. The information collected from these resources have been searched and organised in the following four distinctive components.

1. Capacity building
2. Competencies
3. Leadership
4. Soft skills

2.2 Capacity Building

The review of literature moves between theory and practice to develop conceptual understandings of the complex social forms required in capacity building. Capacity building reflects the longer-term investment in organisational change, and suggests that the focus of intervention should be on sequenced and planned change initiatives. This concept of capacity development as change management links capacity development to the extensive literature on what is needed for successful change initiatives and what leads to failure. Cohen, W. and Levinthal, D (1990) fears that the capacity of a firm to perceive the estimation of new, outer information, assimilate it, and apply it to business is crucial to its inventive abilities. They mark this ability a company's absorptive limit and recommend that it is to a great extent of the company's level of earlier related knowledge. The discussion concentrates first on the subjective reason for a person's absorptive capacity including, specifically, earlier related knowledge and differing qualities of the foundation. It at that point portrays the variables that impact absorptive
capacity at the organisational level, how an organisation's absorptive capacity contrasts from that of its individuals and the role of differing qualities of proficiency in the organisation. They additionally contend that the advancement of absorptive capacity, thus, imaginative execution are history or way needy and contend how the absence of interest in a specialised topic at an opportune time may dispossess the future improvement of a specialised ability around there. In this manner formulate a model of firm interest in research and development (R&D), in which R&D contributes to a firm's absorptive capacity, and test predictions relating a firm's interest in R&D to the knowledge underlying specialized change inside an industry. Discussion concentrates on the ramifications of absorptive capacity for the investigation of other related creative exercises, including fundamental research, the adoption and diffusion of developments, and decisions to participate in cooperative R&D ventures.

Kaplan, (2000)"Opines that capacity building is presently a standout amongst the most current advancement ideas but it keeps on resisting a mutual meaning of what it implies by and by. Is it conceivable that capacity building requests such a profoundly new type of practice, such a drastically new type of considering, that the current methodologies are destined to disappointment, not on account of the deficiency of satisfactory models or 'technologies', but since the very way to deal with the issue is deficient? Contending that regular capacity-building activities have tended to concentrate on the material and substantial parts of the capacity of an association and its people to be basically self-aware, the author traces some essential movements which would be both involved and produced by focusing on the act of the advancement specialist in
connection with authoritative improvement, as opposed to concentrating on outer appearances or racing to the instructional pamphlets”. ECDPM Discussion Paper (2000) throws the light on various aspects of capacity building they are as below - the idea of capacity as the capacity of people, organisations, or social orders to set and actualize improvement targets on a reasonable premise, goes through a considerable lot of the cases. Capacity is likewise seen from a more unique viewpoint - a nonstop procedure by which people, gatherings, establishments, associations and social orders improve their capacities to recognise and address advancement difficulties in a practical way. The paper also discusses on a) Levels of Capacity, b) Elements of Capacity, c) How is Capacity Built, Developed, Acquired,

(Jones, 2001) “In his article presents reflections on a surprising result of an investigation of the unmistakable "twinning" strategy utilized amid the most recent two decades by the Swedish International Development Cooperation Agency (Sida) to advance practical hierarchical and institutional capacity building in creating nations. Twinning game plans have created noteworthy advantages at the level of expert/specialized overhauling, however comes about at the level of supportable capacity building have for the most part been less attractive. Thus, Sida have estimated whether the idea of hierarchical learning may give a beneficial system to twinning activities. The article provides details regarding what has all the earmarks of being the "revelation" of a developing 'learning association' in clearly improbable conditions, and looks at the components which may represent this. The more extensive ramifications of the "disclosure" are examined, and the conceivable pertinence of the idea of unsaid knowledge is recommended”. (Harris,
throws lights on investments to improve the organizational capacity and execution of charities have expanded drastically as of late. However, regardless of the prominence of the idea, moderately little research is accessible that unmistakably exhibits the estimation of not-for-profit capacity building or connections it to enhanced program results. What is required are more similar and far reaching discoveries about the results of capacity building, both to guarantee the continuous responsibility of discoverers to bolster this work and to exhibit what sorts of capacity building endeavors have the best impacts and when. This paper proposes a framework for understanding the different ways to deal with capacity building and a methodology for measuring the results of capacity building exercises. The discoveries detailed here are drawn from: 1) examinations of the capacity building endeavors of eight different authors that are home to around 16 particular capacity building programs; 2) phone reviews of 250 help suppliers in the organizational adequacy development and 250 administrators of high-performing nonprofits, directed as a component of the Brookings Institution's Nonprofit Effectiveness Project; and 3) continuous research on the condition of the nonprofit sector.

In the prologue to the capabilities for information professionals of 21st century created by Special Library Association, Jones, (2003) brought up that competencies are essential for the survival and sustainability of any profession and librarianship is not an exception. It also says it is our unique competencies that make our profession in dispensable to our community’s clients and constituencies. (Susan Doherty and Steven E. Mayer, 2003) “Capacity Building is a buzzword these days, along with “organizational effectiveness.”
The Effective Communities Project (ECP), as an organization helping foundations and nonprofit organizations “get to the next level of effectiveness,” seeks to provide information and perspective that allows foundations and nonprofits to better understand the dynamics of building capacity, so they can put these dynamics to work rather than be puzzled by them. Further “Capacity” is not just a fad; it’s the key to long-term sustainability. If an organization is working well in governing and managing itself, in developing assets and resources, in forging community linkages and in delivering valued services, it is a sustainable enterprise. It’s taking care of business. It has the full array of options working for it. An organization that works on all these points is increasing its chances of survival.

The comparative study of structure of human DNA to the skills, knowledge and attitudes of the model information professional for the 21st century by (Partridge H L and Hallam G, 2004) “reveals that both discipline knowledge and generic capabilities were essential to be successful information professional in today’s information environment. The study was conducted in the focused groups of information professionals of Queensland Australia region. It also comprises of group of students and educators. The outcome of the study reveals that there are ten major capabilities which include information literacy, lifelong learning, team work, communication, ethics and social responsibilities, project management, critical thinking, problem solving, business acumen and self-management are important to information professionals” (IFLA, 2007). Study also reveals that domain knowledge which was covered under the essential knowledge. Wrigley provides a reflection on a pilot experience of using the ‘Most Significant Change’ (MSC)
methodology to evaluate the capacity building services of CABUNGO, a local capacity building support provider in Malawi (Wrigley, 2006). MSC is a story-based, qualitative and participatory approach to monitoring and evaluation (M&E). INTRAC and CABUNGO worked collaboratively to adapt and implement the MSC approach to capture the complex and often intangible change resulting from capacity building, as well as to enhance CABUNGO’s learning and performance.

“Heslop states that the task of converting the rhetoric of sustainable development to real action and change is one that poses significant challenges for local and central government agencies. The complexity of this task is compounded by the increasing acceptance that the impediments to advancing the sustainable development agenda are largely institutional. He claims that, unless explicit consideration is given to understanding institutional change for sustainable development and the ways in which it can be enabled, little progress is likely to be made” (Heslop, 2010). The thesis sets out to evaluate the contribution of building institutional capacity in enabling institutional change for sustainable development. Starting by developing conceptual frameworks for both institutional capacity and institutional change. The illustrates the integrated nature of capacity building for progressing sustainable development, and the conceptual framework of institutional change is designed to help agencies understand the complexity and holistic nature of institutional change. These conceptual frameworks were developed initially from an analysis of empirical material relating to the institutional issues associated with advancing sustainable development and were informed by the theoretical perspectives provided by new institutionalism and capacity
building. Further refinement of the conceptual frameworks was possible by using a case study of a multi-agency public sector sustainable development initiative in the Auckland region of New Zealand. Analysis of interviews revealed that the building of institutional capacity is enmeshed with institutional change for sustainable development”.

The failure to understand the integrated and holistic nature of capacity building has an impact on the success of multi-agency public sector initiatives seeking to change current policy and practice. From the case study and further analysis of the empirical and theoretical literature it was possible to develop a set of institutional design principles that incorporate the conceptual frameworks and seek to make them applicable for the design of multi-agency initiatives. These institutional design principles were tested and refined through further interviews with case study participants, resulting in the development of a process for designing and implementing multi-agency public sector sustainable development initiatives. The design process embeds the conceptual frameworks for institutional capacity and institutional change, and demonstrates that the task of progressing sustainable development is a process of change and can be enabled by a focus on applying the institutional design principles developed through this research. It is critical, first, that design of new initiatives takes account of the existing institutional landscape and identifies the necessary shifts in each dimension of institutions to ensure institutional change, makes as much use of existing structures as possible, is clear on the purpose of the initiative, specifies the extent of coordination sought between agencies and identifies specific mechanisms to steer integration. The second key component of institutional design is the
identification of the institutional capacities required to support the institutional change sought from the initiative, their development during the course of an initiative, and the incorporation of evaluation and reflection as a key element of the process of implementation.

The findings of this research contribute to the understanding of capacities required to facilitate institutional change and the elements of institutional design that can shape efforts by the public sector to advance sustainable development.

“Ifeakachuku studied the interest and self-motivation as correlates of capacity building and career commitment of Female librarians in Nigeria. This was with the views to providing valuable data for stake holders to guide in on going career development programs. The data which has been collected through survey method by distributing questionnaire; interviewing and discussing with the focused group revealed that majority of the female librarian in Nigeria never were interested in the profession before going for it”(Ifeakachuku, 2013). Now since they are in the field and are committed to their career to a great extent however their capacity building opportunities and efforts are very low. The study recommends that the Nigerian Library Association to organise conferences and workshops for librarians. Arrange more training outlets and mane workshops more or practical training sessions. (Sadhana, 2014) “Discuss the basic aspects of library capacity building leading to reformation of library and information service centers in the present changing scenario of ICT. It also focus on a conceptual framework of capacity building &library restructuring, role of capacity building in the area of user care, impact of competency, various challenges facing by the LIS centers. 

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Capacity building involves human resource interfaces in organizations to increase operating efficiency, expertise and skills of personnel towards the achievement of organizational excellence and concurrently library capacity is focused on community building”

2.3 Competencies

“Griffiths states that effective and efficient library and information service requires a specific arrangement of aptitudes, knowledge and capabilities. Abilities have been characterized as bland arrangement of knowledge. Aptitudes or perspective of an individual that causally related to effective behavior as demonstrated through external performance criteria” (Griffiths W, 1986). Knowledge of basic reference sources collection management and conducting a reference interview as an essential competencies of professionals suggested by Buttler and Mont (1996). A list of discipline- specific knowledge which the digital librarian should know and be qualified in were presented by The main purpose of the these knowledge is to create and manage digital library collection and they are image technology, optical character recognition(OCR), mark up languages, metadata, indexing and database technology (Tannant, 1998). With the help of Delphi method predicted the role of academic librarian of net generation and they also identified some skill sets which might be useful for future academic librarian. The findings are categorized into five broad categories namely: - communication/training skills IT skills, Managerial skills, commitment and lastly domain knowledge or profiling. Along with these categories Team work, public communication skills project management skills leadership skills commitment to the profession and flexibility were also mentioned as important
skills which are essentials for future academic librarian (Marcinek 1999). A content analysis of job advertisement was conducted to investigate the personal characteristics which are essential for Information professionals by (Goulding, 1999) the analysis was conducted in the United Kingdom. The detailed questionnaire was sent mainly to the chief librarians along with the other library sectors. The gist of the findings describes tat thee is a need for four important essentials skills for information professionals and are categories into- a) communication skills, b) flexibility, c) ability to work under pressure last but not the least d) dealing with the variety of users. (Sreenivasulu, 2000) Opines that an important role of digital librarian is to play liaison role to bring information and users together. Apart from this a digital librarian must have the ability of manage the digital library.

The importance of oral and written communication skills was revealed by the content analysis of nearly 220 job advertisement of American academic Libraries conducted by along with the regular skills like computer technology and other related skills are analysis also shows the importance of flexibility, creativity and leadership Lynch B and Smith K.K, (2001). Study on serials librarians in connection with the technological change by Kawasik.H, (2002) reveals that the importance of traditional skills is exists and it’s more frequently mentioned in the requirement along with the communication skills which occupies the second place. Further the study also throws the light on the desired knowledge on metadata standards, Markup languages experience in cataloguing the e publication for information professionals.

As per Myburgh S, (2005) the role of modern information professional is nothing new. By learning or developing the skills like problem solving,
team work, keeping pace with the change which is an essential for every profession one can successfully manage the digital library. Along with this one has to have a zeal for lifelong learning, interdisciplinary knowledge commitment for the services, high ethical standards, and flexibility can create the visibility for the information professional. Competency is one of the most essential concepts for service sector to achieve success in any of the day to day job performance responsibilities from task management to recruiting form training and development. In other words competency means, “a) having personnel with the ability to execute the principles, b) skills behaviors, processes and techniques needed to perform a given task, c) procedure or set of tasks to achieve the predefined desired results”. There are mainly two types of competencies we could see they are individual competencies (those knowledge, skills and abilities that individual in the organisation possess). Secondly organisational competencies (those things that characterize collective action at the organisational level). Debabrata Das, (2012)

Study conducted by Gerolimas and Konsta (2008) of 200 jobs advertisements across UK, Canada, Australia and US during 2006 and 2007 reveals that communication skills were one of the highest ranked skills on par with the experience it is also observed that interpersonal skills are also important.(2008) Study conducted by O’Connor and Li(2008) where the positions description were classified into four major groups namely- a) computing technology, b) interpersonal and intrapersonal, c) service approaches d) traditional approaches o librarians. In addition to this the study also identifies those communication skills leadership skills interpersonal skills innovative sills are frequently presented. The study was conducted on 138 job
openings across US, UK, New Zealand, Hong Kong and Australia between 1973 and 1998. (2008) In content analysis conducted by Orme (2008) on 180 job advertisements between (2006-2007) in the library sector UK shows that generic skills are the most normally required. Professional and personal skills come in the second and third place respectively. A study by (Nonthacumjane P. , 2010) on the essential competencies of information professional reveals that the knowledge and skills that underpin the work of information professional competencies encompassed analytical, creative and technical competencies. Further to this the principal areas of discipline knowledge required included an understanding of metadata, database development & management user needs communication, critical thinking, information literacy and team works were also essential.

Pussadee Nonthacumjane (2011) presents the key skills and competencies of new generation of LIS Professionals. In the beginning an introductory background of the digital age and its impact and changes which are taking place which are taking place in the libraries next deals with the review of literature on skills and knowledge of LIS professionals working in the digital era and related researches. Methodology of the study key skills and competencies of a new generation LIS professionals and classification of these skills into three broader categories like- personal skills, generic skills and discipline(domain) specific knowledge are discussed in detail. Pussadee concludes the article by presenting the image of new generation of LIS professionals. Analysis done by Anna Kawalec , (2012) that there are changes taking place in the field of LIS of European University centers in context of the creation the European higher education area. Further the analysis of skills,
competencies and qualifications acquired by students during LIS studies also done other aspects which are covered are the scope and profile of LIS education structure of study program. Learning outcomes and its advantages and its advantages student’s Expectations about LIS Curriculums similarities and difference between curriculums and study program employers expectations.

Su-Chin, (2012) Discusses about the term of “competency” and its vital part in enhancing work execution and thus qualifies HR. Particularly, under the influence of globalization, the work environment requires business professionals to gain another arrangement of knowledge, abilities, and to confront the differences and inconvenience of the new business condition effectively. The main purpose of this study was to analyze a review of the literature concerning the development, models, categorization, and paradigm shift. Especially, the study collected Taiwanese research patterns of competency. Moreover, the system of Taiwan TrainQuali System (TTQS) was presented as a successful example in application of competency.

According to Shabir, (2014) that Library and information centers are service oriented institutions. They provide various types of services to the reading community. To provide the services effectively and efficiently LIS professionals have to have certain competencies. These competencies always changing as the role of the person changes. The cause for this change is technological development, social change, the paper also discusses about i) information discovery tools, ii) Library networks, iii) online information services, iv) Repacking and Consolidation, v) Record management and vi) knowledge management. Muthu M (2014) opines that a cluster of related
abilities, commitments, knowledge, and skills that enable a person to act effectively in a job situation. Competence indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations. Recent technological advancements have provided opportunities to LIS professionals to learn, communicate, and enhance their professional skills. The study discusses the professional skills and competencies necessary for LIS professionals and slow tells how these can be acquired and developed to services in an ever-changing environment and to meet the future challenges.

Sonia Mileva (2015) discusses about the new occupations, capabilities and future expertise requirements for the tourism area in Europe has a specific significance. It has been raised at EU level, propelling distinctive activities, for example, ESCO – European arrangement connecting skills competences, capabilities and occupations. From the opposite side, employers are progressively worried with what workers know, understand, and can do by and by, as opposed to concentrating on formal capabilities, degrees, and certificates. Furthermore, there is a developing understanding of the significance of transversal skills and competences, for example, correspondence, capacity to learn, and a feeling of activity and imagination. Public and private business administrations react to this pattern by step by step transforming from an occupation-centered way to deal with a skills and ability situated approach. Some employment administrations have consequently started to supplement their current word related groupings with skills records. In the meantime, education and training frameworks are moving far from input approaches – portraying learning with input components, for example, the time spent on learning and where the learning happens. This mutual
concentrate on abilities gives a chance to connect the communication crevice between the universes of education and work. It will expand the pertinence and responsiveness of education and training arrangement and to enhance coordinating of free market activity on work markets.

Today, employers are progressively worried with what LIS Professionals know, comprehend and can do practically speaking, as opposed to concentrating on formal capabilities and degrees. Moreover, there is a developing comprehension of the significance of transversal skills and capabilities, for example, communication, capacity to learn and a feeling of activity and creativeness. Transversal skills are pertinent to a wide scope of occupations and divisions, regularly alluded to as center skills, fundamental skills or soft skills, the foundation for the self-awareness of a man. Transversal skills and capabilities are the building obstructs for the improvement of the "hard" skills and abilities required to prevail in the Job advertise. Cross-division skills and abilities are important for at least two sectors yet not really connected in an extensive variety of occupations and areas. As per the ESCO approach, cross-sectoral skills are identified with considering, language, use of knowledge, social association, attitudes and qualities (ESCO 2014). Cross-sector skills and capabilities can be exchanged starting with one occupation then onto the next, therefore empowering word related versatility. They can be utilized as a part of various comparative occupations and sectors yet may require extra training to be utilized as a part of another employment or potentially workplace.
2.4 Leadership

Depree (1989) describes Leadership is much more an art, a belief, a condition of the heart, than a set of things to do. The visible signs of artful leadership are expressed, ultimately, in its practice. Bailey (1993) says Leadership, in one of its aspects, is the art of cutting into [the] chaos [caused by a messy and complicated reality] and imposing a simplified definition on the situation, that is, making people act as if the simplified picture were the reality. …Leadership is a form of cultivating ignorance, of stopping doubts, and stifling questions. Thomas Teal (1998) writes “The managers people name with admiration are always the ones who delegate their authority, make subordinates feel powerful and capable, and draw from them so much creativity and such a feeling of responsibility that their behavior changes forever.” Fullan defines Leadership, is not mobilizing others to solve problems we already know how to solve, but to help them confront problems that have never yet been successfully addressed. Sergiovanni (2001) opines authentic leaders anchor their practices in ideas, values and commitments, exhibit distinctive qualities of style and substance, and can be trusted to be morally diligent in advancing the enterprises they lead. Authentic leaders, in other words, display character, and character is the defining characteristic of authentic leadership.

Purdue (2001) says the theory of transactional leadership, like that of social capital, places trust, embodied in social transactions, at the center of its model and stresses the importance of social networks. Leadership in social networks involves maintaining a flow of transactions within the constituency.
Greenleaf’s (2001) way to deal with leadership consists visioning and practicality. In his words the worker pioneer should constantly inhabit two levels in this present reality concerned, dependable, successful, esteem situated and furthermore isolates from that world “riding above it seeing today’s events and seeing oneself deeply involved in today’s events, in the perspective of a long sweep of history and projected into the indefinite future. Such a split enables one to better foresee the unforeseeable.” leadership is about interpreting and making sense or meaning of the experiences of organisational life. Voluntary sector leadership is a career not for the faint of heart or mind. Prasad Kaipa et al. (2002) study throws light on the role of soft skills development in the entrepreneurial success. They categorized important soft skills as leadership, decision-making, conflict resolution, negotiation, communication, creativity and presentation skills, and observed that soft skills are essential for entrepreneurial success and maximizing human capital in any enterprise. The important observations of the study can be summarised as: ignoring or failing to pay adequate attention to soft skills development will impede entrepreneurial success; the soft skills are key factors that make or break a company; soft skills are critical to all facets of the venture; they can provide great energy and cohesion for the members of and enterprise and thus, provide a way to get the highest return on the investment in terms of human capital; while professional skills may open the door of opportunity, soft skills keep an entrepreneur in the driver’s seat; conversational skills and dealing with conflict are found to be the critical skills for building good entrepreneurial teams. The study also found that very few executives are good in dealing with conflict in teams.
Thompson (2004) says Leadership, the exercise of social power (and often attendant economic and political power), is fundamentally a moral endeavor. There is an inescapable moral dimension to the exercise of power, whether or not it is formally acknowledged. Effective leaders are able to engage with others in building, by example and constructive effort, an environment within which individuals and groups are free and encouraged to discern and actualize the right and the good in fulfillment of shared goals, values and purpose. McCauley & Van Velsor (2005) define leadership as the collective activities of organizational members to accomplish the tasks of setting direction, building commitment, and creating alignment. Akbar Ali (2012) discusses about the definition of leadership and the role of Organizations in understanding the fundamentals of leadership before making decisions about their leadership. Leaders are not created overnight. Becoming an effective leader involves considerable time and effort to hone the necessary skills and abilities. Training is considered as a key to develop leaders, however understanding the concept of leadership is vital for leader’s development. The aim of this paper is to study the in-depth context of leadership and its significance in organization effectiveness. Concept of paradigm shift has emphasized that volunteers administrator must serve as a focal point for leadership. A comprehensive review of current literature is used to develop the ground for this paper. This paper significantly contributes towards the literature of leadership by conceptualized role and effectiveness of leadership in organizations.

Skinner (2014) provides a brief history of library leadership training in the U.S. context. The report is based on data gathered and analyzed in a
cross-sector review conducted from November 2013—February 2014 under the Institute for Museum and Library Services (IMLS) funded planning project: “The Nexus Project: Spanning Boundaries to Transform Library Leadership”(http://www.educopia.org/research/nexus). This review included literature (publications and whitepapers), web-based resources, a targeted survey with library leadership training programs, and interviews with key thought leaders in library leadership training. The dataset documents the spectrum of offerings that have served four major library communities—academic, public, special, and archival—between 1998 and 2013. In the report on leadership training 21st century library leader by Katherine and Karabbenhoeff (2014) throws the light on the history of library leadership training in the US between November 2013 and Feb 2014. Under the institute for museum and library services lot of literature has been taken into consideration for library leadership programs, interview with leaders in library leadership training has given the ideas as what to be offered in the training.

2.5 Soft skills

Luria (1997) argue that, in skill development that involves the educational mission of the college as opposed to a more specific task training such as the type of skill development that is durable and more likely to contribute to sustained employment and productivity. All of them agree to the point that soft /interpersonal skills contribute to the organisational productivity and often act as the differentiating tool in the competitive business environment. Research by Robert J. Bowles on motivation of integrating technical and soft skills on a workforce development program. Informal
observations of students in courses that explicitly feature skill integration seem to indicate increased student motivation. The study is among the technology students of Middlesex Community College, Massachusetts. The purpose of the study aimed to prepare students to succeed 66 investigates the effect of student

The soft skills include many different attributes and characteristics, such as adaptability (Plamondon et al., 2000), proper communication (Mallet-Hammer, 2005), and working with others (Conference Board of Canada, 2000). Many of the broad soft skills contain a range of descriptive elements and several taxonomies have been created. For example, adaptability, includes handling emergencies in crisis situations, handling work stress, solving problems creatively, learning work tasks, technologies, and procedures, dealing with uncertain and unpredictable work situations, demonstrating interpersonal adaptability, demonstrating cultural adaptability, and demonstrating physically oriented adaptability (Plamondon et al., 2000). Communication includes reading comprehension as well as oral and written attributes (Conference Board of Canada, 2000). General competencies have been articulated as:

1) Resources (being able to manage time, spending, and people),

2) Information (apprehending and comprehending),

3) Interpersonal (working with and for well with others),

4) Systems (improving the organizational technological performance), and

5) Technology (self-managing technology skills),

Hager, Garrick and Crowley (2000) identified teamwork, communication and planning and organising as prominent amongst the critical skills for performance. Building and construction workers who are incorporating soft skills into their work practices are be compared legitimately to the workers in knowledge industries. This research was conducted with strategic partnership with industry research and training, the University of Technology, Sydney and the New South Wales department of public works and services. The three-year project provided the research team an opportunity to investigate the industry in several phases. This research project identified significant progress in the development of various skills as a workplace reform in the building and construction industry. The findings were derived mainly from interviews with employees of large companies that are undertaking major projects. David Finegold and Alexis Spencer (2008) Notabartolo Opines that Communication skills are equally vital to effective operation within knowledge-based manufacturing enterprises. In their survey of 10 organizations in the hi-tech, pharmaceutical, and medical devices sectors, the Irish Expert Group on Future Skill Needs (2003, v) found that communication skills in those areas were of “ever-increasing importance in the workplace,” but that such “soft” skills were more difficult to train. Employee flexibility as a soft-skills asset runs prominently through the human resources (HR) literature, with discussion of businesses’ need to be more flexible in light of the ever shifting consumer market.
Haskel J et al (2003) attempted to answer three questions: First, do more productive establishments employ a more skilled workforce? Secondly, if so, which skills matter for productivity? And the last, how much of the variation in productivity is associated with variation in skills? The researchers find that there is enormous interest in these questions at a number of levels. The data were collected with four main considerations. Firstly, data on skills and productivity at the plant level; secondly, since productivity is likely to be determined by a host of unobserved factors, a panel tried to control at least to some degree for these; thirdly, to frame a number of measures of skills. In particular, whilst qualifications have often been used as a formal skill measure, it has been argued that more informal skills (attitude, time keeping etc.) are just as important to company productivity. Usual measures such as work experience, years of education or test-scores, fail to capture the so-called „soft skills”. Fourth, average productivity inside an establishment is also likely to depend not just on its average skill level but also the organisation of its human capital, so distribution of the workforce skills are concluded as important.

Katerina Ananiadoua et al (2004) review the literature on the impact of workplace basic skills training on individuals, as measured by their effects on wages and employment probability. In addition, we also examine studies on the returns to individuals of general training at the workplace. On the whole, the evidence suggests that better numeracy and literacy skills have a strong positive effect on individuals’ earnings and employment stability, even when other relevant factors, such as qualifications levels, are taken into account. There is also good evidence to suggest that general training provided at the
workplace has a positive impact on individuals' wages, particularly when this training is employer provided rather than off the job. However, the literature also suggests that improvement of basic skills levels in adults has very small or even no positive effects on wages and employment probability. They further discuss the implications of these findings on the formation of government policy on basic skills provision. They also propose that there is a real need for more research in this area, not only in terms of longitudinal quantitative studies tracking the effects of basic skills programmes on firms and individuals but also in terms of detailed case studies focusing on specific training programmes and their impact at the level of the individual and firm.

“Soft skills are those skills required in all lines of employment, as opposed to particular disciplinary, or specialized, skills of a profession” (Robinson, 2006). P. Arocena, Imanol Núñez, Mikel Villanueva (2007) analyse the effect of promoting workers’ employability on labor productivity. To this end, they adapt a simple efficiency-wage model that includes the employer’s decision on the provision of opportunities for enhancing workers’ employment prospects in a context of job insecurity. They show that (i) by facilitating workers’ employability, the firm increases its labor productivity; and (ii) the higher the job uncertainty the higher the productivity gains due to the increase in employability. One of the advantages of our model is that it is simply enough to allow them to formulate two testable hypotheses, namely (i) the increase of jobs’ potential to enhance workers’ employability results in higher level of workers’ effort, and (ii) the provision of employability is more profitable for small and medium enterprises (SMEs) than for large firms. More precisely, SMEs should obtain higher effort levels from employees by
fostering workers’ employability than large firms. They also provide some evidence supporting these hypotheses from a highly representative sample of Spanish manufacturing firms (Arocena, 2007).

Bernd Schulz (2008) surveys importance of soft skills in students’ lives both at college and after college. It discusses how soft skills complement hard skills, which are the technical requirements of a job the student is trained to do. The paper exhorts educators to take special responsibility regarding soft skills, because during students’ university time, educators have major influence on the development of their students’ soft skills. Embedding the training of soft skills into hard skills courses is a very effective and efficient method of achieving both an attractive way of teaching a particular content and an enhancement of soft skills. Soft skills fulfil an important role in shaping an individual’s personality. It is of high importance for every student to acquire adequate skills beyond academic or technical knowledge. Adaptability, including the utilization of feedback and study and drawing in all sentiments, runs as an inseparable unit with flexibility (Trilling & Fadel, 2009).

Interpersonal skills. Interpersonal skills, as defined by Heimler (2010), incorporates the necessary skills that allow an individual to work with others, which include customer service, negotiation, and dealing with diversity of cultures and views. The importance of interpersonal skills on the job is emphasized in the selection of top management as well as lower level employees. Klein (2009) found that interpersonal skills were strongly correlated with higher levels of job complexity, and therefore, concluded that organization representative must demonstrate satisfactory level of
interpersonal skills to meet customers’ needs. Heimler also concluded that students, faculty, and human resource managers agreed that interpersonal skills are important for job recruitment. However, Heimler pinpointed the disparity in perspectives; unlike faculty and human resource managers, graduate saw no necessity for additional training in interpersonal skills.

When businesses come to college career fairs looking to hire, they are in fact looking for a broad set of skills that include not only strong technical expertise but also “soft skills” in candidates (Doyle, 2011). In 2011, the US Association of Public and Land-grant Universities (APLU) took on the question of identifying soft skill (employability) priorities for new graduates in Agriculture and Natural Resources related disciplines. Their work began from a question that Universities may not preparing students with the basic soft skills needed for entry level employment. As the a National organization located in Washington, DC, with 221 member institutions (encompassing public, land-grant and state universities) and over 3.5 million undergraduate students (Fink, 2011; APLU, 2007-2011), the APLU is uniquely situated to bring people together to address the question. For the 2011 APLU National Academic Programs Summit, led by committee Chair, Dr. Josef Broder (University of Georgia), the theme was “Creating Change: Reforming Curricula for a 21st Century Education.” (http://www.aplu.org/page.aspx?pid=1992 for Summit information). The Summit goal is to “focus on curricular reform with respect to what we teach. While our colleges are well-regarded for their teaching of the disciplines and technical skills, employers often take our institutions (and higher education as
a whole) to task for not preparing students with transferable skills beyond the disciplines”

Mr. Robert Dalton and Ms. Laura Fielitz (graduate and undergraduate students, respectively, at Michigan State University)(2011). Presents the survey findings at the APLU Summit in Indianapolis, IN (Crawford et al., 2011a). Utilizing a cluster analysis procedure of soft skills recognized in the writing, the CASS group sorted out the skills into seven clusters, with seven engaging attributes each. A need positioning framework was utilized for study respondents to rank the clusters and after that the expressive qualities inside each cluster. The constrained positioning framework pushed respondents to give a positioning, of most to slightest critical, as opposed to having the capacity to rank all or large portions of the skills similarly. Responses were received from 31 Universities across the US. The 8124 responses included: 2699 students, 898 faculty, 4266 alum, and 291 employers. Value perceptions of the soft skills created a basis for beginning the conversation at the APS-APLU Summit. Communication, Decision-Making and Self-Management were the top three skill clusters, as ranked by the employers, and Leadership was ranked 7th (Crawford et al., 2011a). It was noted at the Summit that while the rankings help to identify high priority which skills could be focused on at the University level for education and training, all of the soft skills are important.

Sonia Mileva (2015) in her article discusses about the new occupations, abilities and future aptitude requirements for the tourism part in Europe. It has been raised at EU level, propelling diverse activities, for example, ESCO –European classification connecting skills capabilities,
capabilities and occupations. From the opposite side, employers are progressively worried with what workers know, comprehend and can do by and by, as opposed to concentrating on formal capabilities, degrees and authentications. Furthermore, there is a developing comprehension of the significance of transversal skills and capabilities, for example, communication, capacity to learn, and a feeling of activity and imagination. Public and private business administrations react to this pattern by bit by bit transforming from an occupation-centered way to deal with a skills competence approach. Some employment services have thus begun to complement their existing occupational classifications with skills lists. At the same time, education and training systems are moving away from input approaches – describing learning with input factors such as the time spent on learning and where the learning takes place. This shared focus on skills provides an opportunity to bridge the communication gap between the worlds of education and employment. It will help to increase the relevance and responsiveness of education and training provision and to improve matching of supply and demand on labor markets.

More than 75% of employers surveyed said that soft skills were as important as – or more important than – technical skills in securing entry-level employment. National surveys of employers reflect similar views, showing that in many cases soft skills are even more important than technical skills. Research on predicting the future career success of students supports employers’ opinions that some soft skills are a better predictor of adult success (salaries, graduation rates, home ownership) than technical skills (Pritchard, 2015).
There Are Key Differences among Industry Sectors in Desired Soft Skills Employers in all three sectors analyzed (healthcare, manufacturing, and office occupations) listed communication as a priority skill. However, in manufacturing, written communication appears to be less of a priority compared to the other industry sectors. Other notable differences include the following sector priorities:

• Manufacturing – teamwork, problem solving, and reliability;

• Healthcare – customer service skills and positive attitudes;

• Professional services – teamwork, professionalism, and organizational skills.

Soft skills refer to a broad set of skills, competencies, behaviors, attitudes, and personal qualities that enable people to effectively navigate their environment, work well with others, perform well, and achieve their goals. These skills are broadly applicable and complement other skills such as technical, vocational, and academic skills. There are five critical skills most likely to increase odds of success across all outcomes and which employers expect employees to have: social skills; communication; and higher-order thinking skills (including problem solving, critical thinking, and decision-making); supported by the intrapersonal skills of self-control and positive self-concept (Laura H. Lippman, 2015).

It also throws light in particular, there are several priority areas that would contribute to a better understanding of the relationship between soft skills and workforce success. These areas for research include:
1) How soft skills lead to workforce outcomes (understanding the causal mechanisms);

2) How soft skills, independently and together, relate to academic and technical skills, and how they might be integrated into general and technical education;

3) How individual factors such as gender and socioeconomic status, and contextual factors such as industry and job sector, culture, regional differences, and the presence of conflict, all influence the importance of specific soft skills for workforce success;

4) How soft skills can be improved specifically among youth and young adults, and developed across earlier life stages; and

5) How soft skills can be measured using common definitions and scales, and included along with workforce outcomes in longitudinal studies and program evaluations for youth across cultures, genders, and regions of the world, and how might they be augmented with objective measures and Information and Communication Technology (ICT) platforms.

Kim stack Washor (2015) in his dissertation made the observations about the growing concern that recent college graduates do not possess the necessary soft-skills to transition into entry level positions seamlessly. Educators are asked by employers and policy makers to provide instruction which would develop student skills in both the “hard” (academic and technical) and “soft” (personality traits and habits) skills required to be workplace-ready. The study was designed to understand the degree to which
internships enhance student soft-skill development, specifically in the areas of communication, teamwork, initiative, and, analytical thinking. Further to above points pre-post retrospective surveys were administered to students and one to corresponding supervisors to measure change in soft-skill development has been done during a 13 week semester as a direct result from participating in an internship. 278 students (88%) and 287 supervisors (91%) consented to participate in the study and completed all of the items on the survey regarding soft-skill development. The analysis of all soft-skill development items suggest that there are patterns among student and supervisor pre and post responses. Students and supervisors reported gains across all soft-skill development scales at the conclusion of the internship. Findings suggest that participating in an internship contributes to student soft-skill development.

Local employers believe the lack of prerequisite soft skills is inhibiting the graduates from a local community college from securing employment (Williams, 2015). The rationale of this phenomenological study was to investigate the perceptions of students and employers related to the soft skills needed to be successful in future employment. The theoretical framework was based on Mezirow’s transformational and Daloz’s mentorship theories. Individual face-to-face, semi structured interviews were used to gather data from 12 business and computer students and 7 employers (N=19) who were selected using purposeful random sampling. The typewritten transcripts of participants’ responses were imported in MAXQDA 11, then were open coded and analyzed for emergent themes. According to emergent findings among these 19 participants, for entry-level jobs, communication was the most important and the most lacking soft skill. The recommendations informed the
creation of a mandatory 3-day professional development training program, which was developed to help students enhance their soft skills before entering their future careers. This study directly affects positive social change by enhancing the quality of soft skills for future employees who enter the local work force.

Pat Crawford, Robert Dalton (2016) in his article describes the costs of education, class sizes, and competition in a post-recession work force grow, universities will explore the ways in which students may graduate with high opportunities for employment in their chosen field. Students in the Built Environment (B.E.) are graduating from accredited programs, but what skills beyond technical understanding do employers wish to have in their entry level employees? A survey of 8124 respondents of employers, alum, faculty and students allowed these stakeholders to rank order seven soft skills and seven characteristics within each soft skill. This study explores the ways in which the B.E. field ranks the skills and characteristics in comparison to seven other professional fields. The B.E. respondents rank order the soft skills as: communication, decision-making, self-management, experiences, teamwork, professionalism, and leadership. Utilizing ordinal regression, it was found that B.E. respondent’s rank creative solutions, applying technology, cross disciplinary and international experiences as more important than other fields. Many of the differences are attributed to the need for those in the built environment to think creatively and work collaboratively. The findings can inform educational curriculum to match soft skill training with the professional path of their students.
Soft skills are a collection of people management skills, important to many professions and job positions, including academic librarianship (Miriam L. Matteson, 2016). Yet the concept of soft skills lacks definition, scope, instrumentation, and systematic education and training. The literature review explores the definition of soft skills; contrasts skills with related concepts, such as personality traits, attitudes, beliefs, and values; and compares a set of soft skill typologies. We discuss a number of conceptual issues associated with soft skills and suggest several lines of research to help clarify and strengthen librarians’ understanding of and development of soft skills.

2.6 Conclusion

The literature review reveals that there are very limited studies made in the context of capacity building with reference to Library and Information Services. However there is ample literature contributed in other context by and large, competencies required for all the service sectors are also applicable to Library and Information Services hence the related literature covering fields is reviewed.
2.7 References


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