Leadership in Academic and Public Libraries

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Leadership in Academic and Public Libraries

A time of change

PETRA DÜREN

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Preface

After nine years of taking part in major changes in the German National Library of Science and Technology and University Library Hannover (TIB/UB) as leader of the Financial Management and Administration Department and being responsible for Corporate Management and Personnel Development, I'm more than ever interested in change processes and in the new challenges arising for leaders in libraries.

During those nine years the TIB/UB introduced teamwork, integrated parts of another library, developed and implemented a strategy and began working with the Balanced Scorecard as their management tool, just to name a few of the deliberate large-scale changes.

In my doctoral thesis (Düren, 2009), I have analysed the impact of leadership styles on the success of the Balanced Scorecard in public service and non-profit organisations based on a survey in the TIB/UB.

Now working as a professor at the University of Applied Sciences in Hamburg two of my subjects are 'Libraries in Times of Change – Change Management' and 'Human Resource Management'. These are also the topics of my main research project. The findings of my research can be found in this book.

I carried out very interesting expert interviews with middle management leaders and directors of academic and public

libraries as well as change managers in libraries. As this shows only one side of the coin I could also have asked the team members about their superior's leadership style. But I wanted to find out what leaders thought throughout their change projects, whether they recognised the anxieties and worries of their team members and how they reacted to them, what communication tools they used during the change process and if they thought afterwards that they could or should have done anything better.

Even if this doesn't reveal whether a change process was done well or whether it could have been done in a better way (for this I should also have asked the staff working in the libraries) it nevertheless shows that leaders nowadays are able to reflect on what they have done, that most of them did change their behaviour throughout a change process as well as their leadership style, and that all of them had to cope with new leadership aspects.

It is always helpful to talk to other librarians who have also had to cope with deliberate large-scale changes to get some new ideas or a different perspective on an issue. This book offers such help through the wide range of major changes that are described.

This book might give the readers some ideas about their own leadership style and help them in difficult situations throughout a change process as well as in day-to-day management.

I would like to thank all leaders and change managers that participated in my research project and were willing to answer openly my questions concerning the deliberate large-scale change project in their library, their leadership style, their communication methods, their recommendations for other leaders in similar situations as well as their failures during these major change processes.

About the author

Dr Petra Düren is Professor of Management of Library and Information Services at the Hamburg University of Applied Sciences.

Her subjects range from Management of Library and Information Services, Information Controlling, Media and User Research, Personnel Management and Change Management for undergraduate studies toward a Bachelor's degree in Library and Information Science to Quality Management, Business Management, Human Resources Management and the Learning Organisation for studies toward the Master's degree in Information, Media, Library.

Her research projects include leadership aspects, change management, the organisational culture, quality management and knowledge management in libraries.

Prior to this, for nine years she was Head of Department at the German National Library of Science and Technology and the University Library Hannover (TIB/UB) and a member of the library management responsible for corporate management.

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Change management in libraries

Abstract. Since libraries – academic as well as public – have to face constant change this chapter gives a short overview of the need for change management in libraries as well as the structure of this book. This includes not only theoretical aspects of change management but also several case studies of academic and public libraries which have had to face a deliberate large-scale change recently.

Keywords: academic library, change management, leadership, New Public Management, personnel behaviour, public library, user needs and wishes

1.1   Why change management?

Libraries nowadays have to face constant change. Budget reductions, new requests from their users, the need to develop strategies, upcoming mergers and relocations, new tasks resulting in the digital library, personnel development, demographic change and quality management are just a few of the challenges for academic and public libraries.

There are three main aspects that influence libraries: new needs and wishes from users, a modern government policy and changing personnel behaviour (see Figure 1.1).
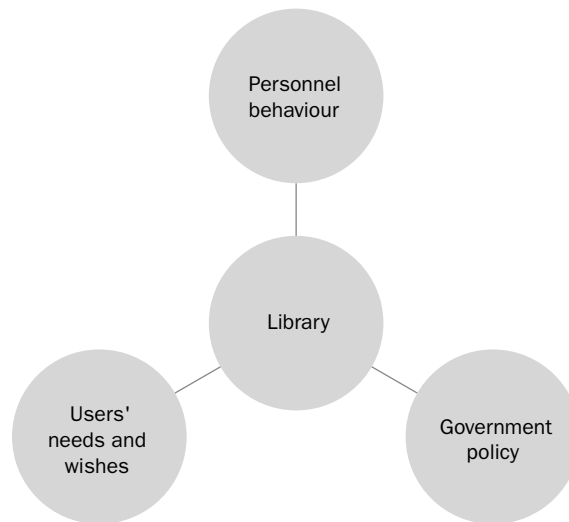
Figure 1.1   Influences on libraries

- *Users' new needs in academic libraries* refer, for example, to the requirement for places to work (alone and in groups) and access to e-books and e-journals combined with high demands on the quality of services (e. g. at the information desk and of the subject specialists) as well as products. *Users' new wishes for the services of public libraries* refer, for example, to new media (e. g. e-books and Nintendo Wii games) and the task of libraries to be places for learning (offering, for example, reading promotion, language courses for non-native speakers or courses about how to write a letter of application).

- *Modern government policy* is based on the New Public Management[1] and leads, among other things, to budget reductions, mergers, benchmarking and competition between libraries.

- *Personnel behaviour* has changed in recent years. Members of library staff not only want to be well informed about the strategy of the library but also want to participate in the development of their library and in decisions concerning their workplace. Another important change is based on the desire for work-life balance. It should also be taken into account that there are new trends in personnel development resulting from demographic change, e. g. flexible working hours, constant learning as well as occupational health management.

As there will be no chance of successfully implementing change without support and encouragement from library leaders (Kraus et al., 2006), and because change processes might need special leadership skills (Pechlaner et al., 2010), the main questions in this book are:

- How do the above mentioned changes affect the leadership in public and academic libraries?
- How should leaders in libraries act in times of change?

To be able to successfully fulfil all these new requirements, it is important to integrate leaders of all hierarchies as well as members of the staff in change projects. Therefore it is important to practise modern leadership styles, e.g. transformational in combination with transactional leadership.

In 1999 it had already been noticed that both the change and the transformational leadership perspective needed to be integrated '... to gain a greater understanding of how to effectively enact change' (Eisenbach et al., 1999). This has been achieved in this research project with the main focus on leadership and change in academic and public libraries.

1.2   Structure of the book

In this book the reader will find new ideas and recommendations for leadership styles and modern aspects of leadership in academic and public libraries suitable for different change processes.

Throughout the book the theory of change management is combined with practical experiences. Sources for these are expert interviews with leaders and change managers in academic and public libraries that are currently in a change process or have recently finished a deliberate large-scale change project.

In addition, there are traditional ways of change management as well as modern ideas to implement something new in a library.

Chapter 2 considers general aspects of change management, such as the phases of a change process and elements of change management. It is followed by Part 2 in which 15 case studies are presented. The part starts in Chapter 3 with some statistics about the research process. The case studies then described in Chapters 4 to 8 range from the introduction of a library RFID management system to relocation and merger processes and the implementation of quality management to change as day-to-day business.

Chapter 9 analyses that what can go wrong in change projects, as can be seen in the case studies in Part 2, and how to do it right.

In Chapter 10 the practical experiences are analysed and outlined in new aspects of leadership in reference to change management. This chapter closes with the consideration of a new type of leader, and provides an example of such a leader who grew into this task as a result of various changes in the library.

New leadership styles and tasks are summarised in Chapter 11 where leaders are introduced as change managers who lead in a transformational and transactional leadership style.

The last chapter of this book gives useful tips for the management of libraries in times of change.

Note

1. For the influence of New Public Management on libraries see, for example, Pors and Johannsen (2003) and Düren (2010).

Change management

Abstract. Major or deliberate large-scale changes require change management – based on the three phases described by Lewin (1947) – which integrates a number of new aspects of leadership. Those change projects have to pass through several steps, which are thorough planning, initialising, realising, reflecting and stabilising. Change management includes the top management, leaders at all levels and every member of staff, as well as the users and the library's parent institution.

Keywords: change, change management, participants, phases of change, steps of change projects

2.1   Change management in general

While change in libraries may be a constant (Brisson-Banks, 2010), in this book it is taken to mean a major or deliberate large-scale change that needs extensive action and affects most parts of the library. Examples would be the implementation of quality management, the merger of two or more libraries or the relocation of a library. Change should be based on the strategy of the library, which means that the change project generally has a long-term perspective. However, as can be seen in section 3.1, change processes in libraries nowadays are often no longer long-term projects. This is especially so since the economic crisis, which led to immediate changes in libraries and to a reduction in the

number of change processes lasting for a (longer) period of time (Brisson-Banks, 2010).

'Managing change is definitely a challenge but not impossible' (Brisson-Banks, 2010). To handle deliberate large-scale changes change management is required. This includes the recognition and realisation of the different phases that arise throughout a change project which will be described below.

2.2 Phases of a change process

Figure 2.1 shows the three phases of a change process which are relevant for the change management of deliberate large-scale changes as described in this book.

- *Unfreezing*. In the first phase all members of the library need to be made aware that something needs to change. This is when the library's top management informs the staff about the reasons for the change and the goal(s) of this process.

- *Changing/moving*. During the second phase the library performs the required change activities. It should be clear who is involved, what has to be done until when, and which tools are needed.

- *Refreezing*. The third phase represents the time needed to stabilise the new methods, structures, etc. and to evaluate
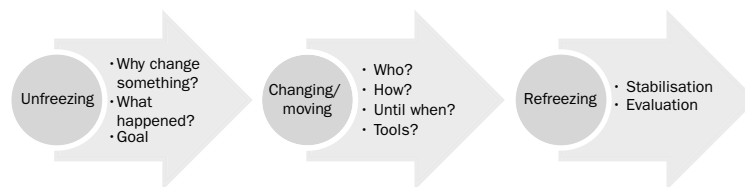
Figure 2.1 Phases of a change process (in accordance with Lewin, 1947)

the entire change process as well as the outcome of the change project overall.

Some new aspects of leadership (see Figure 2.2) during these three phases include the following:

- Leaders have a vision (*Unfreezing* phase).
- Leaders are role models for their staff (*Unfreezing* and *Changing/moving* phases).
- Leaders communicate regularly about the process (all three phases).
- Leaders support the participation of their team members in the process and delegate tasks and some of the decisions concerning the alterations (*Changing/moving* phase).
- Leaders motivate their staff (*Changing/moving* phase).
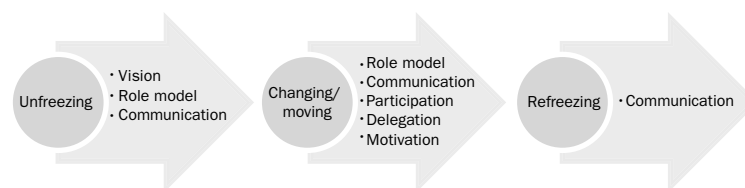
Figure 2.2 Leadership aspects during the three phases of a change process

2.3   Elements of change management

As a result of the three phases of a change process (see above) change projects need to be planned carefully in advance, initiated and then realised. Afterwards there needs to be a process of reflection and stabilisation (see Figure 2.3).

In general five different groups of staff can be differentiated who need to be considered throughout the whole change

Information: customers

Planning and initiating
→ Top management
→ Support through change managers

Unfreezing

Realising
→ Every member of staff affected by the change
→ Support through change managers

Changing/ moving

Reflecting and stabilising
→ Top management
→ Every member of staff affected by the change
→ Support through change managers

Refreezing

Information: members of staff not directly affected by the change

Figure 2.3 **Elements of change management in accordance with the phases of a change process**

process, some through participation in the process, others just through being given information (see Figure 2.3). Additionally, the library's users as well as the parent institution or the government need to be considered throughout the whole change process.

2.3.1 Top management

The top management has to initiate the change project.[1] For the planning process they can recruit change managers who will promote and help in the planning of this major change.
Planning includes:

- the timeline;
- the goals;
- the restrictions; and
- the possibility of engaging other members of staff in this process.

2.3.2 Leaders

Leaders at all management levels need to be integrated into any major change process at a very early stage of the project.

Their central role is one which would enable them to work against an upcoming major change. The ideal solution would be to find the change managers from within management (see sections 4.1 and 10.1.5).

2.3.3 Change managers/change agents

Change managers can usually be found from among personnel or organisational developers. They will support the change project from the planning process through the whole change up to the evaluation of the project (see Chapter 8).

2.3.4 Members of staff affected by a major change

Everyone who is affected by a deliberate large-scale change needs to be integrated into the process and kept informed about everything concerning the upcoming – and later the ongoing – change. They should be given the chance to participate in the change process (see sections 9.2, 10.1.2 and 10.1.4).

2.3.5 Members of staff not directly affected by a major change

Other members of staff not directly affected need to be considered throughout the entire change process (see section 10.1.3). They can sometimes be seen as experts if they have recently gone through another change process. Where alterations in one department affect another department it is important to talk to the other department in advance about the modifications.

2.3.6 Customers/users

The users of libraries also need to be integrated into the upcoming change; they need to be informed about reasons for the change as well as the ongoing process. Sometimes they will lend support to the library director's arguments against changes the library is being forced to carry out if they are not happy about the planned alterations. An example of this can be found in the case study described in section 5.1 where the library's users symbolically buried their old library in protest against the closure of several district libraries.

2.3.7 Government/parent institution

Last but not least the financial backer, which may be the government, for example, or a university, needs to be integrated into the change process. Often they are the ones that can be blamed for the change. This might help acceptance of the alterations and so the change project can begin (for an example, see section 6.2.1). Also the government or the university's supervisors need to be informed about the progress of the change project on a regular basis.

Note

1. A clear political intention among the top management responsible for a major change is indispensable for the success of the change process (Steinle et al., 2008).

<div style="text-align: right;">**3**</div>

When does change need change management?

Abstract. In this chapter information is presented about the research process which involved 16 case studies of major change projects in academic as well as public libraries. Some of the case studies are described by leaders; some are from the point of view of personnel and organisational developers supporting major changes as change managers. There is also an overview of the time after the change project was completed.

Subsequent chapters go on to describe the change projects in detail, beginning with the change project in one library, followed by aspects of the leadership style during this change process and the communication style and tools used or, rather, preferred.

At the end of each of these case studies recommendations for other leaders overseeing similar change processes are presented.

Keywords: academic library, case studies, change manager, customer satisfaction, ISO 9001 certification, leader, management restructuring, manager, merger, new director, public library, quality management, reduction of space, relocation, RFID, RFID management system

3.1 Case studies of change projects in academic and public libraries

In Chapters 4 to 8 examples of processes in libraries that needed change management are described by team leaders,

department leaders and directors as well as change managers. Every change project is based on the idea of an ideal user-oriented library which focuses on the needs and wishes of its users and customer satisfaction.

The examples range from the relocation of a library to the implementation of a library RFID (Radio Frequency IDentification) management system, the merger of libraries as well as the integration of an information provider, the implementation of a quality management system, a reduction in the amount of space, the announcement of a new director, management restructuring and how to cope with change as day-to-day business (see Table 3.1).

Table 3.1 Topics of the expert interviews

Academic library*	Public library
Quality management (Leader/quality management coordinator)	*Relocation* (Leader)
Library RFID management system (Leader)	*Library RFID management system* (2 leaders and change manager)
Merger (Change manager and leader)	*Merger* (Leader)
Merger, quality management and downsizing (Leader)	
Reduction of space (2 leaders)	
Announcement of a new director (Leader)	
Management restructuring (Leader)	
Change as day-to-day business (Change manager)	
Becoming a leader as a result of ongoing changes (Leader – see Chapter 10.2)	

*Academic libraries are defined in this research project as university libraries, national libraries as well as research libraries.

For this the author completed 12 (verbal and written) expert interviews with library directors or with leaders of departments or teams, and three expert interviews with change managers. Another case study can be found in section 10.2. This makes a total of 16 expert interviews.

3.1.1 Which countries do the participants come from?

Figure 3.1 shows from which countries the leaders and change managers came who participated in this research project (including the case study described in section 10.2). As can be seen, the majority came from Germany, but other backgrounds were included to see if there were major cultural differences in the handling of deliberate large-scale changes. Thus leaders from the USA, Greece, the United Kingdom and Finland also participated in this research project.

More detailed information can be found in Table 3.2 which lists leaders and change mangers according to type of library as well as the country they came from.

Participants

- Germany
- USA
- Greece
- United Kingdom
- Finland
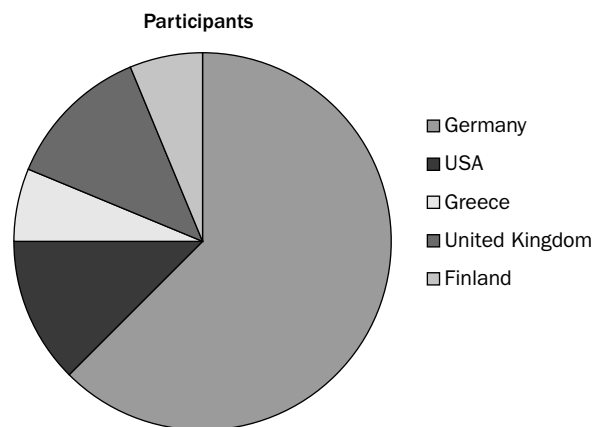
Figure 3.1   Countries that participated in this research project

Table 3.2 Leaders and change managers from different countries

Academic/public library	Position/function	Quantity	Country
Academic library	Leader	3	Germany
Academic library	Change manager	2	Germany
Academic library	Leader	2	USA
Academic library	Leader	1	Greece
Academic library	Leader	2	UK
Academic library	Leader	1	Finland
Public library	Leader	4	Germany
Public library	Change manager	1	Germany

As can be seen in the following chapters, there are no great differences in the handling of major changes in these countries. Each change project had its own special aspects that needed to be considered which led to variances in approach taken by the respective leader, but these were not based on cultural differences.

3.1.2 Are the participants male or female leaders and change managers?

A further aspect of interest was whether it made a difference if the leader was a woman or a man. In Table 3.3 it can be seen that the leaders of the participating academic libraries were

Table 3.3 Overview of female and male leaders and change managers

Academic/public library	Female leader	Male leader	Female change manager
Academic libraries	4	5	2
Public libraries	1	3	1
Total	**5**	**8**	**3**

relatively uniformly distributed between male and female. From public libraries more male leaders participated in this research project. All the change managers were female.

All in all no major differences between female and male leaders could be found in the handling of deliberate large-scale changes. The only differences that could be found were where male leaders described their leadership styles as more authoritarian (see sections 4.2.2 and 5.4). This is not to say that male leaders usually tend to be more authoritarian than female leaders. For example, in another (small) research project about leadership styles in academic libraries, a female leader said in an expert interview that she tends to lead – being new at her management position – more often using an authoritarian than a cooperative leadership style as her general method (Berke, 2012).

Both leaders with an authoritarian leadership style had some problems with missing competences and authority they thought should have been given to them by their superiors or the directors of their institutions/libraries. As no one else in this research project mentioned this kind of problem, it could perhaps be an explanation for a more authoritarian leadership style – which would make another interesting research project in its own right.

3.1.3 How much time did the participants have to conduct their change projects?

What became clear throughout this research process was that most of the libraries that had to cope with a deliberate large-scale change did not have a lot of time to fulfil the new requirements of their libraries.

The time allocated for these deliberate major large-scale change projects ranged from four months up to five years, although most needed to be finished within a year. The

average duration of these nine change projects in libraries was about 7.8 months. In Figure 3.2 the duration of each change project analysed can be seen. Two of the major change projects in libraries are still ongoing and one has a second stage still to be finished, calculated to require three more months to make a total of 7.5 months for this major
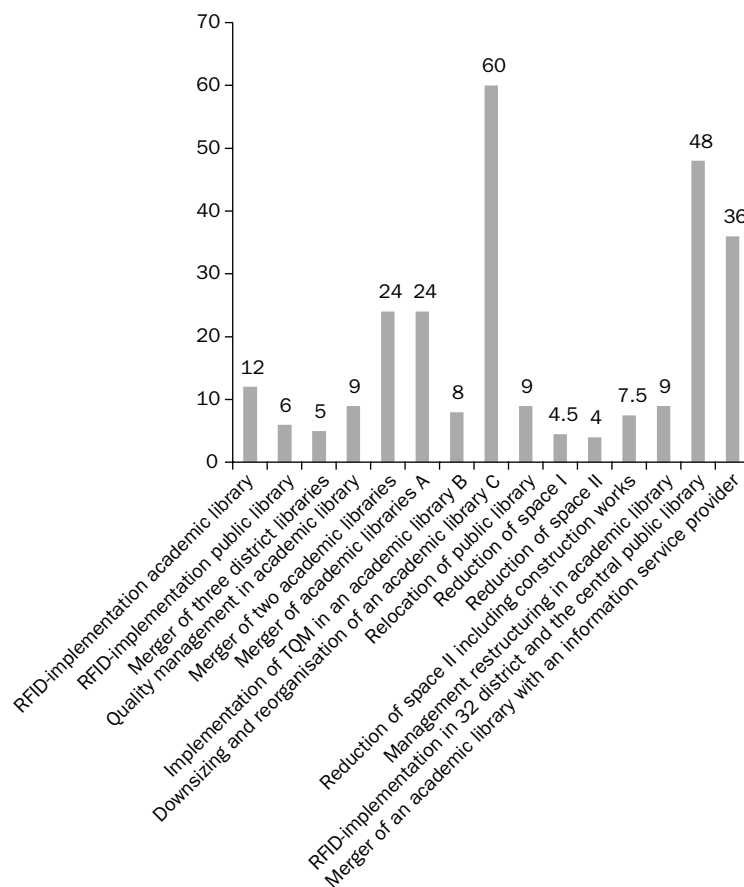

Figure 3.2   Duration of the change projects in months*

*Without the implementation of a library RFID management system in a public library which is still ongoing (section 4.2.1), the announcement of a new director in an academic library which is also still ongoing (section 7.1), and change as day-to-day business in an academic library (section 8.3).

change (see Figure 3.2 – 'Reduction of space II' and 'Reduction of space II including construction works').

In one library the leader has had to handle three major changes over a 13-year period (see section 5.4), taking two years, eight months (with a parallel integration process lasting six years) and five years respectively.

The library in which change has become day-to-day business has been handling deliberate large-scale changes for 12 years to date.

3.2 Change projects described by leaders

In Chapters 4 to 7 there are examples from different leaders and library directors who have all recently had to manage a deliberate large-scale change in their library. These leaders described the process, judged whether the change had been carried out successfully, and suggested what they might do differently in subsequent change projects. Thus these case studies may be taken as best practice to support other leaders in similar change situations.

All the leaders answered the following questions.

- What kind of change took place in your library?
  - When? (From … till …)
  - Which departments were affected by the change?
  - What was your position at that time?
- How have you acted as a leader during this change process?
  - Have you changed your leadership style/your behaviour during/after the process?
  - If yes, what was new?

- In hindsight, would you act differently? What would be your advice for leaders in similar change projects?

- How have you involved your team? How could your team participate in the change process?

- What kind of communication tools (e.g. meetings, intranet and email) have you used? Have you communicated differently than before?

- Have you experienced any resistance? If yes, how have you managed it?

- Have you got external advice?

- Has your change project been successful? Have you achieved your own or your library's goals?

- Which kind of (special) competences do you recommend for leaders in times of change?

3.3   Asking change managers for another view on change projects

In Chapter 8 the view of change managers and how they supported their leaders and managers during a deliberate large-scale change is included to provide a further point of view.

In all three cases change managers are personnel or organisational developers that supported the management of the library during a change process. They have a totally different perspective on change projects as well as the leadership aspects involved.

Questions of interest answered by the change managers included the following.

- For how long have you been working as a change manager in your library?

- What kind of change projects have you attended as a change manager?
  - When? (From … till …)
  - Which departments were affected by the change?
- Have the leaders in your library acted differently during the change processes?
  - If yes, what was different?
  - If yes, what have you done to support the leaders of your library?
- Have your change projects been successful? Have you achieved your own or your library's goals?
- In your opinion, when does change need change management or a change manager?
- Which kind of (special) competences do you recommend for leaders in times of change?

Members of staff who are responsible for personnel or organisational development should always support change processes as change managers.

Implementation of a library RFID management system

Abstract. In this chapter three case studies of change projects to implement a library RFID management system in academic as well as public libraries are presented.

The sections below describe these processes in detail, beginning with the change project in the library, followed by the leadership style and aspects during this change process and the communication style and tools used or, rather, preferred.

At the end of each of these case studies recommendations for other leaders overseeing similar change processes can be found.

Keywords: academic library, case studies, leader, manager, public library, RFID, RFID management system

4.1   Implementation of a library RFID management system in an academic library

4.1.1 The library and its change project

In this academic library – a university library in Germany with 45 staff (34 full-time equivalent), around 10,000 users, approximately 770,000 volumes (including approximately 65,000 e-books), approximately 1,800 print journals and approximately 25,000 electronic full text journals – a library

RFID (Radio Frequency IDentification) management system was implemented.

The call for tenders for this new technology was held in the spring; the tagging of the RFID-tags began in October of the same year and was ended in March of the following year, by which time the library's RFID management system was implemented and ready to use.

Right from the beginning of this change project it was clear to everybody that, after the complete implementation of the new RFID technology and a period of transition, the lending of books could be done entirely by the users themselves, without needing the assistance of staff of the 'Lending Services' team.

4.1.2 Leadership during the change process

Fear for their future in the library was a normal and anticipated reaction of the team members working in the 'Lending Services' unit following the announcement of this new change project.

Noticing these fears and concerns resulting from the pronounced implementation of the new RFID technology, the leader of this academic library saw the need for permanent dialogue with each team member individually as well as in group discussions throughout the entire change process.

During these discussions this leader was honest with his team members and revealed his own concerns about the new tasks for all of them following its completion, and also his thoughts if all their plans and ideas were to come to fruition.

A few years before this change project began, this leader had taken part in a management seminar which led to a totally different leadership behaviour than before. This now helped him as a leader with an extensive change project that needed to be managed.

One result of the newly learned management ideas was to extend the project-oriented organisation of the work and tasks that needed to be done, especially with regard to inter-group working. Thus he changed the formation of the work groups that already existed and brought members from each hierarchical level together to discuss alterations and problems.

With hindsight, this leader of an academic library is sure he could have implemented the new, modern RFID technology one or two years earlier, but he had hesitated in the past out of concern for his team members.

Something else that he would organise differently now is the choice of supplier for this new technology. He should have taken more time to choose a supplier for the library, and nobody took time in advance to write a detailed requirements specification for the RFID management system. All that the leader did was to get information from another library about the technical aspects of the RFID technology implemented in their main library while some of his team members also went to another library to have a look at their RFID management system. It would have been – in hindsight – useful to ask other suppliers of this technology to show them the technical details regarding self-check-in/out, the check-in/out station, book drop, shelf management, anti-theft detection and tagging.

This manager of a university library emphasises how important it was to communicate continuously throughout the entire change project. Equally important was the ongoing preparation for the new tasks and jobs the team members had to face after the change process was completed through their participation in training courses. These training courses ranged from 'Conflict Management at the Counter', 'Complaint Management' and 'Internet Research' to 'Communication Techniques', 'Chat Training', 'Web 2.0 Applications' and many other topics.

Those team members that were interested in the change process and wanted to participate and bring the project forward attended meetings and visited the above mentioned two libraries – which had already introduced a library RFID management system in their daily working routine – to support the process of choosing one of the suppliers of the RFID technology. Those promoters of the change process reported on this over the Internet (wiki) as well as at their regular staff meetings.

Not many team members showed resistance to the new challenges arising from the RFID technology. One reason was that this team was relatively homogenous in relation to its age distribution. There was only one older team member whose upcoming retirement made it difficult for her to be enthusiastic about the new tasks and the need to acquire additional knowledge. The other, younger team members were already used to alterations in their tasks and jobs. They had often been pioneers of new developments in the library and were used to change activities.

To accomplish the goal of inserting 700,000 RFID tags into the library's media over a specified period of five months, this manager of an academic library was able to use a separate project budget to pay overtime. To make it even more attractive and also to motivate the team members to work at weekends to insert the RFID tags, those teams that achieved their daily goal of 3,000 media could go home and be paid for the whole day, even if they had finished early.

4.1.3 Communication style and tools

This leader had already spent a good deal of his working time communicating with his team members before the change process began, but he also saw the need to enhance

his communication channels and the character of their discussions continuously.

Also during this project a change to more modern means of communication was in evidence. For example, every agenda for upcoming meetings was now published in advance through a wiki.

Before this change project meetings used to be a time to get together with team members to announce something, not to debate anything. Now it was also a space to discuss problems, new challenges and anxieties.

4.1.4 After the change project

The positive outcomes of this change project affected not only the users of the university library (which was the main goal), but also the team members.

For the users the process of borrowing a book or any other medium is now more comfortable and faster as they can check out their books and other media themselves.

The staff now have new tasks and duties that are more interesting and qualitatively more significant than before. In addition to other new tasks they are now more involved in social media. The library has its own Facebook account, uses Twitter to communicate with its users and provides help via chat as part of the information desk activities. The members of this team also write a blog and are responsible for the content of their 'BibTV', which is a monitor in the library that shows current news and announces important alterations. These are some of the new tasks and duties which they chose as an alternative to the work that is now done by the users themselves. With these new aspects of library work it was possible to avoid personnel reductions in this team as a result of the implementation of the library RFID management system.

There have been other ideas, such as a mobile customer service where members of the team go through the library during opening hours asking users if they need help with something. While everybody thought this a good idea, in the end none of them took it on, although there had been preparatory communication courses especially for these new tasks. The leader of the library will try to start this new service again after a suitable period of time and perhaps some more training courses for his team members.

After this change project was completed the team members attended courses to be able to give better information and advice at the information desk. These training courses included recordings on video to show each team member how they were acting at that moment and what they could do to improve their information service.

4.1.5 Recommendations

Intrinsic motivation is an important aspect of handling such deliberate large-scale changes as in this case study!

Leaders are therefore recommended to have a high competence in communication. However, while they should know the different communication tools and channels, more important is the 'human aspect', the type of communication that leads to trust.

Decision-making and responsibility are also critical success factors for major change projects, as it is imperative to solve upcoming problems fast on behalf of the staff.

Even knowing that intrinsic motivation is important, if there is a budget for financial incentives this should be used on the basis of an agreement on objectives and performance to support the change process.

As a leader one has to continue one's education perpetually, especially through practice-oriented training.

4.2 Implementation of a library RFID management system in public libraries

In the following sections two examples show the process of implementing a library RFID management system in a public library. Both libraries are now using the RFID technology. At first sight you could say that both change projects have been equally successful, and as successful as the implementation of the RFID technology in an academic library (see section 4.1). But are they really? After reading all the sections on the implementation of the new RFID technology (see also section 8.1) the reader can decide which way was best to introduce a new technology that affects nearly everybody in the library and leads to new jobs and duties for a great number of members of staff.

4.2.1 The more participative leadership style

The library and its change project

This change project to implement an RFID management system in a German public library started at the end of 2009 and is still ongoing.

The entire library – comprising a central facility and 20 district libraries with 1.2 million media – is affected by this change. The areas of responsibility of this leader of the central library that were affected by this change covered the 'Loan Service', the 'Central Information' and the 'Specialist Information Service'.

Some of the jobs in the area of the 'Loan Service' will disappear once the implementation of the new RFID technology is completed. This could be achieved by not replacing staff who retired during the change process, through voluntary relocation of team members in district

libraries and through the further education of some team members to enable them to fulfil new challenges and more significant functions.

In addition, the job descriptions of members of the 'Central Information' team (now the 'Service Centre') changed to reflect the mixed tasks and functions which before were separated into jobs for certified librarians and assistant librarians.

Leadership during the change process

To manage this change project this leader took part in corporate status meetings of the affected areas of work such as the 'Loan Service' and 'Central Information', and informed his team members at length and at an early stage about the alterations. In order to gather information on the areas concerned he visited the members of all his teams, went to the regular status meetings and used email as a communication tool.

When new procedures were implemented he was always there to try them out for himself and to join in the testing phase.

Some new aspects of leadership were needed to accomplish this change project. While on the one hand a deeper concern for the details as well as increased knowledge of the processes and tasks was needed, on the other hand there wasn't then enough time left to react directly to every new problem.

Although he couldn't come up with an action plan for every emerging problem, he was sure that some of these questions, which were caused by the implementation of the new RFID technology, would take care of themselves in time or be resolved through the change process. However, this confidence wasn't shared by most of the team members.

This leader wanted to inspire his team members to be open concerning the alterations and therefore emphasised the opportunities and benefits resulting from this new technology over and over again.

The difference between irrational worries and concerns based on professional knowledge cannot easily be identified and distinguished in this change process, but it was important for this leader to recognise both in order to be able to react in the proper way, and to take this difficulty into account whenever he interacted with his team members during this change process.

Additionally, the differences between professional categories and their qualifications needed to be considered. There were anxieties and uncertainties among both certified librarians and assistant librarians as well as among the non-skilled and semi-skilled members of the team, although how they were handled was different. The willingness and ability to take on board the change process objectively were different and depended to some extent on the individual's intellectual capacity and the effort they were willing to expend. This needed to be included in this leadership process.

At the same time there was a risk in underestimating how alterations could lead to the unsettling of team members and how big their inertia could be. Many team members had the need to carry on 'as always'.

Despite the broad information given early on to every team member there was resistance to this change project. In one team, while their willingness to make changes to the familiar procedures was and remains very low, their dissatisfaction with the actual situation was very high, so for this team it became compulsory to try out different ways of organising the work processes. The leader of the 'Loan Service' developed various alternatives and discussed them

with the leader of the public library. The leader of the library then gave the directive that two of the alternatives should each be tried for a period of two weeks. After this both alternatives would be evaluated and the better one adopted permanently.

Communication style and tools

What did this leader do to integrate his team members into the change process? First of all, there was a meeting for all members of the central library to kick-start the project, a discussion with each leader of middle management responsible for the 'Loan Service', 'Central Information' and 'Specialist Information Service' (for the historical and the music collection) teams as well as regular project meetings with the main actors of this change project, the leaders of the 'Loan Service' and the 'Central Information' teams.

The implementation of the new RFID technology has been and still is one of the main topics of every staff meeting.

After the change project

This leader made the mistake of overestimating the competence or willingness of some members of the team to organise themselves. Nowadays he would intervene at an earlier stage of the change process.

Despite these difficulties the change project overall has been successful and the leader has achieved his and the library's goals so far. But there are still some difficult issues that have not yet been completely overcome, such as a fair and acceptable allocation of the tasks remaining after the automation brought about by the new RFID technology.

Recommendations

By way of advice for other leaders in similar change projects it is important:

- to know the different phases of a change process as well as the phases of the staff reaction to change[1] (for example, this leader recognised a short intermediate phase of euphoria, which was followed by a deep trough of uncertainty, worry and anger, before the phase of acceptance began);

- to communicate the steadfastness and persistence of their own objectives;

- to be able to bear the demonstration of resentment from staff;

- to be able to motivate the team members during and after the change process.

4.2.2 The more authoritarian leadership style

The library and its change project

In this public library in Germany with around 127,500 media, a library RFID management system was implemented especially to enable the users of the main library to lend their books without needing to line up in front of the lending desk. The first idea from the top management was that most of the working processes should be retained to a large extent. But during the change process it became clear very quickly that this wasn't just a matter of implementing a new technology but that there was a need to change many of the working processes too. One further challenge was the tight time line: the new RFID technology was expected to be operational within six months.

A new head of the main library with experience in implementing the new RFID technology was found to run this change project. With his experiences from another change project to implement a library RFID management system this new head wanted to do some things differently than originally planned by his predecessor in the main library and the director of the library. He saw the need to modify working processes, and wanted to dispose of the information counter, to rearrange the media, to reduce the library's media portfolio as well as to automate part of the book return. These ideas were contrary to the intention of the library top management to use the RFID technology only as a self-check-out station.

This leader's philosophy was: 'If team members are already changing, it doesn't matter if they need to change even more.'

Leadership during the change process

A problem for this leader was that he didn't have the managerial authority to change anything regarding the media portfolio, the information systems or the catalogue. This wasn't what he expected when he signed the contract to work as head of this main library. This led to a management style which was too straightforward, especially for the other departments.

Reflecting his change process this leader realised that he had been too direct and that he had wanted to do too much at the same time. This led to a lot of resistance and opposition, especially from the team members of the other departments who he wanted and needed to include in his own change process.

This leader tried during the change project to be more participative, but with his brand of participative leadership

and bottom-up decisions he asked too much of his team members. For example, the staff were not able to handle emails up to four or five pages long with explanations each day, while asking for responses and feedback about four different ways to alter a working process in the space of a week also overburdened all team members. To complicate matters, often during this week the budget would be altered – generally reduced by the top management – so that each of the four alternatives needed to be updated before anybody could react and give feedback on it.

Because time was short to implement the new RFID technology (six months) the leader became more and more authoritarian instead of changing to a more participative, cooperative and people-oriented leadership style. While he didn't necessarily come across as authoritarian with his own team members, with the team members of the other departments such as 'Content Management' and 'Information Systems' it was a different story. At least to some degree he was able to and did act in a more participative manner with his own team members than with other members of staff. For example, one way to be more participative involved building a collective concept of an enemy, thus his team members could concentrate their energies on treating the other departments as their enemies instead of seeing him as an authoritarian leader who wanted to modify everything on his own.

To gain some advantages, this leader did work together with his team members. This meant doing everything needed, even if this was work he wouldn't usually do, such as collection cleaning and the moving of media or working at the cash register. He knew that he needed these plus factors as an authoritarian leader to keep the change process going. Through doing such work together with his team members he was sending them a signal that he would always be there for them if the worst came to the worst. He also

gave praise to his team members throughout the entire change process for the good work they were doing.

However, the leader did recognise that throughout the change process he should have listened more to what his own team members saw as problems and what didn't work out as planned as well as to the ideas of his team members concerning some of the changes.

Some of the difficulties encountered in this change process were the result of the job-related self-understanding of the team members. For example, the staff working at the information desk especially did not want to be moved to other working places because of worries about the need to do new tasks that seemed to be inferior to their previous work. Other difficulties arose from the relatively high percentage of older people working in this department who didn't want to change as much as this leader expected them to do. Moreover, the leader had problems with the old-fashioned red-tape style of the librarians in his team.

In order to manage the change process the leader asked other experts from his extensive network for support, such as those who were already working with the new RFID technology in their own library and the data protection officer of another library.

Communication style and tools

No detailed model of communication for the project had been developed in advance. Meetings with the team members were scheduled at three-week intervals but these were often delayed or replaced with ad hoc meetings.

New ways of communication during this process to implement a library RFID management system involved the creation of a blog, written not just for team members but also for the users of the library.

One thing this leader learned in the communication process throughout the change process was that emails, especially those with technological content, should not consist of more than three to four lines.

Another important and often used method of communication in this change process was the personal dialogue between the leader and his team members. The leader always offered his team members the chance to ask him about the change project and the alterations.

During this change process the library's top management organised a conflict resolution meeting between this leader and the members of the other departments concerning the course of action taken by this change process and the cooperation between the different departments, especially their managers. This conflict resolution meeting was moderated by a member of the works council.

The leader of this change project to implement the new RFID technology in his public library was sorry that only one conflict resolution meeting was held with no follow-up meeting. He believes that had there been more, it might have helped him considerably to complete his tasks better.

After the change project

The leader did realise that not everyone was able to deal with how fast he worked, with the speed with which he made decisions and changed things, or with his self-confidence.

As a result, after the change project was completed, the leader tried to be more participative. He tried to integrate his team members into the decision-making, but this didn't work out as well as he hoped it might because everybody still saw him as the authoritarian leader he had been during the change project and from the first day of his being their leader.

In hindsight, he would have acted differently in some respects, for example he would have asked the top management for a written contract about the changes that needed to be done with all the competences that were needed to fulfil this task successfully, including the competences concerning changes that needed to be made in other departments. But he wouldn't have acted differently in the handling of his team members. In his opinion a weaker leadership style with more time for discussions and participation would only have delayed the process.

All in all this manager of a public library says that despite the above-mentioned problems resulting from his more authoritarian leadership style, the missing competences and rights concerning the other departments, and especially the short period of time to implement the library RFID management system, he did reach most of the goals set for him. Although he has now left this library his replacement had only to carry out a few refinements.

He is especially proud of his team members who worked with him to reach the goals of the change project in the time allowed of six months.

Recommendations

This leader recommends that other leaders in similar change processes should 'be present' and give the team members permission to 'Ask me!', as well as look for face-to-face dialogue with their team members. 'Being present' includes working with the team members, even if this means doing tasks that are unusual for leaders.

He also recommends showing courage and trying out new things, leaving the 'librarian's perfectionism' behind and sometimes carrying out alterations without discussing and

measuring every single possibility in detail. See and promote change as chance!

This includes the courage to do more than is required. Sometimes it might make sense to change something else as well, in which case it should be done and not postponed till after the ongoing change project has ended. If team members are already changing, a little bit more wouldn't hurt.

Finally, a leader should promote cooperation between all hierarchical levels.

Note

1. The reaction pattern of staff during change processes usually has four stages: denial of the necessity for change, followed by getting angry which includes looking for someone who can be blamed. At that time people resist giving up accustomed ways of doing things. The third stage is one of mourning: after no longer denying the inevitability of change they mourn for what they have lost. In the last phase they accept the need to change and go on (Yukl, 2010).

5

Merging libraries and implementing quality management

Abstract. In this chapter four case studies of change projects are presented. It begins with the merger of three public libraries including a relocation process, followed by the implementation of a quality management system in an academic library. After this the quality management system of a library was used to merge two academic libraries. In the last case study after the merger of academic libraries an implementation of total quality management was carried out followed by a reorganisation process including the downsizing of this library.

The sections below describe these processes in detail, beginning with the change project in the library, followed by the leadership style and aspects during this change process and the communication style and tools used or, rather, preferred.

At the end of each of these case studies recommendations for other leaders overseeing similar change processes can be found.

Keywords: academic library, case studies, downsizing, leader, manager, merger, public library, quality management, reorganisation, total quality management, TQM

5.1 Merger of three public libraries including a relocation process

5.1.1 The library and its change project

The major change that took place in this German public library was the merger into one new district library of three district libraries of a huge public library, now with 32 remaining district libraries and one central library. One of the three affected district libraries had already been closed down for four years before the new district library was opened. At that time the users were promised that the new district library would be opened in the same area as the old one. Until then the collection as well as the staff were divided between two other district libraries in the surrounding area, now affected by this merger process.

None of the three district libraries would have been closed down, had the users been asked. So it was a political issue to keep the plans for their merger into one district library under wraps. Only very shortly before the two remaining district libraries were closed down was this information published and the closures announced officially.

The announcement of the closures led to a citizens' protest movement against the plan. An alternative to one district library was found in a so-called 'Reading Club'. This 'Reading Club' is integrated into a school building and is well accepted by its users, even if it is no adequate substitute for the old district library. Volunteers are in charge of the Club, which is open to the public only in the afternoons. It has round about a thousand media items and provides a service for the nearby play schools. On the positive side the 'Reading Club' organises many events and activities for its users.

Based on statistical data, of the two existing district libraries at the beginning of the merger process that needed to be closed down, one was working more efficiently than the other library affected, but this had no influence on the decision for the new location.

Every member of staff was affected by this change. For the people working in the district library that was closed down a few years ago in particular, it was the second change of workplace in a rather short time.

The leader of this new district library was already the manager of one of the other two district libraries that needed to be merged. The management position in this new district library was only advertised in-house and even then was not open for everyone to apply. Only the three leaders who were affected by this merger could apply for the position. The advertisement followed common procedures with interviews of each of the candidates. The committee members even interviewed the candidates twice to be sure about their decision. The same procedure was also carried out for the post of leader of the assistant librarians, the so-called first assistant.

Everyone who was working in either of the two libraries had the chance also to work in the new district library. The certified librarian who also applied for the management position (the other was about to retire so didn't compete for this post) but didn't get the position as leader of the new district library went to work in the new district library but moved on to another district library after a year to work as a leader again.

The assistant librarian who also applied for the first assistant post and was unsuccessful (the third assistant librarian was also on the brink of retirement and didn't apply) reduced her working hours to part-time in this new

district library which changed her priorities in life. The other two are now retired.

Although it was clear from the beginning of this change project that there would be only one leader instead of double management with separate tasks, the situation was difficult for everyone, for those who had been working as managers before as well as the chosen leader of this new district library who was now their superior.

The official involvement of the libraries in this change project did not start until five months before the opening of the new, merged and relocated district library. However, for the ten months prior to this there had already been monthly meetings of the two libraries concerned. The new leaders (of the district library as well as those of the assistant librarians – the first assistant) were announced four months before the opening. From that point on, the manager as well as her first assistant were officially responsible for the change project and the opening of the new district library.

5.1.2 Leadership during the change process

The district library's manager and her first assistant had to clarify everything concerning the new building with the 'Buildings and Facilities' department. They also asked their team members for their ideas and opinions regarding the new building and the new rooms. Thus the ideas of the district library's manager or her first assistant have always been confirmed by their team members.

The detailed planning of the new rooms started a few weeks before the relocation took place. By this time the leader of the new district library and her first assistant had already been working at the new location. All the other team members' help was needed to maintain the two old district libraries until the relocation was completed.

During this detailed planning phase planning errors came out that needed to be corrected. But all in all time was too short to consider certain details. For example, inspection of the new rooms showed that there was too little office space. But at least there was one big communal room which is now used for conferences and as a common room for the members of staff in the mornings, while from 3 p.m. it is used for events such as special readings for children. It was very important for the leader to have a room for her team members after relocation, even if this is only theirs until 3 p.m. Such a room is not only needed for conferences but particularly for the team-building process and to give team members the feeling that this is something especially for them.

How could the team members of the two libraries participate in the change process? For ten months before the opening of the new district library there had been coordination meetings once a month which took place in the two district libraries that were merged into one new library. Each meeting was initiated and led by the leader of the library in which the meeting took place. There was also an appointment for all members of the staff of both libraries for inspection of the new building and its rooms.

Did the leadership style change during this merger and relocation process? Yes, the amount of leadership required did rise as more discussion and communication was needed throughout the change process. Also the increase in the numbers of staff members led to more leadership aspects. The bigger the organisation the more management is needed and the more explicit the leadership role must be. Leaders have to see to it that everything is clear and understandable for everyone.

It is very important to let the team members participate in the process but there are some aspects that can only be decided by the leader. This needs to be made clear at an early stage of the change process. Also there often isn't time to

have all aspects discussed in detail with everybody. In addition, a leader has to take the burden of some decisions away from his or her team members, especially those concerning upper management or external partners. Being at the same level, the library manager has more authority than one of the team members.

To succeed in these tasks this leader is now working less in the operational end of library business such as at the information or lending desk than before. She is also now less willing to compromise than before, especially where external companies or the upper management is concerned. She is now more decided, which is a result of the experiences encountered during this change process and a growing understanding of how to manage a relatively big team. It also results from advancing age and being able to fall back on a greater amount of knowledge and experience than before.

Some team members say that they are thankful to have a leader who represents the library to the outside world and will vouch for each and every individual member of her team.

The leader of this district library observed that as an equal among equals some experiences and feelings are nicer than being the leader or manager of a team – as an equal one can experience a group feeling, a kind of team spirit, which is not possible for someone in the position of a leader. However, even though she misses out on this group feeling, she is happy with being a leader with all the above-mentioned responsibilities, because she has an excellent team working with her. She is highly pleased with her team and tells them so.

Team members and the leader in this district library are on familiar and cordial terms, but their roles still can be separated whenever and wherever needed. This is also reflected by comments from users, such as 'Oh, this is a nice atmosphere.' Users recognise the happy working atmosphere in this new district library.

In retrospect, could anything have been done better? Yes, this leader would nowadays put up a greater fight, for example, for having the extra 150 m² of space in the new district library. She knows that the reason for reducing the library's space was the need to save money and so justify the merger. Thus the top management of the library would be in a better position to recommend the merger to angry users who were protesting against the closure of two of the three district libraries. But nevertheless, when she tried to discuss this with the top manager of the library on the telephone, unfortunately she was unsuccessful. Today she would ask for a personal meeting to discuss something as important as the space needed for her new district library. Even when there is a shortage of time – as there was in this change project – it is easier to get one's opinion across in a personal discussion than by a telephone call. But at that time the leader of the district library was running out of energy and the external pressure was too great for her to 'fight' for more space. This was a time when she was still too willing to compromise, which she isn't anymore.

The 'Buildings and Facilities' department supported the relocation of these two district libraries. Furthermore the newly announced leader of the integrated district library went to a library conference to meet other librarians and visited other libraries to get advice for the new building and how to furnish the given space. She also visited – together with her first assistant and other members of the team – two district libraries that had been relocated shortly before.

5.1.3 Communication style and tools

Throughout the entire change project the team members were able to become involved in the process during the team's monthly meetings. Those who had an idea or a

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question in between two meetings could let this be put as a topic on the agenda for the next meeting. To make sure all the team members from the two district libraries were up to date, minutes of each meeting were made accessible to the staff of both libraries.

At that time the two district libraries affected by the merger did not have an intranet, nor did every team member have his or her own email address. Therefore communication was carried out through the general email addresses of the two district libraries, through regular meetings and over the telephone. In retrospective there was no need for other communication tools. Blogs and Facebook were not popular at that time, but the leader is of the opinion that these new communication methods wouldn't have been more helpful than the traditional ways.

The communication style of this leader did not change throughout the merger, but the quantity of communications increased. Shortly after the announcement of her appointment as leader of the newly merged district library she carried out one-on-one interviews with every new member of her team. In the end those team members received more attention than the staff from her old district library. While she already knew the latter and their ideas, she had to find out what the new team members thought of and hoped for their positions in the new library. That most of these wishes could be fulfilled was good for the change process and the new team that needed to be built.

5.1.4 After the change project

For most of the team members the new district library had little negative effect on their tasks, working hours or the journey to and from work. There were negative connotations only for those who applied unsuccessfully for the positions of leader of the new district library or first assistant.

The new rooms and nicely furnished space helped everybody to see something positive in this merger and to be largely satisfied with the merger and relocation. For the team members whose district library had already been closed four years before the new district library was opened it was the second major change project in a relatively short time, but since the new district library lay close to their old location they were happy to welcome old users back who hadn't used the other two district libraries in the meantime. This also helped them to accept these alterations.

The difficulty throughout the entire change process was the users' resistance to the closure of their district libraries. In the end the leader as well as her team were glad to close the two libraries just to stop the endless complaining from the users, though even at the opening of the merged library there were still complaints. All in all there were more complaints from the users than from the team members.

Has this change project been successful? Yes, the new library is well accepted by its users and the members of staff are satisfied with their new workplace. The numbers of users and of items loaned are high, which shows that the users (at least those who come to this new district library) are satisfied.

Users of this newly opened district library partly come from the two district libraries that were closed, but mainly come from the library that was closed some years ago and that was located close to the new library. Not surprisingly the further away users live from this new district library, the less likely they are to come and use it.

In conjunction with the present introduction of new quality management tools, opinion cards have been developed and tested in this new district library, asking the users how satisfied they are with the library and its media supply. This is to be followed by an extensive user survey which will also

include those users that are no longer coming to the library to find out why they are dissatisfied with it.

While it is easy for users to visit their new district library as it is located close to a tram station, it is on the first floor of a building in which the lift isn't easy to find and this may be having an effect on the actual number of users.

Although not directly related to the merger and relocation, once the process was completed this new district library acted as a pilot for longer opening hours. While none of the team members were really happy about this as everyone now has more late shifts than before, there hasn't been any massive resistance. This district library now acts as a role model and offers the extended opening hours as an incentive for users who are unhappy about the relocation of their old district library.

5.1.5 Recommendations

Leaders in times of change should have experience in planning as well as a certain amount of imagination, so that they can think the alterations through in advance. It is important to be able to answer questions like 'What will it be like?' and 'What does this mean for my team?' Leaders should exercise some foresight and develop different scenarios which then need to be discussed with others, especially members of their own team. The leader takes the role of innovator and pioneer.

Leaders also have to put themselves in the positions of their team members, for example in order to understand how someone who used to be a leader now feels being a regular team member because he or she failed to get the position of manager of the new district library.

Leaders have to be open and communicative during change processes. They need to have the competence to

listen as well as to respond to their team members. It is crucial to show empathy!

Celebrating the successful conclusion of a change project is important. To celebrate the success of the change project discussed above, the leader and her team members went out together after the official opening party for the users had ended. In addition, at the beginning of the following year, the leader and her first assistant invited their team members to a large breakfast and gave each member a written letter with a personal message for the coming year.

Additional advice for other leaders in similar situations includes the following:

- Take your time when planning before and during a change project.

- The more urgent something is or seems to be the more this needs to be looked at and scrutinised to see if it really needs to be completed at such short notice.

- Ask yourself and others where the time pressure comes from and if there is a chance it may be eased and if something can be done differently.

- Requirements from the top management, the superior or the parent institution should be scrutinised during a change project even more than usual.

5.2   Implementing a quality management system in an academic library

5.2.1 The library and its change project

This German academic library with a staff of 30 and around 290,000 items is part of a university medical centre which

was ISO 9001 certified. The university library therefore needed to implement a quality management system (QMS) within a period of nine months.

At the beginning of this change project the deputy manager of the 'Loan Service' department, now leader of the 'Digital Library and Customer Service' department, was appointed as quality management coordinator. As quality management coordinator – a position he still maintains – he is not responsible for a team but has supervisory control of quality management (QM) and with this responsibility to some degree for every member of the library staff as can be seen from the following.

The idea for the ISO 9001 certification came from the management of the university medical centre and was not the idea or the desire of the director of this library. This was made clear at the very beginning of this change project. To be able to implement a QMS in such a short time the library was supported by an expert from the university hospital working in the 'Quality Management' department. This expert came to the library to help them find out what was already in place that could be integrated into the QMS and what needed to be done, which documents had to be prepared and so on during this change process. A lot of QM aspects could be found in this university library, but these needed to be represented in a special form for the ISO 9001 standard.

Everybody working in the library was affected by this change project. Altogether 30 people needed to be informed and integrated into the process. For example, not only did the auditors talk with the management of the library on the day of the auditing but they also visited all parts of the library 'headless', that is they talked to members of the different teams without their leaders.

During the nine months before the external auditing for the certification the library had to prepare all the documents needed for the quality manual. Therefore, in order to discover what needed to be prepared an internal audit was organised together with the expert from the 'Quality Management' department. This was carried out with team members from the different divisions of the library.

Work that needed to be done included the documentation of a number of different projects, the description of the communication processes in the library and the implementation for the first time of a quality development plan for the library. This internal audit gave the team members as well as the leaders the opportunity to gain experience and to see that an audit is not as bad as feared.

The annual quality development plan for the library is a useful management tool for planning as well as communicating the library's goals. At the moment this academic library is working on the third quality development plan. It provides the management with the means to show the team members the overarching goals of the library on which basis the goals for every part of the library may be developed. One example is the transformation of the library into a learning location, which will lead to changes in many parts of the library.

5.2.2 Leadership during the change process

At the beginning of this change project not every leader was convinced of the advantages of QM in their library. Thus it was most helpful that the idea didn't originate in the library itself but came from outside on the authority of the top management of the university medical centre. Less helpful was the fact that the quality management coordinator was

nominated by the leader of the library without advertising the job. Although top management were within their rights to do since under German law the appointment of such staff does not need to be agreed by the works council, the one-off announcement of a new position is not always supported by all members of staff.

In order to fulfil all the tasks mentioned above before the external audit a quality management group was constituted. This group at that time had the function of a project group and is now one of the work groups of the library that meet on a regular basis with defined duties. In this group four voluntary members of the staff of the library work together. The membership is rotating, with everyone participating in the group for at least one year, at which time they can decide whether they will continue their commitment. Anyone can become a member, regardless of the department or team they are working in and whether they are certified librarians or assistant librarians. On average most members work for a couple of years in the group. Under such a system everyone has the chance to take part in the quality process, but it also ensures that there is at least one member who has been in the group longer and can pass his or her knowledge and experience on to new members.

The interest in participating in this quality management group differs. Some ask to be members, some are asked directly by the quality management coordinator, especially if it would be good to have some parts of the library represented in this group. This depends on the current goals of the quality development plan.

A quality development plan is a good method for motivation – the theory says that if team members know the goals of their library they are motivated.[1] This can be confirmed in general terms by this leader, but not for everybody – some are highly motivated, some less so. But at

least distrust can be reduced when each member of staff is able to see the library's goals in the annual quality development plan published on the intranet.

At the beginning of this change project when the quality management coordinator was nominated and the tight time schedule was announced for the preparation for the certification process and the external audits a lot of mistrust arose. This was especially directed against the quality management coordinator who now had the right to go into every department and team and cast a critical eye on their working processes.

To handle this mistrust the quality management coordinator communicated more than ever. Everything that was planned and needed to be done was discussed in detail. He tried to be neutral when it came to work processes and so made no claims to be an expert. Instead the departmental experts were asked to explain their work processes and procedures so that the quality management coordinator could represent them in a data flow diagram. He tried to show the others that they were the experts and that they ought to look upon his asking for explanations as a kind of internal audit, not as a chance for the quality management coordinator or the management to keep tabs on everyone working in the library.

5.2.3 Communication style and tools

Even if the 30 people working in this library represented a manageable group, the top management and the quality management coordinator decided to use a pyramid style for the communication process. This was a new style of communication in this library. General information was given in one of the annual plenary meetings about what the university medical centre intended to achieve with the

implementation of QM and the ISO 9001 certification and how this could be expedient and useful for the library (e.g. organisational blindness over the years; processes are evaluated by whether they are up to date). More detailed information about the change process was then given to the management team and then passed down to each team member in their team meetings.

The quality management coordinator had to learn that sometimes information needed to be given twice or more – or even at every opportunity! However, it was important that the information was always communicated with the same enthusiasm and conviction.

5.2.4 After the change project

The quality manual is nowadays an established management tool which can and should be used by team members as well as leaders. It is updated and includes agreements concerning working processes between teams and management as well as between different teams. However, even two years after the implementation of QM in this library not every standard operating procedure from every working process is laid down. So the quality management coordinator is still – together with the team members – working on the manual. Every modification of the manual is published so that it is a tool which is always available and visible to everyone.

But even with such a highly visible management tool it sometimes happens that job advertisements are not based on the processes described in the quality manual. Even after two years it is still a learning process.

The implementation of QM and the ISO 9001 certification provides a good impetus to initiate change processes. For this reason the actual quality development plan for the library is one of the regular topics of every first annual plenary meeting.

Taken as a whole this change project was successful – especially when taking into account the short timescale involved. There was enormous pressure on the library as if the library failed the audit for ISO 9001 certification the entire university medical centre would fail to get the certificate. By now they were even better prepared than for the first certification process, having had time, for example, to integrate more descriptions of working processes into the quality manual.

Important for this change process was the quality management group with its four voluntary members from different teams including certified librarians as well as assistant librarians. Not included in this group were the student assistants – and they still aren't – but the quality management coordinator would recommend that they should be in other libraries that want to implement QM and with this a quality management group. Nowadays, as student assistants are on official duty quite a lot of the time, it is important to integrate them in the QM process so that any problems that might arise and new user needs which might be articulated when they are on duty can be accounted for.

How was the participation of the staff ensured after the implementation of quality management in the library? As mentioned above every member of the team can participate in the quality management group. Also, at the end of each year, the top management asks each team member if they have any ideas or projects which could be included in the quality development plan for the library. In addition, throughout the year each team member can bring in ideas for improvement in the team meetings and in the quality management group.

Even with the chance to participate in the QM opposition to changes in the working processes still sometimes arises. However, after a short period of time working in the new processes the alterations are usually accepted.

5.2.5 Recommendations

Advice for leaders or quality management coordinators includes:

- be present;
- go to their team members' workplaces; and
- always take part in any dialogue with them, which means being approachable as well as enquiring if more information or further ideas are needed.

Another tip is to try to make often repeated information still sound exciting.

5.3 Merger of two academic libraries using the quality management system as a tool to support the transition

5.3.1 The library and its change project

In this change project[2] two academic libraries in Finland needed to be merged as a consequence of their parent organisation's merger. After the merger – which lasted two years – 75 people (74 full-time equivalents) are working in this academic library which has three campuses.

The quality management system already implemented in the library has been used as a tool to support this change process.[3] Other best practices of the previous two libraries have also been disseminated in the new library while building the new library's organisation with service process-based teams. In addition, the collection databases needed to be merged and a new joint policy on information literacy and tutoring was to be developed during this change process.

Before the merger process started the library's new management was announced and from that moment on was responsible for this deliberate large-scale change project. The director of this new, merged academic library has been appointed by the pre-steering group of the university. The library has made a proposal for the new heads of services and the university has accepted this without any changes. During this time a lot of the old heads of services were retiring so making a radical restructuring quite easy. Aside from those retiring the library managed this major change without having to let go any of the permanent staff, while only the non-permanent staff (about eight full-time equivalents) were lost. If this had not been possible the merger might have become a very stressful project.

Not only did they change some of the heads of services, following the idea that new names lead to new identities, the job titles were also revised to make them more modern.

5.3.2 Leadership during the change process

From the point of view of good leadership it was important for the leader to realise the different and rather distinct histories and cultures of both libraries. The project not only involved the unification and integration of the service processes of both libraries but also the building of a new organisational culture.

The management team decided to adopt a participant leadership style for the change process as well as the joint library. It was important for them to give all members of staff the chance to participate in the project.

The first time the members of staff of both libraries met the new strategy – created by the management team – was introduced and together the values, mission and resources as well as the basic tasks of the new joint library were discussed. This helped to crack the 'wall' between the two libraries.

The roles and bodies of management and staff have been defined to clarify the new organisational structure and decision-making. Even if the management team was ultimately responsible, all the members of staff have been involved in the definition process.

The newly created service process-based teams were given the responsibility for improving the quality of the library services and for making their own decisions about the provision of their services and how to implement the team's main tasks. Meanwhile the heads of services were responsible for unifying the service production in both libraries, for rethinking the resource allocation, and also for re-evaluating team members' job descriptions. Working groups were also built for some project type changes.

The merger led to a lot of resistance from the members of staff. Therefore the leader of this academic library tried changing the tasks one at a time, giving his team members time to cope with the alterations. Also he gave them feedback and training when needed.

Members of staff were also given time to adapt to the changes and to the loss of the old universities and their libraries. For some members of staff who had a strong connection with the organisations in their final moments the provision of time was needed to mourn their bereavement. In this academic library some mourning sessions took place with the aid of a psychological expert. During these sessions all members of staff (including the management) wrote down their feelings about the demise of the old universities and their libraries and how they were looking to the future.

In addition, at least two 'out of the library' sessions were conducted to help all members of staff to get to know each other and to begin creating the spirit of the new library. Moreover, to support the building of a common organisational culture in this new academic library several joint seminars

were organised and a team-building process was arranged where members of staff of both libraries could work together towards a common goal. The creation of a joint library language has also been very important for the success of this major change project. Finally, while handling this merger of two academic libraries the leader also benefited from a national network of library directors.

To support them during the change project as well as afterwards, the university established a working programme for its leaders. They had a leadership course that was and still is compulsory for all new and newly appointed leaders in the library. In addition, the library created informal discussion sessions led by the university's personnel management staff and at the present are implementing a mentoring programme at the university level.

5.3.3 Communication style and tools

A lot of meetings at regular intervals were held during the whole merger process. Due to the fact that the three campuses are around 80 miles apart from each other, the videoconference has been a very helpful new tool during the project.

The intranet was used for communication, especially for disseminating the minutes of meetings as well as the decisions of the service teams. In addition, online discussion groups were established so the library has employed a professional person part-time.

During such a stressful time for all members of staff rumours and fears can spread fast. On account of this the leader and his management team tried to be as open as possible. While on the one hand they tried to avoid giving their members of staff information overload, on the other hand they tried to keep information as brief as possible

without becoming inaccurate. Finally, blogs were particularly useful for communication with the library's users.

5.3.4 After the change projects

The new and merged academic library is now working with better services than before and the leadership style is now more professional as a result of the fact that the size of the library has grown.

The quality management system in which all activities of this change process have been documented has helped throughout the entire change project, especially since all members of staff have been involved in the process of documentation.

5.3.5 Recommendations

There are only a few recommendations for other leaders facing a similar change project, but these cover many different aspects. It is clear that professional leadership is needed more and more as well as management skills. This leads to the advice that strategic work is crucial.

It is also especially important to convince the library's parent organisation of the meaning of the library and its services.

The biggest advice from this leader is to act and not wait until something happens or someone comes and tells you what to do.

Another recommendation for leaders is to take time over the change process and give the team members time to cope with the alterations and the new tasks.

Everybody working in the library should get the chance to participate in the change process, as a bureaucratic procedure

will not be enough to bring such a change project to a positive ending. This includes discussions with the members of staff.

5.4 Merger of academic libraries and an implementation of TQM with a certification process followed by a reorganisation including downsizing

5.4.1 The library and its change projects

In the first major change project in this academic library 15 research libraries in a governmental ministry of the United Kingdom were reduced to 13 and merged in a 'Research Agency' of the 'Library Services Department'. This change project lasted two years and was followed by the integration of more governmental research establishments into a 'Research and Evaluation Agency'. At the same time the entire new agency needed to be accredited to BS 5750, the British Standard on Quality Systems and predecessor of the ISO 9001 standard and certification, within eight months. The whole process of merging the 'Research Agency' with other departments in the information sector (such as 'Computing' and 'Infrastructure') took six years.

During the first change project 90 people had been working at the 'Research Agency'. The closure of two research establishments with their libraries did not lead to redundancies since some of the people working there were absorbed into libraries at other sites, while other staff took early retirement. After the second merger the staff of the 'Research and Evaluation Agency' added up to 165 people.

The third deliberate large-scale process which followed these two mergers was that three-quarters of the organisation

was to be privatised. This led to a downsizing in the following five years which left 50 people working in the research libraries in 'Computing' as well as 'Infrastructure'.

In the first step 15 very independent libraries were forcibly brought together into a single department. These libraries were scattered all over the country and everybody working in them was affected by this major change.

A coherent structure was slowly created across the country. For this procedures and processes needed to be identified, codified, recorded, implemented and shared. Also, the level of quality of the services offered needed to be assured, comments and complaints dealt with, and a standard level of service guaranteed across all the libraries.

In the second deliberate large-scale project the 'Library Services Department' expanded through the integration of other departments in the information sector, largely 'Computing' and 'Infrastructure'. This project was quite similar to the merger of the 15 research libraries, but the members of the integrated team felt that they should have been put in charge of the new 'Information Resources Department', the 'Research and Evaluation Agency', which they weren't. Also, this team had created new procedures before the merger, which they had to change and integrate into the new department's procedures.

As an extra burden, the government insisted that the entire 'Research and Evaluation Agency' be accredited to BS 5750, the predecessor of ISO 9001, within eight months. What made this change project especially difficult was that this was not ordered from any belief in total quality management (TQM), but merely as a means to reduce staff and costs. As the implementation of TQM and BS 5750 was a corporate policy external consultants held training workshops for the local department implementers, including this leader.

This second deliberate large-scale change project lasted six years and all 165 members of staff were affected by the change.

The third major change following these two mergers was that the majority of the 'Information and Resources Department' was to be privatised, leaving only 50 out of the 165 people working in this department. Of the original 13 libraries of the pre-'Research Agency' only one was left. After the outsourcing three new, very small libraries were opened with six more staff, plus six information intermediaries and a small web team.

The separation of the outsourcing took around ten months; the rest of the time (five years in total) was needed to rebuild the new department.

One advantage of this drastic break-up was that they were able to select new and highly qualified members of staff that were already amenable to change.

The remit of this leader as the departmental programmes coordinator was to design with this reduced staff a Library and Information Service fit for the twenty-first century within five years. As departmental programmes coordinator this team leader was part of the management team (answerable only to the head of department) and had responsibility for the design of the system, staff selection and quality management, including the ISO 9001 accreditation.

5.4.2 Leadership during the change processes

This leader has always tried to lead by example, and to convince people to accompany him on the journey, which was often not as new to him as it was to his team members.

It was helpful during these change processes that he actually believed in total quality management and could see

the real positive advantages of attaining his superiors' goals.

The members of staff wrote down the processes for the certification as they were the experts at what they were doing. This leader oversaw the process and only rewrote or simplified anything when necessary.

He followed an old Army officer's philosophy that as a leader he should be able to carry out every task that he expected his staff to do. And therefore in the first major change process, the merger of 15 research libraries, he read, understood and executed all of the corporate procedures and processes they had to implement. For this he went through all of the local and corporate procedures and ensured that the processes would work. He also visited the libraries and ensured that the members of staff understood any new procedures and tried to resolve any issues arising. These were usually variations on a 'It isn't how we do it here!' theme.

During the first change project the leader became a little less openly tolerant of and considerate to those who did not willingly get involved in the change process.

As everybody in the newly created department was involved one could say that it was an entire team effort, but this leader was always able to call on individuals when needed. In this regard it helped that his superior had faith in him and gave him a high level of independence. He was allowed great leeway to do things his way, as long as he was ultimately successful.

Although this leader said that he was largely on his own, local action groups were set up to tackle individual procedures and implement them. He nominated local staff for these action groups if he found them keen and enthusiastic, and informed their librarians that he had done so.

Asked if there was any resistance, this leader answered with a clear 'Oh yes!' There was opposition and resistance – though he suspects that this will always be so with any change process.

The majority of opposition during the first of the three successive changes came from some of the older librarians who perceived that their authority was being diminished. This leader felt then, and still feels now, that this was not the case, and apart from tighter budgetary control and being required to carry out consistent processes these librarians might not have thought necessary, this leader does not think that they lost any real status or suffered any real impositions.

Leadership during the second change project was more difficult than during the first. The instructions from the sector director were that this leader was 'operating with his full authority, but must not upset anybody at all'. This meant that in reality this leader had no authority. On the other hand, he also had no faith in this director.

Leadership style during this change process was the same as before, but in retrospect this leader thinks that it probably would have been better if he had changed his leadership style. He should especially have demanded real authority, because a change project will be ten times harder without it and almost impossible to achieve.

As he was responsible during this second change project for ensuring that each of five departments achieved a quality certification, it was his role to guide them through the BS 5750 – which changed to ISO 9001 mid process. But as he had no real authority if any of the five departments had not wanted to be involved there was little he could do. During this change process this leader felt helpless and out of his depth – largely through the lack of support from the director.

Luckily two of the five heads of department did support this leader and they were eventually able to drag the other three along.

Resistance during the second change project came from both within and without the 'Information and Resources Department'. The internal resistance was ultimately simply overridden by the encouragement and empowerment of those who were enthusiastic. Those team members that tried to oppose were sidelined and ignored.

During the third and last deliberate large-scale change the leadership style of this leader changed and he became even less tolerant of other people's opinions when they differed from his own. He was convinced that what he planned to implement was correct. It was not only the best way to go, but was innovative and tailored to suit the users, not just the remaining staff, some of whom saw no need for further change.

During this change process, the few members of staff this department inherited were largely left to their own devices to provide the same services they had been providing before. The leader took just a handful of staff into his central change team which formed the core of a new range of services, together with quite a large number of newly recruited staff. It was an advantage not to have to use existing staff to support the change process as they were, on the whole, not amenable to change. Not having to carry 'much useless baggage' was to prove very advantageous to the ultimate success of the third change project.

The majority of resistance during this third change process came from a small proportion of the existing staff, although there were less of them than this leader had expected. Those who were positive about change were encouraged by this leader; those who were not were sidelined.

Finally, most of the staff were very happy to stay with this academic library as they didn't want to be outsourced. They

were quite prepared to carry on and develop the new department/library.

5.4.3 Communication style and tools

As it was difficult to force 15 very independent libraries and their librarians together in one department in which they would lose a lot of their independence and their unique ways of doing things, the mantra of this leader was to explain, explain and explain. Everybody needed to be convinced that what was being done and the efforts that they were putting in had a purpose and that there would be a long-term benefit.

For communication this leader used meetings, the intranet, email and newsletters as well as workshops during all three successive change projects. The newsletter, for example, was used to summarise and announce all new procedures.

With the 15 libraries being scattered all over the country there was a great reliance on communication during the first change process through personal visits and workshops plus backup through email and newsletters.

During the third major change project the same range of tools were used as during the two change processes before, but personal contact became even more important.

Personal mentoring of the newly recruited staff was used to ensure a consistent philosophy of approach, and to ensure that any bad habits would not be adopted from existing staff and teams.

5.4.4 After the change projects

The first of the three successive change projects was 'fraught with the potential for failure'. But in the end all 15 (later 13)

libraries were merged and a successful department created. The quality of the libraries' services was improved and standardised. Even if not everybody was carried along with it and there were still those who claimed to perceive no improvement, this first change project was considered successful.

On the other hand, the second change project was only partly successful. BS 5750 was implemented as was TQM, although the latter to a lesser degree.

Even if only lip service was paid to both initiatives by the senior management, the enthusiasm of this leader and the support of his superior – which was essential in this case – for this change project was maintained in this department once the 'piece of paper' – the certification – had been achieved.

A major drawback was that BS 5750 and ISO 9001 were just tick boxes. This meant that just a listing of processes and procedures was required and compliance only needed to be noted. There were no requirements to improve – this did not come till a later version of ISO 9001.

The parallel integration of other departments in the information sector, largely 'Computing' and 'Infrastructure', wasn't as successful. In many ways this integration was never fully completed, at least not in the spirit of those involved.

The third change project wasn't as successful as two further reorganisations followed very soon.

5.4.5 Recommendations

This leader – being a change manager in the first change project, a quality management coordinator in the second and a team leader during the third – recommends from his experiences in these three roles the following competences for leaders in times of change:

- to show patience;
- to have enough drive for the whole change process;
- to have a certain amount of determination;
- to be able to persuade others;
- to have the ability to stay focused on the objectives of the change and not be diverted from them.

Leaders ought to lead by example and therefore this leader recommends that others understand every aspect of their team members' work.

Finally he emphasises the need to have the utmost faith that what the leader is trying to achieve is valuable and necessary. Without that faith no one will believe in the leader and what he or she is saying.

After 13 years of deliberate large-scale changes – including the privatisation of three-quarters of the organisation and reducing the members of staff in the 'Information Resources Department' by about 70 per cent – that affected everybody working in the library he adds the need to harden up, and not to be too concerned about other people's feelings. From his experience, if as a leader one knows what needs to be done as he did, then the members of staff who were not with him were ultimately against him.

Notes

1. 'Goals can [...] be used to enhance task interest, reduce boredom, and promote goal clarity' (Locke, 1996).
2. More detailed information about this merger can be found in Saarti and Juntunen (2011).
3. Smith also reasoned that change management and quality management '... go hand-in-hand and both complement and support one another' (Smith, 2011).

6

Relocation processes and reduction of space

Abstract. In this chapter can be found three case studies of change projects: the relocation of a public library and the reduction of space in two academic libraries, one in combination with major construction works. The following sections describe these processes in detail, each beginning with the change project in the library, followed by the leadership style and other aspects during this change process and the used or, rather, preferred communication style and tools. At the end of each case study recommendations for other leaders facing a similar change process can be found.

Keywords: academic library, case studies, leader, major construction works, manager, public library, reduction of space, relocation

6.1   Relocation of a public library

6.1.1 The library and its change project

One district library, part of a huge German public library with 32 district libraries and a central library, had to move into a new building. Although the building was new it had not originally been designed as a library, so the district library team could only formulate ideas and requests for the interior, but not for the building itself.

At that time, twelve people were working in this district library, including the leader. This deliberate large-scale change was announced in the spring and the relocation needed to be completed in the autumn of the same year.

The leader – as a member of the middle management of the whole library – had to complete the relocation in a nine-month period. As mentioned above, while there were not a lot of decisions to be made by him or his team, at least he could organise how the new rooms would be used and plan the new interior.

6.1.2 Leadership during the change process

To make the most out of this change process the leader included all the members of his team in the decisions which arose. At the start of the change process a workshop was held with a supplier of furnishing systems in order to plan the shelving systems, the presentation of media and the children's library. As the team which was going to be working in this new district library were the experts, the leader and his team were given responsibility for the budget for the new interior from their superiors and they were empowered to make independent decisions.

The constant involvement of the team members through discussions in regular meetings led to high commitment which resulted in high performance and a good team spirit. The members of this team even did tasks outside their job descriptions, as the following example shows.

As a result of budget cuts – which resulted in a reduction in the general cleaning service, among other provisions – it was necessary for the staff to lend a hand themselves. To achieve this the leader announced through a circular letter via email that there would be a few hours when the library was closed when everybody would be asked to help keep

their new library clean. This was rewarded with a breakfast sponsored by the leader.

This change project was probably easier than others because there was no alteration in tasks or working hours after moving into the new building. New technologies were implemented but these resulted in only minor changes for everybody.

But even such a relatively unproblematic change process wasn't free of scepticism and resistance. In the beginning two of the older team members weren't happy about leaving their old and well known place of work. The younger team members were more enthusiastic about the relocation because they saw the chances that were waiting in the new building and the new rooms, particularly as planning a completely new library is always easier than organising the renovations of an older library around opening hours and regular working time. Moreover, some aspects – such as new toilets instead of the often blocked facilities in the old building – showed the positive aspects of the upcoming relocation.

It was also important for the success of this relocation process that everybody was involved. Not only the regular team members but apprentices and student trainees were also asked to participate and could bring their ideas to the planning process. For example, the student trainees calculated how many metres of shelf space were needed in the new library. Everybody was happy with this division of functions as the apprentices and student trainees were treated as equals while none of the team members liked to make the calculations for the shelf space themselves.

Everyone on the team was asked to undertake particular jobs concerning the removal. To prevent stress and resistance, the leader assigned a job to two team members if both were interested in doing it, even if it could have been easily done

by one person alone. This led to a bigger willingness to include additional tasks in their day-to-day work.

When the relocation was imminent and the bookshelves were already set up the entire team went together to the new rooms for a tour through their new library to see what had been organised so far.

6.1.3 Communication style and tools

The leader of the district library and his team members met regularly to discuss everything concerning the new library. The topics at these meetings ranged from the bigger decisions such as finding the best place for the children's library to rather minor decisions such as having enough power sockets at the appropriate places.

When asked how often they met, the manager of this public library said that they met every morning during the entire change process for a short 'working breakfast' to discuss everything concerning the relocation.

A lot of the communication – in addition to the daily working breakfast – was carried out by email, although this did not mean that the leader sent every team member everything. Only the facility management received daily emails.

6.1.4 After the change project

In the end everybody – the leader as well as his team members – was now happy to be in the new building, even if there were some minor shortcomings as a result of the space allowed. Now nobody wanted to move back into the old library. All in all the nine months spent organising the relocation and holding many meetings with additional tasks for everybody successfully led to a new and modern place of work and a well used library.

6.1.5 Recommendations

It is important that the leader has the competence to give the team members a chance to participate in the decision-making. This is a necessity for change projects with particular requirements and needs to be more readily available than during the usual day-to-day business. It is also essential to understand as well as to use the different competences and skills of each member of the team. Only with these leadership competences will unfettered cooperation and acceptance among the team members be possible. The leader also emphasised that to try to fulfil this deliberate large-scale change single-handedly would have been extremely harmful and damaging for the project as well as the working atmosphere.

6.2 Reduction of space in academic libraries

The following two examples from academic libraries that had to turn over space to other departments of their universities show how the leaders managed such a deliberate large-scale change which had not been discussed with them by their superiors, who merely announced their decisions and plans for the reduction of space to these leaders.

6.2.1 Turning over one-third of the library's space to another department

The library and its change project

The director of this particular American university library had a meeting with her superior (the chief academic officer of the university) shortly before Christmas the previous year.

He announced to her that in summer 2012 she would have to turn over the third floor of her library for the benefit of another department which needed to be integrated into this university building. This department had to be centrally located on the campus and the only possibility was the top floor of the academic library.

The floor needed to be free by the first week of May as soon as classes ended. This meant giving up one-third of the library's space, removing the student furniture and freeing up student working rooms as well as reducing the library's collection by a third – all in four and a half months.

No discussion was possible, as the chief academic officer began his announcement of this major change with the statement that it had all been decided and that he wasn't interested in hearing the library director's opinion.

The whole library and its 36 members of staff were affected by this downsizing. This was the fourth time in three years the library had been asked to give up part of the building it was housed in, although this was the biggest reduction in size. In addition, the president of the university had said that when new buildings were built at the campus there would be no need for a new building for the library as libraries are things of the past. While the president did in the end change his opinion on this, his statement and the downsizing of small parts of the library were still fresh in the memories of the library's staff when this new reduction of space was announced, especially since this library was the only place where students could work, collaborate with each other as well as eat and drink while working outside their dormitory. A second impact was the reduction in the size of the collection.

The university had planned to close in the open spaces on the first and second floors to create more space for the new department as well as the library. But in March 2012 it was

decided that this would be too expensive. Since the atrium was not going to be partitioned as planned this meant that 25,000 rather than the originally planned 18,000 books out of the approximately 86,000 print book titles were to be lost from the collection.

Although it meant less space and a greater loss of books from the library, the staff were generally very happy about this alteration to the plans because they didn't like the proposal to partition the atrium. Not only did the atrium make the library seem bigger and brighter, there was also a glider hanging in the space which made the atrium the most attractive space in the library.

To get this change project organised one of the library's managers took charge of everything as project manager and a number of different teams were formed. The managers asked the collection development committee to develop a collection priority list and teams were organised to look at and handle every book in the library. Except for the members of the 'Technical Services' team everyone was involved in looking at and handling every book, including the library's director, who did five hours a week, that is an hour a day.

In the main it was the reference librarians and the library's managers who looked at the books and made the decisions as to which ones should be removed. Twenty additional hours of staff time were given to 'Technical Services'. Together the team members of 'Technical Services' with these additional 20 hours removed the records of these books from the catalogue. One of the team members volunteered to take the books to a charity organisation which sold them.

To claw back some space for the students the library made further changes. Replacing the old reference staff desk with a smaller one opened up 50 additional seats for the students which could be equipped with new furniture. They also told

the new department about the importance of seating for the students, and in the end didn't lose any student seating at all.

Leadership during the change process

Directly after the director of the academic library and the manager who had accompanied her had been to the meeting with the university's chief academic officer to find out about this major change, the director called all five of the library's managers together and told them what had happened. They all expressed their anger about it to each other. However, as the plans had been announced on a Friday the director asked the managers to think about it over the weekend but not to talk to any of the staff as she didn't want them to know about it just yet. Over the weekend the library's director and her managers were constantly on the phone talking about what to do. It was agreed they would hold a staff meeting on the following Monday.

First thing on Monday the director announced an emergency staff meeting at 11 o'clock which everyone needed to attend. There she told everyone just what had happened. After that she gave all of them the chance to say whatever they wanted about the plans as any comments made would not leave the room.

Some of the staff expressed their anger, some even cried and some said negative things about the university's management. She gave them enough time to get things off their chests and then started talking about what the next steps would be. She told them that the project manager had already been decided, but as this was all that had been decided by the library she asked the members of staff for their input and to send her their ideas.

As this was two days before the beginning of the Christmas holidays, she asked them to consider during their holidays

anything at all about how the situation could be handled. She encouraged them to send her every idea, no matter how farfetched.

Every idea sent to her over Christmas was collected and sent to all members of staff. In addition, a proposal for the chief academic officer was written by this leader on the basis of those ideas from the staff to inform him about what they were going to do about what he had asked them to accomplish. This report was also sent to the members of staff so that they could see which of their ideas were incorporated into the official report by the management of the library.

The leader decided to lay on something special to motivate her team members, and established benchmarks for removing books from the shelves. Every time 5,000 titles were removed from the collection they did something to celebrate the occasion. For example, the first time they reached 5,000 books, having got information in advance, on her way to work the leader bought dozens of cupcakes for everyone to eat in her office. At 10,000 books they made their own ice cream sundaes. So every time they reached a milestone they had a party. For the final celebration the leader of the library laid on catering of Italian food for all the staff because they had hit all of their goals.

Asked how this was financed this leader said that some of it was her own money, a little bit of library money was used and some members of staff donated something they had baked themselves. The final lunch was financed completely by library money.

The leader did have to face some resistance – mainly in the form of reproaches for not fighting back and just accepting the reduction of space. One of the managers, for example, articulated criticism along these lines so the leader offered to resign if she was considered not to be the kind of director

they wanted for this job because she was not going to fight back against her superior. In the end, however, this manager asked her to stay.

Three other members of staff also showed a kind of resistance, going over and over again and again about the change being wrong and the need to fight back. The leader and her management team talked to them over several meetings, but it was not until those three members of staff revealed in one of the meetings how much they hated the disrespect they felt through being reduced to a library with less space than before could this open resistance be handled. The leader then understood what was going on which she hadn't noticed before. The library and its staff were not disrespected because they were taking away the building. Indeed they got a more hefty increase in budget than ever before in the history of the library from both campuses served by them. However, the leader realised all at once that she had never told her staff about the extra budget, and when she revealed this information the resistance crumbled, as if to say 'Oh, so they do like us!'

To lead her staff through this deliberate large-scale change this leader consulted with others facing similar problems and tasks. For example, she spoke to her director colleague in a sister campus. Although they talked on a regular basis anyway, as she was undergoing a similar process on her campus they were able to help each other out.

The leader is a member of a board along with four other people to whom she also turned for advice – indeed the board members frequently did just that. As they are all library directors, whenever they encounter problems they email each other on a regular basis and sometimes make phone calls.

She also asked friends (not all of them working in libraries) for advice. Two of her friends, tenured faculty members,

suggested she fight back, not thinking that she could be fired on a whim. At the same time, two other friends, both very successful in the outside world, told her that she did the right thing in not fighting back.

Communication style and tools

The constant communication that began with the emergency staff meeting mentioned above went on over several meetings and emails sent to the members of staff to help them all to get through the change process.

The leader considered starting a blog and talked about this with the head of information technology in the library. However, it was not considered helpful at that time, as they were already trying to get the staff to use the wiki as a communication tool. Even though she posted everything on the wiki, email remained the main means of communication in her library.

The average age of the staff in the library was 55. A lot of the older staff had never worked anywhere else than in this library and were close to retirement. This made it hard to move them on to something new.

Nevertheless, every time the managers knew anything new they talked to their staff. They asked for their opinions and listened to them. This was helpful too as the members of staff knew that they were being listened to.

The leader had worked her way up through the ranks to the position she now held so she understood other positions in the library. It was always important for her to be a good communicator, to inform people and to listen to them. But she did come to realise something about herself during this change process which she hadn't been aware of before. This was that she often came to a discussion or meeting with preconceived notions so that although she was

sometimes listening to what someone was saying she had already made up her mind. When other managers told her their own ideas during this change process she thought at one point 'Oh no, I've already decided about this!' and at that moment she realised that she had to stop doing this. To realise that she could not act like this anymore has made her more patient and calmer. Now she is truly seeking feedback from people and tries not to have any preconceived notions. She has to listen to people. From that moment on every time she was asked 'What do you think about this?' her answer was that she doesn't have any thoughts about it yet and that she wanted to hear what everyone else had to say and then she would go away and think about it.

Surprisingly even this also caused trouble in the change process because it aggravated one of her management team who was used to such a leadership style. On the other hand, it made the four other managers very happy because they were then feeling that they were being heard much more than before.

Another change in her communication style was that she walked around rather more, going through the different areas and departments just to say hello to everybody. She also noticed that her office space could sometimes be very busy with many people walking past her desk, but staff members actually had to look in to see her and sometimes she saw people hesitating outside. She knew that sometimes they wanted to talk to her but felt uncomfortable about it so to help break the ice she kept a bowl of chocolate on her desk so that she was able to invite them in.

She also tried to encourage this more by walking around, not only to say hello but also to learn more about her staff personally. She knew that she was a very result-orientated person, which meant that she sometimes forgot about the

human side of things. Another thing she learned throughout the process was to discover more about the people on her team, for example that someone was having a new baby or someone else's son was going to Afghanistan. From then on she tried to remember these details and asked her staff how things were going, because she believed that by doing so her staff would feel more comfortable with her and so feel more comfortable about expressing their concerns to her.

This leader held several small staff meetings at which she repeatedly emphasised that it was not the building that defined her and her staff but their excellent service, for which they had won an award. Sure, they lived in this building so it was important to them, but it was not as important to the students, especially as two-thirds of the students using the library were distance learners. Nevertheless the management of the library included the new department in their communication process and from the beginning of the process told them how important space is for the students.

After the change project

After the first couple of weeks into the change process one of the members of staff said to the leader that the alterations were a terrible thing, but that they were all in it together and would get through the process together as a team. In the end the whole change process welded all the team members of this academic library together. They were still one entity and it helped them to be together and not to have to face the change alone. It seemed to be 'The world is against us!', but in the end they found their way through the process together.

All in all this leader believed that her change project was successful. One positive thing was that they removed 25,000

books from the collection that had rarely been used. This was a task that had always been on their list of things to do and in the end it was done much faster. They also obtained funds to get some new furniture and were able to make some positive changes in the seating of the library.

Another positive effect is the fact that they now are considered team players for the university. For example, they are merging closely with the new undergraduate students department which is now located in their building with a reference librarian working there on a regular basis.

Another success can be seen in the fact that they had to reduce space but not the number of employees. They also managed this major change project without any overtime. This was possible because they were able to hire more students using the budgets of two of the departments that had not hired the students they planned to. These students have been kept on because they already knew at the end of this change project that they had students graduating over the year.

This leader also believes that it was right not to fight back but to negotiate with her superior and the new department. But she also knows that maybe in the future they will want to take even more away from the library. She might then stop and say in retrospect 'Yes, I should have fought more at that point.'

But she doesn't think that this is what's going to happen, as she was able to negotiate with the administrator who gave the library about $40,000 to help buy new furniture. In their first meeting he had told her that he had no money for her at all. But when she came back and told him about the impact on the students of losing all these seating places and that the library was able to come up with two-thirds of the money ($80,000), he gave them the missing one-third.

Recommendations

This leader has several pieces of advice for leaders facing similar change processes.

She thinks that the ability to communicate effectively is very important as well as involving the members of staff. This means listening to what everybody has to say and to give them the chance to express their emotions and participate in the solution.

Another important thing is to realise that they are only the leaders of the library, and that no leader owns the library. Often when she goes to conferences she realises that library directors and assistant directors are talking as if they own their library. But that's not true! She says that all directors are only shepherds of the library for the administration. And if the administration says, for example, 'You need to give this space up!' then a leader can't just say 'No, I'm not going to!' like a petulant child. If the parent institution is moving in a different direction and that involves the library then the library has to move in the same direction. This needs to be realised.

And this leads us to the next piece of advice: leaders have to be willing to take an unpopular stand. Here it helps if they are able to build the trust of their team members. Trust can, for example, be reached through good communication – which includes telling them everything the leader knows about the ongoing change process, listening to them and involving them in any steps forward. It is also helpful to see members of staff as human beings, to learn more about them personally and ask them about their lives to make them more comfortable with a leader who is also a human being. A final helpful recommendation is to abandon preconceived notions while listening to the ideas of the team members.

6.2.2 Reduction of space in combination with major construction works

The library and its change project

This academic library in the USA had two locations, over 200,000 books (print and electronic) and access to over 30,000 periodicals (print and electronic) as well as over 115 different databases. The project was to swap four floors for two floors and a basement space in combination with major construction works at the building at the university's main campus. This meant a total reduction of approximately 7,000 sq. ft.

At the beginning of the year the library's director was informed that this major change was about to take place. He was invited to meet with the project team and the architects, but at that point the planning was already essentially complete.

Sixteen of the 19 members of staff (including the leader) were directly affected by this change. The remaining three members of staff were working at a second branch which was not affected by the construction works.

The entire library operation, the 'Information Technology Help Desk' and the IT staff dedicated to 'Collection Management' had to handle this deliberate large-scale change.

The construction works at the building began in May, so that all the library personnel as well as the collection had to be moved out till the middle of May. The estimated completion of the construction works was August.

All the members of staff were moved into a standard university classroom. A few years previously a cleaning exercise of the complete collection had been carried out, so there was no need to conduct another reduction in connection with this change project. The already reduced reference

collection of about 200 titles and the course reserve materials for the university's summer programmes as well as the instructional materials collection (which included instructional materials and a children's literature collection which served an alternative certification programme and summer camp at the university) were moved into a second classroom.

In this classroom they also established a reference circulation station. At that temporary location they needed to reduce their opening hours from Monday to Sunday with varying opening and closing times to five days with ten hours a day and always from 8 a.m. to 10 p.m.

As there was not enough space in these two classrooms, as many members of staff as could do so were encouraged to work from home. But every member of this library's team was required to be present on Monday mornings for the regular staff meeting and updates.

The leader of this academic library is responsible for two branches in different cities (about 200 miles apart) and at present is in the planning stages of a library service at a branch campus of the university in yet another city to be opened in the fall of next year.

In the second (active) branch an assistant director oversees the daily operations. There is also an associate at the campus which is affected by this deliberate large-scale change process who has operational responsibility for this library, including 'Acquisitions' and 'Technical Services'.

The involvement in this major change project began in January 2012 with an invitation to meet with the project team and architects, at which point the planning was essentially done.

One of the major problems was that after the construction works have been finished the operating space of this library will no longer be contiguous. The collections, circulation

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and interlibrary loan operations will be in the lower level of the building at the south end. The two remaining floors are in the tower at the north end of the building, on the second and third floors.

Leadership during the change process

As the planning for the reduction of space in combination with major construction works was essentially done by the university's project team and the architects, the leader's role became one of negotiating for change to accommodate the way libraries really operate as opposed to the architect's conception of what a library should be.

His associate at the campus was immediately involved by this leader in the planning process for the construction phase and the aftermath. The leader's primary role was to be the champion for the library in the wider campus community. He lobbied the administration to provide funds and support and tried to intercede for the library as a whole.

He worked together with his assistant to identify and argue for the best structure for the finished project. Together they have identified a variety of changes in the library's operating procedures that they intend to implement as part of this physical change.

One major area of their concern is that the library's operating space will no longer be contiguous, but in the lower level in the south end of the building and on the second and third floor at the north end. Therefore the leader and his assistant have to address issues of staffing, service hours and placement of staff for best service.

Since this library has moved into a very tight space in a temporary location, this leader has been present nearly every day and makes a point of speaking with everyone several times a day. He also fills in when needed at the reference or circulation tables.

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During this change project this leader has tried to be as positive and supportive as possible in his library, while fighting as hard as possible outside to get to an end point that is viable for his members of staff as well as for the student population.

This leader of an academic library listens to individual concerns and responds as well as he can. Together with his associate he has planned a series of events to show their staff that they are appreciated and valued. For example, they have provided lunch after the Monday meetings, of which half have been covered by the library budget, a quarter either by the director or his associate and the rest shared among the participants. They have also planned and are about to launch a series of day trips involving tours of local attractions with lunch out. Depending on the event, the library's director and his associate pay for either lunch or admission to whatever venue they are visiting.

As can be seen this leader's leadership style has been to listen, consider and discuss where possible rather than just make declarations.

In general this leadership style works well, but there have been a few instances during this project when the leader has had to just make decisions because of a refusal to compromise by some groups. For example, the three librarians primarily responsible for reference had to be told flatly that they were to provide reference coverage for the summer. As the three of them worked a total of 100 hours per week and the library was then open 50 hours a week, it seemed reasonable for them to take on this task instead of the library's normal practice of everyone serving at the desk.

The future operating hours provided another example, as none of the working groups were able to present a plan acceptable to everyone. Having reached the deadline for the preparation of public relations material, the leader and his

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associate arbitrarily established the operating expectations for the coming year for the upper lever, the lower level and the reference desk service. This draft of the future operating hours was presented to the staff at a group meeting with the proviso that these hours would be in place for the entire 2012–13 academic year. After a year these hours would be reviewed, but there would be no opportunity to make adjustments in mid-course. The biggest change was the extension of opening hours from 11:00 p.m. to midnight. The draft timetable did not go down well with the staff.

Asked if given the chance in the same circumstances he would act differently, the leader said that he would probably act in much the same way. The only modification he would make would be to be involved in the change project before the plans were finalised rather than after. As it was he was only able to influence relatively small aspects of the overall plan, and there were going to be some major concerns as the change project moved forward.

At the same time as this deliberate large-scale change was going on, the leader had a new circulation desk and student lounge area installed at a branch in another city. He regrets that issues in this change project took precedence over operations in the other branch and that he had not been able to maintain his regular schedule of visits to that campus.

Asked if there had been any resistance during this major change process this leader answered 'yes', but had to admit that this was not new. Some members of his team believe that the library should still be like it was long ago, and over the past ten years all the changes have been resisted to some degree. He tries to approach this with as much patience and encouragement as he can muster, 'while operating as if it is going to be, no matter what'. He does not accept that change can't be made, and presents the movement as a holistic process that affects and includes everyone.

During the change process this leader went around various colleagues to discuss issues, perhaps looking for reassurance or just a sounding board. From those sessions he almost always came away with some new ideas or a slightly different perspective on an issue.

Communication style and tools

Throughout this change project the leader and his associate provided the entire library staff with regular updates on progress, and in order to do so daily discussions throughout this change process were held.

They have also involved all the staff in the various areas through the use of working groups which were tasked with fleshing out their suggestions, in the hope that they will take ownership of some of these changes and figure out the best ways to adapt. These groups have had varying degrees of success (see previous section on leadership during the change process). Some have been reluctant to let go and accept that change is here. Others have grasped the situation and are busy developing new approaches and prospects for enhancing the library's operational presence in the future.

In addition to weekly meetings with all staff, the use of email, regular working group meetings and online chat were used to communicate throughout the project – indeed the use of chat among working groups was a new development for the staff of this library. Moreover, as other up-to-date ways of communicating face-to-face such as video calls were available, members of staff were encouraged to work from home, while phone conversations where held when necessary.

After the change project

As this project is still ongoing it is not possible to measure the success of this deliberate large-scale change or whether

the goals have been achieved. The leader certainly expects the project to be successful, but only time will tell. They cannot even begin to evaluate the project until the library actually gets into its new home and launches the new formats.

Recommendations

There are a number of competences that leaders in times of change should have, for example:

- patience, patience, patience;
- listening skills;
- empathy;
- stubbornness; and
- a willingness to stand up and speak up when needed.

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Changes in the management of a library

Abstract. In this chapter two case studies of change projects in academic libraries resulting in new management can be found. One leader describes the changes resulting from the announcement that she was to be the new director; the second leader goes through a management restructuring process to introduce a less hierarchical structure into their academic library. The following sections describe these processes in detail, beginning with the change project in the library, followed by the aspects of leadership style during this change process and the communication style and tools that were used or, rather, preferred. At the end of each of the case studies recommendations for other leaders facing similar change processes can be found.

Keywords: academic library, case studies, leader, management restructuring, manager, new director

7.1   Changes resulting from the announcement of a new director in an academic library

7.1.1 The library and its change project

In this Greek university library with a total of eleven employees a new head librarian was announced at the

beginning of the year to succeed the library director who had retired at the end of the previous year. Prior to the announcement, the new director had held the post of deputy director but hadn't really been successful in that role, having continued in the same position with the same responsibilities as she had had before when she was an ordinary member of the library's staff.

This change to the top management led to several alterations in the administration of this library to try to cut back the old and bureaucratic processes as much as possible. For example, they no longer undertake double cataloguing and they have stopped recording data on both computer and paper.

Another change was to withdraw the printed versions of grey literature if the electronic version has been catalogued in and uploaded to the repository. They are also creating a closed stack for old editions of books, rare books and printed forms of journals if they have an electronic version.

Every member of the library's staff was affected by the announcement of the new director as well as the different change projects that began at that time.

7.1.2 Leadership during the change process

This new role in the academic library resulted in new behaviour and a new leadership style. Important aspects of this new style were a cooperative attitude, the setting of goals as well as the assignment of the implementation of these goals to the other members of staff. The tasks were delegated.

The other members of staff – previously this leader's colleagues – needed time to pass through the following stages emotionally as well as rationally with regard to the new model of work organisation. They needed time:

- to be persuaded that they were not threatened by these changes;

- to bring about the alterations in their work routine resulting from the changes and the new model of work organisation;

- to accept the superiority of this new model of work organisation; and

- to feel self-esteem because of their efficiency during the first steps of these changes.

During several discussions with the members of staff this leader tried to find out about problems and difficulties in the library as well as what ideas the staff had for the library's future. After these first discussions she tried to agree jointly a set of goals and objectives for the library. They discussed the problems that had arisen in the past and might occur as a result of these new goals. She listened to the team members' opinions and built teams to examine and solve problems or to propose alternative solutions.

Asked if there had been any resistance, this leader said that as her members of staff were free to take the initiative and bring their creativity and innovation to their duties, they did not behave in a negative way now that she was the new director of the academic library. However, they did sometimes need more motivation, which might have been rooted in the habits of the previous way of working.

7.1.3 Communication style and tools

In the beginning this leader of an academic library preferred to visit her team members in their offices in order to make them feel more comfortable with the unfamiliar situation of now having a former colleague as their new superior.

Also at that time a lot of discussions took place with team members from every department and with staff members separately. These discussions allowed the newly appointed director of the academic library to hear their views as well as their problems and difficulties, and to learn more about the history of the library. She also used these discussions to say a few brief words about her plans to find out more about the staff members' vision for the library.

Communication by email was – and still is – used a lot during these times of change, even if the members of staff were sat not far one from another, as it enabled the leader to give an explicit description of the topic under review. Email is also a tool which can be used to exercise control over and monitor staff.

In addition, meetings were organised around major themes, such as the collection policy in accordance with the budget.

7.1.4 After the change project

This change process is still ongoing, so it is too early to evaluate it overall, but as the members of staff are showing initiative, are creative and see change as part of the daily routine, the leader would say that this change project is going on as planned and that some changes have already been implemented successfully.

The ongoing changes have actually led to an increasing interest among the members of staff to take a master's degree in 'Library and Information Studies'.

7.1.5 Recommendations

This leader emphasises how important it is to clarify the vision of a change project. A leader should also help team

members to find their individual roles in as well as their contribution to this vision.

Team members should be time given to adapt the old procedures to the new. In addition, in order to make them feel safe as change always means risk, the consequences of any potential failure or deviation must be attributed to all partners of change and thus to all members of staff.

Leaders need to be pioneers in the change processes. They should not only create their own ideas but should also listen to the ideas of others and be able to rationalise those ideas and transform them into a realistic programme of activities for change.

7.2 Management restructuring across the whole organisation for a less hierarchical structure in an academic library

7.2.1 The library and its change project

In one academic library in Scotland with 280 members of staff, over a nine-month period management levels were reduced with the aim of introducing a 'flatter' structure. This change project affected all departments across the library.

7.2.2 Leadership during the change process

The head of the business unit dealing with reference enquiries and reading room services offered her support to those team members that were directly affected by this change project throughout the whole process by means of discussions of

and support for their comments and suggestions regarding the draft organisational structure given to the top management. She has also provided direct feedback on the proposed new organisational structure. This was subsequently taken into account by the top management and led to a number of revisions.

During the change process the leader changed her leadership style and behaviour as she became more proactive in her support of her team members. She has also been more assertive than before, especially in stating her concerns and offering suggestions to the top management regarding the proposed new organisational structure.

Asked if, in hindsight, she would have acted differently, she said that she doesn't think that she would have. As mentioned above, she has changed her leadership behaviour throughout the changes as can be seen in the following leadership aspects.

All team members were invited throughout the whole process to give their feedback on the proposed new organisational structure and this leader encouraged her team members to do so.

Team meetings were held on a regular basis where the head of section provided updates on the progress of the restructuring process. Part-time staff were considered specifically. Those who could not attend these meetings were given an opportunity to meet with the head of section at a time which was convenient to them. In addition, meetings for all members of staff were convened by the chief executive of the library where updates on the change project were given and comments and suggestions were invited.

As this leader wasn't directly responsible for this deliberate large-scale change she didn't experience any resistance from her members of staff throughout the process.

7.2.3 Communication style and tools

The leader emphasised how important it is to become engaged with the change process and to keep a dialogue going with the people leading such a major change project. For her it was also important to put forward her own comments and suggestions, although always ensuring they were based on sound evidence and argument.

Throughout such a deliberate large-scale change process there needs to be a sufficient amount of consultation time put aside for the team members to be able to feed back their comments, especially as members of staff may be on holiday, parental leave, etc. during parts of the change project.

The communication tools used during this major change project ranged from formal team meetings and formal as well as informal discussions with individuals to email. There was no need for other communication tools or methods.

7.2.4 After the change project

The change project in this academic library has been successful as the final organisational structure has been agreed on. The comments, suggestions and ideas of staff members have also been taken into account wherever this was possible and practicable.

However, as this change project did not officially finish till July 2012 it was too early to say how the final organisational structure will work in practice and whether it will prove to be successful.

7.2.5 Recommendations

Leaders who have to deal with this kind of major change should have broad communication skills, both verbal and

written, as well as the competence of active listening. They should also be able to show empathy for those affected by the change process.

The ability to manage change (for this see section 10.1.5 about leaders as change managers) should always include the ability to maintain a positive outlook throughout the whole change project.

However, leaders handling such a change process should also have a certain amount of assertiveness. It is helpful to have the ability to challenge decisions and provide feedback. In such a change project it is not usually helpful to accept decisions which do not support the process or cannot be understood. In these circumstances the leader has to stand up and query decisions that have already been made.

For this and for every other aspect of the change project good negotiating skills are essential. Lateral thinking as well as creativity are also helpful for every kind of major change.

Case studies of change projects described by change managers

Abstract. In this chapter three case studies of change projects described by change managers can be found. One change manager of a public library describes the implementation of a library RFID management system, the other the merger of an academic library with an information service provider. The last case study is about change as day-to-day business in an academic library.

The following sections describe these processes in detail, beginning with the change project in the library, followed by the leadership style during the change process and how the change managers could and did support the change management project.

At the end of each of these case studies recommendations for leaders facing similar change processes can be found.

Keywords: academic library, case studies, change as day-to-day business, change manager, leader, manager, merger, public library, RFID, RFID management system

8.1   Implementation of a library RFID management system in a public library

8.1.1 The library and its change project

This personnel and organisational developer worked for four and a half years in a huge German public library with

32 district libraries and a central library. In this library 492 members of staff are working in 399 full-time equivalents and it has more than 1.7 million media items. Among other things the change manager supported the implementation of a library RFID management system.

This project to implement the new RFID technology took about four years and involved change for everybody working in the central and district libraries.

All members of staff – including managers at all hierarchical levels – were rather sceptical at the beginning of the process which led to a lot of concern and agitation related to different aspects of this change throughout the entire library.

8.1.2 Leadership during the change process

At the beginning of this change project to implement a library RFID management system there was little leadership in the library. It seemed that there were teams with coordinators rather than teams with real leaders, and the leaders could not be distinguished from their followers. In this change management process it quickly became clear that leadership aspects needed to be improved to enable leaders at all hierarchical levels to handle this change project in the face of all the concerns and the scepticism about implementing this new technology.

This was particularly the case since the team members – certified librarians as well as assistant librarians – were concerned about their new duties after the implementation of the RFID technology. Moreover, the certified librarians were worried that the assistant librarians would take over their duties and responsibilities, while the new tasks for the certified librarians consisted of, for example, the management of events and especially the challenge to use more of their time for leadership aspects of their jobs.

On the other hand the assistant librarians and the untrained personnel recently employed for shelving the media were also afraid that they would lose their tasks to the RFID management system. They were especially concerned about their new duties and responsibilities for tasks they took over from the certified librarians.

To make it even more alarming for the people who were at that time working in the central library, the shelving of the books was permanently outsourced to an outside company during the change process.

For the assistant librarians a new task was to act as a so-called 'mobile assistant'. Trained in customer service but without a counter, mobile assistants would go directly to the users and help them on the spot at the shelves, at the self-check-out station or at the copying machine.

There was in addition a lot of apprehension among the staff about the library's users and how they would react to the self-check-out of their media. This also needed to be taken into account by the leaders.

8.1.3 Change management supported by a change manager

Can a change manager support the leaders and the teams of the library? It is possible, but in this case it happened only indirectly through the mentoring of the top management. The change manager gave them advice and told them about the importance of bringing the middle management as well as the team members on board. To do this they needed to canvass these members of staff about their opinions and ideas about the expected changes. Having gained the participation and integration of middle management as well as the team members they would have the opportunity to use their knowledge and potential as experts in their jobs.

As a consequence the library organised a two-day 'Future Conference' where more than 20 per cent of the staff from the central library, from all the district libraries and every organisational unit and department, together with members of the various different professional categories such as human resource management and buildings and facilities, took part. All the other members of staff backed this conference up to ensure that no library had to be closed while the conference took place.

The top management prepared the conference, in particular by developing a vision and strategic goals as a framework for the new developments throughout a two-day workshop previously held with external consultants. The next step was to organise a team of librarians to use the parameters of the top management's workshop as a basis to develop further ideas for the 'Future Conference'. The top management merely outlined the limits and their requirements as goals. Thus the 'Future Conference' was an example of an instrument in which everyone could participate to develop a library and to bring the library staff forth to deliberate large-scale changes.

Thus a group of staff members were asked to organise the 'Future Conference'. It was important to choose those members carefully and to communicate the selection process and the decision about the final formation of this preparatory team to the other members of staff. All the steps leading to the 'Future Conference' were supported by external consultants and the works council was also engaged in the process.

After a review of the process as well as the results of the 'Future Conference' all the ideas and projects that were generated needed to be analysed and evaluated.

The main goal of the 'Future Conference' was to identify new tasks for the team members affected by the implementation

of the new RFID technology because there was no need to dismiss any member of staff as a result of its introduction, and the 'free working time' that was gained by use of the RFID technology could be used to organise the library along more customer-friendly lines. The RFID management system should be seen by everyone as a chance for the library, not as a threat – this was the most important message from the top management.

As already mentioned, a lot of ideas were produced during the conference. After prioritisation through the top management a lot of new projects were started in this public library. The first alteration was that project management was to be established as a new method in the library to prioritise and organise these projects.

One important new project was, for example, the implementation of a request and complaint management system. Before this was implemented in the central and district libraries a number of librarians conducted a pilot project to test this new method. Afterwards, these librarians were then trained to help implement the new request and complaint management system in the other district libraries. The idea behind this was that it is often easier to roll out a new method across the whole library through 'learning on equal terms', that is learning from colleagues rather than outsiders.

Another new project was the development of leadership structures. In the role of a change manager with a view in from the outside it was possible to give advice on leadership and to show how the leadership structures could and should be changed. For example, it was difficult for the leaders of the district libraries to have only the director of the library as their contact person for questions concerning their team members, leadership and aspects of organisational culture. To give them the support they needed and asked for, a new management level was established. This person is now

responsible for all the managers of the various district libraries and is aiming to introduce a new leadership structure as well as a suitable organisational culture with the help of external consultants.

The change manager took part in this project concerning the leadership structure by developing and implementing appraisal interviews, and a number of district libraries tried out the appraisal interviews as pilot schemes. After the evaluation of the results of the first appraisal interviews in the pilot district libraries the concept was slightly changed and afterwards implemented as a new instrument for personnel development and leadership for all members of the library. The pilot project with leaders and team members did notably help to avoid resistance to this new instrument.

The change manager also assisted the leaders with the organisation of training sessions and workshops based on the foregoing analysis of their needs and expectations.

Finally, the communication between the different management levels in this public library was strengthened through regular meetings of all leaders.

8.1.4 Recommendations

This change manager in a public library, retrospectively reviewing her activities, is convinced that it is useful to employ or bring in a current member of staff as a personnel or organisational developer to take on the role of change manager, particularly during big, major changes, but also if only smaller changes are envisaged. It wouldn't go amiss to have the opportunity to transfer some of the tasks concerning deliberate large-scale changes to a change manager.

But even if they are working with a change manager, leaders at all levels should have or gain competences in the various methods and tools of change management. These

are the real change managers; the other change managers – the personnel and organisational developers – can only assist and promote the necessary changes. The members of the top management are the ones who decide at the end of the day what has to be done and how.

For the 'Future Conference' mentioned above, the implementation of a new leadership structure and the introduction of project management, it was helpful that external consultants supported these processes.

A change manager – irrespective of whether this is a leader, a personnel developer or an organisational developer – should have a clear ethical principle, they should appreciate others and last but not least they should be able to receive feedback openly.

8.2 Merger of an academic library with an information service provider

8.2.1 The library and its change project

This section gives an example of the integration of an information service provider, located in another city, into an academic library in Germany from the perspective of a change manager responsible for the organisational development of the library.

This library now has more than 4 million publications and subscriptions to over 31,700 journals at both locations with a total of 208 full-time equivalents.

The decision to integrate the information service provider of a scientific institute into this academic library was made after the evaluation of the scientific institute was negative, which meant it had to be closed down as an independent institute with an individual financial budget from the government.

The evaluation of the academic library on the other hand made clear that it needed more independence and for this had to change its legal form.

Both deliberate large-scale changes – the integration of the information service provider and the new legal form – needed to be done at the same time, which lasted three years and affected every department of the library as well as all the staff members of the information service provider.

The first step in this change process was an extensive organisational analysis of the information service provider which was to be integrated, carried out by the director of the academic library together with his change manager. They therefore organised interviews with every manager, all the working groups existing in the information service provider and selected members of staff. In particular, the discussions with the working groups were used to find out if some of the members of the staff of the information service provider could be appointed as change agents.[1]

At the same time, the first actions in the process were carried out, such as closing down the press documentation and the implementation of a status meeting. This meant that the management of the information service provider met on a regular basis with members of the academic library.

This was followed by the integration of the team members of the information service provider into the academic library. For this an 'organisational culture process' was begun. This cultural process was set up by the top management and a planning group, which consisted of members of the staff of all hierarchical levels of the information service provider (with many of the above mentioned change agents) as well as the change manager. The idea of this 'organisational culture process' was to prepare the members of the library as well as those of the information service provider for the upcoming change process.

The mission statement, already implemented and accepted in the library, was to become operative in the information service provider – as a new part of the library – as well.

In this cultural process framework a huge conference took place with every member of staff from the library and from the information service provider. This conference lasted three days and was supported by external coaches.

One of the main goals of this conference with everybody from the library and the information service provider was to adjust the actual communication with the communication process recorded in the mission statement.

The role of the change manager in this 'organisational culture process' was as a contact person between the two different groups (the team members of the library on the one hand and those of the information service provider on the other).

As a result of this conference with every member of the information service provider different working groups were built, which were attended by members of staff from both the academic library as well as the information service provider. The motto was 'Under Full Sails' in reference to the location of the academic library close to the sea and the idea of an energetic movement forward together.

At the same time as the 'organisational culture process' started, a working group on 'integration' was implemented in the library, which was to prepare for the new organisational structure. Another important task of this working group was to arrange the match of the operational concepts for IT, the document delivery service, and so on.

The year of the official integration (when the governmental funding of the information service provider stopped) was the same year in which the library finally became a public law foundation. In this year the reorganisation in the form of an expansion across locations was realised for the better part

through functional consolidation such as data integration, the lending services, the document delivery service and the inter-library loan service. A working group on 'coordination' was also established, which took over from the working group on 'integration'. This group's task was to support and coordinate the operational and functional integration of the service provider into the academic library.

This extensive change project concerned everyone working in the academic library as well as those working for the information service provider, which needed to be integrated as required by the government, the source of finance.

8.2.2 Leadership during the change process

As for the leaders there have been obvious differences between those working in the library and those working in the defunct information service provider, now closed at least as an individual organisation. The last-mentioned were shocked at the results of the evaluation, especially the criticism of their management and their productivity.

The leaders working in the information service provider questioned the validity of the evaluation results and communicated this to their team members: 'The expertise is wrong. The world will someday recognise how good we are.' At the same time these leaders communicated to the director of the academic library their willingness to cooperate. All in all the team members of the information service provider were given inconsistent information and decisions. This was a time of unclear leadership and vague decision-making processes for those team members.

This unclear and unreliable leadership resulted in an unwillingness among those team members to work together with their leaders and a refusal to stand behind them any

longer, as the leaders were told at one of the regular status meetings. This led to resignations. Every leader working in the information service provider took up his or her right to work in another governmental organisation and left.

The members of staff of the information service provider buried their old culture in a ceremony in which they all wrote down some aspect on a piece of paper which was put into a treasure chest to be shut away. By means of this process old cultural aspects were got rid of that were no longer needed or wanted.

The leaders working in the academic library on the other hand were very open and motivated concerning the changes and alterations. This might have been caused by their newly gained status as managers and leaders, resulting from the new organisational structure. They accomplished the alteration into a public law foundation and the integration of the team members of the information service provider with great commitment. However, in spite of their motivation, occasionally the pressure and workload of the newly announced leaders as well as the director of the academic library could be recognised. As a result of this some alterations were made during the change process regarding the room for decision-making by some leaders and their teams.

8.2.3 Change management supported by a change manager

To support the director and the leaders of this academic library the change manager had to achieve the following roles and tasks:

- consulting and operational support of the director;
- contact person/place to go for inter-divisional matters;

- supervising the 'organisational culture process' in the information service provider, especially:
  - participation in the preparatory discussion with the external consultancy and being the contact person for this consultancy;
  - involvement in the supervision team (consisting of the management of both organisations);
  - preparation and participation of the three-day conference for all members of the information service provider;
- coordination of internal activities and involvement in the working groups on 'integration' and 'coordination' – partly as the intermediary between these working groups and the top management;
- coordination and involvement in the development of the new organisational structure of the library;
- participation in the internal marketing;
- mentoring individual leaders with their problems and reservations.

In response to the question whether the change project was successful, the answer was: 'Yes, one hundred per cent!' Today the members of this academic library work under the motto: 'Two different locations, two different cities "under one umbrella".' Everything concerning the organisational and procedural integration has worked out and is functional. All tasks are now undertaken as routine activities with experience.

This is not only the opinion of the change manager. Since that time another evaluation process has been carried out and in the expert opinion of the evaluation committee it is stated that the integration of the information service provider

into the academic library, especially with regard to the cooperation of the members of staff, was very well done.

8.2.4 Recommendations

This change manager's recommendations for leaders who have to deal with deliberate large-scale changes include the need to be authentic as well as to be physically present. They also have to show empathy, as people are all individuals and all are different – for example, some are innovative while others prefer to stick to the old methods.

Leaders also have to be open to new ideas so as not to miss any chances for their library, their department or their team. And to give these new ideas a chance they need to be able to motivate their team members to carry out the changes required to implement them.

It is also important to show team spirit and have the competence not only to come to a decision but to handle any conflicts that arise from that decision, or between members of their team or from the change project in general.

And last but not least one aspect is very important: communication!

8.3 Change as day-to-day business in an academic library

8.3.1 The library and its change projects

In this German academic library with 326 full-time employees and nearly nine million media items deliberate large-scale change projects which affect many or all of the people working there have been going on for about twelve years.

It began with projects to institute teamwork as a new method of working in around twenty teams. This included the integration of parts of another library and all the activities that needed to be organised and accomplished as a result of an employee survey conducted two years after the teamwork was implemented. In addition, there was a project to institute highly integrated trilateral cooperation with two other academic libraries, although this was modified to a project based on less integrated and interdependent cooperation, which still ensured the total autonomy and self-sufficiency of each library after the project was completed. The trilateral cooperation is now a strategic alliance which works together on certain fields of competence, such as the supply of electronic and printed full-text documents.

8.3.2 Leadership during the change processes

Everyone – leaders as well as team members – acts differently during times of change than in times when they are working in more familiar and safe conditions. Even if the known has its shortcomings, it is often preferred because those shortcomings are usually predictable. Change on the other hand always generates uncertainty at times and every emotion connected with the loss of the known and the familiar.

Furthermore, personal pressure increases in times of change, because change processes usually have to be dealt with in addition to ongoing day-to-day business with less staff or more tasks and responsibilities for everybody. The growing backlog or the rising amount of overtime leads to additional stress, which affects the behaviour of both leaders and team members.

In the academic library under consideration here, undergoing the above-mentioned change process as well as several others, it can be said that major change nowadays

represents normality for the staff. There are no longer any real breaks between the deliberate large-scale changes.[2] Thus the behaviour resulting from the pressure of these ongoing change projects is also going to be the 'norm', that is the everyday behaviour of each member of staff. This also means that change management and a leadership style in line with the requirements of that change management such as communication and participation have to become the daily routine for every manager in this academic library.

We might ask what was different during the change processes in comparison to the time before these major changes began. To begin with, there was a greater amount of uncertainty and disorientation among staff members. To cope with this, guidance and support was much needed by the team members. This led to new requirements demanded of their leaders, including the willingness as well as the ability of each leader to act as a mentor for his or her team members.

The willingness to communicate with team members by means of a dialogue during a change process depended on the personality of the leader. This communication was intensified by the leaders, because understanding the need for change and the sense of transparency as well as involvement of their team members increased.

On the other hand there were leaders who had an increasing need to regulate and control their team members during the change processes and discussions were hampered by them. Furthermore, these leaders were characterised by conflict-avoidance behaviour.

However, during the change processes the leaders of this academic library did slowly broaden their skills and self-competences. Change became part of the routine and with this the self-composure of the leaders increased. This led to a more explicit and determined course of action.

8.3.3 Change management supported by a change manager

To support the leaders of this academic library – from top management to team leaders – a lot of different activities have been carried out.

- Project groups for every change project were announced and set up, and those team leaders that were involved in the change process were always represented. The department leaders – here the top management – were usually represented on the steering committee.

- Conferences and workshops for the top management were organised.

- During the change processes these workshops were often attended by experienced external coaches and trainers, which also needed to be organised through personnel development.

- A management circle was implemented to give leaders at all levels the opportunity to discuss leadership aspects with each other on a regular basis.

- A leadership development programme was introduced. This not only included change management aspects, but enhanced all the skills needed by a leader in times of change. This leadership development programme was obligatory for each leader and his or her deputy at all hierarchical levels, including the top management.

- Furthermore, coaching for leaders at all hierarchical levels was implemented.

- Team coaching was also provided. This helped team leaders with the establishment of a team development programme as well as teams in critical situations.

- Training courses for team leaders were organised about how to lead a team and develop team spirit etc.

For this change manager it is usually difficult to say if a change project has been successful because there are no reliable methods to measure the outcome of the project or of the supporting personnel development activities.[3] Moreover, depending on someone's approach and his or her hierarchical position the success of activities and processes might be evaluated differently.

As the sponsor of each change project the director of this academic library evaluated output and outcome in generally positive terms, even if it was sometimes necessary to revise one or other change process or to initiate a follow-up project.

On many an occasion the time scheduled for a change project needed to be extended, as a result of too narrow a time schedule or unexpected alterations during the change process.

To evaluate the change projects from a broader perspective, evaluation activities were carried out in this library whenever it was possible and reasonable. For example, for several of the change projects mentioned above evaluation workshops have been held to take stock of their outcomes.

In addition, questions related to change projects, especially about the team-building processes, were integrated into an employee survey to give every member of staff a chance to evaluate the changes in their library. Generally the results have been evaluated positively, but there has always also been criticism over the details. The main criticisms have usually included the general set-up while the determining factors as well as the actual room for decision-making had not been formulated far enough in advance.

During their realisation and implementation, the results of the change projects have often been looked at critically at first, but have proved to be practicable as part of everyday routine. As a result they have been more and more accepted

and have sometimes been even further optimised since their introduction.

8.3.4 Recommendations

As leaders in times of change, managers of libraries should have all the competences that can be found in any job specification for managers, for example:

- to understand project management;
- to actively fill the role of leader;
- to be able to think and act strategically;
- to be able to act and communicate clearly;
- to lead by setting goals rather than issuing directives;
- to demonstrate assertiveness;
- to have negotiating skills;
- to be able to manage conflicts and intervene in conflict situations;
- to have stamina;
- to be able to motivate others;
- to be innovative and at the same time to have a certain openness for innovation;
- to be flexible in order to deal with unforeseen events;
- to be ready to enter into dialogue;
- to know the aspects of a 'salutary leadership style' which includes empathy, knowing the importance of the work-life balance, etc.;
- to accept and master workshops as an everyday instrument.

This change manager advises change management every time the following criteria are met:

- the project is of great complexity *and*
- more than one department/one organisational unit is involved *or*
- a larger number of members of staff – even if they work in only one organisational unit – is affected by fundamental, fairly long-term changes.

Because change these days is often day-to-day business knowledge of change management skills and their practice should be demanded of every leader in a library, even if the current transformation is not a deliberate large-scale change and only affects one manageable group of staff or single process. Sometimes even minor alterations to the division of work in one team require change management skills.

Even in phases of (assumed) tranquillity – see section 2.2 on phase 3: the 'refreezing' of change processes – leaders are always being asked to control and revise their strategies, projects and activities and to develop new goals for the future. They need to discover trends and new challenges and act proactively instead of only reacting to changes and external pressures.

A change manager is always needed as soon as the above-mentioned criteria are fulfilled. This person should be appointed and provided with the required competences and capacities. The position as change manager can be given to someone from inside the library, if necessary with support through an external consultant.

If change is to be day-to-day business as usual, in the course of the daily changes in their own team or field of responsibility every team leader as well as every team member will transform over time into a change manager in a broader sense.

Notes

1. For change agents and promoters see also section 9.2.
2. Although a refreezing phase after each major change project has ended is recommended before this or another change project begins (again). See section 2.2 for the phases of a change process.
3. Some ideas for the evaluation of change projects can be found in Smith (2011).

Change – what can go wrong and how to do it right

Abstract. Leaders, staff, goals and time are the four major reasons for a change project to go wrong. Leadership style and staff behaviour are linked and goals and time schedules of deliberate large-scale change projects, which are often unrealistically short, affect leadership style as well as staff behaviour. All four aspects need to be considered thoroughly before the implementation and during the realisation of major change projects.

Keywords: change goals, change time, dual leadership, leader, leadership, staff, team members

9.1   Leaders

'Not many years ago good leadership equalled good and smooth administration' (Pors and Johannsen, 2003). Nowadays, 'Leadership is about facilitating, guiding and managing change' (Beerel, 2009). 'Leading change is one of the most important and difficult leadership responsibilities' (Yukl, 2010).

Pugh talks about 'a type of dual leadership' (see Figure 9.1[1]) which is a necessary basis on which to successfully accomplish change projects, which means that leaders have to be innovative and at the same time able to maintain what is good in the status quo.

Dual leadership

innovates   maintains what is good in the status quo

the leader:

coaches and encourages

nurtures unity and diversity

supports both structure and cross-functional working

allows for differences
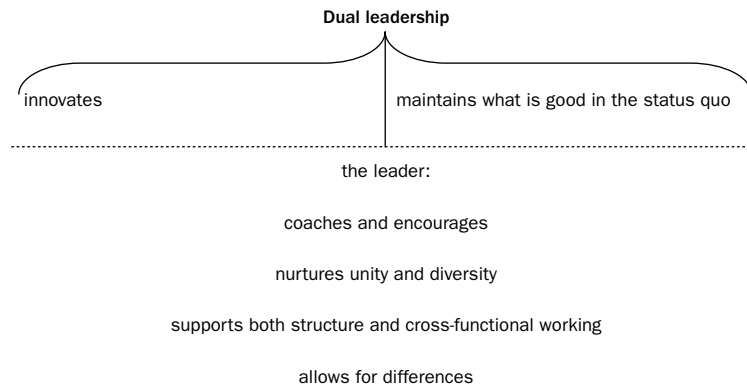
Figure 9.1 **Dual leadership**

Leaders and their leadership style are essential aspects of every deliberate large-scale change project. As can be seen in Figure 9.1, leaders shouldn't only be living in the now, but have a vision and be innovative. They need to balance between the present and the future (Moropa, 2010).

If leaders only stick to the ongoing processes they cannot lead their team members through the difficulties and challenges of a deliberate large-scale change that might be provided from the outside. They cannot then act as role models, which is one of their tasks during change processes.[2] Leaders are the catalysts for change (Pors and Johannsen, 2003) and should see themselves as such.

All in all deliberate large-scale changes can only be successful with a strong leadership team that understands and embraces the vision of such a transformational change (Nussbaumer and Merkley, 2010). For this leaders have to be open and willing to change themselves, and they should have the ability to cooperate with, to motivate as well as to inspire their team members (Pors and Johannsen, 2003). They need to encourage their team members:

- to continually question the ongoing usefulness of established ways of thinking; and

- to explore alternative and new ways of working (Morgeson et al., 2010).

Furthermore, to carry out a change project successfully the superiors of the leaders responsible for a major change project should have faith in them, give them 'real' authority and offer support throughout the entire change project.

9.2 Staff

'To remain competitive libraries must cultivate intrinsically motivated, high-performance employees …' (Rolfe, 2010). Librarians need to adapt to an environment of rapid and complex changes in the ways in which information is organised, accessed and used now and will be in the future (Smith, 2011).

This rapid pace of change in the environments of libraries prompts leaders to develop teams of highly motivated, confident, creative and flexible high-performance employees (Rolfe, 2010). Leaders should get their team members to scrutinise new technologies and trends as a habit and the library should be conducting user surveys on a regular basis (Moropa, 2010).

'The greatest challenge has been to manage library staff fears and expectations' (Nussbaumer and Merkley, 2010), especially as resistance to any kind of change is a common phenomenon for individuals (Yukl, 2010).

It is often said that older team members especially are against changes in their library and that it might be difficult if there is a relatively high percentage of older people working in the department where the change process results in new tasks for everybody.

Practical experience shows that resistance is not directly or always dependent on age. In one library, for example, team members who were only in their forties were refusing to perform new tasks even after participating in professional training.[3] 'Complacent staff members within an organisation [independent of age] tend to want to maintain the status quo, especially when the organisation is successful or doing well' (Moropa, 2010).

Positive peer pressure from the team might help leaders handle those – older as well as younger – team members who are showing resistance, as it is not easy to force people to work. This is especially the case in the public service where (at least in Germany) it is virtually impossible to dismiss members of staff. Nevertheless, it sometimes helps if during a major change quite a number of the old heads of departments or teams are retiring.[4]

Some difficulties in the change processes in libraries might arise from team members' job-related self-understanding. This means, for example, that staff working on high-quality tasks at the information desk might not want to be moved to another work location because of worries about the need to do new tasks that seem (in their opinion) to be inferior to their previous work.

One might also find the old-fashioned red tape of librarians difficult to manage throughout a change process. To solve this obstacle leaders themselves should be willing to do inferior work to show those team members that this is something normal which is required of them.[5]

Not every team member will be busy and working hard to support the change process or to help others with their tasks. These people still have to be integrated into the work that needs to be done. These team members might sometimes act as so-called 'class clowns' though in doing so they can be good support for the change process. Even if this wasn't

their intention they may help the other team members to see the funnier side of things and so boost morale.

Others who don't want to support the change process – often those who are generally more inefficient workers than their team colleagues – are quite often on sick leave during the change process. However, 'it is obvious that the library is totally dependent upon the human beings that work there, their behaviour, their work methods, their endurance and the need to complete tasks' (Massey, 2009). Therefore it is important to convince the staff of the need to change. One approach is to find change agents or promoters to support the top management and other leaders in this difficult task. Such promoters should be supportive of the plans for major change and should be able to share their optimism with the other team members (Nussbaumer and Merkley, 2010).

It is also possible to get the staff to participate in the change process through encouragement from the leaders. This is often greatly appreciated by the staff because daily routines usually become tedious after a while (Massey, 2009).

9.3   Goals

Libraries that want to provide high-quality services, relevant for their users and responsive to their needs, must be flexible in their goals as well as their actions (Smith, 2011).

'Knowing where to begin is one of the key challenges of change' (Nussbaumer and Merkley, 2010). For this the top management and the leaders need to be clear not only about the nature of the problem but also about the objectives and goals of this change (Yukl, 2010).

This means that strategies and goals need to be identified for major changes. Only then are the members of staff able to move forward in the following contexts:

- operationally
- organisationally as well as
- culturally (Nussbaumer and Merkley, 2010).

9.4 Time

'Just as it takes miles to turn a supertanker at sea, it often takes years to implement significant change in a large organization' (Yukl, 2010). 'Achieving change is a long-term and complex process' (Smith, 2011).

As could be seen in section 3.1, regardless of the size of the library or the affected department, the timeline for a change project is very often tight, even if practitioners say that it is not unrealistic to expect it to take five years for a major change in a library to take hold (Nussbaumer and Merkley, 2010).

It is important to meet regularly during the change process, so that the team members can get the information they need and are given the chance to contribute their own ideas and ask questions concerning the alterations. However, as time is often tight in a change project, there should always be a good reason to call a meeting, for example to pass important knowledge on to the team members or to discuss a problem. Meetings should be kept short, so that everybody can go back to work as quickly as possible (Massey, 2009).

Notes

1. For this type of dual leadership see Pugh (2007).
2. Leaders of all hierarchical levels need to be role models and should – as those responsible for the change – live and embody the new value system (Krüger, 2009).

3. This happened, for example, after one of the change projects to implement the new RFID technology in the library was completed and all team members had to perform new tasks and duties.

4. As was experienced during the deliberate large-scale change which is described in section 5.3.

5. For one example see section 4.2.2. Also the author's own experiences working as a deputy library director with the newly put together team 'Archives and Copying' and in the old departments 'Archives/Magazine' and 'Copying' for two weeks showed that it is helpful for mutual understanding to work as a leader with those affected by a major change.

What kind of leadership does change management need?

Abstract. This research project shows – or rather confirms – that leading deliberate large-scale change projects to success requires a certain kind of leadership. This takes into consideration not only the leader's own team members but also members of other teams and staff working in other departments of the library as well as their superiors. This leadership takes the anxieties and concerns of all those members of staff into account through interaction and participation, as well as through the leader's reliability.

At the end of this chapter a modern leadership style is introduced, the result of growing into this position through an expanding team as a consequence of ongoing changes in the library.

Keywords: anxieties, change management, change manager, interaction, leadership, modern leadership style, new leaders, other departments, other teams, participation, reliability, team members, vision

10.1   New aspects of leadership in reference to change management

In this chapter the reader will find a lot of good advice from leaders and directors of academic as well as public libraries and from change managers about different (new) aspects of leadership which are needed during deliberate large-scale changes and after extensive, time-consuming change processes.

Before listing specific areas for leaders to consider during a change process concerning

- visions and plans
- the team members' anxieties
- the other people working in the library
- the interaction with the team and the participation of their team members
- change management and
- the reliability of leaders

there is one general concept to think about:

> Nowadays no leader can be the king of his own castle anymore!

Libraries need team management at all hierarchical levels and throughout every department and team to meet their (new) challenges.[1] Figure 10.1 lists the new aspects of leadership that arise as a result.
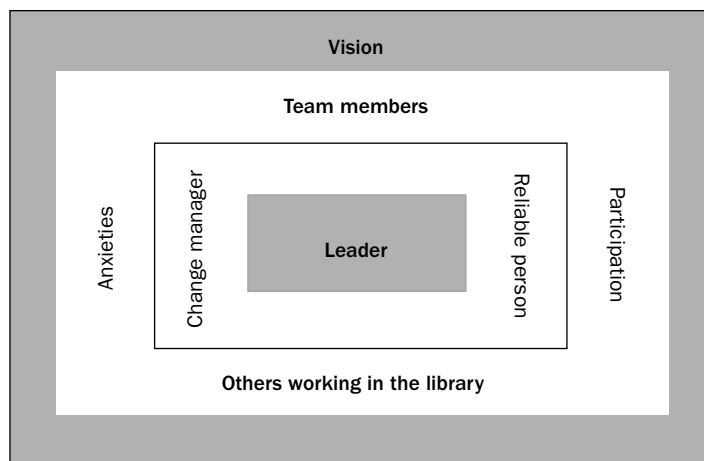
Figure 10.1 New aspects of leadership

10.1.1 Leaders and their vision and plans

For this chapter the author has collected statements from the interview partners concerning the ability and need of leaders to have a clear vision and to generate a strategy and goals out of that vision.

Transformational leadership is – as can be seen in section 11.2 – a leadership style that is appropriate for managing deliberate large-scale changes. Transformational leaders have a clear vision which they are able to articulate to their followers.[2] They have the ability to help their team members to experience the same passion and can motivate them to fulfil the goals resulting from that vision together.[3] Therefore they need to make goals for their team, plan strategically and be aware of the restrictions resulting from the budget, the top management or others. Transformational leadership also means to foster communication so that followers can share their ideas while working together to reach their group as well as their individual goals.[4]

Figure 10.2 illustrates the task of leaders in change projects, including the communication process, as described in the following:

Leaders as innovators and forerunners:

vision   ideas

strategy   goals

Communication and discussion with:

– team members
– others working
  in the library

– external experts
– colleagues in
  other libraries
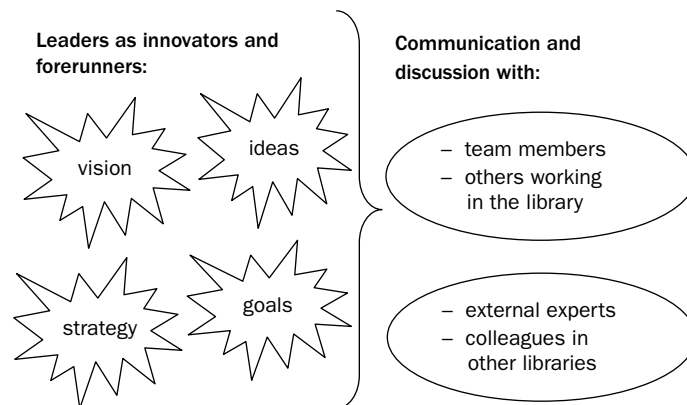
Figure 10.2   Leaders and their vision and plans

- *Leaders* should have a vision. For this they should be able to discover new trends and challenges and act proactively instead of simply reacting to changes and external pressure. Leaders are in the role of innovators and forerunners.

- *Leaders* often have to be pioneers for new developments in their library as well as in libraries in general. Here enthusiasm for new ideas is helpful.

- *Leaders* shouldn't be waiting for something to happen or for someone to come and tell them what to do. Thus strategic work is important.

- *Leaders* should always try to predict and develop different scenarios which should be discussed with members of their own or other teams as well as others, such as external experts or colleagues in other libraries.

- *Leaders* should be sure of their ideas and their vision: they should have the utmost faith that what they are trying to achieve is valuable and necessary. Only then are they able to convince their team members of the vision and the need to change something. For this they should also be able to show steadfastness and insistence on their own objectives. This sometimes requires leaders to be willing to take an unpopular stand.

- *Leaders* should nevertheless allow their team members to bring in their own visions and their own ideas and goals. For this their vision should be open, or the vision should be so strong and convincing (which means good for the development of the library) that all team members are willing to follow.

- *Leaders* should be honest and straightforward in their communication and should make their vision and ideas as well as restrictions transparent for everybody. They

should communicate the important facts and should try to avoid uncertainties throughout the entire change process.

- *Leaders* should plan some things in advance and tell everybody involved about their specifications. Nevertheless they should not only introduce and explain their plan but also listen to the ideas of their team members. If these are good and substantiated leaders should adopt them and if necessary discuss them with their superior management.

- *Leaders* should – if needed – have the courage to aim high even if this might lead to anxieties and uncertainties among their team members (see section 10.1.2).

10.1.2 Leaders and their team members' anxieties

Introducing new ideas and deliberate large-scale changes often leads to anxiety and uncertainty.[5] Effective modern leaders should be aware of the worries held by their team members and try to reduce them throughout the change process.

In this section some advice is offered with regard to these anxieties and worries during a change process (see Figure 10.3).

- *Leaders* should be able to notice the anxieties and concerns of their team members. Therefore it is crucial to feel and show empathy. Leaders should be capable to communicate openly about the anxieties and concerns of their team members.

- *Leaders* should be aware that anxieties and uncertainties exist in both certified and assistant librarians as well as non-skilled and semi-skilled members of the team, and that the handling of these anxieties needs to be different for each group of team members.
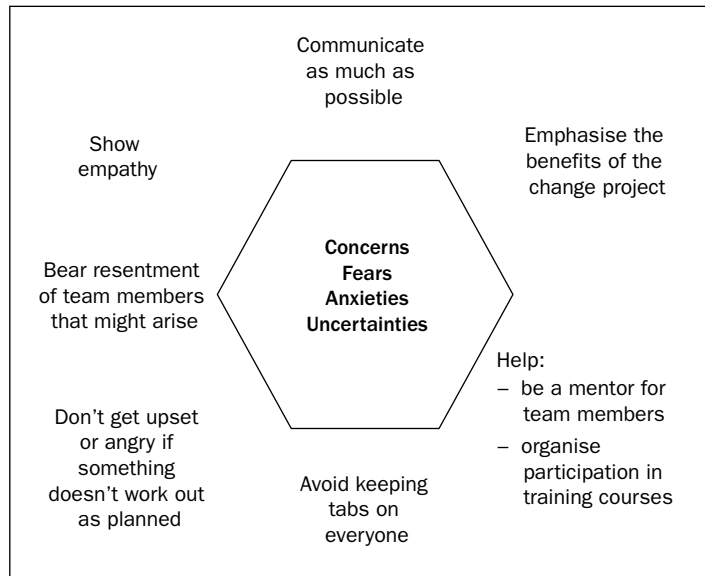
Figure 10.3 Leaders and their team members' anxieties

- *Leaders* should help their team members to express their anxieties and uncertainties and for this they should allow them to feel comfortable when talking to their superior. One possibility for the leader is to keep some candy in the office and if someone is seen outside hesitating to come in they could be invited in for some. Another strategy is to walk around a lot and so learn personal things about the team members – a conversation can then easily be started, for example by asking how the kids are. This makes it easier for team members to talk openly to their leader. Staff in parts of the library that are not so close to the leader's office also then have a chance to be invited to talk to their superior easily and freely.

- *Leaders* should give their team members time to adapt to losses resulting from a major change. This might mean doing only one task at a time.

- *Leaders* should avoid lumping together their team members and they should be able to notice promises in them for support.

- *Leaders* should give their team members the chance to express their anger about a deliberate large-scale change, especially if this results from an order given by their own superior, their parent institution or the government.

- *Leaders* should try not to appear as if they are using a change project to keep tabs on everyone working in their team.

- *Leaders* should be able to bear the demonstration of resentment from their team members.

- *Leaders* should support those members of the team that are directly affected by the change project, so that they can learn their new duties and face the challenge without fear. For this they should also be able to feel and show empathy.

- *Leaders* should be willing and able to act as mentor for their team members.

- *Leaders* should give their team members the opportunity and motivation to participate in training courses to reduce their anxieties, concerns and fears, particularly training courses that are related to their new jobs and tasks after the change project.

- *Leaders* should communicate much more than before to reduce their team members' anxieties, concerns and fears. This doesn't necessarily mean changing the communication tools (see also section 10.1.7). Sometimes it is enough to raise the frequency with which information is provided.[6] It is important to make everything understandable for everyone, through clarity in action and communication.

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- *Leaders* should therefore always be aware of the importance of communication. Sometimes some information needs to be given twice or even more times. It is essential that it is always communicated with the same enthusiasm and conviction. These repetitions still need to be exciting.

- *Leaders* should emphasise the benefits of the change project for their team members as often as possible. These might be individual benefits or advantages for all, such as for example knowledge of the main goals of the library for the following years.[7]

- *Leaders* should maintain a positive outlook throughout the entire change project.

- *Leaders* should provide information about everything concerning the ongoing change project. Sometimes a leader might think that some information is not important for the change process, but the members of staff might think differently.[8]

- *Leaders* should recognise if something isn't working out as planned without being upset or angry with themselves or the team members. They should just try the alteration again after a suitable period of time – provided they still believe it is necessary and reasonable.

- *Leaders* should realise that it is not only their own team members who might have anxieties and fear of the new and unknown (see also the following section).

- *Leaders* should try to be as positive and supportive as possible in their library – especially if the major change the library has to face was only announced to the leader as something which cannot be discussed – while fighting as hard as possible outside to get to an end point that is viable for the members of staff as well as the users of the library (see also section 10.1.3).

10.1.3 Leaders and others working in the library

If it is not a one-person or small-town library, managers will always have other managers working with them as well as other departments and teams. Thus they need not only to involve their own team members, but also all the other members of staff who are somehow connected to the change which is taking place in their own department or team.

The advice for leaders in this chapter relates to everyone working in the library. The most important aspects are illustrated in Figure 10.4. However, there are others that need to be dealt with, such as the university's superiors or the government.

- *Leaders* should live by an ethical value system which takes everybody seriously and they should appreciate other people's opinions and views.

- *Leaders* should 'see with their hearts'. People and their knowledge and behaviour are the most important part of every service provider[9] and people are the users of

Leaders should 'see with their heart'!

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┌──────────────┐        ┌──────────────┐
│              │   ───> │ Cross-hierarchical│
│  People are the│      │   thinking    │
│ most important │      └──────────────┘
│ aspect of change│     ┌──────────────┐
│              │   ───> │ Ethical values│
│              │        └──────────────┘
└──────────────┘        ┌──────────────┐
                   ───> │ Members of staff│
                        │ are experts in their│
                        │  field of work │
                        └──────────────┘
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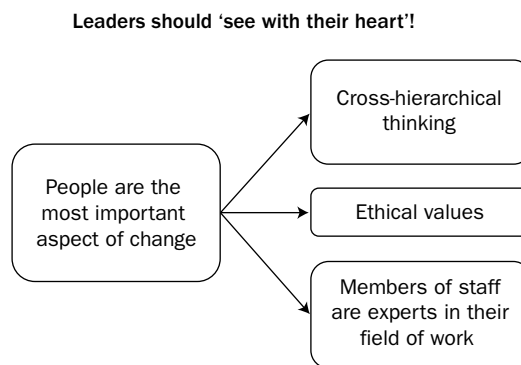
Figure 10.4   Leaders and the others working in the library

libraries and their services, so people should be the most important aspect of change.

- *Leaders* should be able to think and act across the hierarchy to best fulfil the tasks of the library. They should try to find and integrate those who are best for a job and not those who are actually in the position doing it. The output and outcome is important, not the protection of vested interests in the different departments.

- *Leaders* should nevertheless never forget the other managers in the library, especially not their own superiors. And they should take their time to talk with them – even if the change project is running short of time. It is always better to have a personal discussion than a telephone call or – even worse – an email.

- *Leaders* (especially directors of libraries) should also always be aware that they don't own the library. If the parent institution, for example, is moving in a different direction and that involves the library it is not possible simply to say that the library is not going to change. It is important here to be able to negotiate and to try to get the best out of this decision for the library and its staff.

- *Leaders* should – especially if they have two responsibilities, for example as leader of a team or department and as quality management coordinator at the same time[10] – always make a point of the significance of the management team and should consult it and the other leaders regarding decisions resulting from the other responsibility concerning his or her team or department. In this way no mixing of competences might occur.

- *Leaders* should understand that others are experts in their fields of work and should always try to show them how they can support and help the leader during the change process.

- *Leaders*, especially those in top management, should be champions for their library in the wider (campus) community. In this role they should lobby the administration and the government to provide funds and support and try to intercede for the library as a whole. They should also fight for the rights, needs and requests of the library, the team members and the library's users.

- *Leaders* should be aware that it is not possible to change something in the organisation reasonably without the support of people working in that organisation. This includes every member of staff affected by the change, and especially the leader's own team members (see section 10.1.4).

10.1.4 Leaders and their interaction with the team and the participation of the team members

In the previous section the point was to think about everyone who is working in the library and somehow related to the change process. This section has its focus on the leader's team members and what can be done to interact with them and to encourage them to participate in the change process. Figure 10.5 summarises all the tasks of leaders as role models for their team members.

- *Leaders* should be able to integrate their team members in the process and be capable of negotiating with and between them. In extreme situations, such as deliberate large-scale changes that affect everybody on the team, a leader cannot act single-handedly.

- *Leaders* should always listen to that what their team members have to say. There should always be a personal dialogue between the leader and his or her team members. They should discuss problems that arose in the past and
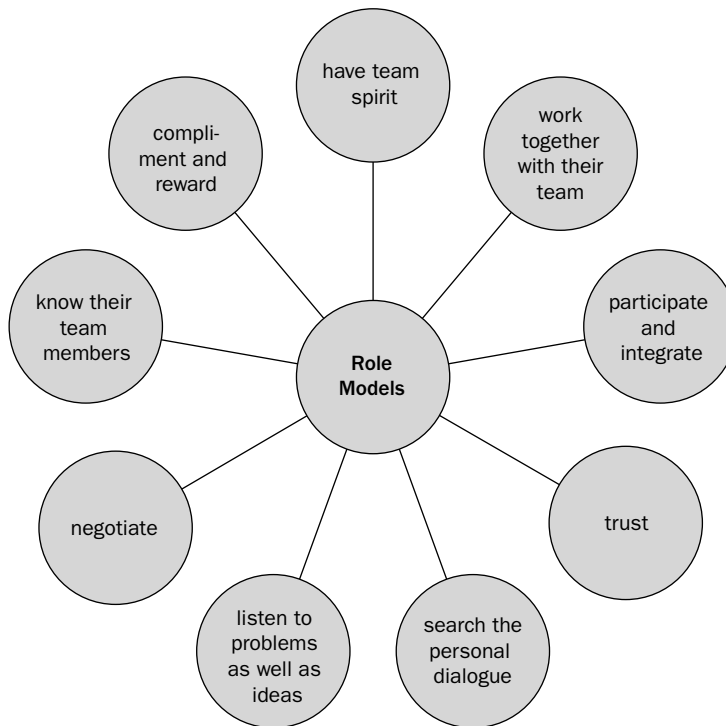
Figure 10.5 Leaders as role models

those that might occur from the new goals, tasks, working processes, etc. resulting from the major change. Therefore they sometimes need to go to their team members' work stations instead of just waiting for them to come to their office when a problem arises.

- *Leaders* should have the competence to engage their team members in the decision-making and in the solutions to problems that arise. They should be willing to actively ask the team members about their opinions, though they cannot do this with every small alteration and modification, as many decisions need to be made during a change process.

- *Leaders* should invite their team members to build working groups and task them with fleshing out his or

her ideas and suggestions concerning a major change. This might encourage the team members to take ownership of some of the required changes and alterations and to figure out the best way to adapt.

■ *Leaders* should encourage their team members to produce ideas for an upcoming change, no matter how farfetched they are. Following this the selection of those ideas that will be followed up through the change process should be made clear for everyone.

■ *Leaders* should enable their team members to work together as a team. Therefore they need to have team spirit themselves.

■ *Leaders* should enable their team members to work together on a trusting and respectful basis by showing trust in their team members and being respectful of their work, knowledge and ideas.

■ *Leaders* should see that if they have to bring about a deliberate large-scale change imposed upon them by their superior or the government, they can build solidarity among all the team members: 'The government may be against us but we will get through this together.'

■ *Leaders* should not mix the roles they have. They are the ones responsible for their team members as well as being representatives of the library in the outside world. Team members and leaders can be on familiar and cordial terms, but roles should be clear for everyone and be separated when and where needed.

■ *Leaders* should be aware that their team members are experts in their fields of work and should always try to show them this by asking them for advice and support.

■ *Leaders* should honour the expert status of some of the team members. They should ask the experts of their team to explain their working processes and procedures.

- *Leaders* should know the abilities, skills and knowledge of each of their team members. They should be able to decide who of their team members is best capable of doing what is needed. Thus the potential of the team and its members should be known. If the size of the leader's team is increasing throughout the change process, as is possible for example in merger situations, they should take their time to talk to every new member of the team individually to get to know them. It is also important to understand the various aspects of their staff's work.

- *Leaders* should find out who has great potential and who are the high performers and integrate them actively into the change process as a kind of backup. These team members need to be keen and enthusiastic about the upcoming major change.

- *Leaders* should work together with their team members even if some types of task – for example the sorting of books or the cleaning of bookshelves – is not usually their kind of work.

- *Leaders* should help every member of the staff to find his or her individual role and his or her contribution to the vision of a major change project by clarifying the vision and strategy clearly and giving staff time to adapt the old procedures to the new.

- *Leaders* should be aware of the problem that it is usually not possible to get every team member on board in the process as planned.[11] They also should be able to handle conflicts resulting from this.

- *Leaders* should never forget to compliment and reward their team members for their cooperation during the change process. One idea might be to set milestones at which everyone involved in and affected by the change process comes together for a party – this could consist of

having breakfast or even just having tea and coffee together with cookies and cakes.[12] At the end of the change project the successful implementation of its goals and tasks should also be celebrated.

■ *Leaders* should also show their members of staff that they are appreciated and valued as they may sometimes feel as if their library and their work are no longer important, especially if deliberate large-scale changes have been imposed by the university, the government or some other outside agency.

■ *Leaders* should use – if available – a budget for financial incentives even if the intrinsic motivation is more important. It helps to reach goals on the basis of an agreement on objectives and performance.

■ *Leaders* should ensure the participation of the staff after the change project is completed (phase 3 'Refreezing'[13]) through, for example, the possibility of getting involved with a working group, the implementation of an employee suggestion system, etc.

■ *Leaders* should be role models (see Figure 10.5) for their team members and with this act as change managers (see section 10.1.5).

10.1.5 Leaders as change managers

Leaders not only need change managers/change agents as supporters of their change project, they also need to be promoters themselves (see also section 11.1). Therefore leaders should understand what this means concerning their leadership style and their own behaviour during a change project. They should live this role and always ask themselves and their team members the questions seen in Figure 10.6.

Phase 1 – Unfreezing	Phase 2 – Changing/ Moving	Phase 3 – Refreezing

'Why are we doing this?'

'Which of our goals did we achieve up to now?'

'Did we learn something new?'

'Where should we change something?'
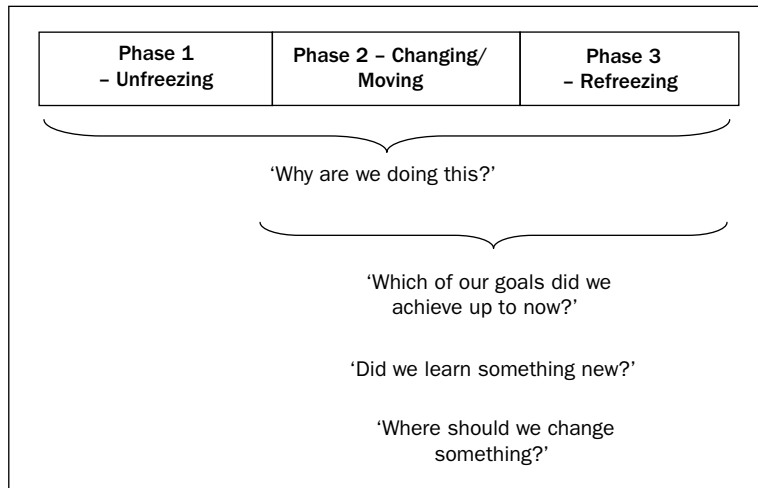
Figure 10.6 Important questions during the phases of a change project

Table 10.1 summarises change competences required of leaders in times of change and what they need to do to gain these skills.

- *Leaders* should consider their own feelings concerning the change project. It is counterproductive to communicate with staff about an upcoming change if the leader doesn't believe that the change is necessary and reasonable. Team members are usually listening very attentively to what their leaders are saying. Therefore a change process cannot work if the leader doesn't have the willingness to change.

- *Leaders* should be able to answer the following question throughout the entire change project: 'Why are we doing this?'

- *Leaders* should be aware of the various methods and tools of change management, for example: project management; the various leadership styles and methods which support

| Table 10.1 | Change management competences required of leaders in times of change |

Competences	What to do?		
Willingness to change	Believe that this change is necessary and reasonable	See change as a chance	Implement change management as a routine
Management competence	Own effective decision-making competence	Work less in the operational side of the library business	Look back once a year to discuss the results of the change process
Change management competence	Know the various tools and methods of change management	Know the different phases of change	Know the phases of the team members' reaction to change
Leadership skills	Be good at networking	Improve leadership skills through ongoing further training	

a major, deliberate large-scale change; tools such as strategic planning; knowledge of how to moderate a meeting or a workshop, etc.; conflict management. The last point doesn't only mean being able to resolve conflicts within the team or with other departments. It also includes the leader's ability to face their own conflicts.

- *Leaders* should understand the different phases of a change process as well as the phases of the team members' reaction to change[14] and what this means for their leadership style. There might be short intermediate phases of euphoria followed by a deep trough of uncertainties, worries and anger.

- *Leaders* should improve their leadership skills through ongoing further training. Every leader should continue their education permanently, especially through practice-oriented training.

- *Leaders* should also improve their management skills through training.

- *Leaders* should be able to network because it is important to have the opportunity to ask others (not just other leaders in libraries but also people working in other departments or the private sector) for advice and to talk to them about how they handled comparable change projects so as to avoid the mistakes that others have already made.

- *Leaders* should be looking back at least once a year to discuss with their team members everything that went well and that what went wrong: 'Which of our goals did we achieve up to now?' 'Did we learn something new?' 'Where should we change something?' etc.

- *Leaders* should be sufficiently good at communication (and not only in using the right communication channels) that they gain their team members' trust. Therefore they need to communicate as human beings, as people. If they thought how they might react if they were on the receiving end they might not forget that no one has the time every day to read emails that are four or five pages long. Emails with technological content in particular shouldn't be longer than three to four lines.

- *Leaders* should be adventurous – for example, experimenting with new and modern methods of communication such as a blog or Twitter – even if there is no evidence that they are always helpful (see also section 10.1.7).

- *Leaders* should be capable of making effective decisions as well as having the space and the responsibility required to solve upcoming problems fast enough to address team members' concerns.

- *Leaders* should be able to motivate those team members that are affected by the change. Therefore they should always be present and accessible throughout the entire change process.

- *Leaders* should always try to give their team members enough time to accept the changes and to handle new challenges. They especially need time to be persuaded that they are not threatened by these changes and to accept the superiority of a new model of work organisation.

- *Leaders* should see change as a chance and implement change management as a routine.

- *Leaders* should, in the day-to-day management of their team or library, be working less in the operational side of library business, such as the information or lending desk.

- *Leaders* should as change managers be reliable (see section 10.1.6).

10.1.6 Leaders as reliable persons

Leaders need to be trusted with regard to what they are saying and also what they are doing. If they are not perceived as reliable there can be no trust and without trust it is impossible to carry out deliberate large-scale changes.[15]

Table 10.2 illustrates which tasks performed by leaders in the sense of being service providers for their team members can help their perception as a reliable person.

- *Leaders* should see themselves as service providers because management and leadership are to be understood as services which enable people to do their work. This provides the opportunity to delegate some duties concerning planning, organising, personnel, etc. to their team members.

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Table 10.2 Leaders as service providers for their team members

Be the boss but work with them:	Be the boss but listen to them:	Be the boss and be there for them:
Be authentic and honest	Give precise instructions with clear announcements	Be present
Stick to the promises given	Be willing to compromise	Offer and search the dialogue
Support the team and do inferior work that is atypical for leaders during the change process	Be willing to admit own mistakes	Enable team members to talk to the leader face to face

- *Leaders* should be authentic. Only then are they seen as reliable and trustworthy.

- *Leaders* should base their comments and suggestions on sound evidence and argument.

- *Leaders* should always be honest but if they hear from their superiors or the government on a Friday about a deliberate large-scale change that they need to carry out they might tell their members of staff nothing about it before the following Monday.

- *Leaders* should be able to give precise instructions and make clear announcements, and they should be highly competent in decision-making.

- *Leaders* should be willing to compromise, not necessarily with the 'if' but at least with the 'how'.

- *Leaders* should stick to their decisions, and especially to what they have promised before or during the change process. If this is not possible they need to be able to communicate a good and comprehensible reason for their backing down.

- *Leaders* should be capable of admitting their own mistakes if they make any. This makes it easier for team members to cope with their own mistakes.

- *Leaders* should try to be present in the library and visit their team members' work stations as often as possible. They should always be in dialogue with them, which means being approachable as well as enquiring if more information or help are needed.

- *Leaders* should be reachable by their team members at any time they need them. They should be available for every team member to talk to face to face – despite their higher position in the library's hierarchy.

- *Leaders* should always be there for their team members if the worst comes to the worst and show willingness to support them, even if this means that they do work during the change process that is atypical for leaders, such as sorting media or cleaning shelves.

- *Leaders* that come across as authoritarian throughout the change process should be aware that they will not be trusted afterwards, even if they try very hard to be more participative after the change project is completed. Everybody will still remember and see only the authoritarian leader of the change project.[16]

10.1.7 Summary: communication as an essential competence of leaders in times of change

As can be seen in previous chapters, leaders who have to carry out a deliberate large-scale change in their library, department or team need to be experts in communication. Table 10.3 illustrates and summarises the different aspects of internal communication throughout a change project.

Table 10.3 | Internal communication throughout a change project

With whom?	How often?	What?	Channels/tools?
Team members (old and new ones, e.g. resulting from a merger or reorganisation process)	Providing information as often as possible	Reasons for and goals of the change project	Know all the tools but use only those that are reasonable in accordance with the content and the recipient
Others working in the library independent of their hierarchical rank	Repetitions always with the same enthusiasm and conviction	Restrictions	Search the personal dialogue with the team as well as face-to-face talk with single team members
Colleagues in other libraries	Take your time for communication, even if the change project is running short if time	Precise instructions	Be approachable for team members all the time
External experts		What went well and what went wrong	

It is also important for leaders to find out for themselves if they usually come to a discussion or a personal dialogue, whether with other leaders or with their own team members, with preconceived notions or if they are really open to other ideas and opinions. If they do have preconceived notions then this needs to be addressed immediately: good ideas and advice from others, which might be of importance for the change project, need to be recognised and honoured. Further advice and tips for communication during a change project can be found in section 12.2.

One interesting result of this research project is that in most deliberate large-scale change projects no specific, modern communication tools have been implemented and used, such as a blog or social media. Table 10.4 lists all methods and their frequency of use in the 12 major change projects described by leaders.

All leaders made use of general meetings for communication during their change process. Most of them also sought out personal dialogue and communicated via email. Interestingly it seems the telephone isn't used very often any more.

Modern communication tools such as wikis, intranets, blogs and social media were not important in nearly every change project described in this book. Additionally, newsletters, face-to-face video calls and videoconferences had less importance as communication methods in major change projects, though the last two were important in

Table 10.4 Communication tools and methods used in deliberate large-scale change projects

Communication tools and methods	Frequency
Meetings/workshops	12
Discussions/personal dialogue	10
Email	9
Telephone	2
Wikis	2
Intranet	2
Blogs	2
Chats	2
Newsletters	1
Face-to-face video calls	1
Videoconferences	1
Pyramid style	1
Walking around	1

change projects where people were working together over a distance (see sections 5.3 and 6.2.2).

Two special communication methods – pyramid style communication and communication through walking around – have been introduced (each in a different change project – see sections 5.2 and 6.2.1) as a new method of communication.

10.2 New leaders as a result of change

Do leaders of teams which have grown steadily from a single person to a complete team as a consequence of changes that have taken place in the library lead in a different way to those working right from the beginning with a team comprising several members? One team leader in a German academic library, who started work as the only member of an administrative department, describes below her leadership style in her constantly growing team. This type of new leadership style is also suitable for situations involving major change.

10.2.1 The library and its changes

Marketing and public relations were implemented as new management methods in this academic library. In order to do this an administrative department was created and a staff member with a degree in business administration was found for this position.

Over the years which followed the library had to undergo extensive changes and marketing needed to transform in the face of constant developments such as:

- the need for continuing professional improvement in marketing and public relations as well as in other aspects of management such as controlling;

- the international competitive situation of the library;

- the international positioning of the library as well as its national positioning as a competent partner for full text delivery;

- the increasing number of projects based on third-party funds;

- the increasing number of requests from all stakeholders, such as customers, the federal government, sponsors, cooperative partners and project partners;

- the increasing necessity to be represented through all possible marketing instruments, employing different marketing campaigns and using a variety of marketing collateral;

- the new needs and requests of users.

10.2.2 Leadership style

The library started with an administrative department 'Marketing and Public Relations' comprising one member of staff in 2000. In the years 2003, 2007 and 2009 three new members of staff (one of which was part-time) were appointed to work in the newly created team, the intention being to continue developing this team in 2012. Including the team leader the team would then comprise five members working in four and a half positions.

The leader of this newly built and steadily growing team employs a cooperative leadership style. During the interview an interesting question was whether she thought that her leadership style might differ from that of leaders with teams that were already in existence. She thinks that it might be easier to arrange duties according to the competences required. Furthermore it is easier to discuss and organise these arrangements together.

In teams that have grown over the years, the feeling that the team members ought to be involved and considered might be stronger than in 'normal' teams. This includes the commitment of team members to their own team as well as to the organisation. Choosing the wrong team members can be reduced to a minimum.

This leader, who prefers this kind of cooperative leadership style, tries to give her team members the chance to participate if possible. This includes discussions about the content of every new job advertisement, as well as the division of work in the team. Since large tasks and projects are always carried out as a team, the job description for the new addition to the team is worked out by the team together.

10.2.3 Communication among the team

The communication process in this team includes a daily informal meeting at which most of the team members and the leader attend. As discussions are possible at all times the door of the team leader's office is always open and the telephone and email are in permanent service. Furthermore the team has team meetings every now and then, where every team member can tell the others and the team leader how their project is progressing, and also if support is needed.

This staff team 'Marketing and Public Relations' is backed by the director of the library who rates these tasks as very important for the library. Because the director has given top priority to these tasks, this team receives the support it requires from the other departments, thus making teamwork slightly easier than in other teams.

However, when it comes to the need for a new member of staff to expand the team, this team competes with other teams and departments. To avoid opposition from other

leaders this team has to substantiate its requests thoroughly, especially since the tasks of a marketing team are not clear to everybody in the library. A lot of the work is done in the background, such as the coordination and organisation of activities. It is important for this growing team to be present in the organisation and to show other leaders and members of staff what they are doing, and with this to carry out internal marketing.

Asked if her marketing team was successful and whether she had reached her own goals as well as the library's, the leader replied with a clear yes. Hers is a small but effective team whose members deal with each other on a trusting and respectful basis. Compared to other teams and departments in this library it seems to be a little island of happy and satisfied people. As a staff unit which is directly subordinate to the director, the ideas of the team do not need to be agreed across the hierarchy and can't be as easily blocked by other leaders or members of staff as those from other teams and departments.

The team leader is especially happy about the fact that eventually every position has been transformed from a short-term project position into indefinite employment. This also shows how successfully this team works and provides an indication of its standing in the organisation.

Since 'Marketing and Public Relations' was established, the library has become more visible and has been better recognised in every area of importance, national, international and political, as well as in the perceptions of users and both existing and future cooperative and project partners.

Recognition throughout the professional world has been achieved, and the library has a very good reputation among experts. Furthermore, this library is being evaluated by an external committee on a regular basis and the library earned excellent results at the last evaluation.

The team sets itself new goals every day – some rather small, some major. They tackle new problems and subjects and often work out joint solutions together.

10.2.4 Leadership competences in times of change

In the experience of this leader leadership competences that are needed to master deliberate large-scale changes include:

- the competence to enhance, encourage and stimulate the team members;

- the ability on the one hand to provide the required outcome, and on the other hand to give the team members free space to find their own way to reach the goals;

- the ability to alleviate the team members' uncertainties concerning their workplace and their tasks and to admit one's own uncertainties;

- the ability to be a team player (which sounds obvious but this can't be taken for granted, looking at other leaders);

- the ability to align oneself with the team members or the entire team when needed;

- the ability always to keep calm and carry on.

10.2.5 Recommendations

Anyone who has the chance to build their own team step by step as well as integrate every team member into the process to find a new member for their team should use this opportunity to carry out a very careful selection of new personnel for his or her team.

Not only should professional competences be taken into account but social competences and emotional intelligence[17] should also be crucial criteria. Such skills – which are helpful for every team – should be stimulated through further training.

Besides the efficiency of the team, teamwork should also be enjoyable – team members should enjoy working in their teams. It is also important to build mutual trust in the team and between its members.

It is easier to work in a team if the leader isn't a 'control freak'. All that should be necessary should be to name the problem specifications and requirements and give the goals of the tasks that need to be done, but not how to reach these goals.

Leaders should be able to admit if they are unsure about something and ask their team members for help. This neither weakens their competences nor degrades the position of the leader.

Finally, one other important aspect is to compliment the team members for their work – however, these compliments should always be honest and really meant as such.

Notes

1. Two strategies for laying a foundation for transformational change are the building of a leadership team and the forming of operational teams and workgroups (Nussbaumer and Merkley, 2010).
2. For this see also section 11.2 on transformational leadership.
3. 'Team leadership research provides compelling evidence that setting challenging goals and clear performance expectations is one of the most important leadership functions for facilitating effective team performance' (Morgeson et al., 2010).

4. For the aspects of transformational leadership see section 11.2.
5. The anxieties and uncertainties of team members could be recognised in nearly all of the major changes in libraries described in this book.
6. For example, one leader of a smaller library with 18 team members tried to speak with everyone of his team several times a day.
7. An example for this can be found in section 5.2. In this library the annual quality development plan is published on the intranet.
8. A good example can be seen in section 6.2.1, where the leader in the change process forgot to tell her staff about something which was in the end essential to end the resistance of team members.
9. The members of staff are the central resource of a service provider as they are the ones who create the product, who realise the processes, are recognised by the customer and symbolise the organisation (Haller, 2010).
10. See section 5.2.
11. One leader did say in his interview that he had learned throughout his change process that it was only possible to take along 75 per cent of his team members.
12. Another idea might be the planning of a series of events. For example, one leader of a smaller library with 18 team members has planned and is about to launch a series of day trips involving tours of local attractions together with lunch out.
13. See section 2.2.
14. For the phases of a change process see section 2.2 and for the phases of the team members' reaction to change see note 1 at the end of Chapter 4.
15. Trust has an influence on the positive approaches and perceptions of the members of staff (Neubauer and Rosemann, 2006).
16. In one case, for example, it took them nearly nine years to change from a strictly autocratic system to team management (Massey, 2009).
17. Emotional intelligence is the competence to understand one's own emotions as well as those of others and to orientate behaviour around it (Fröhlich, 2005).

Leaders as change managers

Abstract. The management of deliberate large-scale changes in libraries requires leaders to act as change managers. This is made possible by adapting the transformational leadership style which is complemented by the transactional leadership style. The five aspects of the transformational leadership style – 'having a vision', 'being a role model', 'fostering group goals', 'expecting high performances', 'providing individual support' and 'providing intellectual stimulation' – help leaders acting as change managers and with this leading their major changes to success.

Keywords: change agent, change manager, transactional leadership, transformational leadership

11.1   Change managers/change agents

'Perhaps the first step in Change Management is for managers to change themselves' (Pugh, 2007). As can be seen in the practical cases in Chapters 4 to 8 as well as the new aspects of leadership from the perspective of leaders and change managers in academic and public libraries in Chapter 10, leaders have to become change managers and change agents themselves. They have to show their personal commitment and need to behave in the same way as they ask of their staff. The most important requirement for this is that the leaders are positive about the necessity of the upcoming change (Rigall et al., 2005).

Leaders as change managers need to be able to convince, motivate and inspire their team members through the building of trust, through the support and backing of their team members as well as through frequent interaction with those who are affected by a deliberate large-scale change (Düren, 2009).

The transformational leadership style described in this chapter can support those requirements.

11.2 Transformational leadership

This up-to-date leadership style goes with the modern aspects of leadership specified in Chapter 10. Thus transformational leadership includes the following aspects:

- *Identifying and articulating a vision*. Leaders need to identify new opportunities, develop and articulate a vision and inspire others with this idea. They use inspirational motivation to bring their team members or the entire library to their vision.

- *Providing an appropriate model*. Leaders have to behave as role models, as examples for their team members, and a leader's behaviour has to be consistent with his or her values. Good role models can be trusted and they are respected by their team members to make good decisions for their team or the entire library.

- *Fostering the acceptance of group goals*. Leaders need to promote cooperation among their team members to encourage team spirit. This can be reached through a common goal for the team.

- *High performance expectations*. Leaders show their team members their expectation for excellence, quality and high performance.

- *Providing individualised support.* Leaders act in a way that shows that they respect their team members and that they are concerned about their personal feelings and needs. They act as coach and advisor for their team members.

- *Intellectual stimulation.* Leaders perform so that their team members are challenged to re-examine some of their assumptions about their work as well as to rethink how their tasks can be performed. Thus leaders encourage motivation and creativity, while promoting critical thinking and problem-solving.

<div align="right">(Podsakoff et al., 1990; Hall et al., 2008)</div>

These six key behaviours that are connected with transformational leaders can be specifically used in change projects. 'In other words, transformational leadership is the ability to get people to want to change, to improve, and to be led' (Hall et al., 2008).

In the first phase 'Unfreezing' (see Figure 11.1) where the leader has to make all team members aware of the need to change something, it helps to have a vision. It is especially

Providing an appropriate model
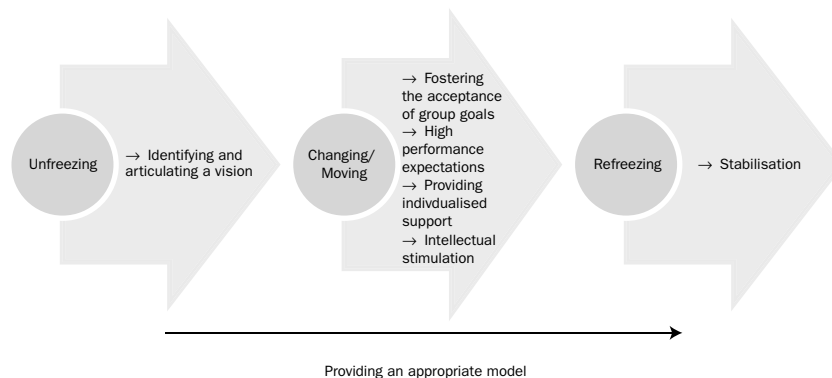
Figure 11.1 Aspects of transformational leadership in relation to the three phases of a change process

helpful to be able to inspire the team members and others affected by this change project with these new ideas.

➔ 'Identifying and articulating a vision'

During the second phase 'Changing/Moving' the team members realise that change activities are required. Helpful during this phase is the ability of a leader to promote cooperation between the team members and the others that are affected by the required alterations, so that they work together rather than everyone working for his or her own benefit.

➔ 'Fostering the acceptance of group goals'

To reach every goal of the change project leaders should show their expectation for excellence and quality. They should ask everybody to perform as well as possible.

➔ 'High performance expectations'

To enable everybody affected by this change to reach their goals and to fulfil their tasks as required leaders should always show that they respect their team members and that they are concerned about their personal feelings and needs, especially their anxieties, concerns and fears as well as their resistance to new tasks. They should act as coach and advisor for every team member.

➔ 'Providing individualised support'

This can be complemented through intellectual stimulation which includes the possibility of the team members attending training courses, trying out new tasks and being part of one of the change project working groups.

➔ 'Intellectual stimulation'

Phase three 'Refreezing' is the time at which the new methods, structures and processes are stabilised.

During all three phases a leader should always act as a role model who can be trusted and who then is respected by his or her team members.

→ 'Providing an appropriate model'

Another important aspect of managing deliberate large-scale changes is that 'Leaders must include views and opinions of people across all sectors of the organisation, across all disciplines, and preferably across all points of view' (Beerel, 2009).

11.3 Transactional leadership

Transformational leadership augments transactional leadership (Bass, 1985). Transactional leadership is the foundation, the base frame, for transformational leadership (Steinle et al., 2008). Even if transformational and transactional leadership are separate leadership dimensions, the transactional contingent reward[1] behaviour correlates with transformational leadership (Avolio et al., 1999). A relatively strong relationship between these two leadership dimensions has actually been found (Pillai et al., 1999).

In particular during phases 2 'Changing/Moving' and 3 'Refreezing' it is important to give the team members as well as others affected by the change project positive feedback about small alterations in fulfilling their tasks, but also about the beneficial result of the entire change project.

Note

1. A contingent reward means the reward which a leader provides in exchange for a team member's effort (Podsakoff et al., 1990).

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Useful tips for the management of libraries in times of change

Abstract. Analyses of the case studies of this research project led to useful tips for the management of libraries in times of change. These range from seizing opportunities that emerge from a deliberate large-scale change, communication rules, the careful handling of people affected by the change, the adoption of professional change management, the chance to learn throughout a change process, the importance of the correct scheduling of a change project, and the realisation and acceptance of things that can't be changed.

Keywords: change management, communication, learning, non-changeable aspects, opportunities, people, scheduling

12.1 Opportunities during the change process

There are a lot of opportunities during a change process that should be seized and used for the completion of the ongoing change process as well as for any further change projects.

- It is possible and important to search for opportunities even in threatening change situations and to communicate these to the team members who are affected by these alterations. One example may be encouraging staff to

work from home during major construction work at the library.[1]

- The top management as well as the middle management should ask the staff for their opinions and ideas about the expected changes so that they have the opportunity to use their knowledge as experts in their jobs.

- If team members are really unhappy about a situation or a step in the change process and think that it isn't possible to fulfil this task then – assuming a good leadership style – they will articulate their reservations. This gives a good opportunity for reactions.

- Resistance to new methods of leadership can be reduced through pilot projects with leaders and team members.

- Discussions with working groups can be used to find out if some of the members of the staff affected by a major change can be appointed as change agents.

- Why not try out mixed working groups with members from each hierarchical level and different teams and departments?

- A lot of official opening hours in libraries are nowadays carried out by student assistants. It might therefore be important to integrate them into the change process so that problems that arise during these hours and any new needs of users which might then be articulated can be accounted for.

- By means such as a ceremony to bury an old culture where all team members write down something on a piece of paper and put this into a treasure chest to be shut away it is possible to get rid of aspects of the old culture that are not needed or wanted any more.

- Another possibility is to hold a mourning session with the aid of an expert in psychology. During such a session all members of staff write down their feelings about the changes

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and what they think they are losing as well as ideas for the future of their library, their own tasks and their career.

■ New names can be helpful in creating a new identity. For example, a major change project can be accompanied by the change of old job titles and departmental names and teams to modern names and titles.

■ The first step after a major change which has affected users enormously can be an opinion card to ask them about their satisfaction with the change and the alterations in their library.

■ This should be followed by a survey which includes the users that are no longer coming to the library.

12.2   Communication – say it loud and clear

It is not possible to successfully complete a change project without a lot of communication.[2] Therefore the communication process – who, when, to whom and by what methods – should be planned thoroughly in advance. Below is listed advice to help effective communication with the people who are affected by a deliberate large-scale change.

■ It is helpful to plan beforehand what needs to be said, to whom and when.

■ The communication plan should include part-time members of staff. If they cannot attend official meetings they should get several opportunities to meet with their superior at a time which is convenient to them.

■ Throughout the entire change process it should be clear for everybody why it needs to be done. The purpose of the major change as well as the long-term benefits need to be explained.

- If no one needs to be dismissed because of the change it is important to make this clear to everybody at an early stage.

- If there are constraints that no one can change, it is best to say so.

- Alternatives to the change project should be outlined, especially if these indicate that a less desirable future might be the result or that there might be more work during the change process as well as afterwards.

- If there are concerns throughout the change process the leader or the top management should not hide them. It can sometimes be of help for the team members to see that their leader or even the top management do not look at everything through 'rose-tinted spectacles' but question things.

- If a project group is set up for the entire duration of a change process the minutes of the meetings should made public for everyone through email or intranet, or a notice board if not everyone in the library has access to the intranet.

- The communication process should include the users of the library as well as the parent institution or the government. These should not be forgotten in times of change.

12.3 There are people working in the team(s) or department(s) affected by a deliberate large-scale change

It doesn't matter what kind of major change takes place, whether it is a technological or an organisational change, there are always people involved in the process and people have to be handled carefully during the entire change project.

Everyone – leaders as well as team members – will act differently in times of change than in times when they are working in familiar and safe conditions. This very often leads to anxieties and also to resistance to change.[3]

- It should be clear and never forgotten that it is not possible to change something in the organisation reasonably without the consent of the people working in that organisation.

- If possible, promises should never be broken, because this will be remembered in the organisation for a very long time.

- People are usually capable of working under pressure longer than one would think, but nevertheless during a change process they need breaks. It is helpful in a change project to give team members the time to do their routine jobs and the chance to recover from everything concerning the change process. Furthermore, everybody needs time for recreation.

- Usually it is not just the leader's own team members involved in a change process. Other departments should never be forgotten or – worse – ignored by those leaders.

- The top management should also never be forgotten. A leader has to include his or her superior in the decisions, or at least inform the superior of new ideas and aspects of the change project.

- Team members should be rewarded for helping the leader through the change process. This should be done throughout the process and after bringing the change project to a good ending. The reward does not need to be something big.

- Successful changes should always be celebrated by those team members and leaders that took an interest in the change project and those that were affected by it. It doesn't have to be something expensive or out of the ordinary. An invitation from the leader to a joint breakfast with the staff affected by the change process shows the leader's appreciation. In addition a party to celebrate the success sponsored by the top management can be a good ending to a major change project. To celebrate it is even possible to ask team members if they would like to make donations such as cakes or ice cream, as in the change project described in section 6.2.1.

12.4 Change management

As can be seen in the case studies and from the change theory as well as the new aspects of leadership discussed in earlier chapters, major changes (and sometimes also smaller changes, if these lead to anxieties and worries) need professional change management.

- The managers at all levels who are the 'true change managers'[4] with responsibility in the end for the final decision should have competences in the various methods of change management.

- It helps to give the change a project motto, as for example was done in the change process described in section 8.2 'Under Full Sails'. To bring everybody together at the beginning of a change project, a competition for the best idea for a motto can be announced.

- To prioritise and organise change projects, project management needs to be established as a management method.

- Project management means to implement project groups in every change project where team leaders that are involved in the change process are represented. The top management should be represented in the steering committee.

- It might be helpful if the project group continued after the change process and met on a regular basis with a defined purpose.[5] This group should be put together using voluntary members of the staff of the library and it might be useful if the membership rotated.

- If the library has a mission statement, the change process should be based on its contents. This is especially important for aspects such as how to communicate and everything concerning the relationship between leaders and their team members, such as information transfer or delegation of tasks.

- Lower or middle management leaders need to have a direct contact for questions concerning leadership style, organisational culture and management inside the organisation or help from external coaches.

- If there are district libraries, departments, teams or single persons who are willing to try out something new it is essential to win these over for pilot projects.

- The roll-out of a new management method is easier if members of the staff are trained to support their colleagues in terms of 'learning on equal terms'.

- Sometimes it can be helpful to ask external consultants for support as good change management means also to know who can help us through our change process and to recognise when such help is needed.

- It's essential never to ignore or forget to include the works council. For example, in Germany the works council has

various participation rights, such as the right to be informed about change activities, the right to consult the management during change processes and co-determination rights.[6]

- It is sometimes helpful to bring the works council in on some decisions, even if it doesn't need to be agreed on by the works council by law, because some decisions taken by the top management alone might not be carried jointly by all members of the staff.

12.5 Learning throughout the change process

Every change project leads to a learning process in the library. This includes top management and leaders of the middle and lower management as well as team members.

- Reflection and feedback are important for learning during and after every change process.
- The implementation of a management circle gives leaders at all levels the opportunity to discuss leadership aspects on a regular basis and learn from each other.
- Coaching helps leaders to better undertake changes with their team members.
- Mentoring programmes can also help leaders to fulfil the requirements arising from a deliberate large-scale change.
- Team coaching helps team leaders in critical situations within the team or between teams.
- Informal discussion sessions in which all or just the affected leaders of a library participate can be helpful not only during major changes in the library, but also

afterwards. These may be accomplished with the help of someone neutral leading the discussions, for example someone from the parent institution's personnel management.

- If necessary, a moderated conflict resolution meeting should be offered and organised. It should be ensured that it will be repeated after a while.

- If the change process affects team members directly, they should be supported through specific training.

- Training courses for team leaders should also be offered.

- Before beginning a deliberate large-scale change project it should be ensured that there is at least some budgetary provision to finance training courses for those team members and team leaders affected by the changes.

- It is helpful to ask others what they have done – no leader should be too cautious to adopt good ideas from other libraries. Those who have implemented the same alterations and modifications might be seen as experts and asked for advice. Best practices can help to avoid mistakes in the planning of and during the change process.

- It is helpful to introduce a leadership development programme which includes not only aspects of change management, but which also enhances other skills needed in times of change, such as management by delegation, management by objectives, conflict management, etc.

- It is possible to learn from every change project so that change becomes routine for the leaders. As a result the self-composure of the leaders may increase so that they are able to carry out a more explicit and determined course of action from change project to change project.

- A lot can be learned about a change project once it is accomplished through an employee survey with questions on the change project. In this way every member of staff has the chance to evaluate the change management process in the deliberate large-scale change in the library.

12.6   Scheduling

Scheduling and timing are important for everything that needs to be transformed and changed in a library. There is only a certain amount of working time that can be mobilised for and invested in deliberate large-scale changes.

- It is important never to do too much at the same time. There should always be a fair balance between the goals of the organisation and the possibilities of the staff. It is often better to take small steps instead of making big leaps forward that no one can follow.

- On the other hand it is essential that top management and leaders don't hesitate too long! If something needs to be done they shouldn't wait too long to get started. Top management as well as leaders should not only talk about the future, but start creating tomorrow today.

- Change projects in libraries are often planned with too narrow a time schedule, particularly if unexpected alterations (mostly from the outside) arise during the change process. In such circumstances the scheduled time for change projects quite often needs to be prolonged. If time is running out leaders should try to keep calm and carry on.

- Not everything works perfectly as planned after the change project is officially completed. It often needs a lot of communication afterwards as well as participation.[7] This should be considered in the scheduling.

12.7 Things that can't be changed

As does every public institution, libraries have to work under many constraints (such as budget and staff) and within the requirements of the government. This implies that there are often things that can't be altered throughout a change process, even if the library's management would like to. This needs to be realised and accepted by the management team as well as every member of staff.

- It is important to realise that some conditions can't be altered during the change process. In Germany, for example, performance-related pay based on management by objectives with the remuneration of the team members depending on the goals they have reached is still in its infancy. One problem in non-profit organisations is that only marginal rewards and bonuses can be given to the library staff. Another problem is that staff reports in non-profit organisations and public service do not often go into great individual detail: everyone seems to be as good or as average as everyone else.[8]

- If the alterations have a significant effect on some members of the staff, these alterations should be handled very carefully. One example is the merger of libraries, departments or teams resulting in a reduction in management positions. Generally speaking not every manager is going to retire quite so soon. In this case the advertisement of the post as well as the decision to appoint one of the previous leaders should be handled very carefully. One approach can be seen in section 5.1. In this library the new management position was only advertised in-house and even then was not open to everyone: only those leaders affected by the merger could apply for this position. The advertisement followed

common procedure with interviews being conducted, but the committee members interviewed the candidates not just once but twice to be sure of their decision.

- Sometimes more than one change project has to be handled at the same time as a result of external pressure. Handling multiple change projects might raise worries about asking too much of the team members.

- Those who do not want to support the change process – often the team members whose work is generally inefficient – may have a higher rate of sick leave throughout the change process. This can't be changed, but it can be seen in a positive light in that they do not hold up or hinder the process.

- Sometimes it helps – even if this is not the best possible way – to sit something out. Often team members that are very unhappy about the alterations in their teams or their tasks apply for other jobs or positions and move to another activity area during the change project or a relatively short time after it is completed.

Notes

1. This has happened, for example, in an academic library in the USA (see section 6.2.2).
2. This can be seen in every case of major change described in this book.
3. As can be seen in most of the deliberate large-scale change projects described in this book.
4. See also section 10.1.5.
5. As can be seen, for example, in the case study in section 5.2, where the quality management group is still working and meeting on a regular basis.
6. For example, written down in the HmbPersVG § 86

'Mitbestimmung' and § 87 'Eingeschränkte Mitbestimmung und sonstige Beteiligung'.

7. This can be seen in the case study in section 5.2, where for example the quality manual is still in progress. But even with such a highly visible and widely promoted management tool it happens that it isn't used as planned. In this case, even after two years, it is still a learning process for team members as well as leaders to use this tool.

8. One leader in a university library, for example, related the impossibility of making performance-related payments as there is only one 'pot' for the entire university. Because the other members of the university want their staff to get some extra payments, they give them the best possible evaluation. This makes it impossible to rank the library members of staff as some might not get anything while the university's other members of staff might get it all. This would be – in the opinion of this leader – unfair as he rates his members of staff higher than others in the university.

Appendix

A number of participants in this research project would welcome questions to their change project and their leadership style. Their libraries as well as their email addresses are given below.

Chapter 4

Section 4.1: Implementation of a library RFID management system in an academic library
Werner Tannhof
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Chapter 5

Section 5.1: Merger of three public libraries including a relocation process
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Section 5.3: Merger of two academic libraries using the quality management system as a tool to support the transition

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University of Eastern Finland Library

Kuopio Campus Library

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Chapter 6

Section 6.2.1: Turning over one-third of the library's space to another department

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Hunt Library

Embry-Riddle Aeronautical University

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Section 6.2.2: Reduction of space in combination with major construction works

Jack Fritts

Benedictine University Library

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Chapter 8

Section 8.1: Implementation of a library RFID management system in a public library

Margitta Holler

Now: Coaching Programme 'Learn to Teach'

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Section 8.2: Merger of an academic library with an information service provider

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Section 8.3: Change as day-to-day business in an academic library

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Chapter 10

Section 10.2: New leaders as a result of change

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