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Perceptions of Leadership and Skills Development in Academic Libraries

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The purpose of this research is to investigate the perceptions of leadership in academic libraries and how leaders and administrators build their understanding of dynamic and successful leadership. The study examines of nine private and public institutions library director, manager and head librarian were included in order to find dynamic leadership skills, responsibilities at workplace, their satisfaction and institutional support to leadership. The study also focuses on how can leaders update their skills and competencies for the future leadership of academic libraries and what are the challenges and methods to increase leadership abilities. Face-to-face and telephone interviews were conducted to obtain the views, activities and experiences of volunteer participants.

Key words- Academic libraries; leadership abilities; library leaders; skills development; future leadership; leadership perceptions

Introduction

A number of definitions are related to leadership and all try to define leadership qualities for academic institutions and other institutions as well. Although, there are not many studies have been conducted on dynamic and successful leadership in academic libraries. Leadership of an organization in general is extremely important personality that affects institutional values, and achieves the mission of organization. A dynamic leadership is very important for influencing followers to eagerly exert them and cooperate towards collectively institutional goals. There is no doubt that dynamic leaders have a number of key skills and abilities, these skills are highly required to be a successful leader in academic libraries. Transformational leadership is a one of the key trait to academic library leader that motivates team members to develop solid confidence by proving

strong assistance towards achieving institutional objectives. Moreover, successful leaders encourage and inspire their followers to achieve further more than expectations and increase the team members performance by offering strong support to develop a high level of confidence. In the beginning, concept of the transformational leadership was expressed by Burns in 1978, in terms of political science and later introduced in the theory of leadership in general and institutions as well (Burns, 1978). From the beginning, leadership is a critical issue because all types of organizations have been facing similar challenges and threats those are not easy to handle without a strong and dynamic leadership qualities. It is difficult to identify the future needs of libraries in the fast-changing environment of the technology, resources and services provided by the academic libraries, libraries need leaders who have dynamic leadership abilities as per current requirement of the library and information centers. Library administrators admit that librarians at all levels should be engaged for the leadership activities because involvement of librarians prepare them to leadership for tomorrow as they are future generation of libraries (Arnold, Nickel and Williams, 2008). In terms of an administrative perspective, leadership is a way of persuading groups as well as individuals for accomplishing mission of the organization. Leadership is an ability to transform theory in practice; however, leadership behavior plays an important role in transforming vision into real practice as this research focus on leader's responsibilities and abilities. Leaders can show strong determination and eagerness to achieve the goals and they should deeply involve with the followers to support them and provide opportunities of authorization and self-determination towards the success of the organization. As this study considers that leadership is a social transaction procedure where a leader identifies what the followers need to do with their part of a responsibility to achieve the goals and objectives. The study examines leadership perception and

satisfaction among academic library leaders in Sultanate of Oman and how they achieve their goals and objectives in the changing shape of libraries.

The research reports maximum number of participants are satisfied with their performance and leadership styles and they also have keen interest to increase the new skills and knowledge in the library profession. The study discoveries that a dynamic leadership needs a set of skills such as effective communication, self-confidence, the ability to manage team and a willingness to accept change even in difficult circumstances. A dynamic leader has abilities to setup and achieve goals and objectives, to make a right decision and conclusive action in the challenging time. The purpose of this investigation is to know how library leaders build their views of dynamic leadership, how can learn a new skill in their libraries and which skills and qualities are needed to be develop for the future scenarios. The following questions were guided to this research:

- How do library leaders build their views of leadership?
- What type of responsibilities leaders have in their libraries?
- What are the most important skills for the future leadership?
- What are the best methods to develop leadership skills?
- What type of supports are expected by the organization?
- What are the challenges to develop leadership skills?
- Have the library leaders received any formal training in the last two years?

Literature Review

Literature reviews reveal many theories those try to define dynamic leadership characteristics while leadership vary organization to organization and person to person. There is no fixed standard and norms to measure the successful leadership traits and skills (Fagan, 2012). Kirkpatrick and Locker (1991) defined that a leadership characteristic is as behavior theory and situational based leadership theory however other scholars recognized that a successful leadership is more about the characteristic, approach, performance and behavior of team members (Kerr and Jemier, 1978). On the other hand, Zehndorfer (2013) defined that there are three most important skills for the successful leadership "Successful leadership depended upon the possession of technical, human and conceptual skills" (Zehndorfer, 2014:50). Spies (2000) reported that an obstacle of leadership in academic library is an outcome of changing environment of education and manage a change is not easy for leaders (O'Conner, 2014; Miller, 2011). Turock (2003) reported that diversity in higher education is dramatically changing and also affecting leadership in libraries; consequently, leadership need more diverse background. Libraries do not need only more diversity in the resources and employees, but also need more diversity in leadership. Kotter (2013) defined that there are numerous changes in all types of organization and these changes demand to develop more leadership qualities. Organizations should prepare employees to develop skills and traits to meet future challenges, if leaders have abilities to manage change they can handle future scenarios. (Spies, 2000; Duren, 2012; Shin, Taylor, and Seo, 2012), 2013). Roe (2014) reported that it is a responsibility of leader to prepare followers and individuals for change in the organization and accept new system, "It is necessary to prepare individuals and the organization for change. This means articulating the new vision, breaking down the old structure and processes, and sure everyone is ready to leave the old status quo behind" (Roe, 2014: 294). In addition, leadership and

staff of the library need a solid background and abilities to maintain and manage successful change in academic libraries (Riggs, 2001; Delaney and Bates, 2015). Libraries have been passed through several changes in information formats and technology, library professionals should focus on their traditional roles towards changing the library services and expectations of their patrons (Novak and Day, 2015). Literature has suggested that leaders need update their competencies and a new set of skills to deal current trends and issues in times of competitive world (Oreg and Berson, 2011).

Kotter (2013) described that the present leadership approaches are not enough to achieve goals and objectives of the organizations in the 21th century; therefore, leadership is needed to enhance a new set of skills to be success in the competitive age and leaders are required to keep up to date with current knowledge and skills (Delaney and Bates, 2015; Kotter, 2013; Leong, 2014). Galbraith, Smith, and Walker (2001) identified in their research that several leaders were found satisfy with their leadership style, behaviors and attitude as they are applying transformational leadership approach in their libraries, nevertheless they are still eager to improve their leadership skills and competencies because existing skills are not enough for the future scenarios. Hernon and Rossiter (2006) recognized that emotional intelligence abilities are measured most crucial for the leadership which could be applied for transactional and transformational leadership practices. Emotional intelligence skills have recognized as most valuable to develop a shared vision and building confidence in followers for achieving objectives and encouraging them towards the same goals (Hicks, 2011; Hernon and Rossiter, 2006). Emotional intelligence also creates trust among followers and boost their motivation to work in a supportive manner that is very important for successful leadership in academic libraries. Kreitz (2009) stated that university library leaders and administrators use emotional intelligence traits for working with the same styles as other

organizations in the Western United States. Administrators of the organization and library leaders both have different objectives and goals but they work in the same way, motivate and encourage to followers and support them to achieve objectives (Moropa, 2010; Kalin, 2008). However, emotional intelligence has positive impacts on the leadership as well as organization. Literature has recognized many leadership styles for all type of organizations, while one of the leadership theories often discussed in various leadership books, the idea of 'Great Man Theory' has introduced in early 19th-century (Ronald,2014). Great Man theory has two basic norms; leaders are born not made, and a great leader shows up and resolves the issues whenever is a demand of leadership (Gill, 2006; Ronald, 2014; Roe, 2014; Zehndorfer, 2014). According to many scholars, the Great Man theory is unempirical and has no experimental validity. It is a theoretical belief only, as assumed that some people become great and successful leaders independent by conservational situations. The Great Man Theory has absolutely rejected by several modern theorists and even by some leaders themselves (Zehndorfer, 2014; Gill, 2006). Born leaders cannot be success in the rapidly changing shape of the academic libraries so leadership needs continue update and regularly practice for increasing demands of the library and information. The trait theory of leadership defines that there are certain identifiable characteristics or abilities those are unique and good leaders have such abilities to some extent. Leadership traits and abilities can be inborn or leaders can obtain them by regular practice and training. Ronald (2014) described that the trait theory is also recognized as out dated by many modern theorists, it is not based on any research or logical development of notions and principles that is an imaginary perception which fails when subjected to experiential tests. It is only descriptive theory on how some persons emerge as leaders. Leaders may get an in-depth understanding of their personality and the way they can affect others. Leaders can measure their performance and success by their evaluation and feedback.

This theory makes the people aware of their weakness and strengths and thus they get an understanding of how they may improve their leadership abilities (Gilstrap, 2009; Ronald, 2014; Roe, 2014).

On the other hand, Yang (2015) defines that laissez-fair leadership is identified as a lack of leadership of any type or a zero leadership because this type of leaders does not deliver a feedback to their followers. Thus, laissez-faire leadership style has negative opinion whereas a leader expects the followers to work on many tasks their own way with least monitor and supervision. Many people want to perform their task without involvement from their supervisors but they need supervision and feedback from the leader to achieve their tasks. Literature tries to draw attention as possible as positive outcomes of laissez-fair leadership leading to a sense of independence and self–controls (Konya and Gurel, 2014; Yang, 2015; Martin, 2015). It has been identified that the laissez-faire leadership style delivers minimum supervision or no directions and provides team members authority to determine goals, make their own decision, and resolve issues. The laissez-fair leadership style can be used if followers have experienced, highly educated and skilled (Kotter, 2013; Yang, 2015). Awan and Mahmood (2010) described that the laissez-faire leadership offers a least control on the followers and does not interfere in the matters of team members, this type of leadership can be successful if followers are experienced, trustworthy, and highly skilled. Awan and Mahmood (2010) stated that authoritarian leadership method is known as autocratic leadership and this leadership has entirely control over decision making. Team members are used as sources for information, but their feedback is not basically recognized at the time of decision when authoritarian leaders take action. They reported that 93% library professionals adopt autocratic leadership style and only 7% supervisors adopt laissez- faire leadership style. Majority of administrators and senior library professionals are in favor of autocratic leadership in academic

libraries and they are satisfied with their style and performance. The authoritarian leaders have direct involvement and control over all activities of the team members to achieve objectives and goals, such type of style has full control over the subordinates but an authoritarian leadership style is best used if heavily supervision is necessary (Awan and Mahmood, 2010). However, it is not easy to decide which leadership style can be more successful for the academic libraries. Fought and Misawa (2016) described that a successful leadership needs several skills and abilities such as strong communication skills, ability to manage others and a willingness to adopt change in difficult situation. Rogers (2007) recognized that leaders are currently having numerous challenges and issues in academic libraries because uncertainty of the future and it is not easy to provide and manage relevant contents to the library patrons in a digital age. Academic library leaders need to make a right decision about facilities, resources selection, financial management and over all infrastructure. These tasks are difficult to handle unless library leaders have divers' skills for the future leadership whereas visibility is so limited and future is unclear by now (Mandre, 2015; Xia and Li, 2015; Carter, 2014; Moropa, 2010). As Kotter (2013) described that more changes always demand more leadership qualities and skills if leaders are highly skilled in management and leadership they can meet challenges for the future leadership (Jantti and Greenhalgh, 2012). Le (2015) specified academic libraries in the United States are facing five key challenges so leaders are needed to advance five key skills to be success in the changing environment of academic libraries; these skills include a clear vision, collaboration and integrity, concise communication skills, budget and management skills. These challenges and issues are not over yet, and rest of the libraries all over the world including academic libraries in Gulf region have been going through with same issues and challenges, therefore leaders will have to develop their skills and competencies for the future leadership (Kalin, 2008; Le, 2015). As it is identified that a

collaborative approach is one of the five key skills for leadership so leaders and organizations should create a collaborative environment among academic libraries and librarians in the developing countries. A collaborative environment was established through formal gathering, group discussion and team-based learning approach and other activities across the developing countries. Many leaders, senior librarians and library supervisor from the region participated in the collaborative activities which were found a positive effect on their skills development and those skills are vital for the leadership (Yang et al., 2016). Some leaders have support from their organizations to develop new skills and competencies but not all have constant support from the employers. Many leaders do not show their own curiosity to develop new skills and competencies while personal eagerness is vital to develop new skills (Yang et al., 2016; Ansari and Khadher, 2011). Gwyer (2010) described that collaborative mindset is significant at all levels among librarian and academic libraries, collaboration has positive impact on digital environment to increase access in electronic resources as academic libraries have resource sharing, cooperative collection development policy that require strong collaboration skills. Novak and Day (2015) also reported that libraries are accepting new directions towards cooperative collection development policy in electronic resources and this current trend needs consortium model as resource sharing. Neufeld (2014) stated that infrastructure of the education is changing, library patrons require divers services and their expectations are high and beyond the limitations while budget is primary concern, without resource sharing is not possible to manage and provide relevant contents to the library users. Phillips (2014) reported that successful leaders manage both within and outside the boundaries and accomplish goals by their high clever of leadership skills and abilities. An organization is responsible to create learning environment and awareness among employees for achieving goals and objectives of the organization, "Deciding on appropriate goals and priorities

for achieving them" (Achua and Lussier, 2010: 371). Organizations are responsibility to create learning environment that can be a realistic approach for enhancing leadership skills and abilities and this is a right direction to leadership development (Feldmann, Level, and Liu, 2013). Overall, it has been cleared that a leadership is the most important personality that affects institutional values, and ethics; therefore, leaders must update their skills and abilities to address the challenges in academic libraries.

Methodology

This study serves as a dynamic and successful leadership in academic libraries, which focuses on library leaders, administrators and senior level librarians need traits and skills for the future scenarios. Semi-structured, face-to-face and telephone interviews were conducted to acquire the views, perceptions and experience of participants from the nine academic libraries in Sultanate of Oman. Questions were asked regarding the issues of leadership abilities, skills, responsibilities as well as successful leadership at their universities and colleges. A maximum two senior level library professionals and administrators were included from some of the universities and colleges. All participants were given the opportunity to explain their leadership perceptions, abilities and dynamic leadership, successful leadership and development at their organization so that the participants may reflect their experience and views about academic library leadership. This type of research method is extensively used in social science research because it is flexible and appropriate for carrying out a qualitative research (Saldaña, 2013; Creswell, 2007). Semi-structured, face-to-face and telephone interview methods were selected because these methods provide opportunity to participants the flexibility to inquiry additional in-depth questions and clarify issues if there is any confusion. Maximum numbers of interviews were conducted over the phone and a few interviews conducted face-to-face during the informal meetings. Investigation is

not finishing yet because further research will be needed for the successful leadership in academic libraries. A total of 12 participants were selected according to their leadership roles those represent a total of 123 staff from different colleges and universities in the Sultanate of Oman. Participants were accepted according their leadership role within their libraries such as directors, managers, and head of the library or senior library professionals. All participants were eager to participate in this research and contented to provide feedback and input about their responsibilities, abilities, skills and leadership development. All of them were informed that their responses will be published and available publicly as well as their institution's name would be disclosed.

Limitations

The study has a small number of respondents; only twelve participants were included from nine institutions and their volunteer participants in this research. Senior leaders and administrators were selected to participate in this study and they were excited to participate as volunteer. There is also a weakness for this research that participants do not represent to the entire community of library professionals as a whole population of the senior librarians and library administrators in the Gulf countries. As scope and limitations of this study, the outcomes cannot be foreseen to all library leaders and administrators, and this study does not attempt to find all leadership qualities, abilities and skills from all senior level library professionals. The outcomes and discussion apply to the participant's views, perceptions of leadership, experiences and leadership development only, and how directors, managers or senior level librarians remark their dynamic and successful leadership characteristics as well as their satisfaction with the organization.

Discussion and Findings

This is a small investigation about leadership skills development and opportunities, and may not be considered to reflect on all dynamic and successful leadership abilities of library leaders; therefore, author is careful about making decisions and taking outcomes from the participants. The outcomes of the study and discussion apply to the participant's perceptions about their leadership development and responsibilities, and not to the views of all library leaders and administrators in the Asian countries. The study found lack of dynamic leadership characteristics as discovered by the research, and the research does not attempt to find all the reasons because it was not a purpose of this study. Furthermore, the purpose of the study was focused on the develop and use of dynamic and successful leadership traits in academic libraries rather than finds deficiency of unsuccessful leadership; however, study found some important skills which can be used with challenges for the future leadership. A dynamic leadership has become crucial to the library and information in the digital environment of emerging trends in libraries. Although there are not many studies on dynamic and successful leadership qualities, only few studies are related to how can be developed a dynamic and successful leadership for reshaping libraries. This study explores that a dynamic leadership is more powerfully related with positive behavior toward followers and organization because it helps to achieve objectives and goals of the organization. Participants were asked what types of skills are required for dynamic and successful leadership in changing environment of libraries. The study reported that library professionals and administrators may build the trust among employees, and encourage them to develop and accomplish the high level moral standards and adjust with the policies and procedures. Library Leaders pay attention on individuals to work hard towards improve emotional ability, and prepare individuals to accept the change. Leaders'

key responsibilities are focused on individual's needs and growths, develop a self-confidence and determination, reduce the tension among employees and provide strength to team members. Bass and Riggio (2006) defined that employees are motivated to do their best performance during challenging times; motivation prepares employees to accept any amendment in the difficult situation of the organization, especially when an organization is facing divers' challenges. Developing a shared vision helps if employees try to provoke and they can be convinced and easily accepted a change. An amendment in the organization is always difficult to accept by employees but a shared vision helps to accept and everyone recognizes why change is needed and employees easily consent the change. A shared vision not only helps administrators to prepare for change in the organization but also reduce their conflict and resistance toward change. Prepare individuals is most important and dynamic element to facilitate upcoming challenges in the organization, and helps to build trust among employees and prepare them to handle issues and also reduce the tension that creates during an amendment, not only individuals but also essential to prepare the organization for change as reported by Roe, (2014), "it is necessary to prepare individuals and the organization for change" (Roe, 2014, p. 294). The study explores that administrators work hard to create vigorous environment and good relationship in the library. Friendly environment is a key factor to be successful leader in academic library, and integrated approach to leadership is also another element to be success in the organization. A mutual decision is always important factor for dealing challenges, helps in building collaboration and trust among employees. The study reports that administrators are measuring on top at their efforts to building the high caliber leadership and creating opportunities and environment to professional development.

The academic libraries are going through continue progress and change, so dynamic leadership has become more important to the organization. Fallon et al. (2011) academic libraries cannot be in danger if organization prepares employees to take leadership responsibilities during transition of leaders. There is a responsibility of organization to develop dynamic leaders and they should create a strong team to handle challenges and make a smart decision towards the success. A dynamic leader builds a strong leadership throughout the institution at all levels, and creates well organized team and group in the organization to achieve the objectives. Transformational leaders "using shared transformational leadership," have recognized to work as open-minded and collaboratively well and achieve more (Bass and Riggio, 2006, p. 164). Leaders provide library staff the basic skills which are required for leadership and handle challenges in the organization. Therefore, leaders need to be advanced learner because they are required to keeping up with the emerging trends and issues in academic libraries. Dynamic leadership creates a learning environment in the time of stress, and motivates the followers during the time of change. Dynamic leaders use scholarly motivation to change the status of notions, philosophy, and applying intellectually, and that type of leadership allows team members and institution to be innovative learner.

Currently, organizations are facing challenges to change the primary mission of the libraries and leaders are required a clear vision and critical analysis. There is no solution with the old ways of working; at the same time leaders need a kind of self-reflection and self-investigation. The study reported the library leaders are not actually providing a kind of intellectual stimulation so libraries are dropping an important part to dealing successful leadership. Libraries are undertaking a huge amendment how digital and physical facilities can fit in the new infrastructure

and what type of services are estimated to provide by academic libraries. A number of modifications are the outcomes of emerging trend in higher education, and future needs a clear understanding to provide new services. Several types of changes have been recognized by the ACRL (Association of College and Research Libraries) for last few years (ACRL Research Planning and Review Committee, 2014). These changes in services and physical facilities are associated with organization vision and mission. Libraries are implementing and a dramatically change in technologies, open access and institutional repository, leaders and administrators concern that how can they support patrons learning and retaining. Present generation of library patrons have diverse learning styles and views than ever in the history of library and information, and most of the library patrons prefer online learning and need access to information wherever they are. Leaders are responsible to create and deliver online contents of scholarly research and demonstrate how to use them remotely. It means leaders, staff and administrators need to update their existing skills and abilities, they must have innovative methods, not similar as they have developed few years back. Although, leaders and administrators measured in this study are not identified to enhance their skills and abilities for the future leadership, so there may be a negative impact on the leadership itself and organization as well.

A dynamic leadership prepares leaders through the institution and allows employees to reach their full potential. Dynamic and successful leaders use a theory to put into practice and create extra efforts from end to end, develop self-confidence themselves as well as boost confidence level of their followers. Leaders understand that they are responsible of the success or unsuccessful to achieve the goals and mission of the organization including positive or negative image of the organization. A well-organized institution has dynamic and successful leadership at every point,

and leaders have different roles what should be included in their responsibilities and all roles and responsibilities required specific skills and abilities for the leadership. Employees do not feel comfortable with adjustment during the change, so leaders should create a friendly environment, develop robust relationships, build confidence, and open communication (Dewey, 2005). Participants described that professional gathering should be regularly offered by the organization that can play an important role to build relationship among the employees and professionals. It is essential to provide a two-way communication channel between library administrator and employee to actively support ideas for enhancing and rewarding them. One of the most important qualities of dynamic leader is to make a right decision at the right time, dynamic leader is not afraid to be decisive and to make a quick call if circumstance is required it. Another quality is boldness, once make a decision then stay with it unless there is a valid and logical reason for leaders to change it. Although, feedback is a significant to come up with the weakness and change strategies, leaders ask followers what they think about their leader. Dynamic leadership creates an environment of honesty and open communication that benefits leader to come up on weakness and change strategy towards employees. Hence, leaders require good relationship with employees, other departments across the university campus, stakeholders and beyond the library. This research discovers that the topmost leadership skills and traits that library employees want from their leader are integrity, shared vision, openness, honesty and treat everyone in the same way with respect.

A broad range of leadership styles in academic library is needed, research found organizations should understand about future requirement of libraries and what types of leadership skills and abilities are needed to be develop, and what type of leadership approach is most appropriate for the organization and its employees. Participants reported a successful leadership

depends upon follower's attitude and leaders do not exist without followers, and cannot be success without support.

Information in [table1] shows data of participants as mentioned the location institution, number of libraries, type of libraries and number of participants from private and public institutions. Participants form each institution were included senior level positions such as manager, director, or head librarian, but some of the participants are taken more than one from the participant's libraries.

Table NO.1- Data of participants

Participants Location	Number of Libraries	Type of Libraries	No. of participants
Muscat	4	University & College Libraries	5
Sohar	1	University Library	3
Dhofar	1	University Library	1
Al-Muladdah	1	College Library	1
Ibra	1	University Library	1
Nizwa	1	College Library	1

Note; 2 participants from SQU, 3 Sohar Uni. 1 from rest of the uni. & colleges

Four institutions from the capital of Oman (Muscat) and five from different regions were included in this study. Two participants from Sultan Qaboos University and three from Sohar University were selected for interviews, total 12 participants represent their institutions. All participants hold director, manager or senior level positions in their institutions.

Participants duties and responsibilities are reported in the [table 2]. Library leasers and administrators engage with the tasks as mentioned in the table number two, these outcomes are in percentage out of 100 % (lowest to highest).

Table NO. 2- **The role of participants in their libraries**

(Lowest to highest) out of 100%		
Responsibilities	**Percentage involved**	**Type of Institution**
Financial management	28	Public
Personnel management	58	Private and Public
Meetings	63	public & private
Setting goals	70	private
Strategic planning	70	Private
Creating a strong team	85	Private
Communicating	85	Private and Public
Conflict resolve	90	Private and Public

It is important to know that a maximum number of respondents are not dealing budget and financial issues because their libraries do not have a fix budget for the library, therefore they were not involved in financial management task. More than 70% library leaders and administrators (directors/managers or head of the library) are not working with budget and financial task, as reported that higher authority of institutions play a central role for the financial and budget issues. 28% respondents are working with budget and financial management in their libraries and these respondents are from both institutions public and private colleges and universities. 58% library leaders are not involved in hiring and terminating library staff because human resources department of the institution or higher authority of the institution take care of personnel management of library employees, even library leaders are not involved in hiring process of the library staff. The highest rates (72%) of the respondents are not working with the financial management of the library while these are key responsibilities of library directors such budget management and human resource including hiring and terminating employees as participants reported in [table 2]. Most of the university libraries and colleges in Oman do not have their own human resources department but universities and colleges have the human resources department,

therefore university and college administrators deal the hiring and terminating issues. Maximum percentage of private institutions are more involve in determining goals, creating a strong team and strategic planning rather than public institutions. Public intuitions are less, 30% and 15% engage with setting goals, creating a strong team and strategic planning. The highest rates of the respondents are involved in resolving issues and communicating with staff and administrators of the organization in both public and private colleges and universities because local staff in libraries have more issues than expatriate employees. Respondents reported that it is a challenge to deal with Omani staff (local staff) and they have lack of professionalism and work ethics; however, library administrators are heavily engaged in communications and solving the issues. As the study shows that dealing with library staff is a serious issue in both public and private institutions in Oman.

Table NO.3- Preferred method to develop dynamic leadership qualities

(Highest to lowest) Out of 100%	
Methods	Respondents in %
Training/education	92
Professional Networking	90
Attending workshops	85
Discussions with peers	80
Formal and informal meetings	72
Joining online courses	62
Using discussion groups	60
Attending higher study courses related leadership	53
Reading current publications	52

The study identified that leadership trainings, continue education and networking are highly significant factors to improve leadership qualities and abilities as mentioned in [table 3]. Professional gathering at regional and international level has recognized as the second significant

source to expand leadership qualities and keep in touch with the library and information. Respondents stated that attending higher education and group discussion are ranked at the lowest rates of respondents as mentioned in table number three. It is very significant to enhance a strong and intellectual leadership abilities and approaches in order to be success in academic libraries. However, library leaders and administrators are suggested to attend leadership training as other leaders in organization have been attending leadership training program that can be beneficial for both administrators and organizations as well. There are several leadership training programs overseas those offer many sessions and training programs to develop dynamic and successful leadership skills and abilities (Nelly, 2009; Webster and Young, 2009). Unfortunately, there are not many opportunities in the Gulf region to   develop leadership skills, and most of the private universities and colleges do not offer library leaders to attend leadership training programs in other countries of the world. Some universities and colleges do not have budget for leadership development and some of them do not understand the importance of the library and information, therefore they do not encourage to enhance leadership skills. A maximum number of participants were identified that they never had any formal training because their institutions do not inspire them for leadership development. A maximum number of participants specified that organizations are responsible to provide leadership development opportunities to expand leadership skills, by offering training programs will facilitate their advancement toward the achieve organization's goals and objectives.

Table NO.4- Training programs offered by the organizations

	Participants respond	Training received
Name of the Institution	Offered by Institution	Out of 100%
Sultan Qaboos University	100	75
Sohar University	50	45

Al Sharqiyah University	00	00
Dhofar University	50	65
Gulf College	00	00
Oman Medical College	50	20
College of Applied Science	50	05
Caledonian College of Engineering	00	05
Al Musanna College of Technology	50	10

Note: Always=100%; Sometime=50%; Never=0%

The study identified that 80% of library directors, managers or head librarians did not attend training, workshop and other professional development activities for last two years because of financial crises in the country as mentioned in [table 4]. Participants from two university stated that they received training and workshop within last two years while one of the public institution and second library from private institution. Although, participants from 6 colleges reported that they received free training or workshop within the region but most of the participants did not go to attend outside the country. Some participants responded that they did not go anywhere to attend a training, workshop or conference for last more than three years. All participants mentioned about financial crises are affecting library and information, institutions do not have budget for training programs but some of the institutions are not in favor of leadership development for libraries in times of financial crisis.

The research stated that library administrators understand the internal and external duties of library which are important and should be performed well, library administrators offer and delegate as many of the responsibilities as possible to the senior level librarians. Library manager, director and head librarian develop strong collaboration and vigorous environment among the library staff within the library, and with other department of the organization. Library administrators

recognized that everyday duties and library operation should be hand over to the senior level of staff or subordinate as much as possible, if there is an opportunity and option to delegate tasks. Library leaders would have more time to focus on their external responsibilities because library leaders are not responsible for library only but also public figure if they delegate internal duties to library staff or their subordinates. The findings stated it is an important for administrators to be the public figure of the library and engage with the community on campus and beyond. They work hard about future planning and find opportunities and solution to add contribution towards the goals and objectives of the organization. As a general, library leaders understand their effectiveness as leaders and how they can contribute to the mission and objectives of organization. However, some of the participants reported that a challenge can become an opportunity to learn and develop leadership skills, leaders can gain more information if they address problems with a positive attitude.

Academic libraries have gone through a challenging age of conversion from print format to digital environment as it is beginning and not ended yet, this trend needs a dynamic leadership for the libraries. Therefore, library administrators need continuing education and training programs to enhance their effective leadership skills and abilities. Dynamic leadership is a serious issue for academic institutions, though professional development opportunities should be constantly offered by the origination in order to boost their knowledge and skills for the future challenges. The study also stated that professional networking is a second important option to develop leadership abilities and moral support. As study reported library professionals must have professional meetings and gathering at all levels within the region and outside. In addition, there is need to create a strategic plan for measuring whether a leader is performing his/her responsibilities as successful or not,

feedback plays a significant role to improve leadership skill and behavior. Most of the participants practice a positive approach and attitude, self-motivated, and open minded, although a set of divers skill is needed.

Conclusions

Results indicate that academic library leaders are desperately eager to enhance and use their dynamic leadership characteristics for the upcoming global changes in academic libraries. This study has confirmed that success is not possible without strong leadership skills in rapidly varying environment of library and information. However, organizations are responsible to promote leaders and support them for leadership development, and they should know how their employees and responsibilities can fit in the mission and overall purpose of the organization. Academic libraries cannot be in difficulties and calamities if library professionals have keen interest to develop divers set of new skills. The study identified that autocratic leadership is significant to the libraries, particularly in times of challenging and reshaping nature of higher education. As this research has reported that a few organizations motivate to leadership development and encourage their employees but not all organizations whereas institutional support is the most important factor to build dynamic leaders for the organization. Though, the study cannot ignore to this significant issue that librarians at all stages need continuing education to enhance their divers set of competencies for the future scenarios of libraries. There is a deficiency of innovative skills and abilities among library leaders and they are not constantly participating in career development activities because of financial crises and limitations. Although, both institutional support and personal interest are major factors to learn new skills and knowledge, as currently library needs potential leaders. This study has limitations to generalized the results because a small sample of

participants used to this study, but it may consider in the wider perspective of academic libraries in developing countries. Finally, 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:

(1) Library leaders must be involved in leadership development activities and continuing education in order to develop high caliber leadership characteristics for the future scenario of academic libraries.

(2) Academic libraries need intense and smart leaders; therefore, a regular practice is required that develops effective leaders for the organization.

(3) Library leaders need positive approach, self-confident, be a creative thinker and open minded. Leaders and administrators should establish their ethics and values, able to communicate effectively, motivate followers, make a collective decision and empower to followers.

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