In the present study, an attempt has been made to determine the leadership styles of librarians working in academic institutions of India. Before initiating the study as such, concepts under study which still are not unequivocal are discussed and defined for the purpose of this study. There are different concepts related to the study such as leadership, leadership styles, leadership effectiveness, organisational climate and librarian as a leader which have been discussed below:

Leadership

The concept of leadership has received wide attention. There are thousands of books, articles and issues of journals related to subject but still 'leadership is one of the most observed and least understood phenomenon' (Burns, 1978). There are as many definitions as people trying to define it. Bennis and Nanus (1985, p. 4) wrote, "Decades of academic analysis has given us more than 350 definitions of leadership, thousands of empirical investigations of leaders have been conducted in the last seventy five years alone, but no clear and unequivocal understanding exists as to what distinguishes leaders from non leaders, and perhaps more important, what distinguishes effective leaders from ineffective leaders and effective organisations from ineffective organisations."
Bass (1990) reviewed 7,500 studies relating to various aspects of leadership. According to him, there is a rough scheme of classification among the various definitions and leadership has been conceived as the focus of group processes, as a matter of personality, as a matter of inducing compliance, as the exercise of influence, as particular behavior, as a form of persuasion, as a power relation, as an instrument to achieve goals, as an effect of interaction, as a differentiated role, as initiating of structure and as many combination of these definitions.

It is not possible to review all definitions, therefore, some related definitions are given below:

Leadership may be defined as leader behaviour of an individual which he is involved in directing group activities (Hempill, 1949). Leadership may be considered as the process of influencing the activities of an organized group in its efforts towards goal setting and goal achievement (Stodgill, 1950, p. 3).

Leadership is a complex and social phenomenon that cannot be treated meaningfully apart from related situational fades (Halpin, 1956).

Leadership is a kind of interaction between or among people. Any attempt on the part of a group member to change the behaviour of one or more members of a group is an attempt at leadership (Bass, 1960).
The act organising and directing the interests and activities of a group of persons who develop the cooperation through securing and maintaining their more or less voluntary approval of the ends methods proposed and adopted in their association (Fairchild, 1967).

By leader behavior we generally mean the particular acts in which a leader engages in the course of directing and coordinating the work of his group members. They may involve such acts as structuring the work relations, praising or criticizing group members and showing consideration for their welfare and feeling (Fiedler, 1967).

Relationships in which one person or leader influences other to work together willingly on related tasks to attain that which the leader desires (Terry, 1972).

Leadership is a process of influence between a leader and those who are followers (Hollander, 1978).

Leadership is defined as the process of influencing the activities of an organized group towards goal achievements (Ranch and Behling, 1984).

Leadership is a reciprocal process in that it occurs between people. It is not done by person to another. Successful leadership depends for more upon the follower's perception of the leader's abilities than upon the leader's our perceptions" (Kouzes and Posner, 1990).

Thus, on the basis of above definitions we can conclude that leadership is a process of influence, a particular behavior, and complex social phenomenon, reciprocal process, ability
of leaders as perceived by others and many more dimensions which are not included in this study. The search for the one and only one proper and true definition of leadership seems to be fruitless, since the appropriate choice of definition should depend upon on the methodological and substantive aspects of leadership in which one is interested (Bass, 1990).

Therefore, for the purpose of this study leadership is defined as the ability of the leader to influence and persuade his subordinates so that they willingly contribute to achieve organisational goals or objectives. Further, for the purpose of this study, leadership will be studies as leader’s own perception as well as subordinate’s perception of leader’s abilities.

**Leadership Styles**

Leadership styles and behavior are usually treated as synonyms, both pointing to what leaders do. Based on extensive literature search of leadership styles, Bass (1990) arrived at following conclusions:

1. Leadership styles vary considerably from leader to leader (Stodgill and Coons, 1957)

2. Some leader’s behavior primarily involves initiating structure to accomplish task, other leaders behave to build and maintain good personal relationships, and still others do both or do neither (Halpin, 1956).

3. The most effective behavioral style of leaders is one that varies with the situation (Fiedler, 1967; Korman, 1966).
4. The best attitudinal style is high task and high relations orientations (Blake and Mouton, 1964).

5. The job and psychological maturity of the followers is the most crucial in determining which behavioral style of leaders will result in the most effectiveness (Argyris, 1962).

The above conclusions and literature shows that most of the leadership theories have dichotomy of Task versus people oriented styles of leadership.

Research has also shown that it is the various combinations of task and people oriented styles which are combined to give effectiveness of leadership styles. These types of leadership styles are viewed as multidimensional continuum having authoritarian style on one extreme and the participative style on the other. For the purpose of this study, following types of leadership styles are identified:

(a) **Authoritarian Style**

Authoritarian superior is the one who, among other things, uses his power to be strict rather than lenient, to supervise closely, and to ensure adherence to procedure (Blau and Scott, 1962). Thus, components of authoritarian personality are rigidity, self centeredness, suspicion, insecurity and anxiety. Thus tasks are accomplished but subordinates are dissatisfied.
Bureaucratic Style

Bureaucratic leaders operate with a staff of deputized officials and are supported by legal authority based on rationale grounds. Their authority rests on belief in the legality of normative rules and in the light of those who are elevated to authority under such rules to issue commands (Weber, 1947). Bureaucratic style makes people cautious, conservative, unwilling to take risks, impersonal in their thinking. Their authority breeds arrogance. Furthermore, the selection and socialization processes induce a bureaucratic personality without a sense of personal identity, little intrinsic interest in work and uncompromising adherence to rules (Bensman and Rosenberge, 1960).

Task Oriented Style

The people with strong concern to achieve goals are considered task oriented. This style is also conceived as performances oriented style. Successful task oriented leaders are instrumental in contributing to their group's effectiveness by setting goals, allocating labour and enforcing sanctions (Bales, 1958). They fall in the middle, being neither too sensitive nor too aggressive.

Participative Style

Much of the interest in participative leadership derives from the apparently encouraging evidence from research about the introduction of participative systems in organisation. Participation in all its forms has generally been found to generate greater satisfaction among
subordinates. Participative style is synonyms with democratic, considerate, permissive and non directive styles. Here leader shares his decision making policy with his subordinates, with the result, subordinates are highly motivated and willing to take more responsibilities. When participative leadership is practiced in a group, each member has the opportunity to gain recognition and sense of self worth (Likert, 1961)

(e) Nurturant Style

Nurturant behavior was derived as one of factors by Crannell and Mollenkopf as early as in 1946 in their 'Combat leadership.' Bass (1990) lists four studies upto 1970 where nurturant behavior was one of the factors. In India Kaker (1971) was first to introduce the concept of nurturance. He identified nurturant style as a preferred style in India. Sinha (1980) was able to establish the term nurturance by operationalising the term. A nurturant leader cares for his subordinates, shows affection, takes personal interest in their well being, his personal warmth helps create a climate of trust and understanding where subordinates grow up and acquire maturity.

Leader Effectiveness

What determines the effectiveness of a leader? Literature does not throw light on the conclusiveness of leader effectiveness. However, it is proved beyond doubt that leader effectiveness depends on number of factors taken together. Bass (1960) has proposed that group effectiveness be defined in terms of (1) the group’s output, (2) its morale, and (3) its satisfaction of its members. Tsui (1984) pointed that manager’s reputation for effectiveness
depends on satisfying his superior, peers and subordinates.

However, the leader who performs well in one group, or under one set of conditions may or may not perform well in other groups, in other tasks or under other conditions (Fiedler, 1966). Even the appropriate measure of effectiveness varies with the nature of the group. For some groups, the proper measure of effectiveness is productivity. For the other group, effectiveness is measured by how much satisfaction is engendered (Krench et al, 1962).

Likert (1958) identified 12 indicators besides output and satisfaction for effectiveness of leaders. These are:

(i) Extent of loyalty to and identification with the institutions and its objectives.
(ii) Extent to which all members feel that organisational goals are consistent with there’s.
(iii) Extent to which these goals enable the organisation achieve its objectives.
(iv) Level of concern regarding quality, output, elimination of waste, reduction of cost, improvement of product and process.
(v) Degree of confidence and trust among the members.
(vi) Amount of quality of team work.
(vii) Extent of delegation of responsibility.
(viii) Extent of use of members in decision making process.
(ix) Level of competence & skills available which are encouraged to interact effectively to solve the problem.
(x) Efficiency of communication upward, downward & sideways.
(xi) Level of leadership skill and ability, basic philosophy & orientation towards the process of leadership.

(xii) Aptitude scores of the members in the organisation.

Further to achieve these indicators, Morse and Wagner (1978) modified list of nine Mintzberg’s (1973) managerial roles and after refinements by factor analysis extracted six activities as follows:

(a) Managing the organisation’s environment and its resources: Effective managers are proactive and stay ahead of changes in their environment.

(b) Organising and coordinating: Effective managers suit the rules and regulations to the abilities of persons doing them.

(c) Information handling: Effective managers use information to the maximum so that is usable, current and provides rapid feedback.

(d) Provide for growth and development: Effective managers ensure growth for their subordinates by caring and developing their skills for performing work.

(e) Motivating and conflict handling: Effective managers transmit their own enthusiasm for attaining organisational goal to others.

(f) Strategic problems solving: Effective managers periodically schedule strategy and review sessions involving the design of projects to improve organisational performance and solve organisational performance.

Thus, effectiveness of leader can be measured by the groups output, satisfying superiors and subordinates, managing resources, handling information effectively, providing for growth and development of subordinates, strategic problem solving etc. This seems to be a idealistic state of leader effectiveness. However, more the above mentioned activities are fulfilled, the more effective the leader is.
What should determine the effectiveness of a librarian as a leader? Librarian’s effectiveness cannot be determined in terms of productivity, however, effectiveness of librarian can be measured as how his subordinates and library patrons are satisfied. The library profession has long claimed that it is a service profession. Library leaders have responsibility primarily for serving the need of entire staff so that they, in turn can provide the best possible service to library patrons. Thus leader's role is to nurture cooperative relationship among the subordinates while making sure they have what they need to enable them to do their jobs effectively.

Effective leadership of librarians may require personal charisma, vision, special knowledge, strength and energy. Excellent leadership, however, begins with the notion that enabling everyone who works in the library to grow in knowledge, ability and commitment to library service is the primary task (Bechtel, 1993).

For the purpose of this study, it is not possible to take into consideration all variables for determining librarian’s effectiveness. For example, assessing the satisfaction of library patrons is one of the variables for determination of librarian’s effectiveness which is outside the purview of this study.

Effectiveness of librarians is determined in relation to his subordinates and situational factors namely organisational climate and background factors for the purpose of this study.
Organisational Climate

Organisational climate is defined as a set of characteristics that describe an organisation and distinguish it from other organisations. These set of characteristics are organisation's philosophy, purpose, functions and structure of organisation. Organisation's philosophy includes its assumptions, values, foci of attention, priorities and goals. These affect and are affected by organisation's purpose and functions. Further, leadership in organisations are effected by the organisation's size, structure, complexity and stability.

Besides these, Litwin and Stringer (1968) included more characteristics to constitute organisational climate. These are the one's feeling regarding the structure of organisation i.e. its rules and regulations, procedure, red tape, loose-strict and formal-informal atmosphere, one's perception of responsibility, reward, risk, warmth, support, standards of performances, conflict resolutions and one's identification with the organisation.

Leadership researchers have further addressed the impact of organisational factors on leader behaviour as well as their role in mediating leadership studies/outcome relationship. Organisational climate was investigated as a possible determinant of the four leadership dimensions developed by the later Michigan researchers (Taylor and Bowler, 1972). Bass (1960) concluded:

"The surrounding organisation and its policies, size, structure and culture are of particular consequence to leader subordinate interactions. Although the organisation and its culture influence what is expected of the leader and what
they will do, the leaders in turn, shape their organisation and culture to fit their needs. The leader's discretionary and nondiscretionary behaviour depends on organisational and administration consideration."

Therefore, Schneider (1975) contends that individuals interact with their organisation and develop a global or summary perception of the organisation which is termed as the climate.

The variable required to describe organisational climate are numerous. They can be broadly classified into extraneous and intrinsic variables. Cultural norms and social structure are extraneous factor of organisational climate whereas intrinsic factors can be further subclassified into four types. These are inputs, structure, function and outputs. Inputs are defined by characteristics of environment and resources available to the organisation and include environment, organisational history, resource technology and other constraints. Structure is defined by the relationship among the key elements which include type, sociometric, status, organisation structure and group characteristics. Functions will include functions of leader as well as employees. Output is measure of organisational effectiveness meaning objectives, attitudes, satisfaction of job, employee, supervision, job security, financial security and pride in organisation (Triandis, 1966).

This shows that leadership researchers have not been insensitive to the impact of organisational attributes on their domain of study. What has been lacking in the bulk of literature has been a systematic theoretical treatment of the interrelationship between leadership and organisational factors. In many instances there is little rationale for the
inclusion of a particular attribute other than a hunch that it might be important. Such an approach is too arbitrary (Bryman, 1986).

Thus, with so many possible variables of organisational climate, it is unlikely that organisational climate and its effectiveness could be reduced to a single large measure or indicator.

One of the important variable of organisational climate is how clear its leaders make the organisation’s goals to the members and convey a sense that the climate is one in which there is high degree of trust among its members. Farrow et al (1980) found that consultation was most frequent when organisational goals were clear and levels of trust were high. Again Child and Ellis (1973) concluded that more delegation by the superior was seen if work roles were clear and much discretion was perceived in the organisation’s climate. Ansari (1990) found that favourable and unfavourable climate affected the leader’s efforts to influence.

For the purpose of this study, organisational climate is conceived as attributes of organisation as perceived by its members.

**Librarian as Leader**

Except for few biographical studies, study of librarian as leader is a recent phenomenon. However, it is undisputable that librarians have been, since their inception leading scholars and students to source of knowledge. The librarians lead and guide others so that they can pursue paths of inquiry towards understanding knowledge. Two main general developments
are putting lot of pressure and challenge for the librarians and their leadership qualities. One is ever increasing ocean of information and other is rapidly changing technological changes. Futurists are already predicting, 'infomania' as one of the four phobias of the future (Gelatt, 1993). Because of access to unmanageable information, Gelatt further says, "idolizing information and craving for more is a disability in a society generating more information than the human mind can process, thereby creating the new laws of information. These laws are:

(a) "The information you have is not what you want."
(b) The information you want is not what you need.
(c) The information you need is not available."

Others have named this disease as 'information anxiety' (Wurman, 1989). Added to this, ever changing technological changes put a great amount of pressure for future librarians to be effective and remain major role players. Therefore, study of effectiveness of library leadership is not only desirable but necessary also. Various aspects of library leadership namely qualities of library leaders (Price, 1973) learning styles of library leaders (Choi, 1989) and decision styles of librarians (Mech, 1993) have been studied. Some of the studies emphasis use of behavioral methodologies (Awaritefe, 1984) and some have tried using methods applied in library & information science e.g. citation analysis (Bandalin, 1991).

Except for few small samples studied (Sparks, 1976; Dragon, 1979 and Scamell and Stead, 1984), literature does not through much light on the leadership behaviour of librarians to arrive at certain conclusion. In the present study, an attempt is made to study the leadership styles of librarians working in academic libraries of India. The above mentioned studies of library and information science have been discussed in detail in next chapter.