

LIISI LEMBINEN

Comprehending Decision-Making
in Academic Library Leadership:
A Situational Analysis



DISSERTATIONES RERUM OECONOMICARUM
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School of Economics and Business Administration, University of Tartu, Estonia

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LIST OF ORIGINAL STUDIES AND PRESENTATIONS

The thesis is a collection of three original studies. All studies have been published in international peer-reviewed journals.

1. Original published papers

- I. Lembinen, L. (2018). Academic library directors' strategic decision-making process. *LIBER Quarterly*, 28(1). <https://doi.org/10.18352/lq.10224>.
- II. Lembinen, L. (2021). Innovation in European academic libraries – leadership perspective. *The Journal of Library Administration*, 61(8), 921–935. <https://doi.org/10.1080/01930826.2021.1984136>.
- III. Lembinen, L. (2023). Academic libraries' leaders' decision-making during the COVID-19 crisis. *The Journal of Academic Librarianship*, 43(3), 102709. <https://doi.org/10.1016/j.acalib.2023.102709>.

2. Other related articles

Lembinen, L. (2024). Teadusraamatukogude väärtus COVID-19 järgses maailmas. *TÜR aastaraamat 2022–2023*, 13, 72–77. <https://doi.org/10.15157/tyrtar.v13i1.24237>.

3. Conference presentations

- Jaakson, K., Georgiev, S., Lembinen, L., Georgiev, E., Peterson, M. F. (2023). Managerial decision comprehensiveness during the COVID-19 jolt: environmental hostility/ munificence and manager ownership status. *Proceedings of EURAM 2023 Conference: EURAM 2023 Transforming Business for Good*, Dublin, 14–16 June. European Academy of Management.
- Lembinen, L. (2023, July 12). Re-evaluating library's value post-COVID-19. *LIBER 2023*, Budapest, 5–7 July. Zenodo. <https://doi.org/10.5281/zenodo.8137821>.
- Lembinen, L. (2023, March 7). Kriisiaegsed juhtimisotsused raamatukogude näitel. *Eesti mäluasutuste talveseminar*. Kääriku. <https://doi.org/10.58009/aere-perennius0080>.

“We’ve always done it this way”.
(Stephens, 2019)

1. INTRODUCTION

1.1. Motivation

In an organization, one of the main tasks of a leader is to make sound judgments – that is, to make knowledgeable, prudent decisions that result in the intended outcomes (Tichy & Bennis, 2007). Decision-making, rarely routine and recurring one-on-one, often depends on many circumstances and is influenced by numerous factors, such as the sector, significance, timing, and the decision-maker’s personal approach. A single leader can frequently employ various decision-making approaches or models based on the prevailing conditions. This thesis will examine the impact of multiple situations on directors’ decision-making in European academic libraries.

An academic library director (also called Dean of Libraries, Chief Librarian, or University Librarian), in the context of this thesis, is a university library’s chief executive officer or the top leader of the library. The academic library (also referred to as a university library or research library) is a library that is attached to a higher educational institution or a university (American Library Association, 2009). Budd (2018) clarifies that the concept of an academic library has evolved over time. It is no longer exclusively associated with a tangible facility that contains physical collections. Currently, it incorporates virtual collections and services, emphasizing users who may not be physically present. The primary objective of an academic library is to offer services and collections specifically designed to meet the university’s requirements. The university or higher education institution typically provides funding for these libraries. Nevertheless, they may also be accessible to the public, a more common practice in Europe than in the United States.

Academic libraries are frequently perceived as conservative and static institutions (Maceviciute, 2014) dependent on universities (discussed more in section 2.4). Leading one of these libraries can be a challenging task. As one of the main tasks of library leaders is long-term planning and decision-making, looking at these leaders’ decision-making in their libraries can provide information for dealing with future challenges, like new generations, technology development, AI, etc. In recent decades, research shows how academic libraries have faced challenges that can be solved through leadership. As Gwyer (2018) shows, the value of academic libraries to their academic institutions has been questioned more often than previously. The library’s added value is more difficult to demonstrate when university staff and students can satisfy their informational needs through sources other than the library.

It has become clear that the survival of academic libraries depends heavily on their leadership and strategic positioning of the library (Aslam, 2020; Harland et al., 2017; Lo et al., 2020). According to Martin (2016), “Without strong, effective leadership, academic libraries and the profession of librarianship cannot weather crises or reinvent itself to meet the changing demands of higher education” (p. 281).

The current thesis examines the decision-making among leaders through a particular emphasis on academic libraries. Decision-making, in the case of this thesis, is a “deliberate, purposeful action, beginning with the development of a decision strategy and moving through implementation and appraisal of results – which occurs in all types of organizations. The process is the same even if the content is different.” (Tarter & Hoy, 1998, p. 214) Multiple causes drive this research.

First, this thesis seeks to enhance decision-making theory by analyzing the decision-making of a group of leaders who have not been thoroughly researched. Academic library directors serve as an intriguing research object due to the existing gap in this area. Moreover, the specific environment in which they operate, namely university libraries, introduces a level of complexity. These libraries function within the framework of university dependencies and a conservative organizational culture, which creates a unique context that requires careful consideration. The connection and dependency of the university puts library directors in a position that limits their freedom of decision-making. At the same time, a conservative and well-established organizational culture introduces challenges to library leaders, especially when it comes to change and innovation implementation. Academic library directors provide a valuable perspective for comprehending decision-making dynamics, the relationships within organizations, and the interaction between tradition and innovation. Due to their distinctive role in university libraries, they are an important cohort to study.

Second, this thesis delves into the decision-making of academic library directors, considering situational factors. This topic has yet to undergo comprehensive investigation previously. Academic library leadership has been researched from various perspectives, for example, university library administration decision-making (Meier, 2016), managerial decision-making styles (Mech, 1993) within one university library system (Alqarni, 2003), library directors’ characteristics (Young, et al., 2006) and leadership style in general (Weiner, 2003), developing services in libraries from the leaders’ perspective (Eklund, 2022), change management (Aslam, 2018, 2019, 2020), implementing transformational leadership style in libraries (Castiglione, 2006; Lo et al., 2020; Wilson, 2020), leadership development (Wong, 2021), or Generation X views on academic libraries (Young et al., 2006). Only a few authors have researched academic library decision-making (Lakos, 2007; Mech, 1993; Meier, 2016) (Appendix I).

Furthermore, the decision-making of the same leaders in different situations has not been specifically examined. While prior studies give an overview of library directors in a general sense or a specific context, but they lack a situational aspect. For each of these perspectives, a specific sample of directors has been included; however, prior research lacks a thorough examination of the same

sample in different situations. Do library directors decide in the same way in different situations? Is there a pattern in their decision-making? Due to that, this thesis diverges from earlier research (Alqarni, 2003; Mech, 1993; Moskowitz, 1986) by including three separate situations and doing a comparative analysis of directors within these scenarios. The present research aims to address a substantial gap in the current corpus of literature by examining the decision-making process in various situations involving the same sample of directors. This investigation aims to identify potential similarities, differences, and adaptive strategies that directors employ in response to various situations by conducting a comparative analysis.

Third, the research transcends national boundaries and examines European academic libraries rather than concentrating on a single country or library. The study examines European academic libraries, considering their diversity of institutional contexts, to present a comprehensive perspective on the subject. In the past, most research on academic library leadership has focused on the United States (Alqarni, 2003; Mech, 1993; Schonfeld, 2016) and the United Kingdom (Appleton, 2018; Gwyer, 2018). Very little research has been done comparing academic libraries in the United States and Europe. Similarly, there is very limited research and information on how academic libraries generally operate in Europe.

Distinctions in educational institutions, the placement of library buildings (center of the campus vs. non-campus based), funding (European universities are 50–90% mainly publicly funded (Estermann et al., 2013), the accessibility and content of collections (open to the public, also open versus closed stacks in library buildings), and the composition of libraries contribute to the discrepancies between academic libraries in the United States and Europe. While European academic libraries were established during the early Middle Ages, hence the large number of historic and rare collections and historic buildings, academic libraries in the United States have mainly been established in the past two centuries (Brophy, 2007). Kramer and Horstmann (2020) examined academic librarians' perceptions and beliefs on librarianship in the United States and Germany. According to this research, librarians in the U.S. and Europe differ in their educational backgrounds (the U.S. librarians mainly have Master's Degrees in librarianship). In addition, the United States academic librarians are more concerned about library funding, leadership, and institutional support than the librarians in Germany. In addition, librarians in these countries see the future of libraries and access to scientific information differently. It is crucial to comprehend these distinctions and their possible impact on library leadership. This thesis aims to provide a European viewpoint by including directors from various European nations.

Novelty of the research

The conceptual contribution of this research is its deviation from library leaders' decision-making studies by integrating a situational viewpoint, thus providing a more intricate comprehension of how contextual elements influence leadership decisions. This thesis examines academic library leaders' decision-making in

three distinct contexts: strategic long-term decision-making, innovation-related decision-making, and decision-making during times of crisis. Notably, this research investigates these three situations utilizing a previously untapped sample (the academic libraries' top leaders in Europe), thereby enabling a more comprehensive understanding of the decision-making practices employed by academic library directors. In addition to a specific group of leaders, this research focuses on the European context, which in prior research is underrepresented.

1.2. Research objective and methodology

1.2.1. Research objective

The main objective of this thesis is to enhance the existing research on leaders' decision-making in various situations, explicitly focusing on academic library leaders as an illustrative case. This research delves into leadership decision-making in academic libraries by examining diverse circumstances and merging them using the same sample (all three studies were based on the same sample, but interviews consisted of three sets of questions, which gave input to three studies). Thus, it provides a more coherent perspective on the acts of the directors and their decision-making.

The main objective of the research is to understand the situatedness of academic library directors' strategic decision-making. (Graph 1)

Research questions:

RQ1: How does the decision-making of academic library directors depend on different situations, particularly in long-term strategy planning, innovation, and crisis management?

Task 1. Explore library directors' long-term strategic decision-making. (Study I).

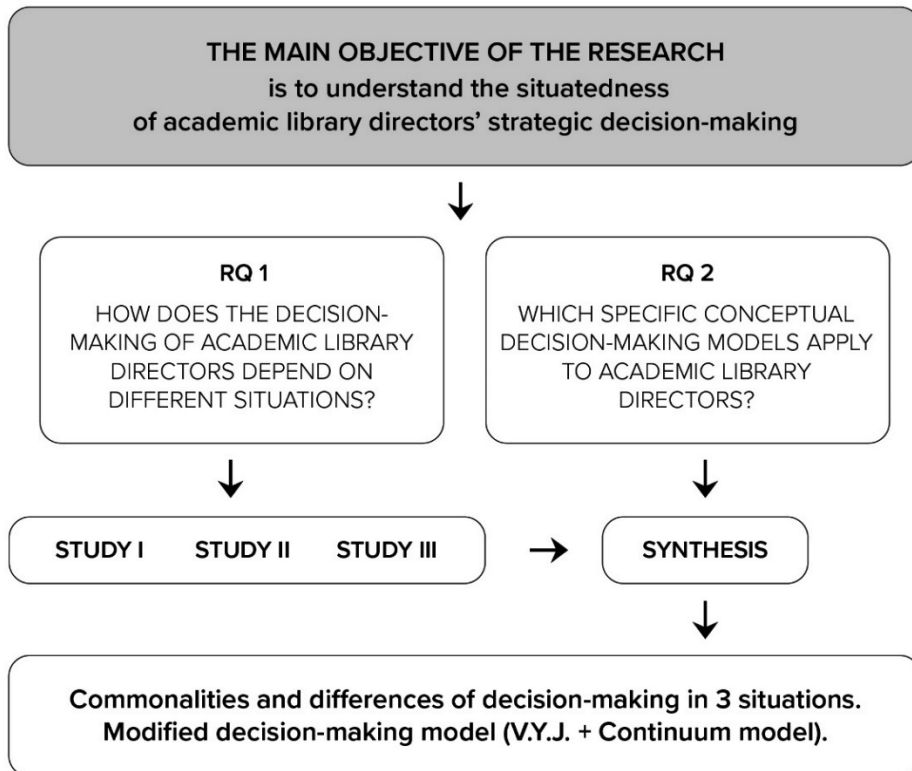
The analysis investigates details on a set of questions that explore how academic library directors define strategic decision-making, what resources they involve while setting up a plan of action, and who they involve in strategy planning.

Task 2. Analyze the decision-making employed by library directors to decide to innovate. (Study II). This part examines the conceptualization of innovation, the strategies employed to foster innovation, and the key stakeholders involved in the decision-making, as perceived by academic library directors.

Task 3. Investigate the decision-making employed by library directors in a crisis situation. (Study III). This section of the study investigates the decision-making of academic library directors during crisis conditions, including the individuals they involve and any potential changes in their decision-making compared to non-crisis scenarios.

RQ2: Which specific conceptual decision-making models apply to academic library directors?

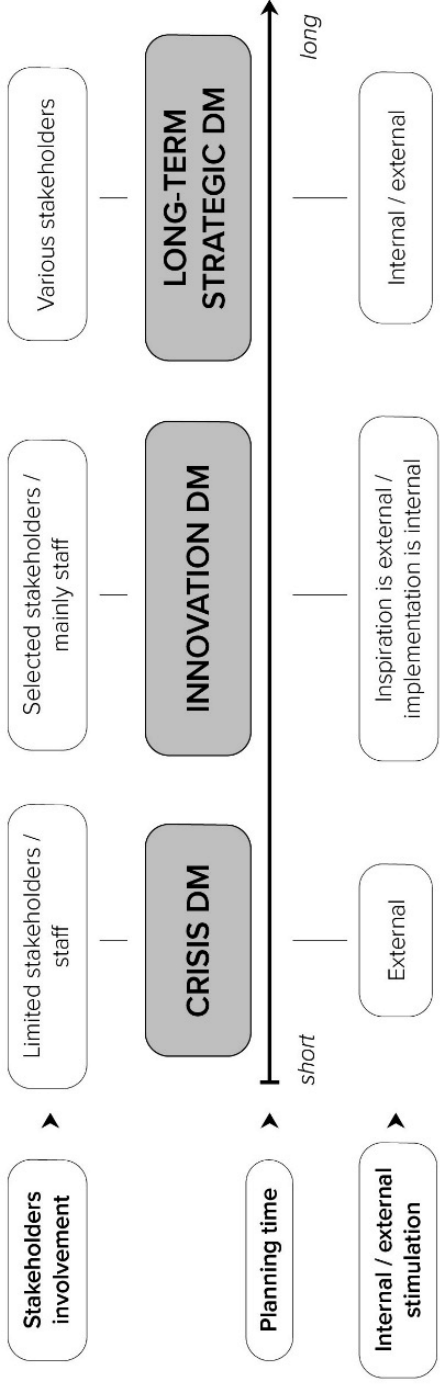
Task 4. Based on empirical insights from three studies, develop a model reflecting academic library directors' decision-making styles in different situations.



Graph 1. Research objective and questions. Source: compiled by the author.

These research questions aim to delve deeper into the nuanced aspects of strategic decision-making by academic library directors, considering the multifaceted challenges and opportunities presented by the dynamic environment in which they operate. These questions encompass several aspects, such as situational interdependencies and the handling of crises. Three different situations were chosen for the research to map different aspects of academic library directors' decision-making. The situations describe different levels of planning, stakeholder involvement, and time aspects. However, these situations emphasize the long-term impact on the library, thereby excluding operational decision-making. (Graph 2).

- 1) **Long-term strategic decision-making** is a lengthy, forward-thinking process that requires time and consideration of the university's goals and the library's various internal and external stakeholders. These decisions necessitate carefully orchestrated initiatives and engagement with stakeholders. Long-term strategic decisions are decisions that are inevitable and cannot be deferred. These types of decisions are made regularly (development plans, library strategy). The motivation and pressure for these kinds of decisions come both externally and internally. For example, the University of Berkeley Library devised a comprehensive strategy to address its patrons' evolving requirements while also considering financial constraints. In partnership with its stakeholders, the library has devised a strategic plan including three distinct kinds of library systems: hub libraries, satellite libraries, and by-appointment libraries (UC Berkeley Library Strategic Plan | UC Berkeley Library, 2024).
- 2) Making **decisions to innovate** might involve both deliberate and spontaneous components. Innovation decision-making allows leaders to approach the process creatively. While the need to innovate may not be as immediate as making crisis decisions, the pressure to do so may eventually become inevitable. Inspiration for innovation often comes from outside. The pressure to innovate comes from the need to stay relevant; inspiration for innovation is generally external, but the implementation is internal. As an illustration, libraries have recently implemented innovative services like makerspaces or 3D printing (Letnikova & Xu, 2017).
- 3) **Crisis decisions** are typically time-sensitive, leaving leaders with limited autonomy and little time to collect additional data or engage other stakeholders. The pressure usually comes externally because decisions made under uncertainty are usually externally guided (Nakao et al., 2012). Crisis decisions serve as a genuine assessment of leadership and the capabilities and aptitudes of leaders. Prior studies indicate that economic and financial crises are libraries' most extensively studied categories. Before the COVID-19 crisis, investigating health crises in libraries was one of the least explored subjects. These studies indicate that libraries have established protocols to mitigate possible physical damage to their collections, such as fire, water, or natural catastrophes. However, these strategies mainly address smaller-scale crises (Akhshik & Beglou, 2023).



Graph 2. Description of decision-making (DM) situations. Source: compiled by the author.

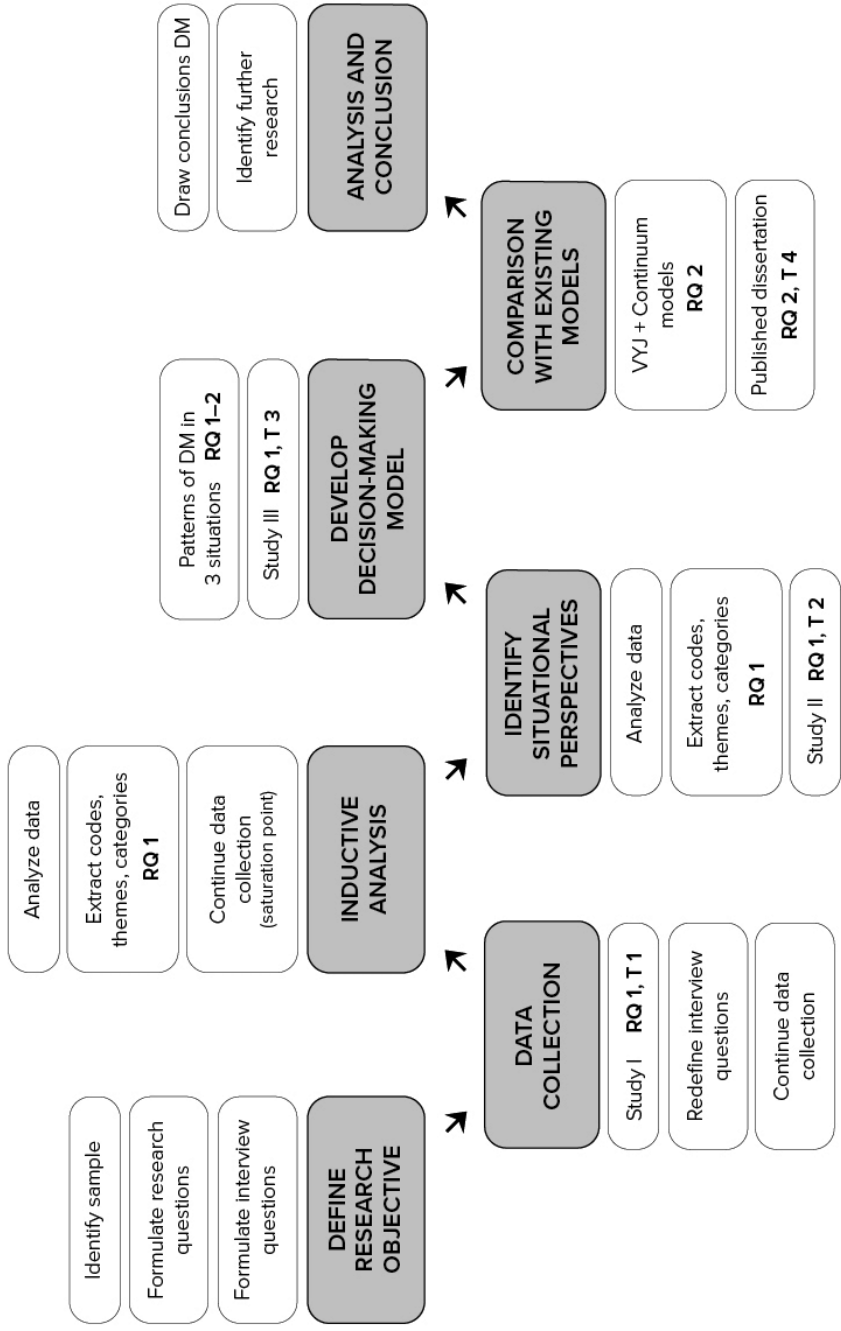
The theoretical part of this dissertation focuses on the role of decision-making in leadership and different styles and models of decision-making. In addition, it gives an insight into the academic library leadership and its dependency on the university. A revised situational decision-making model is derived from the Vroom-Yetton-Jago (VYJ) decision-making model (Jago & Vroom, 1980), contingency decision-making theory, and the Tannenbaum-Schmidt Leadership Continuum model (Tannenbaum & Schmidt, 1958, 1973).

The thesis's empirical component examines library directors' decision-making in three different situations and incorporates it into the adjusted models. The Vroom-Yetton-Jago and Tannenbaum-Schmidt models were used as an analytical framework for the systematic analysis of the interviews. The decision-making style of academic library directors in various situations may be categorized into five VYJ categories, as well as the Tannenbaum-Schmidt manager-subordinates-focused model.

The research has the following structure (Graph 3): it begins by outlining the primary objectives of the research, followed by research questions that encompass three separate situations. The next step identifies patterns in the decision-making of academic library directors in specific situations and develops a decision-making model based on the aforementioned theory and findings.

The research procedure consisted of various steps, as shown in Graph 3 below.

- 1) Defining research objectives and research questions. The process started with outlining the primary objectives of the research, followed by the formulation of research questions.
- 2) Collecting data from interviews to gain various viewpoints on decision-making (RQ1).
- 3) Inductive analysis involving extracting codes, themes, and categories from interviews relevant to decision-making in academic library settings (RQ1).
- 4) Identifying situational perspective – distinct decision-making tendencies were identified through data analysis (RQ1-RQ2).
- 5) Developing a decision-making model and synthesizing theoretical frameworks and empirical findings, identifying different patterns that address identified situational perspectives.
- 6) Comparing results with developed situational decision-making models of Vroom-Yetton-Jago and Tannenbaum and Schmidt Leadership Continuum (RQ2).
- 7) Analysis and Conclusions. Analyzing the results of the comparison and their implications for academic library leadership, concluding the relevance of the developed decision-making model, and discussing potential areas for further research and practical applications.



Graph 3. Research procedure. Source: compiled by the author.

1.2.2. Methodology and sample description

The thesis is based on qualitative research. The study utilized grounded theory in the analysis of the results. Grounded theory is a research approach that includes the development of new theoretical concepts rather than testing pre-existing ones. It is a technique employed in qualitative research to explore abstract theories, relying on a structured set of processes (Neuman, 2014). Qualitative research was chosen since it is conveyed through linguistic expressions and allows one to comprehend concepts, thoughts, or experiences. Utilizing a qualitative research approach facilitated the comprehension of the decision-making undertaken by academic library leaders as perceived by themselves. The interviews allowed directors to clarify their cognitive processes and subsequent actions during the decision-making. Furthermore, the directors described their decision-making in various situations, enabling inferences as to how academic library directors make decisions in diverse contexts. Additional analysis demonstrated how this aligns with the theoretical frameworks. The possible influence of self-report bias was accounted for. The directors were instructed to primarily draw reference from real-life situations, crises, and decisions rather than developing fictitious ones.

Unlike Study I and Study II, Study III also used a mixed-method approach where four surveys from the United States and Europe were included to get a broader approach to the COVID-19 crisis. The studies were chosen based on their conduction by prominent library associations, namely the American Library Association (U.S.) and LIBER (*Ligue des Bibliothèques Européennes de Recherche* – the Association of European Research Libraries) organization, the most prominent research library association in Europe. They explored a broader range of academic libraries rather than concentrating on a limited number of specific libraries. The findings of the four surveys were analyzed in relation to the author's qualitative research conducted among LIBER library directors. This analysis aimed to explore the similarities and variations in crisis management approaches adopted by academic libraries. As a result of incorporating grounded theory into qualitative research, academic library executives' decision-making was reflected.

Description of the sample

The grounded theory imposes constraints on the sampling process. Random sampling is not optimal for achieving the best results in grounded theory sampling. Having carefully chosen and actively sought-after individuals is crucial. The concept of "inherent bias" plays a significant role in grounded theory sampling, as Morse (2011) claims. Purposive sampling resulted in the selection of 19 academic library directors from 11 European countries. The following categories were taken into consideration: the library had to be located in Europe, the directors had to be the highest leader of the library, the library had to be a university library (not a specific subject library like law or medicine), and the library had to be an active member of LIBER (library directors and staff are involved in LIBER activities or participate in events organized by LIBER).

The directors of academic libraries were interviewed regarding their approaches to strategic decision-making, decision-making in times of crisis, and decision-making to innovate. Interviews took place mainly online and were recorded (three face-to-face interviews). These library directors represent 11 European countries (Estonia, Lithuania, Finland, Denmark, the Netherlands, Belgium, Slovenia, the United Kingdom, France, Germany, and Italy). Participating library directors had been in their current positions for an average of less than ten years, and their average top leadership experience has been over ten years. Most participating libraries are from public universities, meaning they are funded at least partially by the government. All participants' libraries are members of LIBER. These libraries also actively participate in LIBER initiatives, such as Open Science, digital skills, digital humanities, leadership, citizen science, and other creative librarianship issues, which is important since this way, all the participants have access to the same type of information.

Three empirical studies are based on the same sample; however, each gives insight into a different decision-making situation and can be seen as a stand-alone study because responses from all 19 directors are not covered in each study. The first study (2017–2018) was a pilot study where seven library directors were interviewed. The interviews consisted of 16 questions on strategic decision-making and decisions in crisis. The pilot study did not cover innovation questions which were added later in subsequent interviews.

The second study (2020–2021) is based on interviews with 9 library directors. Five innovation-related questions were added to the original questionnaire, and two questions were excluded due to the irrelevance based on the pilot study. The directors often referred to innovation in the pilot study, which motivated adding a separate section of innovation questions. The results of the first and second studies were published before finishing all 19 interviews.

The third study (2017–2022) focused on decision-making in crisis and included all interviewed library directors, making the final selection 19 (Table 1). The saturation point was reached with the 15th interview; however, four more interviews were conducted after this point. Upon reaching the saturation point, directors began to exhibit repetitive decision-making, storytelling, instances, and themes, resulting in a lack of fresh knowledge being acquired. The four more interviews generated no novel themes, ideas, viewpoints, or patterns but reaffirmed the previous interviews' findings. General conclusions at the end of this dissertation will reflect the results of all 19 respondents.

Table 1. Sample's relations to three studies and length of interviews. Source: compiled by the author.

	<i>Study I</i>	<i>Study II</i>	<i>Study III</i>	<i>Interview length</i>
<i>Participant 1</i>	x		x	40 minutes
<i>Participant 2</i>	x		x	31 minutes
<i>Participant 3</i>	x		x	30 minutes
<i>Participant 4</i>	x		x	14 minutes
<i>Participant 5</i>	x		x	44 minutes
<i>Participant 6</i>	x		x	38 minutes
<i>Participant 7</i>	x		x	1 hour 21 minutes
<i>Participant 8</i>		x	x	1 hour 3 minutes
<i>Participant 9</i>		x	x	40 minutes
<i>Participant 10</i>		x	x	41 minutes
<i>Participant 11</i>		x	x	56 minutes
<i>Participant 12</i>		x	x	1 hour 16 minutes
<i>Participant 13</i>		x	x	32 minutes
<i>Participant 14</i>		x	x	38 minutes
<i>Participant 15</i>		x	x	1 hour 13 minutes
<i>Participant 16</i>		x	x	1 hour 4 minutes
<i>Participant 17</i>			x	57 minutes
<i>Participant 18</i>			x	40 minutes
<i>Participant 19</i>			x	48 minutes

Interview questions and guidelines

A series of questions was compiled to determine the strategic decision-making of academic library directors, in line with the research's ultimate objective. Before conducting the interviews, a collection of sample interview questions was collated from several sources (Bojadziev et al., 2008; French et al., 1993; Maruska, 2006; Meier, 2016; Papadakis et al., 1998). The questions were based on the need to find out the following: what library directors consider strategic decisions, what types of strategic decisions have they made in the past, what resources have they gathered and trusted the most, who have they involved, and whether their decision-making changes if there is pressure or crisis (Study III). Innovation decision-making was not included in the interviews during the pilot study (Study I). After the pilot, one question was removed from the study, and innovation questions were added to the interview questions (Study II).

The interview questions (Appendix II) were combined into the following blocks: 1) background questions (country, experience, education) – study I–III 2) strategic decision-making (defining strategy, implementation of strategy, strategic decision-making, influencing factors) – study I–III; 3) decision-making resources (outside resources, stakeholder influencing, alone version group decision-making, prior leadership of the library) – study I–III; 4) Innovation decisions (defining innovation, opportunities and encouragement of innovation,

innovation teams) – study II; 5) crisis decision-making (intensity and importance of a decision, deciding in crisis versus regular situations, forced decisions) – study III.

The interview process

All participants signed a consent form before the interviews, and they were assured anonymity so that no library or director could be identified. A password-protected participants' key file was produced, and each participant received a number: participant 1 = P1, participant 2 = P2. Interviews were audio recorded (over Skype, Teams, Zoom, or audio recording). The interviews lasted from 14 minutes to 1 hour and 21 minutes. An average interview was around 45 minutes.

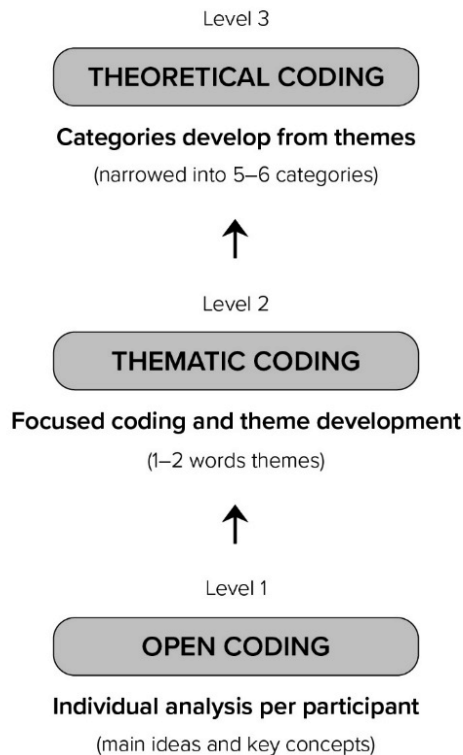
The interviews were held in a semi-structured format – questions were prepared in advance; however, when necessary, follow-up questions were asked for clarity or to get examples to illustrate directors' responses. The decision to employ semi-structured interviews was based on the need to provide respondents with sufficient flexibility to convey their perspectives and ideas while maintaining the overall framework and focus of the interviews. Simultaneously, to prevent researcher bias, the respondents were free to interpret the questions based on their own understanding, without any extra examples or guidance provided by the interviewer (Qu & Dumay, 2011). The interviewees were guided that only the concepts and ideas of their responses were important; no language analysis was performed because English was not the native language of most respondents. In addition, the interviewees were asked to reflect on real-life situations as much as possible and bring examples from their prior experiences to avoid intentional behavior; however, this was not always possible. In this case, the directors reflected on how they would act in certain situations. For example, interviews before 2020 reflected on either a crisis at a minor level (local library crisis) or a hypothetical crisis if they could not think of a specific crisis that had happened in recent years. Interviews held after 2020 all reflected decision-making during the COVID-19 crisis.

During the interviews, short hand-written transcripts were produced. After, interviews were transcribed using Express Scribe Transcription and Otter software. The following documents were produced for each participant: a consent form, a paper transcript taken during the interview, an audio file, a transcribed interview text file, and question-by-question coding tables.

Coding process

The data was subjected to analysis and coding to generate prevalent themes (Graph 4). Coding was founded upon the principles of grounded theory (Vollstedt & Rezat, 2019). Theoretical thematic analysis was used to analyze the data based on Maguire and Delahunt (2017). QDA and Excel software were used for data analysis. The important concepts of each participant for each topic were derived from transcripts using thematic analysis (Nowell et al., 2017). To produce concepts on the data, several replies and instances obtained from the interviews were examined and subsequently compared to the responses of each case.

Open coding was used, and the codes were derived from the responses to individual questions. During the coding process, a three-step technique was used (described in detail in Study II), influenced by the methodology proposed by Gioia et al. (2013).



Graph 4. The general coding process that was used in all three studies (article-specific coding is described separately in each original study). Source: compiled by the author.

Initially, each participant underwent individual analysis, question by question. The original level codes encompassed the fundamental notion. The assessment was based on how participants demonstrated their own notions. Each participant received their individual Level 1 codes. At this point, no assessment was conducted to compare the present participants with others or to consider previous research. In the second stage, the codes had stricter limitations.

During the second step, every distinct code from the previous level was compressed into succinct themes comprising one to two words. The codes from interviews were compared, and any identical responses were combined. In the last stage, the codes from the preceding stages were compared, and the essential themes were consolidated into 5–6 different dimensions. For instance, in response to the question, “Do you incorporate evidence, facts, or figures in the strategic

decision-making process?” Each participant provided a compilation of the resources they utilize to support their strategic decisions. Subsequently, the responses from all participants were consolidated, and repetitive resources were categorized into a shared topic, often consisting of 5–6 themes per question. From the collected replies, prominent themes were apparent. Academic library directors utilize statistics, economic data, and consumer feedback as proof, facts, and numerical values. All questions were coded using the described pattern.

During study III, additional qualitative and quantitative data were gathered and analyzed. These additional studies were: Ithaca S + R COVID-19 (Ithaca) survey of library directors, which took place in March 2020 (Frederick & Wolff-Eisenberg, 2020a, 2020b); the American Library Association (ALA) survey “Libraries Respond: COVID-19 Survey” which took place between 12 and 18 May 2020 (American Library Association, 2020); and two surveys organized by the Association of European Research Libraries (LIBER) in October and November 2020 (LIBER, 2020a, 2020b; Shaghaei et al., 2022). Separate analyses were conducted on quantitative and qualitative data during the analysis. The data from previously described five surveys were analyzed in three sequential steps:

- 1) Findings derived from publicly available reports on all four studies (American Library Association, 2020; Frederick & Wolff-Eisenberg, 2020a; LIBER, 2020a, 2020b). During the quantitative surveys, each question was examined and compared to other questions to identify any commonalities that may have been present. These similarities included budget reallocation, services, digitization, and print collections. Quantitative data analysis was conducted by the surveys’ original administrators (American Library Association, 2020; Frederick & Wolff-Eisenberg, 2020a; LIBER, 2020a, 2020b; Shaghaei et al., 2022).
- 2) Survey administrators who initially held the survey offered quantitative data and analyzed it using question-to-question content analysis (LIBER). In the qualitative research, the participants’ replies to both researches were subjected to thematic analysis as described previously. The responses from the transcripts were grouped under more general topics.
- 3) Results from these four additional surveys were compared to the results of the author’s interviews using the same thematic coding system.

1.3. Summary of studies

A summary of the studies, including contributions, gaps, and data, is shown in Table 2.

Study I was a pilot study that developed and tested research methodology. Seven European university library directors were interviewed using semi-structured interviews as a part of this study. Consequently, two conclusions may be inferred. Academic library directors mainly depend on external sources such as data, research, reports, and insights from other library leaders and organizations. Strategic choices are not made based on intuition or personal judgment. Additionally,

library directors do not operate as independent decision-makers but rather collaborate with others. However, they depend on their employees and other individuals or groups with a vested interest in the organization when making critical strategic decisions. This study corroborated prior studies about the strategic decision-making of library directors.

Study II Academic libraries are perceived as rigid institutions that are not inclined to progress due to the absence of an innovative culture. Nevertheless, this study revealed that innovation in academic libraries is more prevalent than previously believed. This study evaluated data collected from nine semi-structured interviews conducted with directors of European academic libraries. The objective of the study was to chart the perspectives of participants about innovation and its management inside libraries. The findings illustrate that the libraries actively participate in innovative endeavors, and their administration fosters creativity by granting their employees autonomy. Library directors consider innovation while creating their strategy.

Study III – The COVID-19 crisis raised the issue of libraries' significance to their institutions. As a result of services created around physical libraries, libraries had to contend with operational and financial problems. This study investigated the decision-making of university library executives in the initial year of the COVID-19 crisis using a mixed methods approach. To determine the decisions made by university library administrators during the crisis and the reasons behind them, the author combined quantitative and qualitative data from previous studies with new data collected by the author. The findings indicated that the primary concerns of leaders were obtaining physical services and collections, ensuring the safety of employees and patrons, implementing new working techniques, and determining the library's role in the crisis. The data suggested that during times of crisis, library executives made choices either in smaller groups or, in some instances, independently. This research primarily focused on academic library directors and their decision-making to resolve the issues for their libraries.

Table 2. Summary and contribution of author’s original studies. Source: compiled by the author

<i>Study</i>	<i>Contribution to the literature</i>	<i>Gaps in previous research</i>	<i>Research approach</i>	<i>Data</i>	<i>Research question</i>
<i>Study I</i>	The strategic decision-making of academic library directors.	From the leadership perspective, there is a lack of understanding of how strategy is developed in academic libraries. Only research in academic library leadership is done in continental Europe.	In-depth interviews. Results coded.	Qualitative. Semi-structured and in-depth interviews with seven academic library directors.	RQ1, Task 1; RQ2, Task 4
<i>Study II</i>	Innovation decisions in academic libraries.	How academic library leaders define and approach innovation decisions in their libraries.	In-depth interviews. Results coded.	Qualitative. Semi-structured in-depth interviews with nine academic library directors.	RQ1, Task 2; RQ2, Task 4
<i>Study III</i>	Academic libraries’ decision-making in crisis situation.	Change in leadership decision-making in crisis, especially in the case of COVID-19.	Mixed method – combining. In-depth interviews illustrated with quantitative research.	Qualitative and quantitative. Semi-structured in-depth interviews with a total of 19 academic library directors. Quantitative: U.S. and European libraries’ response to the COVID-19 crisis.	RQ1, Task 3; RQ2, Task 4

Combining the information obtained from all three empirical research studies is a crucial step in integrating data to reach complete conclusions about the decision-making of academic library directors. Although Study I was a pilot study, doing a preliminary investigation, Studies II and III focused on specific concrete situations, yielding a more complex comprehension of decision-making in various contexts. It should be noted that certain data acquired during the research process may not be included in these studies because Study I was a pilot study, and Studies II and III focused on specific situations. Integrating data from all investigations is intended to capitalize on the collective insights from the collected research data. The discussion component of the research plays a crucial role in enabling a comprehensive examination of the decision-making styles of academic library directors. The discussion combines the results from the three studies and compares them to existing theoretical decision-making models, allowing for the development of more comprehensive and nuanced conclusions.

1.4. Contribution and positionality of the author

I have accumulated over fifteen years of experience working in an academic library, with ten years dedicated to my role as a Development Director and five years serving as an Acting Director. I have managed two strategic development initiatives at a library, encountering a range of crises (in relation to personnel, collection, technology, and infrastructure) as well as innovations (such as the adoption of Open Access and Open Science, library renovation, and digital transformations). As a result, I have been interested in the issue of strategic decision-making by library directors for over ten years. My involvement in strategy and innovation implementation at a library has provided me with valuable insights into the personnel and organizational culture of the library. Through my significant expertise and research, I have acquired a deep understanding of library-related issues, making it effortless for me to navigate and comprehend them.

This research is driven by an alternative perspective on strategic decision-making, explicitly focusing on the viewpoint of leaders. As a participant in LIBER working groups, I have actively participated in creating leadership programs. Additionally, I have had the opportunity to meet and interact with diverse library leaders. Despite my lack of comprehensive information on the specific libraries represented by the participants, the link facilitated by LIBER enabled open and trustworthy conversations with each participant.

The author of this thesis is the sole author of all three individual studies.

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2. THEORETICAL BACKGROUND AND CONTEXT

To reflect on academic library leaders' decision-making, various components need to be considered: leaders' decision-making process and style, situatedness of decision-making, participatory decision-making, and library leadership in the context of a university.

2.1. Foundations of leaders' decision-making

To comprehend the decisions made, it is essential to have a solid grasp of the elements that influence decision-making (Ejimabo, 2015). According to Mintzberg (1989), decisions vary from resource allocation to change management and negotiations, and the process has various steps or phases that vary according to different theories (Pušeljić et al., 2015; Tohidi & Jabbari, 2012). One of the decision-making theories is the rational or analytical model, which suggests that decision-making is a very rational process where a leader formulates a decision after defining a problem, identifies alternatives and then makes the decision (Baron, 2013). It assumes that people are rational beings and behave accordingly. This is also called synoptic decision-making, which is a systematic, thorough, and forward-looking approach that executives employ to tackle current difficulties and future opportunities. The process covers specific tasks to achieve the organization's objectives (Atuahene-Gima & Li, 2004; Yi et al., 2022). According to Drucker (1967), effective decision-making has six steps: classification, definition, specification, decision, action, and feedback. Every decision-making starts with the first one – defining and classifying a problem, followed by finding a suitable solution to the problem (Drucker, 1967; Maciariello, 2006; Mintzberg, 1989).

Baron (2013) suggests that decision-making is mainly driven by intuition (intuitive decision-making) and is not always rational, where individuals assess the prospective results of different options concerning their significant objectives. Often, decisions are made based on prior experience and can occur rapidly and without rational thinking (Fiske, 1992). Leaders' preexisting perceptions are believed to significantly shape their planned tactics, which frequently diverge greatly from the implemented strategies (Haley & Stumpf, 1989; Mintzberg, 1978).

Decision-making is an invaluable asset for an organization. It requires time and staff effort. The more people are involved in decision-making, the longer the process will become. In addition to achieving quality decisions, according to Maciariello (2006), one additional goal of decision-making should be to limit it to the minimum necessary consultations at the lower level. Organizational leaders face pressure to include their staff in the decision-making. It is believed that involving more staff in decision-making increases productivity and job satisfaction (Margerison & Glube, 1979). Increasing participation in decision-making is believed to have value for the organizational culture, teamwork, and spirit. It

can empower and increase competencies as well as the self-signification of staff members. Furthermore, Andreis (2020) claims that teamwork in decision-making can help to decrease the likelihood of making the wrong decision. In contrast, however, Vroom (2000) believes that the effect may be the opposite if the decision that members of the organization contribute to is relatively insignificant.

In addition to specific steps a leader can take while deciding, many additional dimensions and factors should be considered in decision-making. Most of the research primarily concentrates on a restricted set of factors, disregarding other significant contributors that impact strategic decision-making, although decision-making does possess multiple characteristics. For example, rationality, broader context, situation, speed, environment, bureaucracy, politics, or leaders' cognitive base, values, characteristics, or style (Hambrick & Mason, 1984; Papadakis et al., 1998).

2.2. Leaders' decision-making styles

Leaders have the ability to employ diverse styles while making decisions. Their style determines the pathways they choose to take when making decisions (Cherry, 2006; Ejimabo, 2015). Several scholars have conducted extensive studies on different approaches to categorizing the decision-making style of leaders. Frequently, leaders' decision-making style is assessed based mainly on what kind of outside informational resources they use in decision-making, their inclusion of subordinates, and the extent to which staff is involved in the decision-making. While there are significant differences, these models do have some parallels.

Already in the 1930s, Lewin, Lippitt, and White (1939) believed leaders have three main styles when it comes to decision-making: autocratic (authoritative), participative (democratic), and delegation (*laissez-faire*). Autocratic leaders exhibit a tendency to make prompt decisions without seeking input from staff members. In contrast, participative leaders actively involve their staff in the decision-making, although they ultimately retain the final authority. On the other hand, delegative leaders adopt a more hands-off approach, setting goals and deadlines but granting their staff considerable autonomy in the decision-making.

Other researchers, Yukl (1989), Tannenbaum and Schmidt (1958, 1973), and Vroom and Yetton (1973), as well as Vroom and Jago (1988), have followed a similar pattern to Lewin et al. (1939) in describing leadership decision-making styles just naming these differently. In general, these styles range from one extreme to another: from autocratic (making decisions alone) to consultative or collaborative and even to democratic (delegating decision-making). Autocratic leaders make judgments without team input, notify subordinates about them, or persuade them to accept them. In the consultative and collaborative approaches, a leader may include a group, solicit subordinate feedback, or provide options when making decisions. Consultants seek subordinates' opinions before making decisions that impact them. Consultation might include one or more subordinates.

In the democratic or delegation approach, the leader gives subordinates more autonomy or decision-making power. Transformational leaders take a similar approach. Transformational leadership theory posits that leaders who effectively motivate and inspire their subordinates are able to accomplish the goals of the organization as a whole successfully. Transformational leaders create a work climate that fosters the generation of new ideas and innovation and encourages independent thinking among subordinates. Leaders also guarantee that their team members comprehend and realize their obligation and duty for their tasks and individual decisions (Riggio & Bass, 2006).

According to the Tannenbaum-Schmidt Continuum model, seven different leadership styles start from the manager-centered (task-oriented) level, where the manager's authority is high and subordinates low, to the subordinate-centered (relationship-oriented), where the authority roles have been turned. The styles are marked as follows: tells, sells, suggests, consults, joins, delegates, and abdicates (Tannenbaum & Schmidt, 1958, 1973).

The Vroom-Yetton-Jago decision-making model, created in 1973 and later revised in 1988, assists leaders in choosing the most suitable decision-making style from a set of five types by considering various situational criteria. It facilitates the selection of distinct decision-making methods for various problem scenarios (Field, 1979, p. 256). The extent to which the decision-making strategy permits subordinates to engage in the process and influence the final decision and solution differs among the five approaches (Jago & Vroom, 1980). This supports the frameworks of Tannenbaum and Schmidt's (1958) Leadership Continuum and Lewin et al. (1939), which identify styles based on subordinate participation and independence.

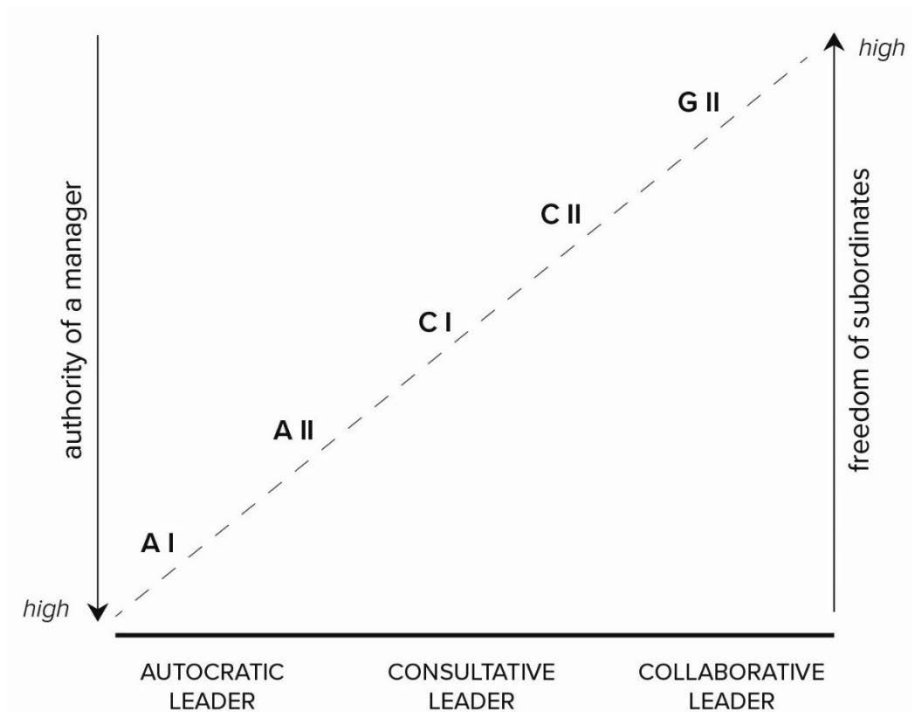
According to the VYJ model, the leaders have the option to select one of the following methods for decision-making: 1) Make decisions independently without any external input (Autocratic I – AI); 2) Seek outside input but ultimately make the final decision alone (Autocratic II – AII); 3) Consult a smaller group during the decision-making (Consultative I – CI); 4) Engage in discussions and gather different solutions from a group, with the leader acting as a facilitator to reach a decision that typically aligns with the group's consensus (Consultative II – CII); 5) Delegate decision-making to a group that is involved in every step of the process, including problem identification, generating alternative solutions, evaluation, and making a joint decision (Group-based or Collaborative – GII) (Mls & Otčenášková, 2013; Vroom & Jago, 1995). Vroom and Jago (1988) propose using or avoiding particular choice heuristics to enhance the quality of a decision, strengthen commitment to the decision, decrease costs, and maybe enhance subordinate growth.

The VYJ model (Table 3) incorporates three key factors that impact decision-making: decision quality, collaboration, and time.

Table 3. The VYJ model: decision process and situational implementation. Source: summarized by the author.

<i>Decision process and style</i>	<i>Implementation situations</i>
<i>AI</i>	When the leader has all the necessary information. There is a severe time constraint, or the decision is routine. The issue is unorganized/unstructured.
<i>AII</i>	When the leader needs additional information. Team members are not required for decision-making. The issue is well structured.
<i>CI</i>	When the leader needs input from individual team members. No consensus is required. The issue is well structured.
<i>CII</i>	The staff shares organizational goals. When group input is necessary. The issue at hand may develop into a staff conflict.
<i>GII</i>	The leader lacks all the necessary information. The staff shares organizational goals. Staff will not commit to the leader's decision. When consensus is required. The issue has a necessity for quality.

By combining the Leadership Continuum model with the VYJ model (Graph 5 below), different leaders' decision-making styles can be observed based on the use of the leaders' authority versus freedom for subordinates. More autocratic leaders (AI) make decisions alone or with limited input from outside, while subordinates who receive more freedom in decision-making are led by collaborative leaders (GII). These decision-making styles might be contingent upon many elements, yet leaders may employ diverse styles or models to tailor the decision in question.



Graph 5. Combination of Leadership Continuum and the VYJ models. Source: compiled by the author.

Decision-making is a vital component of leadership and management in an organization since it directly impacts its outcomes, whether successful or not. Leaders' decisions ultimately set the road for the organization (Hambrick & Mason, 1984; Vera & Crossan, 2004). Not all leaders are suitable for all organizations, and the same leadership style does not work in all situations. Previous studies with leaders have confirmed this (Turpin & Marais, 2004; Vera & Crossan, 2004). Leaders are capable of choosing the right leadership style depending on the situation (Cherry, 2006; Ejimabo, 2015).

While some leadership research focuses on the relationship between the leader and the subordinates (Burns, 1978; Den Hartog et al., 1997), the situation where the decisions are made is not less important than the resources used in the decision-making (Vinkenbunrg et al., 2001). Successful leaders have the ability to utilize many styles or models, and they may even combine elements from other ones in order to customize their judgments according to particular circumstances. The crucial factor lies in comprehending the requirements of the team, the specific assignment, and the broader organizational framework.

2.3. Situatedness in decision-making and contingency theory

In several studies, researchers have concluded that the situation at hand is the primary factor determining what is expected of a leader and how they should behave when making decisions. The situation is a key factor, not the leader. A leader needs to be skillful enough to adapt to the situation (Matelski & Hogg, 2015; Vinkenburg et al., 2001).

Most organizations need different leaders in various context according to contingency theory. The contingency theories of leadership argue that a specific leadership style's efficacy is contingent upon the characteristics of the leadership situation; certain styles work better in certain circumstances than others (Matelski & Hogg, 2015). The Cognitive-Contingency decision style model categorizes decision-making into four distinct groups: analytic, directive, conceptual, and behavioral. Leaders who use a directive decision-making style are often authoritarian, focused on achieving goals, and prioritize speed. They make choices with a small quantity of information. Analytical decision-style leaders meticulously evaluate options and have unique problem-solving skills. Conceptual decision-style leaders prioritize people, encourage transparency, and actively include subordinates in decision-making. Behavioral decision-style leaders exhibit a supportive and empathetic attitude toward their subordinates while relying less on statistics in decision-making. Leaders tend to use complex styles in decision-making even though they usually have one preferred one (Rowe & Boulgarides, 1983). In specific circumstances, opting for fast decision-making might be a more appropriate strategy, even though speed tends to yield less successful outcomes overall. However, this technique may be helpful in cases where new evidence will not be generated over time (Baum & Wally, 2003). "In situations with similar psychological features, individuals show consistent patterns of behavior rather than showing consistent behavior across all situations" (Vinkenburg et al., 2001, p. 218).

Vroom and Jago (1995) and Fiedler (1972) suggest that in certain situations, leaders are more willing to include subordinates than in others. Fiedler (1972) describes these situations as favorable or unfavorable situations. In favorable situations, leaders have the power to influence subordinates through relationships or position power, and the tasks at hand are usually structured and transparent. In general, leaders are willing to include subordinates in decision-making depending on the importance of a decision, the necessity to receive the staff's commitment to the decision or the leader's lack of information or expertise necessary for the decision. As a result of the fact that subordinates are less likely to completely commit to an authoritarian choice when dealing with complicated and unstructured situations, the method of decision-making that involves participation is the one that is recommended.

Heller and Yukl (1969) found that leaders adjust their decision-making to meet the requirements of the situation. Furthermore, participants' engagement in decision-making is directly influenced by the elements present in the situation in

question. This confirms Vroom and Yetton's theory (1973) that a situation plays a more significant role in how leaders behave and decide than their personal traits. As a result, a successful leader adapts their leadership and decision-making based on the situation (Martin, 2020; Vera & Crossan, 2004). This approach deviates from conventional leadership theories by recognizing that there is no singular optimal leadership style; instead, effective leadership depends on the context in which it is implemented.

2.4. Research context for academic library leadership

The research context is essential for contextualizing and interpreting findings related to academic library directors' decision-making and styles. It allows one to understand the unique circumstances, challenges, and opportunities within a specific setting, ultimately contributing to a more informed and tailored understanding of leadership practices in academic libraries. This conceptual contribution enhances decision-making theory by providing insights into the adaptive capabilities of academic library directors. As a result, it deepens our understanding of library leadership practices in response to changing organizational difficulties.

Academic libraries as university-dependent institutions

When it comes to academic libraries, it is crucial to consider the reliance of academic libraries on their universities, the difficulties posed by the new generation of stakeholders, and the historical significance of academic libraries for universities. In addition to rigid organizational culture, various other factors influence academic library directors' decision-making: decreasing value and influence of academic libraries, the position of library leaders within the university, dependency on the university's rules, regulations, and strategy, as well as stakeholders' stagnated view of the library as a holder of books (Gwyer, 2018; McElrath, 2002; Murray & Ireland, 2018; Pinfield et al., 2017).

Academic libraries are libraries that are affiliated with degree-granting higher educational institutions. According to Brophy (2005), an academic "library is entirely dependent upon its parent institution" (p.1), and even though some libraries may have international or national tasks, most of the academic libraries are solely established for the purpose to service their universities. Academic libraries, also known as research libraries, offer specially curated collections built based on the needs of the university staff and students (American Library Association, 2016). These libraries are directly connected to their "mother" institution's strategy and budget. The SCOUNL "Mapping the Future of Academic Libraries" research conducted in 2017 found a consensus that libraries should closely connect with their university. The mapping revealed that both libraries and universities deem it crucial for libraries to have their priorities and objectives in line with the primary institution, and any deviation from this is regarded as unfavorable (Pinfield et al., 2017). Libraries were seen as the center of the

university a couple of decades ago and, by default, seen as vital to the university's mission and strategy; the question of the library's positioning has surfaced in recent years (Brophy, 2007). Changes in the ways universities operate, as well as in their strategic priorities, have put libraries in a position where they need to demonstrate their value to stakeholders whose views and expectations have changed (Cox, 2018; Oakleaf, 2010).

The relationship between academic libraries and universities is complex. The academic library director typically reports to the rector, president, vice-chancellor, vice-dean, vice-rector, university secretary or provost, and an advisory board or committee. According to the structuration theory (Filion, 2020), libraries rely on the resources provided by universities while also being constrained by the norms and regulations set by the university. As Schonfeld (2016) states, academic library directors are placed in a situation where their authority to make decisions is not entirely autonomous and relies significantly on the regulations set by the universities (Budd, 2018). For that reason, library directors often prioritize their external role, focusing on advocating for the library and emphasizing its value.

Academic libraries may be assessed using strategic decision-making methods, like those used in the public sector. Nutt (2006) claims that decision-making in the public sector is perceived to be limited by rules, which have an impact on the formulation of strategic decisions. Libraries, like public sector institutions, have predetermined annual budgets that are not influenced by their performance. Libraries are mandated by law to provide their patrons with free access to their core services and activities, which in turn restricts their ability to generate revenue. This amplifies the library's reliance on the university. Just like the public sector, libraries rely on and have a duty towards their stakeholders, who in this case include university personnel and students (Orazi et al., 2013).

The changing role of academic libraries

Academic libraries have seen unprecedented transformation over a couple of decades, mainly due to the digital revolution and the globalization of higher education (Beetham & White, 2013; Phillips, 2014; Ravenwood et al., 2019), as well as changes in the role and position of the library within the university (Appleton, 2018; Gwyer, 2015; Meier, 2016). Transformations in higher education impact academic libraries as they are a component of the university system. The evolving landscape of higher education has posed more significant challenges for library leaders than previous transformations. According to Smith (2015), globalization and rapid technological progress have transformed academic library services and stakeholder engagement. Brophy (2007) states even that these recent changes have put libraries in a position where "their core business could be about to disappear" (p. 9). In addition, fee-based education, particularly in the United States and certain parts of Europe, has prioritized the student experience and involvement, directly impacting libraries' services and environment. Furthermore, the competitive allocation of funds in higher education has posed a problem for libraries, as they are now required to vie with other campus institutions for financial

resources. However, this raises doubts about the challenge and significance of the library's value to the university (Appleton, 2018; Gwyer, 2015).

Value concerns are of the utmost significance in the context of collections and physical environments. The primary value of libraries was perceived through their physical collections prior to the digital transformation. However, the increasing availability of online information and the transition to digital formats have prompted library stakeholders to query the additional value libraries provide. Sometimes, university stakeholders who access digital scientific collections online question the value of physical library buildings and collections in a fast-paced scientific world, where printed information is outdated by the time it reaches the library's shelves.

For the new generation of library users, libraries are digital. "What users primarily seek from libraries are the digital resources that they can access from anywhere they happen to be" (Marcum, 2016, p. 2). Moreover, the same stakeholder frequently fails to recognize that academic libraries negotiate and enter into contracts with commercial publishers to retain access to scientific databases. Gwyer (2015) argues that with the shift towards digital education in higher institutions and most library holdings still being physical, library directors must restructure the fundamental service of lending paper books to incorporate more digital or hybrid options that can be seamlessly integrated into modern curricula.

This trend was especially felt during the COVID-19 crisis, which introduced unforeseen challenges that caused numerous university libraries to be ill-equipped. The change in the collection-centric operation has also led to changes in library structures. In recent years, many libraries have redirected their focus towards remaining current with or spearheading educational and research methodologies developments, in addition to attending to the university's strategic imperatives. Consequently, directors are increasingly drawn to organizational frameworks that foster innovation, are adaptable to the integration of novel services, and are in line with the evolving information landscape and the research university's role (Meier, 2016; Schonfeld, 2016).

Despite the fact that the majority of useful collections are transitioning toward being primarily digital, the importance and requirement of physical library facilities is becoming increasingly important. As stated by Shumaker (2003), libraries are required to provide virtual spaces that are not only accessible but also engaging. These interactive spaces should go beyond the typical physical surroundings in order to meet the ever-changing expectations of users. Beyond the limits of physical book storage, academic libraries need to transition into settings that are centered on the user.

Organizational culture of academic libraries

The external pressure on libraries has been incredibly challenging to libraries' organizational culture. It has been questioned if libraries have their own organizational culture like no other organization. Do libraries, in general, have common ideologies and principles, or maybe a comprehensive understanding of how groups function? The specific micro-level culture that exists only in libraries is

connected to the training and education of librarians and their specific working environment (Martins et al., 2004; Shaughnessy, 1988). Greenberg (2013) asserts that libraries are often conservative establishments that do not embrace fast change favorably. Libraries often engage in more extensive deliberation of potential courses of action for their future than corporate entities. According to Ryan (2012), the organizational culture of academic libraries makes it more feasible to establish stability objectives rather than change goals. Compared to other types of libraries, academic libraries are considered “the most formal library organization among the traditional library types, at least on the macro level” (Kaarst-Brown, et al., 2004, p. 39) because of their connection to academics. The environment where academic libraries operate makes them unique compared to other libraries (Budd, 2018). Academic libraries have a high degree of organization and division into departments, which makes the culture of academic libraries especially strong and inflexible. This form of decentralization reduces library departments’ efficiency, collaboration, adaptability, and coordination (Kaarst-Brown, et al., 2004; Martins et al., 2004).

Organizational culture plays a significant role in decision-making when facing changes and deciding upon innovation (Büschgens et al., 2013). Due to the influence of evolving technology, financial limitations, and the request for innovative services, the conventional hierarchical framework hinders the flexibility of libraries and renders them inefficient. The inevitability of change is driven by variables such as product and service innovation, the accessibility of knowledge, and technology advancements (Greenberg, 2013). According to Martins et al. (2004), due to globalization and easy access to information, libraries are going through a shift from information owners to information access givers. This implies that, in contrast to the past, when all information was contained in physical books that libraries owned and made accessible through their library buildings, today, libraries acquire access to information that is owned by commercial publishers, and libraries do not possess this information in their collections.

Libraries, similarly to the public sector, feel the “pressure to adapt, learn, innovate and keep up with the best performers,” according to McGurk (2011, p. 167). Swift decisions and efficient execution of change are crucial. This places a significant burden on library leadership to identify methods for implementing new organizational and service models (Kaarst-Brown et al., 2004; Martins et al., 2004) as well as increase staff innovation competencies (Sa’ari et al., 2014). According to Mandeville-Gamble (2016), directors should be able to adapt to changes that render traditional methods obsolete for the current students and faculty. Although library leaders do not have direct control over the organizational culture, they possess the power to guide and shape it. Therefore, having a deep understanding of the academic library leaders’ working environment is crucial as it greatly impacts their decision-making (Farrell, 2018; Meier, 2016).

It can be said that academic libraries are currently facing an exciting identity crisis between changing generations of staff and users while being institutions that are not change-orientated, and “disruption of status-quo” is not generally well perceived. Frequently, there is a discrepancy in how the staff and leadership of a

library perceive strategic goals and the library's direction. This disparity complicates the implementation of change and introducing innovative practices (Aslam, 2020; Jantz, 2016; Jantz, 2017; Martins et al., 2004). Also, Martin (2016) claims that an additional aspect of this identity crisis comes from the fact that not only do academic libraries change, but librarianship and the profession in general are going through an extensive transformation (Dewey, 2012). In addition, a new generation of library users and staff have entered libraries whose expectations of static book-lending institutions have changed.

Traditional library leadership models with a top-down led by a powerful head librarian focused on one major library are changing, as noted by O'Connor (2014). According to Smith (2015), pressure for a new leadership style is crucial in the new era of academic libraries. The extent to which libraries can provide effective services in the face of constant technology change, economic restrictions, and staff shortages will depend on the management tools and library leadership. Koufogiannakis (2015) claims that the new generation of library staff expects leadership to be more situational, participatory, less hierarchical, and bureaucratic. Librarians regard micro-management by library leaders as an indication of ineffective leadership. This requires new leadership skills from previous-generation library leaders and older-generation staff who face younger leaders (Hicks & Given, 2013). The leadership style known as "command and control" in libraries has become non-preferred. The new generation of library leaders looks at shared visions and collaboration (Phillips, 2014). Prior research by Mech (1993) has shown that academic library directors tend to favor conceptualization over implementation and may demonstrate a limited capacity to adjust their leadership approaches in response to various circumstances. A leadership style that was working in the past has yet to be successful in academic libraries (Castiglione, 2006; Heyns et al., 2019; Martin, 2016; Shoaf, 2004). While there have been extensive studies on academic librarianship and, to some extent, academic library leadership, very few studies concentrate on the decision-making of university library directors (Ashiq et al., 2021; Meier, 2016). Furthermore, researchers like Wong (2017) have noted that while different business leaders' skills have been mapped, new library leadership skills and competencies still lack fixing. This highlights the significance of conducting research on academic library directors.

2.5. Academic library leadership within the university setting

In the context of academic libraries, leadership has been researched from various angles; however, two themes tend to be most common: through influence (the process of influence) and through appointment to the highest level of the library (leadership equals headship) (Wong, 2017). In academic libraries, directors frequently fulfill the roles of leaders and managers since integrating these two proficiencies is highly regarded in this field. This transformation has occurred

over the last several decades as library organizations have become flatter and the number of middle managers has dropped (Weiner, 2003; Wong, 2017).

In practice, academic libraries are led by a director. The director is the highest leadership position in the library. In addition to managing the library and its daily activities, their responsibilities include communicating the library's vision, establishing the long-term strategy of the library, staffing, and actively engaging in the academic affairs of the institution. They oversee liaisons with stakeholders, as well as budgeting, policy creation, and strategic planning (often in collaboration with the university leadership). In addition, fund-raising and library advocacy have been added to the academic library director's duties. Usually, directors in academic libraries report to the highest level of university leaders: vice-rectors, deans, university secretaries, presidents, and rectors, and can possibly be included in the top management of the university (councils, boards, committees, or government) (Martin, 1998; Weiner, 2003).

To understand how academic library directors make decisions, two factors need to be considered: libraries are heavily influenced by the direction and focus of the university, and various regulations (legal, budgetary, and bureaucratic) limit library activities. In this context, library leaders play a significant role in developing the library's strategy and ensuring the relevance of the library to its stakeholders (Dempsey & Malpas, 2018; Harland & Bruce, 2019).

The discussion about libraries within the context of universities has two notable features. First, it often occurs without considering the influence of the parent university on libraries, as changing research and learning patterns are primarily shaped by the university's focus and direction. Second, it tends to assume a uniform approach among libraries, overlooking the diversity in their roles and goals. Libraries have two-way workflows: outside-in (buying and licensing outside materials) and inside-out (opening up and supporting resources produced inside the university – intellectual property). In recent years, a common trend in academic libraries is shifting from collection-based libraries to user/service-based libraries emphasizing collaboration, stakeholder engagement, and researcher and study support. This means that the academic library is increasingly defining its role based on the evolving requirements of universities in a changing landscape. Libraries now define their value through impact rather than input (Dempsey & Malpas, 2018). Serious repercussions may ensue if the university fails to communicate or reciprocate the library's worth and standing effectively. These may include a decline in the library's influence and standing within the university hierarchy, as well as a disregard for its contributions (Cox, 2018). This is one of the primary rationales why libraries strive to align their advocacy strategy with the university and why they necessitate adept leadership.

In addition, the decision-making is more like that of the public sector than the private sector, where the decision process is quicker and less turbulent (Nutt, 2006). In strategic decision-making, libraries are heavily connected to universities' strategy and direction. Since the university owns the library, it serves the entire university community and requires considering their needs and desires while making strategic decisions. Professional standards and university bureau-

cracy traditions for the library are part of the academic culture that hinders the organization's potential to innovate and change (Jantz, 2017).

Decision-making research in libraries shows that library directors, similarly to other leaders, use various techniques and approaches in their decision-making (Yi, 2020), both intuitive as well as rational based on evidence; however, at least in the case of public library directors, "a stronger reliance on gathering objective information may be present than in other sectors" (Lakos, 2007; Stenstrom, 2015). Library leaders gather as much information as possible before making their decisions, and the data used can differ in different situations (Lauseng et al., 2022; Young et al., 2006; Yıldız, 2015).

A study conducted in the United States revealed an apparent pattern in the decision-making style of academic library directors. Various studies indicate that this decision-making method is prevalent among library leaders. Directors of libraries in lower-level institutions, such as colleges and baccalaureate programs, tend to favor a behavioral decision-making approach. Another research affirms that the majority of library managers, especially those in lower-level positions, prefer behavioral decision-making, as stated by Alqarni in 2003. Both of these findings validate Mech's (1993) research, which concluded that the primary decision-making style of library leaders is behavioral. Mech (1993) noted that library executives who have behavioral styles tend to have a reduced ability to handle uncertainty and are mostly concerned with interpersonal connections and social issues. Their primary focus is on social issues and they set short-term objectives as their major priority. They frequently have challenges when it comes to making complex judgments and asserting themselves by declining requests.

The Model of Academic Library Strategic and Cultural Engagement with Academic Library Stakeholders suggests that academic libraries require the development of a team-oriented culture, which is made possible by an organizational framework with decreased hierarchical features and reporting mechanisms that enable teams to resolve issues on their own without requiring managerial participation (Harland et al., 2017). Also, 2–3 decades ago, staff participation in decision-making was lower than currently (Lawson & Dorrell, 1992; Weiner, 2003). Despite the necessity for transformational leadership in academic libraries during times of change and challenge, studies indicate that library executives often fail to fully utilize this type of leadership to manage change and reduce opposition effectively (Martin, 2016). There is empirical support for the notion that transformational leadership is crucial in organizing effectiveness, promoting partnership, and reorienting the library mission (Lo. et al., 2020). Moreover, Mech's (1993) study indicated that academic library directors tend to prioritize ideas over actions and may lack the ability to adapt their leadership styles to diverse situations. As a result, their decision-making effectiveness may be compromised. On the other hand, library directors perceive themselves as transformational leaders, while the staff may not always agree (Lawson & Dorrell, 1992; Weiner, 2003).

In brief, although there has been considerable scholarly investigation into academic library leadership, including change management and decision-making approaches, there is a scarcity of research that specifically examines the decision-making of library leaders, especially in a variety of situations.

3. EMPIRICAL STUDIES I-III

4. DISCUSSION AND CONTRIBUTION

4.1. Discussion

While academic library leadership is not an unknown topic in research, university library directors' decision-making has not been thoroughly researched, particularly in Europe. This thesis maps library directors' decision-making in three different situations: long-term strategic, innovation, and crisis decision-making. Prior to this research, based on previous experience and research, the following assumptions could have been made: library leaders' decision-making is similar to public sector decision-making (McGurk, 2011; Nutt, 2006; Stenstrom, 2015), library leaders tend to discuss and consult various stakeholders during their decision-making (Meier, 2016), directors are not "gut" feeling deciders different from Baron's (2013) claims, and innovation decision-making in libraries is not common due to the characteristics of libraries as organizations as Jantz brings out (2017).

The current thesis aimed to answer the following research questions:

How does the decision-making in academic libraries vary in different situations **(RQ1)**? and which specific conceptual decision-making models apply to academic library directors **(RQ2)**?

The findings of this research contribute to the understanding of the context in which academic libraries operate: university dependency, the changing role of academic libraries, including leadership, the influence of the organizational culture of academic libraries, and situatedness. Results show that academic library directors use different sources of information and groups in decision-making depending on the situation. Interviews with directors revealed that they adhere to the university's strategic plans, consult with faculty and users, and value external resources such as statistics (economics, demographics, etc.) and feedback, according to interviews. Often, the outside resources that respondents mentioned were connected to national and European statistics, reports, and recommendations, like the European Commission, LIBER, or Europeana. The impact-value relationship (do library services offer enough value and impact to justify universities' investments?) and overarching objectives are significant determinants in decision-making. In contrast, personal sentiments and external pressures hold relatively little weight. Directors prefer to avoid duplicating past leadership styles and adapt to intense situations by gathering information quickly.

Academic library directors exhibit rationality regarding long-term strategy and establishing strategic objectives. Their primary strategic efforts revolve around personnel, infrastructure, and services. They often allocate significant time to collect and analyze data from other sources, such as reports and library statistics, which confirm prior research (Lauseng et al., 2022; Yıldız, 2015; Heron et al., 2004; Lakos, 2007; Stenström, 2015). Based on the interviews, in general, and under normal circumstances, this seems to be the primary academic library leaders' decision-making style: rational, facts and resources reliable, as

well as stakeholder consultative. Library directors are not thrill-seekers, and in this matter, they are more like public sector leaders (McGurk, 2011). Academic library directors depend on teamwork, data analysis, and a comprehensive viewpoint to manage strategic decisions. Their leadership style substantially influences the library's capacity to adjust and prosper in a dynamic environment.

The library's strategy consistently aligns with the university's strategy, confirming Meier's findings in 2016. Furthermore, they seek input from diverse individuals, including library personnel, university officials, professors, students, and frequent library patrons. European academic library directors often connect and consult other library directors through the LIBER network, which was brought out by various respondents and shows the importance of this network as well as the European context. Stakeholder groups are mainly engaged through administering surveys, conducting consultations, and facilitating conversations.

Library directors prefer consultative decision-making (CI-CII), which may hinder quick decisions in certain situations. As prior findings indicate, this style is also suitable for library staff (Koufogiannakis, 2015). Academic libraries' decision-making follows similar patterns to that of other public sector organizations. Strategy development sometimes involves many rounds of discussions, often following the Consultative II (CII) and occasionally even Group-based or Collaborative (GII) levels in the VYJ model. During these rounds, decisions are reached by consensus or delegated to a group. As per the Leadership Continuum Model, European academic library directors adopt consultative and collaborative decision-making in long-term strategic decision-making situations. They relinquish a portion of their power and engage in consultation while also gathering ideas from stakeholders.

When it comes to libraries' organizational culture, this research confirms that it is essential that the leadership style of academic libraries is mindful of the culture and behavior of the organization, in addition to the expectations placed upon them. In light of this, it is essential to acknowledge that the leadership of academic libraries plays a significant part in the change process inside these institutions. It does not necessarily influence what is done, but it does impact how things are done. The responses of the respondents also supported that notion. Since the typical library staff member has long-term employment, the directors acknowledge that there are times when it may be necessary to "move old practices and develop new ones" (Participant numbers 19). To overcome challenges of this kind, directors endeavor to discover methods by which staff members may contribute their own ideas and be motivated to put those ideas into action. When this occurs, it is often a long process, and directors try to align the implementation approach with the organization's culture.

This research also shows that academic library leaders' decision-making depends on the situation. Leaders' behavior and decision-making style in various situations are described in Table 4 below.

1) Strategic long-term decision-making (RQ1, Task 1, Study I) – Within the domain of academic institutions, university library directors are characterized by their intentional and comprehensive decision-making. These directors

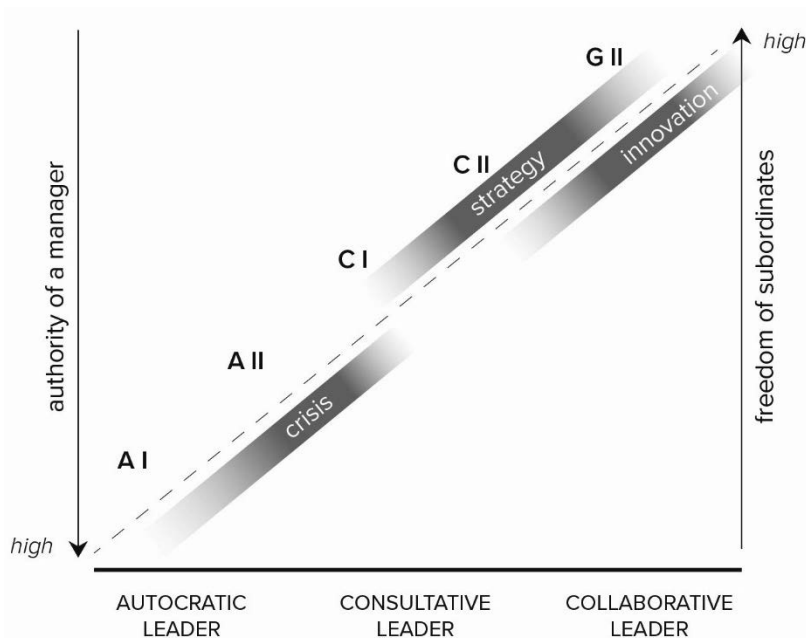
demonstrate a strong inclination towards being thorough, as they invest significant time in methodically gathering data and participating in extended consultations with their team and other relevant stakeholders. University library directors employ a rational and strategic decision-making approach, emphasizing the significance of well-informed choices affecting the academic community. Library directors who participated in this research share a common trait identified by previous research on executives: they prioritize having a broad vision and considering the overall strategy when making decisions.

- 2) **Innovation decision-making (RQ1, Task 2, Study II)** – When it comes to encouraging innovation in academic libraries, the leaders adapt transformative traits, fostering an environment in which they motivate and empower their staff to explore innovative opportunities. Within this context, the embracing of errors is accepted, acknowledging them as essential to the process of attaining knowledge. Interviewed library leaders have a strategic approach to innovation, viewing it not as a standalone target but as a potent means of achieving broader strategic goals. By doing this, they lead their teams towards an ongoing enhancement and adjustment culture, where innovation becomes a deliberate and strategic driver rather than a goal itself.
- 3) **Crisis decision-making (RQ 1, Task 3, Study III)** – Academic library leaders expedite their decision-making by consulting with more compact teams within the library or the broader university. However, they adhere to established decision structures and procedures whenever feasible while maintaining a strategic outlook. This approach ensures a streamlined decision-making flow that combines efficiency with a commitment to strategic alignment.

Table 4. Academic library leaders’ decision-making (author’s research) and connection to VYJ. and Leadership Continuum model (RQ2)

<i>Situation</i>	<i>Library leaders’ decision-making behavior</i>	<i>Inclusion/exclusion</i>	<i>VYJ model</i>	<i>Leadership Continuum Model</i>
<i>General long-term strategic decision Study I</i>	Slower pace, collecting data, discussions. Rational decision-making.	Staff, stakeholders, outside experts	Mainly CII Sometimes GII	Suggest, Consult, Join, Delegate
<i>Innovation decision Study II</i>	Innovation needs to be connected to the strategy, mistakes are allowed, and more trust/freedom for staff.	Innovation teams or library staff	Mainly GII Sometimes CII	Join, Delegate
<i>Crisis decision Study III</i>	Fast decisions, if necessary, also alone.	Smaller teams at the library or university	AII – CI Less AI	Tell, Sell

Based on interviews with 19 European academic library directors, clear patterns can be seen in their decision-making depending on the situation (Graph 6 below). In a crisis situation, library leaders increase their authority (Leadership Continuum Model) and exhibit more autocratic and less consultative leaders' decision-making behavior (VYJ model). When it comes to long-term strategic decision-making, the authority of academic library leaders decreases, and the freedom of subordinates increases (Leadership Continuum Model) while they turn mainly consultative and sometimes even collaborative leaders (VYJ model). In cases where decisions concerning innovation need to be made, academic library directors decrease their authority and increase the freedom of subordinates to the highest level (Leadership Continuum Model) and take mainly collaborative and sometimes consultative roles (VYJ).



Graph 6. Academic library directors' decision-making in different situations in comparison to VYL and Leadership Continuum theories. Source: compiled by the author.

As indicated by contingency theory, in situations of innovative changes and in crisis, this leadership pattern changes to a certain extent. Within the domain of academic libraries, the concept of innovation has frequently been overshadowed by the stereotype of unchanging, traditional institutions that are resistant to change (Jantz, 2017; Mech, 1993). However, this research challenges this idea, demonstrating that innovation is more widespread than anticipated, although it generally takes the form of little improvements rather than major breakthroughs. Interviewed academic library directors are more willing to take chances and

frequently delegate authority to smaller groups for experimentation and refinement. Nevertheless, it is crucial to recognize that innovation should be integrated into the overall strategy rather than pursued as a standalone objective. Within innovation, library directors frequently empower their staff to assume a more proactive role, typically delegating decision-making authority to this particular group, as per the VYJ model GII—group-based or collaborative style. The innovation process allows for greater autonomy, adaptability, and tolerance for failure. According to the Leadership Continuum Model, library leaders join, delegate, and abdicate decision-making responsibilities. They enhance the subordinates' freedom substantially while diminishing their power.

When it comes to decision-making to innovate, respondents identified several key aspects of innovation, including introducing something new, facing challenges, or implementing changes such as new services, formats, or methods, and cultural shifts within the library. They emphasized that innovation is a means to an end, not a goal, and noted that it is not necessarily tied to technology. Most respondents linked innovation to strategy, highlighting that it must align with the library's strategic goals and clearly defined objectives. Contrary to the pre-research notion that libraries are typically not engaged in innovation because of their organizational structure and culture (Jantz, 2017; Mech, 1993), this study's findings indicate that library directors view innovation as an integral component of academic libraries' operations and strategy confirming findings from Sa'ari et al. (2014). This shows that innovation in academic libraries is strongly influenced by the organizational culture established by library administration.

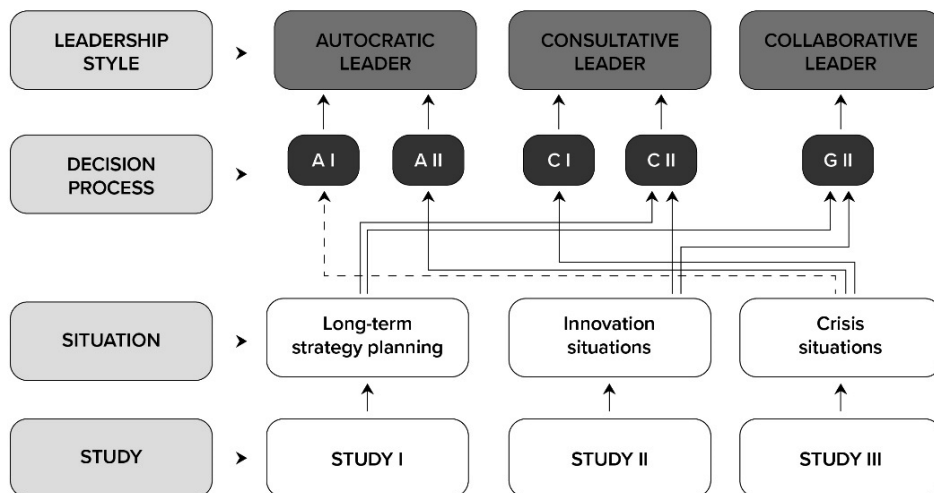
Although the respondents did not evaluate their innovativeness, they highlighted the importance of empowering the staff to cultivate a creative culture. Innovation involves thinking creatively and can be difficult, requiring collaborative efforts across various levels and teams. Innovation should be implemented as a team effort, bringing new elements into the library without necessarily focusing on technology. It might be argued that even if the directors encourage innovation, it will only be wishful thinking rather than a tangible effect if the library staff does not adopt this activity (conservative culture) or lacks support from the library's resources or stakeholders. Nevertheless, for ideas and plans to possess value, they must be efficiently transformed into actions. Active participation and expert understanding of stakeholders are essential for realizing ideas during the implementation process.

During a crisis, academic library directors' decision-making style undergoes a transformation and takes a more autocratic style. Frequently, time constraints have the primary effect on such judgments, as suggested by prior research. Centralizing decision-making in crisis often makes the decision process more effective (Bakonyi, 2018; Baum & Wally, 2003). Library directors must make prompt judgments to solve pressing difficulties without engaging in lengthy discussions or consensus-building processes. In such instances, directors prefer to expedite decision-making and include a limited number of external stakeholders in consultations, as suggested by Vroom and Jago (1988, 1995). Furthermore, these decisions include a reduced number of library staff. Extended

discussions are discarded; if needed, directors are prepared to make choices independently or after brief meetings with their leadership team (VYJ model – AII style, and occasionally AI). According to the Leadership Continuum Model, academic library executives mainly “sell” the decisions and, in certain circumstances, solely provide instructions during crises (tell). The authority of directors is to a higher degree than in any other circumstance, resulting in a considerable loss in the freedom of subordinates.

On the other hand, academic library directors emphasize their affiliation with the university, strategic approach, and overall aims, even when faced with limited time and insufficient information. They acknowledge the necessity of modifying current processes or procedures to address the current problem successfully. The COVID-19 pandemic allowed academic libraries to simulate and evaluate a crisis situation in a real-world setting. Upon comparing the viewpoints of directors regarding crisis management with the research conducted during and immediately after the crisis, it became evident that library directors acknowledged the importance of resilience and adaptability in dealing with crises. Their decision-making demonstrated a readiness to embrace change and overcome challenges to ensure the ongoing effectiveness of library services, even in the future.

In summary, European academic library directors’ decision-making is significantly influenced by the current situation, prompting them to adjust their approach accordingly. As shown in Graph 7 below, academic library directors use different decision processes (VYJ model) and leadership styles (Leadership Continuum) depending on the situation.



Graph 7. European academic library directors’ decision-making styles (results of the studies). Source: compiled by the author.

This contradicts previous research findings, indicating that academic library directors tend to favor a particular decision-making style and resist adapting to varying situations (Mech, 1993). According to the results, it can be concluded that the decision-making style of European academic library directors aligns well with at least two different decision-making models (RQ2). Under some circumstances, leaders may lean towards autocratic leadership; however, there are instances when they empower their staff, reduce their personal authority, and delegate decision-making responsibilities.

4.2. Theoretical contribution

The thesis contributes to research by thoroughly examining the decision-making of academic library directors in various situations, with a particular emphasis on long-term strategic, innovation, and crisis decision-making. More specifically,

- **Research gap addressed:** The thesis aims to fill a gap in research by examining the decision-making of academic library directors. This statement recognizes that although there has been some research on academic library leadership, there has been a lack of comprehensive examination of the decision-making of library directors.
- **Contingency on decision-making:** The research discovers and highlights academic library directors' situational reliance on decision-making. The thesis illustrates that decision-making differs depending on the environment by examining decision-making in three specific situations: long-term strategy, innovation, and crisis circumstances. Furthermore, this study discovered that several prior suggestions on the decision-making of academic library leaders may not be absolute, suggesting that library leaders prefer a certain decision-making style and are not flexible in adapting alternative leadership styles.
- **Modified decision-making models:** In this thesis, an analysis is conducted to determine whether decision-making models apply to university library directors. Using the VYJ model and the Leadership Continuum Model, the research offers a theoretical framework that can be utilized to comprehend and evaluate decision-making behaviors in various contexts. It highlights that directors employ a more consultative and collaborative approach when deciding long-term strategic matters. However, when it comes to innovation, they adopt a style that is more empowering and dependent on delegation. Because of the limited time available, decision-making tends to become more autocratic during times of crisis. This demonstrates the relevance and applicability of these frameworks in the context of library leadership since it illustrates that the decision-making of academic library directors relates to these models.
- **The Contribution of the European Context:** The thesis contributes to regional knowledge of decision-making procedures by concentrating on university library directors throughout Europe. Prior research on library top leadership has been primarily conducted in the United States, with a smaller amount of research conducted in the United Kingdom. Additionally, there are only a few

comparative studies conducted in different regions. The individuals who participated in this study emphasized the significance of the LIBER network, which connects them to other university library directors throughout Europe, as well as the relationships that they have through this network. In addition, the research findings indicate that the resources available to directors in Europe, including possibilities for cooperation and events, have a significant impact on the decision-making process. A number of other European academic library directors emphasized the impact that Brexit continues to have on their chances for collaboration and financing inside Europe over the course of the interviews, with the majority of the interviews focusing on the United Kingdom. This regional uniqueness is particularly significant since decision-making may be impacted by cultural, organizational, and environmental variables that vary from region to region.

- **The incorporation of innovation into strategic planning:** Rather than considering innovation as a distinct purpose, the thesis emphasizes how important it is to include it within the context of the entire strategy framework. This perspective highlights the need to take a unified approach to decision-making and offers a strategic view of innovation's role in academic libraries.

4.3. Practical implications

Several practical implications may be drawn from this research for academic library administrators and institutions. It offers a sophisticated knowledge of decision-making behaviors, enabling library directors to modify their approaches based on specific situations by providing this insight. Practical direction for leadership in academic library settings may be obtained by identifying patterns and styles in decision-making. Institutions might benefit from focusing on adaptation and resilience, understanding that change is unavoidable. Preparing for flexibility in operating procedures and fostering a culture that welcomes change can help libraries be more prepared for unexpected difficulties. Libraries should acknowledge that decision-making styles can differ depending on the situation. This underscores the significance of being mindful of the context and adjusting leadership strategies accordingly. In addition, considering some similarities between the public sector and libraries, this research could possibly give similar insight to public sector leaders to reflect their decision-making.

In addition, insights into the decision-making patterns of European academic library directors might be used to build training programs aimed at improving their leadership abilities, skills for staff engagement and empowerment, and readiness for various scenarios. Customized training programs can be created to address various situational factors. In Europe, LIBER is organizing three different leadership programs, all of which can benefit from this research. Specific training sessions can be built upon three different scenarios. First, strategic decision-making training programs can improve proficiency in data-driven decision-making, strategic planning, and alignment with institutional goals.

Second, crisis programs can utilize actual crisis scenarios to evaluate the effectiveness of their crisis management tactics. This reflective method can enhance future crisis preparedness strategies and provide library directors with training in crisis management.

Furthermore, innovation training programs may specifically target the comprehension and use of open innovation principles inside library settings. Library directors have the opportunity to collaborate with other library leaders and leaders from other sectors, such as industry and the public sector, to seek inspiration for creative practices in libraries or to establish partnerships to develop innovative services in libraries.

Through the study, two more features have emerged that may be further expanded upon in training programs for library directors. Despite recognizing transformational leadership as an appropriate leadership style for libraries (Lo et al., 2020; Martin, 2016), many leaders fail to adopt this approach. A targeted training program designed for library directors to assess the appropriateness of transformational leadership styles in libraries. Furthermore, it has become evident that library executives need further skill development in advocacy and practical demonstration of its value to stakeholders (Harland et al., 2017). Dedicated sessions may be tailored expressly to enhance this skill set.

A leaders' decision-making style assessment instrument or tool might be created to assist library leaders in examining their decision-making approach. The program may evaluate the decision-making abilities of library directors in three distinct scenarios or include other scenarios in the instrument.

In conclusion, the thesis contributes to the advancement of the field by providing an in-depth analysis of the decision-making of academic library directors. This analysis sheds light on the nuanced nature of these directors' approaches in various situations. In the larger field of library leadership and management, the incorporation of decision-making models, the study of decision-making styles, and the consideration of the European environment all contribute to the accumulation of vital knowledge.

4.4. Limitations and further research

Many potential directions for further studies may be built upon the foundation of the current thesis. Future research can contribute to a more thorough and nuanced knowledge of the decision-making styles of academic library directors. This may be accomplished by including the exploration of more situations, the expansion of the geographical scope, the utilization of different research approaches, and the addressing of emerging challenges. Within this thesis's scope, academic library directors' decision-making was investigated, specifically from the directors' points of view and in three distinct situations. For future research, several different ways might be pursued.

First, this thesis does not investigate the results of these decisions, nor does it pay any attention to the effectiveness of these decision-making styles. The

success of these decisions might be determined by additional studies that would look at the staff and patrons of these libraries. Furthermore, research might include the perspectives of a wide range of stakeholders, including faculty, students, administrative staff, and external partners, to acquire a more comprehensive understanding of the decision-making for academic libraries in general. It is possible to gain valuable insights into the effectiveness and impact of these leadership methods by understanding how various stakeholders perceive and interact with the decision-making styles of academic library directors. It is important to remember that the director's point of view is very subjective and may contain intended answers but does not necessarily reflect real-life actions. However, despite the potential for self-report bias, this research provided a valuable and profound understanding of directors' decision-making process, contributing to the knowledge of leadership in academic libraries at the highest level.

Second, the foundation that has been laid might be expanded upon in further study by investigating other situations for decision-making that academic library directors frequently encounter. It is possible, for instance, that the inquiry will include topics such as the distribution of funds, the management of resources, the implementation of technology, and the development of staff. To get a more thorough grasp of the decision-making repertory of academic library directors, it would be beneficial to investigate a broader range of situations.

Third, various circumstances, including differences in company cultures, educational systems, and cultural expectations, might impact individuals' decision-making styles. Considering this, it is strongly suggested that the responses be analyzed, considering the respondents' nations. During the pilot project, a cultural analysis revealed that respondents from particular regions of Europe provided comparable responses. Based on this identification, it is possible to infer that there is a distinction between the responses of Western and Eastern Europeans. Through a cross-cultural inquiry, it would be possible to significantly enhance the generalizability of the findings and contribute to a more profound comprehension of how contextual factors influence decision-making strategies among academic library directors across Europe.

Fourth, interviews with academic library directors are the primary data source for the current research. In subsequent research, quantitative data, surveys, or observational methods could be used to supplement these qualitative interpretations (like was done in Study III). Combining various research approaches would result in a more comprehensive and nuanced understanding of decision-making. This would also make it possible to examine further the elements that influence decision-making styles.

In conclusion, many potential directions for more research can be built upon the foundation of the current thesis. Future research has the potential to contribute to a more thorough and complex understanding of the decision-making styles of academic library directors. This can be accomplished by including the exploration of more situations, the expansion of the geographical scope, the utilization of varied research approaches, or the addressing of developing difficulties.

5. CONCLUSION

In summary, this thesis has provided insights into the complex domain of decision-making among European university library directors, which has been mostly overlooked in prior studies. This research surpasses conventional methods by including a situational perspective, thereby providing a sophisticated comprehension of how contextual factors impact leadership choices. This study examines decision-making in different situations: long-term strategic decision-making, innovation decision-making, and crisis decision-making, to uncover probable similarities, differences, and adaptive techniques employed by academic library directors. Moreover, the study's international scale enhances the comprehension of academic library leadership by considering the varied institutional contexts throughout Europe. This research recognizes the complex character of academic libraries and the need for leadership techniques that are tailored to the individual situation by examining decision-making procedures in different countries.

The results of this study disproved specific assumptions and emphasized the flexible nature of decision-making by academic library directors. These leaders do not strictly follow one decision-making style but instead show adaptability by customizing their approach to the unique requirements of each situation.

Academic library directors demonstrate a careful and team-based approach to making long-term strategic decisions. This strategy is characterized by detailed data collecting, extensive discussions, and strategic alignment with the broader aims of the institution. This is consistent with well-established methods of consultative and collaborative decision-making, which highlight the significance of including stakeholders and considering future possibilities.

The process of making decisions concerning innovation (to innovate or not) involves a shift away from conventional ways of thinking, as library directors adopt a culture of trying new things and giving their staff members the freedom to explore new ideas. This study challenges the common perception that libraries are conservative by showing that they actively embrace innovation and use it strategically to advance their organizations. Academic libraries may not always lead in revolutionary innovations, but they do participate in incremental innovation initiatives (Sa'ari et al., 2014). These advancements often involve small, gradual improvements that enhance and expand upon current services and procedures. To summarize, academic libraries are more dynamic than often believed, at least according to library directors' own opinion. They adopt innovation, even if at a slow pace, and acknowledge the significance of user-centric methods and supporting leadership.

In times of crisis, academic library directors exhibit agility and decisiveness, emphasizing prompt action over extended discussion. Despite adopting a more authoritarian leadership style in such situations, they nevertheless prioritize strategic objectives and emphasize the need for resilience and adaptation in overcoming problems.

This research highlights the ever-changing nature of decision-making among European university library directors, which contradicts fixed ideas about leadership behavior. These leaders demonstrate a versatile decision-making strategy that combines consultation, empowerment, and decisive action by recognizing and adjusting to the demands of various situations.

With the ongoing evolution of academic libraries in reaction to social changes and technological breakthroughs, it is becoming more essential to comprehend the complexities of leadership decision-making. This study provides insights for practitioners, policymakers, and scholars who want to improve organizational performance and promote innovation in academic libraries. It does so by explaining the complex relationship between situational dynamics and leadership behavior. Specifically, this thesis emphasizes the dynamic characteristics of academic libraries and the obstacles administrators encounter when attempting to adapt to these transformations. Considering evolving technological landscapes and changing user demands, academic library directors must possess the capacity to promptly and flexibly respond to emergent trends while upholding the missions and values of their respective institutions.

Finally, this study not only contributes to the advancement of decision-making theory but also offers practical implications for academic library administrators endeavoring to navigate the complex terrain of higher education. Leaders can better position their institutions for success in a dynamic environment by gaining an in-depth understanding of the challenges that encompass decision-making in academic libraries.

6. REFERENCES

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7. SUMMARY OF THE THESIS IN ESTONIAN

Otsustamise mõistmine akadeemiliste raamatukogude juhtimises: situatsioonianalüüs

Sissejuhatus

Motivatsioon

Organisatsioonide juhtide ülesanne on teha põhjendatud otsuseid, mis viivad soovitud tulemusteni (Tichy & Bennis, 2007). Need otsused sõltuvad erinevatest teguritest, nagu sektor, tähtsus, ajastus ja juhi isiklik lähenemine. Juht võib sõltuvalt olukorrast kasutada erinevaid otsustamismudeleid. Käesolev töö uurib, kuidas erinevad situatsioonid mõjutavad Euroopa akadeemiliste raamatukogude direktorite otsuste tegemist.

Akadeemiliste raamatukogude direktorid, keda nimetatakse ka raamatukogude dekaanideks või ülikooli raamatukoguhoidjateks, juhivad raamatukogusid, mis teenindavad kõrgkoole. Nimetatud raamatukogud toetavad peamiselt ülikooli, mille alla need kuuluvad, kuid võivad olla avatud ka avalikkusele, eriti Euroopas. Akadeemilised raamatukogud on tavaliselt ülikoolide rahastatud (sealhulgas riiklik rahastus) ja neid peetakse sageli konservatiivseteks ja staatilisteks asutusteks (Maceviciute, 2014). Nende raamatukogude juhtimine pakub väljakutseid, hõlmates pikaajalist planeerimist ja kohanemist erinevate uute nähtuste ja ülesannetega, nagu tehnoloogilised arengud, tehisintellekt ja uue põlvkonna kasutajad.

Viimased uuringud näitavad juhtimise olulisust akadeemilistes raamatukogudes, kuna nende väärtus seatakse üha enam kahtluse alla (Gwyer, 2018). Tugev juhtimine on oluline raamatukogude ellujäämisel ja strateegilisel positsioneerimisel (Aslam, 2020; Harland jt, 2017; Lo jt, 2020;). Martin (2016) väidab, et ilma tugeva ja tõhusa juhtimiseta ei suuda akadeemilised raamatukogud ja raamatukogundus kohaneda kõrghariduse muutuvate nõudmistega.

Käesolev töö keskendub akadeemiliste raamatukogude juhtide otsustamisele, eesmärgiga täiustada otsustusteooriat. Antud ülesande saavutamiseks, uuriti uniikaalset juhtide gruppi, kes tegutsevad ülikooliraamatukogude kontekstis. Nimetatud asutuste direktorid seisavad silmitsi piirangutega, mis tulenevad raamatukogude sõltuvusest ülikoolidest ja mõjutavad nende otsustusvabadust. Lisaks pakub väljakutseid staatiline organisatsioonikultuur, mis võib pidurdada innovatsiooni ning raskendab muutuste juhtimist. Akadeemiliste raamatukogude juhtide otsustamise mõistmine võib anda ülevaate organisatsiooni dünaamikast ning traditsioonide ja innovatsiooni tasakaalust.

Varasemad uuringud on käsitlenud akadeemiliste raamatukogude otsustamise konkreetseid aspekte nagu otsustamisstiilid (Mech, 1993), juhtide isikuomadused (Young jt., 2006) ja muutuste juhtimine (Aslam, 2018, 2019, 2020), kuid pole arvestanud olukorrast tulenevaid tegureid terviklikult. Käesolev kvalitatiiivset metoodikat kasutav uurimus täidab selle lünka, analüüsides, kuidas direktorid

teevad erinevates olukordades otsuseid, ja tuvastades mustreid ning kohanemisstrateegiaid.

Lisaks analüüsib antud uurimus Euroopa perspektiivi ning uurib terviklikuma ülevaate saamiseks akadeemilisi raamatukogusid erinevates riikides. Enamik varasemaid uuringuid on keskendunud Ameerika Ühendriikidele ja Suurbritanniale, jättes tähelepanuta Euroopa raamatukogude konteksti. Kaasates direktoreid mitmest Euroopa riigist, püüab see töö anda laiemat arusaama akadeemiliste raamatukogude juhtimisest Euroopas.

Uurimuse uudsus

Antud uurimus edendab raamatukogunduse ja juhtimise valdkonnadesse, lisades raamatukogude juhtide otsustamise uuringutesse situatsioonilise aspekti ning pakkudes sügavat arusaama sellest, kuidas kontekst juhtimisotsuseid mõjutab. Uurimus käsitleb akadeemiliste raamatukogude juhtide otsustamist kolmes konkreetses situatsioonis: strateegiline pikaajaline otsustamine, innovatsiooniga seotud otsustamine ja kriisiolukordades otsustamine. Uurimus analüüsib varem käsitlemata Euroopa akadeemiliste raamatukogude tippjuhtide valimit ja annab põhjaliku ülevaate nende otsustuspraktikatest, täites lünka kirjanduses, kus Euroopa kontekst on alaesindatud.

Uurimiseesmärk, metoodika ja uuringute kokkuvõte

Uurimiseesmärk

Selle töö peamine eesmärk on täiustada olemasolevaid teadusuuringuid juhtide otsuste tegemisest erinevates olukordades, keskendudes akadeemiliste raamatukogude juhtidele. Uuring vaatlleb juhtimisotsuseid akadeemilistes raamatukogudes, analüüsides erinevaid olukordi ja kasutades sama valimit (kõik kolm uuringut põhinevad samal valimil, kuid intervjuud koosnesid kolmest küsimuste komplektist). See annab järjepidevama ülevaate direktorite tegevustest ja nende otsustamisest. Peamine eesmärk on mõista akadeemiliste raamatukogude direktorite strateegiliste otsuste tegemise konteksti.

Uurimisküsimused:

UK1: Kuidas sõltub akadeemiliste raamatukogude direktorite otsuste tegemine erinevatest olukordadest, sealhulgas pikaajalise strateegilise planeerimise, innovatsiooni ja kriisihalduse osas?

- Ülesanne 1: Uurida raamatukogu direktorite pikaajalist strateegilist otsustamist (Uuring I). Uuring keskendub strateegilise otsuste määratlemise, kaasatud ressursside ja strateegia planeerimisse osalejate kaasamise uurimisele.
- Ülesanne 2: Analüüsida raamatukogu direktorite otsuste tegemist innovatsiooni küsimustes (Uuring II). Uuring käsitleb innovatsiooni mõistet, innovatsiooni soodustamise strateegiaid ja peamisi sidusrühmi.
- Ülesanne 3: Uurida raamatukogu direktorite otsuste tegemist kriisiolukordades (Uuring III). Uuring keskendub kriisiolukordades tehtud otsustele, kaasa-

tud isikutele ja võimalikele muudatustele otsustamises võrreldes tavaolukordadega.

UK2: Millised konkreetset otsustamise mudelid kehtivad akadeemiliste raamatukogude direktoritele?

- Ülesanne 4: Olemasolevate mudelite põhjal arendada mudel, mis kajastab akadeemiliste raamatukogude direktorite otsustamise stiile erinevates olukordades.

Need uurimisküsimused käsitlevad akadeemiliste raamatukogude direktorite strateegiliste otsuste tegemise keerukust, keskendudes erinevatele väljakutsetele ja võimalustele. Uuring vaatleb kolme peamist olukorda, et kaardistada otsuste tegemise erinevaid aspekte:

1. Pikaajaline strateegiline otsustamine: See hõlmab pikaajalist planeerimist ja sidusrühmade kaasamist, arvestades ülikooli eesmärke ja ressursipiiranguid.
2. Innovatsiooniga seotud otsused: Need otsused ühendavad teadlikud ja spontaansed elemendid, mille ajendiks on vajadus säilitada asjakohasus. Innovatsiooni inspiratsioon tuleb sageli väljastpoolt, kuid rakendamine toimub siseselt.
3. Kriisitsused: Ajasurve ja väljastpoolt juhitud otsused, mida tehakse olukordades, kus juhtidel võib olla piiratud juurdepääs infole, jättes seetõttu juhtidele vähe autonoomiat.

Teoreetiline osa käsitleb otsuste tegemise rolli juhtimises, erinevaid stiile ja mudeleid ning akadeemiliste raamatukogude juhtimist ja nende sõltuvust ülikoolist. Modifitseeritud otsustamismudel põhineb Vroom-Yetton-Jago (VYJ) situatsiooni otsustusteoorial ja Tannenbaum-Schmidti kontinuum otsustusmudelil. Empiiriline osa uurib raamatukogude direktorite otsuste tegemist kolmes erinevas situatsioonis, kasutades analüüsiks Vroom-Yetton-Jago ja Tannenbaum-Schmidti mudeleid.

Metoodika ja valimi kirjeldus

Käesolev uurimus kasutab kvalitatiivset uurimismetoodikat ja põhinstatud teooriat, et arendada uusi mõisteid ja arusaamu (Neumann, 2014). Intervjuud akadeemiliste raamatukogude juhtidega uurisid nende otsuste tegemist nende endi lähtekohast ja arusaamisest. Uuring III lisas segameetodi lähenemisviisi, kaasates neli küsitlust Ameerika Ühendriikidest ja Euroopast COVID-19 kriisi kohta, pakkudes laiemat vaadet ja võrreldes tulemusi autori kvalitatiivsete andmetega.

Valimi kirjeldus

Põhinstatud teooria nõuab sihipärast valimist. Valim sisaldas 19 raamatukogu juhti 11 Euroopa riigist (Eesti, Leedu, Soome, Taani, Holland, Belgia, Sloveenia, Suurbritannia, Prantsusmaa, Saksamaa ja Itaalia). Intervjuud viidi enamasti läbi veebis (v.a. kolm, mis toimusid kohapeal). Valitud juhid olid antud raamatukogus juhiametis olnud keskmiselt vähem kui kümme aastat, kuid omasid üle kümne aasta juhtimiskogemust. Kõik raamatukogud on LIBERi (*Ligue des Bibliothèques Européennes de Recherche* – Euroopa Teadusraamatukogude Assotsiatsioon) liikmed ja suurem osa avalike ülikoolide raamatukogud.

Uuringud

- Uuring I (2017–2018): Pilootuuring seitsme juhiga, keskendus strateegilisele otsustamisele.
- Uuring II (2020–2021): Uuring kaheksa juhiga, keskendus innovatsiooni otsuste tegemisele.
- Uuring III (2017–2022): Keskendus kriisiotsuste tegemisele ja hõlmas kõiki 19 juhti. Küllastuspunkt saavutati 15. intervjuuga, pärast seda viidi läbi veel neli intervjuud.

Lõplikud järeldused kajastavad kõiki 19 vastajat.

Uuringute kokkuvõte

Uuring I: Pilootuuring, kus intervjuueriti seitsme Euroopa raamatukogu juhti, leidis, et raamatukogude juhid toetuvad välistele allikatele ja teevad koostööd ning ei tugine otsustamisel intuitsioonile. Uuring kinnitas varasemaid teadusuuringute tulemusi.

Uuring II: Näitas, et innovatsioon akadeemilistes raamatukogudes on laiemalt levinud kui arvatakse. Üheksa direktori intervjuud tõid esile, et raamatukogud osalevad aktiivselt innovatsioonis ja juhid soodustavad loovust ning julgustavad personali uuenduslikult mõtlema.

Uuring III: Uuris ülikooli raamatukogude juhtide otsuseid kriisisituatsioonides. Pärast 2020. aastat tehtud intervjuud keskendusid eelkõige COVID-19 kriisile. Antud uuringus kombineeriti kvalitatiivseid ja kvantitatiivseid andmeid. Tulemused näitasid, et kriisi ajal langetavad juhid otsuseid kiiremini ning vähema informatsiooniga. Raamatukogude tegevused keskendusid kriisis füüsiliste teenuste säilitamisele ja uute töövõtete rakendamisele.

Kolme uuringu andmete integreerimine aitab paremini mõista akadeemiliste raamatukogude juhtide otsustusprotsesse. Arutelu osas võrreldakse tulemusi teooriamudelitega, et arendada põhjalikumaid järeldusi.

Autori panus

Autor on kõigi kolme uuringu ainuautor.

Teoreetiline taust

Akadeemilise raamatukogu juhtimise otsustusprotsess hõlmab järgmisi aspekte: otsustamisstiilid, situatsioonilisus, osalusotsustamine ja raamatukogude juhtimine ülikooli kontekstis.

Juhtide otsustamise alused

Otsustusprotsessi mõistmiseks on oluline teada selle mõjutegureid (Ejimabo, 2015). Mintzbergi (1989) järgi varieeruvad otsused ressursside jaotamisest muudatuste juhtimise ja läbirääkimisteni, mida käsitletakse erinevate teooriate kaudu

(Pušeljić jt, 2015; Tohidi & Jabbari, 2012). Ratsionaalne mudel näeb otsustamist loogilise protsessina, kus määratletakse probleem, leitakse alternatiivid ja lange-tatakse otsus (Baron, 2013). See hõlmab süsteemset lähenemist ja eesmärkide saavutamist (Atuahene-Gima & Li, 2004; Yi jt, 2022). Druckeri (1967) sõnul on tõhusal otsuste tegemisel kuus sammu: klassifikatsioon, määratlus, spetsifikat-sioon, otsus, tegevus ja tagasiside. Iga otsuste tegemine algab esimesest – prob-leemi määratlemisest ja klassifitseerimisest, millele järgneb probleemile sobiva lahenduse leidmine (Drucker, 1967; Maciariello, 2006; Mintzberg, 1989). Baron (2013) omakorda väidab, et otsustamine on sageli intuiitiivne ja ei põhine alati ratsionaalsetel kaalutlustel vaid tugineb varasematele kogemustele (Fiske, 1992). Juhtide eelnev kogemus võib mõjutada nende strateegiaid (Haley & Stumpf, 1989; Mintzberg, 1978).

Otsuste tegemine on organisatsiooni jaoks hindamatu vara. See nõuab aega ja töötajate pingutust. Mida rohkem inimesi on otsuste tegemisse kaasatud, seda pikemaks protsess muutub. Samas seisavad juhid silmitsi survega kaasata otsuste tegemisse oma töötajaid. Usutakse, et rohkemate töötajate kaasamine otsuste tegemisse suurendab tootlikkust ja töörahulolu (Margerison & Glube, 1979) ning parandab organisatsiooni kultuuri ja meeskonnatööd.

Juhtide otsustamisstiilid

Juhtide otsustamisstiil määrab nende lähenemisviisi otsuste tegemisele (Cherry, 2006; Ejimabo, 2015). Lewin, Lippitt ja White (1939) eristasid kolme stiili: auto-kraatne, osalus- ja delegatiivne otsustamine. Autokraatlikud juhid teevad otsuseid meeskonna panuseta, osalusjuhid kaasavad meeskonda, säilitades lõpliku autori-teedi, ja delegatiivsed juhid annavad meeskonnale suurema autonoomia.

Teised teadlased, nagu Yukl (1989), Tannenbaum & Schmidt (1958, 1973) ning Vroom & Yetton ja Vroom & Jago (1973, 1988), on järginud sarnast mustrit nagu Lewin jt (1939) juhtimisotsuste tegemise stiilide kirjeldamisel, nimetades neid lihtsalt erinevalt. Üldiselt ulatuvad need stiilid ühest äärmusest teise: auto-kraatlikust (otsuste tegemine üksik) kuni konsultatiivse või koostöölise ja isegi demokraatliku (otsuste tegemise delegeerimine) stiilini. Autokraatlikud juhid tee-avad otsuseid ilma meeskonna sisendita, teavitavad alluvaid neist või veenavad neid aktsepteerima. Konsultatiivsetes ja koostööalastes lähenemistes võib juht kaasata gruppi alluvaid, küsida nende tagasisidet või pakkuda otsuste tegemisel valikuid. Konsultandid küsivad enne otsuste tegemist, mis neid mõjutavad, allu-vate arvamust. Konsultatsioon võib hõlmata ühte või mitut alluvat. Demokraat-likus või delegeerivas lähenemises annab juht alluvatele rohkem autonoomiat või otsustusvõimu.

Kombineerides Tannenbaum-Schmidti kontiinum otsustamismudeli ja Vroom-Yetton-Jago mudeli, saab jälgida erinevate juhtide otsustamisstiile, lähtu-des juhtide autoriteedist ja alluvate vabaduse astmest otsustamisprotsessis. Auto-kraatlikud juhid (AI) teevad otsuseid iseseisvalt või piiratud panusega. Alluvad saavad rohkem otsustusvabadust koostööl põhineva juhtimise all (GII). Otsus-tamisstiilid võivad sõltuda paljudest erinevatest teguritest, kuid juhid kohandavad stiile või otsustamist vastavalt olukorrale.

Otsustamine on juhtimise oluline komponent, kuna see mõjutab organisatsiooni tulemusi. Juhtide otsused määravad organisatsiooni suuna (Hambrick & Mason, 1984; Vera & Crossan, 2004). Erinevad juhid on sobivad erinevates olukordades, ning ükski juhtimisstiil ei ole universaalne (Turpin & Marais, 2004; Vera & Crossan, 2004). Juhid peavad suutma olukorraga kohanduda, kasutades erinevaid stiile vastavalt vajadusele (Cherry, 2006; Ejimabo, 2015). Olukord, kus otsuseid tehakse, on sageli sama oluline kui otsustusprotsess (Vinkenburg jt, 2001). Tulemuslikud juhid oskavad kohandada stiile vastavalt olukorrale ja organisatsiooni vajadustele (Martin, 2020; Vera & Crossan, 2004).

Otsustamise situatsioonilisus

Uuringud näitavad, et olukord on peamine tegur, mis määrab, millist juhtimisstiili ja käitumist oodatakse. Situatsiooniteooria järgi vajavad organisatsioonid erinevaid juhte erinevates situatsioonides ning stiili efektiivsus sõltub olukorrast (Matelski & Hogg, 2015). Juhtide otsustamisstiil võib varieeruda autoritaarsest kiirete otsuste tegemisest kuni kaasava lähenemiseni. Vroom ja Jago (1995) ning Fiedler (1972) väidavad, et teatud olukordades on juhid rohkem valmis alluvaid kaasama kui teistes. Heller ja Yukl (1969) leidsid, et juhid kohandavad oma otsuste tegemist vastavalt olukorra nõuetele. Lisaks mõjutavad osalejate kaasatust otsuste tegemisse otseselt olukorras esinevad elemendid. See kinnitab Vroom & Yettoni teooriat (1973), et olukord mängib suuremat rolli juhtide käitumises ja otsuste tegemises kui nende isiklikud omadused. Seetõttu kohandab edukas juht oma juhtimist ja otsuste tegemist vastavalt olukorrale (Martin, 2020; Vera & Crossan, 2004).

Uurimiskontekst akadeemiliste raamatukogude juhtimisele

Uurimiskontekst on oluline, et tõlgendada tulemusi, mis on seotud akadeemiliste raamatukogude direktorite otsustamisega. See võimaldab mõista konkreetse keskkonna unikaalseid asjaolusid, väljakutseid ja võimalusi, aidates lõppkokkuvõttes kaasa teadlikumale ja kohandatud arusaamale juhtimistavade akadeemilistes raamatukogudes. See kontseptuaalne panus täiustab otsustusteooriat, pakudes ülevaateid akadeemiliste raamatukogude direktorite kohanemisevõimest. Selle tulemusena süveneb arusaam raamatukogude juhtimispraktikatest vastusena muutuvatele organisatsioonilistele väljakutsetele.

Akadeemilised raamatukogud kui ülikoolist sõltuvad asutused

Akadeemilised raamatukogud sõltuvad suuresti ülikoolidest, mille juurde nad kuuluvad, seistes silmitsi väljakutsetega seoses uue põlvkonna sidusrühmadega ja ülikoolide prioriteetide muutustega. Raamatukogu direktorite otsuste tegemist mõjutavad peamised tegurid hõlmavad raamatukogude vähenevat mõju, sõltuvust ülikooli reeglitest ja sidusrühmade staatilist vaadet raamatukogudele (Gwyer, 2018; Murray & Ireland, 2018; Pinfield jt, 2017).

Akadeemilised raamatukogud, mida sageli nimetatakse ka teadusraamatukogudeks, kohandavad oma kogusid vastavalt ülikooli vajadustele (American Library Association, 2016) ja on tihedalt integreeritud oma ülikooli strateegia ja eelarvega (Pinfield jt, 2017). Ajalooliselt ülikoolide keskmeks olnud raamatukogud peavad nüüd tõestama oma väärtust muutuvatele sidusrühmadele (Cox, 2018; Oakleaf, 2010). Raamatukogu direktorid alluvad ülikooli tippjuhtkonnale ja on piiratud ülikooli regulatsioonidega (Filion, 2020; Schonfeld, 2016). Nad keskenduvad raamatukogu väärtuse esiletõstmisele. Nagu avaliku sektori asutusel, on ka raamatukogudel kindlad eelarved ja nad peavad pakkuma tasuta teenuseid, mis suurendab nende sõltuvust ülikoolidest (Orazi jt, 2013).

Akadeemiliste raamatukogude muutuv roll

Akadeemilised raamatukogud on viimastel aastakümnetel läbi teinud enneolematu muutuse, peamiselt digitaalse revolutsiooni ja kõrghariduse globaliseerumise (Beetham & White, 2013; Phillips, 2014; Ravenwood jt, 2019), aga ka raamatukogu rolli ja positsiooni muutumise tõttu ülikoolis (Appleton, 2018; Gwyer, 2015; Meier, 2016). Kõrghariduse muutused mõjutavad akadeemilisi raamatukogusid, kuna need on osa ülikoolisüsteemist.

Kõrghariduse muutuv maastik on esitanud raamatukogude juhtidele suuremaid väljakutseid kui varem. Brophy (2007) väidab isegi, et hiljutised muutused on pannud raamatukogud olukorda, kus “nende põhitegevus võib kaduda” (lk 9). Lisaks on tasuline haridus, eriti Ameerika Ühendriikides ja teatud määral ka Euroopas, seadnud esikohale tudengite kogemuse ja kaasatuse, mis mõjutab otseselt raamatukogude teenuseid ja keskkonda. Konkurentsivõimeline rahastuse jaotamine kõrghariduses on tekitanud raamatukogudele probleeme, kuna nad peavad nüüd võistlema teiste ülikooli allasutustega rahaliste ressursside pärast. See aga tekitab küsimusi raamatukogu väärtuse ja tähtsuse osas ülikoolis (Appleton, 2018; Gwyer, 2015).

Akadeemiliste raamatukogude organisatsioonikultuur

Raamatukogudele väljastpoolt tulev surve muutuda on olnud organisatsioonikultuurile eriti suureks väljakutseks. On küsitud, kas raamatukogudel on oma organisatsioonikultuur, mis erineb teistest organisatsioonidest. Raamatukogud seisavad silmitsi survega muuta oma konservatiivset, stabiilsusele keskendunud organisatsioonikultuuri (Greenberg, 2013). Võrreldes teiste raamatukogutüüpidega peetakse akadeemilisi raamatukogusid “kõige formaalsemaks raamatukogu organisatsiooniks traditsiooniliste raamatukogutüüpide seas, vähemalt makrotasandil” (Kaarst-Brown jt, 2004, lk. 39) nende seotuse tõttu akadeemiliste ringkondadega. Keskkond, kus akadeemilised raamatukogud tegutsevad, muudab nad ainulaadseks võrreldes teiste raamatukogudega (Budd, 2018). Akadeemilistel raamatukogudel on kõrge organiseerituse ja osakondadeks jaotumise tase, mis muudab nende kultuuri eriti tugevaks ja paindumatuks. Selline detsentraliseerimine vähendab raamatukogu osakondade tõhusust, koostööd, kohanemisvõimet ja koordineerimist (Kaarst-Brown jt, 2004; Martins jt, 2004).

Organisatsioonikultuur mängib olulist rolli otsuste tegemisel, kui seisatakse silmitsi muutustega ja otsustatakse innovatsiooni üle (Büschgens, Bausch ja Balkin, 2013). Raamatukogud tunnevad, sarnaselt avalikule sektorile, “survet kohaneda, õppida, uuendada ja püsida parimate tegijatega samal tasemel,” nagu märgib McGurk (2011, lk 167). Kiired otsused ja tõhus muutuste elluviimine on üliolulised. See seab raamatukogude juhtimisele märkimisväärse koormuse leida meetodeid uute organisatsiooniliste ja teenindusmodelite rakendamiseks (Kaarst-Brown jt, 2004; Martins jt, 2004) ning suurendada töötajate innovatsioonivõimekust (Sa’ar jt, 2014).

Akadeemilise raamatukogu juhtimine ülikoolikeskkonnas

Akadeemilisi raamatukogusid juhivad direktorid, kes vastutavad raamatukogu juhtimise, visiooni loomise, strateegia koostamise, eelarvestamine, personaliküsimuste jms. eest (Dempsey & Malpas, 2018; Harland & Bruce, 2019). Raamatukogud on tihedalt seotud ülikoolide strateegia ja tegevusega. Ajalooliselt on raamatukogud liikunud kogude haldamiselt teenuste ja koostöö suunas, et täita ülikooli muutuvaid nõudmisi (Dempsey & Malpas, 2018). Uuringud on näidanud, et raamatukogu direktorid kasutavad erinevaid lähenemisviise, kuid ümberkujundav juhtimine on sageli vajalik, et muutusi ja innovatsiooni toetada (Lo jt., 2020; Mech, 1993). Erinevates olukordades võivad juhtimisstiilid varieeruda, mis mõjutab otsuste tõhusust (Lawson & Dorrell, 1992; Weiner, 2003).

Traditsioonilised raamatukogude juhtimismudelid, kus võimas pearaamatukoguhoidja juhib ühte suurt raamatukogu ülalt alla, on muutumas, nagu märgib O’Connor (2014). Smithi (2015) sõnul on uue juhtimisstiili surve akadeemilistele raamatukogudele uuel ajastul ülioluline. Koufogiannakise (2015) arvates ootab uus raamatukogutöötajate põlvkond, et juhtimine oleks situatsioonipõhisem, osalusdemokraatlikum, vähem hierarhiline ja bürokraatlik. Raamatukoguhoidjad peavad raamatukogude juhtide mikromanageerimist ebaefektiivse juhtimise märgiks. See nõuab eelmise põlvkonna raamatukogude juhtidelt, kes seisavad silmitsi nooremate töötajatega, uusi juhtimisoskusi (Hicks & Given, 2013). Samas kui uue põlvkonna raamatukogude juhid keskenduvad jagatud visioonidele ja koostööle, mis omakorda nõuab kohanemist vanema põlvkonna töötajatelt (Phillips, 2014).

Kokkuvõtteks, kuigi akadeemilise raamatukogu juhtimise kohta on palju teaduslikke uurimusi, sealhulgas muudatuste juhtimise ja otsustamisstiilide kohta, on uurimistöös, mis keskendub otsustamisele erinevates situatsioonides, endiselt piiratud.

Arutelu ja panus

Arutelu

Hoolimata sellest, et akadeemiliste raamatukogude juhtimist on uuritud, on Euroopa ülikoolide raamatukogude direktorite otsustamist vähem käsitletud. Käesolev väitekirj uurib otsuste tegemist kolmes olukorras: pikaajalise strateegilise, innovatsiooni ja kriisiotsuste tegemises.

Peamised leiud näitavad, et akadeemiliste raamatukogude direktorid kohandavad oma otsustamist sõltuvalt olukorrast:

- Pikaajaline strateegiline otsuste tegemine: Direktorid harrastavad põhjalikku, ratsionaalset otsustamist, samal ajal järgides ülikooli strateegiat ja konsulteerides sihtrühmadega. Strateegiline otsustamine on pikaajaline tegevus.
- Innovatsiooni otsuste tegemine: Direktorid ühendavad innovatsiooni otsused üldise strateegiaga, kaasates otsustamisse alluvaid ning lubades neil katsetada erinevaid lahendusi.
- Kriisiotsuste tegemine: Direktorid teevad kiireid, sageli autoritaarseid otsuseid, samal ajal keskendudes efektiivsusele ja strateegilisele jätkusuutlikkusele.

Mustrid näitavad, et direktorid on strateegilistes olukordades konsulteerivad, innovatsiooni ajal koostööaltid ja kriisi ajal autoritaarsuse poole kalduvad. See kohanemisvõime on kooskõlas nii VYJ kui ka Tannenbaum-Schmidti kontinuum otsustamismudelitega.

Vastajad rõhutasid, et innovatsioon on vahend eesmärgi saavutamiseks, mitte eesmärk ise, ja märkisid, et see ei ole tingimata seotud tehnoloogiaga. Enamik vastajaid sidus innovatsiooni strateegiaga, rõhutades, et see peab olema kooskõlas raamatukogu strateegiliste eesmärkidega. Vastupidiselt eelnevatele uuringutele, kus väideti, et raamatukogud ei tegele tavaliselt innovatsiooniga oma organisatsiooni struktuuri ja kultuuri tõttu (Jantz, 2017; Mech, 1993), näitavad selle uuringu tulemused, et raamatukogude direktorid peavad innovatsiooni akadeemiliste raamatukogude tegevuse ja strateegia lahutamatuks osaks, kinnitades sellega Sa'ari jt (2014) leide.

Kriisi ajal muutub akadeemiliste raamatukogude direktorite otsuste tegemise stiil ja võtab autokraatlikuma suuna. Sageli mõjutavad selliseid otsuseid peamiselt ajapiirangud, nagu ka varasemad uuringud on näidanud. Otsuste tegemise tsentraliseerimine kriisi ajal muudab otsustusprotsessi sageli tõhusamaks (Bakonyi, 2018; Baum & Wally, 2003). Raamatukogude direktorid peavad langetama kiireid otsuseid, et lahendada pakilisi probleeme, ilma et nad osaleksid pikkades aruteludes või otsiksid üleüldist konsensust. Sellistel juhtudel eelistavad direktorid otsustamist kiirendada ja kaasata konsultatsioonidesse piiratud arvu väliseid sidusrühmi, nagu Vroom ja Jago (1988; 1995) on soovitanud.

Kokkuvõttes võib väita, et Euroopa akadeemiliste raamatukogude direktorite otsustamist mõjutab oluliselt olukord, milles nad hetkel on, sundides neid oma lähenemist vastavalt kohandama.

Teoreetiline panus

Käesolev väitekiri panustab teoriasse, uurides põhjalikult akadeemiliste raamatukogude direktorite otsuste tegemist erinevates olukordades. Uurimus toob esile akadeemiliste raamatukogude direktorite situatsioonilise sõltuvuse otsuste tegemisel. Väitekiri illustreerib, et otsuste tegemine sõltub situatsioonist, uurides otsuste tegemist kolmes konkreetses olukorras: pikaajaline strateegia, innovatsioon ja kriisiolukorrad. Lisaks analüüsitakse selles töös, kas otsuste tegemise mudelid kehtivad ülikooliraamatukogude direktoritele. Kasutades VYJ ja Tannenbaum-Schmidti kontinuum otsustamismudeleid, pakub uurimus teoreetilise raamistiku, mida saab kasutada otsuste tegemise käitumise mõistmiseks ja hindamiseks erinevates kontekstides. Lõpetuseks panustab antud uurimus piirkondlikku teadmistesse otsustamise kohta, keskendudes Euroopa ülikooliraamatukogude direktoritele. Piirkondlik unikaalsus on eriti oluline, kuna otsuste tegemist võivad mõjutada kultuurilised, organisatsioonilised ja keskkonnategurid, mis regiooniti erinevad.

Praktilised soovitused

Uuring pakub teadmisi akadeemiliste raamatukogude juhtimise edendamiseks, rõhutades vajadust arendada juhtide kohanemisvõimet otsustamisel, luua spetsiaalseid koolitusprogramme strateegiliste, kriisi- ja innovatsioonistsenaariumide jaoks. Euroopas pakub näiteks LIBER kolme erinevat juhtimisprogrammi, millest kõik võivad sellest uurimusest kasu saada. Spetsiifilisi koolitussessioone saab üles ehitada eelmainitud kolme erineva stsenaariumi põhjal. Uurimuse käigus kerkis esile veel teemasid, mida võib raamatukogude direktorite koolitusprogrammides edasi arendada. Kuigi ümberkujundavat juhtimist loetakse raamatukogudele sobivaks juhtimisstiiliks (Lojt, 2020; Martin, 2016), ei suuda paljud juhid seda lähenemist omaks võtta. Sihtotstarbeline direktoritele mõeldud koolitusprogramm antud teemal võiks olla üheks lahenduseks.

Kokkuvõttes annab väitekiri panuse valdkonna arengusse, pakkudes põhjalikku analüüsi akadeemiliste raamatukogude direktorite otsuste tegemisest. See analüüs annab ülevaate nende direktorite lähenemisviiside nüanssidest erinevates olukordades.

Piirangud ja edasine uurimistöö

Paljud võimalikud edasiste uuringute suunad võivad tugineda käesoleval uurin gul. Tulevased uuringud võivad aidata kaasa akadeemiliste raamatukogude direktorite otsuste tegemise stiilide põhjalikumale mõistmisele. Seda saab saavutada, uurides erinevaid situatioone, laiendades geograafilist ulatust, kasutades erinevaid uurimismeetodeid ja käsitledes mitmekülgseid väljakutseid.

Tulevased uuringud võiksid:

- Uurida erinevate otsustamisstiilide tulemusi ja efektiivsust.
- Laiendada kaasates erinevaid huvigruppe ja rohkem otsustamise stsenaariume.
- Uurida kultuurilisest taustast tulenevat mõju otsustamisele.
- Kasutada segameetodeid tulemuste laiendamiseks.

Kokkuvõte

Kokkuvõttes on see väitekiri andnud ülevaate Euroopa ülikooliraamatukogude direktorite otsuste tegemise keerukast valdkonnast, mis on varasemates uurin-gutes enamasti jäänud tähelepanuta. See uurimus ületab tavapäraseid meetodeid, lisades situatsioonilise perspektiivi, pakkudes seeläbi põhjalikku arusaamist sel-lest, kuidas kontekstuaalsed tegurid mõjutavad juhtimisotsuseid. Käesolev uuri-mus kinnitab akadeemiliste raamatukogude keerukat iseloomu ja vajadust juhti-misstiilide järele, mis on kohandatud konkreetsele olukorrale. Selle uuringu tule-mused lükkasid ümber teatud eeldused ja rõhutasid akadeemiliste raamatukogude direktorite otsuste tegemise paindlikkust. Euroopa akadeemiliste raamatukogude direktorid ei järgi rangelt ühte otsustamisstiili, vaid on kohanemisvõimelised ja muudavad oma lähenemisviisi vastavalt olukorrale.

8. CURRICULUM VITAE

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Education

11/02/2019– present University of Tartu, Faculty of Economics, Doctoral Studies
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Employment and Positions

12/2009– present University of Tartu, University Library, Director of Development
01/2013–06/2016; 09/2018–08/2019 University of Tartu, University Library, Acting Director
10/2008–11/2009 University of Tartu, University Library, E-book Specialist
03/2007–11/2009 University of Tartu, University Library, Student Advisor, EducationUSA Advising Center
01/2005–12/2007 Tartu International School, Executive Assistant, Substitute Teacher, Kindergarten Teacher.
2003–2005 Freelance translator

Publications

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Participation in projects

- PRG1513 “Ethical Organisational Culture: Multi-level Analysis of its Determinants, Practices and Consequences” (01.01.2022–31.12.2025); Principal Investigator: Krista Jaakson; University of Tartu, Faculty of Social Sciences, School of Economics and Business Administration; Financier: Estonian Research Council.
- MLTAT22302R (101058527) “Skills for the European Open Science Commons: Creating a Training Ecosystem for Open and FAIR Science” (1.09.2022–31.08.2025); Principal Investigator: Ivar Koppel; University of Tartu, Faculty of Science and Technology, Institute of Computer Science (partner); Financier: European Commission.
- SP1RT21279 (TT10) “Estonian e-Repository and Conservation of Collections” (1.01.2021–31.12.2024); Principal Investigator: Liisi Lembinen; University of Tartu, Tartu University Library; Financier: Estonian Research Council.
- MP1RT19438 “eBooks-On-Demand-Network Opening Publications for European Netizens (Creative Europe)” (1.11.2019–31.10.2024); Principal Investigator: Liisi Lembinen; University of Tartu, Tartu University Library (partner); Financier: European Commission.
- MP1GY21376R (101035819) “Research and Innovation Agenda with and for Society: Leveraging digital innovation for a greener and healthier Europe” (1.09.2021–31.08.2024); Principal Investigator: Taivo Raud; University of Tartu, Support Units, Grant Office (partner); Financier: Commission of the European Communities.
- SP1RT22014 (2021-1-EE01-KA220-HED-000031125) “University libraries strengthening the academia-society connection through citizen science in the Baltics.” (1.01.2022–30.06.2024); Principal Investigator: Liisi Lembinen; University of Tartu, Tartu University Library; Financier: Education and Youth Board.

- SP1RT20528T (2014-2020.4.01.20-0279) "Estonian e-Repository and Conservation of Collections (e-Varamu)" (1.01.2020–31.08.2023); Principal Investigator: Liisi Lembinen; University of Tartu, Tartu University Library; Financier: The State Shared Service Center.
- PRG1107 "Ethical Organisational Culture: Multi-level Analysis of its Determinants, Practices and Consequences" (1.01.2021–31.12.2021); Principal Investigator: Krista Jaakson; University of Tartu, Faculty of Social Sciences, School of Economics and Business Administration; Financier: Estonian Research Council.
- SP1RT21634 (7-14/4811) "eBooks-On-Demand-Network Opening Publications for European Netizens/EODOPEN co-financing 2021" (1.01.2021–31.12.2021); Principal Investigator: Liisi Lembinen; University of Tartu, Tartu University Library; Financier: Estonian Ministry of Culture.
- TP1RT14062T "E-varamu ja kogude säilitamine" (1.01.2020–31.03.2021); Principal Investigator: Liisi Lembinen; University of Tartu, Tartu University Library; Financier: Estonian Research Council.
- MP1RT18051R "OpenAIRE Advancing Open Scholarship" (1.01.2018–31.12.2020); Principal Investigator: Liisi Lembinen; University of Tartu, Tartu University Library; Financier: Commission of the European Communities.
- MP1RT20114R "Research Data Alliance National NODE" (6.01.2020–31.05.2020); Principal Investigator: Liisi Lembinen; University of Tartu, Tartu University Library (partner); Financier: Commission of the European Communities.

Supervision

Bachelor level: Maarja Karlson

Organizational activities

2015–2019 Consortium of Estonian Libraries Network, Chairman of the Management Board

Membership

Professional affiliation:

- Secretary of the Upskilling Library Workforce Steering Committee, Association of European Research Libraries (LIBER)
- Member of LIBER workgroup: The Leadership Programmes
- Member of LIBER Conference Programme Committee
- Member of the editorial board of Nordic Perspectives on Open Science (NOPOS) journal
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Publikatsioonid

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Osalemine projektides

- PRG1513 “Eetiline organisatsioonikultuur: selle määravate tegurite, praktikate ja tagajärgede mitmetasandiline analüüs” (01.01.2022–31.12.2025); vastutav täitja: Krista Jaakson; Tartu Ülikool, Sotsiaalteaduste valdkond, Majandus-teaduskond; rahastaja: Eesti Teadusagentuur.
- MLTAT22302R (101058527) “Avaandmete ja FAIR koolituskeskuste loomine” (1.09.2022–31.08.2025); vastutav täitja: Ivar Koppel; Tartu Ülikool, Loodus- ja täppisteaduste valdkond, Arvutiteaduse instituut (partner); rahastaja: Euroopa Komisjon.
- SP1RT21279 (TT10) “Eesti e-repositoorium ja kogude säilitamine” (1.01.2021–31.12.2024); vastutav täitja: Liisi Lembinen; Tartu Ülikool, Tartu Ülikooli Raamatukogu; rahastaja: Eesti Teadusagentuur.
- MP1RT19438 “eBooks-On-Demand-Network Opening Publications for European Netizens (Creative Europe)” (1.11.2019–31.10.2024); vastutav täitja: Liisi Lembinen; Tartu Ülikool, Tartu Ülikooli Raamatukogu (partner); rahastaja: Euroopa Komisjon.
- MP1GY21376R (101035819) “Teadus- ja innovatsioonikava ühiskonnaga ja ühiskonna jaoks: digitaalse innovatsiooni kasutamine rohelisema ja tervislikuma Euroopa jaoks” (1.09.2021–31.08.2024); vastutav täitja: Taivo Raud; Tartu Ülikool, tugistruktuurid, Grant Office (partner); rahastaja: Euroopa Ühenduste Komisjon.
- SP1RT22014 (2021-1-EE01-KA220-HED-000031125) “Akadeemia ja ühiskonna sidemete tugevdamine läbi avatud kodaniku teaduse Balti teadus-raamatukogude toel” (1.01.2022–30.06.2024); vastutav täitja: Liisi Lembinen; Tartu Ülikool, Tartu Ülikooli Raamatukogu; rahastaja: Haridus- ja Noorteamet.
- SP1RT20528T (2014-2020.4.01.20-0279) “Eesti e-Varamu ja kogude säilitamine (e-Varamu)” (1.01.2020–31.08.2023); vastutav täitja: Liisi Lembinen; Tartu Ülikool, Tartu Ülikooli Raamatukogu; rahastaja: Riigi Tugiteenuste Keskus.

PRG1107 “Eetiline organisatsioonikultuur: selle määravate tegurite, praktikate ja tagajärgede mitmetasandiline analüüs” (1.01.2021–31.12.2021); vastutav täitja: Krista Jaakson; Tartu Ülikool, Sotsiaalteaduste valdkond, Majandus-teaduskond; rahastaja: Eesti Teadusagentuur.

SP1RT21634 (7-14/4811) “eBooks-On-Demand-Network Opening Publications for European Netizens/EODOPEN kaasrahastamine 2021” (1.01.2021–31.12.2021); vastutav täitja: Liisi Lembinen; Tartu Ülikool, Tartu Ülikooli Raamatukogu; rahastaja: Eesti Kultuuriministeerium.

TP1RT14062T “E-varamu ja kogude säilitamine” (1.01.2020–31.03.2021); vastutav täitja: Liisi Lembinen; Tartu Ülikool, Tartu Ülikooli Raamatukogu; rahastaja: Eesti Teadusagentuur.

MP1RT18051R “OpenAIRE avatud teaduse edendamine” (1.01.2018–31.12.2020); vastutav täitja: Liisi Lembinen; Tartu Ülikool, Tartu Ülikooli Raamatukogu; rahastaja: Euroopa Ühenduste Komisjon.

MP1RT20114R “Research Data Alliance riiklik kontaktpunkt” (6.01.2020–31.05.2020); vastutav täitja: Liisi Lembinen; Tartu Ülikool, Tartu Ülikooli Raamatukogu (partner); rahastaja: Euroopa Ühenduste Komisjon.

Organisatsiooniline tegevus

2015–2019 Eesti Raamatukogudevõrgu Konsortsiumi juhatuse esimees

Juhendamine

Bakalaureuse tase: Maarja Karlson

Liikmelisus

Professionaalne kuuluvus:

- Euroopa Teadusraamatukogude Assotsiatsiooni (LIBER) raamatukogutöötajate täiendõppe juhtkomitee sekretär
- LIBERi töögruppide liige: juhtimisprogrammid
- LIBERi konverentsiprogrammi komitee liige
- Nordic Perspectives on Open Science (NOPOS) ajakirja toimetuskolleegiumi liige
- Open Research Europe Librarian Advisory Group liige
- De Gruyter Open Access Funding Board liige

Auühingud:

- Pi Gamma Mu ja Golden Key International Honour Society liige

APPENDIX I

Topics of prior library leadership studies. Source: compiled by the author.

	<i>Topic</i>	<i>Region</i>	<i>Gap</i>
<i>Alqarni (2003)</i>	Academic library directors' decision-making style.	USA (Florida)	It focuses not on situational factors but on different variables (gender, age, education, experience).
<i>Appleton (2018)</i>	Academic libraries' role and position in the context of universities. Based on submitted case studies.	International (from Europe: Ireland, Portugal, Germany)	Not decision-making, leadership, or situational focus.
<i>Ashiq et al. (2021)</i>	Academic library leadership challenges in the changing environment and required skills.	N/A	Literature review, no specific sample or study, no focus on decision-making or situational aspects. Focuses on leaders' skill development necessity
<i>Ashiq et al. (2022)</i>	COVID-19 influence on academic libraries.	N/A	Based on the literature, COVID-19's influence on academic libraries has no focus on decision-making or leadership.
<i>Aslam (2018, 2019, 2020)</i>	Change Management in academic libraries, adaptation on change. Literature review.	N/A	Not explicitly focusing on leadership, decision-making, and situational aspects. Focuses on how change can be led in libraries and how staff can adapt.
<i>Castiglione (2006)</i>	Transformational leadership and management in libraries; organizational learning; leadership style.	N/A	Focuses on leadership style and transformational leadership in libraries. There is no specific study. Literature review. Not focusing on decision-making.
<i>Gwyer (2018)</i>	Trends that influence academic libraries leaders' perspective.	UK	Not focusing on decision-making but on what kind of trends will influence academic libraries in the future from the leadership perspective.
<i>Harland et al. (2017)</i>	Academic library's relevance to stakeholders. Role of academic library director.	Australia and United States	Academic library director's role in maintaining the library's relevance and value for stakeholders.
<i>Jantz (2012)</i>	University librarians, innovation in academic libraries.	United States	Focuses on innovation in academic libraries in general, not just decision-making.
<i>Jantz (2016)</i>	Development of new ways of working, and services in academic libraries.	United States	Covers innovation and change management in academic libraries, not explicitly focusing on decision-making.
<i>Jantz (2017)</i>	Management innovation in academic libraries and organizational innovation in academic libraries.	United States	Focuses on academic library management and changes in the culture of management, not specifically on decision-making.

	<i>Topic</i>	<i>Region</i>	<i>Gap</i>
<i>Lakos (2007)</i>	Data use in decision-making in libraries (directors).	United States	Covers only data collection, usage on decision-making by library directors, no specific situations.
<i>Lo et al. (2020)</i>	Transformational leadership in academic libraries from a leadership perspective.	International (Australia, UK, New Zealand, United States)	Academic library leaders' perspective on transformational leadership and its potential in academic libraries. Not specifically focusing on leaders' decision-making.
<i>Martin (2015)</i>	Transformational leadership in academic libraries.	United States	Not specifically focusing on decision-making, focusing on transformational leadership traits.
<i>Martin (2020)</i>	Library leadership.	N/A	A practical guide on different aspects of library leadership, with no specific focus on decision-making or academic libraries.
<i>McElrath (2002)</i>	Academic library directors' challenges.	United States	Leadership perspective on academic library challenges, no specific focus on decision-making.
<i>Mech (1993)</i>	Academic library directors' decision style.	United States	No situational-specific approach.
<i>Meier (2016)</i>	Library administrator's strategic decision-making.	United States	Lack of crisis or innovation decision-making.
<i>Newman (2021)</i>	Academic library leaders' perspective on COVID-19 crisis. Case study.	West Indies	It focuses on decision-making in crisis, and no other situational aspects are considered. One library-specific.
<i>Schonfeld (2016)</i>	Organizational structure of academic libraries related to leadership and change management.	United States	Directors' view on change management in academic libraries. No specific leadership decision-making focus.
<i>Stenström (2012)</i>	Public library funding decisions.	Canada	Not covering academic libraries, innovation, or crisis decisions.
<i>Ward (2013)</i>	Innovation opportunities from crisis – three academic libraries case studies (not just leaders).	United States	Focuses on how innovation can be developed in crisis situations. Not specifically, decision-making focus. Not a leadership focus.
<i>Weiner (2003)</i>	Library leaders' leadership style.	United States	Not focusing specifically on decision-making but in general leadership.
<i>Yi (2020)</i>	Change management in academic library from a leadership perspective.	N/A	Leaders' change decision-making in academic libraries. No specific situational aspects were recorded.
<i>Yildiz (2015)</i>	Evidence-based decision making in library management.	N/A	Literature-based, no specific data collected or library type, no situational approach.

APPENDIX II

Interview questions

I Background questions

- 1) What country are you from?
- 2) How long have you been in your current position?
- 3) How many years of top-level leadership experience do you have?
- 4) Is your education in library science or management?

II Strategic decision-making

1. How do you define a strategic decision?
2. Identify strategic decisions that you have made lately in your library.
3. Describe your process for making strategic decisions and forming a plan of action.
4. What is the most important thing when it comes to strategic decision-making?
5. What is the least important thing in strategic decision-making?
6. Do you find you make better decisions alone or with a group? Explain.
7. When pushing through strategic decisions, who else influences the decision, and how early in the process do you include them?
8. Who or what out of these three is the most important influential factor in strategic decision-making:
 - a. Stakeholder/funder/policy maker/administration
 - b. Client/reader/researcher/student
 - c. Environment
9. What methods do you use to predict clients' behavior/feedback and environmental change that will influence strategic planning?

III Decision-making resources

1. What kind of idea-generating methods do you use?
2. Do you use outside sources in order to make strategic decisions? If yes, what or who?
3. Do you use evidence, facts, or figures in strategic decision-making? Explain.
4. What sources have proved to be most effective when making strategic decisions?
5. How much do you follow the forerunner's strategic decision-making process/style?

IV Innovation decision-making (added questions prior Study II)

1. Please define innovation in your own words
2. Have you added any new innovative services into your library in recent years? Please explain.
3. How do you spot opportunities for innovation?
4. How do you encourage innovation in your organization?
5. How do you form and manage innovation teams?

V Crisis decision-making

1. How does the importance and intensity of the situation affect your decision-making process?
2. Does your decision in a crisis situation differ from regular decision-making?
3. Have you ever been in a situation when you were forced to make a strategic decision? Explain.

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