

Training Needs Analysis on Leadership Skills of University Librarians in Pakistan

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Abstract

Training facilitates learning of the required innovative skills that further assist workers to grow professionally. However, who needs training is an important question for organizational authorities. The objective of this study is to empirically analyze the training needs on leadership innovative skills of Pakistani university librarians. A quantitative study was conducted on a randomly drawn sample of Pakistani university librarians. A self-administered questionnaire, measuring the current and needed levels of leadership skills was used for data collection. The significance of hypothesized relationship was tested through paired sample t-test and found significant. Additionally, descriptive statistical analysis revealed that the current leadership skills of Pakistani university librarians have more than fifty percent of deficit, less than fifty percent of surplus and twenty percent of job best fit. The findings have several implications for academic librarians, such as designing of training programs, curriculum development, performance evaluation and exploring causes of under and over utilization of leadership skills. Findings are also significant for those organizations that are interested to enhance workers' leadership skills. The present study is the first attempt that explored dimension-wise need of training on librarians' leadership skills. The results are valuable to manage deficit and surplus in leadership skills that ultimately ensure job best fit and perhaps facilitate optimal performance.

Keywords: Leadership Skills, Training, Competencies, Libraries, Pakistan

Introduction

The question "does academic librarianship face survival threats" is being linked with the digital revolutions. In the 21st century, the World Wide Web and other technological innovations have forced academic libraries towards online existence (Le, 2015). Because of digital revolutions, academic librarianship has experienced considerable changes in its organizational structure. The phrase that library is the beating heart of an academic institution has become hollow and does not have the same worth as it had in the past (Moropa, 2010). This raised potential questions on librarians' competence and performance (Mahmood, 2003). Surprisingly, the role of library leaders in such discussions is missing. It is evident from the past studies that research is limited on librarians' leadership innovative skills (Le, 2015). The review of literature identified very few research studies on matching and mismatching between librarians' leadership skills and professional demands. In the context of Pakistan, Ameen (2008a, 2008b, 2009)

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asserted that leadership skills of librarians are poor. Similarly, Mahmood (2002) stated that Pakistani librarians are not enough competent to manage modern innovations. Contrary to that librarians are believed to be skillful to handle modern organizational and professional challenges (Ameen, 2008a; Mahmood, 2008).

In Pakistan, researchers have described several causes of the poor level of librarians' professional skills, such as LIS curriculum that has been designated as unmethodical replication of outdated concepts from the western countries (Rehman, 1994; Mahmood, 2003; Ameen, 2008a, 2009), limited training facilities for librarians (Mahmood, 2008), low library budget and means to acquire the needed skills (Haider, 2003). Furthermore, librarians are of the opinion that limited training facilities and absence of competency models are two fundamental causes of poor level of librarians' leadership skills (Ullah *et al.*, 2010). Likewise, Okemwa (2000) elaborated that provision of university degree is not enough for librarians to achieve optimal performance and thus all university librarians need training to enhance the current level of their job related skills. Further, Chapman and Lovell (2006) posited that the current level of librarians' leadership skills is poor. In Pakistan, the poor level of librarians' leadership skills has become a potential challenge for organizational authorities (Mahmood, 2002, 2003; Ramzan, 2004; Ameen, 2008a). The poorly trained librarians have transformed their libraries, especially in public sector to self-motivating entities that are ruthlessly affected by political instabilities, financial constraints, limited knowledge of library digitization, absence of performance evaluation parameters, lack of professional attitude, poor communication skills, and moderate level of acquired skills and dearth of motivation towards desired performance. This unfortunate situation of Pakistani academic libraries was further exacerbated by the digital divide. Although, researchers indicated that after the establishment of Higher Education Commission (HEC) in 2002, the Pakistani university libraries have shown some improvements (Mahmood, 2003; Ramzan, 2004; Waraiach and Ameen, 2010), but in reality Pakistani librarians have not improved. In other words, Pakistani university libraries have improved by structure and facilities and not by librarians' professional skills. The university librarians have declined in terms of competencies, efficiency, performance, work and organizational attitude, service orientation competence, self-assessment skills, team working, communication, professional utilization of technologies, decision making, and problem solving skills, professional relationships, strategic management, and creativity. For soothing their professional egos, the academic librarians are blaming Google popularity and proliferation of technologies as the root causes of librarianship failure (Moropa, 2010). Conversely, Pakistani academic librarians have limited knowledge of technologies to manage competitors in the business of information (Mahmood, 2002, 2003; Ramzan, 2004). However, the decline of academic libraries and its staff in the modern digital age can be overturned through library leaders if trained in needed innovative skills, such as emotional intelligence, cognitive abilities, communication skills etc. (Wood, 2007; Moropa, 2010). Despite the fact that leadership skills are useful for effective performance, unfortunately the current leadership skills of Pakistani academic librarians are not matching with their professional demands. The academic librarians in Pakistan are deficient of innovative leadership skills. Further,

research and training opportunities on leadership skills for these librarians are also limited.

Objectives of the Study

Thus, in terms of leadership skills the objectives of the present study are:

- 1) To identify deficit (overutilization);
- 2) To explore surplus (underutilization);
- 3) To discover the level of person-job fit; and
- 4) To assess dimension-wise training needs.

Literature Review

While a large number of researchers have addressed numerous issues related with the librarians' skills, still research on librarians' leadership skills is scarce. According to Riggs (2001), researchers are not interested in the evaluation of library leadership skills. Further, Ammons-Stephens *et al.* (2009) elaborated that research on the study of library leadership skills is limited. The past researchers have affirmed that leadership is a significant area of investigation but even though only two articles were published on library leadership in the last two years (Branin, 2012). However, the present study reviewed relevant studies from other disciplines that augmented our knowledge of the existing and desired level of librarians' leadership skills and its effects on workers' organizational behaviours.

Academic Library Leadership

According to Moropa (2010), it is true that leaders perform central role in organizational successes but are equally accountable for the downfall of an organization. However, failures are caused due to multiple factors, for example conditions beyond leaders' control, lack of resources and self-destructive behaviors that is undermining own achievements, skills, confidence etc. The theory of organizational leadership states that leaders are liable to introduce contemporary organizational cultures and strives to achieve organizational goals (Batista-Taran *et al.*, 2009). Similarly, leadership refers to techniques that persuade workers towards the attainment of organizational goals (Hollenbeck, McCall and Silzer, 2006). Thus, library leaders like other professionals should be skillful and trained to manage modern innovations (McKeown and Bates, 2013). Modern university libraries need strong leadership to ensure organizational successes (Stephens and Russell, 2004). In terms of public libraries, Haycock (2011) asserted that highly skillful leaders optimistically perceive organizational changes. Interpreting that why academic libraries declined, Moropa (2010) further elaborated that library leaders should change their attitude, be motivated to acquire innovative skills, and should recognize implications of technological innovations towards librarianship. A leader attitude always influence performance of subordinates and keeps them up-to-date and efficient. In addition, Mason and Wetherbee (2004) described that there is no common formula to identify an appropriate level of leadership skills. Discussing various innovative skills for library leaders, Hernon, Powell and Young (2001) described that the most highly rated leadership skills are teamwork, decision making, problem solving, and

staff development, written and oral communication. Likewise, Riggs (2001) emphasized a number of skills for library leadership including supervision, creativity, vision, communication, motivation, professional relationship etc. For modern library leaders, Amoons-Stephens *et al.* (2009) stated that cognitive abilities, emotional intelligence, communication, and interpersonal relationship are the most vital skills. Stueart and Sullivan (2010) also suggested twenty one skills including supervision, service orientation, optimism, adaptability, teamwork, communication, problem solving etc. In addition, Jordan (2011) defined a comprehensive list of innovative skills for library leaders including communication, self-assessment, problem solving, decision making, and flexibility. Beside these, many library associations have recommended innovative leadership skills, such as Federal Library and Information Center Committee's (FLICC) competency model (2011) categorized leadership skills as foundational and functional, where each category is composed of a number of basic and advanced levels of skills, for example flexibility supervision, teamwork, problem solving, and decision making. Likewise, the Canadian Association of Research Libraries (2010) described that leadership skills, such as teamwork, collaboration, and self-assessment stimulate workers to attain organizational objectives. Although, leadership attitude, styles and level of such skills influence workers' organizational behaviors but research is still limited on this significant construct in the context of Pakistani librarians. There are strong evidences that leadership attitude has implications towards performance and has become an interesting topic of research (Horng and Lin, 2013). In terms of academic librarians, Le (2015) stated that research is limited on leadership skills. According to Ameen (2006), advanced research is required on leadership skills of Pakistani university librarians. It implies that leadership skills of librarians have become a critical issue which has not been investigated appropriately. Numerous researchers, such as Ameen (2009) reported that Pakistani university libraries need highly competent leadership. Despite the unsatisfactory level of leadership skills, employers also resist to invest on librarians training programs (Baum, 2007). Since, libraries are not the money making institutions, thus authorities pay less attention to the training of librarians (Ameen, 2009). University libraries budget hardly afford investing on professional development programs. In addition, training opportunities for librarians in Pakistan are limited. It has resulted in poor library leadership and workforce with mismatching professional skills. However, researchers are of the opinion that for effective performance, Pakistani librarians must be skillful and be able to face job related stresses and challenges optimistically (Khan and Ullah, 2015).

Leadership in Pakistani Libraries

Numerous factors are assumed to be accountable for the current deprived level of leadership skills of Pakistani academic librarians (Haider, 2003). However, majority of the researchers are of the opinion that poor level of leadership skills has link with librarians' lack of motivation toward the acquisition of needed competencies (Ullah *et al.*, 2012). The previous researchers have asserted that librarians in Pakistan are not motivated to participate in professional development programs (Ramzan, 2004). However, university librarians are being pleaded to attain innovative needed skills but their response is not optimistic (Ameen, 2008b). According to Mahmood (2003),

Pakistani academic librarians should acquire innovative leadership skills. However, Ramzan (2004) and Ullah *et al.* (2012) posited that Pakistani librarians are reluctant to take initiatives and expect others to assist them in the acquisition of professional skills. In addition, librarians in Pakistan are dependent on traditional and outdated professional skills (Ullah *et al.*, 2012). The issue that librarians are reliant on obsolete professional skills has become a stern threat for the survival of librarianship and librarians' professional and intellectual growth (Moropa, 2010). Nonetheless, among researchers the desired level of leadership skills is debatable (Hollenbeck, McCall and Silzer, 2006). Different researchers have recommended different levels and kinds of leadership skills. The prominent skills identified from the review of related literature are emotional intelligence (Goleman, 1998), strategic skills, professional relationship, communication and problem solving (Jordan, 2011). Furthermore, several researchers have established significant links of leadership skills with performance. For example, Bogler (2001), Kim (2002), Bhatti *et al.* (2012), Hui *et al.* (2013) and Negussie and Demisse (2013) indicated that leadership skills effect workers' performance. In terms of workers' demographic characteristics, Al-Ababneh and Lockwood (2012) affirmed that performance is associated with leadership styles. Similarly, Javed, Jaffari and Rahim (2014) asserted a significant link of leadership styles with performance and suggested training for the enhancement of such skills. In Pakistan, researchers such as Mahmood (2008) recommended training for librarians to attain innovative leadership skills. In addition, Ameen (2006) stated that academic librarians need training on self-assessment skills. Likewise, the findings of a survey by Bhatti and Nadeem (2014) further described that Pakistani librarians need training on leadership and communication skills. Recently in the context of Pakistani university librarians, Khan, Masrek and Nadzar (2014), Khan and Ullah (2015) and Khan, Masrek and Nadzar (2015) established that acquired level of professional skills is moderate and these librarians need training. Based on the above discussions it is inferred that although leadership skills effect workers' organizational behaviors, but in case of Pakistani academic librarians the current level of leadership skills is poor. Further, review of previous studies justified that limited training opportunities are available for librarians to enhance their leadership skills. As a response, this study was conducted in terms of Pakistan to analyze librarians' training needs on leadership skills.

Impacts of Skill Mismatches

The previous findings described that librarians' current level of skills are generally different from the desired levels (Domadenik *et al.*, 2013). Nordin, Persson and Rooth (2008) substantiated that over and underutilization of skills and qualification influence workers' performance. Likewise, Aracil and Velden (2008) affirmed that skills disparity has implication for organizational behaviour i.e. difference in the level of skills predicts dissatisfaction. Additionally, Kucel and Monila (2012) stated that over qualification has negative effects on workers' behaviors i.e. display low job satisfaction that further influences workers' cognitive abilities. Discussing the dilemma of skill mismatch, De Grip *et al.* (2007) further indicated that mismatch between qualification and job position impacts cognitive abilities. Furthermore, Aracil and Velden (2008) theorized that surplus and deficit in skills have negative association with satisfaction and predict dissatisfaction.

Their findings additionally emphasized exact matching between the acquired skills and job position that furthermore encourage workers towards the attainment of organizational objectives and desired performance. In the context of Pakistan, several researchers, such as Mahmood (2003) asserted that current level of job related skills of academic librarians is not matching with the demands of job market, resulting in negative effect on their performance. To manage such situations, researchers, for example Ramzan (2004), Ameen (2008a, 2008b) and Ullah *et al.* (2012) recommended training for librarians in Pakistan.

Training Needs Assessment (TNA)

Training provides workers with knowledge, skills, and attitudes to produce effective performance. It explains organizational objectives, improves job matching, and enhances workers' confidence, moral, decision making, and problem solving skills. Training develops competencies (Okemwa, 2000), diminishes or eliminates skills deficiencies (Goldstein, 1993), ensures attainment of innovative skills and improves job contents, employability, and professional growths (Ford and Kraiger, 1995). Thus, higher the need of skills, the more will be the training demands. Furthermore, training brings equilibrium between the present and desired levels of skills. However, it is believed that employers are liable to provide training opportunities for workers (Swanson, 1995). Thus, analysis of training needs is significant to understand the what, where, how and when of training programs. According to Nazli, Sipon and Radzi (2014), success and failure of training is dependent on numerous factors, such as organizational support, workers' attitude and identification of a right person for a right training through TNA. TNA ensures that a right person is participating in the right training program. Anderson (2000) posited that assessment is a primary step for training. TNA means that when and what kind of training should be given to workers and therefore should be carried out in terms of organizational challenges and objectives. Mirza and Riaz (2012) stated that TNA determines difference in workers' level of skills and informs that what kind of skills is employed by workers to solve job related issues. However, Cline and Seibert (1993) mentioned that no single method is used for the evaluation of training requirements. Furthermore, Brown (2002) indicated that analysis of training needs is significant to avoid the over cost on training, repetition in skills and pertinence of training contents. According to Goldstein (2002), training requirements should be evaluated before training programs. Horng and Lin (2013) elaborated that organizations with limited financial resources should utilize TNA. In addition, Miller and Osinski (1996) demonstrated three levels of TNA; 1) organizational analysis- defines areas where training is required according to the organizational objectives; 2) task analysis- provides information on job contents and required skills given in the job descriptions, competency analyses, performance evaluation standards and job structure and; 3) individual analysis- describes that how workers perform and need training according to their performance, attitude, observation etc. Pakistan is a developing country where academic libraries are suffering from numerous professional challenges, such as financial constraints, low professional profile of librarians, limited training opportunities, and absence of competency model. Thus, TNA on librarians' leadership skills will be significant to provide training opportunities, save cost on training, identify levels of deficit, surplus and person job fit.

The Study Model

As shown in Figure 1, the conceptual framework of the present study was based on nine innovative leadership skills, identified from the review of related literature. The study model examined the significance of difference in the current and needed levels of leadership skills of Pakistani academic librarians. Furthermore, the study framework explored the over-utilization (deficit), under-utilization (surplus) and job best fit in terms of leadership skills. Based on the study framework, the following nine hypotheses were formulated.

- H1: The mean difference in the current and needed levels of problem solving skills of Pakistani academic librarians is significant.
- H2: The mean difference in the current and needed levels of decision making skills of Pakistani academic librarians is significant.
- H3: The mean difference in the current and needed levels of strategic skills of Pakistani academic librarians is significant.
- H4: The mean difference in the current and needed levels of professional relationship skills of Pakistani academic librarians is significant.
- H5: The mean difference in the current and needed levels of supervision skills of Pakistani academic librarians is significant.
- H6: The mean difference in the current and needed levels of teamwork skills of Pakistani academic librarians is significant.
- H7: The mean difference in the current and needed levels of self-assessment skills of Pakistani academic librarians is significant.
- H8: The mean difference in the current and needed levels of communication skills of Pakistani academic librarians is significant.
- H9: The mean difference in the current and needed levels of optimism of Pakistani academic librarians is significant.

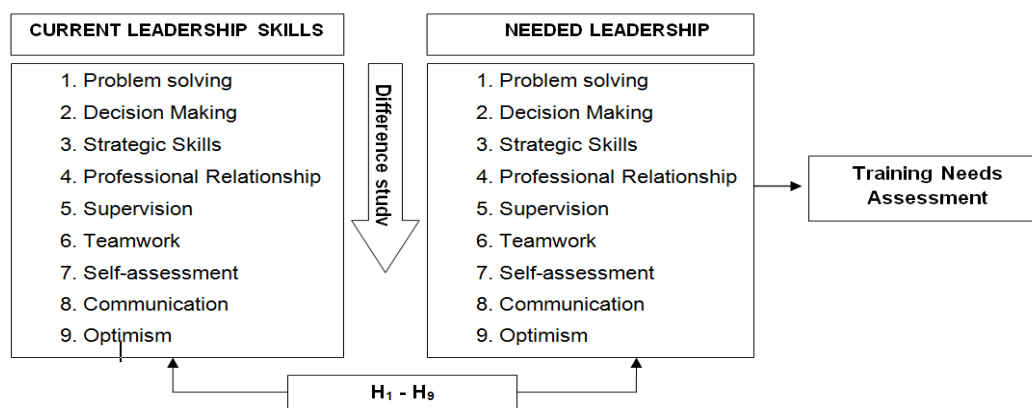


Figure1

Research model of the study

Methodology

The study sample (n=225) was randomly selected from the population of Pakistani university librarians. The sampling frame was designed from the HEC website. For sample size, G*Power (Version 3.1.9.2, at <http://www.gpower.lhu.de/en.html>) and Krejcie and Morgan (1970) tables were utilized. According to Chuan (2006), Krejcie and Morgan tables of sample size are helpful, widely used, and applicable to any population. A questionnaire method was used to collect data from the study participants. The measurement scale was composed of five point Likert scale: for current skills- very low in competencies (1) to very high in competencies (5); and for needed skills- not required at all (1) to highly required (5). For the study of difference, a paired sample t-test was used. For the analysis of training needs, descriptive statistics were employed. Regarding the scale reliability, Cronbach's alpha values were calculated (see Table 1). For scale validity, the instrument was pre-tested and pilot-tested.

Table 1 **Scale Reliability Values**

Dimensions	Measurement sources	Composite reliability values	Calculated Cronbach's alpha values
Problem solving	Rahim and Minor (2003)	0.761	0.821
Decision making	Rahim and Minor (2003)	0.932	0.774
Strategic skills	Peterson <i>et al.</i> (2001); Mumford, Campion and Morgeson (2007)	0.916	0.811
Professional relationship	Severinsson and Sand (2010)	0.838	0.792
Supervision	Scarpello and Vandenberg (1987)	0.963	0.922
Teamwork	Bipath (2007)	0.939	0.888
Self-assessment	Bipath (2007)	0.931	0.911
Communication	Mumford, Campion and Morgeson (2007)	0.833	0.971
Optimism	Bipath (2007)	0.935	0.788

Demographic Characteristics

A total of 275 questionnaires were distributed personally, through email and postal services, out of which 245 questionnaires were received, giving the response rate as 89%. The gender profile showed that 152 (62%) male and 93 (38%) female librarians responded to the questionnaire. Similarly, 70 (28.6%) respondents were between 21-29 years, 106 (43.3%) were between 30-39 years, 55 (22.4%) were between 40-49 years and 44 (5.7%) respondents were more than 49 years. Further, 233 (95.1%) respondents had master degree, 11 (4.5%) had MPhil and 1 (0.4%) respondent had PhD degree in library and information science. Similarly, 190 (77.6%) librarians were working in public universities while 55 (22.4%) librarians were serving in private universities.

Results

As shown in Table 2, results of paired sample t-test indicated high difference in terms of problem solving skills (0.765) while in case of strategic skills the difference is small (0.339). Since, the mean difference between all indicators of library leadership skills is significant at 0.05 level, thus all hypotheses (H_1-H_9) are supported. As a result, training needs on all these dimensions of leadership skills were further assessed. The results of TNA, as shown in Figure 2 and 3, indicated that 57% (n=140) of librarians are deficient in problem solving skills and need training.

However, surplus and job best fit under this dimension is 40% (n=98) and 2.8% (n=7) respectively. In terms of decision making skills surplus is 38.8% (n=95) and job best fit is 3% (n=10). However, deficit is 57% (n=140) and therefore training is required. Regarding strategic skills, 51.8% (n=127) librarians reported over-utilization while 38.8% (n=95) indicated under-utilization. However, strategic skills of only 9.3% (n=23) of librarians are matching with their job positions. In case of professional relationship skills, results showed 38.8% (n=95) of surplus, 53.4% (n=131) of deficit and 7.7% (n=19) of job best fit and therefore training is needed.

In case of supervisory skills, 36.3% (n=89) of librarians indicated surplus, more than half of librarians indicated deficit (130, 53%) and only 10.6% (n=26) of respondents reported that their supervision skills are exactly matched with their job demands.

Likewise, 100 (40.8%) librarians reported deficiency in level of teamwork skills and need training. However, 130 (55.9%) librarians do not need training to perform and collaborate in teams. An additional assessment indicated that might be due to surplus (130, 55.9%) or job matching (8, 3.2%) these librarians do not need training. The results also showed that 102 (41.6%) librarians reported deficit under self-assessment skills and need training. Additionally, more than half of librarians do not require training on self-assessment skills because of surplus (130, 53%) or job best fit (13, 3.6%).

In terms of communication skills, 38.8% (n=95) of librarians showed underutilization, 54.6% (n=134) showed over utilization and 6.5% (n=15) is the person job fit. Further, results on optimism showed that 106 (43.3%) librarians are deficient, more than fifty percent of librarians have surplus (134, 54.6%), and 2% (n=5) have job best fit.

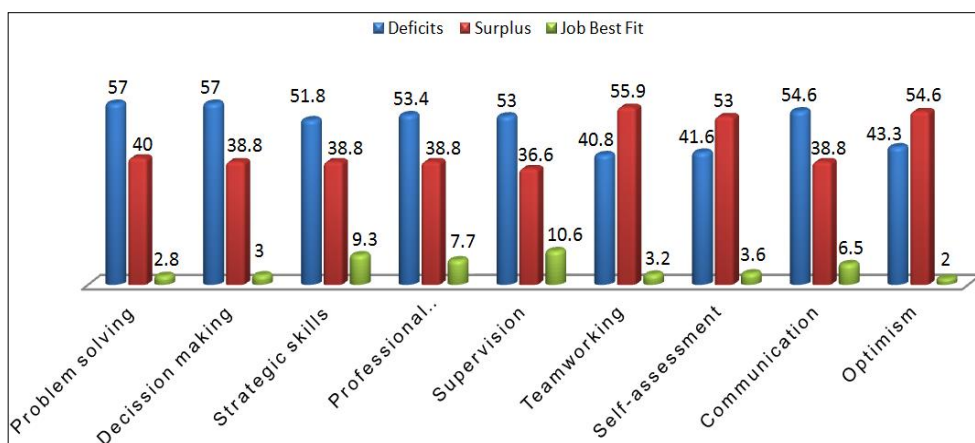


Figure 2 Training needs assessment on leadership skills

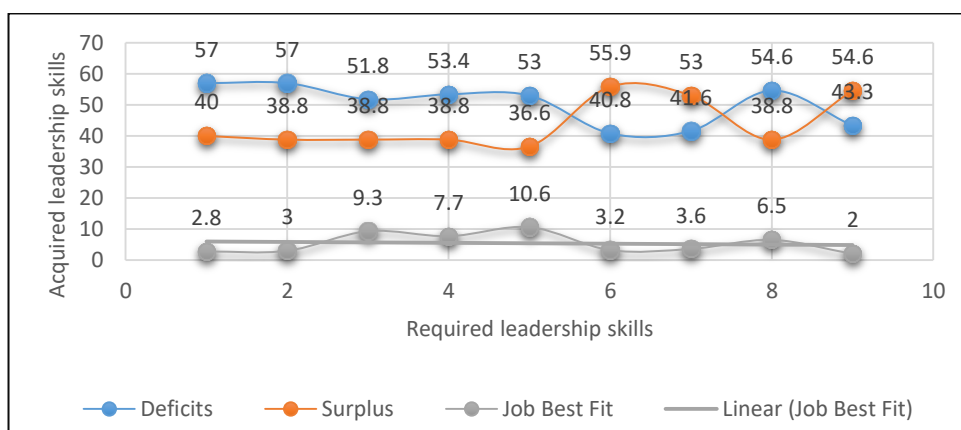


Figure 3 Scatter plot of training needs assessment of leadership skills

Table 2 Results of Paired Sample t-test

Constructs	PAIRED DIFFERENCES				t	df	Sig.
	Mean	SD	SD M	95% Conf. Interval of the Difference L U			
Leadership skills							
Problem solving	.765	1.973	.126	.516 .013	6.069	244	.000
Decision making	.584	1.845	.117	.352 .816	4.960	244	.000
Strategic skills	.339	1.789	.114	.114 .565	2.972	244	.003
Prof. relationship	.584	1.785	.114	.360 .809	5.126	244	.000
Supervision	.450	1.782	.113	.225 .674	3.954	244	.000
Teamwork	.529	1.756	.112	.214 .721	2.095	244	.022
Self-assessment	.713	1.995	.127	.462 .964	5.595	244	.000
Communication	.577	1.872	.119	.341 .813	4.828	244	.000
Optimism	.605	1.909	.122	.365 .846	4.965	244	.000

Discussion

The objective of the present study was to examine the training needs on innovative leadership skills of Pakistani university librarians. For this purpose, levels of deficit, surplus, and person-job fit were explored. Prior to that, the significance of difference in the existing and desired levels of leadership skills was tested. The overall findings showed that more than fifty percent of librarians need training on leadership skills. However, it was further observed that less than half of the librarians do not need training on leadership skills. The significant results entail that university librarians recognize implications of library leadership skills towards performance. These librarians probably believe that mismatch in the level of leadership skills influence librarians' organizational behaviors. Numerous researchers, such as Aracil and Velden (2008) have affirmed that difference in skills effects workers' level of satisfaction, commitment, and performance. Further, results showed that more than half of the librarians have deficit in leadership skills. In other words, leadership skills of more than half of the librarians are over-utilized. It is deduced that majority of the librarians are not skillful leaders but are performing as leaders in the academic libraries of Pakistan. It has been proven that over-utilization of skills predicts job dissatisfaction. For example, Nordin *et al.* (2008) substantiated that over-utilization of skills effects workers' performance. Likewise, Kucel and Monila (2012) posited that over-utilization of skills negatively affect workers' organizational behaviors i.e. exhibit dissatisfaction. Further, Isen, Daubman and Nowicki (1987) asserted that positive impact enhance performance and lead to creative decision making. Further, Aracil and Velden (2008) supported that skill deficiencies negatively influence workers' satisfaction and performance and therefore predict dissatisfaction. Thus, comparison between results of the present study and previous research findings indicate that job best fit probably ensure high job satisfaction, commitment, and performance. In addition, De Grip *et al.* (2007) elaborated that skills mismatch decrease cognitive abilities. It implies that deficit of leadership skills may weaken librarians capabilities such as creativity, decision making skills and problem solving competencies. Since, results showed less than fifty percent of surplus under various indicators of leadership skills, thus, there might be greater chances of low performance and job dissatisfaction among Pakistani university librarians. These results are consistent with the findings of Ameen (2008a, 2008b) who stated that librarians in Pakistan are not effective leaders and their level of satisfaction is perplexing. Further, several other researchers established that skills surplus prompts to poor performance (Aracil and Veldon, 2008). In addition, surplus in leadership skills may be stimulating Pakistani librarians towards low commitment. From the results, it is deduced that under-utilization of leadership skills (surplus) may be one of the causes of low performance of Pakistani librarians. It is further assumed that librarians' current job descriptions may not be assisting them in proper utilization of leadership skills. These results supported the findings of Mahmood (2003) who claimed that professional skills of Pakistani academic librarians are not pertinently utilized. Thus, mismatch between leadership skills and job positions of Pakistani academic librarians probably have significant links with their ineffective performance and moderate level of satisfaction.

In addition, the TNA results reported that more than half of Pakistani academic librarians are deficient in skills and need training on five dimensions of leadership skills, namely problem solving, decision making, strategic skills, professional relationship, supervision and communication. Training should be organized for these librarians to diminish gaps in leadership skills that may further prompt to positive organizational behaviors and perhaps stimulates librarians towards attainment of successful performance. Further, TNA explored surplus under three dimensions of library leadership, namely self-assessment, teamwork, and optimism and thus re-evaluation of the current job descriptions is suggested. To avoid surplus in skills and ensure job best fit, the use of top-down allocation of tasks is recommended. It means, assign difficult tasks to highly skillful librarians while easy and simple tasks should be given to the librarians with low skills. According to Aracil and Velden (2008), skills over and underutilization negatively influence workers' attitude towards job and organizational performance. Accordingly, training on leadership skills is possibly valuable for academic librarians to manage skill mismatch and may stabilize their interactions with users and co-workers. A trained library leader probably motivates subordinates towards adoption of innovative skills. Training may assist librarians to manage job related pressures and enhance job satisfaction and commitment. The results of the present study supported the previous findings that trained leaders are capable to do self-assessments, perform in teams, collaborate with workers, think optimistically, communicate effectively, handle professional issues intelligently, make creative decisions, and become service oriented. Lastly, training on library leadership skills may produce optimistic, happy, and loyal workforce and probably assist librarians to attain organizational objectives, feel valued, and believe themselves as organizational identity.

Conclusion

A trained leader is always mandatory for professional and organizational successes. Thus, study of training needs on leadership skills of academic librarians was significant in terms of effective performance. It was essential to identify the under and over utilization of librarians' leadership skills. Additionally, it was also necessary to explore the current level of person job fit as it indicates proper skills utilization. The matching skills facilitate successful productivity, effective performance and utility that may further prompt to satisfaction and commitment. Additionally, TNA was useful that explored numerous dimensions of leadership skills where librarians need training. TNA also determined the mismatch in leadership skills. The present study was significant for academic librarians and for those organizations who are interested to manage deficit and surplus in skills, to reduce organizational cost on training programs, to identify a right worker for a right training and to produce more job best fit.

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