Bridging the Gap: Addressing Skills Mismatch Among Librarians

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Abstract

Aim: In the coming years most local libraries will undergo a fundamental transformation, mainly due to the changing nature of content. As access to data and information is changing to digital and online formats, the need for physical materials is decreasing, which allows libraries to focus less on their basic activities, including storing collections of diverse publications, and more on building user experience. The main objective of this paper was to present the results of measuring selected areas of skill mismatch among librarians from the West Pomeranian (zachodniopomorskie) voivodeship in Poland.

Methodology: The increasing digitalisation of library services requires librarians to adapt their skill sets to modern challenges. This study examined the extent of skill mismatches among librarians in the West Pomeranian voivodeship. Using a computer-assisted web interview (CAWI) methodology, data were collected from 80 librarians to assess the alignment of their qualifications with the job requirements.

Results: The findings indicate that interpersonal skills were the least well-matched, whereas digital skills were relatively well-aligned with job expectations. Contrary to assumptions, most librarians do not perceive themselves as overqualified. These results suggest that future training should focus primarily on improving librarians' interpersonal competencies, particularly in online user interactions. The study highlights the need for continuous professional development and skill adaptation to enhance library services in the digital era.

Implications and recommendations: Contrary to common perceptions, most librarians do not feel overqualified, indicating a good overall match between education and work requirements. It is recommended that training programs and curricula place greater emphasis on interpersonal and user-experience skills. Continuous professional development and the use of competency frameworks can

help guide these improvements. Tailored, regional training and ongoing monitoring of skill mismatches are also essential for enhancing library services in the digital age.

Future research should explore how librarians' skill mismatches have evolved over time, especially in response to ongoing digital transformation. Comparative and generational studies could reveal regional differences and age-related trends in adapting to new competencies. Additionally, examining user perceptions and the effectiveness of training programmes would provide valuable insights into improving library services and staff development.

Value: Mismatches of specific skill groups for librarians were determined and categorised based on the guidelines of the American Library Association. The analysis of the results showed the weakest and the best matched skills. The conducted study also included an analysis of the levels of matching of the digital skills related to the work of librarians, showing the level of skill diversity for this group. The article identified horizontal and vertical mismatches of librarians' skills, which showed a generally good level of matching both the profile and the level of education of this professional group. The determination of the levels of mismatching was made by verifying the adopted hypotheses. Based on the verification of the adopted hypotheses, recommendations were made regarding actions that would improve the levels of skill matching.

Keywords: human capital, skills, librarianship, skills mismatch

1. Introduction

In the last 10 years, access to information has been greatly simplified and accelerated. Although this is a beneficial development in terms of building knowledge and developing human potential, it still requires appropriate support. Libraries are generally perceived as places for storing collections of books as their function, whilst now they have also taken on a completely different and broader meaning. Libraries now act as hubs of digital information and active learning (Lankes, 2016; Malyarov, 2023). In the era of globalisation, the demand for information is rapidly increasing and constitutes a fundamental human need that must be continuously fulfilled (Silvana & Hermansyah, 2024).

Libraries, as resources and services, create opportunities for learning, support achievement and education, and facilitate the development of new ideas and views, and thus they are an essential element in building an innovative society (Mondal, 2021). None of these functions would be possible without the core of every institution, which is the librarian. This article presents the results of the research on the skills of librarians and the levels of their matching.

Librarians are responsible for the daily functions, organization, and interactions with users of public and private libraries. To help the library operate efficiently and better serve its customers, librarians have specific skill groups (Indeed Editorial Team, 2024). Institutions and the work process of librarians have undergone an evolution in recent years due to digitisation, digitalisation, post-pandemic changes, and cultural shifts that have permanently reshaped their nature (Haris, 2016; Omeluzor et al., 2013).

The skills of a librarian are the core of his/her potential, enabling to analyse and interpret data, organize and categorize information, and critically evaluate the quality and validity of sources (Lockey, 2023), in order to be able to provide a service of the highest value to library users. These skills are especially important when their level affects the capabilities of users of the services offered by libraries. Therefore determining the levels of skills and their adjustment is of great importance from the point of view of changes to the scope of services provided by libraries.

Defining skills often concerns the ability of employees to respond to the complexity of work and the value of professional skills as part of organizational processes. Due to the specificity of skills resulting from the basic assumptions of the human capital concept, they are also complex and multidimensional (Green & Zhu, 2010; Lamri & Lubart, 2023; Pelser et al., 2022). Competencies are broader constructs that integrate knowledge, skills, and attitudes enabling effective performance in professional contexts,

whereas skills represent specific abilities applied in concrete tasks. In this study, competencies were grouped into interpersonal, digital, cognitive and technical, whilst skills referred to operational abilities such as cataloguing, database management, communication or fact-checking (Baro et al., 2019; Indeed Editorial Team, 2024). Hence there was no research process that allowed for defining a complete set of skills for a job, process or employee. In addition to the heterogeneity of the definition, the specificity of skills builds their quantitative and qualitative nature, and the way they are created and developed, since they are acquired both through experience and training, the scope of use and adaptation to given processes and the level of usefulness for the organization. However, the heterogeneity resulting from the above-mentioned reasons does not constitute the entire complexity related to the issue of skills. In brief, transformations regarding the role of libraries, changes in the implementation of processes and user requirements have led to the emergence of gaps and inconsistencies in the level skills, which is referred to as the skill mismatch approach (European Commission, 2012).The purpose of this article was to present the results of measuring selected areas of skill mismatch among librarians.

2. Literature Review

The idea of human capital underutilisation involves studying how to measure the extent to which human potential is not fully employed. The research was mainly based on one of three approaches: the time approach (Allen & van der Velden, 2007a, 2007b) and the category of underemployment, skill mismatch and specific measurement categories, and the procyclicality of labour productivity, i.e. the category of labour accumulation (Radlińska, 2025; Vella, 2018). Each of these was based on a different way of measuring the underutilisation of human capital and verifies its different aspects. The significance of the presented issues was emphasised by the statements defining that the efficiency, productivity and effectiveness of an organization are determined by the accumulation of skills (Dess & Shaw, 2001; Hecklau et al., 2016; Hirsch, 2005).

A mismatch can lead to the misuse of human capital (HC) in companies, resulting from differences between employees' competencies and the requirements of the organization (European Commission, 2012). According to the human capital theory (Becker, 1964; Mincer, 1974), a person's remuneration should correspond to the level of human capital that is useful in the performance of a given work process. However, in the case of a skill mismatch, the employee does not receive adequate remuneration for his/her potential output (Allen & van der Velden, 2001; Green & Zhu, 2010). A skill mismatch is noted in situations where the employee's skill level is higher or lower than the level required to perform the duties of a given position. An employee whose skills exceed the requirements of the position is classified as overqualified. According to research conducted by the Organisation for Economic Co-operation and Development (OECD), more than 40% of employees in Europe and other OECD countries say that their skills do not match the requirements of the positions they hold, this skills mismatch (SMM) refers to employees in general across European labour markets, and not exclusively to librarians (OECD, 2016).

The concept of skills mismatch has been discussed in European policy since the early 2000s, with the European Centre for the Development of Vocational Training (CEDEFOP) identifying key forms such as vertical, horizontal and cognitive mismatches (CEDEFOP, 2021; McGuinness et al., 2018; Quintini, 2011). Publications on skill mismatch defined a skill as the ability that meets specific practical requirements related to the work process (Asai et al., 2020; Handel, 2016), hence the analysis of skills should be based on their direct link to the appropriate process (Maltseva, 2019). However, due to the multidimensionality of this phenomenon and the specificity of human capital, the measurement of skill mismatch provides only limited comparability and universality of measurement tools, therefore skills are often classified into groups that take into account both general, work process-independent components and specific skills.

A classification of skills in Figure 1 was used in line with the ALA and OECD guidelines, including digital, interpersonal and cognitive competences (American Library Association, 2019; Kostecka, 2021; Morawiec, 2024).

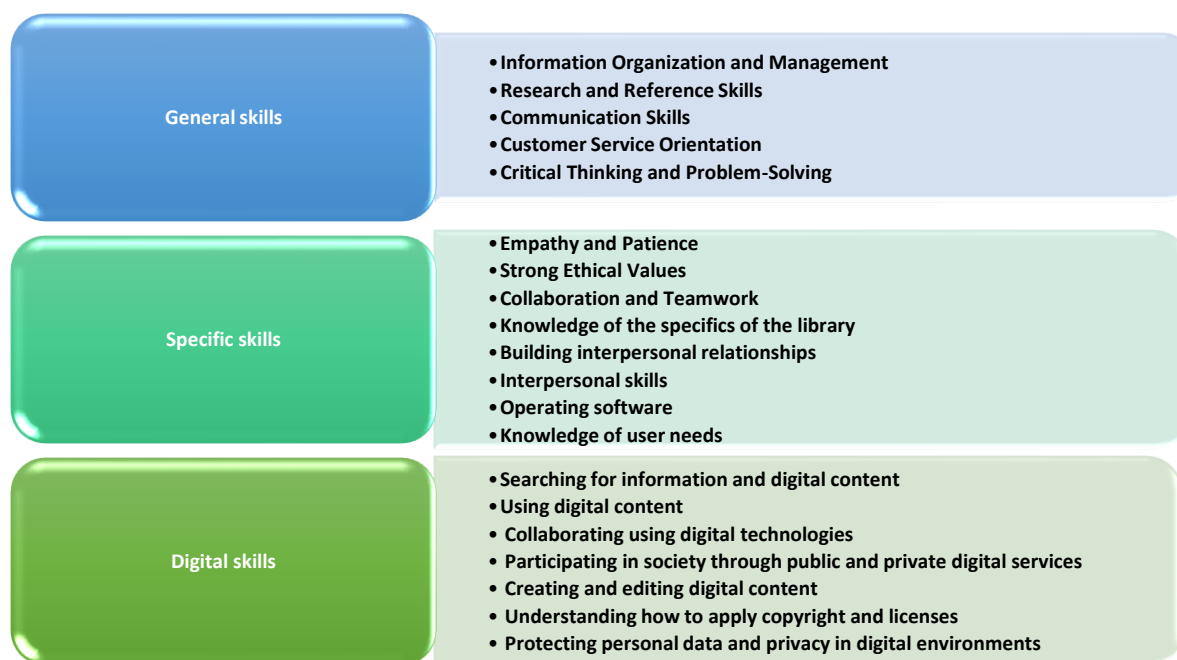| General skills	• **Information Organization and Management** • **Research and Reference Skills** • **Communication Skills** • **Customer Service Orientation** • **Critical Thinking and Problem-Solving**
Specific skills	• **Empathy and Patience** • **Strong Ethical Values** • **Collaboration and Teamwork** • **Knowledge of the specifics of the library** • **Building interpersonal relationships** • **Interpersonal skills** • **Operating software** • **Knowledge of user needs**
Digital skills	• **Searching for information and digital content** • **Using digital content** • **Collaborating using digital technologies** • **Participating in society through public and private digital services** • **Creating and editing digital content** • **Understanding how to apply copyright and licenses** • **Protecting personal data and privacy in digital environments**

Fig. 1. Selected group of librarian skills

Source: own elaboration based on (LABiB, 2024; Zhao et al., 2021).

A slightly different way of categorisation, based on classifications of human capital components, has greater utility and comparability of analysis results, dividing skills into general categories such as cognitive, interpersonal and manual (OECD, 2016). In recent years, digital competences have attracted special attention, reflecting the growing importance of technology in work processes (CEDEFOP, 2021), for this reason almost every classification is supplemented with this area.

Having the right skills is essential to providing library services that provide high levels of value to their users. The profession requires a unique combination of technical knowledge, interpersonal acumen, and the ability to adapt to change. Librarians play a key role in helping people build knowledge, which requires a deep understanding of the communication and information processes. Strong communication skills, empathy, and cultural competence are essential to creating an inclusive environment that serves patrons from all backgrounds, however in the digital age, technological proficiency is equally important.

The problem of skills mismatch is complex and manifests itself in many different ways, involving categorisation of skills, in terms of its characteristics, methods of measurement, influencing factors, and the experienced consequences. The ongoing transformations in the context of library activity and the importance of librarians in the functioning of these entities mean that it is crucial to understand the potential of this professional group.

3. Methodology

Skill mismatch is an important assumption that concerns not merely the conditions of the labour market, the education process and the provision of services. Some studies focused on the perspective of employees (Battu et al., 1999; Dolton & Vignoles, 2000; Hirzel et al., 2017), while others analysed employers' difficulties and challenges at organizational level (McGowan & Andrews, 2015; McGuinness et al., 2018). Different approaches to the topic of skill mismatch make its definition, categorisation and measurement difficult. The classification of skills mismatches is quite extensive and includes the following types: skill shortage, skills gap, skills surplus, vertical mismatch, horizontal mismatch, Over/undereducation, over/underqualification, over/underkilling, skills obsolescence, crowding

out/bumping down (Brun-Schammé & Rey, 2021; Maltseva, 2019; Shin & Bills, 2021). As these concern different areas, they make the measurement process even more complicated, leading to the great diversification in the scope of the undertaken studies of the given types of mismatches. Researchers usually focused on assessing the extent to which employees have the skills or education level required to perform their professional duties (CEDEFOP, 2010; CEDEFOP, 2015; Quintini, 2011). This approach was used in the presented results of measuring the level of skills and adaptations of library employees operating in the West Pomeranian voivodeship.

An important issue regarding the verification of skill mismatches was the impossibility of achieving comprehensiveness of such a process. Measurement, regardless of the metrics used, does not allow for the verification of all skills that characterise a given activity or are used in a given process (CEDEFOP, 2021).

In order to verify the main objective of the research concerning the identification of skill mismatch categories of librarians, an empirical study was conducted to assess its scale occurring among library employees. The study aimed to answer questions regarding selected skills and their mismatch levels, with the literature review and analysis of empirical studies allowing for the formulation of the following hypotheses:

- H1: The education of librarians exceeds the formal requirements and scope of duties of their jobs.
- H2: Specific skills related to interpersonal skills are the least well-matched of all in this category.
- H3: Librarians perceive their digital skills as insufficient for effectively performing their job duties.

The verification of hypotheses was based on a study conducted as part of the Seminar for Koszalin Librarians held in December 2024 in Koszalin, Poland. The participants included librarians employed in the West Pomeranian voivodeship; the study sample consisted of 80 librarians representing 28 local institutions. In Poland there are approximately 15,200 librarians employed in public libraries (Statistics Poland, 2025). The classification of types of libraries included in the study is shown in Figure 2. The largest group, comprising 32 librarians, were employees of city public libraries. The types of libraries in Poland comprise public, pedagogical, scientific, and school. Qualification requirements include university education in library and information science. The legal framework is based on the Library Act (Ustawa z dnia 27 czerwca 1997…) and references such as the Polish Culture Yearbook 2018 (Narodowe Centrum Kultury, 2018), which provide the history of librarianship in Poland, a detailed description and classification of units, and the specifics of the librarian profession.
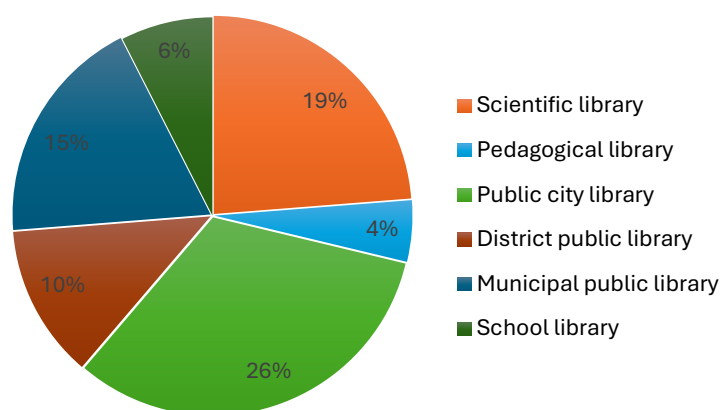

Fig. 2. Types of libraries participating in the study

Source: own elaboration.

In order to verify the hypotheses, the results of the author's research conducted in December 2024 are described below.

The study used an online survey questionnaire (CAWI), which consisted of nine closed questions and a metric. The questions concerned, among others, the assessment of the fit of competences to the

scope of work, the fit of skills to the requirements of external stakeholder groups, self-assessment of digital competences, professional experience, and self-assessment of skills specific to library employees. A 5-level ordinal scale was used to measure the self-assessment of skills, assessing the level of skills from insufficient to very good. In the case of questions regarding the assessment of match, an ordinal scale was used, including categories such as: not matched, partially not matched, well matched, and very well matched. The selection of the research sample was purposeful, and the fact that the participants were employees who took part in the seminar means that the results were not fully representative of the entire profession. Due to the small research sample, the results may be specific to the regional context and the characteristics of the studied group of libraries, therefore caution was exercised in generalising the conclusions. The reliability of the questionnaire was verified using Cronbach's alpha, which reached 0.78, confirming acceptable internal consistency.

The study involved 80 respondents, 91% were women, 4% were men, and 5% preferred not to provide information about their gender. The characteristics by seniority are included in Figure 3. The dominant group in terms of seniority were employees with over 20 years of employment, who constituted over 43% of the respondents.
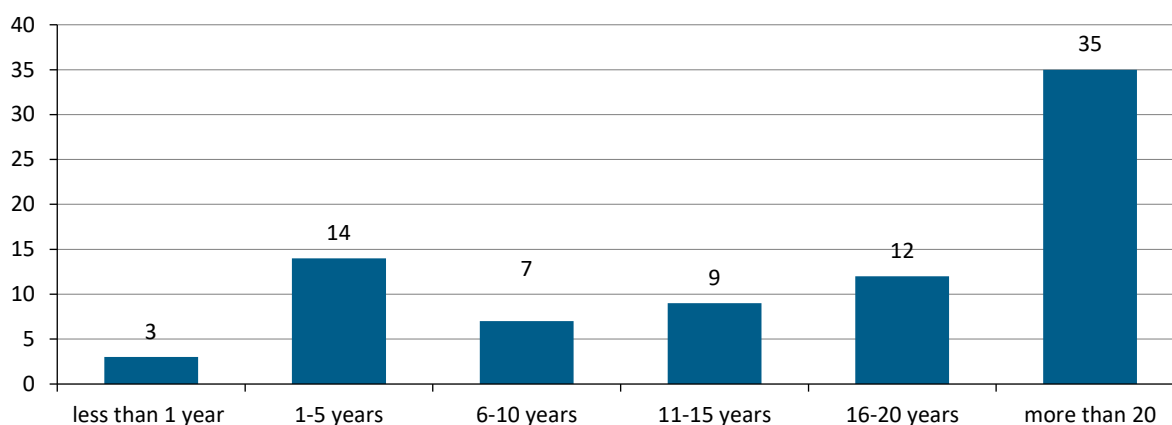

Fig. 3. Work experience of the survey respondents

Source: own elaboration.

The age characteristics indicated that the largest group (30 respondents) was in the 40-49 age bracket, followed by those aged 50-59 (27), and those aged 30-39 (12). The remaining age categories comprised fewer than 7 individuals each. As part of the verification of the presented hypotheses, the respondents' answers were presented in accordance with the order of occurrence of the hypotheses.

4.   Results

The research results show that there were already significant mismatches between the needs of the labour market and the potential of employees (Asai, 2020; CEDEFOP, 2010; ETF, 2019; Predovic & Dennis, 2020), and the transformations of the concept of library functioning that are currently taking place make this professional group an interesting research subject. The research tool was an online CAWI survey with nine closed-ended questions and a demographic section. The questionnaires included self-assessment of digital, interpersonal, and technical skills, as well as the relevance of education level and field of study and qualifications to job requirements. The presented results did not include responses regarding the assessment of adaptation to the changing library work conditions or the impact of external conditions on the implementation of library work processes.

The verification of the first hypothesis that the education of librarians exceeds the formal requirements and the scope of duties is presented in Figure 4, along with the level of the vertical and horizontal mismatch.

In this context, mismatches occurring from the perspective of the individual or those that affect the company's operations were addressed. The mismatch from the perspective of the individual was assessed mainly on the basis of verification of the level of education or skills, which may be higher or lower than the requirements of a given position. The data presented in Figure 4 indicated that over 66% of the respondents believed that their level of education was well matched to the scope of their duties.

Vertical skills mismatch

education lower than job requirements — 11
education match to job requirements — 52
education higher than job requirements — 17
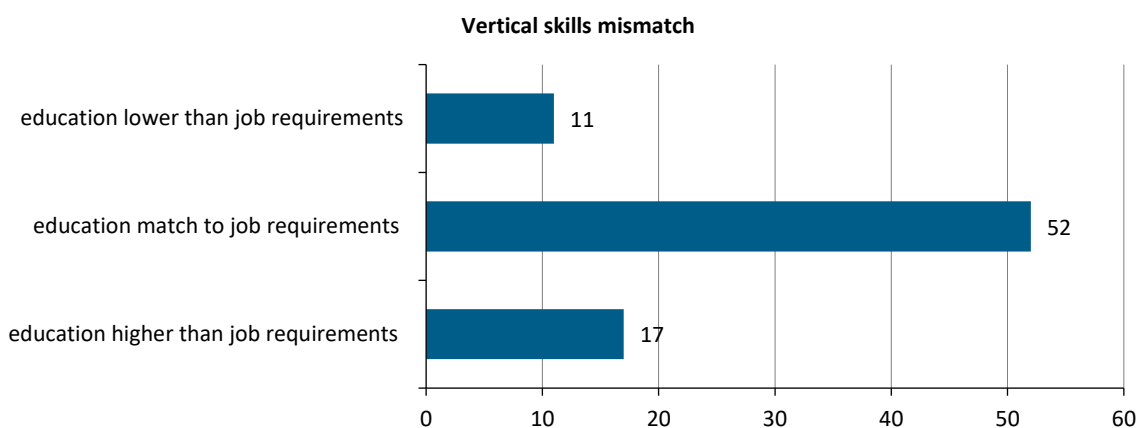
(axis: 0, 10, 20, 30, 40, 50, 60)

Fig. 4. Mismatch of the education level of library employees

Source: own elaboration.

The second area verified within the framework of Hypothesis 1 concerned the horizontal skill mismatch, and more precisely allowed to determine whether the direction of education of library employees was consistent with the job requirements. The results presented in Figure 5 showed that 70% of the respondents stated that there was a good or very good match between their education profile and the scope of the requirements applicable to their position.

Horizontal skills mismatch

very well-matched — 23
well-matched — 33
partially mismatched — 18
mismatched — 6

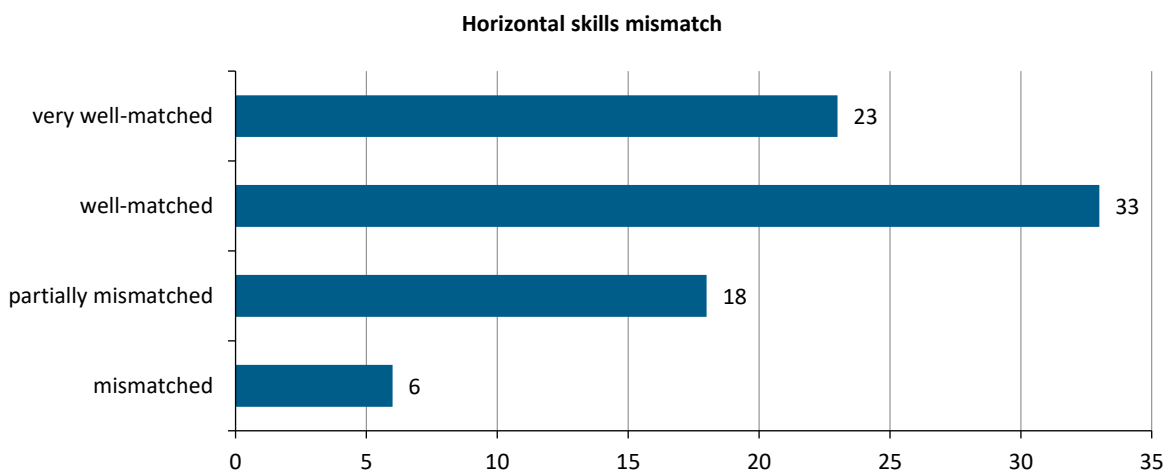(axis: 0, 5, 10, 15, 20, 25, 30, 35)

Fig. 5. Mismatch of the education profile of library employees

Source: own elaboration.

Based on the presented data, it could be determined that the majority of the respondents considered that both the level and profile of education in relation to the requirements of the work process were matched. Only 21% declared that they had a higher level of education than their job position required. Therefore, the hypothesis stating that library employees have a higher level of qualifications than required by their job was not confirmed by the empirical results and thus should be rejected.

The obtained results of matching the profile and level of education of the respondents may been influenced by the fact that recruitment and selection processes usually take into account compliance in this scope as a basis for taking up employment in a library institution. The results did not confirm that librarians had higher qualifications than those required. This may be result from the formal requirements being well suited to real competences, or that the recruitment process effectively selected people with the appropriate level of skill.

The verification of the second hypothesis was based on the analysis of the selected specific skills shown in Figure 1, characteristic of library employees. These skills were assessed by the respondents in terms of the perceived level of matching a given skill to their work requirements; the results are presented in Figure 6.
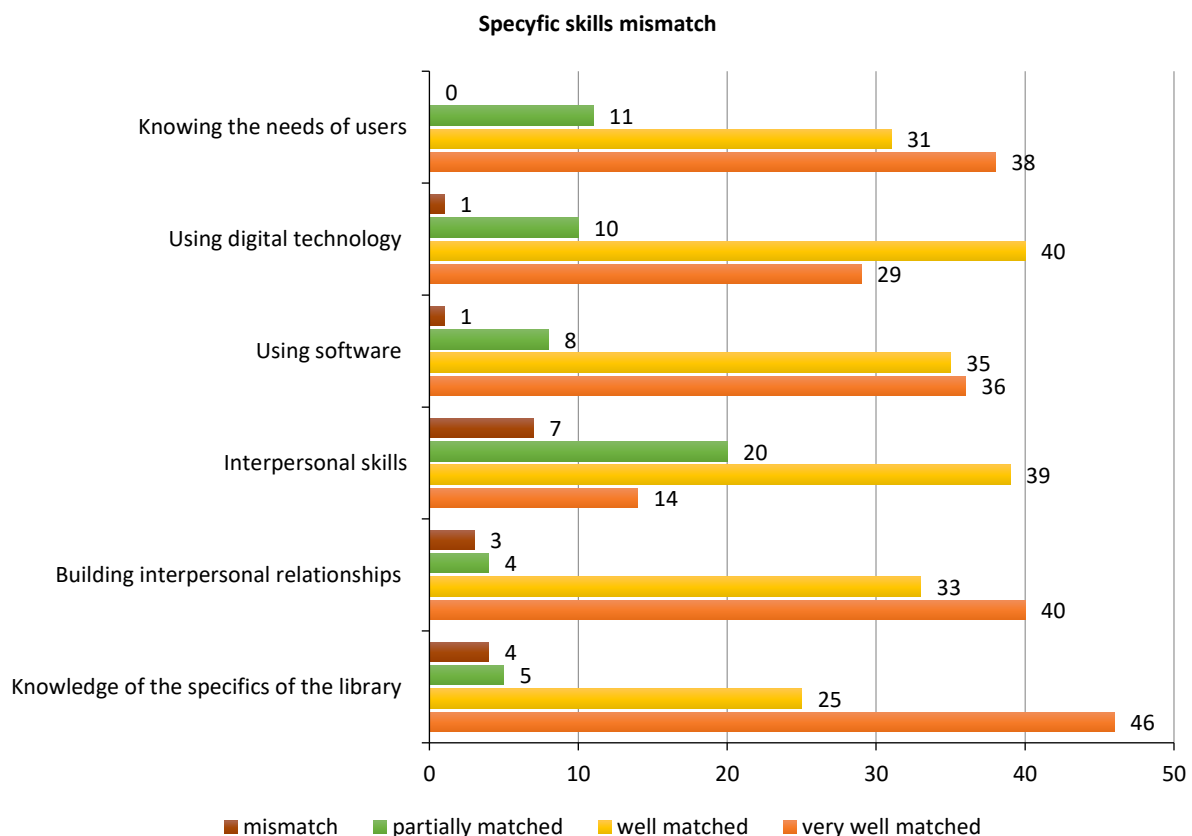
Specyfic skills mismatch

Fig. 6. Mismatch of specific skills of library employees

Source: own elaboration based on the survey.

Although some studies suggested that librarians struggle with digital transformation, research showed a relatively high self-evaluation in that area (cf. Solomon & Bronstein, 2021). Data analysis revealed that the highest level of matching among the considered skills was characterised by the knowledge of the specifics of libraries' functions, which was demonstrated by more than half of the respondents. In verifying the obtained data, it can be concluded that interpersonal skills require improvement especially in the context of online user service, mediation, and digital communication. The hypothesis assumed that interpersonal skills are the least matched and this was proven true, hence the hypothesis unequivocally confirmed that interpersonal skills was the category with the highest level of mismatch. The data indicated that digital competences were also an important issue, as they appeared as the second least suitable category of librarian skills.

Based on the analysis of the results presented in Figure 6, it can be seen that the high level of relative mismatch of the remaining considered skills included digital skills, therefore the third hypothesis

concerned the verification of the range of mismatches of selected digital skills of library employees. Figure 7 presents the assessment of matching selected digital skills specific to the work of librarians. It should be noted that none of these skills received a good match evaluation at the level of 50% of the respondents. In each type of skill, the 'good enough' level of match dominated.
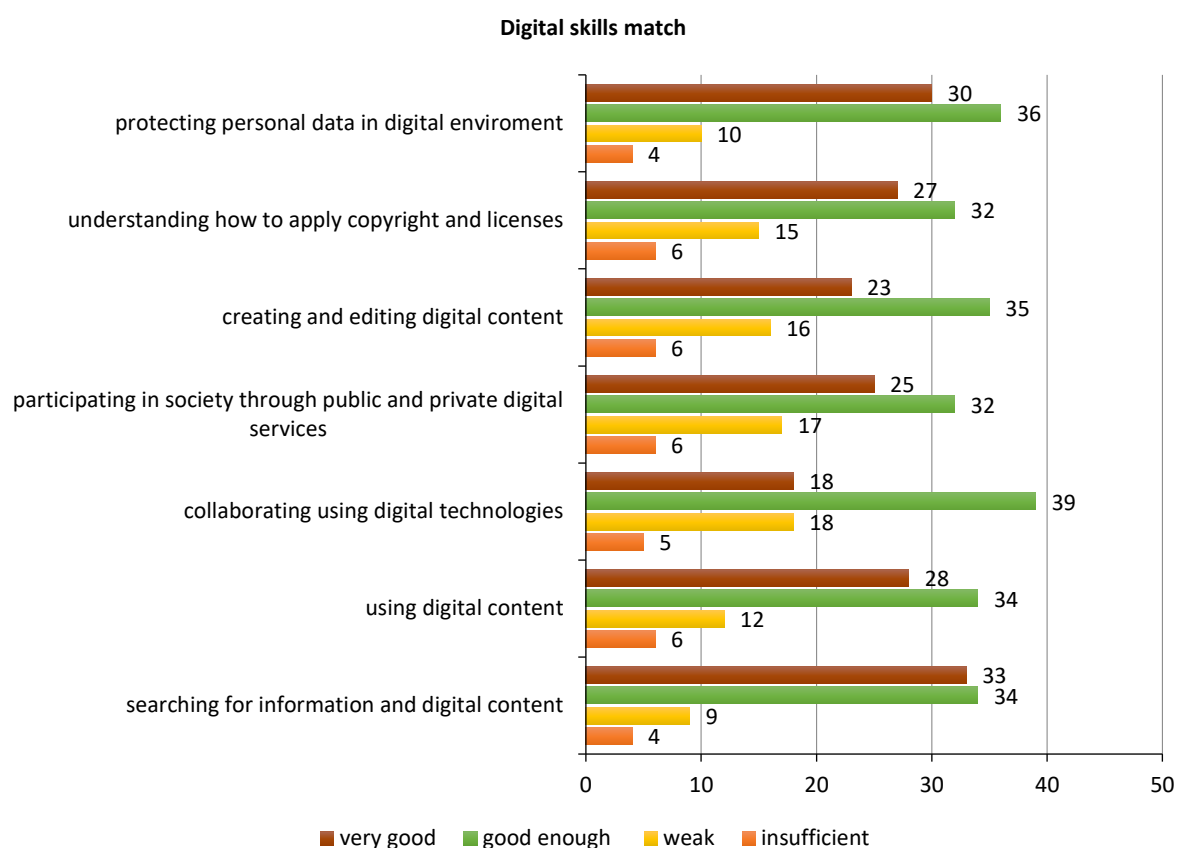
Digital skills match

Fig. 7. Digital skills mismatch of librarian employees

Source: own elaboration based on the survey.

The data indicated that digital competences did not have the highest level of mismatch or partial mismatch compared to other categories. Interpersonal skills showed the highest partial mismatch and the highest recorded level of mismatch among the considered categories of specific librarian skills, which in light of the considered third hypothesis allowed to consider it false.

Although the literature suggests that librarians often have difficulty adapting to digitalisation (Armilla & Abangan, 2024; Sewpersadh, 2023; Subaveerapandiyan et al., 2021; Williams, 2023) the results of this study indicated that most of them considered their digital competences to be sufficient. This may result from the fact that their daily duties do not require advanced technological skills or that they have access to training and technical support.

Digital transformation is no longer a vision of the future – it is an ongoing process. According to CEDEFOP report (2021), for many European employees, developing digital competences is still not an everyday occurrence. It is estimated that by 2030 as many as five million employees in the UK may struggle with a significant mismatch in this area (ISC, 2019), therefore it is necessary to systematically monitor the level of digital skills, increase the public awareness of them, and intensify activities in the field of their development. Within the general classification, digital competences become the fourth key pillar, alongside interpersonal, manual and cognitive skills.

In summarising the verification of the hypotheses formulated by the author, the following can be stated:

- The greatest mismatch concerns interpersonal competences, which suggests the need for intensive training in this area.
- The digital competences of librarians are relatively well-matched, but require adaptation to new realities (e.g. online user service).
- Many librarians have higher qualifications than required, which may lead to their potential not being used – action is necessary to enable career development and better adjustment of their professional duties.

5.   Discussion and Conclusions

Libraries must enhance digital literacy, expand access to online resources, and adapt their structure to changing user habits while strengthening cooperation with other entities. Additionally, libraries have to cope with increasing political pressure, budget constraints, and community expectations for significant changes in service delivery (Moonasar, 2024).

The study showed that the interpersonal skills of librarians are the worst matched, especially in the context of online user service, mediation and digital communication. Contrary to initial assumptions, digital skills are assessed as relatively well matched, although they still require attention and are the second least matched category. Most librarians did not consider themselves overqualified, which suggests that their level of education was mostly well matched to the duties performed. Nevertheless, it was noted that some librarians had higher qualifications that could be better used.

The article identified actions that can reduce the level of inconsistency in the area of skill mismatch, in relation to the main directions of development of library activities (see Table 1. Incorporating research on skill mismatch into the organizational processes of libraries allows for a better understanding of the ability to achieve goals, employee motivation, organizational effectiveness, gender imbalance, and productivity.

Table 1. Key Trends in Library Development and the Impact of Skill Mismatch

The Main trend	Essence	Impact of skill mismatches
Distribution solutions	Striving to ensure that users can find content	The mismatch of digital skills and the average age of respondents at 45.5 years indicate the importance of developing this group of skills
Unlimited access to resources on all devices	Openness of educational resources	The need to use more friendly services requires appropriate investments, including the service skills, using software
Taking on the role of an educator	The librarian should be able to help the user to distinguish facts from fiction	The high level of mismatch of interpersonal skills can be a challenge and indicates the need to reduce the existing gap by developing structured training modules in digital communication, fact-checking, and information evaluation
Providing immediate gratification	The skills of manufacturing value is the basis for assessing the level of services	Requires the skills of establishing interactions with users who are not well matched among the responders
Supporting the construction of social infrastructure	Helping in acquiring knowledge about issues such as education and sustainable environmental development	The skills for helping and making the social awareness are based on appropriate communication and the use of tools selected to the data groups of data
Bridging the "digital divide"	Levelling the gap between people with access to technology and those who are deprived of it	Ensuring access also requires having skills in the field of services as well as teaching the use of technology, which is not the greatest challenge, yet the results of the study show the areas with a weaker match
Combating digital exclusion	Activities taking into account the promotion of skills in the use of digital tools	Libraries have the ability to provide digital skill training and personalised assistance, empowering users to enhance their abilities and build their self-assurance, depending both on the level of digital and interpersonal skills of librarians

Source: own elaboration based on (Malyarov, 2023).

Naturally, this study had small limitations, including the small and regionally restricted research sample, reducing its generalisability. Future research should explore regional and generational comparisons, include user perspectives, and adopt longitudinal designs to capture the evolution of mismatches in line with digital transformation.

The results of the study indicated that interpersonal skills were the most mismatched category, suggesting the need for targeted training in digital communication, conflict resolution, and user interaction. Contrary to the initial assumptions, digital skills were not the weakest area, although continued professional development is essential to maintain alignment with technological advancements. Additionally, the study found that most librarians do not perceive themselves as overqualified, which challenges the notion of widespread overeducation in this profession.

Given these findings, several basic recommendations can be made:

1. Interpersonal skills training – librarians should receive coaching on online communication, customer service, and inclusive user engagement.
2. Digital skills enhancement – regular workshops on library management systems, e-resources, and emerging technologies will help ensure technological adaptability.
3. Career development pathways – libraries should establish clear promotion structures that utilise the full potential of highly qualified librarians.

Based on the specific verification of the hypothesis stated in the article, guidelines were developed, tailored to individual assumptions presented in Table 2.

Table 2. Recommendations for the results of hypothesis verification

Hypothesis	Interpretation	Recommendation
Library employees have a higher level of qualifications than their job position requires	The hypothesis assumes that librarians often have higher qualifications than required for a given position. This may indicate the occurrence of the overeducation phenomenon, which does not affect the implementation of work processes	1. Better use of employee competences – creation of specialist roles (e.g. database expert, information analyst) for more qualified librarians 2. Promotion and professional development system – introduction of career paths allowing for promotion within the library structures 3. Collaboration with universities – universities can offer training programs that will allow for better adaptation of education to the real needs of libraries
Specific skills related to interpersonal relations are the least well-matched of all in this category	It is assumed that the interpersonal skills of librarians are less mismatched compared to other categories. The scope of librarians' duties is largely based on user service and consulting, which indicates the existence of developed competences in this area	1. Expanding interpersonal training – librarians should develop competences in the field of online communication, mediation and service for people with special needs 2. Coaching programmes – workshops on soft skills can increase the quality of librarians' interactions with users 3. Integration of interpersonal skills with technology – training covering both classic communication skills and their application in the digital environment
Librarians perceive their digital skills as insufficient for effectively performing their job duties	The hypothesis is based on the assumption that the current rapid development of technology causes difficulties in keeping up with new requirements. Librarians often have to operate content management systems, e-books, databases and online tools, which requires new competences	1. Technology training – libraries should organize courses for employees in the field of databases, e-resources and digital tools 2. Constant updating of skills – introduction of regular webinars and workshops on new library technologies 3. Mentoring support – senior librarians can learn from younger colleagues who often have more freedom in using technology

Source: own elaboration.

Professional development for librarians should integrate both soft and digital skills, preparing them for increasingly complex user expectations (Corrall, 2010; IFLA, 2016). Among the priorities, one can mention:

1. Improving librarian education programmes by introducing mandatory classes in database management, e-learning and cultural project management.
2. Systemic support for the professional development of librarians by creating a nationwide training fund for librarians, enabling co-financing of courses and workshops.
3. Improving cooperation between libraries and the technology sector by creating a platform for cooperation between libraries and technology institutions in order to implement innovative solutions.
4. Introducing flexible forms of education for librarians by launching a publicly available e-learning platform for librarians.
5. Increasing the integration of libraries with educational and cultural institutions by introducing a system of internships and exchange of experiences between librarians and other specialists involved in knowledge and culture management.

The mismatch in librarians' skills is not the result of a single factor, but of overlapping issues related to technology, education, professional structure and institutional constraints. A key challenge is to create mechanisms that enable flexible education and the professional development of librarians to cope with the dynamic changes in the sector. The negative verification of some hypotheses shows that the mismatch of librarians' competences may be more complex than originally assumed. Future studies should take into account not only the self-assessment of skills, but also the assessment of their practical use in work.

As libraries continue to redefine their functions in a digital society, bridging skill gaps will be essential for sustaining their relevance and effectiveness. Future research should explore the long-term impact of training initiatives and assess how libraries can better integrate professional development into their operational strategies.

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Zbliżanie rozbieżności: niwelowanie niedopasowania umiejętności zawodowych bibliotekarzy

Streszczenie

Cel: W nadchodzących latach większość lokalnych bibliotek przejdzie fundamentalną transformację, głównie ze względu na zmieniający się charakter treści. Wraz ze zmianą dostępu do danych i informacji na formaty cyfrowe lub online zapotrzebowanie na materiały fizyczne maleje, co pozwala bibliotekom mniej się skupić na podstawowych czynnościach, takich jak przechowywanie zbiorów, a bardziej na budowaniu doświadczenia użytkownika. Głównym celem tego artykułu jest przedstawienie wyników pomiaru wybranych obszarów niedopasowania umiejętności wśród bibliotekarzy z województwa zachodniopomorskiego w Polsce.

Metodyka: Rosnąca digitalizacja usług bibliotecznych wymaga od bibliotekarzy dostosowania swoich zestawów umiejętności do współczesnych wyzwań. W tym badaniu zbadano zakres niedopasowania umiejętności wśród bibliotekarzy w województwie zachodniopomorskim. Korzystając z metodologii wywiadu internetowego wspomaganego komputerowo (CAWI), zebrano dane od 80 bibliotekarzy, aby ocenić zgodność ich kwalifikacji z wymaganiami stanowiska.

Wyniki: Wyniki wskazują, że umiejętności interpersonalne są najmniej dobrze dopasowane, podczas gdy umiejętności cyfrowe są stosunkowo dobrze dopasowane do oczekiwań zawodowych. Wbrew założeniom większość bibliotekarzy nie uważa się za przekwalifikowanych do pełnienia swoich ról. Wyniki te sugerują, że przyszłe działania szkoleniowe powinny koncentrować się przede wszystkim na poprawie kompetencji interpersonalnych bibliotekarzy, szczególnie w zakresie interakcji z użytkownikami online. Badanie podkreśla potrzebę ciągłego rozwoju zawodowego i adaptacji umiejętności w celu ulepszenia usług bibliotecznych w erze cyfrowej.

Implikacje i rekomendacje: Badanie podkreśla znaczną rozbieżność w zakresie umiejętności interpersonalnych wśród bibliotekarzy, pomimo stosunkowo silnego dopasowania w zakresie kompetencji cyfrowych. Sugeruje to, że chociaż bibliotekarze dobrze dostosowują się do zmian technologicznych, wymagają większego wsparcia w rozwijaniu umiejętności interpersonalnych niezbędnych do oferowania nowoczesnych usług zorientowanych na użytkownika. Wbrew powszechnym poglądom większość bibliotekarzy nie czuje się przekwalifikowana, co wskazuje na dobre ogólne dopasowanie wykształcenia do ról zawodowych. Zaleca się, aby programy szkoleniowe i plany nauczania kładły większy nacisk na umiejętności interpersonalne oraz umiejętności związane z doświadczeniem użytkownika. Ciągły rozwój zawodowy i stosowanie ram kompetencyjnych mogą pomóc w ukierunkowaniu tych ulepszeń. Dostosowane, regionalne szkolenia i stały monitoring niedopasowania umiejętności są również niezbędne do ulepszania usług bibliotecznych w erze cyfrowej. Przyszłe badania powinny przeanalizować, w jaki sposób niedopasowanie umiejętności bibliotekarzy ewoluuje w czasie, zwłaszcza w odpowiedzi na trwającą transformację cyfrową. Badania porównawcze i pokoleniowe mogą ujawnić różnice regionalne i trendy związane z wiekiem w dostosowywaniu się do nowych kompetencji. Ponadto zbadanie postrzegania użytkowników i skuteczności programów szkoleniowych dostarczyłoby cennych spostrzeżeń na temat ulepszania usług bibliotecznych i rozwoju personelu.

Oryginalność/wartość: Określono niedopasowanie danych grup umiejętności dla bibliotekarzy skategoryzowanych na podstawie wytycznych American Library Association. Analiza wyników wykazała najsłabsze i najlepiej dopasowane umiejętności. Przeprowadzone badanie obejmowało również analizę poziomów dopasowania umiejętności cyfrowych związanych z pracą bibliotekarzy, pokazując poziom zróżnicowania umiejętności dla tej grupy. Artykuł obejmuje identyfikację poziomych i pionowych niedopasowań umiejętności bibliotekarzy, które wykazały ogólnie dobry poziom dopasowania zarówno profilu, jak i poziomu wykształcenia tej grupy zawodowej. Określenie poziomu niedopasowania przeprowadzono poprzez weryfikację przyjętych hipotez. Na podstawie weryfikacji przyjętych hipotez sformułowano rekomendacje dotyczące działań, które wpłyną na poprawę poziomu dopasowania umiejętności.

Słowa kluczowe: kapitał ludzki, umiejętności, bibliotekarstwo, niedopasowanie umiejętności