LIBRARIANSHIP AND LEADERSHIP: MANAGING THE KNOWLEDGE PRODUCTION ENVIRONMENT

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ABSTRACT

Leadership is the energy that powers change in any organizations. Leadership and librarianship is people oriented. The library, as store for information, embodied in it the management of knowledge spectrum. Knowledge has been identified as one of the most important resources that contribute to the competitive advantage of an organization. The problems associated with poor leadership, will manifest themselves in the loss of organizational knowledge and the expensive duplication of knowledge creation and production, increase costs and reduced performance. Although, library is the heart of university, little is known about the role played by leadership in the library and the consequences for knowledge production performance. Three (3) librarians from an academic library were interviewed. The interview question is; does the librarian know what constitutes as leadership, its meaning in the context of knowledge production? The discussion is conducted against the backdrop of the knowledge production environment – scholarly communication, university rating and ranking and research university initiatives. The findings of the paper indicate that library leaders use different styles to promote knowledge production.

Keywords: Librarianship, Leadership, Knowledge Production

1.0 INTRODUCTION

In her classic chapter 'Librarians and scholars' Jean Whyte (1984, p. 261) challenged the library profession by stating: "Librarianship is an academic discipline but at present it occupies a basement in the house of intellect. It will climb upstairs when it can present a more firmly based tradition of scholarship, more certain and significant research findings, a less didactic approach to its subject matter so that students in library schools participate in academic questioning and argument rather than concentrating on learning a body of facts that will, inevitably, be out of date; and a more pervading sense of urgency and purpose ".

Economists usually consider universities and higher education as a firm: they need inputs to produce outputs. This is supported by Winston (1999 as cited by David 2009) as he opined that, "Higher education is a business: it produces and sells educational services to customers for a price and buys inputs". It is important to keep in mind that universities usually have three different missions: education or teaching, research and services to the community. Academic libraries must purposefully support the development and proliferation of knowledge production. It must change or otherwise the academic librarians would not have reason to exist in the university, a scholarly communication habitat. Librarianship is a word use to refer to the library space, the staff, the collection, the infrastructure and the service offered ((Buckland, 1986). Thus this paper addresses the need to change and focus on the leadership in the academic libraries in Malaysia. The calling for change should be taken positively by all leaders in the academic libraries. This change penetrates all levels and policy development.

Plans must be done, action must be taken and the effects must be measured and check periodically. It is thus in element with many researchers that university which thrives in knowledge must produce knowledge. "Knowledge is...a social as well as an individual quality that should flourish in an environment of plenitude, free exchange of ideas and learning (Rooney, McKenna and Keenan, 2003). It will reflect on the part of evolution to a knowledge society – a key ingredient of economic competitiveness. Knowledge production (KP) is related to knowledge creation as KP is about the product but knowledge creation (KC) is the process (Popadiuka and Choo, 2006). According to ARL (2009), the creation of new knowledge lies at the heart of the university and results from tremendous investments of resources by federal and state governments, industry, foundations, and others. The products of that enterprise are created to benefit society.

In the process, those products will propel further research and scholarship, along with the teaching and service missions of the university. As we know it, the production of new knowledge through research and scholarship lies at the heart of the university's mission. Yet, without effective and ongoing services from the university's library, especially in the dissemination of knowledge, the efforts of researchers and scholars are wasted. Dissemination is thus a core responsibility of university (ARL, 2009), and the academic library. Faculty research

and scholarship represent invaluable intellectual capital, but the value of that capital lies in its effective dissemination to present and future audiences. Dissemination strategies that restrict access are at odds with the university mission. Universities and their communities need to capture the full value of the growing investments in research and scholarship by maximizing the dissemination of their products (ARL, 2009). The roles and functions of many players in the scholarly communication habitat are needed to integrate best practices in the cycle of scholarly communication.

2.0 THE PURPOSE OF THE PAPER

The purpose of this paper was to understand either the librarians adopt certain styles of leadership when serving their customers. The paper focused on the librarian role in relation to their leadership styles in knowledge production. This study arises from a concern about one aspect of the impact of library and information science services in Malaysia, i.e. the management of knowledge production environment for researchers or scholars The collection and dissemination of the results of research are important to the people who can apply the research findings in their practice, and for the development of the profession.The findings have special meaning for academic librarians as they define their unique role in the information society, seek to devise effective means for responsive library service in today's competitive   information resources environment. The paper proposes that Malaysian academic libraries can play a more crucial role in the new knowledge production model. It proposes that the use of information and knowledge as a common resource has to be anchored to a strong innovation and knowledge production agenda in Malaysia. Holland (2005) proposed the same vein for the university. This paper will place engaged leadership in scholarship within the context of recent literature and policy actions that suggest the traditional role of universities as society's primary generators and transmitters of knowledge is evolving. Now, academic librarians must become participants in a highly complex learning society where discovery, learning, and engagement are integrated activities that involve many sources of knowledge, generated in diverse settings by a variety of contributor to support the mission of universities.

3.0 LITERATURE REVIEW

3.1 KNOWLEDGE PRODUCTION

Knowledge is measured by a form of 'popularity' rating which works against small, specialised and emerging fields. Models of 'Webometrics' are now appearing, but they are still crude (Butler, 2008). Academics' time is not best spent as amateur publishers. These roles can be given to the academic libraries. Underlying these research questions is a larger question of the changing role of the university, from a place that supports relatively closed to one that serves more open knowledge architectures (Cope & Kalantzis, 2009). Knowledge is gaining increasing significance in the society as a factor of production and, ultimately, growth. Knowledge can be divided into two types: explicit and tacit knowledge. Explicit knowledge is codified knowledge, transmittable in formal, systematic language. Tacit knowledge on the other hand has a personal element, it is hard to formalize or communicate. It is embedded in action, commitment and specific context. (Polanyi 1966, cited in Nonaka 1994, 16). Nokkala (2007) opined that, knowledge is related to two processes, knowledge production and learning.

Knowledge production refers to, creation of new scientific knowledge either by individuals and research groups themselves. Knowledge production refers specifically to the process and outcomes of research: conducting of research resulting in research papers, technical innovations, patents and other research outcomes produced by the projects participants. Knowledge production primarily refers to explicit communicable knowledge aimed to be disseminated to a wider audience (Gibbons et al 1994). Dewey (2005) mentioned that librarians play a central role in advancing universities' strategic priorities through constant collaboration. Embedding oneself at as many venues as possible will ensure that library staff, collections, and services are more fully integrated into all aspects of campus life. Gibbons et al., (1994) proposed Mode 2 as opposed to Mode 1 of knowledge production. Gibbons make a dichotomy on knowledge production by two modes. Mode 1 knowledge production is dominated by an academic agenda, is largely executed inside academia , is focused on analysis and on "fundamental knowledge"(as opposed to "applied knowledge"), has a preference for mono-discipline and its products are primarily shared with fellow researchers. In contrast, mode 2 knowledge production is solution-focused. It is often trans-disciplinary in nature, and "characterized by a constant flow back and forth between the fundamental and the applied, between the theoretical and the practical" (Gibbons et al., 1994).   In this mode knowledge is produced in the context of application and there is a strong interplay between the tacit knowledge of the practitioners involved and the activities of researchers to produce codified knowledge.

The academic libraries have been the centre of academia intellectual environment. It is an intellectual convergence for both user and librarians. As proposed by Newman, Porter and Yang (2001), no profession would undergo more radical changes between 2000 and 2010 than the information profession. Lettis (2000) asserted that the paradigm for today's library has shifted from the modes of gathering, collecting, and protecting data to the modes of choosing, evaluating, organizing, and distributing information for maximum sharing potential. Now, librarians need to be more businesslike, collaborating with business colleagues and IT professionals; capitalizing on innovation for growth and expansion; adding value to information through new roles in the scholarship cycle. The roles are proposed as teaching, researching, and information consulting and publishing.

3.1.1 Teaching Role

Boyer (1997) defined teaching as "developing, testing and improving pedagogical techniques to meet the library's role in teaching people to be independent scholars; exploring the effectiveness of online tutorials; best practices in Web design; and student learning styles related to a variety of techniques". 'Teaching' skill is important for librarian-client relationship and successful marketing of library services to stakeholders (Kassel, 2002). The skill of information literacy among academic librarian actually will enhance the other skills such as teaching, information consulting and research, which are very much needed skills to have in order to increase satisfaction among researchers.

3.1.2 Research Role

A knowledge production is a process and outcome of research. A research which is also an explicit communicable knowledge aimed to be disseminated to a wider audience (Gibbons et al, 1994). In a research, collaboration and networks is naturally favoured by research networks, is about formalised or informal patterns of transaction between research institution or researchers that enable facilitate or manage the production or application of knowledge (Gibbons et al. 1994 and Nonaka, 1994) refers research as a meta skill process of acquisition which results in research papers or innovations such as patents or other explicit and communicable communication. Research results are related to learning and teaching of university, and for university to be a world class, research is a centre of any university activity (Nokkala, 2008). Libraries are becoming more involved in the creation and dissemination of knowledge. According to Rowlands (2003) research, scholarly communication, publishing strategies, bibliometrics and user studies are connecting the libraries to research.

Lougee (2002) asserts that this is changing the very nature of the library. She offers examples of the new roles that a few libraries have taken on. Lougee notes that some of these roles are extensions of traditional library activity, but also notes that wholly new functions and opportunities are emerging. Collaboration with new and diverse partners has become more important than ever; however, building effective collaborative relationships require far more than simply finding organizations that are willing to help the library do its work. Despite the evolution of library roles, Lougee (2002) aptly notes that the library keep   distinct identity that holds special meaning for members of the academic community. As knowledge production is a teamwork effort, the number of research can be increased by including the academic librarian in the cycle of knowledge production. Academic librarian can do an advocacy role for them and increase the knowledge production. Research skill and knowledge are essential for ensuring that libraries and librarians continue to effectively and efficiently meet the evolving needs of the clients and communities they serve. In maintaining the roles played by academic librarians towards contributing to their university, Bourg, Coleman and Erway (2009) proposed that the job descriptions and qualifications of the librarians need to be re-evaluated to ensure that training and hiring encompass the skills, education, and experience needed to support new modes of knowledge production.

3.1.3 Information Consulting Role

Information consulting denotes a dynamic interactive process in which librarians are active, full partners with faculty and students facilitating teaching and research (Frank et al., 2001). They further noted that information consulting is essential to the success, lasting impact, and viability of academic libraries. Adcock et al (2006) defined, "consulting" as a supportive role of the academic librarian while "working with researchers". These academic librarians take initiative to develop proactive mentality anticipate faculty needs for example create position titles from liaison to consultant librarian (Donham and Green, 2004). Academic library has been a central and important source of support for the university research community and will continue, to be in this important role. The collections and services of the academic library are keys to this supportive role. An information consulting work may be defined as when a librarians advice or assist on professional basis in identifying, defining and solving specific information problems involving the organisation, planning, direction, control and analysing information . The consultant serves the academic libraries as an impartial, objective advisor.

Against this background, academic librarians have to use fresh approaches of alliance-creation and partnerships. They have to adopt new roles of diagnosis of service and information counselling on multifunctional project teams (Agada, 1997). Now, there are diverse demands for packaging and desktop delivery of information. Information centres have to deal with internal and informal knowledge by using new technologies and approaches. Most vital competencies in this area might be related to customer focus and information literacy.

3.1.4   Publishing Role

"By publishing we mean simply the communication and broad dissemination of knowledge.." (Brown L, Griffiths, R and Rascoff, M. 2007). According to a paper by Hahn (2008), at least 44% of 80 ARL libraries surveyed are involved in publishing, and another 21% are planning to get involved. That is 65% of the libraries surveyed (52 libraries). Library publishing services are developing in conjunction with a number of related services that are increasingly embedding library services more directly into the research process. The importance of library-publisher relationships should be viewed in the perspective of making it possible to publish without commercial publishers.

Academics now tend to distribute information directly over the network (electronic publishing), instead of disseminating their works through official publishing channels. Effectively, they act as institutional digital publishers by doing so (McNeill, Haines and Carter, 2005).   Academic libraries are well-placed to perform this function, since they are beginning to develop in-depth knowledge of the many technical and organisational issues involved in networking, and have experience in making library resources (e.g. catalogues) available over the network (McNeill, Haines and Carter, 2005).   Publishing, in the traditional method, with paper correspondence, phone calls, publishing and distribution costs, would have been prohibitive. The library seemed like a logical choice to doing publishing since it is the scholarship nexus of the college. Whatever happens, libraries and their users will become relatively less dependent on official publishers for satisfying their information needs.

The scenario of scholarly publication in Malaysia is now more cheerful with the development of EJUM (Electronic Journal of the University of Malaya). As quoted by (Zainab, Fong and Abrizah, 2005), "It is an online journal management system developed by the Faculty of Computer Science and Information Technology, which currently hosts two journals; the Malaysian Journal of Computer Science and the Malaysian Journal of Library & Information Science. The hosting system has contributed to the enrichment of Malaysia's info-structure, building a corpus of refereed science and technology journals available over the Internet. It has the prospect of not only to stimulate collaboration among Malaysian and Asian scholarly writings, but also to involve academic librarians to do research and publish online"

Governments and scholars had been publishing quality research and contribute to rankings for over 100 years' according to Pagell (2009). The performance of universities in research production is major indicator in the Times Higher Education 'World University Rankings' and Shanghai Jiao Tong's 'Academic Ranking of World Universities. The U.S. News & World Report 'College and University Rankings' are well-known and recognized in North America. Academic library main roles are known as the collector and disseminator of information and knowledge. Librarians only involve in the research cycle after the research are published by a publisher not before that. Leaders in libraries must always be aware that, apart from the fact that the number of library users are dwindling every day (OCLC, 2009) another finding by Pullinger (1999) found that scientist is avoiding the use of library (referring it as inconvenient). Thus, if the image of the Malaysian academic library wants to be improved, leaders in libraries must be proactive and transform the library into a better supporter for its user – library be the publisher.

3.2 LEADERSHIP AND LIBRARIANSHIP

Leadership, as a process, shapes the goals of a group or organization, motivates behavior toward the achievement of those goals, and helps define group or organizational culture. It is primarily a process of influence. "Leadership is the ability to get work done with and through others while winning their respect, confidence, loyalty, and willing cooperation"(Plunkett, 1996). "Leading is stimulating people to be high performers. It is directing, motivating, and communicating with people, helping guide and inspire them toward achieving team and organizational goals. Intagliata et al. 2000, as cited by Unaeze, 2003.) contend that leadership competencies are considered to be important in the achievement of organizational goals, particularly when the competencies are organization specific, for a number of reasons, including: (1) they guide direction, (2) they are measurable, (3) competencies can be learned, (4) they can distinguish and differentiate the organization, and (5) they can help integrate management practices.

In The Victorian era historian Thomas Carlyle commented that "the history of the world was the biography of great men" (Carlyle, 1907, p. 18 as cited by Politis, 2001) This "great man" hypothesis, that is about "history is shaped by the forces of extraordinary leadership" ; gave rise to the trait theory of leadership. In the librarianship, leadership plays the same role as in other type of service organizations. However, since the libraries are serving the scholars, leadership is more pertinent to the knowledge related activities. As in universities, some knowledge products are in the forms of scholarly communication. All of us could see that there is an outburst of pressure and needs in the service organizations such as librarianship to improve their leadership styles (Manz and Sims, 2001).

Leadership is increasingly changing from information and knowledge gate keeping to knowledge creation and knowledge sharing for all employees. Although much has been written in the form of descriptive case studies (Manz and Sims, 2001) advocating that leadership is the key to enhancing the learning of organizations, there is little empirical evidence suggesting which leadership style best supports and facilitates knowledge acquisition thereby achieving high organizational performance. Recent research (Politis, 2001) has shown that the leadership styles that are characterized by participative behavior and mutual trust and respect for subordinates' ideas and feelings are correlated stronger with knowledge acquisition when compared with the leadership styles that are characterized by task oriented and autocratic behavior. However, the relationship between the specific leadership style variables, knowledge acquisition and organizational performance was not addressed in Politis's paper. In Politis (2001) paper these findings provide significant insight into the complex world of leadership and knowledge management theories. Executive trainers and recruiters may be able to "diagnose" a potential leader and help him or her to develop "transformational" leadership behaviour. Such behaviour may be helpful in enabling members of self-managing teams to acquire knowledge; however, it may not be the prime impetus for moving team performance forward.

Heifetz and Laurie ,1997 (as cited by Sathye, 2004) opined that leadership involves three primary tasks: (a) creating an environment that facilitates achievement of goals), (b) directing, protecting, orienting, managing conflict and shaping norms, and (c) maintaining presence and poise. Good leadership is about ensuring unity and cohesion upon decisions up and down the line. Academic leadership is a special case of general leadership in as much as it refers to leadership in an academic library setting. Academic institutions present a different setting than private or public sector organisations. According to Yukl (1981), leadership is defined broadly as influence processes affecting the actions of followers. van Aken (2001) explores the dynamics in university knowledge production noted that the university has evolved from performing conventional research and educational functions to serving as an innovation-promoting knowledge hub; dynamics that have received mixed reactions.

Thus the interest in finding ways to bridge the gap in leadership styles in knowledge production has been increasing. Leadership styles may be a bridge between current developments of librarian's practice and knowledge production. At the moment there is no literature found paper done to see relationship between leadership and knowledge production. Changes in ICT in the past 20 years have meant increasing pressure on the university researchers to find the right information for their research. Their search, amid an ever-widening array of information resources, has philosophical implications for library services.

The academic libraries need to reposition themselves to enhance their role to manage the transition process to a Knowledge Society. Some practical suggestions are made on how the new paradigm shift (NPS) can be achieved to enhance the role of academic libraries which presents the case for the adaptation of a scholarship role in librarianship to include efforts leading to the development of new products such as knowledge production. Such enhancement of librarian performances is seen as a promising a possible direction to improve the image of the librarianship as occupation in developing and developed information society. The findings support some notion of statements made by earlier research such as librarian use many leadership styles to further steer the profession to a greater height. The findings indicated that leadership styles in knowledge production still needs an empirical research to clarify to academic librarians in Malaysia that their roles in the university's mission to increase knowledge production must be fulfilled to increase the librarians' value in the research circle and the academia.

Ramsden (1998) elaborates that library leadership refers, to bringing new ideas about library to the department or creating excitement about library. Research leadership can be evidenced, for example, by inspiring respect as a researcher, or leading by example. Strategic vision and networking are demonstrated through furthering interests of the department across the university. Collaborative and motivational leadership is demonstrated among others by honesty and integrity and openness. Fair and efficient management is evidenced by delegation, highly organised working of the department and getting things done with little resistance. Developing and recognition of performance includes aspects such as praising and sustaining success of the staff of the department and giving good feedback to improve. Interpersonal skills refer to communicating well and having concern for others. The objective

of the paper was to describe how the practice of academic leadership of the leaders interviewed fits in with the theoretical framework of effective academic leadership developed by Ramsden (1998). In a paper done by Roalfe (1957) he mentioned about the true characters of a leader in the librarianship, specifically he listed some scholarly librarians' traits of Prof Hicks (1875 – 1945) as:
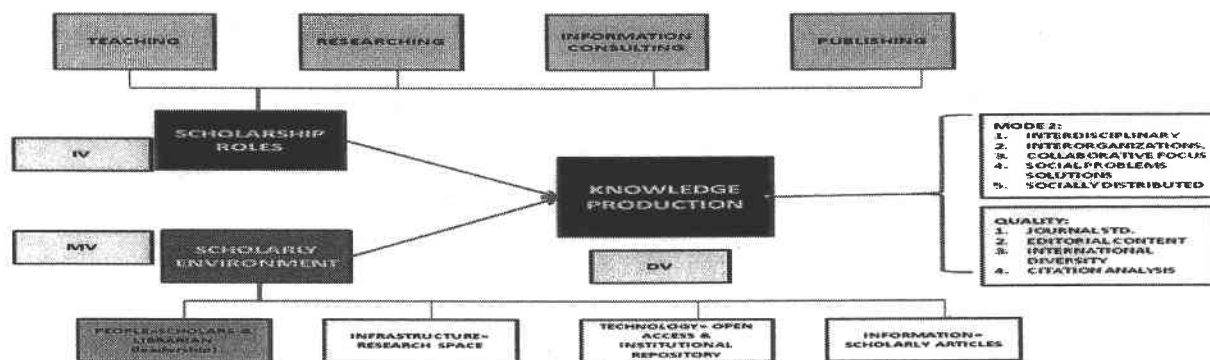
1. Multi degree and subjects; legal education, legal history, political science, international relations, literature, biography,
2. Multi talents – teaching writing, music, photography, drawing,
3. Teaching, writing, publishing, face to face reference – information literacy for 12 person per class,
4. Reviewing books ,
5. Knows every books acquired by the library – authors, subject related to the book, year of publishing,
6. Publishing – books, article, bibliography, encyclopaedia, book reviews, reports, collection of essays.

4.0 CONCEPTUAL FRAMEWORK

The objective of the paper was to describe how the practice of academic leadership of the leaders interviewed fits in with the theoretical framework of effective academic leadership developed by Ramsden (1998). The paper may identify trends in scholarly roles of academic librarians and its relations towards knowledge production practices in order to gain insight into importance and participation of academic librarians in the four dimensions of scholarly roles; teaching, research, information consulting and publishing. The scholarly roles of academic librarians are related to the roles that "support the production of scholarly research". Scholarly research is "a research which is academic, peer reviewed or refereed". The researchers, mostly academicians are also involve in teaching who may not have enough time to do search for information, so academic library is the place where researchers ask for help in term of literature searching, and academic librarians become the centre point in their research projects. All this myriads of activities push academic librarian to be involved in the research projects, as empirical research is made of elements of searching and finding research topics, analysing literature-literature reviews, data analysis, writing research and later publishing it.

The scholarly roles are seen as roles emerging with the ICT and the university ranking era. Traditionally, academic librarian involved only after the research project has been published, thus only involved in acquiring resources for collection development, cataloguing and classification, and circulating it to the researchers. This paper proposed that, to fulfil the scholarly roles, the cycle of work for academic librarian is getting longer and bigger. This role evolves because of the skills that academic librarian has; information literacy skill and hordes of other skills which are also needed by researchers. The new academic librarians are becoming scholar librarian. Scholar librarian, as a relatively new concept, belongs to librarians who are able to transgress and penetrate the need of the library user who are focusing on the scholarly research projects. The scholar librarian have these abilities: selecting and adjusting the information investigation and research project tasks, and practicing scientific research very well. In this paper, the scholarly roles are; teaching, research, information consulting and publishing. Below is the conceptual framework for this paper.

Figure 1: A conceptual framework on leadership styles and knowledge production

Affiliative Leaders The Affiliative Leadership Style is most effective in situations where morale is low or teambuilding is needed. This leader is easily recognized by their theme of "employee first." Employees can expect much praise from this style; unfortunately, poor performance may also go without correction.	LL3 : She regards sustaining staff attention and encouraging staff is an important quality of a leader. LL3 indicated "I think leadership in research refers to creating an idol or a lead role by encouraging presentation of papers in conferences, and mentoring of staff with low self-esteem". LL3's mentoring of staff with low-self esteem is a leadership quality as leaders are those who inspire.
Authoritative Leaders If your business seems to be drifting aimlessly, then the Authoritative Leadership Style can be very effective in this type of situation. The authoritative leader is an expert in dealing with the problems or challenges at hand, and can clearly identify goals that will lead to success. This leader also allows employees to figure out the best way to achieve those goals.	LL2/LL3: Regards fair and efficient management by showing that they practices openness and transparency in workloads but shows that they do not wants mere passengers in their team, but wants them to figure out their way to success. LL2 says that leadership in librarianship refers to being current with subject matter and using different delivery mechanisms. And it is only a matter of time their follower deals professionally their own problems, after she had send them for training.
Coercive Leaders The Coercive Leadership Style should be used with caution because it's based on the concept of "command and control," which usually causes a decrease in motivation among those interacting with this type of manager. The coercive leader is most effective in situations where the company or group requires a complete turnaround. It is also effective during disasters, or dealing with underperforming employees - usually as a last resort.	LL1 : I can't take "no" for an answer – at least they must say "I will try my best" LL2/LL3 : this style may looks like the military, but sometimes it is better than having headache is many of what we have planned are not completed...staff don't like it if you are very strict

In mastering Multiple Leadership Styles (Sharlow, 2010) proposed that:

1. "The formula for a leader's success is really quite simple: The more leadership styles that you are able to master, the better the leader you will become. Certainly the ability to switch between styles, as situations warrant, will result in superior results and workplace climate".

2. "It's not easy to master multiple leadership styles. In order to master a new way of leading others, we may need to unlearn old habits. This is especially important for leaders that fall back on the pacesetting and coercive leadership styles, which have a negative effect on the work environment".

8.0 CONCLUSIONS

This paper adopts a proposal by Ramsden (1998). He opined that, effective academic leadership in academic library is a function of several factors or characteristics. These include:

1. Leadership in librarianship,
2. Leadership in research,
3. Strategic vision and networking,
4. Collaborative and motivational leadership,
5. Fair and efficient management,
6. Development and recognition of performance and
7. Interpersonal skills.

Academic libraries must define and offers new concept of service. As opined by Macauley (2004), librarianship is a profession that prides itself on the importance of information literacy, I propose, it is time to take the next step and not only focus upon the 'lower order' skills of information literacy but to look beyond that and lead by example to create new knowledge that challenges professional practice and those served by our profession. Academic librarians need to stay close to library's core business, doing a lot of learning, research and help researchers in their writing or publishing to bring out the best among academics. There has been a shift from being just store for manuscripts and documents – or managers of data and information but now it is a leadership gateway to knowledge. The academic librarian has also shifted from being the "all-knowing" custodian of knowledge to a

5.0 DATA COLLECTION

The discussion is conducted against the backdrop of the styles of leadership in the knowledge production environment. Data analysis revealed that the intensification of the university into scholarly knowledge production had effects on the head of departments' lives which is also in support of the finding by van Hemert, Nijkamp and Verbraak (2009). In this paper, the researcher will be reporting a part of the findings of the paper based on literature review and a small qualitative interview with some senior librarians from an academic library.

The researcher adopts two interview questions by Sathye (2004). Sathye did a paper which finds that the responses of the three leaders were close to the theoretical model of Ramsden (1998) in many respects. In LIS, qualitative methods have mainly been viewed as a welcome alternative to survey-dominated user studies conducted from the practitioners' or institutional point of view (Dervin & Nilan (1986 as cited by Talja, 1999). Wetherell and Potter (1988 as cited by Talja, 1999), introduces method of qualitative analysis in which the basic analytic unit is the interpretative repertoire and attempts to show the value of a method of qualitative analysis which does not aim at capturing participants' authentic intentions, meanings, or experiences. Thus, in an attempt to see the perception of the library departmental heads on leadership styles and its effect on knowledge production.The researcher asked three (3) academic librarians - LL1 , LL2 and LL3 - on these questions;

    a. Are they using any particular leadership styles in their daily work as a departmental head?
    b. Are they aware of their styles effectiveness towards the knowledge production activities? For example, do they know that researchers satisfied with the current services?

6.0 FINDINGS

Based on Sharlow (2010) all statements from the respondents were tabled using the leadership styles proposed by him.

(Source:http://www.money-zine.com/Career-Development/Leadership-Skill/Leadership-Style/

Leadership Style	Example of statements
Coaching Leaders In the Coaching Leadership Style the leader focuses on helping others in their personal development, and in their job-related activities. The coaching leader aids others to get up to speed by working closely with them to make sure they have the knowledge and tools to be successful. This situational leadership style works best when the employee already understands their weaknesses, and is receptive to improvement suggestions or ideas.	LL2/LL3 - Indicated that she provides leadership by setting an example,
Pacesetting Leaders When employees are self-motivated and highly skilled, the Pacesetting Leadership Style is extremely effective. The pacesetting leader sets very high performance standards for themselves and the group. They exemplify the behaviors they are seeking from other members of the group. This leadership style needs to be used sparingly since workers can often "burn out" due to the demanding pace of this style.	LL1/LL2 : On the questions of styles effectiveness towards the knowledge production they mentioned that library's vision is consistent with the university's vision. They said that they are encouraging one of the researcher for early completion of PhD studies and publishing it in an open access journals.
Democratic Leaders The Democratic Leadership Style gives members of the work group a vote, or a say, in nearly every decision the team makes. When used effectively, the democratic leader builds flexibility and responsibility. They can help identify new ways to do things with fresh ideas. Be careful with this style, however, because the level of involvement required by this approach, as well as the decision-making process, can be very time consuming.	LL1/LL2/LL3 : Rapport with the researchers must match with what our staff − any miscommunication must be treated cautiously. LL2 and LL3 regards fair and efficient management by showing that they practices openness and transparency in workloads. They are always on the lookout for a better communication with the researchers LL2 mentioned: "One couldn't provide effective leadership in research unless one has a strong track record of publication yourself. Research is not easy and it is difficult to get started. This begs the need for mentoring which a leader with strong research record can provide".

"guide" by the side for the researchers. The notion of librarians being scholarly and blends into the academia territory even though is new in Malaysia but not so in the developed countries. All these new activities and initiatives need the right style of leadership.

Malaysian academic libraries have a most exciting environment to work with presently. In result of the world ranking by THE-QS 2009 , which saw all universities in Malaysia going further away from the top 200 standings, may jolted many university's vice chancellors. The main indicators of these rankings constitute mainly research production of the universities. Academic librarians know that their leadership styles may effects the knowledge production and research environment. There is a symbiotic relationship between the library and the effect of leadership styles towards library user. Other than finding the same answer, the Malaysian academic libraries have its own challenges - such as competencies training and setting of policy and standards for academic librarian - appear to be the more vital issues to be met (Norliya, 2004).

Thus, it is essential that academic librarians and academic libraries, would accept the paradigm shift that has confronted the traditional practice of academic librarianship. It is indeed a new scholarly communication model, where academic libraries, have become an important part of scholarly research production cycle. Last but not least, proposals for methods to improve library service; with training workshops, peer coaching, and changes in organizational climate should be strategically implemented.

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