Chapter 3.

REVIEW OF LITERATURE

3.1 Introduction

3.2 Review of Literature

3.3 References
3.1 Introduction

The present study includes the analysis and evaluation of the competencies of the library professionals working in Agricultural Science University libraries. Further, the study suggests providing appropriate training, which the library professionals are needed. The study considered development in management competencies, librarianship and information science, information technology development, and organizational change and their impact on the libraries and the competencies of the library professionals. The literature is not available covering all the aspects. Hence the researcher searched the relevant literature on certain keywords which are able to fulfill the information requirements of the research project. Certain terms like competencies, are synonymously used with the terms skills, qualities, abilities, capabilities, and characteristics. To collect the relevant literature, the researcher searched various Journals and other publications such as books in the library and information science and other related subject disciplines on the following keywords:

1. Competencies;
2. Abilities;
3. Skills;
4. Capabilities;
5. Qualities;
6. Characteristics;
7. Agricultural Librarianship;
8. Training;
9. Continuing Education;
10. Continuing Professional Development;
11. On the Job Training;
12. Teaching and Learning;
13. Refresher Courses;
14. Orientation Programmes;
15. Workshops;
16. Seminars;
17. Conferences;
18. Symposia;
19. Career Advancement;
20. Career Development;
21. Job Analysis and Job Description;
22. Job Satisfaction and Job Involvement;
23. Manpower Planning
24. Human Resource Management;
25. Performance Evaluation and Job Evaluation;
26. Short term Courses;
27. Library Education;
28. Learning on the Job

3.2 Review of Literature:

Many of the studies and surveys were carried out on Assessment of professional competencies and Training needs analysis by various eminent thinkers, librarians, information professionals and professional organizations. Training programmes were also designed on the basis of their organizational needs. But the Indian contribution is less compared to that of western and European countries in this field.

Library and Information Science is facing convergence now-a-days. convergence refers to Organizational Change. Abbott¹ (1998) explained about convergence and changing role of Library Professionals. The various causes for convergence are operational convergence, growth in electronic forms of information, growth in the use of IT, changing styles of teaching, learning and research and organizational changes. The paper also explained on skills required by information professionals to survive in the era of convergence and career opportunities in converged services. The author emphasized training and career development of the library and information professionals in converged services.
Aboyade\(^2\) (1984) described the beginnings of the library education. He mentioned the names of library schools providing training presently. Described the levels of training including post graduate, undergraduate and non-graduate levels. Discussed levels of professional recognition. Concluded with the suggestions for harmonization of training for information professionals.

Aina\(^3\) (1999) stated that trainees in the library and information profession in Africa depend on textbooks emanating from outside Africa because of the dearth of local bodies. Even supposedly local books are generally patterned along Western lines and they are either descriptive or historical, so none of them can really be used as a basic textbook for any of the courses offered in library/ information science schools. This has greatly affected the training of library and information professionals in Africa as trainees are exposed to literature that is largely suited to situations outside their immediate environments. Several factors have been identified as being responsible for inadequate tertiary publications in the information profession in Africa. In order to improve tertiary publishing, the paper recommends that authors should embark on team authorship, international funding agencies and national governments should commission textbooks that are appropriate for the African setting and also national library and information associations should be innovative by vigorously looking for sponsors who will publish manuscripts they have adjudged to have met international standards and at the same time relevant to the African setting.

Alema\(^4\) (1989) reveals that the library schools aim at training professional library staff in the fundamental principles and processes common to all types of libraries and all phases of library service. His article reports results of a study focusing on the Department of Library and Archival Studies, Ghana University, its programmes, admission requirements, areas of specialization and training facilities. The article also presents recommendations for changes in the curriculum in order to meet the complex nature of information provision in modern society.
Alemna (1998) explained about the present educational programmes for library professions in Ghana. The author identified training needs of library professionals in future as Information Technology, Publishing & Book trade, Journalism, Adult Education, and non-literate information provision. According to the author continuing education in the fields of Personnel and Financial Management, Marketing of Information Services, Information Technology, Communication Networks, Management and Maintenance of Computers, Book binding, conservation and restoration, record management, inter-lending and document supply and user education. The paper also explained on several obstacles such as Funding, Poor infrastructure and perception of the staff for continuing education.

Alemna (2001) attempted to look at continuing education from the viewpoint of the library practitioner in Ghana. The paper is compared with the views of the library educator. It is found that although there were a few variations in their priorities, both groups agree that continuing education is important in professional development. The author gave various suggestions towards the improvement of continuing education in Ghana.

Amrit Pal (1998) defined sustainable development, sustainable librarianship and sustainable library and information science manpower development. The paper explores the rapidly changing information environment in which the LIS profession operates. It described the present situation of LIS education in India and the avenues open for LIS personnel in the non-traditional job market. The author given tips for sustainable LIS manpower development and suggested how LIS programmes can be made potentially adaptable to the changing information environment.

Anwar and Ansari (2002) reported the results of an investigation in current continuing professional developmental practices, perceptions of academic library employers about skills that need to be developed in their staff in the six Gulf Cooperation Countries. A mailed questionnaire was used to collect data from 15 publicly funded academic institutions and 13 responded. Analysis show that a systematic staff development program is generally lacking. Current continuing
professional development activities focus on immediate institutional needs. Information and Communication technology skills preferred related to automated systems, electronic resources, networking and multimedia applications. Writing and research skills related to measurement and evaluation, studying information needs and report writing received higher ranks. The authors provided various recommendations to improve the situation.

Arora\(^9\) (2002) discusses about Orientation Programmes as a method of training. The study dealt with the participants in the orientation programmes of Academic Staff College of Banaras Hindu University, Varanasi, Himachal Pradesh University, Shimla, Lucknow University, Lucknow and Aligarh Muslim University, Aligarh. The study evaluated the lectures in the Orientation course, physical facilities of the Academic Staff Colleges and learning perceptions of the participants.

Ashcroft\(^10\) (2004) stated that New Technologies mean Library and Information Science is currently characterized by fast-paced change, with staff needing to be flexible in adapting and adopting new skills and levels of awareness. New developments need to be marketed and evaluated and these are additional skills for information professionals to adopt. Findings of a research project carried out at Liverpool John Moores University into the Marketing and Management of e-journals demonstrated the need for LIS professionals to develop marketing and evaluation skills and strategies for new technologies. Other emerging skills in the electronic information environment are communication, negotiation and collaboration with information professionals being called upon to teach new skills.

Aziagba\(^11\) (1996) conducted a survey to investigate the involvement of professional librarians in material procurement, discharge of library duties and the level of involvement of non-librarians (at management levels) in the running of the special libraries. The paper concluded with various aspects including all these libraries lack enough professional librarians.
Babini\(^{12}\) (2004) stated that what challenges do we envisage when considering the Internet as a platform to deliver training for librarians, editors and webmasters working in the development of a collaborative virtual library? After some considerations concerning technology based distance training developments for librarians, the experience of the Latin American Council of Social Sciences is described where the Internet is used to deliver training to librarians, editors and webmasters of their member institutes in Latin America and the Caribbean. Choosing a virtual campus platform, building multinational teams for teaching and learning, working on the design of course content and preparing full-text bibliography, managing the course and evaluating its results have been the main challenges for this experience, which is described to help library networks in developing regions think about the Internet as a possible platform for training staff located in institutions with access to the Internet.

Bankapur and Kalpana\(^{13}\) (1990) pointed out that the present day information system is mostly of the evolutionary kind and has been caused by technological advances, social pressures and the sheer growth of recorded knowledge. Hence, to manage the information systems, the information professional must have the basic characteristics such as Good Administration, Reasoning power, Common sense, Understanding Motivation, Value Judgement, Subjective Attitude, Conceptual framework, brevity, sanity and sobriety in obtaining the perfect ness in the system. The article suggests keeping the tempo of the skill and the knowledge is deemed necessary to appraise the construction of simulation models to suit the requirements of the information centre concerned.

Barden\(^{14}\) (1997) identified training and development needs of librarians along the dimensions of technology skills and network management, customer care, media management, storage and retrieval and business development.

Biddiscombe\(^{15}\) (2001) illustrated the Internet and IT skills that are required by information professionals in their support for learning, teaching and research within the changing context of the higher education sector in the UK. In this context, for
information professionals, IT skills are essential along with Internet skills. Further traditional skills are also needed for information professionals.

On changing role of librarians in a higher education sector, Biddiscombe (2002) writes that many converged library and computing services have been created and this has speeded the process of change for librarians particularly those who are working as specialists. Such librarians particularly those working in hybrid teams, with information professionals from different skill backgrounds have to acquire expertise and undertake tasks that only tenuously relate to the training they received at the start of their careers. Their work increasingly takes them away from others in the same profession who undertake more traditional work. A brief list of organizations that can offer training and help for these professionals is given along with the current UK initiatives for developing support for learning and teaching from the information community.

Blair (2000) writes on changing Employment and downsizing of the organizations. The notion of a lifelong career in one profession is seriously challenged. Employability now means an awareness of the changing world of work, responsibility for your own career and personal development, managing your relationship with work and taking control of life long learning needs, the ability to read the market for work opportunities, perhaps in areas not previously considered. The future in which the professionals operating is likely to be ‘Me & Co’ and in future the professionals are increasingly responsible for their work, career planning and development. Career planning is getting clear about what the information professionals want in their life, their knowledge, skills, their values, aspirations, wants needs, dreams and personal style. It involves self-analysis and self-reflection preferably with the involvement of someone else who can help the professionals. In future, reference librarians have highly marketable skills.

Boraiyan (1995) stated the management functions in an Agricultural University Library. He stressed the duties and responsibilities of the librarian in agricultural university. The paper explained about the factors influencing the decision
making of the librarian. It also described various personal, administrative, organizational and managerial abilities with the librarian like a Manager in a larger service organization.

Brine and Feather (2003) reported on research in Progress that reviews the skills used by library and information science (LIS) professionals and how to record them in a manner that encourages continuing professional and personal development. A portfolio was developed by the learning and teaching support network for information and computer Sciences (LTSN-ICS) in conjunction with the Chartered Institute for Library and Information Professionals (CILIP) and academic departments in UK. The portfolio was evaluated at pilot sites in UK LIS Schools by surveying the progress of those students who took part. Evaluation of the participants indicates that the portfolio is a useful tool in the personal and professional development of LIS students. The general consensus among students themselves is that the portfolio provides a tool to help them plan their future professional development. Further, evaluation is planned in 2003-04 with LIS professionals to enable both the professional body and the LTSN-ICS to determine the appropriateness of the portfolio as a tool for continuing personal and professional development.

Chan (2006) undertook a survey of 59 public libraries serving populations greater than 50,000. A total of six libraries reported using core competency frameworks for performance management purposes. Managers responsible for human resource functions were interviewed about the process of developing the competencies and the ways in which the competencies are used in their library systems. The core competencies identified by the six public libraries are communication skills, interpersonal skills, customer service, analytical skills, accountability, adaptability, technological competence, planning and organizing skills, knowledge of the organization, creativity/innovation and leadership. Employees are evaluated against the core competencies in the performance appraisal process. Unsatisfactory performance in any competency requires an action plan to improve the necessary knowledge and skills. The number of libraries which have implemented core competencies for performance management is very limited. Future
research should examine whether competency-based performance management has achieved the aim of improving performance. The paper presented an overview of competency-based performance management as implemented in six Canadian public libraries. The core competencies that characterize the qualities required for superior performance of library staff are described.

Clyde\textsuperscript{21} (2003) written on the Continuing Professional Development of the library and information professionals. It included the theoretical discussions, research reports, descriptions of best practice, case studies, project evaluations and state-of-the-art reviews presented by Library and Information Professionals.

Cullen and Huanwen\textsuperscript{22} (1999) carried out a survey of the Libraries in Guangzhou, China, Wellington and New Zealand. The study covers new technologies in reference and information work. It also emphasized the training needs required for the library professionals to use these technologies.

Das and Dutta\textsuperscript{23} (2002) defined training as a process which the personnel in an organization are deliberately offered, to enable them to absorb some new perspectives to cope with the emerging trends and techniques. In library and information science latest trends include Bar Code Technology, Internet, Computer applications, Electronic publishing, Bibliometrics, Online Information Retrieval etc. At present in India, INSDOC, DRTC, INFLIBNET, and such other institutes are conducting training programmes to improve the skills of the library and information professionals.

According to Edwards and Williams\textsuperscript{24} (1998) Performance Appraisal generally occur to provide documentation for current and future personnel decisions such as promotions, salary increases, staff development and disciplinary reasons. After surveying library literature, it is apparent that most academic library administrations implement some type of performance appraisal, but a disparity exists regarding the process itself, the ultimate goals sought and those actually achieved.
This situation emanates from the lack of objectives adhered to in conducting performance appraisals.

Elkins\textsuperscript{25} (1998) write a paper the aim of which is to promote the need for training and awareness. It tries to look briefly at the implications for the future development of information professionals. The viewpoint is very much that of the UK, and the paper includes a look at what is happening here, particularly from an academic department perspective and in terms of recent initiatives in the academic and public library fields. It includes a brief summary of a survey on employers' needs for undergraduate training.

Epple and Others\textsuperscript{26} stated that training experience within a large academic library system and general training literature provide the basis for the concise guide to developing staff training for automated system use. The guide contains 20 tips that fall into 5 concept areas, namely, trainers; trainees; program content and design; training environment; and schedule and follow-up. The guide may be used for initial system implementation or for subsequent transfers to newer systems.

Farmer and Campbell\textsuperscript{27} (1998) described a research project for the British Library Research and Innovation Centre which identified and analyzed the generic skills and competences of information professionals in the healthcare and oil industry sectors. The study and its findings are described in a pack which is included with this issue of Library Management.

According to Fourie\textsuperscript{28} (2004) in a dynamic, information and technology driven society, librarians can create new roles by assessing changes in their environment, the potential effect and way to reposition themselves. Librarians have a good idea of what they can offer but are often unable to reposition themselves in time. Reasons for this generally a slow reaction are speculated on and the future role of librarians (including expected knowledge and skills) is briefly reviewed. An argument is then pursued on how an educational perspective that supports a constructivist-learning environment, portfolio assessment and affective and meta-cognitive skills could support librarians in preparing for change. The value of task
analysis, work analysis, needs assessment and market research are mentioned briefly. Apart from knowledge (cognitive level), teaching should focus on affective and metacognitive skills, decision making abilities, environmental scanning, change management and typical personality characteristics required to survive in the cyber age. (e.g. Assertiveness, Self-Confidence, Supervision, creative thinking and innovativeness).

Garg\textsuperscript{29} (1999) conducted an empirical investigation reporting relationship of 11 personal background aspects, 2 dimensions of personality and 20 aspects of Job Satisfaction with general job satisfaction of professional librarians employed in three University libraries of Delhi. In terms of relative contributions of independent variables, responsibility made the highest contribution, followed by ability utilization, co-workers and advancement. Motivators and hygiene factors related to job content and job context respectively were found not to be exclusive in the factor analytic sense.

Ghosh and Chakraborty\textsuperscript{30} (2006) stated that Technological breakthrough has caused a sea change not only in the outlook of the library users but also in the methods of exchanging information, storage, retrieval, dissemination etc. Like any other organization providing services, one of the focal areas of the Library and Information Service (LIS) has been to satisfy the users. In the library hierarchy there are a good number of personnel working at lower levels namely library assistants, library technicians, library attendant etc., who require a wide range of competences to carry out their day-to-day work, assist senior officers help to achieve the organizational objectives. In the changing scenario the need for such competences has become more demanding than ever before. Comprehensive training modules for lower level professionals in libraries may be developed on the basis of elements of competences derived from various LIS activities. The paper different aspects and issues, on which the LIS professionals need training and methods also has been discussed in the paper.
Gorman and Corbitt\textsuperscript{31} (2002) are mentioned about the Core competencies in information management which are developed in the literature of library science education and information systems education. However for information management, a blending of these two disciplines, there has been much less discussion of core competencies. The paper attempted to consolidate the sparse literature on information management educational competencies and to suggest a set of core competencies that may be included in curriculum of different countries.

On Continuing Education for Library and Information Professionals, Guha\textsuperscript{32} (1978) highlighted the need for having programmes for continuing education. He discussed formal and informal channels of education and the relative effectiveness of these channels and suggests intensive and specialized forms of continuing education for library and information specialists.

Hall\textsuperscript{34} (1999) presented the findings of research that aimed to develop a better understanding of the skills required in teamwork in British University Libraries and the best ways of developing these skills. The fieldwork for the project used a qualitative approach and interviews were conducted with members of a sample of teams from four ‘new’ university libraries. The teams’ studies were found to be leader focused and the most frequently cited examples of good teamwork tended to depend on attitudes rather than skills. Communication was seen as a key skill, but task centered skills such as decision making were more important in working parties than in permanent teams. The study suggested areas for attention include leadership training, staff selection, communication with part-timers and the skills of open communication.

Hallmark and Garcia\textsuperscript{35} (1996) emphasized training needs of library staff to operate automated systems in libraries. The installation of a new library automation system can cause stress and confusion among library staff members. The article reports results of a study of staff user training issues that may avoid this stress and improve the integration of new systems into libraries. It revealed the results of
interviews with the automation administrators of 49 libraries. The article focused on training objectives procedures, methods, timing and effectiveness of the training.

Hasiewicz^36 (2000) states that competent internet based services can only be offered if appropriately qualified and trained staff are available. To promote this development in Germany, Bertelsmann Foundation and its project partner, the ekzubibliotheks services are developing a special web based training course for librarians. The progress of the training course is described in the paper.

Homer^37 (2001) stated that Many leading companies are looking at ways to link skills development to strategic objectives as well as to demonstrate compliance with industry regulations. The greatest cost of learning is the time people are not working at their jobs. The solution is to minimize the time spent in training and focus people specifically on just the skills they need. It is important, therefore, to identify the skill gaps of employees in terms of the organization’s specific business goals and strategies. Competency management is now recognized as a key process to ensure that the individual and organization training plans are linked to business goals. The article will illustrate how skills and competency management systems can help organizations improve the effectiveness of their training.

Hong Xu and Chen^38&39 (1999 & 2000) undertaken an investigation of 133 job advertisements for system librarians in American Libraries in 1996-97 to examine the increasingly important role that systems librarians play in the ever-changing information environment and to identify the knowledge skills and qualifications of the Systems Librarians expected by employers in various types of libraries. The results shows that although System Librarians in different types of libraries may play different roles and have different emphasis in their duties, the responsibility and knowledge requirements for them are generally expanding. System Librarians in most academic and public libraries require at least one year of work experience. Employers expect Systems Librarians to have a strong computer and networking skills. The report shows that, although a majority of employers are satisfied with their newly hired System Librarians, they indeed have higher expectations for the positions in
terms of skills, competencies, qualifications and responsibilities. There is great gap between job advertisements and reality in regard to System Librarians’ education requirements, work experience, job responsibilities and areas of knowledge and skills. The types of libraries, to a certain extent, influence System Librarians’ actual qualifications and job responsibilities.

Horvat (2004) stated that prior to the recent establishment of the Training Centre for Continuing Education of Librarians, training of the librarians in Croatia had been organized sporadically by several organizations in the field. For the majority of librarians, however, professional education could have easily ended with diploma, because there has been no legal obligation to attend any form of further education. The first attempt to establish a consistent pattern of continuing education for the librarians in the whole country was made when four major organizations in the library field, the National and University Library, Zagreb City Libraries, Croatian Library Association and Department of Information Sciences, Faculty of Philosophy, signed an agreement on the establishment of the Training Centre. The programme of the Centre was successfully launched in February 2002. However, further activities of the Centre might become seriously hampered by the lack of provision for continuing education that makes it difficult for librarians to obtain leave, lack of funding allocated in library budgets for the education and the impossibility of relating professional development to professional promotion.

Iyer (1999) discusses about library management of staff training and development. In his book the author covered different aspects such as training, leadership in library, planning, motivation, job satisfaction, staff supervision, effective librarianship, interpersonal skills training and finally evaluation.

Jain (1999) presented main findings of a Case Study of Botswana National Library Service which was carried out in order to explore and identify on the job training needs for library staff. The main needs were identified as: information technology, job orientation, user service, public relations, marketing, publicity, refresher courses and managerial skills.
Joint and Kemp (2000) writes about the role of GAELS (Glasgow Allied Electronically with Strathclyde) project in developing library training courseware development. The GAELS project is a two year project funded by the Scottish Higher Education Funding Council (SHEFC) strategic change initiative, which promotes collaborative information services to engineering researchers at Glasgow and Strathclyde Universities. The paper examines effectiveness of library skills education and evaluative methods learned from human-computer interface design as a means of improving information skills training.

Karuna Saha (1998) conducted a survey of interpersonal relations of library staff in 15 academic and special libraries in Delhi and approximately 163 persons (library professionals) are responded. The author concluded with a suggestion to develop interpersonal skills among the library professionals.

Rapidly growing academic libraries are the major consumers of the product of seven LIS schools in Pakistan. Khalid Mahmood (2003) stated the changing environment of academic life demands new competencies in academic librarians. The paper reviewed the literature on the competencies for academic librarians in the Asia/Pacific region and discussed the changing environment of academic librarianship in Pakistan. It provided a list of competencies needed for entry-level academic librarians, first prepared on the basis of a literature review and then, validated by 70 Chief Librarians of Universities and Post Graduate level Colleges from the public and private sector. The validated list of competencies is compared with the curricula of LIS programs. The paper highlighted the deficiencies in the curricula and their implementation and recommendations are given to improve the situation.

The research carried out by Koltay and Teglasi (1999) has shown a wide divergence between the training needs of Hungarian Librarians and the resources available to provide the necessary courses to meet those needs. The Association of Hungarian Librarians (AHLs) and the Association of Information Institutes and
Libraries (AIIIL) have created a joint training committee to address current issues and look toward developing a framework which will provide ongoing training for librarians from both the academic and public libraries.

Kumareshan\(^7\) (2002) explained the changing scenario of the libraries due to development in technology. He also discussed the changing role of the Library and Information Professionals. To cope up with the new technology, every professional must have face new challenges. To meet the challenges, continuing education and training of the library and information science professional is essential. A Flow Chart of training programme proved to be useful. He also identified the areas of training in L & I Sc as Library and Information Science-Technology, Planning and Project Management, Human Resource Management, Setting of a Digital/Electronic/Virtual Library, Marketing of the Library Services and co-operation through networking different libraries.

Lawes\(^8\) (1997) edited several articles on Management skills for the Information Manager. The articles include aspects of Recruitment, selection of information staff, motivation of staff, training and development of staff, marketing skills, information audit, purchasing, financial control, budgeting, time management, records management/ information management and self-development of the staff.

Macleod and McConnell\(^9\) (2002) explained about the Frontline Librarian. The FrontLine Librarian is a training package developed for circulation and central reference staff at Denedin Public Libraries. It consists of vision, goal statements, checklists, job descriptions and procedure manuals. It is flexible, cost-effective and easily adapted to any library situation.

According to Maharana and Panda\(^{10}\) (2001) Performance Evaluation, an effective tool for human resource management, can provide a useful tool method in developing required skills and competencies of the LIS staff in order to meet changing needs of the academic libraries today. The practical aspects of Performance
Evaluation in libraries have been discussed and the paper exhaustively lists out various performance criteria essential for an LIS professional for evaluation and various modes of rating the individual performance.

Mangla\(^{51}\) (1988) traced the developments in agriculture after independence. In his keynote address, he examined the developments in the field of agricultural education, establishment of agricultural institutes and universities and development of agricultural libraries. The paper discussed the role of agricultural libraries in the agricultural educational system. The article also covered the role, status and qualities of agricultural university library professionals.

According to Marfleet and Kelly\(^{52}\) (1999), the demystification of information retrieval is largely due to the arrival of the Internet. Increasingly the end user community perceives that the web will provide the answer to all information needs. The advent of the Internet has led to a requirement to revisit the traditional role of the information professional and a need to refocus on core competencies. The role of the information professional has evolved in addition to information retrieval skills, the information professional needs to develop as trainer and facilitator of quality information retrieval. Above all the information specialist must become closely aligned to the business, able to ride the wave of change both in the business and technology. In the task of playing the role, the information professionals should look to encompass the following areas with their sphere of responsibility:

- Maintain good relationship with end users;
- Be an expert in assessing and anticipating user needs;
- Train the users in using documents and Internet;
- Work closely with IT department to implement information supply Strategies;
- Maintain and manage the information sources (Information Management);
- Acquire new skills and competencies in developing networks;
- Develop subject and industry specialization of the business of the parent Company; and
- Maintain awareness of the future trends and seek to understand how they
May impact on the business in general and the information

Professional in particular (Continual Professional Development).

Special Committee on competencies for Special Librarians headed by Marshall\textsuperscript{53} (1996) submitted report on the Competences of the Library Professionals in the 21\textsuperscript{st} Century. As stated in the report the Professional competences include ‘The Special Librarians:

- has expert knowledge of the content of information resources, including the ability to critically evaluate and filter them.
- has specialized subject knowledge appropriate to the business of the organization or client.
- develops and manages convenient, accessible and cost-effective information services that are aligned with the strategic directions of the organization.
- provides excellent instruction and support for library and information service users.
- assesses information needs and designs and markets value-added information services and products to meet identified needs.
- uses appropriate information technology to acquire, organize and disseminate information.
- uses appropriate business and management approaches in to communicate the importance of information services to senior management.
- develops specialized information products for use inside or outside the organization or by individual clients.
- evaluates the outcomes of information use and conducts research related to the solution of information management problems.
- continually improves information services in response to the changing needs.
- is an effective member of the senior management team and a consultant to the organization on information issues.

Further, the report also has emphasized Personal Competencies as The Special Librarian.....
- is committed to service excellence.
- seeks out challenges and sees new opportunities both inside and outside the library.
- sees the big picture.
- looks for partnerships and alliances.
- creates an environment of mutual respect and trust.
- has effective communications skills.
- works well with others in a team.
- provides leadership.
- plans, prioritizes and focuses on what is critical.
- is committed to lifelong learning and personal career planning.
- has personal business skills and creates new opportunities.
- recognizes the value of professional networking and solidarity.

Martinelli\(^{(54)}\) (1983) explained on the role of library professionals in agricultural information work. The author explained educational backgrounds of Agricultural Information professionals in South East Asia and the UK and the skills, abilities, qualities needed for agricultural information work. The author also emphasized the training for information work for professionals working in agricultural universities libraries.

Mathews\(^{(55)}\) (1997) examined the Internet training for academic library staff. He conducted a survey of 15 UK academic libraries and interviewed 3 training librarians. His study analyzed training needs, methods so as to train the library professionals in using the Internet.

Monty\(^{(56)}\) (1994) writes on effective team building skills considering various types of personality. Special libraries are often managed by a small complement. These staff by necessity must function as a cohesive team. Effective and functional teams, in turn, must be developed and fostered. Application of personality profiles/tests/evaluation are frequently used in businesses for team building.
Moore and Others\(^{57}\) (2002) stated about the Information Competency Program at the Gondale Community College (GCC) library, California. The findings indicated that information competency instruction has significant impact on student success. The GCC library's information competency program consists of on-demand instruction sessions, a series of standardized workshops, which are being experimentally paired with English composition and discipline related research skills.

Morgan\(^{58}\) (1996) stated that the rapid changes in higher education in the UK are prompting library and information professionals to reflect on the nature of the services they provide and on the appropriateness of their skills. The study explored the kinds of skills which will be required by academic - and, in particular, subject - librarians in the foreseeable future. It also noted that, while technological developments clearly have important implications for libraries, they should not overshadow the more people-oriented skills which are equally essential for organizing and providing effective services. It made practical suggestions concerning specific groups of skills including improving credibility with academic staff, giving guidance on teaching information skills, focusing on particular IT-related skills and acquiring key management skills such as managing change, finance and strategic awareness. Finally, addresses the responsibilities of the library's management and the individual to ensure that skills are harnessed through co-ordination and continuity. In this way they will benefit both individual staff and the wider academic community.

Mynott\(^{59}\) (2000) considered a number of issues related to the development, at the University of Central England in Birmingham of a distance learning course in research skills for public librarians. The course was initially developed as part of the Library and Information Commission funded project for developing research in public libraries. The author discussed the need for a stronger culture of research in public libraries and the immediate and long term benefits for public librarians of a distance learning course in research skills. The evaluation of a pilot distance learning course indicated that librarians enrolled on the course perceived it as offering much needed training in a range of research skills. The main concerns relate to the lack of support
from public library managers and the limited opportunities for librarians to share their knowledge with their colleagues. Authors emphasized that this course in research training offers librarians the opportunity to develop and consolidate their skills in their own time and at their own place.

Nick Joint (2003) explained about traditional approach to literary training flourished in the period of hard copy collection building when certain common generic skills, such as those of cataloguing and indexing, formed the foundation of knowledge for many LIS professionals. The skills required in the digital library context are more heterogeneous, fluid and fast-changing. They require a different training philosophy, one more closely identified with a “constructivist” approach to teaching and learning. The article attempted to bring out these ideas by relating them to past and present practice and sketches possible paths along which digital library training might evolve.

According to Noon (1994) Continuing Professional Development (CPD) is one of the major attributes that defines professional status. The Library Association’s new Framework for CPD provides an innovative and useful tool to help those in the library and information profession to take responsibility for their own CPD. But why is the scheme only voluntary? Would making CPD compulsory improve the service we deliver to our users and improve our professional image? It used examples from other professions to explore this important issue.

Nyamboga (2004) presented the results of a study of training opportunities for library and information professionals in India and how a selection of Indian University Libraries are providing information skills and information literacy programmes for their users. The need for training students, researchers and staff to make appropriate use of resources made available in libraries is recognized. Library and information professionals also need continuing professional development courses as new ways of providing information resources are developed.
Ocheibi\(^3\) (2006) stated that the training had three main objectives; first, to optimize the capacities of junior staff while discharging their duties to readers and employers, Secondly, to provide an alternative to formal education as a basis for continuing education, and thirdly, to provide an avenue for promotion for those who have successfully completed the training. The paper included the continuous assessment of the Lecturers in using the Library. The paper emphasized the In-Service Training programme for the training.

Ocholla\(^4\) (1995) discussed issues relating to professional development and manpower training in Kenya. It provides background information on the libraries and information sciences training programmes situation. The paper gives attention to issues and trends affecting the information profession in training, curricula development, application of information technology, cost of information materials and the crisis in supply and demand in regard to manpower development in the information profession. Suggests that institutions for training information professionals need to observe the supply and demand trends in their environment and to adjust both the curricula and intake of trainees to the national situation. The training institutions also need to broaden the courses offered in their programmes to include computer skills, communication studies, economics of information, marketing, research methodologies, management, publishing and book trade, resource sharing and continuing education. The market for information professionals needs to be provided with products with diversified knowledge and skills. Concludes with observations on how the problems of manpower development and training in information sciences in Kenya may be handled.

Okemwa\(^5\) (2000) examined the training needs of practicing professional librarians in the Kenyan Public University Libraries. There is a general, but false assumption, in this sector that professional librarians who have attained the minimum professional qualifications need no further training on the job. Many changes have taken place and many more likely to occur, which are likely to affect the working environment of librarians. Librarians must be trained in preparation for managing
such changes. The author suggested sources of funds and specific training needs of practicing libraries.

Ornager\textsuperscript{66} (2003) written a short communication, which describes the development, by UNESCO, of a packages of six ICT-related training modules that have been designed to be used in “face-to-face” week-long training courses for library and information professionals in South East Asia. These training modules are freely available for use.

According to Parth Sarathi\textsuperscript{67} (1995) training programmes of all kinds are organized by various organizations in the hope of improving the knowledge and attitudes of their employees. To be effective, training programmes should be need based. Hence to design training programme, first determine the training needs. Later inputs of the training duration and appropriate methods must be designed for effectiveness of the training.

Plaiss\textsuperscript{68} (1983) observed that the librarians needs training on online searching from library schools and not from database vendors. Further, the employer needed to know the library infrastructure and training needs of the librarians. The modern librarians need the various skills and competencies to use modern technology.

Pors and Johanneson\textsuperscript{69} (2003) presented some of the main results from a Comprehensive Survey conducted in 2001 into Leadership and Management in Danish Libraries. The survey focused on Leadership roles, perception of future challenges, and perception of educational needs and the employment of different leadership roles. The paper is an analysis of the data in relation to new public management and value based management. It analyzed the leaders’ knowledge of leadership tools, classified according to their place in either new public management or value-based management. The paper also analyzed the perception of future leadership roles. It was found that library leaders tend to perceive future roles as being greatly oriented towards people and towards values and see themselves as a kind of catalyst for change.
Preston and Bell (2001) writes on recent rapid changes in the LIS profession that forced realignment of organizational structures. Professional staff are no longer guaranteed opportunities for advancement and the rate at which career place are attained within the LIS is accelerating. LIS professionals must therefore be proactive in seeking out continuing professional development. The authors emphasized on the Management of Library and Information Services Programme offered via distance learning at the University of Wales Aberystwyth as a solution for many professionals to acquire both the skills and the academic credentials necessary to compete in the changing LIS marketplace.

Approximately 23 contributors contributed their papers and the Handbook of Library Training practice is a 2 volume book edited by Prytherch (1996). The book covered articles relating to induction training, interpersonal and group work skills, staff appraisal, co-operative training, evaluation of training, training in community librarianship, training in handling users, training for publicity and promotion, automation, conservation, stock management, information sources, audio-visual librarianship, customer care training, training for marketing and public relations, assertiveness training, training for staff appraisal, training for serials management, training for information technology, training in industrial and commercial libraries and the evaluation of training.

A Questionnaire survey conducted by PullaReddy (1992) on random sample of 195 librarians working in university and special libraries of Andhra Pradesh revealed an active involvement of senior librarians in different activities of professional development namely the extent of reading professional journals, holding of membership in professional organizations, participation in seminars, conferences, workshops, refresher courses and contribution of professional knowledge in the form of books and articles compared to junior librarians. Concludes that there are no significant differences between professional librarians working in university and special libraries in the professional development. The study also revealed that nearly half of the librarians (51.8%) read professional journal rarely. Mentions that high
percentage of them (68.2%) are holding membership either in one professional associations. Majority of the librarians (73.8%) participated either in seminars or conferences or workshops or refresher courses.

Raina73 (2006) discussed briefly about Continuing Professional Development Programmes (CPDPs) from the library of National level Management School, Indian Institute of Management, Lucknow. The paper provides an overview of the Programs conducted in the area of 'Information Technology'. The over view includes a brief summary of the programme objectives, contents, schedule, delivery, participant profile and feedback.

On the usefulness of Refresher Courses in Professional Development, Rajashekar and Chandar74 (2002) discusses about Academic Staff Colleges in India. The paper based on an impact study of analysis of feedback from teacher-participants of the Refresher Courses conducted since 1998 by UGC-Academic Staff College of University of Mysore. The study underlines the usefulness of Refresher Courses for quality assurance in higher education in an age of competitiveness and innovativeness. They provide an opportunity for the teachers to ‘upgrade and flourish’ instead of ‘stagnate and perish’ scenario.

Ramzan75 (2004) presented the Information Technology (IT) utilization in libraries in Pakistan together with librarians’ level of knowledge of IT and their attitudes towards IT in libraries. Primary data was collected through Questionnaire survey of 244 librarians working in libraries in Pakistan. The study revealed not only a low level of IT usage, but also a low level of IT knowledge among librarians. Analysis of relationships revealed that IT utilization in libraries, librarians’ awareness of the potential of IT, urgency of attaining professional qualifications and knowledge in IT had a significant relationship with librarians’ attitudes. The findings of the study also revealed that the level of IT utilization and the librarians’ level of knowledge in technology are good predictors of librarians’ attitudes towards application of IT in their libraries.
Rawtani and Yusuf (2002) highlighted the role of human needs in relation to professional work related to the libraries. They described the concept, types, role and application of skills in the library and information science activities. The paper also discussed about measures to learn the skills needed for professionals through seminars, short-term courses, conferences, writing the papers etc.

Rehman and Others (1997) forecasted the future of library professionals in academic libraries in Malaysia. The authors identified several competencies and skills needed for library professionals. Competence identification and validation processes provide an objective framework for the design of education and training programmes. Education and training programmes can be evaluated against validated sets of competencies. The paper presents six tables to represent the validation results. The tables list competences and their respective mean scores indicating the perceived importance of each competence, both for knowledge and skills.

Rhyno (2003) stated that with the advent of the Web, Systems Librarians now find themselves managing or facilitating a wealth of mainstream technologies. Systems work evolves around many resources that live outside the library’s walls, securing access for our patrons and pushing access to the desktop of the user. XML is the web technology that tying together Systems, Applications and Formats and the possibilities for component based applications seem revolutionary. The resulting need for mainstream IT, Web based skills in addition to traditional library-specific technologies is expanding the role of the Systems Librarians and offering a new world of possibilities.

Robredo and Cunha (1997) emphasized training of information managers should be based on their professional profiles. Further more attention is needed on Managerial issues in information professionals’ education. In their article, they also highlighted the training issues of information professionals in developing countries.

Rodwell (2001) discusses “whether a reference librarian needs a good subject background to provide a quality service or can rely upon generic professional
skills is an old debate. However it is sharpened once again by the emerging changes in reference services in the digital environment, in particular sophisticated end-user access to information resources. Already in recent years, subject expertise, which is not the same as subject knowledge, has been somewhat overshadowed in the recruitment and training of librarians by requirements for advanced technological and other, for example, training skills. However amongst the wide range of skills and knowledge required by current practice in reference and especially for the future roles envisaged for librarians, are an understanding of specific client needs and information sources, which constitutes the traditional strengths of subject specialists”.

Satyanarayana\textsuperscript{81} (1996) opines that our society is becoming increasingly information conscious and information dependent. He states that the LIS educators should adopt a combination of traditional and non-traditional approaches to produce holistic and rational curriculum designs to suit the highly dynamic conditions and the pressing needs of time. Outlined course contents for LIS courses at Bachelors and Masters levels. According to the author competent faculty and good infrastructure such as good library, PCs are essential.

Shoaf\textsuperscript{82} (1996) reports results of a survey of current levels of library staff training and professional development in US libraries prompted by an online discussion group called LIBADMIN-L: a group of over 500 library managers including some with personnel and training responsibilities. The specialized training is needed for different library managers in the sense the training is needed in specific subject discipline handled by their libraries and on information technology applications.

Sinha\textsuperscript{83} (2002) conducted a Questionnaire, personal observation and interview study of librarians working in various Jawahar Navodaya Vidyalayas (JNVs) of Lucknow region. The paper includes role, status, professional competencies and the shortcomings faced by the JNV librarians in their professional development. Besides the status, role of librarians, the professional commitment and competencies for organizing collection and managing library and information services in their
respective JNVs. Some suggestions and recommendations given by the respondents to improve the overall status of libraries and librarians of JNV libraries are examined.

Sipos\textsuperscript{84} (1996) identified training needs of the library professionals working in public libraries and serving young adult users. The author also evaluated different kinds of training programs such as workshops.

Sreenivasulu\textsuperscript{85} (2000) stated that the multimedia nature of the next generation digital libraries requires the Digital Librarians (DLs) to be essentially a type of specialist librarian who has to manage and organize the digital library, handle the specialized tasks of massive digitization, storage, access, digital knowledge mining, digital reference services, electronic information services, search co-ordination and manage the archive and its access. This paper also highlighted the roles and functions of a DL in information retrieval, content delivery, navigation and browsing. It envisaged the professional education and training for digital librarians in the management of digital information systems. It denoted the DLs interface functions, roles skills and competencies for the management of digital information systems in the important areas of imaging technologies, optical character recognition, mark-up languages, cataloguing meta data, multimedia indexing, database technology, user interface design programming and web technology.

Stewart\textsuperscript{86} (1995) describes the training programme for library staff operated by the Health Science Libraries and Information Network which covers the UK Counties. He divided training programme into four major areas, i.e., Management Skills, Information and Librarianship skills, Information Technology skills and Organizational Change.

Sudarshan Rao\textsuperscript{87} (1998) explains the importance of Human Resource Development for effectiveness of Library and Information Centres (LICs). The Sustainable Human Resource Development (SHRD), a recent concept gaining greater awareness and importance in the ever changing environment of LICs because of automation, networking, and other applications of IT. The characteristics and purpose
of SHRD are enumerated. The paper concluded with the suggestions for SHRD in LICs. Emphasis is made on the need for continuous learning and acquiring skills and competencies of the changing environment and to sustain and live up to the expectations of information seekers. The need for continuing education and training programmes is also emphasized.

According to Tanner \(^88\) (2001), the digitization of valued information resources opens up new avenues of access, use and research and is an important aspect in the development of digital libraries. Now librarians have to manage technical projects to disseminate relevant information to the users. Hence to face this challenge, librarians need practical skills and vision to implement such projects successfully. The paper described the range of skills needed and how these may be developed for managing and running digitization projects.

In their paper, Todd and Tedd \(^89\) (2000) stated that life long learning and opportunities in the UK through initiatives such as National Grid for Learning and University for Industry are being involved in the process of providing Information and Communication Technology (ICT) training courses for life long learners. In Belfast Public Libraries, partnerships have been made with other organizations involved in running training courses in ICT. A pilot scheme has involved people coming to the library for courses such as Computer Literacy and Information Technology (CLIT) and European Computer Driving License (ECDL). Preliminary results of these projects are described in this paper.

Trzebiatowski \(^90\) (1998) described the library staff training programme undertaken by the Library/Media Services department of Allina Health System, a large, non-profit, integrated health system in Minnesota. Training was focused on the rapid development of information technology taking place and expected to take place in the near future.

Tucker \(^91\) (2004) developed a model for a library staff training program for business reference. The program identified core business reference competencies for
library staff and use performance measure standards to meet Reference and User Services Association guidelines. Provides a Training Program that offers insight into the information seeking habits of business students, general knowledge of the business discipline and assistance in identifying appropriate library resources. It covered all aspects of establishing a training program including planning, implementation and assessment. Effective training programs covering business and other disciplines provide library staff with an opportunity for professional development and give the library an avenue to improve the quality of reference assistance.

Urquhart and Others (2005) conducted a project which aim of was to provide an overview of current training provision and Continuing Professional Development (CPD) needs of NHS library staff, professional and paraprofessional. The project was largely conducted through desk research, with two workshops held to elicit views on training priorities and formats of training. The objectives were to: Synthesise lessons learned from previous training needs analyses, Identify what worked, and what best practice might be, Identify current and future needs. Key messages Future training needs analyses Future training needs analyses for healthcare library staff should: Be based on the Knowledge and Skills Framework as a competency framework, but with a vision similar to that of the Special Libraries Association (USA). Use a variety of methods informal focus groups or workshops to encourage interest in training, with more objective methods to identify the type of learning and skills actually required, and the appropriate level. Training provision Formal training provision should: Offer variety e-learning needs to be complemented by national and local provision of face-to-face training. Exploit opportunities for cross-sector training within the library and information sector, Allow the trainee to build on existing skills and competencies more explicit scaffolding is required, rather than the 'quick fix', Be accredited if possible Training priorities. The training priorities for health library staff are: Research and information retrieval skills for more advanced, specialist practitioners, Technical and knowledge management skills for those involved in intranets and outreach activities, Leadership and strategic management skills for the managers, More specific, specialist training for some paraprofessionals Getting skills into
practice Getting skills into practice requires: Mentoring schemes with trained mentors, with more opportunities for health library staff to team up with those working in patient information services, Coaching schemes for the leadership skills required, with more opportunities for health librarians to team up with health professionals, More emphasis on action learning, and reflection on learning, to support organizational learning as well as personal learning. More emphasis on capability, rather than just demonstration of competence NLH initiatives. As general awareness of the CILIP framework and UKCHiP activities was limited, the NLH might: Provide briefings on the pros and cons of the CILIP framework, and UKCHiP for library staff. The workshops confirmed considerable interest in knowledge management initiatives in the NHS, but also some confusion about the way library staff could make useful contributions and plan for the future. The NLH might: Identify examples of good knowledge management practice, Disseminate good practice through workshops. There is some concern that higher education is not aware of practitioner concerns, particularly as the health sector has particular requirements. To move forward on accreditation it would be useful to organize: Workshop(s) on accreditation of training programmes for health librarians, with HE representation from Library/Information Studies departments, and health informatics programmes.

Vaagan93 (2003) identified the need for value-based skills training. As the LIS field is being restructured worldwide, a survey of key institutions and relevant literature confirms that ethics and its information age derivative “info-ethics” are becoming important components of LIS research and teaching. LIS Scholars and educators need to train students in value-based skills appropriate for many information age challenges. In Europe LIS research and teaching will in addition need to adapt to the converging forces of the Bologna Agreement’s “European Higher Education Area”.

Val King94 (2003) described an innovative programme designed to learn or improve skills- the Sharing Museum Skills Award – which was later extended to the archives and libraries sector. Funding was made available for the paid staff or
volunteers. Benefits were gained by the library professionals, their host organization and mentors and the community.

Walton and others\(^9^{5}\) (1995) conducted a survey to assess the professional competencies and training needs required to provide quality service in the electronic environment. The shift towards electronic information provision away from traditional print-based information provision has profound implications for library staff. They take on an increasingly instructional, guiding and advisory role and they rapidly need to acquire technical skills from fundamental knowledge. The present study is the results of a Questionnaire survey on 6 UK Universities on the training needs of the library environment. It reveals that the staff training and development as a priority need in all institutions with developing IT skills, for being able to navigate the Internet and managing change.

Ward\(^9^{6}\) (2003) explained the importance of and benefits from attendance at Conferences and their contribution to Networking and Professional Development. The paper highlighted on the factors that make for a good experience from Conferences.

A study was undertaken by Weise and others\(^9^{7}\) (2001) to determine how medical library professionals performing information technology roles are compensated and how their positions are designed compared to information technology staff in their institutions. Approximately 550 medical library directors in hospital and academic libraries were surveyed. The study also covered the skills of the library professionals relative to IT professionals. It was found from the survey that there is a gap in compensation between medical library professionals and IT professionals performing similar functions and having similar skills using information technology. IT professionals are getting more compensation than library professionals.

Womboh\(^9^{8}\) (1999) stated on education and training for subject specialization in agricultural university libraries in Nigeria. The publication traces the poor
agricultural production situation in Nigeria, which gave rise to food insecurity, forcing the Government to take various measures to contain the resultant food scarcity. One of these measures was the establishment of Universities of Agriculture (Uni-Agrics) with the specific mission to transform agriculture through training, research and extension in order to boost food production. After giving a brief history of the education and training of librarians in Nigeria, the author submits that such training is not suitable for prospective subject agricultural librarians. This situation has resulted in the acute dearth of such librarians, giving rise to an unhealthy state of affairs, whereby non-specialized librarians are currently employed. A blue print for the education and training of subject agricultural librarians is therefore given.

According to Woodsworth\textsuperscript{99} (1997), the roles of the librarians must be defined within the context of a global digital information infrastructure and not just a library with four walls. The author explained the various competences and skills needed by different library professionals such as reference librarian, manuscript cataloguer, library instructor etc.

According Xantinidou and Others\textsuperscript{100} (2003), the rapid changes in the Greek Library scene in the last decade and the need for Librarians to work in a more complex and demanding environment create responsibilities for library schools to design and implement new programmes, adopting a new learning theory. A literature review indicated constructivism as a theory that could be used to create a new educational environment that will allow student centred and collaborative learning and facilitate interaction. In order to identify the competencies and skills required of Library Managers as perceived by practitioners, the author conducted a survey. The population of the Survey was the Staff of Greek Libraries, the data collection method was a Census and the instrument was a structured Questionnaire. Descriptive Statistics, as well as ANOVA one way, Pearson’s parametric correlation and multiple regressions were run to determine the present and needed managerial competencies and skills of Greek Librarians.
3.3 References:


