

## Chapter 35

# Change Leadership Styles and Behaviors in Academic Libraries

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### ABSTRACT

*Academic libraries in the 21st century are in the midst of constant and tumultuous change caused by advances in technology, shifting demands of faculty and students, declining budgets, and transformations in publishing and in other methods of acquiring scholarly research. Librarians working in this environment must cope with continuous change while still providing research support to their primary clientele: faculty and students. This chapter addresses the research on change leadership styles and behaviors employed by leaders in academic libraries today. Included in the chapter are reinforcement and transactional leadership, consultative and participatory leadership, participatory and transformational leadership, shared leadership, and self-leadership. The chapter concludes with a review of areas in need of future research.*

### INTRODUCTION

Academic libraries in the 21st century are in the midst of constant change caused by advances in technology, shifting demands of faculty and students, declining budgets, transformations in publishing and in other methods of acquiring scholarly research. Librarians working in this environment must cope with continuous change while still providing research support to their primary clientele - faculty and students. Determining the best methods of change leadership to cope with these forces is vital. As technology has increasingly impacted the workplace, best practices for leading employees through change initiatives have become increasingly common. As a new millennium is entered and the pace of change accelerates the importance of determining the best leadership styles for assisting followers in these transitions is even more imperative.

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Traditionally change leadership research has fallen into two camps – those that emphasize the importance of the leader's role in facilitating change, and those that look at change leadership as a situational contingency that is moderated by traditional leadership behaviors and styles (Herold, Fedor, Caldwell, & Yi, 2008). The former approach focuses on what leaders should do when confronted with a change initiative and how to encourage followers to embrace change. This approach is typified by the work of Kotter. This article concentrates on the latter approach which believes that certain leadership styles are more useful in situations of change and is typified by the work of Bass and Riggio.

## **BACKGROUND**

Academic libraries have been involved in a process of continuous change over the past thirty years due to the impact of technology on all aspects of librarianship. From the automated card catalog, web based database searching, remote off-campus access, streaming video, downloadable e-books, and patron driven acquisition, advances in technology have continually affected and changed the way librarians perform their jobs. These technological advances have created numerous pressures on librarians ranging from shifting job responsibilities to frequent library reorganizations.

### **The Disruptive Innovation Era**

Libraries remained hierarchical organizations well into the 1960's. The major shift in academic library organization was the direct result of technological advances. The introduction of the computer to the library workplace was the type of "disruptive innovation" discussed by Christensen (2003) in his seminal work "The Innovator's Solution." Academic libraries adopted two new technologies which changed the workplace for librarians: first the online public access catalog (OPAC), followed by online databases. The OPAC changed the way patrons located print materials in the library. It also changed the way librarians performed their duties. By the late 1990's the majority of academic libraries had switched over to online access of databases (Kenan, 2012). An academic librarian without technological skill cannot function in the 21<sup>st</sup> century academic library.

### **Traditional Leadership Methods**

#### **Reinforcement/Transactional Leadership**

This style is typified by the type of manager who rewards good employees and corrects poor performance with negative feedback or withholding wanted gain. This can involve various types of positive and negative reinforcement. Bass and Bass (2008) defined contingent reward as a constructive transaction. "The leader assigns a task or obtains agreement from the follower on what needs to be done and arranges for psychological or material rewards of followers in exchange for satisfactorily carrying out the assignment" (p. 623). Reinforcement leadership makes an employee's job simple – the employee is told what to do and instructed how to do it. Some employees enjoy this type of work environment – they know exactly where they stand and little independent thought or initiative is required. However, for motivated and innovative employees, such an environment can become tedious and stifling. Suwannarat (1994)

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