Competencies required by female leaders in University libraries

The library of the University of Gävle

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Second Cycle

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Abstract

**Title:** Competencies required by female leaders in University libraries- The library of the University of Gävle

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**Purpose:** This study focus on female leadership in University library. We aim to investigate which competencies are required by female leader in Swedish University libraries.

**Method:** This is a single case study. Data were collected from Gävle University through questionnaire with all the staffs of the library and face-to-face interview with the chief librarian and three librarians. Quantitative data were analyzed with Microsoft Excel.

**Result & Conclusion:** Male and female should possess the same competencies. There is not any competency required only by female. However, female are considered have advantage in interpersonal effectiveness.

**Suggestions for further study:** This research was done in a small size library; it could be interesting to investigate in this research in bigger size library. Besides, it could be also interesting to extend this research to other countries which has different culture with Sweden, to investigate how gender issue affects female chief librarian development.

**Keyword:** gender, leadership, librarian, female, competencies
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1: Introduction

This chapter introduces the background of the research area as well as the organization we focus on which includes introduction of our study example. Research purpose and research question are followed and ends with disposition.

1.1 Background

No doubt of it, Information and Communication technologies (ICT) has a huge impact on society and organization’s development, and the effect is speeding up. ICT penetrates into many industries and some are reshaped. The use of IT enables organizations to work across the world in an effective manner; however, it also increases complexity of social environment. In the context of globalization, organizations have more unexpected opportunities as well as threats.

Nowadays, the demands of innovation and flexibility are increasing; human resources thus play a key role in organization’s success. Human capital considered as the most important assets for organization (Dominguez, 2011). Leader and leadership are believed to make differences to organization performance (Bass, 1990). Without suitable leadership, organization moves low, stagnates and loses their way. Leader plays an important role in implementation to influence followers’ thoughts, attitudes and behaviors to achieve the goals (Mills, 2005). For that matter, effective leader and leadership are required by all organizations. To optimize organization’s performance, leader should emphasize subordinates’ performance and maintenance good relationships with subordinates at the same time (Misumi, 1985).

Some researches argue that effective leaders seem required to have a certain set of competencies to help them to deal with the changing environment and enhance organizational performance (Nirachon and Mohd-Shamsudin, 2012). Managerial
competency defined as an attribute of an individual which is “causally related to effective or superior performance in a job (Boyatzis, 1982). In our study, competencies are considered as knowledge, skills, abilities as well as traits which are important for leader to manage organization. Competencies are related to the behaviors which to ensure organization success, we believe leader competencies are important to be investigated and expanded with continuously changing environment.

Organizations nowadays facing so many uncertain factors, it is good for them to have various opinions and qualities to remain competitive. We think gender diversity can be an effective way to achieve this. Researchers argue that male and female have significant difference in leadership style (Eagly et al., 2003). Leadership styles are categorized into transformational, transactional and laissez-faire style (Eagly et al., 2003). Female leader tend to use more transformational leadership skills than male leaders which often makes a positive impact on the performance of an individual, group, and organization (Bass and Avolio, 1997).

Even female advantage in leadership is suggested, views of gender role, especially widely shared beliefs about the actual and ideal characteristics of women, they are considered have less leadership ability than men and their leadership is evaluated less favorable (Eagly and Karau, 2002). Therefore, it is very important to investigate competencies required by female to help them to get into high management position.

1.2 University Libraries

Libraries’ management become more complicated compared with the old time, due to the integration of new technologies, new service and new demand (Jordan, 2011). Swedish libraries are facing same challenges as libraries all over the world. In order to keep pace with changes, effective leaders are required to overcome the current problems and ensure sustainment of libraries in the future.
Chief librarian is the most important factor to affect the way that the library runs. However, many frontline librarians complain about how their superiors run the library because they do not appreciate some of the difficulties their top administrators face. It can be also viewed that the organization did not have a strong focus on employee involvement and insufficient communication between manager and staff (Linn, 2008). Effectiveness or success of senior librarians is not dependent upon status or position in their organizational structure but rather on their leadership, charisma and ability to mobilize constituencies (Mullins and Linehan, 2005). Leadership is at the heart of every issue facing librarianship, as a good leader, he/she should demonstrate certain competencies as tools in their profession to deliver the desired outcome (Fitsimmons, 2007). Certain competencies such as communication skills, interpersonal skills, customer service and analytical skills are identified commonly required by chief librarians (Chan, 2006).

Even a lot of academics do the research about leadership competencies of different profession including libraries’ leader. We found there are few of them focus on addressing the important competencies required by University Library leader. Even it is not easy to create a standard of the competencies required to be a good library leader, however it does not mean there is no need to struggle with this idea (Jordan, 2011). Therefore, we think it is necessary for us to find out the important competencies required by chief librarians who work in university.

According to Alvesson and Billing (2009) women are more effective than men in business, education and government or social service. Libraries are considered as service organization (Fitsimmons, 2007) which implies women might more effective in library work. Moreover, after a quick review of more than 20 university libraries’ homepage from Sweden, we found most of the chief librarians are female. We wonder if female have more advantage in this area, and if there are competencies possessed by female make them better in this field. For that matter, we think it is interesting to
investigate the important competencies required by female leader in Swedish University Library.

1.2.1 Library of University of Gävle
In this study, library of University of Gävle is chosen as our study example. The University has approximately 14500 students, more than 50 study programs and close to 1000 freestanding course. Gävle University Library offers access to about 90000 books, 15500 journals and more than 50000 electronic books. It is not only a social arena, but also a workspace that librarians are always close at hand to offer guidance. Learning centre is another part of the library which is a central supports function for distance education and flexile learning at the University. The librarian in the learning centre supports teachers and students in the use of distance technology. The Library also plays an important function by offering an electronic library, readily accessible online. (University of Gävle Library, 2013)

1.3 Purpose and research question
Even there are researches focusing on gender and leadership and librarianship, however, most researchers focus on either of them. Furthermore, affected by Swedish culture, most people believe there is no difference between female and male in the working place. Therefore, there are few scientific researches focused on gender issue in Swedish University Libraries. We aim to fill this gap by focusing on female leadership in Swedish University Libraries. For this reason, we emphasize on competencies. We believe different competencies are required by different organizations; meanwhile, gender also plays an important role in it. Therefore, the aim of our study is to analyze what competencies are required by female leader in Swedish University libraries.

The following research questions have been developed:
Q1: What competencies are required by female leader in Swedish university libraries?

Q2: How can the competencies of female leader be improved?

We use the library of University of Gävle as our case study. We focus on two perspectives: chief librarian perspective and staffs perspective. Moreover, both qualitative and quantitative research approach are used.

1.4 Disposition:

This study is divided into six chapters; the disposition of the study is as follows:

Chapter 1- Introduction: the background of the selected research area is presented. Problem statement is followed to give readers an insight of the research area and why it is important to be studied. Research purpose and research question are also presented here.

Chapter 2- Literature Review: focus on review the theories which are important for our study which includes leadership, gender issue and the librarianship. The theoretical framework is used to combine all the theory to prepare for our research.

Chapter 3- Methodology: discuss the methodology that is relevant with our study. The research strategy, research approach, data collection, data analysis as well as the validity and reliability are presented in this chapter to shows how our study was done.

Chapter 4- Empirical finding: both qualitative and quantitative results are shown in this chapter.

Chapter 5- Discussion: based on the theories that we have presented before, the result of empirical findings are discussed in this chapter.

Chapter 6- Conclusion: research questions are answered. Implications of our study are
presented. We also give suggestions for the further study.
2: Literature Review

In this chapter, theories used as our main theory include Leadership theory, women and leadership theory and librarian theory are mentioned. Theoretical framework which constructed by combing these theories is also addressed here.

2.1 Leadership

Leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2007). Hellriegel et al. (2002) presents that there are four basic managerial tasks should be highlighted. 1) Planning involves defining organizational goals and proposing ways to reach them. 2) Organizing is the process of creating a structure of relationship that will enable employees to carry out management’s plans and meet organizational goals. 3) Leading is concerned with and motivating others to perform the tasks necessary to achieve the organisation’s goals (Sukram, 2009). 4) Controlling which is the process that a person, group, or organization consciously monitors performance and takes corrective action (Hellriegel et al., 2002).

Mumford et al., (2000) skill-based model has five components: competencies, individual attributes, leadership outcome, career experiences and environmental influences which help to examine the relationship between a leader’s knowledge and competencies and the leader’s performance. There are three core competencies mention by skills model which are positively related to effective leadership performance.

- **Problem-Solving competency** is a leader’s creative ability to solve new and unusual, ill-defined organizational problems. It contains being able to define significant problems, gather problem information, formulate new understand
about the problem and generate prototype plans for problem solution (Mumford et al., 2000).

- Social Judgment competency is the capacity to understand people and social systems. Mumford et al., (2000) describe social judgment competencies as 1) Perspective taking; (understanding other’s attitudes toward a particular problem or solution), 2) social perceptiveness; (the insight and awareness into how others in the organization function), behavioral flexibility; (the ability to change and adapt his/her behavior based on the understanding of others’ perspective in the organization), and social performance; (includes related competencies which contribute to communication) (Mumford et al., 2000).

- Knowledge is the accumulation of information and the mental structures which called schema (i.e. summary, outline etc) used to organize the information.

Individual attribute also influence leadership competencies and knowledge since they support people as they apply their leadership competencies. Leader competencies strongly influence leadership outcomes. Leader who possesses these competencies increase their chances of problem solving and overall performance. Besides, experiences acquired through mentoring, appropriate training, challenging job assignments etc helps leaders become better problem solvers and more effective. Environmental influences which lie outside the other four components also influence leaders’ performance; however, they are not usually under control of the leader (Northouse, 2007).

Bass (1985) classifies leadership into transformational and transactional. Leaders apply different leadership, have different leadership behavior. Furthermore, leaders’ competencies are affected by using different leadership (Bass and Avolio, 1994).

Transformational leadership is a process that changes and transforms people. It is
Transformational leadership is concerned with improving the performance of followers and developing followers to their fullest potential and thus followers perform beyond expectation (Bass, 1990). Bass (1985) proposes four behaviors which he believes are associated with transformational leadership:

- **Idealized influence** also called charisma. It describes people who are special and who make others want to follow the vision they put forward. They are deeply respected and trusted by followers (Northouse, 2007). Attaining charisma in the followers’ eye is a crucial step to become a transformational leader (Bass, 1990).

- **Inspiration** often referred to as inspirational motivation. Transformational leader communicate high expectation to followers, inspiring them through motivation to become committed to and being a part of the shared vision in the organization. Team spirit is enhanced by this type of leadership (Northouse, 2007).

- **Intellectual stimulation** includes leadership stimulates followers to be creative and innovative and to change their own beliefs and values as well as those of the leader and the organization (Northouse, 2007). It is characterized by promoting intelligence, rationality, logical thinking, and careful problem solving.

- **Individualized consideration** describes transformational leaders tend to pay close attention to the inter-individual differences among their followers by providing a supportive climate. They respond to the individual needs of
subordinates, treating each subordinate as an important contributor to the workplace (Sarros and Santora, 2001), they act as coaches and advisers while trying to assist followers in becoming fully actualized (Northouse, 2007).

Transactional leaders pursue a cost-benefit, economic exchange with followers. In this relationship, followers’ material and psychic needs are satisfied in return for expected work performance (Sarros & Santora, 2001). In other word, the leaders who act as transactional focus more on their subordinates’ work performance. Bass et al., (1996) also presents that transactional leader focus on clarifying the responsibilities of subordinates and then responding to how well subordinates execute their responsibilities. They exhibit three types of behavior:

- Contingent reward which means the leader would promise and provide suitable rewards if followers achieve their assigned objectives;

- Active management by exception by acting to correct follower performance in anticipation of a problem (e.g. responding to mistakes that may lead to problems);

- Passive management by exception by acting to correct follower performance after a problem has occurred (e.g. waiting for things to go wrong before taking action).

Lippa (2005) considers that transformational leaders are positively related to agreeableness, which reflects the leaders’ warmth, kindness, gentleness, and cooperativeness which in turn is strongly linked to the feminine gender role. While transactional leaders apply active and passive management by exception which seem related to the masculine gender role in their focus on correcting follower’s mistakes because they stress immediate task accomplishment over long-term building of relationships and favor use of the leadership position to control others. In addition, contingent reward appears to be congruent with the masculine gender role because it is primarily task oriented (Bass et al., 1996).
When leaders apply different leadership, their leadership behaviors have different focuses, which imply leaders’ competencies can be affected as they pay more attention to some aspects. As we aim to investigate what competencies are required by female leader, next we present theories which are about general competencies required by leader.

2.2 Gender and leadership

Researchers (Bass and Avolio, 1997) suggest that men and women actually adopt different leadership style. Leadership of modern organizations needs to be non-coercive, based on team work and good at building relationship; this is the style of leadership naturally adopted by women (Colwill and Townsend, 1999). Different qualities brought by women to leadership and management position and help organizations maintain competitive advantage.

Eagly, Johannesen-Schmidt and van Engen (2003) find that women are more likely than men to adopt transformational leadership, transforming individual self-interest into the goals of the groups by encouraging feelings of individual self-worth, active participation, and sharing of power and information, whereas male leaders are tend to adopt transactional leadership style which means they would give nominal reward when their ordinates do something right and punish them when they do something wrong (Bass et al., 1996).

Transformational leadership style appears to be more congruent with the feminine than the masculine gender role. Researcher supports the argument that women inherently possess certain feminine characteristics (such as good communication skills, good listening, empathy, negotiation and conflict handling skills, as well as interpersonal skills) (Rosener, 1990). Female characteristics diverge sharply from male leadership characteristics which are distinguished by “competitiveness, hierarchical authority and high control for the leader and analytical problem solving”.
Thus, male leadership characteristics appear to be more congruent with transactional leadership style (Klenke, 1993). Feminine leadership style influence based on relationship while masculine leadership style influence is based on positions (Rosener, 1990).

Female leaders tend to use more transformational leadership skills than male leaders, often making a positive impact on the performance of an individual, group and organization. Leaders emphasize transformational behavior are considered as the most effective and satisfying leaders by their subordinates (Bass et al., 1996). On an aggregate level there were no differences in the effectiveness of women and men leaders (Eagly et al., 1995). However, there are tendencies; women and men are more effective in leadership roles that congruent with their gender. Women are more effective than men in business, education and government or social service, while men are significantly favored leaders in military organizations (Alvesson and Billing, 2009). Besides, we found theories which are related to gender and leadership and we present them in the following parts.

2.2.1 Social role theory

Social role theory (Eagly, 1987) suggests that individuals form expectations for the social roles of others based on gender roles, or consensual beliefs about the traits that are characteristic of and appropriate for women and men (Powell et al., 2008). Individual’s belief and behavior are influenced by the stereotypes that are attached to these roles (Franke et al., 1997). According to traditional gender roles, men are especially high in “masculine” traits that are task-oriented or agentic whereas women are especially high in “feminine” traits that are interpersonally oriented or communal (Eagly et al., 2000).
2.2.2 Masculinity and feminine

Most jobs are sex-typed which defined as feminine or masculine and thus seen as natural for women, and men to occupy separately. Men are supposed to be more concerned with achievements outside the home and to be assertive, competitive, and tough. Women are supposed to be more focus on taking care of the home, of the children and of people in general (Hofstede et al., 2010; Alvesson and Billing, 2012).

Moreover, Sweden is considered as the most feminine-scoring countries which mean both men and women are supposed to be modest, tender, and concerned with the quality of life. In feminine-society, the job supposed to give more opportunities for mutual help and social contact. Meanwhile, it opens more possibilities in any culture for women managers (Hofstede et al., 2010).

2.2.3 Majority and minority

There is four types of groups or organizations based on the proportional representation of women and men: uniform (would be composed of only one sex), skewed (has a ratio of 85/15 which would be characterized by dominants), tilted (has a ratio of 65/35 which would be characterized by majorities and minorities), and balanced (would have a 60/40 to 50/50 composition). The numerical distributions of men and women would affect the organizational behavior. It highlights that the change of the proportion which change the culture of the group which can transform the dynamic in workplace and social interaction (Kanter, 1977).

Burk (2003) also points out that women may be excluded in male-dominated organizations that would result in less support and less positive work attitudes (including exhaustion, isolation and etc.) and poor outcomes, because they do not feel they can get any acceptance or encouragement from their manager. Female-dominated organizations help women to find a balanced investment in work and family.
2.3 Librarian as leader

Simmons-Welbum and McNeil (2004) state that librarians and/or professional staff of academic library have a fundamental responsibility to provide leadership and direction in shaping the future of the library. Mullins and Linehan (2005) believe both personal trait and personal quality would affect librarian’s leadership behaviours. Personal traits provide strength and depth to a librarian’s profession qualities. Traits of librarian include creativity, sense of humor, energy, outgoing nature, self-motivation, evidence of initiative, and resourcefulness. Personal qualities they can change by continued education, training, experience, as well as fluctuating with individuals, such as changing personal circumstances, or the impact of mentors and other colleagues (Mullins and Linehan, 2005; Ammons-Stephens et al., 2009).

2.3.1 Core leadership competences for the librarian

A vast amount of literature addressing leadership competencies in this particular field discusses what competencies needed by specific types of librarians. Giesecke and McNeil (1999) define core competencies as “the skills, knowledge, and personal attributes that contribute to an individual’s success in a particular position” (Ammons-Stephens et al., 2009).

Ammons-Stephens et al., (2009) state that successful library leaders demonstrate certain competencies which are instrumental in the delivery of desired outcomes. They also consider the core competency model should consist by four central leadership competencies: cognitive ability, vision, interpersonal effectiveness, and managerial effectiveness. Each of them was developed with additional detail in order to describe the relationship between leadership and behavior. The model is presented and discussed below (see Table 1).
Table 1: Core competency for librarian

<table>
<thead>
<tr>
<th>Cognitive ability</th>
<th>Vision</th>
<th>Interpersonal effectiveness</th>
<th>Managerial effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Problem-solving</td>
<td>- Global thinking</td>
<td>- Cultural competent</td>
<td>- Manage change</td>
</tr>
<tr>
<td>- Decision making</td>
<td>- Creative/Innovative</td>
<td>- Accountability</td>
<td>- Resource management</td>
</tr>
<tr>
<td>- Reflective thinking</td>
<td>- Forward thinking</td>
<td>- Team building</td>
<td>- Strategic planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Development</td>
<td>- Collaboration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Inspirational/motivational</td>
<td>- Flexibility/ adaptability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Communication skills</td>
<td></td>
</tr>
</tbody>
</table>

Source: Ammons-Stephens., et al., (2009), Developing Core Leadership Competencies for the Library Profession.

- **Cognitive ability** is defined as “soft skills” which includes problems solving, decision making, and reflective thinking. It is important personal qualities to being a successful leader in library (Ammons-Stephens et al, 2009).

- **Vision** requires leaders to see the “big picture”. Library leaders are not expected to see around corners, but they are expected to develop and sustain a specialized and comprehensive vision of their future (Riggs, 2001). Library leader must be visionary to be effective and to help to ensure continued relevance and effectiveness of libraries and other information organization (Ammons-Stephens et al., 2009).

- **Interpersonal effectiveness** emphasizes on the relationship with other people
which is the ability not only to communicate, listen, and facilitate conflict but also
to “be a visible presence for staff”. Leading subordinates by motivating
subordinates, delegating to them, setting clear performance expectations are also
pointed out as particular competencies related to the interpersonal effectiveness
(Chan, 2006; Ammons-Stephens et al., 2009).

- **Managerial effectiveness** focuses on effective and efficient ways to manage not
only people, but also the organization as a whole, particular in terms of change,
strategic planning for future collaboration with others, resource allocation, and
acting with flexibility (Ammons-Stephens et al., 2009).

These core competencies of individuals, particularly in leadership positions makes the
libraries offer successful. Library leader lacking some or many of these competencies
will be unable to initiate, facilitate and deliver successful services (Ammons-Stephens
et al., 2009). The core competencies are also using to recruit and select employees, and
determining the most suitable candidate for the particular position.

Beside these competencies, professional knowledge mentioned by researchers who
believe it is an important skill in specific area. However, researcher also thinks
professional knowledge is not seems as important as management competencies for a
chief librarian. Since as a leader, it is more important for them to lead the organization
and make the organization work more efficiency (O’Connor, 2007).

**2.3.2 Competencies Improvement**

Modern organizations face challenges that require leaders to make the best use of all
human talents at their disposal. Learning can make a contribution to the character and
efficiency of library and it also has to do with changing people’s capabilities, behavior
attitudes or skills. There are four learning techniques: coaching, mentoring, and
learning in team, and motivation which strengthen and develop librarian’s individual
competencies (Pugh, 2001).

- Coaching is sense of a learning process that brings something out of the learner a potential which is already there that is a facilitating technique. Running coaching schemes in libraries are similar with mentoring. But coaching should be seen as a development, or an extension, of management behavior (Pugh, 2001).

- Mentoring is a long-term relationship between two parties. All mentors should be coaches, facilitators, friends, buddies, counselors, guides, and coordinators and also has a breadth and depth of experience to enhance mentee’s competencies and develop their potential (Pugh, 2001).

- Learning in team. Both competition and collaboration are seems as important part in a good teams. It consciously acquires and develops the ability of learning within a working environment (Pugh, 2001).

- Motivation is an intrinsic thing which inside us. It can come from progressing along a path of development, satisfaction of applying learning to work situations, engaging in learning with others and learner–trainer relationship itself (Pugh, 2001).

2.4 Theoretical framework

According to the literature review, we applied leadership theory, female leadership and librarianship as the basic to develop our theoretical framework (figure 1) which helps us to figure out competencies required by the female leaders in the library.
Figure 1: Competencies required by female leader in a library

Key: Green box is about leader and leadership. Blue box is about gender and leadership. Yellow box is about librarianship. Red box is about female competencies. →: Means have impact on.

Source: Own construction, 2013.
The green part mainly discusses leader and leadership which include managerial task (planning, leading, organizing and controlling), skill approach (problem-solving, social judgment and knowledge) and different leadership style. We think managerial task (Hellriegel et al., 2002) and skill approach (Mumford et al., 2000) play a significant role to ensure leaders have capability to influence their groups to achieve their goals. They are the basic theories of our study, because we consider both managerial task and skill approach are needed by leaders. Combining the skills and managerial tasks, then we have leadership which is categorized into transformational leadership and transactional leadership (Bass, 1985). The part in blue focuses on gender and leadership. Female and male tend to adopt different leadership which is transformational (more feminine) and transactional leadership (more masculinity) separately (Lippa, 2005; Bass, 1990; Bass et al., 1996). Therefore, female leaders are considered more willing to encourage individual feeling, share power and information and actively participate while male leader are considered tend to task-orientated and focus more on nominal reward (Bass et al., 1996). Also, women who relative with feminine characteristic are supported to have better communications competencies, interpersonal competencies and etc while men are more good at solving problem and acting competitively (Bass et al., 1996; Rosener, 1990).

The yellow part is about competencies required by the chief librarian. From the previous part, women are more effective than men in social service (Alvesson and Billing2009), and libraries are considered as service organization (Fitsimmons, 2007) which implies women are more effective in library work. Cognitive ability, vision, interpersonal effectiveness and managerial effectiveness considered as core competencies for library leaders to deliver the desired outcomes (Ammons-Stephens et al., 2009). On the other hand, we think personal trait (creativity, out-going nature, and self-motivation etc) and personal quality also influence leader’s behavior. Coaching, mentoring, and learning in team, and motivation are the programs to help the
librarian to improve their competencies and also to strengthen and develop librarian’s individual learning (Pugh, 2001).

The red part is what we want to investigate. Base on the green (leadership), blue (gender and leadership) and yellow (librarianship) box as a guideline, we figure out competencies required by female chief librarian.
3: Methodology

In this chapter, idea about how to conduct this study is presented. Research approach, qualitative and quantitative approach, data collection, as well as data presentation and analysis are addressed here and it ends with validity and reliability of this study.

3.1 Research Approach

Form the literature, library changes a lot and meet challenges due to the development of Information Technology, it is interesting to investigate what is happening, what competencies are needed nowadays. Besides, scientific researches which focus on the female chief’s competencies in Swedish University Libraries are lacking of, we consider it is necessary to focus on this specific area. Exploratory research (Hair et al., 2007) is used in order to develop a better understanding of what competencies are important for female chief librarians of Swedish University library and to make them more qualified to deal with the work.

Descriptive research designs are usually structured and specifically designed to measure the characteristics described in research questions (Hair et al., 2007). Explanatory research emphasizes a situation or a problem to explain the relationships between variables (Saunders et al., 2009). Both of them are not suitable with our study purpose.

This research is about competencies required by female chief librarian; case study was chosen to answer the research questions (Saunder et al., 2009). This research could not be considered without the context--university library and more specifically, in a specific library and university. It was in this situation that some competencies were required. It could not be possible for us to have a true picture of competencies required by female chief librarian without considering the context within the where it occurred. Case study has considerable ability to answer “why”, “what” and “how” questions (Yin,
which is match with our “what” and “how” research questions.

At the beginning of the study, we want to have interview with chief librarian of three Swedish University and send questionnaire to their subordinates. We contacted with chief librarian by e-mail to see if they can have interview us in March and we got yes at that time. But later we lost contact. Therefore, we change our plan and just focus on one university—University of Gävle. We have face-to-face interview not only with chief librarian but also with three librarians. We send the questionnaire to all the staffs (25) in the library including four interviewees.

3.2 Qualitative and quantitative approach

Two general approaches: qualitative and quantitative methodologies (Miller and Brewer, 2003) are used to ensure the validity and reliability of our study.

Quantitative method focuses on the numeric data (Saunders et al., 2009), which a large number of librarians’ opinions of female leaders’ competencies were collected. Questionnaires were sent to library’s official e-mail to all the librarians (25 librarians). We also sent the questionnaire personally in order to collect enough data. All the participants were required to answer the same set of question, to response how they perceive the importance of male and female competencies. All the scales that we collected would be converted into scores which help us to do our analysis.

Since the purpose of the study is to gain a better understanding of competencies required by female leader in Gävle University Library, qualitative research is also found to be suitable for this study. Face-to-face interviews give us opportunity to exam interviewees’ words and action through narrative and descriptive ways, also enable the interviewees more closely presenting the situation they experienced (Maykut and Moorehooouse, 1994). Interviewees come from different position in the university library answer questions we prepared before. Showing us the competencies they need
and perception on competencies of male and female according to their individual experiences.

3.3 Data collection

Primary data and secondary data are adopted in this study. Secondary data includes relevant extant books, literature and articles. The articles we refer to in this work were found through research in journals and different databases such as database of Gävle University library. Primary data collected from questionnaire and face-to-face interviews.

3.3.1 Sample selection

This study focuses on competencies required by female chief librarian in Swedish University Library, we contact with the chief librarian who works in Gävle University Library. After we presented what we about to investigate, she accepted the interview and helped us to contact other librarians who would like to help us to do the interview.

The estimated time of each face-to-face interview is about one hour. The first in-depth face-to-face interview was conducted in Ms. Hallén’s office in Gävle University on Tuesday, April 9, 2013 at 11:00. Ms. Hallén works as a chief librarian in Gävle University almost three and half years. She has worked many years as a leader and owned her own company before. The rest of in-depth face-to-face interviews were conducted with three librarians who work in different position and different group. Before the interview, we asked the interviewees whether we can mention their name and position in our study and if they mind us taking a record. Some of them do not want us mention their names or position in our study, therefore the other three librarians are anonymous. We only use chief librarian’s name in our research. In addition, three out of four interviews are recorded by smart phone.
Questionnaire was created in Survey Monkey and the link was sent to all the librarians (25) including four interviewees in the Gävle University Library by email. We also deliver the questionnaire in person to ensure we can get enough data. We received 15 responses and 11 of them finish the whole questionnaire. Two respondents skip the questionnaire from part 1. We doubt might be the layout of our questionnaire is too crowded which made the respondents feel the questions are too complex to answer. The other two respondents skip the questions from part 2 which tries to figure out the librarians’ perception on different competencies of male and female. We think they skip the questions might be they do not think there are any difference between male and female performance. Therefore, they have no idea how to answer the questions.

3.3.2 Interview

We conducted semi-structured interview as our qualitative research in order to look for a true understanding of what is happening and ensuring the interviews are not entirely pre-structured with respect to content, formulation, sequence and answers (Boeije, 2010). Semi-structured interview is more flexible (Page et al., 2007); we can change our questions during the interview which helps us to get a detail idea about competencies required by female chief librarians. Therefore, we developed an interview guide (Appendix 1) which covering all the questions related to our research area. Ensuring all the interviews are conducted in same manner. Questions in the interview guide are based on the blue and yellow frame in the theoretical framework which focuses on gender issue and librarianship. During the interview, the interview guide has being followed and we also extend more questions base on interviewees’ answer in order to get more information.

3.3.3 Survey

In this study, quantitative survey was conducted to supplement the result of face-to face interview. The structured questionnaire was used as our quantitative survey to collect
primary data.

A structured questionnaire was adopted in our study to collect primary data. Designing the questionnaire pays a significant role in a survey and according to Page et al., (2007), the questions of a survey should be concise and unambiguous. In order to ensure our questionnaire is understandable, we use simple language and keep the structure logical. In our study, the questionnaire is related with librarianship (yellow boxes of the theoretical framework) which are competencies improvement and four core competencies required by librarian (Cognitive ability, vision, interpersonal effectiveness and managerial effectiveness). Questionnaire was divided into three parts. The first part is to investigate the competencies required by chief librarian. The second part is to examine librarians’ perception on the competencies of male and female leaders. Respondents graded the factors and the result of the first and second part to answer the first research question. The last part tries to understand how the librarians improve their competencies which are related to our second research question.

A five-point Likert-scale was used in part 1 and part 3 of the questionnaire to measure librarians’ attitudes or opinions (Page et al., 2007). 1 means not important at all (never) and 5 means extremely important (always) which presents as follow:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision making</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflective making</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A seven-point Liker-scale was conducted in part 2 which presents as follow:

<table>
<thead>
<tr>
<th>Male</th>
<th>Male better</th>
<th>Male relatively good</th>
<th>The same between male and female</th>
<th>Female relatively good</th>
<th>Female better</th>
<th>Female excellent</th>
</tr>
</thead>
</table>

### 3.4 Data presentation and analysis

Qualitative analysis is the segmenting of data into relevant categories and the naming of these categories with codes while simultaneously generating the categories from data (Boeije, 2010). According to deductive approach, we get a better understand of the theories and build up a theoretical framework, and then we focus on the specific competencies. After the interviews, both of us listen to the record and reduce the “raw”, recognize the competencies and factors which mentioned many times by the interviewees. We divide the result into three categories: competencies required by chief librarian, perception on competencies of male and female and competencies improvement. This structure helps us to answer the research questions more clearly. In order to highlight the important findings, we summarize them with table.

The quantitative research data was presented by colorful diagrams with detail description. We compared the score of each factor by using Microsoft Excel to prepare the data for discussion. With the comparison, we find out the importance of competencies and get more understanding of difference between female and male in each competency. Quantitative data was also presented in three categories (like we mentioned above) to make the empirical findings consistence. Main findings of quantitative are also summarized with table. We translate the statistics into words (Page et al., 2007) and combining the result of qualitative findings to do the discussion. When analyzed the data, we also follow three categories structure mentioned above. The
discussion combines with entire theoretical framework to analyze the important findings.

3.5 Validity and Reliability

Reducing the possibility of getting the answer wrong means that attention has to be paid to two particular emphases on research design: validity and reliability (Saunders et al., 2009).

Validity refers to whether researchers are really measuring what they claim to measure (Gray et al., 2007). In order to ensure validity of our study, we use different sources (Yin, 2003) and take the following steps:

- Primary data was collected from semi-structured interview with open-ended questions, besides, in order to support the interview result, quantitative survey was conducted by administered questionnaire to collect data which is from librarians’ perspective.

- Data was collected from reliable resources, the interviewees are from Gävle University Library, and all of them are experienced to answer our questions.

- Interview questions and questionnaire are formulated based on literature review and own constructed theoretical framework, besides, interviews questions have been adjusted from interview to interview, but basically, we have same type of questions to the interviewees, all of which ensure we focus on our research questions.

- English will be the main language to be used during the interview as well as the questionnaire. However, both researchers’ and interviewees’ mother language is not English, therefore there may be something miss in the research.
Reliability refers to the extent to which the data collection techniques or analysis procedures will yield consistent findings (Saunders et al., 2009). According to Easterby-Smith et al., (2002), reliability can be assessed according to three questions: (1) Will the measures yield the comparable results on other occasions? (2) Will other observers reach the similar observation? (3) Is there transparency in how sense was made from raw data?

In order to ensure the reliability of the study, we take the following steps:

- We conduct interviews with four interviewees and we also send questionnaire to their followers. By critically summarizing and using this data, in some extent, it is more than personal opinion. Besides, two interviewers present during the whole interview.

- Three out of four face to face interviews were recorded, since one of the interviewee does not want the conversation recorded. We also take a note during the interview. After the interview, both of the interviewers listen the recorded conversation and write down all information and then to filter useful data.

- The research questions and questionnaire are formulated based on the theoretical framework which helps other researchers to understand how we conduct the study.

- Moreover, the reason why we use case study as our research strategy and multi-method as research method was stated in the previous part, all of them help other researchers understand our research process, how we get our findings and enables them to reanalyze the data we collected.

- We send the link of the questionnaire to the office’s e-mail of Gävle University Library which all the librarians can see it on April 16th and we collect 15
responses. We send the link to this e-mail address again on April 26th. By the deadline of the questionnaire (May 7th, 2013), we do not get new response.
4: Empirical study

This chapter presents the data collected from face-to-face interviews and questionnaire. In qualitative study result, we only use chief librarian’s name in our research and the other 3 librarians who work in the different position in Gävle University Library is anonymous.

4.1 Result of the qualitative study

This section divided into four parts. The first part is general information of library of University of Gävle we got from interview. The second part is competencies of chief librarian; third part is perception on competencies of male and female and the last part competencies improvement. The second and third parts are to answer our first research question and the last part is to answer our second research question.

4.1.1 The Library of University of Gävle

Gävle University Library has 25 employees, including one chief librarian (female), two group leaders (female) and twenty-two librarians (five are male). All the librarians are divided into three groups which are service group, media group and learning center. One of the group leaders takes charge of two groups. There are four male working in the learning center which responsible for distance education and flexible learning at the University. Striving to develop, strengthen and increase distance education by using distance technology. Service group focuses on teaching and working on the desk. Media group manages database and collection.

4.1.2 Competencies of chief librarian

Chief librarian (CL) of Gävle University library is Maivor Hallén (Maivor). She has been worked here as chief librarian four and half years. She did not start as a librarian
first. As she said, nowadays, rather few universities have librarian as leader compared with ten years ago and leader, has become kind of job. “As long as the leader has the ability to lead, it can be whatever kind of organization”. Even compared with management competencies, professional knowledge is not so important, most of the interviewees think it is good that CL has professional knowledge, so he/she knows what the work is about. But it also depends on the library size. Library like our case totally has 25 staffs, it is better that CL has professional knowledge. However, for the libraries which have more staffs, these librarians may have different departments to deal with the works and thus, professional knowledge is not so important here.

Besides, when mentioned important quality for CL, Mavior and other two librarians think it is very important to make the library as part of the university. Sometimes the library is forgotten when the university plans new thing and the library cannot play its role. Listening is very important too, especially for CL, since she/he does not work at the desk information. The ability to listen to the staffs helps her/him to know what happened. Creativity is also mentioned. It is good that the leader has new ideas and opinions, like developing new events which make the library more useful. Furthermore, decision making like buying new system and so on, planning, respect people, nice CL but not too much pathetic and strong enough to take bad things, for example, fire people are also pointed out.

More importantly, library has changed a lot, mostly through the IT revolution. There is lots of information in computer, librarians have to learn not just IT things but also to learn internet, database etc. Large amount of information in computer also requires librarians to have competencies to find the right information. Librarians need to learn how to teach people to search information. Maivor thinks as a leader, she has to see how the employees learn it and it would be easier for her, since she has IT knowledge. Her experience helps her to buy the right system and find the right staff to deal with the system.
In the interviews, we found the groups are independent, but they also cooperate with other groups. Sometimes informal group will be formulated by librarians themselves or group leaders in order to finish a certain task. For example when there is a task related to IT, librarian who works with IT or good at IT will be involved.

Besides, there is a leader group within the library which consists of Mavior and another two group leaders. Mavior discusses important issues with them for example year plan. The leader group informs the librarians after they make decision. Due to the limited time, not all the librarians involved to year plan. One librarian thinks sometimes it could be stressing since the leader group wants to finalize the plan quickly. Even librarians do not involve to the year planning, they have monthly meeting (all the staffs participate) and group meeting which Mavior considers them as important communication approaches. Ensure all of the librarians have chances to give suggestions and involved to decision making. In addition, librarians have considerable freedom to decide the changes in their daily work. But if the changes are large, librarians need to report the group leader. If the group leader cannot make a decision, she reports to the chief librarian.

Since librarians good at different aspects, Maivor thinks it is also important to arrange people in the position which they are more effective. When selecting group leader, “Librarians do not take initiative; only few of them would say I want to be group leader” Maivor says. Librarians want to be colleague, because they think they have more responsibility if they become group leader and thus they cannot focus on their professional work. Usually CL decides who is going to be group leader or those recommended by others, they have voted once. Being a group leader, Maivor thinks, he/she should skilled on his/her work and ability to lead people, so people would listen to him/her and feel comfortable. Besides, group leader need to be able to cooperate with others but not standing on the top and looking down.

As we found, most tasks are done by group, which is the reason all the interviewees
think interpersonal relationship is very important. If people dislike each other, it will be hard to get people cooperate with and as a result, it will be bad for the work to be achieved. However, one librarian think “everything too much might disturb”, sometimes relationship might make things complicated and difficult; another librarian also agrees interrelationship need to be balanced.

Even the library changed a lot. The vision of the library is still the same, to support the research and education of University, to teach people to search for quality information. To improve library efficiency, Mavior thinks library should help distant student better as well as to help people to search quality information and try to make the procedure as easy as possible. Besides, satisfied employees deliver better performance. Mavior has meeting with every staffs every year, to ask them about how they feel about their job and how they think it should be improved, chief librarians would also give some suggestion about how they should do. While other two librarians think they should focus more on routine. It is important to think what is necessary to be done and what is not and they should try to find if there is more effective way to do the things.

Moreover, flexibility is a good motivation. Librarians have freedom to organize their own work and no one going to tell them they need to finish the work in a certain time. While the other one thinks working in the library can be some kind of service work, librarian should be with people in a good way. Librarians also believes it is important for leader to show appreciation when people do a good job and again, listening to and talking with librarians are important. In addition, librarians’ passion is an important factor to maintain good performance.

4.1.3 Perception on competencies of male and female
After we started trying to contact with CL of different University in Sweden, we found most of the CL are female. In our case, there are only five male librarians out of
25 staffs. One of interviewees thinks it may because of the low wages. Male are more interested in career and going upward, while another one thinks librarian work is kind of soft work which women prefer.

According to the interviews, all three librarians think male and female are the same, because they can have same competencies. They do not feel male and female work in different way in their daily work but it more depends on individual characteristic. Thus, they think gender does not matter. They do not think female have advantage in librarian work.

On the other hand, Mavior says as follow:

“Maybe in the old days, the librarian work is more related to female characteristic. But now, the technology plays a significant role in library management, male also gets more close to the librarian work”.

-- Maivor Hallén

Due to IT advancement, when looking for new librarian, it is important that the candidates have skills to work with computer. Most of librarians who would like to work with library system and database are male, so as in library of University of Gävle. Compared with male, female are more interesting in literature and education, but perhaps it is more historical result and she believes in the future, there will be more mix between sexes than we have today. One of the reasons is because different with olds days, more and more female have knowledge about database, and computer and so on since librarian exam requires it.

“When recruit new librarian, if there are both qualified male and female candidate, I prefer male as there are only 5 male in the library, it is good to have the blended sexes at the working place”.

-- Maivor Hallén
In terms of communication, one of the interviewees believes generally female are said to be better communicator especially in talking about feeling. But the others think gender does not matter but depends on the individual’s characteristic. "Even the way to communicate is different; it is braces of individual’s personality", one of the librarians says. Actually all the CL of Gävle University library is female since it was set up. However, their way to communicate is totally different. Some female CL talks like male which is mostly “job talk” and more direct to present what she wants. While some librarians prefer to communicate with indirect way which sometime is difficult for others to understand what she means.

In interpersonal relationship aspect, compared with male leaders, Mavior thinks female leaders focus more on relationship building, female used to treat their colleagues as friend, while male leader will focus more on the task., interpersonal relationship changes due to people’s position. Mavior says,

"Women think it is difficult to lead someone who is their colleague before and as a leader, she/he will be outside, people do not discuss everything with him/her”.

This also might be the reason that female librarians do not want to be leader, even group leader. Moreover, Mavior thinks sometime female prefer male leader, because often male are more direct and clearer in giving orders, different with what they do now, discussing with each other about what they think and how to do.

4. 1.4 Competencies improvement

When CL talks about improving librarians’ performance, she mentions participant conferences, course and learning from colleagues which are actually related to learning program. She suggests librarians to meet with other university libraries’ staffs and exchange experience. Both chief librarian and one librarian think it might be the
most effective way to improve librarians’ competencies and library performance.

Every year, university tries to have money in the budget to helps librarians’ to improve skills. They have possibility to go to different courses, meetings and conferences, but they may need to pay the courses by themselves sometimes, due to the limited budget. There is not any program especially for female because male and female are equal in the library. Also, there is not any program to help the librarians turn to director in the library.

4.1.5 Further suggestions and main findings

In table 2, we present the further suggestions given by all the interviewees for librarians who want to be chief librarian in the future.

Table 2: Suggestions for librarians who want to be chief librarian

<table>
<thead>
<tr>
<th>Professional knowledge</th>
<th>Teaching competencies</th>
<th>Ability to lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good communication competencies</td>
<td>Social competency</td>
<td>Able to take bad things away</td>
</tr>
<tr>
<td>Outgoing nature</td>
<td>Creativity</td>
<td>Flexible</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Experience</td>
<td>Effective</td>
</tr>
<tr>
<td>Planning</td>
<td>Listening</td>
<td></td>
</tr>
</tbody>
</table>


4.1.6 Main findings of the qualitative study

After presented the data collected from interviews, in table 3, we present the main findings of the qualitative study.
Table 3: Main findings of the qualitative study

<table>
<thead>
<tr>
<th>Finding</th>
</tr>
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<tbody>
<tr>
<td>The importance of professional knowledge depends on the library size.</td>
</tr>
<tr>
<td>Female are the majority and hold all the management positions in the library.</td>
</tr>
<tr>
<td>Male are getting closed to be librarian due to IT advancement.</td>
</tr>
<tr>
<td>Gender does not matter. Male and female should have the same competencies.</td>
</tr>
<tr>
<td>The way to communication depends more on individual’s characteristic.</td>
</tr>
<tr>
<td>Female focus more on interpersonal relationship.</td>
</tr>
<tr>
<td>Most of the female librarians do not want to be leader.</td>
</tr>
<tr>
<td>Learning in team considered as the most effective learning way.</td>
</tr>
</tbody>
</table>


4.2 Result of the quantitative study

In this section, the results of the questionnaire are discussed by using the bar graphs. We divided the questionnaire into three parts. In the first part, we figure out what competencies are important for the library leader. In the second part, we tend to
examine the librarians’ perception on competencies of female and male. In the last part, we investigate how the librarians improve their competencies.

4.2.1 Respondents of the questionnaire

Figure 2: Gender of the respondents

We totally received fifteen respondents, five of them are male which occupied 33.3 percent and the rest of them are female which is 66.7 percent.

4.2.2 Competencies of chief librarian

The first part in the questionnaire was scale from 1 to 5 which required the respondent assigning a specific level of importance on various Likert scales. In order to compare the values between the different factors, the variables have been converted to a numerical type where we have added a value score to each alternative response. Likert scales here 1= Not important at all, 2= Not very important, 3= Relative important, 4= Very important, 5= extremely important. In this part, we received 15 respondents, but only 13 of them finished this part.
1. Professional knowledge

Figure 3: Professional knowledge required by chief librarian

From figure 3, we can find that 69.2% respondents consider professional knowledge is very important for the chief librarian and the rest of them think it is relative important.
2. Cognitive ability

Figure 4: Cognitive ability required by chief librarian

Cognitive ability which is divided into three components that include problem solving, decision making and reflective making. From figure 4, we can see that seven (53.8%) respondents think problem solving is very important for the chief librarian while ten of them (76.9%) think decision making is extremely important for the chief librarian.
3. Vision

Figure 5: Vision required by chief librarian

In order to investigate the librarians’ perception of the importance of vision for chief librarian, we divided the vision into three parts which consist by global thinking, creative/innovation and forward thinking. From figure 6, we can see that global thinking has a similar percentage of the respondents on three options. Most of the respondents (69.2%) believe creative/innovation is very important for the chief librarian. 53.8% of them consider forward thinking is very important while 46.2% respondents think it is extremely important for the leader.
4. Interpersonal effectiveness

Figure 6: Interpersonal effectiveness required by chief librarian

The interpersonal effectiveness consists of culture competent, accountability, team building, development, inspirational/motivation and communication skill. From the figure 6, it is obviously that communication skill has a higher score than the other competencies which almost 85% of the respondents believe it is extremely important. 76.9% respondents think development is very important while 92.4% of the respondents consider inspirational/motivation is very important/extremely important for the leader.
5. Managerial effectiveness

Figure 7: Managerial effectiveness required by chief librarian

The managerial effectiveness is also divided into five parts which includes manage change, resource management, strategic planning, collaboration and flexibility/adaptability. All the respondents think the competencies to mange change, strategy planning and flexibility/adaptability are “very important” or extremely important. 23.1% of them consider resource management are relative important and one of them (7.1%) insist collaboration is not very important for chief librarian.

4.2.3 Perception on competencies of male and female

We receive 15 respondents and 11 of them finish this part. According to this part, we figure out librarians’ perception on competencies of male and female. Likert scales here 1= male extremely excellent, 2= male better, 3= male relatively good, 4= the same between male and female, 5= female relatively good, 6= female better, 7= female
extremely excellent. 4 is considered as a median which is easy to reflect the average level of data.

1. Cognitive ability

Figure 8: Perception on cognitive ability of male and female

81.9% of the respondents think male and female have the same performance on problem solving while 18% of them consider male are relatively good than female in the issue of problem solving.

81.9% respondent insist there is no different between male and female on decision making, but one of them indicate male are relatively good while one insist female are better in this competencies.

There are two respondents believe female have relatively good or better performance on reflective making. 72.7% of them think there is no difference between female and male on reflective making.
2. Vision

Figure 9: Perception on vision of male and female.

More than 80% of the respondents indicate male and female are the same on global thinking while two of them (18.2%) preferred male are relatively good or better than female in this issue.

In the part of creative/innovation, 36.4% of them indicated female are relatively good at creative/innovation than male. However, there still 18.2% of them preferred male are relatively good or better than women.

72.7% of respondents consider male performance is identical with female while 18.2% (2) of them think male are relatively good and 9.1% (1) insisted male are better than female on forward thinking.
3. Interpersonal effectiveness

Figure 10: Perception on interpersonal effectiveness of male and female

Beside of communication skill, over 50% respondents think male and female have same performance on interpersonal skills. Especially, all respondents think there is no different between male and female on development which means they would provide opportunity or chance for their subordinate to get promotion or improve themselves.

However, we also find that 45.5% (5) of the respondents consider female are relatively good or better than male on culture competence and communication and 36.4% (4) of them insist female are more outstanding than male on inspirational/Motivation.

In all the interpersonal competencies, only 9.1% (1) of the respondents consider male are relatively good at communication.
4. Managerial effectiveness

Figure 11: Perception on managerial effectiveness of male and female

![Managerial Effectiveness Graph](image)

Obviously, from the figure 11, we found more than 63% of the respondents think male and female have same performance in managerial effectiveness. Especially, over 90% of the respondents consider strategic planning do not have different performance base on different gender.

However, few of them hold different opinions about male and female on manage change and resource management. On the other hand, few of them believe female have a better performance in flexibility/adaptability (27.3%) and collaboration (18.2%).
4.2.4 Competencies Improvement

In this part, we asked how librarians learn and improve themselves in order to be qualified. We received 15 respondents and 11 of them finished this part.

1. Training

Figure 12: Training to be a librarian

90.9% (10) of the respondents have had training while 9.1% (1) have not training before become librarian.
2. Competencies improvement

Figure 13: Competencies improvement effectiveness

We divided competencies improvement effectiveness into four parts which includes coaching, mentoring, learning in team and motivation.

45.5% of respondents (5) think they do not have coaching program to improve their skills as well as mentoring program be considered never (36.4%) or rarely used (36.4%).

Unlike coaching and mentoring, most of the respondents think they learn and improve their skills from their team in their working place which 36.4% of them (4) choose about half of time and 45.5% of them (5) choose very often. The same with learning in team, motivation is used to enhance the librarians’ performance about half of time or more.
4.2.5 Summary of the quantitative study

1. Competencies

Figure 14: Rating average of competencies

From figure 14, we find that the score of competencies of decision making, communication skill, manage change, strategic planning and flexibility/adaptability are higher than the other competencies. The rating averages of these five competencies are from 4.5 – 5 which we can conclude they are extremely important for the chief librarian. Professional knowledge and culture competent have a lower average score than other competencies which is 3.69 and 3.85 separately. The rest of competencies are rated from 4.0 – 4.5 that shows very important to the chief librarian.
2. Perception on competencies of male and female

Figure 15: Rating average of the perception on competencies of male and female

This part has 7 scales which are: male extremely excellent, male better, male relatively good, the same between male and female, female relatively good, female better and female extremely excellent (see figure 8), score 4 (the same between male and female) is considered as median in the graph. It means if the rating average is greater than 4 stands for female is relatively good/better/excellent than male, and vice versa.

From figure 15, we can find that compare with the other competencies, the rating average of culture competence, inspirational/motivation, communication and collaboration are relatively higher than 4 which are 4.65, 4.45, 4.55 and 4.36 separately.

On the other hand, the rating average of problem solving, global thinking and forward thinking are relatively lower than 4 which are 3.82, 3.73 and 3.64 separately.
3. Competencies improvement

Figure 16: Rating average competencies improvement effectiveness

From figure 16, we find learning in team which rating average is 3.45, is used more often in the library. Coaching and mentoring are considered as not used or rarely used to improve themselves in their working place that score average is 2.09. Motivation which rates 3 means it has been used in order to improve librarian performance or competencies, but not as often as learn in team.

4.2.6 Result of the quantitative study

Table 4 presents the result of the quantitative study following the same structure of previous parts and divided into three parts. Each part was classified into two categories to show the main findings of the quantitative study. Extremely important and important competencies for chief librarian are shown which competencies play most important role and which competencies are not as important as the others. Perception on competencies of female and male is divided into female relatively better and male relatively better in order to present how the gender affects leader on different competencies. Competencies improvement presents how often the librarians use different ways to learn and improve their effectiveness.
Table 4: Result of the quantitative study

<table>
<thead>
<tr>
<th>Competencies for chief librarian</th>
<th>Extremely important</th>
<th>Important</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>- Decision making</td>
<td>- Communication skill</td>
</tr>
<tr>
<td></td>
<td>- Manage change</td>
<td>- Strategic planning</td>
</tr>
<tr>
<td></td>
<td>- Flexibility/adaptability</td>
<td></td>
</tr>
<tr>
<td>Perception on competencies of male and female</td>
<td>Female relatively better</td>
<td>Male relatively better</td>
</tr>
<tr>
<td></td>
<td>- Culture competence</td>
<td>- Problem solving</td>
</tr>
<tr>
<td></td>
<td>- Communication</td>
<td>- Global thinking</td>
</tr>
<tr>
<td></td>
<td>- Culture competence</td>
<td>- Forward thinking</td>
</tr>
<tr>
<td>Competencies improvement</td>
<td>More frequently</td>
<td>- Learning in team</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>- Motivation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Coaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mentoring</td>
</tr>
</tbody>
</table>

5: Discussion

This chapter we present the analysis of empirical finding. Discussion is divided into three parts: competencies of chief librarian, perception on competencies of male and female and competencies improvement, which followed the same structure with empirical findings.

5.1 Competencies of chief librarian

1. Professional knowledge

The result of the quantitative research reflects that professional knowledge is not considered as important as other competencies. Interviewees also agree management competencies are more important than professional knowledge. Literature also supports this result, professional knowledge of actual work of a librarian is not considered important while management and leadership are seen to be very important (O’Connor, 2007). However, interviewees emphasized the size of the library should be taken into consideration. Gävle University Library is small, professional knowledge shows importance since it helps chief librarian communicate with staffs easier. All in all, it is good for CL to have professional knowledge about actual work, which ensures his/her idea can be done.

2. Cognitive ability

In the part of cognitive ability, only decision making considered as an extremely important competencies for CL. Leader should responsible for making critical decisions, acts decisively and shows transparency in decision making (Ammons-Stephens et al., 2009), which require the leader not just to announce decision, but also to explain the decision to obtain support. For instance, interviewees mentioned CL takes responsibility of the most important decision making in the library, and she supposes to discuss with the group leader. Monthly meeting and
group meeting considered as significant ways to ensure employees’ suggestions are involved in decision making.

Problem solving and reflective thinking are also very important. As a leader, he/she is required to solve new and unusual, ill-defined organizational problems (Mumford et al., 2000) but not focus on librarians’ work. It is more important for the leader to know how to lead the organization and make sure the library are visible for the whole university.

3. Vision

All the competencies within vision are considered very important. Good leader not just have a vision, but also need create vision (Ammons-Stephens et al., 2009). Respondent agree it is very important to a leader have creative vision for the library, but it would be cumbersome when leader has too much idea. Therefore, leaders required to have forward-thinking ability which enable he/she considers both positive and negative consequences, implementing projects which are practical and valuable. Besides, discover and solve potential problems in time.

4. Interpersonal effectiveness

Only communication skill is extremely important in all interpersonal competencies. Chief librarian communicates with all staffs through monthly meeting and job satisfaction meeting. Besides, small size of Gävle university library enables the CL to talk with staffs and get idea about what librarians need and what they think. Actively listen (Ammons-Stephens et al., 2009) to staffs helps CL to know what happened and what the student and teacher really need since she/he does not have direct contact with them. Besides, in order to communicate effectively, interviewees think it is good to use the different way to communicate with their staffs based on the individuals’ characteristics.
Accountability, team building, development and inspirational/ motivational are considered very important to the chief librarian. Respondents believe leader has accountability to set an example for employees and responsibility to make decisions. In order to improve the collaboration between colleagues (Ammons-Stephens et al., 2009), the chief librarian suggests librarians should free to formulate informal group by themselves to implement task. Discussion within and between groups enhance the collaboration as well as generate better idea.

Culture competence was mentioned in any interviewees and questionnaire results which show that it is not as important as the other competencies. Even it is necessary for the librarian to exhibit an awareness of diverse cultures and beliefs (Ammons-Stephens et al., 2009). We considered due to Gävle University library does not have lots of international staffs and students, cultural competence seem not so important so far. However, with the number of international staffs and students increased, it would be a significant competency to leader.

5. Managerial effectiveness

Besides resource management and collaboration, competencies including planning, manage change and flexibility/adaptability in management area are considered extremely important for chief librarian to possess. However, manage change was mentioned by the interviewees; instead they mentioned flexibility which means leader should act flexible in uncertain circumstance.

Planning involves defining organizational goals and proposing ways to reach them (Hellriegel et al., 2002). CL is responsible for determining overall direction of the library, for example, year plan. CL needs to identify the library resources and decide the tasks needed to be done in a year. While the details of each task are discussed by different groups and finally determined by chief librarian.
Flexibility/adaptability is not dogmatic but maintains openness and willingness to change (Mumford et al., 2000) and adapt to the changing situation. Library changed as well as librarians, due to IT advancement. Nowadays more and more information in the computer, knowledge about IT, database and etc become important with it. In order to adapt to the changing circumstance and help people better, librarians upgrade themselves through self-learning continuously. Moreover, empower employees and giving them freedom to adjust their daily work is also kind of flexibility, which motivate librarians to deliver better service.

Besides, interviewees mentioned teaching as an extremely important competency for all librarians. As a librarian, he/she should able to teach both students and teachers to use the database to search the right information. Also, librarians are the bridge to connect teachers and distance student. They need to teach them to use the library system to contact with each other as well as responsible for recording the course, conference and etc. While chief librarian should have competencies to teach others to utilize resources and to assign project to colleagues and employees (Ammons-Stephens et al., 2009) in order to ensure the cost efficiency and effectiveness.

5.2 Perception on competencies of male and female

Our research shows Gävle University Library has 25 staffs, including 5 male and 20 female. Kanter (1977) proposes four types of groups or organizations based on the proportional representation of women and men. In Gävle University Library, female is the majority. Reason of this may due to the low wages and male are more interested in career and going upward. Another interviewee thinks librarian work is kind of soft work which women might prefer it.
Sweden considered as feminine country (Hofstede et al., 2010). Respondents believe there is not different performance between male and female in most competencies. However, according to Alvesson and Billing (2009) women are supposed to be more effective and have advantage in library job, which is related to feminine while men are more effective in those sectors which are related to masculine terms.

1. Perception of female performance

The quantitative results reflect that female has a better performance in culture competence, communication, inspiration/motivation and collaboration. The first three competencies are related to interpersonal effectiveness. Based on figure 10, we find female is considered better than male at most of interpersonal competencies.

CL believe female leaders focus more on relationship building, they would like to treat their colleagues as friend while male leaders focus more on task. Some interviewees think close relationship between leader and employees helps the leader to know how employees think and what they want, which helps to improve overall performance of organization. However, one of them considers too close interpersonal relationship makes thing complicated. Therefore, it is necessary for the female leader balance the relationship with their subordinates without concerning too many emotions (Northouse, 2007).

Female is more likely to adopt transformational leadership (Eagly et al., 2003). Transformational leaders tend to pay close attention to the inter-individual differences among their followers (Sarrros and Santora, 2001), according to the chief librarian, she changes communication way according to individual characteristic of the people she talks with.

According to interviews, even all CL are female since the library of University of Gävle was set up, their communication way is different. One of the respondents thinks
sometime it could be stressful that female leader works in more “male way”. If the female leader assumes more male characteristics, she is considered to be too harsh (Catalyst, 2007). However, on the other hand, the respondent thinks it is good that she presents directly what she want since sometime “female way” is too indirect and it is difficult to understand what she means. Chief librarian also points out some female employees prefer male leader who gives more direct order.

Inspiration/motivation plays a significant role to improve employees’ performance. CL communicates high expectation to staffs and shows appreciation after librarians did a good job, inspiring them to achieve better performance. Good communication with the staffs helps the leader to share vision in the organization and let them feel they are part of it (Northouse, 2007). Empower them to make decision is considered as a good motivation to improve their performance since they feel they are trusted and free to decide their own work without pressure.

There is another interesting finding. Most of female librarians prefer to be a librarian rather than be a leader because they think it is difficult to lead people who used to be your colleagues. From Hofstede et al., (2010) opinions, women are different with men who pursue more achievements and would like to be assertive, competitive, and tough.

2. Perception of male performance

The finding shows the average rating of problem solving, global thinking and forward thinking are relatively lower than 4 which are 3.82, 3.73 and 3.64 separately, which means male has a better performance than female in these three areas.

According to the literature review, men appear to be more congruent with transactional leadership style which distinguished by “competitiveness, hierarchical authority, high control for the leader and analytical problem solving” (Klenke, 1993).
Like the CL mentioned, male leader tends to be task-oriented and gives direct order.

Transactional leadership behavior includes active and passive management by exception which focuses more on amending their subordinates’ mistakes. Transactional leader stresses immediate task accomplishment over long-term building of relationships (Bass et al., 1996). Problem solving required leader has ability to use possible solution to solve unique problems within the organization. These leaders focus more on task. They are considered in line with masculinity role. Therefore, male is considered better at problem solving.

Global thinking and forward thinking are the components of vision which requires leader has the “big picture” of the whole organization. The findings show male has a better performance than female in demonstrating how the whole environment impact the organization, forecasting problems and opportunities and envisioning both positive and negative outcomes. As we mentioned, male are more congruent with transactional leadership style which focus on task rather than long-term relationship building. This leadership style cause leader forgot that organization exists as living culture, which relies on mutual transactions among leaders and workers to achieve synergistic outcomes. Transactional leader tends to push their subordinates to finish the job with satisfactory standard instead of inspiring workers to achieve beyond expected outcomes. However, our finding is opposite with the theories we presented in literature review. Thus, we have to consider Swedish culture which shows more “feminine”. Both male and female would be more modest, tender and concern with others which suppose to influence male leadership style.

5.3 Competences Improvement

Organizations now are increasingly facing challenges to saving expense and resources. There will be less money available for personnel selection and development in the
future (Rowold and Mönninghoff, 2005). From the empirical findings, we find that library of university of Gävle also facing budget decreased challenge. Organizations are to make the very best use of human resource. Learning is an important factor to change people’s capabilities, behavior attitudes or skills and improve efficiency. It has to the research to investigate how it affects librarians’ development, which includes coaching, mentoring, learning in team and motivation.

Mentoring is aimed to enhance mentee’s competencies and develop their potential (Pugh, 2001). It can be useful for developing potential future leaders (Mullins and Linehan, 2005). The result of both qualitative and quantitative research shows there is not any mentoring program as well as coaching at any stage of librarian’s careers to improve their competencies. It reflects there is not enough focus on the issue of leadership in the library profession. Librarians who have good professional knowledge is not enough to be a good leader.

Result of quantitative and qualitative study shows learning in team is used most commonly and considered as the most effective way to improve librarian's competencies. Personal qualities are not fixed; they influence each other when librarians work together. As a result, personal qualities are changed or fluctuated under the impact of the colleagues (Mullins and Linehan, 2005). By observing the way the chief librarian work, librarians can also obtain management competencies.

Motivation considered as second effective factor, which shows it has been used to improve librarians’ performance and competencies. Motivation can be a feeling. People are satisfied with applying learning to work (Pugh, 2001). Like librarian says in the interview, he/she loves librarian work and feels happy to help people with his/her professional knowledge, which actually is kind of motivation, to motivate librarians to deliver good services. In turn, in order to help people better, librarians improve themselves constantly, for example, passion, which also mentioned in the interview is an important factor to maintain good performances.
Besides four types of learning program we mentioned, according to the interviews, librarians also attend conferences and meeting. The purposes of the conference were encouraging conversation, discussion and revealing new interest (Glanville, 2011). By reporting back of findings and developing community of interest, librarians discuss a lot and exchange experience and opinion, which help to improve competencies. New projects also help to improve library efficiency.

According to the result of qualitative, all respondents give further suggestions for librarians who want to chief librarian. Some of the suggestions are discussed above, for instance, communication, flexibility, planning etc. Creativity, outgoing nature which is in the further suggestions, is the traits of librarian which has impact on librarian’s leadership behaviors (Mullins and Linehan, 2005). According to the interview, chief librarian who is creative will have more ideas such as develop more projects, which librarians think it is good because they feel they do more things and help people better. In terms of outgoing nature, it helps chief librarian to feel comfortable to speak in front of people, which makes communication more understandable and efficient
Table 5 presents the main results of analysis from part to part. It follows the same structure of our previous discussion.

Table 5: Summary of the results

<table>
<thead>
<tr>
<th>Competencies of chief librarian</th>
<th>-Library size affects the importance of professional knowledge.</th>
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<tbody>
<tr>
<td></td>
<td>-Leaders should show transparency of decision making also involve librarians to decision making.</td>
</tr>
<tr>
<td></td>
<td>-Actively listen and use different way to communicate contributes to effective communication.</td>
</tr>
<tr>
<td></td>
<td>-Important for chief librarian to define the goals of library as well as the way to reach the goals.</td>
</tr>
<tr>
<td></td>
<td>-Flexibility is not just act flexible but also maintains an openness and willingness to change.</td>
</tr>
<tr>
<td></td>
<td>-Teaching competency is extremely important for all librarians.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perception on competencies of male and female</th>
<th>-In line with literature, female are considered better in interpersonal effectiveness, however, relationships between leader and subordinates need to be balanced.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>-Male is considered better in problem solving which is congruent with male tends to use transactional leadership and focus more on tasks.</td>
</tr>
<tr>
<td></td>
<td>-Men are also considered better in global thinking and forward thinking which is not in line with literature and Swedish culture may have impact on it.</td>
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</table>

<table>
<thead>
<tr>
<th>Competencies improvement</th>
<th>-Mentoring program is suggested as it is an effective way to obtain management knowledge.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>-Learning in team is an effective way to improve librarian’s competencies.</td>
</tr>
<tr>
<td></td>
<td>-Librarians feel happy to help people motivates them to constantly improve themselves.</td>
</tr>
</tbody>
</table>

Source: Own construction, 2013.
6: Conclusion

In this chapter, the research questions are answered. We discuss implications of the study and further research. Limitation of the study is also presented.

6.1 What competencies are required by female leader in Swedish university libraries?

Our study shows male and female librarians should have the same competencies to be a leader, due to the impact of Swedish culture man and woman share the same standards (Hofstede et al., 2010). Core competencies (Ammons-Stephens et al., 2009) refer to 17 sub-competencies, which include problem solving, decision making, reflective thinking and etc. Only five competencies are considered extremely important for the chief librarian. It is important for CL to take responsibility to make decision and involve the subordinates into the decision making. Communication and listening skill considered as significant ways for CL, to get the idea about how the employees feel and what they need in Gävle University Library. Strategy planning required CL to set up a goal as well as the way to reach the goal such as year plan. Skills manage change and flexibility/adaptability requires CL to have the ability to adapt to the changing situation, for instance IT advancement. Although teaching do not mention in our theoretical framework, all the interviewees emphasize all the librarians should have the ability to teach.

In terms of perception on competencies of male and female, male and female have different grade in a certain competency. Literatures show female are believed inherently possess certain feminine characteristics such as interpersonal skills. Our study shows female are considered better than male in terms of culture competence, communication, inspiration/motivation which are actually related to interpersonal effectiveness. Good communication skills and focus more on relationship building
also result to female are better in collaboration. Compared with female, male are better in problem solving, global thinking and forward thinking which is in line with the literature and qualitative research result that male are more task-oriented. In other words, librarians think female are good at dealing with feeling and relationship while male are better in planning and getting things done.

In summary, there is no competency only required by female or male chief librarian which means both female and male should have the same competencies as a chief librarian. However, according to the quantitative study, male and female are perceived different on certain competencies. Based on this, we mean female chief librarian can enhance those competencies (problem solving, global thinking and forward thinking) which they are not considered as good as male chief librarian, to develop themselves in all ways around.

6.2 How can the competencies of female leader be improved?

There is no formal learning program held by the library as well as learning program especially for female. It may due to most of the librarians are female, thus interviewees think it is not necessary to have program especially for female. The result of study shows learning in team is the most effective way among the learning program to improve librarians’ competencies since it was used the most and on the other hand, colleagues have impact on personal qualities. Thus librarians are encouraged to learn from peer.

The study also shows that librarians do not want to be a leader. Women are not believed competitive and assertive as men (Hofstede et al., 2010). They do not know how to deal with the relationship with colleagues after they became leader. Besides, they do not want to give up their professional work. We mean lacking of learning program such as mentoring, in some extent, discourages female to be a leader since they do not have knowledge about being a leader. We suggest mentoring and
coaching can be held since they are good ways to obtain management competencies.

Professional knowledge is suggested due to the size of the library. Personal traits are also mentioned, such as outgoing personality which enable leader talk freely in front of people and contribute to good communication.

6.3 Implication

We present three kinds of implications related with the findings of the research, which are theoretical implication, practical implication and managerial implication.

6.3.1 Theoretical Implications

The main purpose of the research is to gain a better understanding of competencies required by female leader in Swedish University libraries. Theoretically this research extends the knowledge of gender and leadership in library field by adding the content of competencies is required in specific circumstance. More specifically, new findings are discovered from qualitative study. Firstly, Importance of professional knowledge is relative; it depends on the library size. Professional knowledge is important in small size library while less important in big size library. Secondly, teaching skill is also considered as an important skill for all librarians. Since nowadays a great deal of information on the internet, and the number of distant student increase, and etc, librarians are required to teach both student and teacher to use the library system to find the right information.

In terms of competencies required by female chief librarian, our study shows male and female should have the same competencies. Moreover, some respondents considered male are better than female in problem solving; global thinking and forward thinking, while female are considered better than male in culture competence, communication, inspiration/motivation. Therefore, enhancing problem solving, global thinking and forward thinking are helpful for female chief librarians to improve their competencies.
Figure 17 shows the modified theoretical framework after summarizing the discussion. Professional knowledge depends on library size and teaching skill is added to librarian competency.
Figure 17: Modified theoretical framework

Source: Own construction, 2013.
6.3.2 Practical Implications

In this research we got some ideas for Gävle University library to improve chief librarian and librarian’s competencies as well as library performance. Firstly, gender diversity is important for the development of organization. To bring different qualities to the library helps it to develop in all-around way; also create opportunities for male/female to learn from each other. Secondly, we recommend the library to launch mentoring program, since mentoring is good way for librarians to obtain management skills. Besides, if the librarians have these skills, they can be promoted to new positions by the chief librarian since they are more familiar with the library.

6.3.3 Managerial Implications

With development of information technology, libraries change. The work involves computer and internet. Competencies requirement for librarian and chief librarian also change with it. Library is still in change, to manage the library effectively, it is important for the leader to adapt to the situation he/she in.

This study figures out several important competencies required by both male and female chief librarian. In our study, some respondents perceived female and male, in some aspects, are not considered as good compared to sex and people’s perception of female/male characteristic and behavior may have impact on it. In order to make chief librarian more qualified, male and female should learn from each other. For female chief librarian, they can pay more attention to for example; problem solving, forward thinking and so on while male can enhance skills like interpersonal skills.

6.4 Reflection on our study and suggestions for further study

In this study, both qualitative and quantitative approach is adopted. We have interviews with chief librarian and librarians from different positions, providing us
information from different perspectives. Besides, face-to-face interviews enabled us to dig information deeper. Survey with all the staffs (25) in library is also conducted. We got opinions from librarians’ perspective and enable us to understand how they perceive male and female performance. We sent the link to library’s official e-mail, at the first time; we got 15 responses out of 25. Later we sent it again, and even if we did not get new responses, we mean it increases study’s reliability. Besides, when we browsed the homepage of Swedish University libraries, we found most chief librarians are female. This also gave us an insight to develop our interview questions.

However, the study results cannot be considered without limitation. First, this research is based on a single case. The results reflect a few people’s opinions. Secondly, the size of the study target—library of Gävle University is small and it may have impact on requirement of competencies of chief librarian. If the size of university library is bigger, with more departments and employees; the workload of chief librarian may be is larger and more complicated. Chief librarian probably required more competencies. Lastly, even if three librarians are anonymous; the chief librarian knows who the interviewees are. It may also influence interviewees’ answer of our interview questions.

The findings of this research are based on a single case with small survey and four interviews. More researches are needed to understand important competencies required by chief librarian. It would be interesting to see what do chief librarians and librarians from other university think of our research questions. General competencies required by chief librarian can be drawn from large investigation. As the library becomes bigger, there are more management staffs and departments, competencies required by different level management can be different.

In this case, there is not any learning program for librarians to improve their competencies to become a chief librarian; it is interesting to investigate if other university libraries have it and how the learning program effects chief librarian
development. This research can also be conducted again when the library has formal learning program.

In addition, much could be learnt from comparing the result of libraries in different countries, to investigate what different competencies are required by chief librarian. In addition, affected by culture, gender issues are not obvious in Sweden. However, when the research is conducted in society which has high score in masculinity, competencies requirement may be different for male and female.
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Appendix 1

Interview guide for librarians in Swedish university libraries

General information:

1. How long have you been work here?

2. Do you start as a librarian then get promoted as library director? (if not, skip the first question of Q11)

3. What is your daily work?

Interview information:

1. What qualities do you think they are very important for library leader to possess?

2. Do you think professional knowledge is important for library director when you manage the library? Or you think management skills are more important?

3. Do you agree librarian work is more in line with female characteristic? Different than IT industry, do you think female have advantage in this work compare with male? Why?

4. What is the vision of the library? How do you deliver the vision and influence your followers to reach the goal?

5. Do you feel the library changed? What is the challenge you are facing now? How do you deal with the challenge and how do you adapt to the changes?

6. When you make decision, will you involve your subordinates? What will you do before you make decision? After decision, how you deliver your order?

7. How do you communicate with your followers? Do you think female are better communicator compare with male?

8. How interpersonal relationships influence your management? Do you think it is important in your work? What about the relationship with your followers?
9. What you will do to improve library’s effectiveness? What is the first thing came to your mind?

10. How do you manage your followers to improve their performance? What is the most important thing to maximize their performance?

11. How is the teamwork in the library? Do you think it is important in library management?

12. Now you are senior library director, what do you learn from when you are librarian to make you more qualified? Do you have any suggestions for those people who are going to be library director?

13. Do you have any learning program for the librarian to improve their skills and prepare them as library director? Any special events for female? How will you train your successor?

Appendix 2

Questionnaire

This questionnaire is being administered to determine the managerial competencies required by female leader in Swedish university libraries.

(Please note that this questionnaire is confidential.)

Please place an X that best describes you gender:

Are you: _____male    _____female

PART 1: Please place X in the block that indicate how important are the following factors that a library leader should have? (from a scale of 1 to 5, being 1 less important and 5 more important)

1. Professional knowledge
2. Cognitive ability

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<tr>
<td>Problem solving</td>
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<td>Decision making</td>
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<td>Reflective making</td>
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3. Vision

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<td>Global thinking</td>
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<td>Creative/Innovation</td>
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<td>Forward thinking</td>
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4. Interpersonal effectiveness
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5. Managerial effectiveness

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PART 2: How do you think about male and female leaders’ performance in the following factors?

6. Cognitive ability

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<th>Male better</th>
<th>Male relatively good</th>
<th>The same between male and female</th>
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7. Vision

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### Inspirational/Motivation

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### Communication

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### PART 3: How do you perceive the learning program?

11. Do you have any training before you become a librarian?

   ____Yes         ____No

12. Please indicate how often of the following factors that you use to improve yourselves? (from a scale of 1 to 5, being 1 less frequently and 5 more frequently)