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COMPETENCY DEFINITION FOR IRANIAN LIBRARY AND INFORMATION PROFESSIONALS IN PUBLIC LIBRARIES

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Abstract- The aim of this study is to investigate competency requirements of Iranian public librarians in library educational departments and working places. A group of 72 people from public libraries answered to questions. Questions cover all areas of library performances. The results show that the traditional competencies such as cataloging, management of collections, information resources and acquisition tools are still important for public librarians. However, the generic knowledge and skills of information services were recommended by respondents.

Keywords: Public Libraries, Iran, Librarians, Competencies, Library Department.

INTRODUCTION

Change, especially the technological one, is the most important concept that librarians and information workers are faced with and warned about. Technological changes along with economic and cultural changes are now very fundamental and dynamic and they may lead to the formation of new form of information organizations such as electronic libraries, digital libraries, virtual libraries, etc [4]. The new powerful forces let writers such as Ojala [3] to impose a real question on all librarians, especially library employers that "If you hire a librarian today, what do you look for?"

To answer this question, we need to know the requirements of the working place and expectations of library employers which will vary from place to place and from one working condition to another. We should also know the type of tasks which are included in job descriptions of librarians in the new environment. These kinds of requirements lead us to carry out studies on the types of competencies which Iranian public librarians should have. The review of literature carried out to a full extent by writers including Lois Buttlar and Rosemary Du Mont [1] and Rehman [4] shows that the expected competencies depend on conditions of librarianship in a country. The present study is carried out to define and validate competencies for Iranian professional public librarians. This study tries to help managers to prepare job descriptions for public librarians as well as educational programs to train them in schools of library and information sciences.

PURPOSE OF THE STUDY

The first library department with the aim of training professional librarians (with a Master's degree) was set up in 1966. After that time, many library departments most of which changed their names to library and information science departments were established with courses at undergraduate, Master's and doctoral levels. The undergraduate courses trained librarians for all kinds of libraries but the Masters course gives the opportunity to students to choose among its four areas of specialization including public librarianship. However, the intakes of public libraries from the graduates of the Master's courses are not high.

We have always been faced with the conventional complaints from library employers that the graduates of library courses lack the needed knowledge and skills which are required in work places. These arguments led the present author to study competencies the public librarians should have and investigate library educators and library managers' attitudes about them. This study aims to provide a framework upon which library departments can formulate effective educational programs for professional librarians and library administrators can prepare real job descriptions for their employees.

REVIEW OF THE LITERATURE

Research reports were reviewed to find definitions for competency, what areas it covers and what items are included, especially with regard to changes in information technology and their impacts on librarians' work environment. In her study for competencies of the special library managers, Ojala [3] states that if the future libraries become the so called virtual libraries or libraries without walls, they should offer library services online. She introduced Cybrarian instead of librarian to manage this kind of libraries who should have competencies which are significantly different from competencies of a librarian.

Unlike other researchers, Woodsworth and Lester [6] tried to define areas of responsibilities in a model research library. They thought that it would be easy to prepare educational program for training librarians to work in this environment. The educational program besides knowledge should train graduates who have evaluative, synthesizing and analytical skills in the areas which are very different from areas of traditional libraries. The areas that have the top five priorities are: the total information environment, information-seeking behavior, decision-making processes, planning process and interpersonal and group dynamics. These findings are supported by the study done by Robins and Licona stated in Buttlar and Du Mount [1], on the needs of library education in the twenty-first century. They stated that in addition to professional knowledge and the core traditional skills, future librarians need "flexibility; life-long

learning; people skills; technological and business skills".

Buttlar and Du Mont [1] carried out a study to investigate the attitudes of library school alumni towards various competencies which are worth to be included in the educational programs in library schools. They presented a list of fifty-five competencies to their respondents who were from different library environments. The outcome showed that five competencies, three of them from the traditional environment had ranked as essential including: "knowledge of sources, collection management skills, reference interview, communication in writing and the ability to apply critical thinking skills to library problems."

Rehman, Majid and Abu Baker [5] performed a study on competencies of professional librarians in Malaysia, a developing country. They presumed that the new information technology affected the knowledge and skills needed by entry-level librarians in Malaysia. A set of competencies revised by the research group covering six operational areas (general, collection development, cataloging, circulation, information services and serials) was given to Malaysian leading professional librarians for evaluation. Findings showed that respondents put distinct priorities on competencies which were related to "information dynamics, information technology applications understanding of organizational environment and mission and management capabilities".

Literature review shows that competencies of professional librarians are highly affected by new information technology and information seeking behavior of users. Although the work environment for librarians has changed and demands new knowledge and skills, there are still some factors that remain from the traditional work place. Miriam Tees [2] stated that "Knowledge and skill areas rated as essential or very useful … included knowledge of basic reference sources, ability to communicate orally and write well, conducting a reference interview and developing a search strategy."

METHODOLOGY

This study used a survey as its research method. To define what competency is and provide a list of required competencies, a thorough study has been done. Buttlar and Du Mont [1] according to a general consensus assert that competency constitutes three components which are knowledge, skills and attitudes. This definition is used as a general guideline. The list of competencies provided by Rehman et al [5] was adopted with some modifications because it was designed and evaluated in a developing country similar to ours. The list was translated into Persian and to prove its face validity, it was given to a group of educators in the Department of Library and Information Science and School of Education and Psychology of Shiraz University. According to the suggestions received from this group, the necessary corrections were implemented.

A Questionnaire consisting of two parts, demographic information and a list of

competencies was formulated. The demographic part consisted of 10 questions and the list of competencies included 93 statements. To measure the desirability of each statement, a scale from 1 to 5 (not necessary to completely necessary) was used. To measure the reliability of the research tool, a test and re-test were done which showed high correlation rates for all components. Although there were 1304 public libraries in 2000, there was a small number of qualified librarians.[2] The Questionnaires were submitted to a group of 72 public library managers and librarians (who had at least an undergraduate or Master's degree in Library Science) throughout the country.

RESULTS

Regarding general knowledge, the highest scores were related to collection and related resources, automation capabilities and requirements for cataloging, circulation, and serials, functioning of different departments and their relationships, job responsibilities and working conditions, (with the means of 4.62, 4.52, 4.43, 4.38) respectively. The respondents in contrast gave the lowest scores to competencies such as statistical analysis, interpretation and presentation (mean score: 3.26), Definition, structure, formats and dynamics of information (mean score: 3.45) and Management in areas such as organizing, marketing, public relations, budgeting and cost analysis and evaluation of resources and services (mean score: 3.5) (see Table 1).

In the area of general skills, use of computer and other information technologies in library operations and services (mean score: 4.65), organization of materials (mean score: 4.41), time management (mean score: 4.25) and working in team are regarded as the most required general skills for public librarians. The general skills received the least attention of subjects of the study, were policy and procedure formulation (mean score: 3.38), planning and decision making, problem solving, developing programs, budget preparation (mean score: 3.5), data gathering, analysis and use of management information (mean score: 3.54) respectively (see Table 1).

To study the attitudes of the subjects of the study, seventeen statements were given to them. The results showed that the statements of having initiative and foresight (mean score: 4.94), being responsible (mean score: 4.74), being patient (4.66) and being motivated (mean score: 4.62) have the highest mean scores respectively. The attitudes of lowest importance were being informed of political, social, cultural and technical events (mean score: 4.05), having positive attitudes toward changes (mean score: 4.06) and being realistic (mean score: 4.38) respectively (see Table 1).

At the operational levels including cataloging, circulation, information services, collection development and serials, a number of statements related to the required knowledge and skills were given to respondents. The results are as follows:

CATALOGING

Four statements as the generic knowledge and three statements as the generic skills which are needed for work in the cataloging department were given to participants. Knowledge of cataloging principles, rules, tools (mean score: 4.70) and knowledge of cataloging methods, techniques and products (mean score: 4.56) were recognized as the most required cataloging knowledge. The participants gave the lowest score to the generic knowledge of systems and instruments for cooperative cataloging (mean score: 3.81). The statements of application of cataloging rules (mean score: 4.70) and information analysis of documents (mean score: 4.27) which were given to the participants as the generic cataloging skills were evaluated as the most and the least required skills, respectively (see Table 1).

CIRCULATION

Six statements as the required generic knowledge were given to respondents. They evaluated collection management operations including stack arrangement, use of data and applications, weeding, binding and preservation insurance of library resources and facilities, provisions and applications with the mean scores of 4.38 and 4.08 as the most needed competencies for public librarians, respectively. However, the participants evaluated statements such as access service policies and procedures, interlending philosophy, approaches, systems, tools and services with mean scores of 3.93 and 3.98 as the least required competencies for this group of librarians, respectively. The participants also evaluated three statements as the generic skills in the circulation department. The results showed that some skills such as skill of promoting use of access services and skill of managing stacks to ensure prompt retrieval with minor differences were suggested as the most required competencies to work in the circulation department (see Table 1).

INFORMATION SERVICES

In this area, eight statements as the generic knowledge were given to the subjects of the study for evaluation. The results showed that knowledge of information resources in the primary subject areas of the users (mean score: 4.25), knowledge of user community and its information services (mean score: 4.21) and knowledge of specialized information services like SDI, vertical file, content page, referral and other services (mean score: 4.08) were regarded as the most needed competencies for public librarians, respectively. Competencies such as knowledge of information service philosophy, scope, extent, strategies and priorities of the library with a mean of 3.73 and knowledge of user education programs with a mean of 3.75 were ranked at the lowest levels (see

Table 1). To study the skills needed to carry out information work, 11 statements were submitted to participants and the results showed that competencies such as public relations and communication skills, use of tools to search information and user community and its information needs with mean scores, 4.29, 4.25 and 4.23 had the highest mean scores, respectively. The participants ranked information services skills such as developing policies and procedures for information services (mean score: 3.62), conducting user education programs (mean score: 3.72) and developing policies and procedures for information services (mean score: 3.76) at the lowest levels, respectively (see Table 1).

COLLECTION DEVELOPMENT

Seven statements as the required knowledge to perform jobs in collection development department were given to participants. The mean scores showed that competency such as knowledge of acquisition tools and sources of bibliographic information (mean score: 4.20), knowledge of users, their characteristics and interests, their information needs and behaviors (mean score: 4.15), knowledge of acquisition tools and sources of bibliographic information, acquisition methods and procedures (mean score: 3.97) had the highest ranks among other factors respectively (see Table 1). To the participants the skill of acquisition methods and tools and their applications with mean score of 3.97 had priority over the skill of the use of acquisition management data for policy development and decision making with a mean score of 3.79 (see Table 1).

SERIALS

In this area, one statement as the required knowledge and three statements as needed skills were presented to the subjects of the study. Comparison of mean scores showed that participants were more concerned with skills needed than the required knowledge. The respondents recognized skill of reviewing bibliographic sources and user requests for selection decisions (mean score: 3.79) more important than other skills like those of serial management operations (subscribing, claiming, binding and preservation, record keeping services, etc.), applications of policies, tools (mean score: 3.75) and skill of monitoring fund allocation and utilization (mean score: 3.65) (see Table 1).

DISCUSSION

The highest score of collection and related resources as a generic knowledge shows that this aspect of traditional librarianship is still important for public librarians. This result shows that although public libraries are in a state of change, print material is still dominant in the collection of these libraries. However, computer capabilities and

requirements for cataloging, circulation and serials are recognized as a generic knowledge for public librarians. This means that public libraries are in the process of change from traditional to electronic environment. The participants were also concerned about knowledge of other departments. This indicates that librarians should be aware of the opportunities which are available in other departments. They need this kind of knowledge for successful delivery of information services. A disappointing point is the lowest values given to generic knowledge of statistical analysis, interpretation and presentation. In addition, the knowledge of management to administer to different departments and to carry out managerial functions is also not recognized as important. These kinds of results show the type of administration in Iranian public libraries which is more important than any other thing concerned with routine functions of public libraries. The managerial positions are not very competitive and are not based on a merit system.

The importance which is given to computer skill and other information technology shows the changing nature of public libraries. Public libraries are involving with the process of computerization of internal activities. As a result, librarians should have a good skill of using computer. Although cataloging is a basic skill from traditional environment, it is still regarded as very important generic skill. It shows that public librarians should still learn how to do original and copy cataloging. Time management is regarded as an important skill for public librarians. Therefore, educational programs should teach the importance of time management and techniques of controlling time in different library operations. However, as noticed in the discussion of generic knowledge, managerial skills such as planning, decision making, controlling and budgeting are not regarded as important skills for public librarians. This is because public libraries are very small and with very limited library services. In order to change the nature of public libraries and implement computerization programs, we need to know managerial skills such as planning, staffing, budgeting and evaluation.

At the operational levels, the generic knowledge and skills from the traditional environment such as cataloging and circulation are regarded very important and valuable. The knowledge and skills related to original cataloging are evaluated as important. The low score of shared and cooperative cataloging and use of cataloging utilities and systems indicate that public libraries are isolated. Some new idea like networking and use of cataloging products are still very new to them. The respondents show similar attitudes towards generic knowledge and skills of circulation. Management of stacks and preservation of library collections which are concepts of traditional environment gained high scores. Lack of networking among public libraries hindered the development of concepts such as interlibrary loan and access to databases and other library collections. However, these new concepts should be introduced to students through library education courses.

In the area of information services, the competencies related to the users such as

knowledge and skills of information resources related to their needs and knowledge of user community received higher values. Knowledge of advanced information services such as SDI, content page and referral services are suggested as important competencies for public librarians. These competencies which have new ideas of information services like SDI and referral services should be included in the educational program of public librarians.

In the area of collection development and serials, the competencies related to traditional environment such as knowledge and skills of acquisition tools and sources of bibliographic information are recognized as important generic knowledge and skills which public librarians should have.

CONCLUSIONS

This study concluded that despite the changing nature of public libraries in Iran, the competencies suggested for public librarians still came from traditional libraries. Competencies such as generic knowledge and skill of cataloging, management of collections, information resources and acquisition tools recognized as important and necessary. Public libraries began to automate their internal activities. As a result, librarians should have good computer knowledge and be able to use computer properly in their work. Although there was no networking among public libraries, the generic knowledge and skills of information services such as SDI, referral services and content page were recommended. The surprising point was managerial competencies which were highly needed for changing the status quo but were neglected by participants. These were the main points raised by this study which educational programs and library employees could be benefited from them.

Table 1: Frequency of Competencies According to Respondents in Public Libraries.

No.	General Knowledge Statements	Frequency & Percent	Not Necessary	Satisfactory	Relatively Necessary	Necessary	Highly Necessary	Mean
1	Organizational structure and the role of information services in it	Frequency		4	10	30	28	4.13
		Percent		5.6	13.9	41.7	38.9	
2	Collection and related resources	Frequency			4	19	49	4.62
		Percent			5.6	26.4	68.1	
3	Mission, goals, and objectives of the organization served in relation to the national development policies	Frequency		3	12	34	23	4.06
		Percent		4.2	16.7	47.2	31.9	
4	Standards, policies and procedures affecting library and information services	Frequency		7	5	31	29	4.13
		Percent		9.7	6.9	43.2	40.3	
5	Automation capabilities and requirements for cataloging, circulation, acquisition, and serials	Frequency		1	5	21	45	4.52
		Percent		1.4	6.9	29.2	62.5	
6	Job responsibilities and working conditions	Frequency	2		5	26	39	4.38
		Percent	2.8		6.9	36.1	54.2	
7	Available and emerging information technologies and their applications in information work	Frequency	3	5	12	24	28	3.95
		Percent	4.2	6.9	16.7	33.3	38.9	
8	Impact of information technology on libraries	Frequency		7	9	33	23	4
		Percent		9.7	12.5	45.8	31.9	
9	Current developments and research related to library and information services	Frequency		7	6	35	24	4.05
		Percent		9.7	8.3	48.6	33.3	
10	Definition, structure, formats, and dynamics of information	Frequency	3	14	15	27	13	3.45
		Percent	4.2	19.4	20.8	37.5	18.1	
11	Functioning of different departments and their relationships	Frequency		1	7	24	40	4.43
		Percent		1.4	9.7	33.3	55.6	
12	Physical and manpower resources available within the library	Frequency		3	10	23	36	4.27
		Percent		4.2	13.9	31.9	50	
13	Institutional environment and the factors causing change	Frequency	1	7	21	26	17	3.75
		Percent	1.4	9.7	29.2	36.1	23.6	
14	Management in areas such as planning and decision making in solving problems	Frequency	2	5	19	25	21	3.80
		Percent	2.8	6.9	26.4	34.7	29.2	
15	Management in areas such as organizing, marketing, public relations, budgeting and cost analysis and evaluation of resources and services	Frequency	2	11	21	25	13	3.5
		Percent	2.8	15.3	29.2	34.7	18.1	
16	Statistical analysis, interpretation, and presentation	Frequency	2	15	24	24	7	3.26
		Percent	2.8	20.8	33.3	33.3	9.7	

No.	General skills: Statements:	Frequency & Percent	Not Necessary	Satisfactory	Relatively Necessary	Necessary	Highly Necessary	Mean
1	Organization of materials	Frequency		3	5	23	41	4.41
		Percent		4.2	6.9	31.9	56.9	
2	Use of computer and other information technologies in library operations and services	Frequency		2		19	51	4.65
		Percent		2.8		26.4	70.8	
3	Working in teams	Frequency		2	6	41	23	4.18
		Percent		2.8	8.3	56.9	31.9	
4	Time management	Frequency	2	4	13	34	19	4.25
		Percent	2.8	5.6	18.1	47.2	26.4	
5	Supervision, assigning, organizing, monitoring, directing, appraising, reporting	Frequency	1	4	23	24	20	3.80
		Percent	1.4	5.6	31.9	33.3	27.8	
6	Applying methods of measurement and evaluation in library and information services	Frequency	3	4	22	25	18	3.70
		Percent	4.2	5.6	30.6	34.7	25	
7	Planning and decision making, problem solving, developing programs, budget preparation, and fiscal management	Frequency	2	10	24	22	14	3.50
		Percent	2.8	13.9	33.3	30.6	19.4	
8	Use of computer in house – keeping operations, word processing, graphics, spreadsheets,etc	Frequency		7	10	19	36	4.16
		Percent		9.7	13.9	26.4	50	
9	Data gathering, analysis and use of management information	Frequency	1	7	29	22	13	3.54
		Percent	1.4	9.7	40.3	30.6	18.1	
10	Information manipulation and repackaging	Frequency		4	27	26	15	3.72
		Percent		5.6	37.5	36.1	20.8	
11	Database design, development and maintenance	Frequency	2	3	18	35	14	4.02
		Percent	2.8	4.2	25	48.6	19.4	
12	Policy and procedure formulation	Frequency	2	10	27	24	9	3.38
		Percent	2.8	13.9	37.5	33.3	12.5	

No.	Attitudes: Statements:	Frequency & Percent	Not Necessary	Satisfactory	Relatively Necessary	Necessary	Highly Necessary	Mean
1	Being realistic	Frequency		4	3	26	39	4.38
		Percent		5.6	4.2	36.1	54.2	
2	Being Tactful and prudent	Frequency	1	2	3	21	45	4.48
		Percent	1.4	2.8	4.2	29.2	62.5	
3	Having initiative and foresight	Frequency		4	5	22	41	4.94
		Percent		5.6	6.9	30.6	56.9	
4	Being informed about work-place	Frequency		1	3	24	44	4.54
		Percent		1.4	4.2	33.3	61.1	
5	Being motivated	Frequency		3		18	51	4.62
		Percent		4.2		25	70.8	
6	Being dynamic	Frequency		2	2	26	42	4.50
		Percent		2.8	2.8	36.1	58.3	
7	Being patient	Frequency			2	20	50	4.66
		Percent			2.8	27.8	69.4	
8	Self-sacrificing	Frequency		1	4	26	41	4.48
		percent		1.4	5.6	36.1	56.9	
9	Being informed of political, social, cultural and technical events	Frequency		4	10	36	22	4.05
		Percent		5.6	13.9	50	30.6	

No.		Frequency & Percent	Not Necessary	Satisfactory	Relatively Necessary	Necessary	Highly Necessary	Mean
10	Having professional loyalty	Frequency			3	24	45	4.58
		Percent			4.2	33.3	62.5	
11	Awareness	Frequency		1	4	17	50	4.61
		Percent		1.4	5.6	23.6	69.4	
12	Having tendency to help and cooperate with others	Frequency		1	3	21	47	4.58
		Percent		1.4	4.2	29.2	65.3	
13	Stability in decision making	Frequency		2	5	24	41	4.44
		Percent		2.8	6.9	33.3	56.9	
14	Having flexibility	Frequency	1		3	26	42	4.50
		Percent	1.4		4.2	36.1	58.3	
15	Having tendency for learning	Frequency		3	1	22	46	4.54
		Percent		4.2	1.4	30.6	63.9	
16	Having positive attitudes toward changes	Frequency	3	1	8	36	24	4.06
		Percent	4.2	1.4	11.1	50	33.3	
17	Being responsible	Frequency	1		1	14	56	4.72
		Percent	1.4		1.4	19.4	77.8	

No.	Cataloging-Knowledge Statements:	Frequency & Percent	Not Necessary	Satisfactory	Relatively Necessary	Necessary	Highly Necessary	Mean
1	Cataloging principles, rules, and tools	Frequency			4	13	55	4.70
		Percent			5.6	18.1	76.4	
2	Cataloging methods, techniques and products	Frequency		1	5	18	48	4.56
		Percent		1.4	6.8	25	66.7	
3	Philosophy, systems and strategies of information organization and retrieval	Frequency	1	2	10	29	30	4.18
		Percent	1.4	2.8	13.9	40.3	41.7	
4	Systems and instruments for cooperative cataloging	Frequency	2	6	15	29	20	3.81
		Percent	2.8	8.3	20.8	40.3	27.8	

No.	Cataloging - Skills Statements:	Frequency & Percent	Not Necessary	Satisfactory	Relatively Necessary	Necessary	Highly Necessary	Mean
1	Application of cataloging rules	Frequency			3	15	54	4.70
		Percent			4.2	20.8	75	
2	Information analysis of documents	Frequency		3	8	27	34	4.27
		Percent		4.2	11.1	37.5	47.2	
3	Use of bibliographic utilities and their products	Frequency			5	34	33	4.38
		Percent			6.9	47.2	45.8	

No.	Circulation-Knowledge Statements:	Frequency & Percent	Not Necessary	Satisfactory	Relatively Necessary	Necessary	Highly Necessary	Mean
1	Circulation control system capabilities and requirements	Frequency		3	14	35	20	4
		Percent		4.2	19.4	48.6	27.8	
2	Scope and dimensions of access services	Frequency	1	3	14	31	23	4
		Percent	1.4	4.2	19.4	43.1	31.9	
3	Access service policies and procedures	Frequency		6	14	31	21	3.93
		Percent		8.3	19.4	43.1	29.2	
4	Collection management operations including stack arrangement, use data and applications, weeding, binding and preservation	Frequency	1	2	6	22	41	4.38
		Percent	1.4	2.8	8.3	30.6	56.9	
5	Interlending philosophy, approaches, systems, tools, and services	Frequency		6	13	29	24	3.98
		Percent		8.3	18.1	40.3	33.3	
6	Insurance of library resources and facilities, provisions and applications	Frequency		4	11	32	25	4.08
		Percent		5.6	15.3	44.4	34.7	

No.	Circulation - Skills Statements:	Frequency & Percent	Not Necessary	Satisfactory	Relatively Necessary	Necessary	Highly Necessary	Mean
1	Managing stacks to ensure prompt retrieval	Frequency			13	20	39	4.36
		Percent			18.1	27.8	54.2	
2	Promoting use of access services	Frequency	1		11	26	34	4.27
		Percent	1.4		15.3	36.1	47.2	
3	Ensuring safety of resources	Frequency		4	10	28	30	4.16
		Percent		5.6	13.9	38.9	41.7	

No.	Information services – Knowledge Statements:	Frequency & Percent	Not Necessary	Satisfactory	Relatively Necessary	Necessary	Highly Necessary	Mean
1	Search strategy, information systems and searching tools using manual, machine readable and emerging technologies	Frequency	2	3	13	27	27	4.02
		Percent	2.8	4.3	18.1	37.5	37.5	
2	Information resources in the primary subject areas of the users	Frequency		2	9	30	31	4.25
		Percent		2.8	12.5	41.7	43.1	
3	User community and its information services	Frequency		2	8	30	32	4.21
		Percent		2.8	11.1	41.7	44.4	
4	Promotional strategies for information services	Frequency	1	2	16	30	23	4
		Percent	1.4	2.8	22.2	41.7	31.9	
5	Specialized information services like SDI, vertical file, content page, referral and other services	Frequency		4	13	28	27	4.08
		Percent		5.6	18.1	38.9	37.5	
6	Information service philosophy, scope, extent, strategies and priorities of the library	Frequency	2	9	15	26	20	3.73
		Percent	2.8	12.5	20.8	36.1	27.8	
7	User education programs	Frequency		9	15	33	15	3.75
		Percent		12.5	20.8	45.8	20.8	
8	Information systems and resource-sharing networks affecting public services	Frequency	1	7	16	23	25	3.87
		Percent	1.4	9.7	22.2	31.9	34.7	

No.	Information services – Skills Statements:	Frequency & Percent	Not Necessary	Satisfactory	Relatively Necessary	Necessary	Highly Necessary	Mean
1	Use of tools for searching information	Frequency		3	8	29	32	4.25
		Percent		4.2	11.1	40.3	44.4	
2	Literature searching, manual and electronic	Frequency		4	10	28	30	4.16
		Percent		5.6	13.9	38.9	41.7	
3	User community and its information needs	Frequency		2	13	23	34	4.23
		Percent		2.8	18.1	31.9	47.2	
4	Public relations and communication skills	Frequency		6	5	23	38	4.29
		Percent		8.3	6.9	31.9	52.8	
5	Development, management, and maintenance of automation facilities for information services	Frequency		5	12	28	27	4.06
		Percent		6.9	16.7	38.9	37.5	
6	Conducting user education programs	Frequency	3	5	18	29	17	3.72
		Percent	4.2	6.9	25	40.3	23.6	

No.		Frequency & Percent						Mean
7	Developing and maintaining specialized resources like vertical files, in-house indexes, etc	Frequency		4	20	24	24	3.94
		Percent		5.6	27.8	33.3	33.3	
8	Preparing information access guides, pathfinders ,etc	Frequency	1	4	16	31	20	3.90
		Percent	1.4	5.6	22.2	43.1	27.5	
9	Use of management data for policy development and decision making	Frequency	1	8	21	27	15	3.62
		Percent	1.4	11.1	29.2	37.5	20.8	
10	Promoting use of information services	Frequency	1	4	17	33	17	3.84
		Percent	1.4	5.6	23.6	45.8	23.6	
11	Developing policies and procedures for information services	Frequency		7	20	28	17	3.76
		Percent		9.7	27.8	38.9	23.6	

No.	Collection development – Knowledge Statements:	Frequency & Percent	Not Necessary	Satisfactory	Relatively Necessary	Necessary	Highly Necessary	Mean
1	Developing collection development policies and their implementation	Frequency	2	3	15	31	21	3.91
		Percent	2.8	4.2	20.8	43.1	29.2	
2	Acquisition methods and procedures	Frequency	1	1	19	29	22	3.97
		Percent	1.4	1.4	26.4	40.3	30.6	
3	Acquisition tools and sources of bibliographic information	Frequency			14	29	29	4.20
		Percent			19.4	40.3	40.3	
4	Users, their characteristics and interests, and their information needs and behaviors	Frequency	1	3	11	26	31	4.15
		Percent	1.4	4.2	15.2	36.1	43.1	
5	Vendor systems and services and assessment of their capabilities	Frequency		3	28	23	18	3.77
		Percent		4.2	38.9	31.8	25	
6	Developing and maintaining active liaison with users	Frequency		3	18	30	21	3.95
		Percent		4.2	25	41.7	29.2	
7	Publishing industry, international, national and sectoral	Frequency	2	9	21	22	18	3.62
		Percent	2.8	12.5	29.2	30.6	25	

No.	Collection development – Skills Statements:	Frequency & Percent	Not Necessary	Satisfactory	Relatively Necessary	Necessary	Highly Necessary	Mean
1	Acquisition methods and tools and their applications	Frequency	1	7	9	31	24	3.97
		Percent	1.4	9.7	12.5	43.1	33.3	
2	Use of acquisition management data for policy development and decision making	Frequency	1	4	23	25	19	3.79
		Percent	1.4	5.6	31.9	34.7	26.4	

No.	Serials – Knowledge Statements:	Frequency & Percent	Not Necessary	Satisfactory	Relatively Necessary	Necessary	Highly Necessary	Mean
1	Serial management functions; range of operations, methods, tools, services and products	Frequency	1	9	23	22	17	3.62
		Percent	1.4	12.5	31.9	30.6	23.6	

No.	Serials – Skills Statements:	Frequency & Percent	Not Necessary	Satisfactory	Relatively Necessary	Necessary	Highly Necessary	Mean
1	Serial management operations (subscribing, claiming, binding and preservation, record keeping services, etc) applications of policies, tools	Frequency	4	4	20	22	22	3.75
		Percent	5.6	5.6	27.8	30.6	30.6	
2	Monitoring fund allocation and utilization	Frequency	4	3	23	26	16	3.65
		Percent	5.6	4.2	31.9	36.1	22.2	
3	Reviewing bibliographic sources and user requests for selection decisions	Frequency	3	2	20	29	18	3.79
		Percent	4.2	2.8	27.9	40.3	25	

* The total of percents in most cases because of missing system in the SPSS package is not equal to 100.

ENDNOTES

1. Assistant Professor in the Department of Library and Information Science, Shiraz University.

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