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Leadership challenges and issues facing academic libraries

Mohammad Aslam
aslam.maslam@gmail.com

Mohammad Aslam
University of Nizwa

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Leadership challenges and issues facing academic libraries

The main objective is to determine academic library leaders' perspectives regarding the key challenges facing academic libraries and leadership, and how library professionals can meet these challenges effectively. The study explores the leadership development opportunities and challenges for senior library professionals and academic libraries of the future, and what type of skills and abilities they need. A semi-structured, telephone and face-to-face interviews were arranged, the author interviewed library directors, managers and most senior librarians, a total of 16 library leaders and administrators were selected to this study. Results identify that a shared vision is key to leadership in academic library that prepares employees for organizational change and reduces resistance. Skills development is the top priority for library leaders at all levels and how organization can support the leadership development while shrinking budget is main concern for both private and public institutions.

Keywords: Leadership issues, Leadership challenges, academic libraries, library leaders, Skills and abilities, leadership training.

Introduction

There are more than 100 definitions of leadership, and all try to describe leadership skills and abilities for academic institutions as well as in general (Phillips, 2014). Although, this study does not attempt to focus on all leadership qualities and it was not the purpose of the research. Some of the key skills have examined for the academic library leaders and what type of abilities are required for the future leadership. In fact, without transformational leadership is no concept of leadership in the academic library that inspires followers to develop a high level of confidence by offering strong support for an excellent performance. In the beginning, concept of the transformational style

was articulated by Burns in 1978, in terms of political science field and later expressed in the theory of leadership in general (Burns, 1978). No doubt at all that leadership is one of the most important elements of an organization but few studies have conducted regarding dynamic and successful leadership in academic libraries while leadership has always given a top priority for all types of organizations (Fagan, 2012). However, a leadership in academic library is based on several key competencies and these are extremely needed to be success in academic libraries. Successful leaders are those who encourage and motivate their followers to achieve furthermore than expectation and boost confidence level of the workers by offering assistance to build high level standards and values. Leaders have abilities to develop a strategic plan and clearly describe to subordinate to achieve the mission of organization. In a time of change, leaders need more flexible and divers' leadership styles for themselves as well as others. Successful leadership has abilities to resolves issues, find solutions, open discussion at all levels and create strategy for the future.

On the other hand, O'Conner (2014) identified that library professionals also need a solid tech savvy back ground along with the traditional skills because academic libraries have already gone in a challenging time of expansion and evolution, even though these changes are not ended yet. Therefore, librarians need sold technical skills to deal the rapidly reshaping of the academic libraries and library professionals will have to play a significant role to achieve the mission of organization. It is one of the objectives to find out the skills which are needed in the changing environment of academic libraries. Respondents reported that developing technical skill is a top priority to work in the 21st century; therefore, leadership training opportunities and continue education programs may prepare professionals to reach their own exemptions of successful leadership and long-lasting benefits. It is not surprising that libraries are constantly changing in

their nature and policy because explosion of information and higher education systems. The study is moving very quickly across the academic institutions where academic libraries exist and has noted many changes and challenges. It was also the purpose of this study to discover the best ways to develop new skills and find out opportunities in order to prepare dynamic leaders for academic libraries of the future. There are numerous professional associations and institutes in developed countries those offer leadership development programs but only a small number of library professionals can join these training because of organizational policies and financial crisis as this study has identified. Therefore, library administrators are responsible to organize and provide training at their own institutions so that a maximum number of employees can join and benefits the leadership development programs.

The study identified most of the library leaders are not satisfied with their current skills and abilities; therefore, they want to boost their knowledge and skills for the future leadership and also have keen interest to keep up with the library and information. A successful leadership needs a set of skills such as effective communication, self-confidence, the ability to manage team and a willingness to accept change. The study explores how library leaders build their perceptions of dynamic leadership, how can develop a set of new skills and which qualities are most important for the future scenario of academic libraries. The following questions were guided to this study:

- How do library leaders develop their understanding of leadership?
- What are the key responsibilities at workplace
- What are the most significant skills and abilities for leadership?
- What are the preferred methods of skills development
- What are the key challenges facing academic libraries and leaders?

Literature Review

A literature review focuses on extensive articles regarding professional development, leadership opportunities and challenges in academic libraries including the best ways to develop skills and abilities for the future leadership. It was not a purpose of literature review to explore all leadership styles, only few leadership styles included which are related to this study. There are several types of leadership for all organizations, and one of the leadership styles that usually describes in many leadership manuscripts the idea of 'Great Man Theory' has expressed in the beginning of 19th-century (Ronald, 2014). This theory includes two basic norms; great leaders are born not made, and great leaders show up and resolves the issues whenever is a need of great leaders (Gill, 2006; Ronald, 2014; Roe, 2014; Zehndorfer, 2014). Although, this theory is a hypothetical piece of belief only and has no scientific and experimental validity. This theory has rejected by many modern philosophers and even by some leaders themselves (Zehndorfer, 2014; Gill, 2006). Born leaders cannot be successful in reshaping of academic libraries because leaders need constantly practice and experience as increasing requirements of the library and information. The Trait Theory of leadership has certain identifiable features or abilities that are distinctive to leaders and successful leaders have such abilities to some extent. Leadership abilities and traits can be inherent or can be gained by continuing practice and training (Roe, 2014; Gill, 2006). At the same time, Ronald (2014) expressed that this theory is also identified as out dated by some modern philosophers because it is a fictional perception that fails whenever exposed to empirical experiments.

Yang (2015) defines laissez-fair leadership is identified as a deficiency of leadership or no leadership because this type of leadership does not deliver input to their subordinates. Generally, this type of leadership style has negative opinion because a leader assumes the employees will perform various jobs their own way with a little monitor and least supervision. However, literature

tries to take output as possible as positive results of this leadership style, some scholars identified that it is a matter of self-controls and independence (Konya & Gurel, 2014; Yang, 2015; Martin, 2016). However, this type of leadership provides a little direction or no supervision and gives followers power to achieve the goals, make a self-decision, and resolve problems on their own way. This type of leadership style can be applied if followers are highly educated, knowledgeable and have required skills (Kotter, 2013; Yang, 2015).

Awan & Mahmood (2010) stated that authoritarian leadership is also identified as autocratic leadership style and this type of leadership style considered as an individual control over all decisions and little feedback from subordinates. Autocratic leaders use subordinates as a resource for information, and their feedback cannot be recognized when time comes to make a decision. According to Awan & Mahmood, 93% of library directors, manager or most senior librarians practice autocratic style and 7% implement laissez- faire leadership style. Maximum number of university librarians are practicing with autocratic leadership method as they are highly professionals and task oriented. An authoritarian leader controls over all actions of the subordinates to achieve goals and mission such type of leadership has completely control on subordinates. As a result, this type of leadership is best adopted in particular circumstances while control is necessary. If subordinates are inexperienced and unaware with the task and result may be negative then closely supervision is essential. An authoritative leader organizes and delegates the task toward a common goal and focuses on achieve the mission (Awan & Mahmood, 2010). Anyhow, it is not easy to determine which leadership style is most effective for the academic libraries.

Fought & Misawa (2016) reported that more successful leadership requires a set of innovative skills such as abilities to manage team members, strong communication skills and a willingness to accept organizational change. Rogers (2007) recognized leaders are facing a number of challenges in libraries because future is not clear and it is hard to offer relevant contents to the library patrons in the electronic age. Library professionals have to make a right choice and smart decision about facility priorities, collection development and organizational infrastructure (Carter, 2014; Xia & Li, 2015).

Literature review discloses that there is no fixed measurement to evaluate values and norms to dynamic and successful leadership traits and skills while leadership varies institution to institution and person to person (Fagan, 2012). Research reported that leadership complication in academic libraries is an outcome of changing the way of education system and these changes are difficult to manage for library professionals (Carter, 2014; Miller, 2011; Spies, 2000). Kirkpatrick & Locke (1991) identified leadership skills as behavior theories and situational based leadership theories whereas other researchers recognized a successful leadership is more about the approach, characteristic, performance and behavior of followers (Kerr & Jermier, 1978).

Furthermore, Zehndorfer (2014) defined that the key skills of successful leaders include understanding and solving complex issues and problems “Outcomes of leadership include the ability to recognize and solve complex problems, and the elicitation of high levels of performance within a leadership role” (Zehndorfer, 2014:53). Turock (2003) described a diverse community of higher education is rapidly changing and this fluctuation affecting academic libraries and leadership as well; therefore, libraries need more diversity in leadership qualities and abilities. Kotter (2013) also noticed various changes in all types of organizations and these changes demand

to develop more leadership abilities and skills, leaders can deal the challenges of the profession if they have divers' abilities in leadership and management. An effective leader prepares employees and develop their confidence and abilities to meet the future challenges and manages successfully during an amendment (Riggs, 2001; Delaney & Bates, 2015; Meier, 2016). As Achua & Lussier (2010) recognized that successful leader prepares individual employees and stakeholders in order to manage change and reduce tension among followers, "It is important for followers to informed of what is changing, why it is changing, who is affected, how the change will affect each person individually, and when the change will start and end" (Achua & Lussier, 2010:393). Libraries have been facing challenges of continue transformation in digital information trends and information seeking behavior of divers' population; therefore, library professionals have to focus on their traditional roles for restructuring the library facilities and current demand of library patrons (Novak & Day, 2015; Neufeld, 2014; Gilstrap, 2009). Kotter (2013) reported that the current leadership approaches are not enough to manage organizations in the 21th century; so, leaders are required to keep up with the current knowledge and enhance a new set of skills is required in the competitive age of higher education (Delaney & Bates, 2015; Leong, 2014). Galbraith et al. (2012) also reported in their research that a maximum number of library administrators were satisfied with their leadership abilities, traits and approaches. All leaders are practicing transformational method at their organizations but they have keen interest to develop innovative skills and knowledge because outdated expertise cannot be appropriated for the present leadership in academic libraries. Feldmann et al. (2013) reported that the leadership training programs help academic librarians and leaders to advance their leadership skills and become more effective leaders in a time of organizational change (Rooney, 2010; Weiner et al., 2009). Riggs (2001) reported that there are several associations and leadership institutes in the developed countries such as the Association of

College and Research Libraries/Harvard Advanced Leadership Institute for Senior Academic Librarians, University of California Los Angeles/ Senior Fellows Program, Association of Research Libraries/ Leadership Development and many other library associations around the world. All organizations provide tremendous opportunities to enhance leadership competencies and abilities for the library leaders and they prepare library professionals to the future leadership in academic libraries.

On the other hand, Hernon & Rossiter (2006) recognized emotional intelligence skills are measured most crucial that can be used for transformational and transactional leadership practice. They expressed emotional intelligence qualities are most important to create a shared vision and demonstrate employees for encouraging followers in order to achieving mission of the organization (Hicks, 2011). Emotional intelligence skills support to establish trust among team members and increase their confidence level to work in a supportive manner that is a vital to successful leadership in academic libraries (Moropa, 2010; Kalin, 2008). Kreitz (2009) identified emotional intelligence traits have been using by academic library and administrative leaders of the organization and they are working with the same skills as other organization in the Western United States while both have different mission and goals, although they work in the same way, inspire and motivate followers and support them to achieve objectives and goals. As a result, emotional intelligence has positive consequences on the library leadership and organization as well (Moropa, 2010).

Le (2015) recognized academic libraries in the United States have been facing five key challenges and leaders are needed to enhance five key abilities to be success in the rapidly changing environment of higher education. These skills are recognised such as collaboration mindset,

interpersonal communication skills, create a clear vision, integrity among employees, and administrative qualities. However, academic libraries around the world are facing the similar issues and challenges so library leaders need to boost their skills and abilities in order to handle the challenges (Kalin, 2008; Le, 2015). Research reported that one of the key factors is individual interest to develop innovative knowledge and skills; although, many leaders do not have personal interest to increase their knowledge and abilities (Yang et al., 2016; Ansari & Khadher, 2011). On the other hand, Yang et al. (2016) recognized that collaboration is one of the five key elements for leaders and organizations, they must create collaboration among employees and organizations at all levels, especially in a time of change (Gwyer, 2015; Achua & Lussier, 2010).

Leadership skills taught by institutions

Many leadership organizations all over the world have common goals of teaching the essential skills for library leadership and motivate through conferences, seminars, group discussions, one-on-one interface, social networking and professional gathering (Gjelten & Fishel, 2006; Davis & Macauley, 2011). Some other skills regularly taught by many leadership organizations and associations are the followings (see below):

- Collaboration
- Advocacy
- Communication
- Motivation
- Passion
- Determination
- Innovation management

- Socialization
- Transformational leadership
- Curiosity
- Values
- Work ethics (Winston & Neely, 2001; Arnold et al., 2008).

Methodology

This study serves as leadership development opportunities and challenges in academic libraries and focuses on most senior library professionals such as library director, manager or senior librarians need skills and abilities for the future leadership in academic libraries. Before contacting the library professionals, a relevant literature was explored and a short open-ended interview schedule was arranged. Face-to-face and telephone interviews were conducted to obtain the leadership development challenges, opportunities and understanding of participants from 11 public and private academic institutions in Sultanate of Oman. Questions were asked related to the issues of leadership skills, abilities, responsibilities and their satisfaction as well as perceptions of successful leadership in academic libraries. The study found many distinctions in what each of the library leaders understood by academic library leadership and their practice of leadership role. Participants were given the chance to describe about leadership skills and abilities, challenges and opportunities, and how do leaders reflect their views and understanding for the academic library leadership. This type of study method is broadly applied in social science research because it is more flexible and suitable for carrying out a qualitative information (Saldaña, 2013). Therefore, a semi-structured, telephone and face-to-face interview were designated because these methods offer

more opportunity to participants the flexibility to investigate additional questions and clarify issues if they have any confusion. Most of the interviews were conducted over the telephone and only few interviews conducted face-to-face during the formal and informal meetings, and their responses recorded by notes. A total of 16 participants were chosen in the study based on their leadership positions or responsibilities and they represent a total of 130 library staff of academic libraries. Participants were excited to contribute in this study and comfortable to provide information on their views and experiences. Author informed participants that their responses will be available publicly as well as their institution's name would be revealed. The responses of participants were examined in the framework of existing literature on leadership in academic libraries.

Demographics

This research has a small number of respondents; 16 participants were chosen from 11 private and public academic institutions as shown in fig. 1. Most senior library professionals were selected to participate in the study and they were eager to participate as volunteer. Senior professionals represent a total of 130 librarians of academic libraries in the region, although participants do not represent to the total community of academic librarians in the country. As limitations and scope of the study, the results cannot be predicted to all library professionals and leaders, and the study does not attempt to find all leadership abilities and skills from all library leaders. The conclusions and discussion may apply to the participant's understandings, views of leadership, experiences and leadership practice, and how directors, managers or most senior library professionals remark their effective and dynamic leadership, and their satisfaction with the institutions.

Discussion and Findings

The study is a small investigation on leadership and academic libraries; therefore, author is very careful in making decisions and drawing results from the participants. The findings and discussions may apply to the participant's experiences and views of leadership skills and their satisfaction with the organization while the research does not focus on all perceptions of library leaders in the developing countries. The study found deficiency of new skills and abilities for the tomorrow leadership but it does not try to find all the reasons of deficiency because it was not the purpose of the study. The purpose of the study was explored the leadership development opportunities and the best ways to develop skills and abilities rather than finds lack of skills; however, the research reveals the key skills that may be used for the future leadership in academic libraries. Participants reported that leadership is a set of behaviors and abilities that can be learned through education and efforts, and a positive thinking is much more powerful in order to success in academic libraries. Participants were asked what types of abilities and skills are needed for a successful leadership in a rapidly changing environment of academic libraries. Participants stated that they try to develop the trust between librarians and administrators to increase the high level moral standards and adjust with the policies and procedures. The research identified that library leaders work hard and pay attention on individuals towards increase emotional ability and prepare individuals to accept the change and develop a self-confidence and reduce the tension among team members to provide strength during amendments. Bass & Riggio (2006) defined motivation prepares followers to accept an amendment even in the difficult circumstances, particularly when the organization is facing many challenges. Author recognized successful leaders should know the importance of creating a shared vision that does not only support leaders during the change but also prepare everyone agree with the change and reduce conflict and resistance at the time of change. Motivate

individuals is most significant element to facilitate forthcoming challenges in the organization and helps in handling issues and reduce tension among employees, not only individuals but also essential for organization as reported by Roe, “it is necessary to prepare individuals and the organization for change” (Roe, 2014:294). The results indicate that creating a friendly environment is a key element to be success in academic library, and a collaborative environment is also another factor to be success in the organization. The study identifies that administrators are giving the top priority to develop a high caliber leadership and creating opportunities to professional development within their organizations. As literature mentioned that internal events have incredible benefits and positive impact on both organization as well as employees; therefore, organization should provide in-house leadership training program that effects on individual employees and the organization as well (Mierke, 2014).

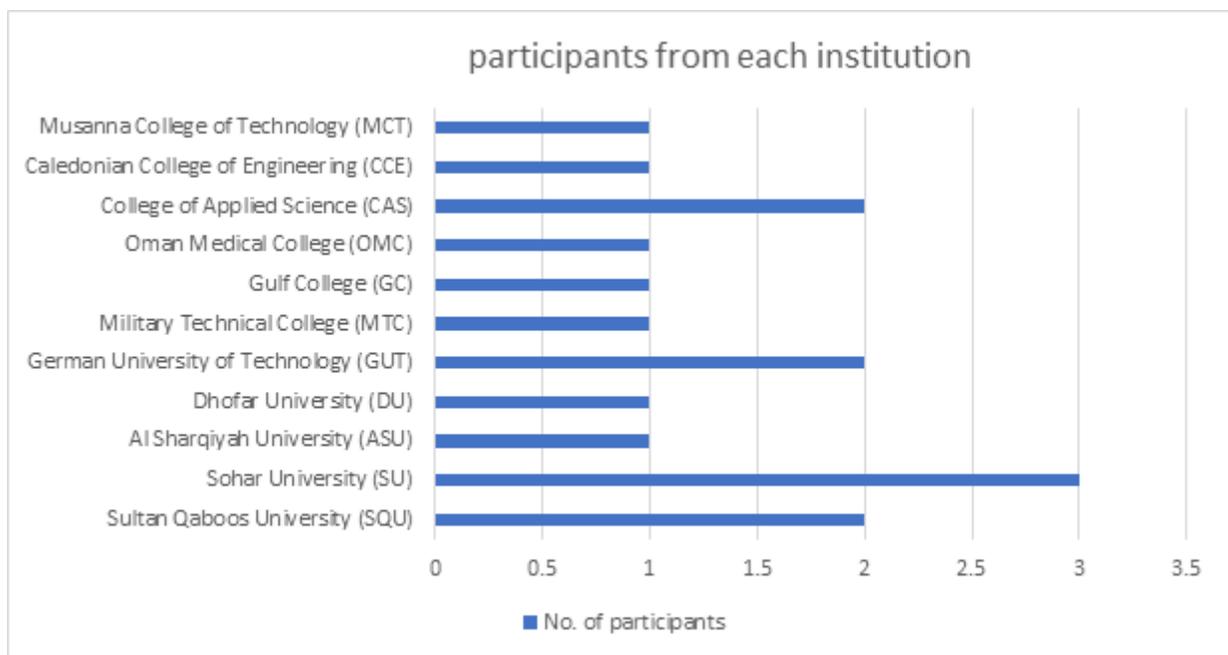
The academic libraries have gone through continue change and effective leadership has become more essential to the organizations, therefore leaders have to keep up with the current knowledge and skills. Fallon et al. (2011) academic libraries cannot be in disaster if organization prepares employees to leadership during transition of leaders. A dynamic leadership develops strong leaders throughout the institution at all stages and create energetic subordinates and team members in the organization to achieve the mission and objectives. Transformational leadership “using shared transformational leadership,” has identified to work as broad-minded and collaboratively well and accomplish more (Bass & Riggio, 2006:164).

The study recognized that there is no way of working with the traditional styles in the changing nature of higher education, and leaders need a kind of self-investigation and self-reflection. Several

changes are the results of emerging trend in higher education, and future needs a clear vision to offer new services. As many changes have been identified by the ACRL (Association of College and Research Libraries) for last few years (ACRL Research Planning and Review Committee, 2014). These changes are in resources, services, technologies and physical facilities, and also related to organizational mission and vision. It is clear by the study that library professionals must have knowledge in all areas of library and information, not similar as they have leaned two decays back. As the outcome of this study, leaders are not able to develop their skills and abilities for the academic libraries; therefore, there can be a negative effect on the leadership itself and institutions as well.

The results reported that library leaders try hard to put theory into practice and build extra efforts from end to end, boost self-confidence themselves and increase confidence level of their subordinates. Author recognized that a well-organized institution has successful leadership at all stages, and leaders have different responsibilities and roles that require specific skills and abilities for the academic library leadership. The study reported academic librarians do not feel comfortable during the change; therefore, library leaders try to develop a friendly environment, create strong relationships, boost confidence and open communication. Dewey (2005) recognized that leaders should open the two ways communication channels and frequently meetings can play a significant role to build good relationship between the library staffs and administrators. This study identified the topmost leadership skills and traits are integrity, openness, honesty and treat everyone in the same way with respect.

Unfortunately, the study recognized that organizations do not understand the future and current requirement of libraries and what types of leadership skills and abilities are needed to be develop, and what type of leadership approaches are most suitable for the academic libraries. As a result, participants reported that they do not have a constant support to develop new skills and organizations do not understand the value of librarians as well as leadership in academic libraries. In addition, the study identified leaders do not exist without followers and successful leadership depends upon follower's attitude and cannot be success without a strong support.



[Fig. 1]

Data in [Fig.1] demonstrates the name of institution, location of institution and number of participants from each library. Volunteer participants from each institution were chosen based on their position and responsibilities such as library director, manager or head librarian but some of the participants were selected more than one from the participant's libraries. As data shows in [fig. 1] participants from SQU 2 (Sultan Qaboos University), SU 3 (Sohar University), GUT 2 (German University of Technology) and CAS 2 (College of Applied Science), One participants from rest of

the libraries. There is a reason to select more than one participants from some institutions because they have also leadership responsibilities in their libraries. Fig. 1 shows the breakdown of the number of participants and institutions; sixteen interviews were conducted in total.

Senior library professionals are engaged with the responsibilities and roles as reported in [Fig.2], the results are in percentage out of 100 %.

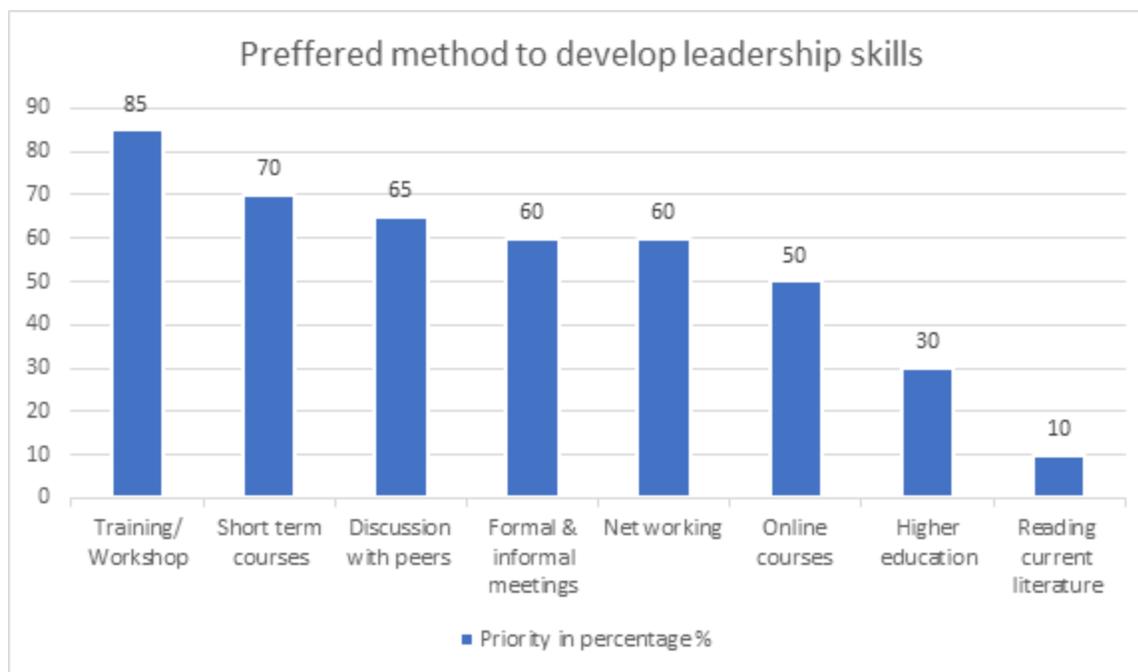


[Fig. 2]

As reported in [Fig.2] that responses by public and private institutions are out of 100%, highest to lowest percentage. Maximum percentage of both private and public institutions are involved in meetings and conflict resolving, strategic planning, developing team and setting goals as

mentioned in [Fig. 2]. 90% work of participants involve in meetings and communicating with the library staff and administrators of the organization, these tasks reported by both public and private institutions. Participants stated that it is a challenge to deal with Omani staff (local staff) because they have deficiency of professionalism and work ethics; as a result, library director, manager or head librarian are busy all the time in meetings and communicating with library staff and administrators of the organization. The outcomes stated that internal and external challenges are serious issues in both public and private institutions in Oman. Most of the libraries in Oman do not have library budget so leaders and administrators are not involved in financial management because academic institutions have highly centralized system. Therefore, participants stated that 80% library leaders and administrator do not prepare library budget because academic libraries do not have a fixed budget for the libraries. It is cleared by results that academic library leaders have deficiency of budget skills as they are not doing practice of budget while budget management is one of the most important skills for the library leaders. Results in [Fig.2] indicated that 20% are involved with budget related task in both private and public institutions. 30% participants reported that they are involved in human resources management process because of centralized system of the institutions, even they are not involved at the beginning stage of hiring the library staff. Therefore, 70% library director, manager or head librarian are not involved in hiring the library staff, increasing staff salary and promoting their staff because human resources department of the universities and colleges deal all issues related to personnel in the libraries even library leaders cannot take any action about their staff. It is important to understand that university and college libraries in Oman do not have their own human resources department, however institutions have the human resources department. As this study reported that administrators of the institutions deal

directly personnel issues of the libraries and they inform the library administration about their decisions.

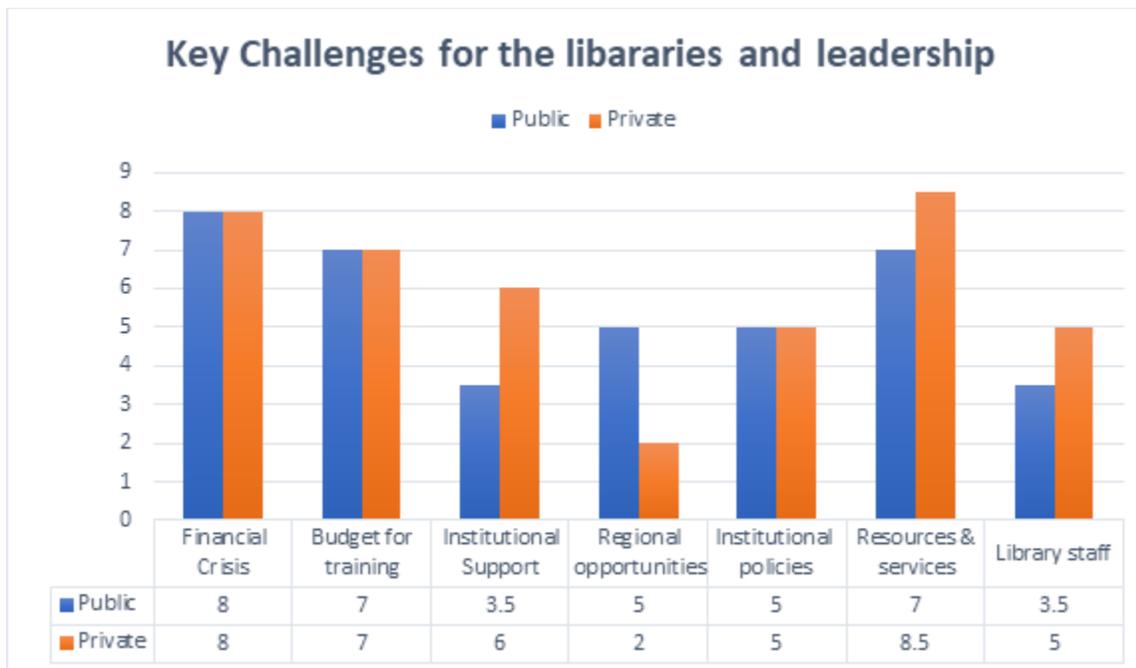


[Fig. 3]

The study identified that leadership training is a top priority to develop new skills and abilities for the academic library leadership, 85% participants are in favor of training programs as reported in [Fig. 3] and second priority recognized continuing education or short-term courses. Discussion, networking and social gathering were also preferred to update skills and knowledge but higher education and reading current literature were identified as lowest in ranking, only 10 percent preferred to read current publication on library literatures as shown in [Fig.3]. Overall, leadership training program is highly preferred to increase leadership skills and current knowledge by the participants as results in [Fig.3]. Professional gathering at internal institution has given first priority to develop leadership skills and knowledge by the participants from private institutions because they cannot go abroad to attend training or workshop. Private institutions do not have budget to develop skills and abilities for the librarians, so they have opportunities to participate in-

house training programs. 50% participants from private institutions were preferred online course and training while more than 60% library professionals do not prefer online course and training as reported in [Fig.3]. All participants are eager to boost their skills and knowledge to work in the twenty first century, without a strong leadership is not possible to be success in academic libraries. Based on results, author identified that library professionals need training and continuing education as leaders in other organizations are needed to attend training program that is beneficial for both employees and organizations as well.

Author identified key challenges and issues for both academic libraries and leadership, most of the challenges are related to economic crisis as mentioned in [Fig.4]



[Fig.4]

Information in [Fig.4] includes about public and private institutions, 80% participants reported that financial crisis have impact on both private and public institutions but private intuitions are more affecting than public institutions as reported in [Fig. 4]. As 70% participants stated that private

institutions do not have budget for professional development but public institutions still have some budget for training and professional development. The results indicate that participants from public institutions are satisfy with the organization and they are less effected by financial crisis while 75% respondents from private organizations are not satisfy with their organization because of incentives, benefits, lack of library staff and limited resources. The study found that employees satisfaction vary institutions to institutions and library professionals at all levels are not satisfy in private organizations and their policies are not in favor of employees as compare to public institutions; therefore, all library professionals eager to work in public institutions rather than private.

Type of the Institution	Opportunities Offered by Institution	Obtained by participants (Out of 100%)
SQU & SU	90	80
MTC	80	75
ASU	00	00
DU	50	35
GUT	50	30
GC	00	00
OMC	10	10
CAS, CCE & MTC	00	00
Note: Always=100%; Sometime=50%; Never=0%		

[Table 1]

Participants declared that SQU often provides opportunities to attend workshop/training and education as shown in [table 1], but most of the time SQU offers in-house training programs because of economic crisis in the country. MTC (Military Technical College) also often provides training opportunities but 75% staff receive training and education and 5% participants have personal issues

so they can not avail the opportunities as shown in [table 1]. The study identified that public institutions often provide professional development opportunities and still have some budget for training and education but private institutions have limited resources and less budget than public institutions. Private institutions do not offer training opportunities; therefore, library leaders and administrators are not developing their skills and abilities because of institutional support. Results in [table 1] show that SQU (Sultan Qaboos University), SU (Sohar and MTC (Military Technical College) often provide leadership development opportunities but other institutions do not offer training programs to develop leadership skills and abilities.

Respondents from 2 universities and one college received training and workshop within last three years, SQU, MTC and SU as shown in [table1]. 50% participants reported that they received free training or workshop within the same region but most of the respondents did not receive any training broad because institutions do not have budget for professional development activities. Author found economic crises are affecting libraries and leadership, and institutions do not encourage leaders to involve in professional development activities even some of the institutions do not motivate leaders to enhance leadership skills and knowledge in a time of economic crisis. As shown in [table 1], MTC often offers training and continuing education to the library professionals, 75% staff of MTC received training and education within last three years, this institution has budget for professional development and library professionals are encouraged to participant in career development activities. Author identified 80% institutions are not supporting academic libraries to enhance professional development while institutional support is a key factor to develop leaders for the future of academic libraries.

A number of leadership development programs are available those offer several types of sessions and training programs to develop successful leadership qualities and skills (Riggs, 2001;

Webster & Young, 2009). Unfortunately, most of the professional associations and institutions are not in the third world countries, although 80% universities and colleges do not encourage and support library administrators to attend training programs abroad; as a result, leaders are not able to enhance their skills and abilities. The study found more than 70% participants never had any training or education within last three years because of institutional policy and they do not have enough budget to support financially employees for career development.

Preferred method	Institution by category	Respondents out of 100%	Institution by category	Respondents out of 100%
Autocratic leadership	Public	90%	Private	80
Transformational leadership	Public	70%	Private	90
Lazier-Fair	Public	10%	Private	5%
Transactional leadership	Public	50%	Private	60%

[Table 2]

Results indicate that leadership style varies institution to institution and person to person, [table 2] shows that 95% participants try to control the emotions and have the ability to manage the emotions of their subordinates as well. The study identified emotional intelligence is an important skill for the academic library leadership. Generally emotional intelligence skills include the followings: ability to manage emotions; emotional awareness; the ability to harness emotions and apply them to tasks such as problem solving and thinking. The study identifies as mentioned in [table 2] that 90% library leaders apply transformational leadership they work with team members to identify needed change, building a vision to guide the change through stimulation, and executing the change with committed members of a team. The study recognized transformational leaders work to boost the motivation and engagement of subordinates by directing their behavior toward a common goal. This type of leadership is very successful in academic libraries.

The research indicates in [table 2] that 70% participants are in favor of autocratic leadership style and they control on individuals and make all decisions without concern or a little input from subordinates. The study identified that autocratic leaders usually make choice based on their judgments and ideas and rarely accept advice from subordinates. Majority of library leaders are not practicing laissez-fair leadership and they do not allow team members to make the decisions.

Conclusions

This study provides a better understanding of the current and future demand for leadership in academic libraries. Author identified that academic institutions need a strong leadership to handle the current situation and prepare leaders for the future scenario of the academic library. Academic libraries across the globe are now facing similar issues and challenges such as financial crisis, conversion from print to digital formats, user's expectations, the deficiency of capable library leaders, and the roles of library leaders in a networking environment. The study found library leaders have keen interest to improve and use dynamic leadership in order to success in a challenging time of academic libraries. Without a strong leadership is not possible to success in a digital era of higher education. Libraries of today, and library leaders cannot be in difficulties if library leaders boost their knowledge and skills but they do not have constantly support from their organizations. Only few institutions support library leadership development but not all institutions as participants have reported in this study, although institutional support is an important factor to enhance leadership skills for upcoming challenging of academic library. Over 90 percent respondents reported that they establish values and ethics, motivate and respect followers, and involve followers in the decision-making process. Library leaders are not constantly participating in career development activities because of economic crises and institutional policies while library

profession requires innovative skills and new ways of working in the twenty first century. This study will contribute to prepare library leaders and professionals at all levels for the future challenges in academic libraries. The study provides outlines to leadership development and innovative ways of thinking for library leaders of the future. However, author is very careful about drawing conclusions from the data because it is a small explanatory study and results cannot be generalized, although it may be considered in the broader perspective of academic libraries in third world countries. Overall, more studies are needed to focus on leadership development opportunities and activities in order to prepare leaders for the upcoming challenges in academic libraries.

Recommendations:

Academic library leader should develop a good relationship with subordinates and motivate them to achieve the mission and goals of the organization. Leaders should increase their abilities to address issues, resolve conflicts and look forward to reading the direction of emerging trends and challenges in academic libraries. Author realized that library leaders should involve their followers at the initial stage of decision-making that is not only important for team members but also reduce resistance and facilitates at the time of change. A regular practice is required to develop strong leadership for upcoming challenges, and leaders should be role models and set example for their followers. Professional development opportunities and activities should organize and offer within the organization, internal career development events can be more beneficial for library professionals, leaders and administrators.

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