

Feature

How Librarians' Personality Traits Shape User-Librarian Interaction in Public Libraries

A Qualitative Model

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Abstract

Effective user-librarian interaction is central to the mission of public libraries, where service quality is closely tied to everyday communication encounters. Although communication skills have been widely discussed in library and information science, less attention has been given to the role of librarians' personality traits in shaping professional interactional behaviors. This study explores how librarians' personality traits are translated into communication practices that influence user-librarian interactions in public libraries.

Adopting a qualitative research design, this study employed a meta-composite approach to integrate insights derived from in-depth, semi-structured interviews with twenty-four public library librarians in Kermanshah, Iran. Participants were selected through purposive and snowball sampling, and data collection continued until conceptual saturation was reached. Interview transcripts were analyzed through open and axial coding, supported by MAXQDA software, to identify recurring interactional patterns and personality-driven dimensions.

The findings reveal that user-librarian interaction is shaped by a set of interconnected personality-related characteristics, including accessibility, extroversion, conscientiousness, flexibility, responsibility, empathy, trust, self-control, verbal and non-verbal expressiveness, respect, and positive attitude. These traits are enacted through professional communication behaviors and collectively influence how librarians manage user needs, emotional situations, and service encounters. The resulting qualitative model illustrates communication as a relational and personality-informed professional practice rather than a purely technical skill.

The study highlights the importance of incorporating personality-aware perspectives into librarian training, professional development, and human resource planning. By emphasizing the interactional role of personality traits, the findings offer practical insights for enhancing user experience and service quality in public library contexts.

Introduction

Public libraries are fundamentally service-oriented institutions whose effectiveness depends largely on the quality of interactions between librarians and users.¹ Users' satisfaction with library services is shaped not only by access to information resources, but also by the manner in which services are delivered and communicated.² In many cases, a positive interaction with a librarian can

compensate for limitations in resources, while ineffective communication may discourage users from returning to the library.

Communication in library settings is not a one-dimensional or purely technical process. Rather, it is a dynamic professional practice that involves understanding users' needs, interpreting verbal and non-verbal cues, managing emotions, and responding appropriately within diverse social contexts. Public library librarians, in particular, engage daily with users from heterogeneous cultural, educational, and social backgrounds, making effective communication a critical component of their professional role.³

Although communication skills are widely acknowledged as essential for librarians, existing research has primarily focused on observable skills such as verbal expression, listening, and non-verbal behavior. Less attention has been given to the deeper personal characteristics that shape how these skills are enacted in real-life interactions. Personality traits influence how individuals perceive situations, regulate emotions, respond to others, and adapt to interpersonal challenges. Consequently, communication behaviors in professional settings cannot be fully understood without considering the role of personality.⁴

From this perspective, librarians' personality traits can be viewed as underlying drivers that influence their professional communication practices.⁵ Traits such as empathy, responsibility, flexibility, and emotional self-control may determine how librarians manage user expectations, handle challenging interactions, and create a welcoming service environment.⁶

Understanding this relationship is particularly important in public libraries, where sustained user engagement and trust are essential for fulfilling educational and cultural missions.

Previous studies in library and information science have examined communication skills, interpersonal relations, and user satisfaction, often emphasizing training programs and organizational factors. However, there remains a gap in research addressing how personality-related characteristics translate into day-to-day communication behaviors in public library contexts. Addressing this gap can provide valuable insights for improving librarian training, recruitment, and professional development strategies.

Accordingly, this study aims to explore how librarians' personality traits are reflected in their professional communication behaviors during interactions with users in public libraries. By adopting a qualitative meta-composite approach, the research seeks to develop a contextualized understanding of communication as a personality-informed professional practice, rather than merely a set of isolated skills.

Personality-Informed Communication Practices in User-Librarian Interaction

Communication in public libraries is not merely a technical skill acquired through formal training, but a professional practice that is enacted through daily interactions between librarians and users.⁷ Research in library and information science consistently shows that the quality of librarian-user communication plays a central role in users' satisfaction, trust, and continued engagement with library services.⁸ From an interactional perspective, communication skills are expressed through observable behaviors such as attentive listening, clarity of verbal expression, effective use of non-verbal cues, and emotional regulation during service encounters.⁶ These behaviors enable librarians to interpret users' information needs, manage diverse interactional situations, and facilitate

meaningful exchanges. Accordingly, communication effectiveness cannot be fully understood without considering the personal characteristics that shape how librarians perceive and respond to social cues.

Psychological approaches to personality emphasize that relatively stable traits influence patterns of behavior across interpersonal contexts.⁹ Traits such as empathy, conscientiousness, flexibility, emotional self-control, and openness have been shown to affect how individuals engage in social interactions, particularly in service-oriented professions that require frequent and emotionally nuanced communication.¹⁰ Rather than treating communication skills and personality traits as separate constructs, applied psychological research highlights their interdependence. Verbal and non-verbal communication behaviors are expressions of underlying personality-related tendencies that guide attentional focus, emotional responses, and interpersonal sensitivity.⁶ For example, effective listening reflects not only a learned communicative skill but also a dispositional orientation toward empathy and respect for others' perspectives. Similarly, emotional self-control enables professionals to manage challenging interactions and sustain constructive dialogue under stressful conditions.¹¹

Broad personality frameworks, such as the Big Five model, provide a useful foundation for understanding individual differences; however, their relevance in professional settings lies in how these traits are translated into practice.¹² In library contexts, extraversion may be enacted through approachability and proactive engagement with users, while agreeableness is reflected in respectful and supportive communication behaviors. Conscientiousness contributes to responsible and reliable service delivery, reinforcing users' confidence in librarians' professional competence.⁸

In public libraries, communication is a relational and context-dependent process shaped by both situational demands and individual characteristics. Librarians function as intermediaries between users and information resources, and their effectiveness depends largely on how personality-driven behaviors are enacted in real-time interactions.¹³ Understanding communication as a personality-informed professional practice therefore offers a more nuanced theoretical perspective than approaches that conceptualize communication solely as a set of discrete, trainable skills.

By integrating insights from communication studies and applied personality psychology, this study conceptualizes user-librarian interaction as a dynamic process in which personality traits are continuously expressed through professional communication behaviors. This integrated framework provides a theoretical foundation for examining how librarians' personality characteristics shape interactional patterns in public libraries and supports the development of context-sensitive models of communication in library practice.

Research Background

Previous studies in library and information science have emphasized the importance of communication skills as a fundamental component of librarians' professional performance, particularly in managing interpersonal interactions within library environments. Bahmani Chobbasti and Seyedin¹⁴ highlighted the influence of librarians' communication skills on interpersonal communication and conflict management strategies in libraries. Their findings demonstrated that various components of communication skills significantly affect both interpersonal communication processes and librarians' approaches to managing conflicts in library settings.

From a broader professional perspective, attention has also been directed toward librarians' personality-based characteristics. Bano, Mehraj, and Rehman,¹⁵ in their theoretical study on

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librarians' distinctive personality traits in the twenty-first-century digital era, argued that the professional role of librarians has evolved beyond traditional information dissemination. They emphasized that contemporary librarians function as innovators, technological experts, and strategic actors, requiring dynamic personality traits rather than relying solely on basic soft skills. Using the 16 Personality Factor (16PF) framework, their study identified a range of personality-based traits relevant to librarianship, including emotional stability, social boldness, self-reliance, openness to change, and conscientiousness, all of which may shape professional interaction in library contexts.

Empirical research in public libraries has further examined specific dimensions of communication skills. Salimi and Salimi,¹⁶ in their study of librarians' communication skills in public libraries of Ardabil, found that verbal communication and feedback skills were above average, while listening skills were relatively moderate. Their findings suggested that communication skills are not significantly associated with demographic variables such as education level or field of study, indicating that professional communication competencies require targeted training rather than reliance on academic background or experience. They also emphasized the role of organizational and managerial factors in shaping communication practices within libraries.

Similarly, Mirhosseini, Dastaran, and Sepehr¹⁷ investigated the relationship between demographic characteristics and communication skills among librarians of public libraries in Khuzestan Province. Their results showed no meaningful relationship between gender, marital status, age, city of service, or work experience and verbal, non-verbal, or interpersonal communication skills. Although a weak relationship was observed between education level and communication skills, the overall findings suggested that communication competence is not inherently determined by demographic factors but is instead shaped by other professional and contextual influences.

Psychological dimensions related to communication have also been explored. Afkhami et al.,¹⁸ in their study on positive thinking among librarians in Mashhad public libraries, demonstrated that certain components of positive thinking significantly influence verbal and non-verbal communication skills. Their findings indicated that positive daily thinking and others' evaluations of self had the strongest effects on verbal communication skills, while others' evaluations of self had the greatest impact on non-verbal communication skills. In contrast, self-confidence showed the least influence on communication skills, highlighting the complex relationship between psychological traits and communicative behavior.

Beyond public libraries, the relationship between interpersonal skills and professional development has been examined in academic library settings. Ekeruche and Echedom¹⁹ found a strong positive relationship between librarians' interpersonal skills and career development in academic libraries in South-South Nigeria. Their study revealed that higher levels of interpersonal skills significantly enhance career development, while work experience showed a low negative relationship with career advancement, underscoring the importance of interactional competencies over tenure alone.

A review of the existing literature indicates that although several studies have addressed librarians' communication skills and personality-related characteristics, research remains limited, particularly in public library contexts. Many existing studies have focused on isolated dimensions such as verbal or non-verbal skills, demographic variables, or psychological traits, rather than examining communication as an interactional process shaped by personality in real service encounters. Given the diverse user populations and complex social interactions characteristic of public libraries, further research is needed to explore how librarians' personality traits are enacted through communication practices and how these interactional dynamics shape user-librarian relationships.

Research method: This study adopts a qualitative research design to explore how librarians' personality traits shape professional interactions with users in public library settings. Given the exploratory nature of the research and its focus on lived experiences and interactional practices, a qualitative meta-composite approach was employed. This approach allows for the integration of recurring concepts and patterns, derived from multiple individual experiences, into a coherent and interpretive model.

The study is applied in purpose and is descriptive-analytical in orientation, aiming to generate practical insights into professional communication practices in public libraries rather than to test predefined hypotheses.

Participants and sampling: The study population consisted of public library librarians working in Kermanshah, Iran. Participants were selected using purposive and snowball sampling techniques to ensure the inclusion of librarians with diverse professional backgrounds, levels of experience, and educational qualifications. Data collection continued until theoretical saturation was achieved, meaning that additional interviews no longer yielded new conceptual insights. In total, 24 librarians participated in the study.

Data collection: Data were collected through semi-structured, in-depth interviews designed to capture librarians' experiences of interacting with users in everyday professional contexts. Interview questions focused on communication situations, user-librarian interactions, emotional and behavioral responses, and personal characteristics perceived to influence communication practices. This flexible interview format allowed participants to reflect on both routine and challenging interactional experiences.

All interviews were conducted individually, recorded with participants' consent, and transcribed verbatim for analysis.

Data analysis: Data analysis followed a systematic qualitative coding process. First, interview transcripts were subjected to open coding using a key-point coding method to identify meaningful units related to communication behaviors and underlying personality-related characteristics. This process resulted in the extraction of initial concepts grounded in participants' narratives.

Next, related codes were grouped into higher-order categories through axial coding, allowing for the identification of broader personality-driven dimensions influencing professional interactions. The analysis process was supported by MAXQDA software to ensure transparency, consistency, and traceability of the coding process.

The final stage involved integrating the extracted categories into a qualitative interactional model illustrating how personality traits are translated into observable communication behaviors in public library settings.

Trustworthiness: To ensure the rigor of the study, qualitative criteria of credibility and dependability were applied. Credibility was enhanced through prolonged engagement with the data, careful transcription, and iterative coding. Dependability was addressed by maintaining a clear audit trail of analytical decisions and coding procedures. These strategies strengthen the trustworthiness of the findings and support their interpretive validity.

Findings

Table 1 lists the frequency and percentage results from the sample demographic information.

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Table 1. Characteristics of Participating Librarians

Characteristic	Description
Gender	Participants included both female and male public librarians
Age range	Librarians represented early career to senior professionals
Education level	Participants held bachelor's, master's, or doctoral degrees
Professional experience	Work experience ranged from novice to highly experienced librarians
Workplace context	All participants were employed in public library settings

A total of twenty-four public library librarians participated in this study. The participants represented a range of demographic and professional backgrounds in terms of gender, age, educational level, and work experience. Female librarians constituted the majority of participants. Most librarians were between 30 and 40 years of age and held at least a master's degree. Work experience ranged from less than ten years to more than twenty years, allowing for the inclusion of both early career and experienced professionals. This diversity provided a rich foundation for exploring varied interactional experiences between librarians and users.

Table 2. Core Interactional Dimensions Shaped by Librarians' Personality Traits

Interview Code	Description of Interactional Meaning	Dimension
Interviewee #1	Each client has his or her own information needs, which can be simple or complex. To meet the need for complex information, skilled librarians are needed to provide the client with the information needed as quickly as possible by solving the existing ambiguities.	Accessibility Expertise Work conscience
Interviewee #2	In my opinion, in successful verbal communication, whether with a client or a colleague, we should not do anything else so that we can focus on what he or she is saying. It means to have an effective verbal communication with the client.	Flexibility Verbal communication Respect
Interviewee #3	Correct communication skills make people self-actualize and use different capacities as people. If a person is dissatisfied with the library, they may not visit again if they do not have to.	Compatibility Friendly relations Self-control
Interviewee #4	The librarian uses eye contact, nods in approval, smiles, shows agreement or agreement with the speaker, and by saying words such as "yes" or "that's right," can encourage the speaker to continue speaking.	Non-verbal communication Flexibility Trust
Interviewee #5	When the librarian is calm and self-confident, it creates a positive organizational dignity for the librarian and makes the library a welcoming environment for visitors, and a good social image of the library is drawn in the user's mind.	Work conscience Expertise Obligation
Interviewee #6	In face-to-face communication, it is very important to pay attention to the users; you should not be indifferent to the users or wait for him/her to request assistance; rather, one should value the user from the very beginning and turn the head as a sign of attention when the user approaches and maintain the continuity of communication with the user until the desired result is achieved.	Empathy with the user Friendly relations Respect Extroversion
Interviewee #7	If the client's work requires a wait time, be sure to explain the reason for this wait, the expected duration, and thank the client after completing the task. Express appropriate feelings in response to the client's expression of feelings.	Empathy with the user Obligation Wisdom

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Interview Code	Description of Interactional Meaning	Dimension
Interviewee #8	Inappropriate behavior in society is propagated by people, which means that when a person shows anger toward you as a librarian, they may spread it to another person. While the librarian should strengthen the feeling of satisfaction in the audience and society, the librarian must be patient in communicating with the users.	Compatibility Flexibility Work conscience
Interviewee #9	The librarian's skill in asking the client open-ended questions to reveal their real needs is very important.	Follow up Responsibility
Interviewee #10	The prevailing atmosphere of public libraries indicates that librarians work in an open system. In other words, there is no separation of manpower in separate rooms in this environment. This factor makes experienced and less-experienced people think and act freely next to each other, express their opinions and views in the field of work, and benefit from the opinions and experiences of others.	Extroversion Experience Expertise
Interviewee #11	In my opinion, the users' understanding of the quality of the services provided and their satisfaction is influenced by the librarians' behavior and attitude.	Responsibility
Interviewee #12	As local gateways to knowledge, public libraries provide basic conditions for lifelong learning, independent decision making, and cultural development for individuals and social groups. In the meantime, librarians are a vital resource in the operation of a library and are essential in helping the client to resolve ambiguity.	Help the client
Interviewee #13	Since librarians of public libraries are related to all sections of society, having communication skills is important. As information mediators, librarians play an undeniable role in the flow of information. It is possible that the resources needed by the patrons are available in the library, but the lack of communication skills prevents them from reaching the necessary and timely information.	Work conscience
Interviewee #14	When trying to provide an answer, the librarian puts himself in the mental and intellectual frame of the user, and he or she should avoid providing very specialized or very basic information.	Expertise Validity of information
Interviewee #15	When the user gets angry or upset because the librarian is not meeting their expectations, the librarian should welcome their complaints and listen to them with appropriate methods.	Self-control Respect Sympathy
Interviewee #16	The librarian uses a sense of humor to reduce the nervous pressure and anxiety of the audience. He or she can use sentences to get familiar and avoid guessing about the real need of the client.	Friendly relations Wisdom
Interviewee #17	Age, gender, and class differences between the librarian and the user should not create a problem in communication.	Trust Emotional stability
Interviewee #18	The librarian can seek advice from experts in the field who know communication skills.	Wisdom Honesty
Interviewee #19	If the user cannot find empathy and a rapport with the librarian, it will be difficult to express their information needs, and on the other hand, the librarian will not be able to find what the user wants. We should also respect the value of the clients' time.	Empathy with the user Respect
Interviewee #20	The librarian should take the initiative to help resolve the user's questions and needs.	Friendly relations Work commitment

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Interview Code	Description of Interactional Meaning	Dimension
Interviewee #21	In addition to encouraging people to study and use library services, librarians' positive and appropriate attitude also creates freshness and vitality and turns the library into a calm, safe, and friendly environment.	Thinking positive
Interviewee #22	Some of the factors that can result in failure to establish a proper relationship with the user are lack of enthusiasm, criticism of the user, and a low threshold of patience for people, which librarians should pay attention to.	Self-control Compatibility
Interviewee #23	The existential philosophy and specialized functions of libraries are to meet the needs of users. For this reason, the criteria for judging libraries are the amount and quality of their services. Since library services are diverse, and many of the services provided require librarians to communicate with patrons, this communication is very important and valuable.	Expertise Work commitment Responsibility
Interviewee #24	The type of attitude and positive thinking in library staff can improve the quality and quantity of services provided.	Thinking positive Flexibility Work conscience

The open coding of the interview is presented after editing. These codes were adapted from the writings. From the analysis of 24 interviews, 192 sentences were extracted and a total of 96 open codes were obtained, and then the extracted open codes were converted into 13 axial codes.

Table 3. Illustrative Quotations Reflecting User-Librarian Interaction Patterns Dimension

Dimension	Illustrative Quotation
Accessibility	When users feel that I am available and attentive, they explain their real needs more clearly.
Verbal communication	I focus completely on what the user says so that no part of their request is missed.
Non-verbal communication	Eye contact and nodding encourage users to continue speaking.
Empathy	I try to put myself in the user's position before giving an answer.
Self-control	Even when users are upset, staying calm helps prevent conflict.
Responsibility	I feel responsible for resolving the user's problem, not just answering a question.
Positive attitude	A positive attitude makes the library feel safe and welcoming for users.

From the analysis of 24 interviews, 192 meaningful statements were extracted. Through open coding, 96 initial codes were identified, which were subsequently organized into 13 core dimensions through axial coding. These dimensions collectively form a qualitative interactional model illustrating how personality traits are translated into observable communication practices in public libraries.

The findings indicate that user-librarian interaction is shaped by the following key dimensions:

Accessibility

Librarians emphasized the importance of being approachable and available to users. Accessibility was reflected in behaviors such as initiating contact, maintaining eye contact, and demonstrating readiness to assist. Participants noted that users were more willing to express their information needs when librarians appeared open and attentive.

Extroversion and Engagement

Extroversion emerged as a facilitating factor in initiating and sustaining interactions. Librarians with higher levels of social engagement described greater ease in starting conversations, encouraging users to ask questions, and creating a friendly interactional atmosphere.

Conscientiousness and Responsibility

Conscientiousness was reflected in librarians' sense of professional duty and commitment to accurate and timely service. Participants associated responsible behavior with users' trust and satisfaction, emphasizing that careful attention to users' needs enhances the credibility of library services.

Flexibility and Adaptability

Flexibility played a central role in managing diverse user expectations. Librarians described adjusting their communication style based on user's age, educational background, emotional state, and information literacy level. This adaptability was seen as essential in avoiding misunderstandings and frustration.

Verbal and Non-verbal Expressiveness

Effective interaction was strongly linked to librarians' ability to use clear verbal explanations alongside supportive non-verbal cues such as gestures, facial expressions, and tone of voice. Participants noted that non-verbal communication often conveyed respect, patience, and encouragement more powerfully than words alone.

Empathy and Respect

Empathy emerged as a foundational dimension of meaningful user-librarian interaction. Librarians described placing themselves in users' positions, listening attentively, and responding without judgment. Respectful communication fostered user confidence and facilitated clearer expression of information needs.

Self-Control and Emotional Regulation

Managing emotional responses was identified as particularly important in challenging interactions. Librarians emphasized maintaining calmness, patience, and professionalism when faced with user frustration or dissatisfaction. Emotional self-control was perceived as essential for sustaining positive interactions and preventing conflict escalation.

Trust and Positive Attitude

Trust develops through consistent, honest, and supportive communication behaviors. A positive attitude contributed to creating a welcoming library environment, reinforcing users' perceptions of the library as a safe and supportive space.

Discussion

Analysis of the interview data revealed that librarians' interactions with users are shaped by a set of interconnected personality-driven characteristics that are consistently enacted through professional communication behaviors. Rather than functioning independently, these characteristics interact dynamically to influence how librarians engage with users, manage communication situations, and deliver services.

The research results in the demographic findings section show that there is no significant difference between age and communication skills. Therefore, it is not important to consider a librarian's age in considering library staffing. In other words, it can be stated that people of young or old age can work together in different sections of the library, especially the reference and lending section, where most of the communication is face to face.

The findings of the present research showed that the employment of human resources in public libraries does not make much difference in terms of gender. In this way, both sexes can be used in recruiting the required staff of libraries.

The prevailing physical layout of public libraries indicates to users that librarians work in an open system, and there is no separation of staff in separate rooms in this environment. This factor makes experienced and less-experienced people think and act freely next to each other, express their opinions and views in the field of work, and benefit from the opinions and experiences of others. As a result, the gap between experienced and less-experienced people is reduced in terms of knowledge and mastery of the field of work, and the grounds for growth and strengthening of communication skills are provided. In this regard, clients are looking for librarians whose attitude and new vision will help them solve their information needs. Sometimes it is observed that librarians with little experience are more dedicated to meeting the information needs of clients than librarians with longer service experience.

Also, one of the most important factors in communication is a librarian's level of education. According to the findings of this research, librarians who have higher levels of education have higher communication skills. Educated librarians can communicate using different methods and attract users to public libraries.

The second part of the results relates to the personality dimensions of the librarians and their effect on the librarians' communication skills with patrons. The cultural diversity of public library patrons is one of the major factors experienced by librarians. Because of this complexity, public library librarians need a high level of communication skills to manage interactions with clients, and the existence of these skills depends on the librarians' personality characteristics.

Librarians' communication skills can be more effective than their other skills, and communicating effectively with users is one of the most vital and key skills for librarians in public libraries. By considering the role and importance of personality dimensions in communication skills, this study aimed to design a model of personality dimensions effective on the level of communication skills of librarians.

Personality is a set of characteristics that distinguishes people from each other and affects the way they communicate with others. Also, personality shows how a person thinks, feels, and acts. Since personality issues can affect peoples' attitudes and behaviors, librarians who have a higher amount of personality dimensions in this research have higher and better communication skills

because they are more comfortable in social interactions and are more involved in effective verbal communication and actively listen to others.

With the mentioned components, librarians have the ability to understand and manage their own and others' feelings, and this enables them to communicate effectively with empathy, understand non-verbal cues, and respond appropriately to the various needs of clients. Librarians who are open to new experiences are often more curious, creative, and adaptable, and this personality dimension allows them to be open-minded to feedback and willing to explore different perspectives in communication. Librarians who have a combination of the 13 components of this research probably have high-level communication skills.

Conclusion

This study demonstrates that user-librarian interactions in public libraries are shaped not only by communication techniques, but also by librarians' personality traits as they are enacted through professional practice. The findings highlight that traits such as empathy, responsibility, flexibility, emotional self-control, and positive attitude influence how librarians interpret users' needs and manage interactional situations.

The qualitative model developed in this research conceptualizes communication as a relational and personality-informed process embedded in everyday service encounters. By focusing on interactional practices rather than isolated skills or traits, the study provides a nuanced understanding of professional communication in public library contexts.

These findings suggest that librarian education and professional development programs may benefit from adopting personality-aware and interaction-focused approaches. Future research may extend this interactional framework to other library settings or examine how organizational factors shape the enactment of personality traits in professional communication.

This study has limitations, and accordingly, due care should be taken in generalizing its results, and its limitations should be considered. One important limitation of this study is the small size of the research community: the librarians of public libraries in Kermanshah. Another important limitation of this study is that no research on the 13 personality dimensions affecting the communication skills of librarians exists, which prevented the comparison of these findings with the current research. Therefore, it is recommended that more research on personality dimensions affecting librarians' communication skills, such as their effectiveness, be carried out.

To improve the communication skills of librarians, we can provide the basis for increasing and developing their personality dimensions through improving working conditions and training workshops. Library and information science education does not have a special program to strengthen these types of skills among its graduates, and librarians who enter the work environment in public libraries do not receive the necessary training. Therefore, theoretical and practical training should be combined to cultivate capable librarians. Librarians and librarian students should take advantage of the opportunities and situations created by formal and informal education, with the help of individual studies and follow-up on the latest advances in information technology, to keep their knowledge up-to-date and acquire the necessary skills and abilities in future society. Also, staff in libraries should be periodically assigned to work in different parts of the library to increase productivity and to help identify their personality traits and the most suitable department and service for each of the librarians. In this regard, the job rotation of librarians can be a suitable measure.

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