DEVELOPING A LOCAL MODEL OF COMPETENCY EVALUATION OF INTER INDIVIDUAL SKILLS IN IRANIAN LIBRARIES

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ABSTRACT
In a competitive environment, competency is believed important and engaged as a major success factor in competitive environments by libraries and information centers. One of the most essential competencies for libraries' improvement is inter individual skills. This paper has been conducted to identify local features of competency evaluation of inter individual skills in Iranian libraries in a local model of competency evaluation. The research method is grounded theory including three levels; open coding, axial coding and optional coding to achieve the research model. The research statistical society consists 28 information and epistemology masters of Iran. The data gathering method includes semi-structured interviews to acquire theoretical saturation. Obtained data have been developed after open coding and main categories formation within axial coding in the paradigm model format and discussed and theorized in the phase of local model optional coding for competency evaluation of inter individual skills in Iranian Libraries. The data indicate that the interviewees emphasize some components such as; problem-solving skills, teamwork, benefits of teamwork in libraries, weaknesses of teamwork in libraries, planning and teamwork challenges, communications, adaptability, and effective factors of individual skills such as collection knowledge, audience survey, and diversity component.

Keywords: Competency Evaluation, Competency Evaluation Model, Inter Individual Skills Competency

INTRODUCTION
Information world has been promptly changing and considered a great milestone in civilization history. Libraries as major information resources need to identify the consequences of these changes and develop inter individual skills to be able to employ information and provide desirable service for users .These changes have affected library and information experts' features and skills as well (Haliza, 2012). In a new inter individual skills environment, on the other hand, users' expectations and their information need have become several times as much (Sunders, 2012).

In addition, libraries as service organizations play fundamental and vital role in the process of countries' consistent development thus, it could be claimed that without libraries and information centers, it will be impossible to achieve development. Each library's main target is to satisfy users' information needs, therefore, conducting assessments in these centers to measure their practices seems essential (Mirghafoori and Maki, 2007). Reviewing and evaluating service quality offered by libraries would be considered an inherent practice to recognize the strengths and weaknesses of services, improve them, and eliminate potential deficiencies. Since 1960, evaluating libraries has been considered in western information science studies appraising all types of public, academic, special, and school libraries from various aspects. Libraries and information centers as prominent service organizations have been changing along with communications and information technology development thus, they cannot escape from competition element.

A fierce competition in the field of communications and information could be seen in these institutions putting extreme pressures on libraries and a variety of procedures for librarians' productivity improvement. At the technology age, libraries are supposed to offer optimal functions in production/service scopes. Accelerating acceptance and development of the competence–centered approach and engaging it in libraries' development programs may result from advantages hidden in this approach. Libraries will also benefit from the competencies for some reasons such as; organizational

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precious behaviors and culture transition, effective exercise for all staff, focus on individuals' capacities (rather than their jobs) as a way to acquire competitive excellence and improve team behavior and mutual performance. Competencies relevant to libraries could be seen within providing information resources; information access, technology, management, and using this field of knowledge as a basis of developing library and information service (Special Libraries Association, 2011).

In today's world, localization and localizing are believed absolutely important. This approach will cause advances, if localization involves deliberate use of models, methods, and techniques of development conforming to local society's circumstances along with updating and fortifying native techniques and procedures, that is, linking official knowledge with local knowledge and conditions (Henriout, 1991). What has made the localization issue highlighted recently is to borrow the others' procedures and experiences with no considering difference between communities, cultures or it will not lead to constant development. The models with adaptation to local society, culture, and values can be effective.

As shown in studies, competencies are different in libraries observing various competency indices (Howard, 2004). Thus, each library holds its own competency. On the hand, if competency model formulation of Iranian libraries is in conformity with philosophic bases and national culture and values of a community, goal achievement and efficiencies will be enhanced. It is important, therefore, to develop a local model of competency evaluation in various aspects including inter individual skills in Iranian libraries to reveal the strengths and weaknesses of their competency to provide service for users.

Regarding the issue, the researchers attempt to study and assess the competency in individual skills aspects in Iranian libraries and develop a local model of inter individual skills competency evaluation in the libraries.

The research will respond to the following question:
- What are local features at evaluating inter individual skills competencies in Iranian libraries?

Theoretical Basses and Research Background

Information world has been affected by rapid alternations. We are facing a new chapter of changes. Information era with a huge return point in civilization has come to focus on learning how to access, analyze, accomplish, and assess such information. Like traditional information promoters, librarians need to be aware of the changes concept and develop their managerial/inter individual skills enabling them to use information efficiently and satisfy their organization's information needs. Numerous Librarians meeting inter individual skills of increasing information feel diffident. This matter closely relevant to modern advances seems essential.

Today, we live in a world where information and knowledge may be considered important forces of society formation and required advanced skills.

Librarians must possess appropriate communicative skills; record/maintain skills, instructional skills, information/research skills, evaluation ability of subjects and organizing them. Inter individual and social communications skills help users promote them as a positive reference service.

Surveys suggest that professional librarians exclusively need skills of vocational competencies, management, networking, and team work. Comprehended requirement in these fields may demonstrate library staff's growing independence and team work reliability. In addition, fundamental recognized skills of efficiency in a setting like a library include occupational knowledge, non-verbal communications, negotiations, competency of developing and explaining information, and basic audio skills (Koganuramath and Angadi, 2000).

Due to reviewing former national/international studies, no study of the present title was found. But some papers have nationally/internationally studied a few aspects of library competencies as follows:

International Research Background

Mahmood's study (2002) focuses on identifying Pakistani librarians' competencies. He has studied 150 university elite administrators and librarians to define required competencies for future school librarians in Pakistan. The data indicate that the competencies include information inter individual skills; inter individual relations, and guidance skills. Tanlet (2011) studies the function and importance of inter individual skills. He suggests using language for developing communications, team work, analytical

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thinking, problem – solving, management and planning, teaching and education, adaptability, and vocational principles.

Augustiniene (2013) discusses the role of librarians' competencies to develop educational environment. He recognizes librarians' necessary competencies for educational environment and libraries development through semi-structured interviews with 20 library staff members.

Ullah (2013) studies medical librarians' competencies in Pakistan. He has employed a structured questionnaire and developed 84 competency components covering 8 fields and discussed inter individual skills.

Grgic (2013) studies academic librarians' core competencies in Croatia. The study shows that librarians' competencies in Croatian libraries may be inter individual skills, importance of lifelong learning, and individual skills.

Reviewing the studies reveals that no research has been conducted upon realizing inter individual skills competencies in Iranian Libraries.

RESULTS AND DISCUSSION
Results
The strategy of grounded theory is a type of research methodology used for formulating or developing theories extracted from data through systematic data gathering and analysis. This method, in general, turns achieved data into a set of codes, joint codes into concepts, concepts into categories, and categories into a theory (Danaeifard and Momeni, 2008) in such a way a researcher will extract, code, and category the data relevant to the problem with the context data and finally, develop his theory. The research statistical society consists of 28 information science and epistemology masters and administrators with over 15 years seniority in different types of Iranian Libraries. The interviews would proceed as long as the data could be saturated. The data obtained from the data-based method have developed in three phases.

Phase 1. Open coding
In this phase, primary and secondary coding could be done and explained with the method. In fact, key points and issues stressed by interviewees were drawn from interviews. After that, secondary codes were derived from the primary codes and in the next phase, conceptualization was developed with the secondary codes, finally, categories were formed. In the last phase of open coding, the main division derived from categories formation was extracted.

Following table shows categories and formation of inter individual skills competencies divisions.

Table 1-1: Secondary coding, conceptual codes, and categories of inter individual skills division

Category	Conceptual code	Secondary code	Frequency
Problem-solving skills	Developing brainstorms	Ability of demanding and developing information and opinions	37
		Capability of facilitating group discussions in the library	
		Ability of keeping accurate records, key points of conversations and decisions	
		Ability if observing group's dynamism and observations reports as a part of evaluating the session's efficiency	
		Capability of developing agendas in libraries	
		Ability of setting up and preserving library rules	
		Ability of initiating discussions	
		Ability of summarizing common points and	

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		disagreements	
		Ability of solving structure problems to employ a variety of ideas	
		Ability of offering helps by intermediaries in conflicts in libraries	
		Ability of leading a group	
		Required capabilities to establish focus groups in the library	
		Skills of using brainstorms	
		Depending brainstorm skills on librarians' information, political knowledge and mind fluidity	
		Basic factors of creating brainstorms between librarians:	
		Mind fluidity	
		Solving problems	
		Ability of problem-solving	
		Using brainstorm skills to solve problems in National Library	
		Experiencing new life skills	
		Having the mind fluid	
		Creativity	
		Understanding audience	
		Necessity of brainstorming;	
		Listening to the others	
		Brainstorm skills	
		Clients' circles	
		Accomplishing access/facilitating ways	
		Holding regular sessions in National Library and using the strengths, occupation type, and brainstorm	
		Management and brain storming	
		Organization and human force	
Team Work	Problem Solving	Contribution in projects to achieve library goals	3
		Cooperation along with internal/external limitations to achieve library's mutual goals	
		Identifying conflicts and sharing them in discussions and seeking library solutions	
	Library and staff development	Ability of developing library goals in cooperation with staff	2

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	Developing cooperation relationships of libraries with institutions in and out of the library	
Benefits of team work in the library	Team work; a factor uplifting users using appropriate inter individual procedures such as constructive interactions	11
	Reducing tensions and conflicts between two or more people	
	Supporting team work outcomes	
	Emerging against the others in competitive situations	
	Identifying opportunities by the library staff to improve practices	
	Appropriate relations and conducting practices with teams	
	Checking the others' ideas	
	Accepting /Suggesting help at the certain time	
	Encouraging the library staff to cooperate	
	Managing different developments and their work styles based on the same goals	
Differing inter individual skills in various libraries	Differing inter individual skills in various libraries	7
	Conflicting inter individual competencies in libraries	
	Supporting team work	
	Teamwork; inter individual skills	
	Teamwork; working on a specific goal	
	Cooperation and teamwork	
Academic library	Necessity of team cooperation in academic libraries	1
Effective factors of library teamwork	Effect of promotion on library teamwork	16
	Effect of material/financial factors on cooperation and teamwork	
	Effect of knowledge management on library teamwork	
	Effect of communicative skills on library teamwork	
	Staff's attitude/efficiency; effective factors of teamwork	
	Similarity of operations	
	Interested in teamwork	
	Team staff's agreement to achieve goals	

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		Confidential team practices amongst staff	
		Supporting by team member	
		Teamwork move towards scientific pole	
		Team as a network	
		Making decisions by executive elements; important factor to create teamwork	
		Think tank and decision-maker departments; important factor to create teamwork	
		Teamwork	
		Admitting to each other; important factor to create teamwork	
	Lack of teamwork in single-employee libraries	Lack of teamwork in single-employee libraries	2
		Meaninglessness of teamwork in single-employee libraries	
	Academic library	Possibility of teamwork in an academic library and supporting knowledge	1
	School library	Permission of students' teamwork in school libraries	1
		Establishing reading circles in school libraries	
	Weaknesses of teamwork in libraries	Lack of teamwork spirit amongst librarians	7
		Existing teamwork in some Iranian Libraries	
		Weak teamwork in Iranian libraries	
		Lack of teamwork culture in Iranian Libraries	
		Teamwork shortage in Iranian Libraries	
		Administrators' attitude; the main factor is lack of teamwork in libraries	
		Meaninglessness of teamwork in single-employee libraries	
	Ethical obstacles to create teamwork in libraries	Lack of morality to conduct team working	16
		Pride and self-importance; main factors of teamwork deficiency in Iranian libraries	
		Team working phobia	
		Individualism; the reason of teamwork shortage	
		Weak team working in libraries	
		Interest and individuality; the factor of teamwork deficiency	
		Necessity of teamwork in public libraries	
		Decision-making by administrators; an important factor of teamwork deficiency	
		Lack of teamwork knowledge	

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		Teamwork shortage in Iranian libraries	
		Self-importance; a factor of weak team working	
		Selfishness; a factor of weak team working in libraries	
		Person-orientation may lead to teamwork failure	
	Library system and teamwork	Accomplishing tasks of the whole system by team working	6
		Systematization library processes	
		Provision department; an aspect of teamwork in a library	
		Information organization department; an aspect of teamwork in a library	
		Information promotion; an aspect of teamwork in a library	
		Teamwork circles dependence in a library	
	Teamwork in National Library	Holding public meetings of book reviewing in National Library	18
		Team working of subject cataloging and cataloging of manuscripts departments	
		Internet teamwork in libraries	
		Team and advisory working	
		Necessity of teamwork for providing and selecting resources	
		Selecting books by book selection council in national library	
		Team working of cataloging in National Library	
		Teamwork; necessity of relations and intimacy amongst staff	
		Team working of cataloging and documentation in National Library	
		Team working of cataloging in National Library	
		Organization committee in National Library	
		MARC committee in National Library	
		Standard committee in National Library	
		Professional departments of cataloging	
Planning	Brainstorm project in planning of libraries	Negotiation and evaluation of library clients' abilities	24
		Skill of developing brainstorms	
		Ability of conducting multiple views	
	Lack of accurate	Capacity of leading groups through decision-	2

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	decisions	making process	
		Decision-making failure	
		Non-operational planning	
		Proper planning/decision failure in public and school libraries	
	Consistency between projects and organization's goals	Planning in the special Library based on the parent organization	2
		Lack of planning challenges in a special library because of the significant position of the parent organization	
		Projects relevant to librarianship	
Communications	School library	Improving communications in school libraries through displays	5
		Book-reading in school libraries; communications	
		Story-telling in school libraries	
		Basic problem of school libraries; attitudes of school principals and Education Department	
		Improving verbal communications with students in school	
	Public library	Types of audience public libraries	16
		Importance of communications due to library users	
		Face-to-Face communications in libraries	
		E-mail; communications	
		Telephone; communications	
		Telephone	
		Librarians' deficiency to communicate with people	
		Visual communication procedures	
		Virtual reference in National Library; communications	
		Verbal communications and deficiency of written communications	
		Importance of communications with users	
		Face-to-face communications with users	
		Verbal/in person communications	
		Significant websites	
		Weak communications in academic/special libraries	
		Necessity of user-friendly verbal	

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		communications	
Communications	Verbal and written	Ability of appropriately responding to written communications	5
		Clear, reasonable, and comprehensive writing	
		Ability of reading and linking ideas	
		Ability of writing reports, letters, e-mails, and appropriate responses	
		Differences between verbal and written communications in all types of libraries	
		Oral, verbal, and audio communications	
		Users-friendly verbal communications	
	Communications in reference department	Face-to-Face communications between reference libraries	2
		Importance of communications to reference librarians and clients	
	Necessity of developing optimal communications	Using human force	7
		Inter individual skills	
		Verbal skills	
		Policies; necessity of developing written communications in libraries	
		Mutual language; a factor of developing communications	
	Role of inter individual skills in communication	Websites of libraries	8
		Weak communications in academic/special libraries	
		Administrators' attitudes of Education Department; the basic problem in school libraries	
		Developing verbal communications with students in school libraries	
		Librarians' deficiency of developing communications with people	
		Knowledge of procedures to send, receive, and leave messages	
		Misunderstanding libraries' goals	
		Budget shortage in Libraries	
Adaptability	Consistency between changes and goals	Adapting changes for priorities	5
		Adapting modern strategies for occupational practices and goals	
		Cooperation; conducting changes and priorities	
		Predicting and supporting departments to develop changes	

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		Supporting changes as a part of organizations' growth	
Effective factors of inter individual	Audience survey	Dependence of variation on clients types in libraries	17
		Recognizing audience from different aspects	
		Developing communications between audience and collection	
		Controlling users' society	
		Providing service with regard to clients categories of libraries	
	Collection knowledge	Knowledge of collection building in detail	1
Variation	Special library	Types of expertise in special libraries	2
		Meaninglessness of variation in special libraries in order to the same subject	
		Relevant experts	
	Academic library	Variation is not the same	4
		Variation depends on experience and education	
		Lack of variation importance in academic libraries	
		Slight importance of variation in academic libraries	
	Public Library	Variety of age, education, religion, occupation, and expertise in public libraries	9
		Importance of variation in public libraries	
		Variation is not limited in public libraries in order to age, gender, race, education, religion, occupation, and expertise	
		More variation in public libraries	
		Too much impact of variation on public libraries	
		Variation; accuracy of variation in public libraries	
		Age, gender, race, nationality; important indices in public libraries	
		Accuracy of variation in public libraries	

As shown in the table, 33 conceptual codes and 8 categories out of 206 primary codes of team/inter individual skills competency have been extracted and finally led to formation of team/inter individual skills division. The interviewees have focused on some components such as; problem-solving skills, teamwork, factors and benefits of teamwork in libraries, weaknesses of teamwork in libraries, planning and challenges of teamwork in libraries, communications, adaptability, and effective factors of inter individual skills (collection knowledge, audience survey, and variation component). Phases 2 and 3

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contribute to axial coding presenting research narration and theorizing evaluation model of inter individual skills competency in Iranian libraries that will be discussed later.

Axial Coding

This phase is developed based on paradigm model helping theorists perform process a theory easily. The communication process in axial coding is on the basis of one division development (Danaeifard, 2005). Axial coding due to paradigm model will be illustrated in the following figure. Since, accomplishment of axial coding in this way is complicated; four distinct operations will be conducted simultaneously.

1. Establishing a relation between a general division and categories through the stated discussions
2. Confirming discussions by referring to true data (referring to documents to confirm or reject a hypothesis
3. Attempting to develop the features of general division and categories (to fulfill the hypothesis analytically)
4. Studying the variety of the phenomenon with the produced relation between categories (Danaeifard, 2005)

It is necessary for model design to identify categories, determine the relationship between them, and explain the logic for selecting the categories and their relation. The data analysis indicates that inter individual skills competency division consists of following categories:

1. Problem-solving skills component
2. Teamwork component
3. Communication component
4. Adaptability component
5. Variation component

Local Model of Inter Individual Skills Competency Evaluation in Iranian Libraries

The stated theory in the study suggests some mechanisms in which the model process of competency evaluation in Iranian libraries will be formed. The suggested model is on the basis of paradigm model:

1. **Axial division:** Assessment of inter individual skills competency.

Since, developing a local model of inter individual skills competency evaluation in Iranian libraries has been studied, this category will be selected as an axial division.

2. **Casual conditions**

These conditions cause the phenomenon development or axial division. In this study, the category of brainstorm skills, planning, communicative skills, and administrators' attitudes are considered t

3. **Mediator condition**

They are general conditions forming a set of mediating variables affecting strategies. In this study, librarians' mind fluidity, material/financial factors, technology, decision-making, collection knowledge, variation (age, race, culture, nationality), and knowledge management could be mediator conditions.

4. **Strategies**

They indicate targeted behaviors, activities, and interactions included in axial division outcomes and affected by mediator conditions and dominant basis. In this study, the categories of problem-solving, communications, adaptability, proxy, and variation could be strategies.
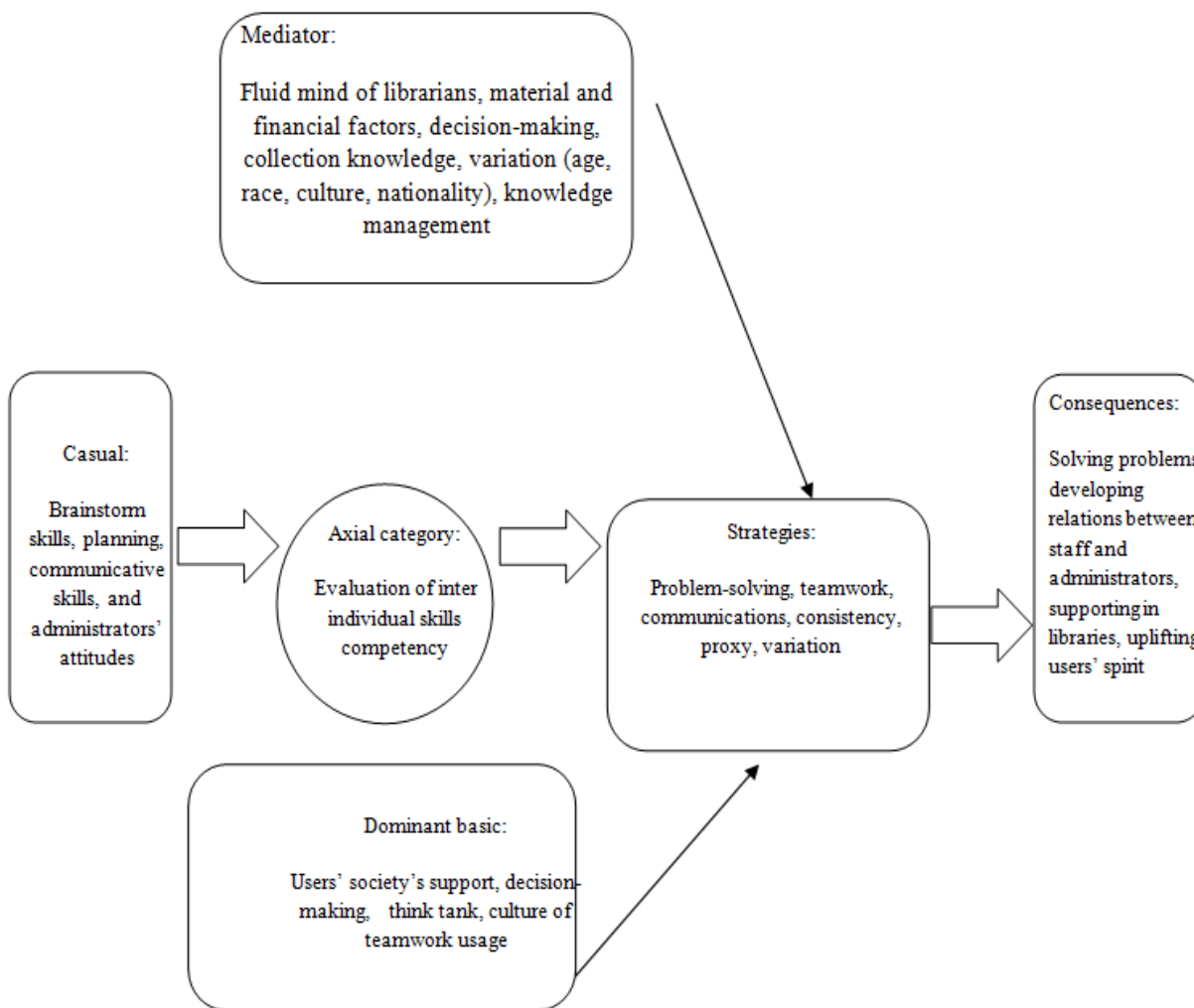
5. **Context (dominant basis)**

It involves particular conditions influencing on actions and interactions (strategies). In this study, users' society's support, decision-making, think tank, and teamwork usage culture are considered context conditions.

6. **Consequences**

They represent results and outcomes produced by strategies establishment. In this study, the consequences of inter individual skills competency include; problem-solving, administrators and staff's relations development, supporting in libraries, and uplifting users' spirit.

The figure illustrates the paradigm model of inter individual skills competency in Iranian libraries.

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Figure 1: Competency evaluation model of inter individual skills in Iranian libraries

Discussion

Team/inter individual skills help users promote inter individual skills as a positive service. Some fundamental matters of evaluating inter individual skills competency will be problem-solving skills, teamwork, factors and benefits of teamwork in libraries, weaknesses of teamwork, planning and its challenges, communications, and adaptability. Some important requirements of inter individual skills include; collection knowledge, audience survey, and variation component (age, gender, race, nation, culture). The present study's findings are in conformity with Tanlet and Rehman's data (2010) reviewing teamwork and cooperation as an essential component of inter individual skills in libraries.

Necessity of teamwork and knowledge support as a teamwork outcome in academic libraries, permitting students for team working and developing reading circles in school library are considered prominent to establish teamwork. Some local examples of teamwork in National Library may include; holding public meetings of book reviews, team working for subject/manuscripts cataloging, team working for providing and selecting resources, selecting books by book-selecting committee, developing the necessity of relations and intimacy between library staff members, team working for documentation, existing organization committee of information resources, existing MARC/standard committees, and professional departments of cataloging. Desirable planning and decision-making to develop teamwork in public/school libraries could rarely be found. On the contrary, in order to specific position of the parent organization, planning for teamwork in special libraries will not face certain problems.

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Suggestions
Due to the data, some suggestions for Iranian libraries will be offered as follows:
- Improving financial matters to support teamwork in libraries
- Improving teamwork in school libraries through students' contribution and developing reading circles
- Improving teamwork in public/academic libraries
- Improving library administrators' attitudes upon teamwork
- Improving ethical discussions towards teamwork in libraries
- Operationalizing planning and decisions in Iranian libraries
- Desirable planning and decision-making in public/school libraries
- Supporting parent organizations of Iranian libraries for consistency between planning and goals
- Improving school administrators' attitudes of Education Department to heighten students' communication skills
- Improving administrators and staff's communication skills in Iranian libraries
- Improving audience survey skills and collection knowledge of library administrators and staff
- Considering the variation category (age, race, culture, nationality) in Iranian libraries particularly in public libraries of Iran.

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