LEADERSHIP IN ACADEMIC LIBRARY OF THE PRESENT CENTURY

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Libraries are social agencies. They exist to serve specific needs in our society Today's librarians will work in a broad spectrum of libraries and information centers, and must be able to understand and interpret an increasingly complex information environment; they must be able to collaborate effectively with other information professionals; they must be able to articulate the value of the knowledge and skills of librarianship in a rapidly changing information environment; and they must be competent managers capable of innovation, efficiency, and leadership as they meet the demands of their clientele. The societal, organizational, and competitive changes affecting academic libraries point to the need/3r effective leadership and the identification of leadership competencies for academic librarians. This article presents a rationale for the identification of an important component of such a statement of leadership competencies in the context of the knowledge and skills associated with development and fundraising. The paper describes the areas of expertise, experience, and skills associated with academic development positions in colleges and universities as a basis for identifying leadership competencies that are relevant to academic librarians and administrators.

INTRODUCTION

Understanding leadership essentially involves influencing the behavior of persons. Researchers have tried to explain the personality of a leader in terms of traits. These traits include intelligence, social maturity, motivation, tactfulness, persuasiveness etc. However, certain scholars have viewed leadership as a product of the situation. The person with the particular qualities or traits that a situation requires emerges as the leader. This approach states that leaders recognize the needs of subordinates and help them to reduce barriers in satisfying those needs in the process. The leader influences their behavior. Finally, Davies (1982) has proposed a comprehensive social learning approach in which the leader interacts with the environment including subordinates / followers and macro variables and the resulting behavior of the leader determines his'

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her success of failure. The approach requires:

1. Understanding the self motives, methods references and positions

2. Comprehending the environment i.e.
   - Motives, knowledge, skill and background of subordinates
   - Motives, knowledge, skill and background of superiors
   - Organizational policy, resources, goals and politics

3. Assessing external environment

LEADERSHIP IN LIBRARIES

If library organisations are to adapt and excel in the constantly changing information and academic environment, leadership should be legitimately exercised at multiple levels and by staff throughout the organization While the director/head of the along with other administrative' managerial staff have to provide leadership, this activity cannot rest solely with one individual. It is desirable that a variety of people in different situations exercise leadership regarding their departmental goals as well as broader mission and goals of the library. It is particularly important for library professionals to demonstrate leadership "regardless of their positions. Although the practice of shared leadership is not new in libraries, it has to occur only informally because there are always individuals who are willing to exert leadership within and beyond their specific position assignment.

What is required to expand leadership is the establishment of an organization from within that encourages all staff to demonstrate leadership appropriate to their roles, responsibilities, knowledge, and skills. Distributed leaderships also means a departure from staff expecting that all decisions rest with the administrative staff to an expectations that they will share in and accept responsibility for the directions and results of specific goals and the overall mission of the library. It might be helpful to consider shared leadership in relation to the concept of participatory management. Participatory management is based on the view that management responsibilities could be shared- that is, how the organization implements what is envisioned for the future through planning, allocation of resources, and policy development could and should involve staff other than those in library management positions. In contrast, shared leadership suggests that multiple people have value to contribute in shaping what the library will become by identifying innovative and imaginative services, building and maintaining sound relationships on campus, and taking personal responsibility for the overall mission and vision of the library.

Expectations of how academic library' librarians will participate in the academic environment have changed considerably. The library is no longer the bastion of quiet contemplation or gentlemanly agreements. Indeed, the academic library ma be the focus of tension and stress related to what faculty members want for the collections, while also being a place of visibility and excitement in the integration of new technologies for broadening access to information resources. Leadership by the library director' head has a direct impact on the value and belief among campus administrators and faculty that the library is fundamental to quality teaching, research, and independent learning. This in turns affects funding, partnerships, and opportunities for contributing to the quality of the institution.

The Library Director must be both an active and an effective advocate for the library on campus and a full participant in the life of the academic community. The library directors must function as part of a team consisting of college deans, faculty leaders, technical professionals, and members of the central administration to bridge the gap between traditional values and advancing technology.

Of course, librarians are not always perceived by their campus colleagues as being part of the academic team- they are not always "invited to the part." Leadership requires that the librarians that the librarian take the initiative to become part of the team. The library director must actively seek out opportunities for collaboration with and others on campus insert the library's influence and; expertise in places where they can be used to advantage. Therefore, the leadership should be within the library and on the campus prior to expecting library staff to assume leadership responsibility.

At the same time librarians and other library administrators cannot afford to be either parochial or possessive in shaping the library's future. Shared leadership represents an opportunity to instill and maintain vitality and creativity ri all aspects of library operations and services. To involve the library's non-managerial staff in assuming leadership responsibility, the librarian must take initiatives in articulate ways in which distributed leadership might demonstrate enthusiastic support. The librarian is key in setting the tone for the library, articulating a value for contributions by all staff based on their knowledge and abilities (rather than on their positions), and again ensuing that the recognition and reward system supports the new expectations. In addition, the director will need to work closely with other library administrators and department heads to set expectations for sharing leadership and creating an open and learning organization. as well as providing staff opportunities for leadership development. Finally, academic

librarian should be, critical in assessing their behavior to determine whether they are in fact acting as a model by sharing leadership responsibilities with others.

PROFESSIONAL STAFF AS LEADERS

Leadership depends not only on the administrative staff relinquishing their hold on leadership by creating a more open organization in which individual and team initiative and innovation is encouraged, but also on the willingness of individual staff members to accept this responsibility. Most particularly, professional staff of the academic library has a fundamental responsibility to provide leadership and direction in shaping the future of the library. In general, there is and expectation of outreach to all the constituents served, such as faculty, students, and the larger community, plus an expectation to consider and implement new approaches and ideas in services while maintaining the familiar traditional activities of the library. For example, professional staff is no longer able to simply be in the library at a reference desk when a student or faculty member has a question. It is expected, that they will initiate and seek out faculty and students to offer user education sessions so that individuals learn about library resources and methods to access and evaluate these resources. They also are expected to work more cooperatively and in conjunction with the new initiates and new services. In addition, they are expected to seek ways to cooperate with other libraries in their state and / or region to expand access to resources for their immediate constituents. This broader involvement in cooperative ventures requires leadership from various professionals to shape services in new and different ways and to reach agreement on complex issues.

Librarians must participate in planning for the use of electronic technologies on campus. Work collaboratively with computer professionals and others on campus, retain staff, secure funding for both infrastructure development and operations, understand. Intellectual property issues and learns to work in an environment in which change is a constant. Furthermore, believed that professional staff, not only librarians, must gain the trust of those constantly renew, modify, and/or redefine the values and goals in the libraries so that they stay within the changing priorities of the institution. If professional staff accepts this as part of their responsibilities. Then they are accepting a leadership role.

ALL STAFF AS LEADER

Although librarians and library professional staff have a very specific and professional responsibility to exercise leadership, all staff members can be encouraged and rewarded

for assuming greater responsibility for the quality and overall effectiveness of their work. When a library assistant asks, "why" and to demonstrate initiative in examining whether what is being performed is necessary and organized in the best possible manner. In all respect, staff should be given far more latitude to make decisions, to raise questions, and to suggest new approaches regarding their work and the work of the department. Quite often in academic libraries, in particular, library staff in various positions are well educated and experienced, and they have more ideas to contribute than may be acknowledged.

In considering distributed and shared leadership, an organization cannot have everyone pulling in opposite directions and expect to move forward. The challenge for library administrators is to establish a balance between their managerial and leadership responsibilities and those of staff to play an active role defining library directors and innovative services. Leadership at the top of the organization has a responsibility to describe the vision and directions and then involve others in refining this vision and then identify and organizational design, values, and reward / recognition system that will support expanded leadership and staff involvement throughout the organization.

ORGANIZING FOR EFFECTIVE LEADERSHIP

In many academic libraries, it may m5t be sufficient to declare that leadership exercised by non- managerial staff is desired. It may be necessary to alter the basic organization of the library to remove barriers and to facilitate ways in which all staff members can interact and work more openly and effectively together and thus demonstrate leadership. To provide opportunities for individuals and groups to take on the role of leaders, consideration should be given to creating and encouraging more fluid and spontaneous working relationship among library staff. Nadler and Tushman observe that "the only real, sustainable sources of competitive advantage lies in an organization's architecture" 'the way in which it structures and coordinates it people and processes in order to maximize its unique capability over the long haul' (Lent and Hackett).

ORGANIZATIONAL DESIGN TO ENCOURAGE LEADERSHIP

Although there has been considerable discussion and review of traditional academic library organization in the past decade, much remains to be done to reduce the rigidity and formality of the hierarchical approach and to introduce greater flexibility to increase

innovation and initiative among staff throughout the organization. There is no one wax' to organize the academic library. The reality, of a particular academic institution and library should provide the framework for selecting options for redesign oh' the organization. And when major changes in the culture and the organization are contemplated, this should he accompanied by clearly stated expectations and values, an appropriate recognition and reward system, and to provide learning of new knowledge and skills.

As a first step in organization should defines how work responsibilities are assigned and the way in which departments are organized to get work accomplished. I he structure provides clarity regarding individual arid group responsibility both for employees and those who arc served by the organization. The structure is the formal aspect oh the organization and is the basis for stability. The processes of an organization provide the context for how people accomplish their work within the established structure. These processes consist of working relationships, communication systems (formal and informal), and interdependence among groups and individuals. 'I he organizational processes are where the greatest flexibility resides.

It is possible for a traditional hierarchical library structure with division (e.g., public and technical services) and departments (e.g., reference, interlibrary loan, etc.) to coexist with distributed leadership by emphasizing new process such as creating tear that draw on people from different departments to institute new or revised services. When such a team is given the authority and responsibility to develop a new program, then the members of the team will be able to exercise shared leadership. For this to actually work, however, the values within the library must be examined, as must the processes for recognition and reward, to make sure they are aligned with the stated expectations for leadership.

Jerusalum and Mittag suggest that organizations may be "learning handicapped' but that they can be redesigned to create "open organizations that are both participate and anticipative". In this redesigned open organization, "people share a set of norms, values, and priorities" that contribute to learning alertness to change, a search for new challenges and options, and respect for innovation and risk taking.

Even if the culture and organizational structure and processes have been addressed, individual members of the organization will have to commit to changes in their own approaches to work and working relationships and demonstrate a willingness to adopt

new behavior and values. It is not enough for library administrators to change; all participatory and distributed leadership organization.

In academic libraries, this means that the recognition and reward system has to support these new expectations, and the recruitment and selection of the individuals for all position will be based on new values and expectations. In addition, the role of administrators and departments heads will have to change. Although may, if not most, academic libraries may maintain a hierarchical structure to coordinate major decisions such as allocation of resources, strategic planning, priority setting, and a variety of personnel policies, the administrative staff must be willing to let go of absolute control to create an open organization that encourages learning and distribute leadership. The challenges for academic library directors and there staff is how to create balance of stability and flexibility throughout the organizational structure and process.

Table-1
Likely Model of Twenty-First-Century Leadership

From	To
Few leaders, mainly at the top; many managers	Leaders at every level; fewer managers
Leading by goal-setting	Leading by vision, creating new direction long-term growth
Downsizing, benchmarking for low cost, high quality	Creating domains of Uniqueness, discompetencies
Reactive/adaptive to change	Anticipative and creative
Designer of hierarchical organization	Designer of flatter, distributed, more colle organizations
Directing and supervising	Empowering and inspiring and facilitating work
Information held by few	Information shared with many
Boss	Coach
Stabilizer, balancing conflicting demands and maintaining culture	Change agent, balancing risks and evolve culture
Developing good managers	Developing future leaders

The greatest opportunity for success in any academic library lies with the staff / As one colleague observed, our most valuable resource goes home every night. The power of the staff can be magnified if the organizational structure and processes, along with the culture, are reviewed and revised, and distributed leadership and the dev of effective leaders become a library value and a priority.

Conclusion

The question of the extent to which those who are progressing in their careers in academic libraries would have the opportunity to gain the professional experiences needed to take on responsibilities associated with development as they compete for senior managerial positions helps to form the basis for the need to identify and articulate leadership competencies in this area.

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