

**POWER STRATEGIES
IN INTER-PERSONNEL RELATIONSHIPS
AMONG INDIAN LIBRARY PROFESSIONALS**

**BY
PAOKHOLUN HANGSING
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE**

**SUBMITTED
IN PARTIAL FULFILMENT OF THE REQUIREMENT OF THE DEGREE OF
DOCTOR OF PHILOSOPHY
IN LIBRARY AND INFORMATION SCIENCE OF**

NORTH EASTERN HILL UNIVERSITY

Tuesis

103651
14-8-07
12/02/08

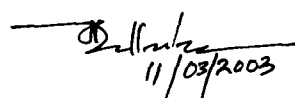
DS
022-40954
HAN

NORTH-EASTERN HILL UNIVERSITY

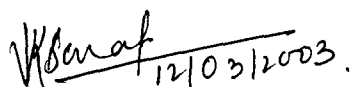
March, 2003

I, Paokholun Hangsing, hereby declare that the subject matter of this thesis is the record work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to any body else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to North-Eastern Hill University for the degree of Doctor of Philosophy in Library and Information Science.

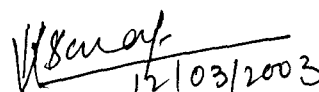


(PAOKHOLUN HANGSING)



(VEENA SARAF)
Head

Head
Dept of Lib. & Inf. Sc
North Eastern Hill University
Shillong, Meghalaya



(VEENA SARAF)
Supervisor

Dr. Veena Saraf
Dept of Lib. & Inf. Sc
North Eastern Hill University
Shillong, Meghalaya

ACKNOWLEDGEMENT

I am privileged to express my humble but sincere gratitude to Dr. Veena Saraf under whose insightful supervision the present study was conducted. Her enduring guidance, inspirations, perceptive annotations, immeasurable facilitations and encouragements have added immensely towards the smooth completion of this work.

Genuine thanks to Dr. N. P Goel, Department of Adult & Continuing Education, NEHU for his capable advice in sharpening the statistical tools and analysis. Thanks to Mr. Paolenlal Singson, M. Phil, Department of Geography, NEHU for his painstaking and meticulous assistance in tabulating the raw data.

Sincere appreciation to Mrs. & Mr. T. Haokip, IRS, ~~Adit~~ Commissioner, Custom & Excise, Shillong for providing me all out arrangements for collecting data from Tripura. I am also grateful to Ms. Siami, Assistant Librarian, Mizoram University, Mr. & Mrs. Asat Hangsing, Arunachal University for their valuable help in collecting data from Mizoram and Arunachal Pradesh.

My gratitude also goes to Mrs. & Mr. K. S Chongloi, Principal, K. T Higher Secondary School, Kangpokpi and Mr. Joseph for allowing me to use their computers.

I am also thankful to all the library professionals in the entire North East India who have enthusiastically responded to the questionnaire. Their willing response is but the result of this study


11/03/2008
PAOKHOLUN HANGSING

TABLE OF CONTENTS

	<i>Declaration</i>	<i>ii</i>
	<i>Acknowledgement</i>	<i>iii</i>
	<i>Table of Contents</i>	<i>iv</i>
	<i>List of Tables</i>	<i>viii</i>
	<i>List of Figures</i>	<i>ix</i>
CHAPTERS	CONTENTS	PAGES
Chapter 1:	INTRODUCTION	1 - 18
	<i>Definition</i>	1
	<i>Power and Influence</i>	3
	<i>The Bases of Power</i>	4
	<i>Influence Strategies</i>	6
	<i>Leadership</i>	10
	<i>Leadership Style</i>	11
	<i>Measuring Leadership Effectiveness</i>	13
	<i>The Relationship of Power and Leadership</i>	14
	<i>Organisational Climate</i>	15
	<i>Conclusion</i>	17
Chapter 2:	LITERATURE REVIEW	19 – 68
	<i>Power Studies Review</i>	19
	<i>Influence Strategies Review</i>	32
	<i>Leadership Studies Review</i>	44
	<i>Organisational Climate Review</i>	58
	<i>Studies in Library and Information Science</i>	62
	<i>Conclusion</i>	68
Chapter 3:	PURPOSE OF THE STUDY	69 – 71
	<i>Objective of the Study</i>	69
	<i>Hypothesis to be Tested</i>	70
Chapter 4:	METHODOLOGY	72 – 84
	<i>The Research Site</i>	72
	<i>The Population</i>	74
	<i>The Assessment Method</i>	78
	<i>The Statistical Method</i>	82
Chapter 5:	BACKGROUND VARIABLES	85 – 96
	<i>Present Age and Joining Age</i>	85
	<i>Educational Qualification</i>	87
	<i>Number of Subordinates</i>	89
	<i>Tenure in the Present Organisation</i>	90
	<i>Tenure in the Present Position</i>	91
	<i>Number of Promotion</i>	93

	<i>Number of Organisations Work for</i>	94
	<i>Inter-correlations among Selected Background Variables</i>	95
	<i>Conclusion</i>	95
Chapter 6:	ORGANISATIONAL CLIMATE	97 – 104
	<i>Organisational Climate</i>	97
	<i>Factor Analysis</i>	98
	<i>Inter-correlations and Mean Score among Organisational Climate</i>	102
	<i>Organisational climate and Types of Libraries</i>	103
	<i>Conclusion</i>	104
Chapter 7:	LEADERSHIP STYLES	105 – 122
	<i>Factor Analysis of Leadership Style (Self Assessment)</i>	105
	<i>Inter-correlations and Mean Score of Leadership Style</i>	109
	<i>Factor Analysis of Leadership Style (Assessing Superior)</i>	110
	<i>Inter-correlations and Mean Score of Leadership Style</i>	114
	<i>Correlation of Leadership Style</i>	115
	<i>Hypothesis #H₁</i>	117
	<i>Correlation of Organisational Climate and Leadership Style</i>	119
	<i>Leadership Style (Self) and Background Variables ANOVA</i>	120
	<i>Hypothesis #H₂</i>	121
	<i>Conclusion</i>	121
Chapter 8:	BASES OF POWER	123 – 133
	<i>Inter-correlations and Mean Score between Factors</i>	124
	<i>Comparing Bases of Power for Influencing Subordinates & Superior</i>	126
	<i>Correlation of Bases of Power for Influencing Subordinates & Superior</i>	127
	<i>Bases of Power (Influencing Subordinates) VS Types of Libraries</i>	128
	<i>Bases of Power (Influencing Superior) VS Types of Libraries</i>	129
	<i>Hypothesis #H₃</i>	129
	<i>Bases of Power (Influencing Subordinates) and Leadership Style (Self) ANOVA</i>	130
	<i>Bases of Power (Influencing Superior) and Leadership Style (Self) ANOVA</i>	131
	<i>Bases of Power (Influencing Superior) and Leadership Style (Superior) ANOVA</i>	132
	<i>Conclusion</i>	133
Chapter 9:	INFLUENCE STRATEGIES	134 – 148
	<i>Inter-correlation of Downward Influence Strategies</i>	135
	<i>Inter-correlation of Upward Influence Strategies</i>	137
	<i>Comparison of Downward & Upward Strategies</i>	138
	<i>Correlation of Downward Influence Strategies & Leadership Style (Self)</i>	139
	<i>Hypothesis #H₄</i>	140
	<i>Correlation of Downward Influence Strategies & Leadership Style (Superior)</i>	141
	<i>Correlation of Upward Influence Strategies & Leadership Style</i>	142

<i>(Self)</i>	
<i>Correlation of Downward Influence strategies & Leadership Style (Superior)</i>	143
<i>Correlation of Downward Influence strategies & Bases of Power (Influencing Subordinates)</i>	144
<i>Correlation of Downward Influence strategies & Bases of Power (Influencing Superior)</i>	146
<i>Hypothesis #H₅</i>	146
<i>Conclusion</i>	148
Chapter 10: DISCUSSIONS AND SUGGESTIONS	149 – 161
<i>Organisational Climate</i>	149
<i>Leadership Style</i>	150
<i>Bases of Power</i>	151
<i>Influence Strategies</i>	152
<i>Summary</i>	153
<i>Suggestion</i>	157
<i>Drawbacks of the Study</i>	159
<i>Future Research</i>	160
REFERENCES	162 – 174
APPENDICES	175 – 190
1. <i>Questionnaire</i>	170
2. <i>Name and Address of the Libraries</i>	187
3. <i>Background Variables</i>	188

LIST OF TABLE

		<i>Pages</i>
Table 4 1	Designation and Types of Libraries	74
Table 4 2	Number of Respondents from each State	77
Table 4 3	The Questionnaire	78
Table 5 1	Age Group of Respondents	86
Table 5 2	Age at the Time of Joining and Designation	86
Table 5 3	Present Age and Designation	87
Table 5 4	Educational Qualifications of Respondents	88
Table 5 5	Professional Qualifications * Designation	88
Table 5 6	General Qualifications * Designation	89
Table 5 7	No. of Subordinates Directly Reporting to Respondent	89
Table 5 8	No. of Subordinates * Designation	90
Table 5 9	No. of Year in Present Organisation	90
Table 5 10	No. of Years in Present Organisation and Designation	91
Table 5 11	No. of Year in the Present Position	92
Table 5 12	No. of Year in the Present Position * Designation	92
Table 5 13	No. of Promotions	93
Table 5 14	No. of promotions * Designation	93
Table 5 15	No. of other Organisations worked for	94
Table 5 16	No. of other Organisations worked for * Designation	94
Table 5 17	Inter-Correlation of Selected Background Variables	95
Table 6 1	Factor Loading of Organisational Climate	98
Table 6 2	Correlation and Mean Scores among Organisational Climate	102
Table 6 3	Organisational Climate VS Types of Libraries (ANOVA)	103
Table 6 4	Ratings of Types of Libraries on Organisational Climate Factors	103
Table 7 1	Factor Analysis of Leadership Style (Self Assessment)	105
Table 7 2	Inter-Correlations and Mean Score among Leadership Styles (Self Assessment)	110
Table 7 3	Factor Analysis of Leadership Style (Assessing Superior)	111
Table 7 4	Inter Correlations and Mean Score among Leadership Styles (Assessing Immediate Superior)	114
Table 7 5	Comparative Study of Leadership Styles: Self Assessment and Assessing Immediate Superior	115
Table 7 6	Correlations of Leadership Styles: Assessing Superior and Self Assessment	115
Table 7 7	Leadership Styles (Self Assessment) VS Types of Libraries (ANOVA)	116
Table H ₁	Rating Types of Libraries on Leadership Styles (Self Assessment)	117
Table 7 8	Leadership Styles (Assessing Superior) VS Types of Libraries (ANOVA)	117
Table 7 9	Rating Types of Libraries on Leadership Styles (Assessing Superiors)	118
Table 7 10	Leadership Styles (Self Assessment) VS Designations (ANOVA)	118
Table 7 11	Correlation of Organisational Climate and Leadership Styles	119
Table 7 12	Leadership Styles (Self Assessment) and Background Variables (ANOVA)	120

Table 8.1 :	Inter-Correlations of Bases of Power (Influencing Subordinates)	124
Table 8.2 :	Inter-Correlations of Bases of Power (Influencing Superior)	125
Table 8.3 :	Comparing Bases of Power: Influencing Subordinates and Influencing Superiors	126
Table 8.4 :	Correlation of Bases of Power for Influencing Subordinates and Influencing Superior	127
Table 8.5 :	Bases of Power (Influencing Subordinates) VS Types of Libraries (ANOVA)	128
Table 8.6 :	Bases of Power (Influencing Superior) VS Types of Libraries (ANOVA)	129
Table H ₃ :	Bases of Power (Self Assessment) VS Types of Libraries (ANOVA)	130
Table 8.7 :	Bases of Power (Influencing Subordinates) and Leadership Style (Self Assessment) ANOVA	130
Table 8.9 :	Bases of Power (Influencing Superior) and Leadership Style (Self Assessment) ANOVA	131
Table 8.10:	Bases of Power (Influencing Superior) and Leadership Style (Assessing Superior) ANOVA	132
Table 9.1 :	Inter-Correlation of Downward Influence Strategies	136
Table 9.2 :	Inter-Correlation of Upward Influence Strategies	137
Table 9.3 :	Downward and Upward Influence Strategies: A Comparison	138
Table 9.4 :	Correlation of Upward And Downward Influence Strategies	139
Table 9.5 :	Correlation of Downward Influence Strategies and Leadership Style (Self Assessment)	140
Table 9.6 :	Correlation of Downward Influence Strategies and Leadership Style (Assessing Superior)	142
Table 9.7 :	Correlation of Upward Influence Strategies and Leadership Style (Self Assessment)	143
Table 9.8 :	Correlation of Upward Influence Strategies and Leadership Style (Assessing Superior)	143
Table 9.9 :	Correlation of Downward Influence Strategies and Bases of Power (Influencing Subordinates)	144
Table 9.10:	Correlation of Upward Influence Strategies and Bases of Power (Influencing Superior)	145

LIST OF FIGURES

Figure 4.1 :	Area Graph Showing Number and Types of Libraries in each state	73
Figure 4.2 :	Respondents' Age at the Time Of Sample Collection	75
Figure 4.3 :	Male and Female occupation of different positions	76
Figure H ₂ :	Relationship between Age and Leadership Style (Self Assessment)	121
Figure H ₄ :	Leadership Style And Downward Influence Strategies	141
Figure H ₅ :	Bases of Power and Influence Strategies	147
Figure 10.1:	Strategies towards Subordinates	154
Figure 10.2:	Strategies towards Superior	156

CHAPTER -1-

INTRODUCTION**DEFINITION**

The word 'Power' is a commonly used term in our every day life. It has been utilized in array of senses and defined in various concepts. "We are sure that we meant something by the word, and have a vague idea what it is" Dahl (1957). One who understands the intricacies involved in the definition of the word and master the skill of its implementation could make good use of it and reap in abundance. The concept of power has been so defined and used in varying perspectives that, sometimes seems to have nothing to do with the etymological meaning. *No matter on what concepts the term is being used, we shall see the meaning of power in its originality.* The word 'power' is derived from the Latin word "*potere*" which meant, "to be able". According to this translation power is the ability to do, to cause effect, or simply the ability of an entity or group of entity etc. Therefore, this ability can be attributed to anything that has ability, including men. This study will deal with the ability of a person or a group of persons and nothing more. A simple definition of such power is the ability to do or act physically, mentally, legally, politically, and spiritually.

In the entire lexicon of sociological concepts none is more troublesome than the concepts of power. We all know perfectly well what it is "until someone asks us," (Bierstedt, 1950). Social Power can also be applied to work. It is the ability to do something pleasant or unpleasant for others so that he willingly or unwillingly complies. The person complying with power is dependant on the more powerful person for a desirable outcome that cannot be achieved by other means (Emerson, 1964). It is the chance of a man or a number of men to realize their own will even against the resistance of others who are participating in the action (Weber, 1978). In this sense power is viewed as an instrument to dominate over the other. The impacts of power are experienced at all types of social organizations.

Power was of concern to chiefs, priests and kings. And today it is not only those at the helm of state governance who are involved with power. People from all walks of life working in different shades of organizations are also very much attached with power and librarians are no exception. The studies of power gain more momentum in the field of politics and the business organizations. The relevance of its use in a library environment is yet to be fully realized. Sceptics fail to conceive library as an organization wherein human interaction and communication contribute to the proper orientation of the library towards its goal. In India proper channeling of power in inter-personnel relations suffers a set back. Meaningful studies of power in the Indian library environment are yet to be initiated and owing to the same literature are unavailable. As it is understood, power is somehow implemented everyday in libraries all over India among the professionals and staff. If ask about power exercise, library professionals may whine about their lack of power. This is true to some extend and it is also true that librarians are not authorized to hire and fire at will which sometimes pave the way for subordinates non cooperation. Power does not confines to positional and legitimate influence and there are various way superiors and subordinates uses power even when their position are conceived to be powerless. Had power been depending solely on position subordinates will not be able to influence their super-ordinates. Despite of claims that library professionals held less power they still use power to influence others in order to get things done or to achieve the library goals Scepticism about library professionals' use of power may be due to the fact that their conception of power and leadership are not clear These very facts aggravate the personal relation among library professionals and heighten the need to conduct the study in the library environment In an organizational set up like libraries where effective management of personnel are crucial to achieve the goals being set forth, the use of power would surely improve the way the library is being managed

Power in this study will be further limited to the power of leaders, which is used to influence others in an organizational environment In the organizational perspective the wider

concept of power is to achieve goals at the same time, leaders who get things done achieve such goals by consciously or unconsciously using power. Taking into consideration the organizational aspect of power Parson (1967) opines that power is “the ability to achieve goals and get things done”. Besides behaviours and traits, a leader is expected to exercise a fair share of power and it is interesting that some leaders possess a flair for the implementation of certain power though sometimes unknowingly.

POWER AND INFLUENCE

Power is used synonymously with influence due to its proximity in concepts and common usage. Morriss (1987) argued, “If power and influence are synonymous then the phrases ‘power to influence’ becomes nonsense”. While conducting a study on power it is equally important to properly distinguish the concept of influence. Confusion between the two can be a harmful omission and a chaotic approach. It will also be sheer callousness on my part not to draw a clear distinction between the terms.

Katz and Kahn (1966) defined influence as a transaction between two person where A change B’s behaviour to cause an intended effect whereas, power is the capacity to exercise such influence. Lipitt et al (1952) perceived it as an attribution and found that subjects attributed with power tend to influence others more than those with less power attribution. While establishing that power is not synonymous with influence Bass (1990) suggest, “Power is the potential to influence”. Power may or may not be an attribution yet it is clear that influence is the practical implementation of power to produce behavioural or psychological effects in a person or group of persons. Power is the ability and influence is the course of interpersonal relation where people, group of person or organization use power to convince another person, group of person or organization to produce the intended behaviours Power in this study will be perceived as the ability to wield influence over others

THE BASES OF POWER

To bring about a proper analysis of the use of power by managers or for that matter librarians as managers there is a need to identify the sources of power that forms the integral portion of the study. It is true that overlapping is unavoidable in examining the sources of power. This is due to the fact that one form of power may substantially generate another form of power. Even after conceptualizing the different bases of power, it is also inevitable that they are probably intertwined.

The most accepted and discussed identification of power can be traced to that of French and Raven (1959). They identified five kinds of power bases, which gain importance and popularity among researchers. Their five bases of power were expert power, referent power, reward power, coercive power and legitimate power. Etzioni (1961) conceived three broad forms of power giving the bases of each:

Coercive power is rested on threat of physical sanctions, generation of frustration or controlling through force the satisfactions of needs.

Remunerative power is based on control over material resources and rewards.

Normative power is based on the allocation and manipulation of symbolic rewards and deprivations.

Another three sources of power identified by Peabody (1962) are, position power, competence power and personal power. The French and Raven model as noted by Patchen (1974) was inadequate because the various bases of power were not defined in a conceptually parallel way. The models, which constitute five bases of power, were later added with two more bases --- information and connection (Hersey, Blanchard and Natemeyer, 1979, Raven, 1965). Thus, the French and Raven model were stretched to seven bases. Hinken and Schriesheim (1989) in sharpening the distinctions among the previous five bases define as follows -

- 1 *Expert power*: - is the ability to administer to another person information, knowledge, or expertise.

2. **Referent power:** - is the ability to administer to other person feelings of personal acceptance or approval.
3. **Reward power:** - is the ability to administer to other person things he/she desires or to remove or decrease things he/she does not desire.
4. **Coercive power:** - is the ability to administer to other person things he/she does not desire or to remove or decrease things he/she does desire.
5. **Legitimate power:** - is the ability to administer to another person feeling of obligation or responsibility.

The two bases that come as later additions may be defined as follows: -

1. **Information power:** - is the ability to administer or withheld information valuable to another person.
2. **Connection power:** - is the perception of having connections with influential or important persons.

As mentioned earlier certain base of power may have some effect on the other. Library professionals in the superior position of the organizational hierarchy may tend to have used more coercive and legitimate power that affects the subordinates' feelings negatively that the superior may not be in a position to use referent power. In contrast, one with expert power may be looked up so much that he/she has more referent, legitimate, or even reward power. Obviously, certain powers are correlated and lodged in the same person whereas, others consequently negates to the extreme being less powerful.

Patchen (1974) suggest certain conceptual difficulties in the French and Raven model. Reward and coercive were defined in terms of the influencer's resources. Referent and legitimate were defined in terms of the influencee's characteristics and motives. Expert power depends on the influencer and the knowledge he/she possessed. Empirically correlations were found with the model In a national random sample of executives Rahim (1986) obtain a correlation of .58 between the expert and referent power the subjects attributed to their

superiors. The control of reward and coercive power possessed by the superior correlate similarly with their legitimate power as conceived by the subordinates.

Though various problems seems to cloud the model of French and Raven it is found to be used in may experimentations and field research. For the purpose of the present study the bases of power is conceived as sources of power that make one influential and this sources of power has seven dimensions viz., expert, referent, reward, coercive, legitimate, information and connection. These bases of power will be investigated in two ways: one is which dimensions make themselves influential and the other is which dimensions make their superior influential.

INFLUENCE STRATEGIES

Although the boundary between power and influence is thin it is clear form various observation that power is oriented through certain behavioural strategies. These very behavioural strategies are termed as influence strategy. Upward and downward orientation of influence strategies in order to exercise power is found to be relevant in any human relations in organizations including libraries. Managers' use of influence strategy differs in method, situation and intention.

The skilful use of power or influence strategy can be traced as early as the studies of Nicolo Machiavelli to Lasswell (1948) and Lane (1961). Though these studies are interpersonal in approach it is based on the philosophy of inherent goodness and perfectibility of humankind. Goodchilds, Quadrado and Raven (1975) initiate the identification of influence strategies by asking subject of what strategies they use to influence others. Falbo (1977) generated a list of power strategies by asking the subjects to write an essay on 'How I get my way'. Based on this study Falbo and Peplau (1980) categorized various strategies that were used to conceptualize the Multidimensional Scaling System of power strategies. The Multi

dimensional Scaling System was later modified by Sagrestano (1992) and the modified version includes the following strategies: bargaining, discussing, persistence, persuasion, reasoning, asking, stating importance, telling positive effect, suggesting, laissez-faire, negative affect and withdrawal. Similarly, Dunn and Cowan (1993) define and categorize the various influence strategies as, strong, weak and neutral as follows:

Under the strong category the strategies are: -

1. **Autocracy**: insisting, claiming greater knowledge, using authority, or telling.
2. **Bullying**: Making threats or insults, becoming violent, or ridiculing.
3. **Laissez-faire**: Taking independent action.

The weak category of influence strategies includes: -

1. **Persistence**: Continue asking, nagging, or trying to get way; prolonging request.
2. **Manipulation**: Implying deceit; dropping hints, acting ill or incompetent, flattering; attempting to induce use of sex.
3. **Sexual Manipulation**: Behaving seductively or flirting, acting feminine or implying use of sex.
4. **Controlled Emotion**: Maintaining composure, speaking calmly; controlling feelings.
5. **Expressed Emotion**: Displaying emotions, crying; expressing feelings.
6. **Positive Behaviour**: Being nice or sweet, making jokes or avoiding abrasive behaviour.
7. **Supplication**: Pleading or begging.
8. **Avoidance**: avoiding target; influencing someone else instead.
9. **Advocate**: Employing someone else's help in influencing target.
10. **Disengagement** withdrawal of affection, becoming silent, cold, or distant.

The Neutral Influence Strategies are -

1. **Asking** Making a simple request
2. **Bargaining** Negotiating reciprocation

3. **Reasoning**: Presenting reasons or logical arguments, persuading.

In a study to understand the “power tactics” people use in different situations in an organization Fairholm (1985) identifies the following tactics viz., controlling the agenda, using ambiguity, practicing brinkmanship, displaying charisma, forming coalitions, co-opting opposition members, controlling decision criteria, developing others, using outside experts, building favourable image, legitimizing control, incurring obligation, controlling organizational placements, using a proactive strategy, using “quid pro quo”, rationalizing, selecting allocating resources, selective dispensing rewards, and punishment, using rituals, using a surrogate, using symbols and training and orienting others. In a study conducted on the use of influence strategies Savard and Rogers (1992) identifies reason, request, making one feel good, chain of command with superior and peers as important tactics, Yeh (1995) on investigating the downward influence style in cultural diversity found the use of assertiveness, exchanges and higher authorities as bearing significant difference. Bjorkman (1998) conceptualize influence into personal and positional. There is no distinct demarcation on the concept of various influence strategies as revealed in empirical and theoretical analysis.

In the Indian scenario Ansari, Kapoor and Rehana (1984) have conducted a study of power strategies which Ansari, (1990) categories it into nine (9) forms of strategies. This indication is based on some of the most widely reported strategies of downward, upward and lateral influence in the organizations. (Ref. Kipnis, 1976; Kipnis, et al, 1980; Mowday, 1978, 1979; Allen et al, 1979; Ralston, 1985; Pandey, 1978, 1981, 1988; Pandey and Bohra, 1984; Pandey and Rastogi, 1979; Portel, et al. 1981; Ansari and Kapoor, 1987; Mechanic 1962; Kipnis & Vanderveer, 1971).

1. **Assertiveness**: - insisting, vindicating, verbal anger, telling the rights and rules or thrusting on to make a person complies. It is found that the strategy utilized in all levels.

- 2 **Coalition/Forming alliance** - In, this strategy lateral and subordinate supports are established to influence the subject. Used more on upward influence.
- 3 **Exchange of benefits**. - Promising something in return for the work done. The strategy is used in upward, downward and lateral influence.
- 4 **Ingratiation**: - Persuasively commending about the person from whom the favour is wanted. Sometimes by making the person feel important or by asking politely. Superior, subordinate and peers use this style.
- 5 **Manipulation**: - Giving an apparent or argument to change the mind of a person who is not aware that he/she is being manipulated. It can be utilized to influence, co-workers, subordinates and super-ordinates.
- 6 **Reasoning/Rationality**. - Request made with logical or judicious explanation to make a person comply. It is found to be more affective with upward influence.
- 7 **Threats/Defiance** - Indication of an intention to inflict, punish or hurt if the person fails to comply. The person is made to do the job willy-nilly. The one who uses this strategy should be in a position to do the harm.
- 8 **Upward appeal** - In this strategy the support of somebody in the higher rank (e.g. the subject's boss) is acquired to put pressure on the target. Making a formal appeal to the higher ups or obtaining their support is included in this strategy.
- 9 **Used of Sanction** - The strategy involves both rewarding and denying something to the target. Rewarding for being cooperative or denying a promotion for being not cooperative are included in this strategy.

Various studies have suggested identification of influence strategies adopted by managers. Each investigator seems to have a different way of distinguishing and defining the strategies. To investigate the influence strategies of Indian library professionals, these influence strategies, proven to have relevance in the Indian organizational environment, are

implemented. In this study, influence strategies are conceived in two ways: upward influence strategies and downward influence strategies

LEADERSHIP

Leaders as prophets, priests, chiefs, and kings several as symbols and representatives are models for their people in the Old and New Testaments, in the Upanishads, in the Greek and Latin classics, and in the Icelandic regions (Bass, 1990). Leadership is one of the oldest study written in the Egyptians hieroglyphics more than 5000 years ago, countless volumes of books; articles and journals has been written on the subject whereas no clear and universally acceptable understanding is established. Leadership remains “one of the most observed and least understood phenomenon” (Burns, 1978). Decades of academic analysis has given in more than 350 definitions of leadership, thousands of empirical investigations of leaders have been conducted in the last 75 years alone, but no clear and unequivocal understanding exists as to what distinguishes leaders from non leaders and perhaps more important what distinguishes effective leaders, from ineffective leaders and effective organizations from ineffective organizations “(Bernis and Namus, 1985). According to Katz and Kahn (1978) Hersey and Blanchard (1977) and Schultz (1982) leadership plays a pivotal role in the organization to achieve goals and successes. In other words the success and failure of the organization depends on its leaders

The description and meaning of leadership will differ in context and purpose for which it is being conceived. Different people conceived the purposes of the studies; researchers have defined differently in their own perspective Leadership is defined by Hempill (1949) as behaviour involved in directing group activity, as process of influencing the activities of an organized group (Stodgill, 1950), and as an attempt to change behaviour (Bass, 1960); as the course of directing and in ordination the work of group members which involves work relations, praising or criticizing and showing conduction (Fiedler, 1967) as leaders existing

influence; at the margin to compensate what was missing in the specified process and structure (Miller, 1973); as the process of influence between leader and follower (Hollander, 1978); as followers perception of the leaders abilities (Kouzes and Posner, (1990). To sum up, “there are almost as many definitions of leadership as there are persons who have attempted to define the concept (Stogdill, 1979). The search for the one and only one proper and true definition of leadership seems to be fruitless, since the appropriate choice of definition should depend upon the methodological and substantive aspects of leadership in which one is interested (Bass, 1990). However, for the present purpose leadership will be perceived as the process in which leaders influence others in an effort to attain organization goals and objectives. In this study leadership will be viewed in two perspectives: leaders own perception and subordinates perception.

LEADERSHIP STYLE

With the onset of human relation theory in the study of leadership after World War II, the focuses on the behavioural differences among managers gain momentum. The distinction of an individual as a successful leader was found more on the behavioural approaches. Bole (1963) found that, “as the task leader continued to force people to focus on their jobs, certain of their needs were frustrated. What emerged was a social leader, one whose role was to reduce tensions and make the job more pleasant. The behaviour of this leader helped to boost morale and crystallize and defend the values, attitudes and beliefs of the group”. The approach draws the attention of many researchers in the behavioural sciences and a number of models and styles have emerged. In general, all studies on the model or styles of leader are based on the accomplishment of Task and people oriented leadership styles

Halpin and Niener (1957) after modification of the nine dimension suggested by Ohio State University identified consideration, initiating structure, Production emphasis and

sensitivity or social Awareness as the ideal leadership styles without much overlaps A research similar to the Ohio State University was conducted at the University of Michigan's Survey Research Centre In 1950 the Michigan Survey identified two leadership styles--- Production (job) orientation and People (supportive) orientation Various studies have taken place and enormous amount of literatures attempting to identify the dimension of leadership styles have been produced As it is always true with the study of leadership there are overlapping and repetitions in this process of identifying the styles leaders use to achieve the goal or make people do the job

Saraf (1995) after an extensive search of literature identified 5 (five) dimensions of leadership styles. These styles were tested in Indian Library Environmental and were found relevant. For the purpose of this study these five leadership styles will be adopted The styles as described by various authors (see, Blan and Scott, 1962, Weber, 1947; Bensman and Rosenberge, 1960; Bales, 1958, Linkert, 1961, Bars, 1990; Kalar, 1971, Sinha, 1980 and Saraf 1995) are as follows

- 1 ***Authoritarian Style*** The authoritarian leader is strict, supervise closely, and adhere to procedure The personalities of the authoritarian are rigidity, self-centeredness, suspicious, insecure and anxiety They can accomplish the job but subordinates remain unsatisfied
- 2 ***Bureaucratic style*** The bureaucratic leaders work with appointed officials Legal authority based on rational ground supports the positions of these leaders. Their authority rests on belief in the legality of normative rules and those elevated to authority under such rules are to issue command The styles makes people cautious conservative, unwilling to risks, impersonal in thought and breeds arrogance
- 3 ***Task oriented style*** Leaders with a strong sense of achieving/fulfilling goals are known to be task oriented or performance oriented Thus, the leadership adopted by such leaders is termed task-oriented style Such leaders contributed to the group's effectiveness by setting

goals, allocating labour and sometimes enforcing sanctions. They are moderates, neither too sensitive nor too aggressive.

4. **Participative style:** The participative style is synonymous with democratic, considerate, permissive and non-directives styles. Leaders share decision-making policy with subordinates and this in turn highly motivate the subordinates and makes them take more responsibilities. The participative leadership allows each member of the group to gain recognition and a strong sense of self-worthiness.
5. **Nurturant Style:** The Nurturant style is said to be the preferred style in India (Sinha, 1980). A nurturant leader cares for his subordinate shows affection, takes personal interest in their well beings, this personal warmth helps create a climate of trust and understanding where subordinates grow up and acquire maturity.

MEASURING LEADERSHIP EFFECTIVENESS

Measuring leaders' effectiveness had been done through many ways depending upon the model of leadership being investigated. Some of the most widely used checklist for measuring leaders effectiveness is the set of behavioural categories developed by Bals (1950) Carter, et al (1951) Mann (1961) Bales et al (1979) Bals and Cohin (1980) and Komaki et al (1986). Bars (1960) suggested that leaders' effectiveness can be measured through group effectiveness and proposed that this group effectiveness can be defined as (1) The group's output, (2) its morale and (3) members satisfaction. Likert (1958) proposed 12 indicators of leaders' effectiveness and refined by Mentzberg (1973) into nine lists of indicators, which was defined by Wagner (1978) through factor analysis and reduced into six activities. As far as librarians are concerned Bechlel (1993) suggested that excellent leadership, however, begins with the notion that enabling everyone who works in the library to grow in knowledge ability and commitment to library service is the primary task. Since the inclusion of all possible variables for determining librarians leadership effectiveness is beyond the purview of

this study, librarians' leadership effectiveness will be measured in relation with subordinates, super-ordinates, organizational climate and background variables

THE RELATIONSHIP OF POWER AND LEADERSHIP

Conceptual frameworks relating to the relationship between power and leadership remains subtle and sparse. However, in the processes of defining power, leadership seems to significantly matter. We have, in our previous discussion, conceptualized power as the potential and influence as the process. Yet the relationship between power, influence and leadership remains unidentified.

A remarkable view by Tannenbaum, and company (1961), in this regard was formulated and according to them leadership 'is interpersonal influence, exercised in a situation and directed through the communication process towards the attainment of a specific goal or goals'. Power according to them is ability or potential for influence and leadership is the ability or potential for influence and leadership is the actual use of power by the leader to get compliance in achieving the goal. In the words of Gibbs (1969) 'leadership is but one facet through perhaps the most readily visible fact of the larger process of role differentiation. Leadership is simply this concept applied to the situation obtaining in a group when the differentiation of roles results in one or some of the parties to the interaction influencing the actions of the others in a hared approach to common or compatible goals'. The concepts of leadership and influence attempts are hard to distinguish. Korman (1971) aptly put that 'the statement, "a leader tries to influence other people in a given direction" is relatively simple but it seems to capture the essence of what we mean by leadership'. Similarly, Filley and House (1969) defined leadership as 'a process whereby one person exerts social influence over the members of the group. A leader, then, is a person with power over others who exercise this process for the purpose of influencing their behaviour'.

From the above discussions it is clear that leadership and power are influence processes and 'the connecting link between leadership and power is influence' (Ansari, 1990). For the purpose of this study, power is the potential to influence and leadership is the actual exercise of power.

ORGANIZATIONAL CLIMATE

Organizational climate is a man made system with the objective of achieving goals that the organization set forth. Some organizational climate are said to have boost the overall productivity of the organization and motivates its personnel while other with a set of attractive rules and regulation fails to achieve. Starting with a contrived system the organizational climate creates a distinct personality of the organization that may or may not be conducive to the objectives of the organization. Therefore, two different organizations will have two different personality or organizational climate of their own. The type of organizational climate, friendly or hostile, conducive or inconvenient is based purely on the perception of the people working in it.

The study of such psychological climate is said to be initiated by Lewin (1936) in his famous equation, $B = f(PE)$ where behaviour 'B' is a function of both personality 'P' and the forces of environment 'E'. This discovery of organization as an important factor that shapes the personals working in it led to the study of organizational climate. However, the study gains momentum only in the late 60s. Linkert (1961) suggested that each different system would create a different climate. This was later reinforced by Litwin and Stinger's (1968) finding of a study of organizational climate in three simulated firms. The organizational climate study of Litwin and Stinger (1968) suggested that the climate perceived are, structured, punitive, non-supportive, less chance for responsibility, participative, encouraging operation, strong norms of responsibility, personal initiative and risk taking. Similar studies of

organizational climate indicate the organizational climate can enhance motivation, productivity, and job satisfaction.

In a study conducted on organizational climate Upadhyay (1983) is of the view that there are two factors, external and internal which influence the organization. Again the organization, in the process of interaction, influences the environmental factors. In an earlier study, Forehand (1968) had suggested environmental variables are external to the individual but internal to the organization. Upadhyay's (1983) argument is based on external factors like cultural/social systems that are not within the framework of the organization. Dastmatchian (1986) finds that vulnerability of the organization to threats imposed by the labour market has significant effects on the attitudes of the organizational decision makers in creating favourable organizational climate. The variables used to scale the organizational climate are as follows: -

1. Creativity and readiness to innovate,
2. Leaders psychological distance,
3. Management concern for employee involvement,
4. Orientation to wider community, and
5. Questioning authority,
6. Reward orientation,
7. Rules orientation,
8. Sociability.

On the basis of earlier literature Akhilesh and Pandey (1986) conclude that "the difference in organizational climate score between two organizations may be an indicator of relative performance and satisfaction of its employees" and the perception of organizational climate vary according to the individuals hierarchical position. In Srinath's (1990) views, "the dynamics operating in and around the organization" is what leads to the organizational climate.

Organizational climate has been investigated in various types of organization resulting in various sets of indicators. These findings only support the definition that every organization has a personality or climate of its own. It is the direct or indirect perception of the individuals within it that have created the image of the climate. Therefore, organizational climate can be defined as a molar concept that reflects the general atmosphere of a work place, and is assumed to influence the motivation, satisfaction and behaviour of the individuals in the organization (Litwin and Stringer, 1968; Payne, 1971).

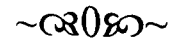
Based on various definitions and findings organizational climate in this study is conceptualized as the attributes of the organization as perceived by the individuals within the organization.

CONCLUSION

It is imperative to note that power strategies are made up of factors like the bases of power, influence strategies, leadership styles and organizational climate. Bases of power are the sources that make the subjects' change the mind of the target. Having one or more power bases subjects may use various strategies to influence the target. However, chances are that a person may not particularly base his/her power on any given base but he/she may still attempt to influence. Different people have different leadership styles and the influence processes adopted by different leaders are likely to differ accordingly. Organizational climate is also one important factor that shapes the power strategies and the strategies differ from climate to climate. Therefore, it is necessary to take the whole scenario into consideration in order to understand the power strategies better

The process of power strategy involves more than one person. It is indeed a study of the relationship between two or more people. Organizations have three different types of relationship namely, upward, downward and lateral. These relationships are called inter-personal relationship. The upward relation is the power strategies toward the superior and

downward relation is conceived as the strategies towards the subordinates Similarly, lateral relationship is the strategies towards peers This study is limited to upward and downward relationship



CHAPTER -2-

LITERATURE REVIEW

Prior to the actual research process an extensive survey on related literature was conducted which, was of immense help in sharpening the knowledge of the subject and providing an edge to comprehend the outcome. Though literature survey being integral to a research work certain limitations remains unavoidable in the process. As Kothari (1990) has pointed out, “much of the time and energy of the researching are spent in tracing out the books journals reports etc rather than in tracing out relevant materials from them” Owing to the cross-disciplinary nature and vastness of the subject it was not humanly possible to reviews all the literatures related to the subject. However, with the limited time and resources every possible effort was made to review all literatures found directly relevant to the central theme of the topic. These literatures, according to the subject nature, are grouped as -

- 1 Power Studies Review
- 2 Influence Strategies Review
- 3 Leadership Studies Review
- 4 Organisational Climate review
- 5 Studies in Library and Information Science

POWER STUDIES REVIEW

The study of power, unlike leadership, lacks the transformation and refinement of approaches. Each study seems to be independent of the other. However, Ansari (1990) identified three main approaches in defining the concept of power, viz field approach, decision-making approach and interaction approach. Cartwright (1959) propounded the field theory. In this approach power is defined as a force, which A can bring upon B's certain

aspects of life span. In a decision making approach, as March (1955) have articulated, power is a decision making process where a change of B's behaviour is seen after the intervention of A in B's life. Finally, Thibaut and Kelly (1959) argued that power was based on individual's interaction. Power, as they define, was the ability of A to cause effect on B's outcome through interaction. Although, many scholars have suggested different approaches on the study of power (see for example; - Russell, 1938; Heider, 1958; Beirstedt, 1950, Lippitt et al, 1952, Menton, 1967, Kaplan 1969), there was no significant difference on the way power was defined. Each approach tells the same story only in different ways of expression.

Owing to these factors, no particular differentiation of approaches was adopted in these studies. However, after careful analysis of a few available literatures the previous study has been divided into (1) Study of power in general, (2) the Semiotic approaches (3) Power in organisations, and (4) Power and Influence.

GENERAL STUDY OF POWER

On assessing the differential access to power and sex role socialization, Thompson (1981) on the analysis of negotiation found that with no gender differences in their overall participation's, women were more supportive whereas, men were more informative. These differences were true when the participants were equal and unequal in status

Drawing data from the Thematic Apperception Test completed by 120 Israeli females and males aged 20-50 from a large city and from 2 Kibbutzim the hypothesis, egalitarian shift with increased age in perceptions of interpersonal power was tested. In both the city and Kibbutzim residents Friedman, et al (1992) found shift in power perception with age. Among city dwellers parental status increased male power and reduced female power whereas, the opposite effect was found in the Kibbutz. Traditional feminine power strategies was used by older females and they indicates that the evaluations of behaviour rather than

the behaviour themselves change over the life span. The finding does not support the shift in power with age.

The original power model of French and Raven (1959) (Raven, 1965) consisted six bases of power: reward, coercion, legitimate, expert, referent, and information or persuasion. After 30 years, Raven (1992) once again re-evaluated these bases of power and found that the model had gone through significant development. Coercion and reward can have personal as well as impersonal forms. Expert and referent power can be negative or positive. Legitimate power, in addition to position power, may be based on other normative obligations: reciprocity, equity and responsibility. Information may be used in direct or indirect mode. The author examined the overall model in terms of its applicability in various settings.

The effects of the following strategies namely, expert, referent, coercive and manipulation were examined by Hood, et al (1993) on the complexity of a buyer's decision and the anticipation of future interaction in a mutually dependent situation. Questionnaire data obtained from 131 salesperson and their managers in 17 different tracking firms at Denver reveal that expert and referent-based strategies were more likely to be used in a decision perceived to be complex. The subjects choose referent power strategies when future interaction is expected. According to the supervisor's rating of subjects individual's use of particular strategies had no relationship to performance.

In a non-negotiated social relation, Molm (1997) investigate how risk and fear of loss constrain the use of coercive power. Previous researches shows the limited use of coercive by exchange partners even when their incentives and capacity to coerce were high and this constrain was explain with the help of analysis of the use of strategic power. Due to fear of losses from retaliation of partners the actors feel the use of power risky and tend to ignore the prospect of increased rewards. Because of the high reward dependence of actors who have the strongest incentive to use coercion the high risks of coercive power use are

especially great in the context of relations of mutual exchange. Experiments in 16 member groups with 160 undergraduates grouped in 16 member networks revealed that when risk of reward loss is reduced, both the use of coercion and the effects of variations in the structure of coercive power increase

Ellemers et al (1998) collected data from 50 natural science and English literature students who held differential behavioural expectations of in-group and out-group members to investigate evaluative, attributive and behavioural responses to power use in an experimental research concept. It was hypothesized that subordinates interpret frequent power use by a superior differently depending on whether it is consistent or inconsistent with previous expectations. Frequent power use results in decreased satisfaction and negative evaluations of the superior. Attributive ratings indicated that when an out-group member engaged in frequent power use, this negatively evaluated behaviour was attributed to the superior's group membership, and resulted in decreased cooperation on the part of the subordinate. To the extent that frequent power use of an in-group member was attributed to external circumstances, subordinates maintained a sense of commitment to the in-group superior, which resulted in displays of cooperative behaviour.

Salem et al (2000) defines referent power as influence based on sense of identification and expert power as influence based on knowledge and expertise. The role of these two powers was explored in mutual-help group for person experiencing a schizophrenia-related illness called Schizophrenics Anonymous. The study describes the Schizophrenics Anonymous participants' experience of referent and expert power with Schizophrenics Anonymous members, leaders, and mental health professionals. Whether or not referent and expert power ascribed to fellow participants predicts the perceived helpfulness of the group was also investigated. Participants reported experiencing higher levels of referent power with fellow member and leaders than with mental health professionals. Higher levels of expert power for mental health professionals and leaders than

members were reported. Although expert power was the best independent predictor of helpfulness, a significant interaction between referent and expert power indicated that when members reported high referent power, expert power was not related to helpfulness. The result suggested that there are multiple forms of social influence at work in mutual help.

THE SEMIOTIC APPROACH

Fiol (1991) used signs of spoken words that theoretically enables identification and structuring of visible and invisible dimensions to make up the meaning of organisational power. Autobiographies of Henry Ford and Lee Iacocca were searched for the way they construct the meaning of leader power using a semiotic model. Results indicate that perception of both the two men were similar. The study suggested that leader power has not declined, but its perception has changed from a simple implied relation between positive values to a complex relation involving contrary values. Importance of this observation and additional uses of a semiotic model are discussed.

Way back in 1940, Winston Churchill successfully persuaded Franklin Roosevelt to abandon neutrality and to exchange 50 US destroyers for the use of British bases. Gold and Raven (1992) uses extensive documentation on the event via Bertram H. Raven's power/interaction model of interpersonal influence to ascertain the interpersonal influence strategies of Churchill-Roosevelt. It is evident that Churchill uses combination of various influence strategies with the subtle use of referent power having critical importance. The preparatory tactics like stage setting, self-presentation and other preparatory devices were effectively utilised by Churchill. To select his influence strategies Churchill assessed Roosevelt's motivations and utilised an intermediary, the British Ambassador to the US, Lord Lothian. Churchill was effective in complex tactics related to informational power. He presented coercive communication as informational with fear appeal and use indirect rather than direct informational power.

The idea of ideology playing important role in determining social power is a rare investigation so far. DeMarrais, et al (1996) approached ideology as integral to cultural system and as a source of social power. Ideology as defined by the author is a material means to communicate and manipulate ideas. The symbolic and material component of ideology materialise in the form of ceremonies, symbolic objects, monuments, and writing systems allows the extension of ideology outside the local group and the communication of power to the larger population. This process is examined in three archaeological case studies: Neolithic and Bronze age Chiefdoms of Denmark, the Moche status of Northern Peru, and the Inca Empire of the Andes. In all of the cases the materialization of ideology was one of the mechanisms to stabilise relations within societies tending to fragment into smaller political units.

POWER IN THE ORGANISATION

One of the foremost exponents of social power in organisational context, Mechanic (1962) in his own word opines that "It is not unusual for lower participants in complex organisation to assume and wield considerable power and influence not associated with their formally defined positions within these organisations. In sociological terms they have considerable personal power but no authority. The personal power achieved by these lower participants does not necessarily result from unique personal characteristics, although these may be relevant, but results rather from particular aspects of their location within their organisations". The author explores various factors that account for the power of various lower participants within organisations. Power is seen as resulting from access to and control over persons, information and instrumentalities. Among the variables discussed affecting power are normative definitions, perception of legitimacy, exchange, and coalitions. Personal attributes related to power, commitment, effort, interest, willingness to use power, skills, and attractiveness. Finally, various attributes of social structure are

discussed which also help to account for the power of lower participants: time spent in the organisation, centrality of position, duality of power structures, and replaces ability of persons”.

Kanter (1977) conceptualise a framework that views organisation power in terms of access to resources and the ability to obtain cooperation from other actors. A model to analyse the same is developed by the author. Using Multidimensional Scaling (MDS), the author found two dimensions of conceived power strategies. On the continuum of directionality and bilaterality all 13-power strategies can be grouped. Based upon this method men and those with more power in their relationships were found to have direct and bilateral strategies. Those with less power in their relationships and women used more indirect and unilateral strategies. Frequently expecting compliance with their attempt to influence, men were able to use direct and bilateral influence attempts whereas, being less likely to expect compliance women use indirect and unilateral strategies that do not require cooperation from their partners.

Assuming a managers’ important function is to influence those around them, Bhatnagar (1985) defines power as the ability to mobilise resources to get things done. The author distinguishes the concept of power and authority as the former developing commitment in subordinates and the later ensuring compliance and conformity. Reaffirmed Freud and Raven (1959) bases of power as the sources of power that strengthen the administrators. Those bases of power are - (1) reward power, (2) coercive power, (3) legitimate power, (4) referent power, and (5) expert power. The exertion of power being both upward and downward, the upward exertion of power base on the following dimensions - (1) expertise, (2) effort and interest, (3) location and position, (4) rules. The author considers organisation as a significant determinant of power balance between superior and subordinate. It is also suggested that Huber (1981) guidelines are tips for enhancing managers’ power. The guidelines are as follows. -

- 1 Create the perception of power
- 2 Being with the use of the least costly power
- 3 Relate rewards and punishments directly to behaviour
- 4 Select an appropriate power strategy
- 5 Maintain power exchanges that favour the manager
- 6 Assert power on those areas of control
- 7 Use power discreetly and sparingly

Further, suggested that the strategies of Kipnis et al (1981) are potential managerial power enhancement. The strategies are--- (1) Assertiveness, (2) Ingratiation, (3) Rationality, (4) Exchange of benefits, (5) Use of sanction, and (6) Upward appeal

In a PhD thesis on the 'behavioural strategies in power relationships', Singh (1985) collected data by way of interviews from a public sector fertilizer company. The interpersonal power relationship was analysed by investigating the use of different power strategies used by the managers to influence their superior and subordinates. The subjects reacting upon the word 'strategies' asserted that they couldn't make the workers work, so they do not have power, and when they do not have power, there is no question of strategies. The analysis indicates that workers possessed greater power than their managers. In a similar investigation on the patterns of power distribution in a public and a private steel company, Hassan (1985) found the actual hierarchical power acceptable in both the company with the exception of managers in public sector who want more power for themselves and less for the workers, as compared to their counterparts in the private sector. The investigation further indicates the centralisation of power in both the plant and possession of power by top and higher-level managers was thought to be the ideal distribution. Possession of power was approximated to their ideal choice in the private plant whereas there was power deficit among the lower level managers of the public plant. Again, workers in the

private plant had less power than their managers while their counterparts in public plant had more

Fairholm (1985) conducted a research "to identify and define power applications and locate situations in which they occur" Questionnaire containing 22 refined and validated power tactics were distributed to 109 people Respondents indicated that they used tactics perceived as ethical on initial approach of superiors and resorted to other tactics on resistance On power tactics with peer, respondents ally themselves with others, trade off resources, win their peers' indebtedness or admiration, make use of surrogates or orienting the agenda. With their subordinates, training, orienting and developing others were found to be used most to obtain powerful subordinates, allies, and supporters The result also reveals that when faced with opposition people resorted to a number of pragmatic tools to reach the objectives

Sinha and others (1986) agrees that contingent on task and subordinate's characteristics are effective leadership styles Due to strong preference for maintaining relationship in the culture subordinate's characteristics are more crucial in Indian work organisations Hersey and Blanchard (1977) perception of leadership styles model was examined for efficacy on three studies Study # 1 58 managers from various organisations rated immediate superiors on the leadership style dimensions of initiating structure, consideration, 9-1 style, 9-9 style, nurturance and task oriented style Study # 2 The second study was designed to re-examine the extent of overlaps between leadership styles and to test the validity of the model that the effectiveness of Nurturant Task Style is contingent on the subordinate's preference for dependency and personalised relationship and status differential 140 managers from a private sector tube-manufacturing organisation rated their immediate superiors on five styles of leadership--- authoritarian, bureaucratic, nurturant, participative, and task oriented styles Study # 3 Managers were asked to make a choice

between four desirable leadership styles--- nurturant, participative, task-oriented, and nurturant-task-oriented.

The three studies consistently indicate that nurturant style is effective for those subordinates who prefer personalised and dependency relationship and accepted the superior status of the leader. The blend of nurturant and task-oriented style is effective and participative style is not much related to subordinate's effective ness. "Part of the reason for the absence of differential effects of leadership styles is the presence of a significant amount of overlap between nurturant, participative, task-oriented and nurturant task oriented styles. The overlaps suggested the possibility of leader switching from one style to another".

Hallinger and Richardson (1988) explore the potential changes in the power relationship among teachers and principals. This study of power relationship conducted on four emerging forms of structured teacher involvement in school wide decision making; instructional leadership teams, principals' advisory councils, school improvement teams and lead teachers committees. Each form being perceived as organisational model were described in terms of purpose, operation, values of teachers and principals and finally its impact on teacher leadership and empowerment. The result suggested that in order to empower teachers and improve students learning increased interaction among teachers in curricular and instructional decision-making should be encouraged.

In a bi-dimensional approach to examine power in banking organisations, Singh (1989) defined power as the capacity to influence and the extent to which influence was use to change an influence attempt of another. Data was gathered from managers and non-managers in recently nationalised and originally nationalised banking organisations by asking them to influence non-managers in an ideal and real situation. The analysis indicated that managers and non-managers agreed that managers of originally nationalised banks had less power than non-managers. The private banks approximated the normative pattern of power distribution. In yet another study Singh (1991) defines power as the 'capacity to

influence other persons or groups and this capacity may not always be obtained through the organisation. Power is multi-directional and is not restricted to positional power. The normative pattern of power distribution postulates greater power to superiors and managers and less power to workers and non-managers. Argues that the emerging trend indicates the workers seem to enjoy greater power and do what they like. The managers are now not in a position to pressurise them to comply. Therefore, in such a framework power is no longer the potentiality of A to bring changes in the attitudes, beliefs and habits of B in order to make the latter work; it is rather the influence used by B to change the attempts by A.

Andres (1992) analyse chronologically the studies of power in organisation as having leadership, organisational culture and the political dimension as important components. Individuals need for power; emotional security, acceptance; the organisational structure; the absence of objective norms of performances and the avoidance of work are considered factors contributing to the development of the political dimension. To acquire power alliance with influential figure, "beat 'em or join 'em", divide and conquer", "step by step" and team buildings are some of the strategies and tactics. The author supports confrontation between diverse interest, constructive negotiation and compromise as political perspective on organisation.

In a study of regulation as a mechanism of public policy, Melville (1994) gathered empirical data through 23 interviews with managers at different layers of Yorkshire Water and its regulator and office of Water Services. The study is divided into different sections--- regulatory arena, rules of the games, regulatory strategies and the concluding section. In 'regulatory areas,' authority, legitimacy, information, finances and organisational resources are identified as key criteria for accusing the regulatory decision-making arenas. In the 'rules of the game' section, legitimate share of action, fairness, mutual understanding and accommodation, consultation and consent, de-politics issues, trust and secrecy as pragmatic rules that guide actions. In the third section 'regulatory strategies' three main strategies used

to gain compliance from companies are signals and messages, incentive and threats, divide and rule. The company's strategies for action were persuasion and avoidance. Similarly professional strategies that reinforce professional control over decisions are summit diplomacy, influence and consensus building and incorporation and penetration. The managerial strategies adopted to minimize certainty and to allow regulatory requirements are --- managing the boundary, customisation and systematisation. The concluding draws out the features of economic regulation which are most striking when one adopts the perspective of this conceptual model.

In a theoretical analysis, Björkman ((1998) opined that 'the achievement of objectives and the implementation of strategies largely depends on the ability of an organisation to maintain control of its numbers. The purpose of the organisational control is to ensure that rules and regulations are obeyed; that policies, programs and practices are carried out and that orders issued by superiors are followed. Three concepts contribute to the maintenance of control among the participations in an organisation: power, influence and authority. The nature, sources and limitations of each concept are examined along with their mutually reinforcing relationships'. Maintains that though 'separated for analytical purposes, in operational situations, they are intertwined'.

Somech and Drach (2002) examined the use of various downward influence strategies. The use of downward influence strategies was examined in relation to the subjects' perception of their own power and the power of the subordinates. Four hundred and fifty five school teachers (subordinates) from different schools were asked to describe the extent to which their superiors used each influence strategy to influence them. The teachers immediate superiors were ask to evaluate the superior's power and the subordinates' power. Superiors were found to have the tendency to use soft and rational strategy more often. It was also found that agent's power and target's power affected the

superior's choice of influence strategy. It is suggested, as per the result, that power should be discussed in relative rather than absolute terms.

POWER AND INFLUENCE

French and Johnson (1959) have defined power as the potential to influence the other person to do something that she/he might not have otherwise done. The use of power and influence are used as synonymous terms in many studies. Though the conceptual differences between the two terms are thin, it should not be confused or used synonymously. In this study power is conceived as the ability or potential and influence as the process of exercising power.

Tjosvold, Andrews and Struthers (1992) made an exploration on whether influence attempts made by leaders are affected by goal interdependence and power. Questionnaire data from 143 Canadian employees indicated to what extent they valued the resources of their manager and their use of directive and collaborative influence attempts. Managers with cooperative goals and power relied on collaborative influence. These managers influence effectively and contribute to the theory of empowerment of employees by successful managers. The study also suggested that success of leader-influence strategies depends on the relationship between manager and employee.

Sagrestano (1992) conducted a general survey of empirical research on the effects of gender and power on the use of influence strategies in interpersonal relationships in intimate, non-intimate and work relationships. Since gender is inextricably of gender to influence strategies usage can only be understood in terms of its relationship to power and status. The author conducted experimentation on 146 undergraduates at the University of California to explore the effects of power and gender in the use of influence strategies. Both female and male subjects responded to 3 scenarios in which they interacted with an imaginary partner who had either more, less, or the same amount of power. These imagined

partners were either the same sex or opposite sex. It is apparent that subjects used more direct power when they are more powerful and more indirect power when they are more powerful and more indirect power when they are less powerful. Gender did not have significance in the choice of influence strategies whereas; power differences had a deeper effect in the choice of influence strategies. The common construed, as gender differences in social influence are probably perceived power differences. Similarly, gender differences in behaviour must be understood within the context of status and power.

An experiment on 228 Japanese male university students was conducted. In the experimentation Yoshiaki (1994) hypothesised that strong influence strategies would produce self-serving attributions and maintain psychological distance and the perception of powerlessness was analysed. The hypothesis was unconfirmed and the workers instead of the supervisors show self-serving attributions. The investigation result support weak influence strategies for supervisors to achieve goals and to get positive evaluations from workers. Task orientated power has negative impact whereas; expert power and referent power shows positive success.

INFLUENCE STRATEGIES REVIEW

As mentioned in the preceding chapter, the proximity of power and influence strategy is very close in application. Even both should be studied together in order to achieve a desirable outcome. In this review, literatures on the two are analysed separately. However, the possibilities of being mixed up in certain cases are not ruled out.

The literature on influence strategies has been grouped into (1) influence strategy in general, (2) the up/down approaches, (3) cross cultural studies, (4) the gender approach, and (5) other approaches. These attempts in differentiating various studies are not intended to demarcate the significant differences in the concept. It is rather an attempt to group the

literature into different categories for clarity and simplicity. Therefore, each article is analysed in such a way that it is self-defining in its form.

In their theory of external control, Pfeffer and Salancik (1978) suggested that decisions within the organisation can be influenced from outside, like stakeholder, through the control of resources. The influence processes within the organisation are limited to lateral, upward, and downward hierarchical structure of the organisation and it has no legitimate authority over the stakeholders and the organisation is in power disadvantage. The organisation in this regard needs to use other means of influence to achieve autonomy. Some of the means are, restricting the flow of information, denying the legitimacy of stakeholders' demands, diversifying dependencies, and manipulating information. Managers can increase their power over external forces like stakeholders through acting within three roles: symbolic, responsive and discretionary.

Based on previous theoretical frameworks of Tannenbaum and Schmidt (1958), and Vroom and Yetton (1973), Singh and Verma (1986) identified 5 leadership styles specifically stated to have relevance in Indian setting--- (1) risk taking, (2) technology, (3) 'organicity', (4) participation, and (5) coercion. Using Tannenbaum seven-point continuum of leadership structure ranging from 'always' to 'never' attribute data was collected from an agricultural university and an ICAR institute of India. Data indicates that ICAR institute was comparatively inclined towards authoritarian tendency as compared to agricultural university. Also, indicates that "higher the status in administrative hierarchy, greater the amount of autocratic style". Further, suggested that the managerial leadership, particularly in higher hierarchies, require occupational training on organisational development so as to induce in them an element of humanitarian consideration.

Reacting upon the suggestions that in the Indian setting authoritarian leaders will be more effective Meade's (1964) and the counter-suggestion that nurturant and task-oriented leadership are more effective (Sinha, 1974, 1977, 1979), Singh (1987) collected 75 and 69

samples from ineffective and effective organisation's executives. The leadership style scale (LSS) that seeks information about bureaucratic, authoritarian, nurturant, participative and task-oriented styles of leadership was used to measure leadership style effectiveness. Rejecting earlier theory of Meade and supporting Sinha's the data indicated that "Nurturant-Task leadership is best leader behaviour for supervising the workmen and Participative-Task leadership is the best leadership behaviour for supervising the executives". The study also suggested that to a large extent the organisations objectives, culture and values "decide the type of leader behaviour that its executives shall learn and practice, i.e., whether they should give Nurturant-Task and Participative-task leadership or give a self-conflicting and ineffective leadership".

Subrahmanyam (1994) conducted a technical analysis of Crouch and Yelton's (1957) statistical method employed in investigating the leadership style and conflict legitimising behaviour of managers. The purpose of the analysis was to demonstrate that verification of regression hypotheses involving linear models with interaction terms derived from non-homogeneous scale transformation of unobservable in terms of observable variables may at best be qualitative only but generally misleading quantitatively. Statistical verification of the hypotheses relating to the conflict legitimising skills of leader-managers for the Australian sample study by Crouch and Yelton richly illustrates this point.

THE UPWARD/ DOWNWARD APPROACH

By way of cluster analysis, Kipnis and Schmidt (1988) identified four upward-influence styles: shotgun, tactician, ingratiatory and bystander. Based on the responses of 59 blue-collar and clerical workers, 113 supervisors, and 87 Chief executive officers an exploration was done on the relationship between styles of upward influence in formal organisations and performance evaluations, salaries, and reported stress. Male subordinates using shotgun style of upward influence are less favoured by supervisor, earned less and report

more job tension and personal stress than others. Significantly, Gender moderates the relation between subordinates' upward-influence styles and superiors' evaluation of their performance.

Data from 222 US Physician-Executives were collected through mail questionnaire to investigate their choices of influence strategies to gain compliance from superiors. In this study Garko (1992) explores how physicians function as managers' influence situations. It is apparent from the findings that Physician-Executives are: (1) more likely to reason with a supervisor who communicates in an attractive style; (2) equally like to be friendly with a superior who communicates either in an attractive or unattractive style; and (3) significantly more likely to use the influence strategies of assertiveness, bargaining, coalition and higher authority when influencing a superior who communicates in an unattractive style.

Lyles and Reger (1993) explores the relationships among influence, autonomy, and control in a joint venture setting. It addresses the mechanisms available to joint venture managers to influence and gain compliance from parent firms. Controls categories derived primarily from research on unified structures are explored in a new domain, an international joint venture. The beginning of new theory specific to relationships in joint ventures is developed based on causal maps of managerial perceptions. The results suggested that the use of upward influence to gain autonomy in a joint venture is different and more complex than in unified structures or among independent organisations.

To study the relationships between middle managers' formal position, strategic influence and organisational performance, Floyd and Wooldridge (1997) collected questionnaire data from 259 middle managers from 25 organisations. The research reveals that leaders with formal position reported higher levels of strategic influence than others. Uniform downward strategic influence and varied upward influence among middle management group was reported at the organisational level. Positive effects on organisational performance was found dependant on whether (1) the pattern of upward

influence is conducive to shifts in the network centrality of individual managers, and (2) the pattern of downward influence is consistent with an appropriate balance between the organisation's need for control and flexibility. The study of upward influence in an organisation often proposed that such influence is an episodic process. Studies are rarely conducted on the initial resistance against influence.

Maslyn et al (1996) examined several predictors of subordinates' decisions to cease or persist in attempts to obtain work related goal resources after an initial failure. The study reveal that upward influence actions following failed influence attempt can be predicted with variables related to goal importance, influence agent characteristics, and aspects of the agent-target relationship.

Farmer et al (1997) investigate whether hard, soft, or rational influence strategies would emerge in relation to upward influence tactics of assertiveness, rationality, coalition, upward appeal, ingratiation, and exchange. The factor analysis offered support for the dimension-alization of upward influence tactics as representing hard, soft, and rational strategies. The study resulted in a higher level of complexity for influence strategies than previously assumed.

To examine the influence behaviours of project leaders, Shim and Lee (2001) conducted a study on the upward influence styles of research and development project leaders and propose a test model that influence styles used by personal, task, and relational factors and in turn affect the project performance. Data was collected from 22 Korean public and private research and development institutes in the electronics/telecommunication, machinery, and chemical industries. It was found that project leaders differ not only in the general level of influence but also in how to mix various influence tactics, personal characteristics affect the selection of influence styles of project leaders and the influence styles used by project leaders, in turn, have effect on team performance through the influence that project leaders have on their people.

CROSS-CULTURAL STUDIES

To explore the structure of leader influence, Schmidt and Yeh (1992) collected data using the Profile of Organisational Influence Strategies questionnaire from 2,812 managers in Australian, English, Japanese, and Taiwanese organisations and results are compared to those of a previous study of 357 US managers (Kipnis and Schmidt, 1982). Reasoning, bargaining, higher authority, sanctions, friendliness, assertiveness and coalition were the influence strategies found in each country and collectively accounted for at least 50% of the variance in leader influence on subordinates. There is no uniformity on the specific tactics defining these leader influence strategies across culture. Cultural values of individualism were used by Yeh (1995) to explain the direct interpersonal influence behaviour used by expatriates of Japanese and American origin and the indirect structural influence pattern, which together have shaped the Taiwanese managers' influence behaviour. As hypothesised, profile of organisational influence strategies data from 1,326 managers at both Japanese firms and US shows that the collectivists (Japanese expatriates) used more assertiveness, exchange and higher authority strategies than the individualist (American expatriates). Differences in downward influence style between Taiwanese in Japanese and in American subsidiaries shows the acculturation effects of Japanese and American organisational cultures. Knowledge of local cultural values increases the use of influence for Taiwanese managers, but does not affect the Japanese influence style.

Xin and Tsui (1996) conducted a comparative study on Asian-American and Caucasian-American superiors and subordinates managers' use of influence tactics. The comparisons were also made between self-reported and target-reported influence tactics of these managers. Minor differences were found between influence behaviour of Asian-Americans managers and Caucasian-American managers. Significant differences were found between self-reported influence tactics and targets' perceived tactics. Asian-American and

Caucasian-American both used different influence tactics with superiors as compared to subordinates. It was suggested that the minor difference found in cross-cultural studies may not be generalized to different groups within one country.

In another cross-cultural study, Fu and Yulk (2000) examined managers from the United States and China to determine differences in influence behaviour. Managers were asked to rate the effectiveness of influence tactics for several representative situations. In a large multidimensional company with facilities in both countries, significant differences were found between American and Chinese Managers. The same result was found in a second sample consisting of several organizations in each country. American managers rated rational persuasion more effective and coalition, upward appeals and reward were rated more effective by Chinese managers.

THE GENDER APPROACH

To study the gender differences in perception of power, Gruber and White (1986) asked participants to rate the probability of using several strategies to get one's own way and the probability of women or men, in general, using each strategy, to get their way. The 21 strategies as identified by the investigators were divided as masculine, feminine, or neutral. Men were rated as using both masculine and feminine strategies equally often. Women on the other hand were rated as using feminine strategies more than masculine strategies. The finding also suggested that in the absence of other information participants relied on stereotypes to describe men and women.

Testing the hypothesis that individuals in weak positions rely on weak tactics, Howard and Co. (1986) examined these roles of several factors on the use of influence tactics in the both mixed-sex and same sex intimate couples. The influence strategies were categorised into three main factors - weak (manipulation and supplication) strong (bullying and autocracy), and neutral (Disengagement and bargaining). The most used strategy overall

was bargaining and the least use strategies were bullying and supplication. Partners of men were found to have used more of manipulation and supplication, which shows that men evoke weak strategies, from their partners. Women used less disengagement than men. Subjects attributed with less structural resources used more manipulation and supplication. Bargaining may have been used to avoid power ambience because it draws partners to equality.

By actually bringing women and men into the laboratory to observe the influence strategies they used, White (1988) found that men used more of reward strategies whereas women used more request strategies. Men used coercion only when insulted. In these studies the influence strategies were limited to those provided and there were no freedom on the subjects' choice of other strategies.

Investigating gender differences in interaction style and influence, Carli (1989) found gender differences in interaction style larger in same-sex than in mixed-sex dyads. When paired with a man both women and men used more stereotype masculine styles of influence (task behaviour and disagreement) and feminine styles of influence (agreement) when paired with a woman. This resulted in less gender differences in mixed-sex dyads than in same-sex dyads. In general, women and men did not differ in their choices of influence strategies. The result also indicated that men disagreed more with men and women more emotionally expressive with women.

In yet another study, Bisanz and Rule (1989) presented participants with different situations where, they were asked to rank the order in which women or men would use various strategies in a given situation. The participations ranked women and men used of the strategies in identical orders when they ranked the strategies of others. Similar ranking orders were found in self-ranking as well. The similarity of self, other ratings and women's and men's rating indicate that individuals' expectations about the use of strategies are

“cognitive invariant’ evidence of a knowledge structure or persuasion scheme that is culturally shared

In a study similar to that of Bisanz and Rule (1989), White and Roufail (1989) suggested that the hierarchies of strategies maybe similar for both women and men though use the strategies at different rates Both women and men may also relied on the same types if strategies to use it first and last The absolute rate of responding may focus on between-behaviour differences Finding high correlations between women and men’s ranked means, first choice strategies reflected rational strategies, and negative strategies were used last The correlations between women and men were higher for first choice strategies than for last resort strategies

On further investigation of Falbo and Peplau’s (1980) ‘power strategies in intimate relationship’ Falbo et al (1989) concluded that strategies associated with cross gender behaviour resulted in personal costs. Those like less and judged less competent and less qualified were agents using cross gender power bases. Contradictorily, regardless of the power base used for influence they were equally influential. When the message was gender congruent, agents were more effective in their influence process but on cross-gender topics participations were not easily influenced.

To explore the relationship between marital satisfaction, resources, and use of power strategies of married couples, Aida and Falbo (1991) used Multi- Dimensional Scale (MDS) The couples were categorised as ‘equal partners,’ and traditional partners The ‘equal partners,’ are those partners who claim to have shared equal financial support to the family and the ‘traditional partners’ were those couples who conceived man as having more responsibility Equal partners were found more satisfied and used lesser power strategies than traditional partners The authors concluded that the imbalance in the resource relationship of traditional partners could be due to usage of more strategies Marital

dissatisfaction was associated with greater indirect strategy usage but there were no differences among gender in the overall used of power strategy

Oyster (1992) examined the perceived use of power by women executive's best and worst bosses. Using a new methodology to measure French and Raven's (1959), and Raven's (1965) power baser, members of the National Association of Female Executive responded to a survey in which they evaluated the power bases of their best and worst bosses. Male bosses were more likely than female bosses to be identified as the worst boss, whereas females and males were equally likely to be identified as the best boss, although these women probably had far more male than female boss.

Interview data are gathered by Steil and Weltman (1992) to study influence strategies utilized at home and work among 60 married, high achieving professional couples, aged between 24 to 52 and married 6.5 years. This study focus on work related resources, self-confidence, dominance, nurturance and sex. According to the findings direct strategies were used more frequently than any other by both women and men; indirect bilateral strategies were used more frequently at work with a subordinate; and indirect unilateral strategies were used more frequently at home with spouse. The investigation indicates that when differences in access to job-related resources are equalized, personality variables are stronger predictors of strategies use than is sex.

According to Shackelfor, Wood and Worchel (1996) it is a common expectation that women are less influential in task performing because they are stereotyped and less competent than men. Thus, their ideas are not regarded to be credible. In two experiments overcoming these barriers to influence was studied. Experiment # 1: 188 Male undergraduate at a Texas university performed spatial judgement tasks in four-person groups with two other Males and one Female. The Female confederate in each group varied motivational intent (by making cooperative or self-oriented statements), attention getting (by making conformist or nonconformist judgements), used accuracy of her performance group

adoption of the Female task judgement (i.e., influence) was the dependant variables. Motivational intent affected influence for female confederates of average, but not high, performance expectations. Experiment # 2: 110 Male undergraduates of Los Angeles University repeated this task, but with an added neutral control. Confederates exerted greater influence with an attention getting can be an effective influence strategy for female even with average tasks ability.

OTHER APPROACHES

Perreault and Miles (1978) proposed and evaluated a model of the choice and context of individual influence strategy mixes between dyads in complex organisational system. Influence strategies are categories into formal and informal strategies. By formal influence strategies the author meant those strategies resulting out of the persons position. The informal strategies are derived from the person's characteristics and these strategies are also classified as deceptive or open. Based on covert manipulations by the focal person informal open influence strategies are expert, based on the unique and knowledge or experience, or referent, association with others. 105 subjects conceived as the focal group were professional-level members of 9 governmental research and development organisations. Another 105 non-supervisory basic and applied scientists and engineers formed the target group. Focal person by way of a questionnaire, listed up to 10 target persons they believed capable of either aiding or hindering their own performance and each focal person was asked to characterised the target persons on their list according to 9 dimensions (1) relative authority, (2) reward control, (3) effect of performance, (4) functional dependence, (5) interpersonal relations, (6) frequency of contact, (7) organisational distance, (8) ambiguous evaluation and (9) ambiguous expectations. They are also asked to indicate the influence strategies they utilised on each target person. Using multivariate analytical procedures the five types of influence strategies revealed are non-influencers, expert influencers, referent

influencers, and multiple-strategy influencers. Finally, using discriminant function analysis, 3 important functions were obtained between the target person's characteristics and focal person influence strategy mixes. (1) Both a strong positive relation with the target person's relative authority and negative relation with ambiguous expectation were found. (2) The second function positively correlates the target person's authority with interpersonal relations. The third function characterises the degree of mutual interdependence between the target person and the focal person in the performance of their jobs. The outcomes are found consistent with earlier studies and provide new insights on the nature of dyadic influence in organisational life.

In a study done on strategies for exercising influence, Simons (1982) found that Social Workers, as job requirements, need to exercise influence in all practical settings. Study on attitude formation and change is used to derive strategies for achieving influence. The strategies identified are giving both sides of an issue, stressing the need to consistency, and identifying self-defeating behaviour.

Three studies conducted by Savard and Rogers (1992) investigate the effects of dispositional self-efficacy and the organisational status of the target on the selection and use of influence strategies. The first study with 54 college students generates Subjective Expected Utility (SEU) values for 11 influence strategies. In the second study, 120 students were given 3 attempts to influence an alleged, superior, peer, or subordinate. MANOVAs showed that the influence tactics of reason, request, and making one feel good were more frequently used than assertion, threat, and chain of command with superiors; lying, threat, and chain of command with peers, and making one feel bad, threat, and lying to subordinates. The correlation between the SEU values of the 11 strategies and their frequency of use were substantial. Tactics with high SEU values were used less frequently on later influence attempts than on earlier ones as predicted. In the third investigation, 42 students completed a self-efficacy scale and were given up to 20 attempts to influence a

superior, peer, or subordinate ANOVAs revealed a main effect for self-efficacy individuals with high self-efficacy made more influence attempts than those with low self-efficacy

LEADERSHIP STUDIES REVIEW

The literatures available on the study of leadership are numerous After going through the various concepts and approaches the study seems to have a transforming tendency since the first attempt on its study The stages of development in the study of leadership resulted from the weaknesses of the earlier studies and eventually leading to the conception of a different a different approach or refinement of the approaches

THE 'GREAT-MAN'/ TRAIT THEORY

Dating back as early as the 1st World War there was traces of publications that define leadership as attributions of personality traits These studies were based on the assumption that characters and traits of the leaders distinguish them to be successful or unsuccessful leaders According to Stogdill (1948) the characteristics that differentiate successful leaders are intelligence, dependability, responsibility, scholarship, social participation and socio-economic status Using appropriately validated methods of measurement, Ghiselli (1963) identified a set of traits that distinguished successful leaders from unsuccessful leaders viz intelligence, supervising ability, initiative, self-assurance and self-perceived occupational level Similarly successful leaders are said to be taller, heavier, healthier and physically smarter (Gowin 1915, Bellingrath 1930, Patridge, 1934) The list of traits goes on and on as further studies on this aspects are continued

These studies are not consistently applicable in different organisations and usually ignore the task factor of the organisation being studied It is not possible to generalise the study from one situation to another (Dessler, 1976) The central of foci in this study remains to be individuals and other major factors are ignored With the validity of its criticism being

founded more and more relevant the trait approach in leadership studies was eventually demoted

BEHAVIOURAL THEORY

As the criticism of trait theory increased with its demotion on various grounds the study of the World War II the school of human relations theory was propounded and the approaches of leadership studies shifted from personality traits to behavioural theory

Bales (1953) suggested two major functions of leaders, viz task accomplishment and members' needs satisfaction "As the task of leader continued to force people to focus on the jobs some of their needs were frustrated What emerged was a social leader, one whose role was to reduce tensions and make the job more pleasant The behaviour of this leader helped to boost morale and crystallize and defend the values, attitudes, and beliefs of the groups" Based upon this approach the consideration of task accomplishment and people orientation as important factors leads to emergence of many models and styles.

STRUCTURING AND PEOPLE CONSIDERATE LEADERSHIP STYLES

One of the most comprehensive and productive study rejecting the behavioural approaches and aimed at the construction of dimensions to identify different leadership styles was conducted by the Ohio State University (Columbus USA) after the World War II The Study arrived at nine dimensions and was later reduced to four after careful analysis of the overlapping dimensions As Halpin and Wiener (1957) had pointed out the four dimensions are viz consideration, initiating structure production emphasis and sensitivity or social awareness These four dimensions are again refined to consideration and Initiating Structure

Vroom (1964) based on empirical findings suggested that the effects of participation in decision-making depend on the personality of the participant The relationship between

psychological participation and job satisfaction/ performance varies according to the need for independence and the degree of authoritarianism of the participant. People with weak independence do not want to be, nor are they, influenced by the opportunity to participate in decision-making. Vroom (1976) draws a conclusive summary of the Ohio State University Studies as follows -

- 1 Leaders with more consideration tend to have more satisfied subordinates
- 2 Leaders with more consideration are likely to have subordinates with less absentee rate
- 3 Consideration and initiating structure have significant influence on grievances and turnover rates
- 4 Relation between rated leader effectiveness and consideration varies with population
- 5 The Scores on these dimensions seems to be mediated by situation factors as subordinates' characteristics, superior's characteristics and task characteristics

This model was criticised on the ground of its practicality and empirical findings shows conflicting relationships between consideration and subordinates grievances and turnover, and performance (Fleishman and Hariss, 1962, Lowin et al, 1976)

During the Ohio University studies were conducted, the University of Michigan's Survey Research Centre conducted a parallel study on the identification of the dimensions of leadership. The Michigan study identified two dimensions of leadership styles: Production oriented and people oriented. The Production oriented leaders concentrate more on results and getting the job done. As a result they saw the employees as a mean and not an end. On the other hand the people oriented leaders emphasis more on interpersonal relationships and they are more concern about the employees.

The Michigan Study too was criticised on the ground that there are evidences of leadership behaviour changing according to situations. While studying the effectiveness of a leader the subordinate and the task factors were ignored (Hill, 1973)

AUTHORITARIAN (STRUCTURING) VS, DEMOCRATIC (SUPPORTIVE) STYLE

Focusing on authoritarian and Democratic style of leadership a great deal of studies has been conducted. The Authoritarian leaders centralise power and decision making process with them alone. They tend to get overall control of the situation and the employees. The democratic leaders on the other hand involves subordinates in the decision making process and encourages participation all every stages.

Lewin et al (1939) in an attempt to distinguish the dimensions of leadership style found authoritarian and democratic as not overlapping types of leadership. In this study another dimension “Laissez – faire” was included. The study reveals that: - (i) The group with democratic leaders were more efficient and seems to calculate team spirit in the group. (ii) The groups with authoritarian tend to be hostile towards the leader and the atmosphere seems to be strain and tense. (iii) The groups with laissez-faire type of leaders were least productive.

Blake and Mouton (1964) conducted a similar study on production concern and people concern termed “Managerial Grid” was conducted by. This study in principle was based upon Ohio State University’s approach on leadership yet another study falling in this line was Likert’s system (Likert, 1961, 1967)

According Handy (1985) although certain leadership style produce better results in practice the difference in productivity is relatively insignificant. Citing 6 experimental studies Handy found that four of the study reports no difference in productivity between the styles. One of the study revealed structuring or authoritarian to be effective and another reports the supportive or democratic style to be more effective.

THE CONTINGENCY THEORY

In a further development of the behavioural theory Fielder (1955) asserts that appropriate management style depends on the subordinates, the set of conditions in which the managers find themselves, and the particular situation. He suggested that the managers must either adapt their leadership style to the situation or make the job compatible with their leadership style. Owing to the behaviour theories limitation on the importance of the situation in which the leaders has to deal Fielder (1967) initiated the contingency theory. Leaders behaviour cannot be fully understood without taking into consideration the situation and circumstances that enveloped leaders. The degree of compatibility between environment and the adopted behaviour as Fielder argues has significant influence on the effectiveness of the leadership. This compatibility of environment and behaviour was conceptualised as function of three situational factors -

- 1 *Leaders – Members Relations* - Extend to which a leader enjoys the trust and loyalty of group members will dictate the group members' compliance with the leaders direction
- 2 *Task Structure* - Leaders who spelled out the detail steps of the task to be accomplished enjoy the support of the organisation in directing the job. They rarely get criticism from subordinates as to the steps the group should take
- 3 *Positional Power* - Extend of power the organisation allows the leaders to possess in rewarding, punishing, sanctioning, or even enforcing compliance

Handy (1985) opines Fiedler have "examined a limited range of unusual groups – basketball teams, bomber crews, open hearth steel furnace workers – and his similarly, Williams (1978) argued," modifying the position to fit the manager, to the degree prescribed by Fielder, would be highly disruptive of an organisation considering the frequency with which managers change positions

The combination of Ohio state University studies and Fielder Studies led Hersey and Blanchard (1977) to proposed a tri-dimensional model called the, Situational Model, of two

dimensions 'task behaviour' and 'relational behaviour' called 'follower maturity'. As for the maturity level followers are expected to be gradually going up the 'job maturity' and 'psychological maturity' levels in the life cycle of the group. Thus, in each and every stage an effective leader will utilise matching leadership style. Hershey and Blanchard (1977) describe effective leadership as the function of the emphasis given to task and relationship behaviour as this relates to different types of situations. Task behaviour is "essentially the extent to which a leader engages in one way communication by explaining what each subordinate is to do as well as when, where, and how tasks are to be accomplished". Relationship behaviour according to them is the "extent to which leader engages in two-way communication by providing social support, psychological strokes and facilitating behaviours". The four basic leadership styles identified are as follows: -

1. Telling, a high task, low relationship emphasis
2. Selling, a high task, high relationship emphasis
3. Participating, a high relationship, low task emphasis, and
4. Delegating, a low task, low relationship emphasis.

The study remains in its hypothetical stage and its applicability was never tested (Yulk, 1981). However the flexibility of leaders to different types of subordinates is noteworthy.

PATH-GOAL THEORY OF LEADERSHIP

Based broadly on leaders' motivational skills House (1971) proposed the Path Goal theory of leadership. This approach, as House and Mitchell (1974) defines, "primarily concerns how the leader influences the followers' perceptions of their goals, personal goals, and path to goal accomplishment." A clear path to attainment of goal is shown to the subordinates so as to help them avoid pitfalls and obstacles in achieving their objectives. These way leaders will achieve high productivity at the same time subordinates satisfaction

in their work. In this theory leaders are supposed to harmonise a great deal between the two-dimension structure and consideration in order to motivate the subordinates.

Dessler (1976) concludes that, "the idea that the appropriate level of leader structure depends on how ambiguous the task is, and that the necessary level of leader consideration varies with the intrinsic satisfaction of the task, have both received support.

Leadership studies have gone through extensive development with variety of techniques and model being propounded and with the voluminous literature available there is no consensus upon the concepts and definitions. The distinctive between effective leaders and ineffective leaders cannot be so far generalised on different types of situations (Davies 1994). The analysis provided in this part is not aimed at bringing about an exhaustive review of all approaches on leadership rather it is an attempt to highlight some of the main approaches having a colossal influence on the study of leadership.

ETHICAL APPROACH

True and effective leadership, according to Mendonca (2001), is that in which the leader's behaviour and the exercise of the leadership influence and process are consistent with ethical and moral values. The need for ethical leadership and the ways in which it is manifested in organizations is explored by the author. Three components of the ethical leadership model are identified: the ethics of the leader's motives, influence process strategies, and the nature of the self-transformation needed for ethical leadership. The paper then examines what the leader can do to prepare for ethical leadership in organizations. Some of the sources that the leader can tap to develop as a moral person possessed of inner strength and resourcefulness that lead to the self-transformation of both the leader and the followers are identified.

Total Quality Management (TQM) has gained importance but its implications and scope of quality programs are different everywhere. Commitment and leadership are said to

be indispensable elements for successful implementation of TQM. Guillen and Gonzalez (2001) argue that commitment and leadership are not synonymous terms. Exclusively using their formal authority, the committed leaders may lead the process of quality whereas, leaders generate a kind of influence that goes further than that. The authors sustain that only by considering the ethical dimension of leadership together with technical and psychomotoric one, interpersonal influence beyond the scope of power can be explained more accurately. The paper also suggested a multidimensional perception of leadership.

The application of Total Quality Management (TQM), an overall management philosophy with a set of principles, is increasing. Though widely diffused, Perles (2002) opined that the success rate of this type of initiative is limited and the results, heterogeneous. The author further points out that different explanations have been given to identify the keys that explain the success or failure of this kind of initiative but most of the literature agrees that managerial commitment, implication and leadership are indispensable elements in a successful implementation of TQM. Analysis of specialised literature shows a terminological confusion between managerial commitment and managerial leadership. The author states that only managerial leadership is able to promote and sustain profound organisational changes. To understand the distinctions it is necessary to consider the ethical dimension of leadership. While committed managers may lead the process by using exclusively their power, those who are leaders need authority. The author concluded that authority goes further than power by generating a kind of confidence that is able to influence the members of the organisation and bring about profound changes, more than power alone can do.

OTHER APPROACHES

As influential behavioural scientist, McGregor (1960) classified managers according to his 'theory X' and theory Y'. The theory X type of leader includes authoritarian style and

the more egalitarian style is included in 'theory Y' The theory X is based on the economic model of man and states that man is inherently lazy, dislikes work, and will avoid work whenever possible. The theory suggested that human beings prefer direct order than to accept responsibility. Theory Y leader, on the contrary, believes that work can be enjoyable and people will assume responsibility in the process of achieving organisational goals. This theory is based on the assumption that people want to do good jobs and their performance based on internal rather than external controls. The organisational climate should be created in such a way that subordinates can assume self-control and responsibility for better productivity.

Deutsch (1980) conducted a study on the effects of cooperation and competition. He found that people tend to assist each other, communicate and influence each other successfully because in cooperation other effective behaviour is rewarding. In competition, competitors discourage successful behaviour.

To examine how leadership style and structure of the organisation affects group outcome, Nightingale (1981) measured four factors--- alienation, attitude toward management, attitude toward change, and commitment to the organisations. Participative/ supportive structures show more positive outcomes than the hierarchical structure or non-supportive/ non-participative style combination. It is also evident from the data in those organisations which allow direct participation in decision-making.

In a study of organisational leadership styles perception Bruns and Shuman (1988) reviews the various leadership styles and their effect on productivity in the public and private sector. The general literature was found related to police management and administration. Likert scale was administered to law enforcement personnel in the state of Arizona to determine their perception of their departments' organisational and performance characteristics. The findings show that, as a group, they perceived their organisations as

being “benevolent-authoritative’ while they were desirous that their organisational style be more participative

In an over view of visionary leadership Nanus (1992) suggested that powerful and transforming visions should set standards and reflect high ideals, clarify purpose and direction, inspire enthusiasm and encourage commitment, reflect the uniqueness of the situation, and be ambitious.

Based on the expectation of significant changes in academic libraries that will bring with them new management and leadership techniques, Riggs (1997) discusses some of these changes and techniques by reviewing relevant articles. The author opines “quality improvement is here to stay’ and “Total Quality management (TQM) a passing management fad”. Transformational leaders with the personal attributes like “strategists, strong planners, synthesizers, change agents, and visionaries” are probably the need of the hour. However, “each library situation will require a different type of leader at different times in the history of the library... Library leaders can be dreamers, but they also must have the ability to deliver”.

As perceived by Sweeney (1997) empowerment of employees and increase of value in library services are the most need leadership skills and organisational structure of the library. The author defines that a higher degree of coordination of work and information are the requisites of empowerment. Faster, dynamic, responsive organisations are the requisites for improving value. The study concludes that the two trends together define the future library leader.

Marion and Uhl-Bien (2001) explore how complexity theory informs the role of leadership in organisations. The authors define complexity theory as a science of complexly interacting systems; it explore the nature of interaction and adaptation in such systems and how they explores the nature of interaction and adaptation in such systems and how they influence such things as emergence, innovation, fitness. The authors also argue that

complexity theory focuses leadership efforts on behaviours that enable organisational effectiveness, as opposed to determining or guiding effectiveness. A definition of organisational complexity was propounded and applied to leadership science. The authors delve into the relationship between complexity theory and other currently important leadership theories.

In a review article, Carli (2001) found that men are more influential than women. On using dominant forms of communications women are less influential than men whereas, in domains that are traditionally associated with women and in group settings where more than one female is present men are found to be less influential. When highly competent styles of communication are employed men resist the influence attempts of the opposite sex more than female. However, when women temper their competence with displays of communality and warmth resistance are reduced.

Little is known about how leaders create and handle effective teams. Zaccaro et al (2001) focus on leader—team dynamics through the lens of “functional leadership”. In this approach it is asserted that the leader’s main job is to do, or get done, those functions are not being handled adequately in terms of group needs. The functional approach is explicated in terms of 4 super-ordinates and 13 subordinate leadership dimensions and relates these to team effectiveness and a range of team processes. The key point in considering such relationships is the reciprocal influence, whereby both leadership and team processes influence each other.

Sagie et al (2002) perceived organisational leadership as loose (participative) and tight (directive) and attempt to find out whether the two practices are compatible or contradictory. The hypotheses relate to the effects of both practices on the employee’s work related attitudes, and the mediating role of two variables, cognitive (information sharing) and motivational (exerting effort), in these effects. Data analysis was done using two types of methodology namely, quantitative and qualitative. It was found that although

the loose and tight practices affected work attitudes, the interviewees attributed more impact to the tight practice. None of the variables mediated the loose impact on attitudes, whereas information sharing mediated the influence of tight practice. The qualitative analysis revealed a deeper insight into the nature of both leader practices and their possible integration in the decision-making processes in organisations.

De Cremer and Van Vugt (2002) conducted two experiments to examine how leadership shapes individual contributions in small group, facing public goods dilemmas. It was hypothesised that the influence of leaders would be determined by their ability to fulfil both instrumental needs (solve the free-rider problem) and relational needs (contribute to the identity) of group members. The relative importance of these two needs was hypothesised to vary with the significance of group membership (social vs personal identity). The first experiment exposed that leaders showing group commitment and fairness toward members were more effective at raising contributions when social identity was most important. The second experiment revealed that highly committed leaders were more influential when social identity was most important, whereas leaders with intrinsic leadership skills were more influential when personal identity was significant. The effectiveness of leader solutions to social dilemmas depends upon the fit between leader characteristics and member expectations.

Tyler (2002) identifies two types of motivation that determined the ability of leaders to achieve support in groups. Leaders can tap into people's desire to gain rewards and avoid punishment by controlling resources and sanctioning. Leaders can draw on people's internal attitudes and values by appealing or creating attitudes and values. People voluntarily follow leaders who engage their internal motivations.

LEADERSHIP STUDIES IN INDIAN ENVIRONMENT

Leadership studies in India gain momentum from Sinha et al (1986) started an extensive study in Indian environment. In the process of going through series of studies to investigate the work culture in Indian organisations, Sinha (1990) finds different leadership styles conforming to one or two work cultures - soft and synergetic. In the power distribution aspect the managers prefer hierarchical distribution of power with the high and low-level managers sharing equal power.

From three samples of executives of two private sector organisations--- a printing and paper coating plant and a leading public sector enterprise in India, data was collected. In this study Dwivedi (1983) collected a total of 71 (16,30 and 25 respectively) samples using a Self-Assessment of Key Managerial Orientations (SAKMO), Leadership Effectiveness and Adaptability Description (LEAD) and Dwivedi's Trust-Distrust Industrial Scale (DTDIS). The analysis indicates that,

- (a) 'Team-based' management style had the top rank, followed by 'country-club', 'middle of the road', 'hard task master' and 'impoverished' among Indian managers.
- (b) In order of dominance, the basic leadership styles of these managers were 'high task and high relationship', 'high relationship and low task' and 'high task and low relationship'.
- (c) Among public sector executives, 'high relationship and low task' was the top behavioural style while private sector executive prefer 'high task and high relationship' as top basic style.
- (d) Leadership effectiveness among the three enterprises was higher than that of the private sector executives, though not significantly.
- (e) Levels of trust were average and below average, respectively in three enterprises jointly in the composite analysis. Public sector had average score.
- (f) Management styles, leadership behaviour and trust and distrust were consistent with each other.

The author concludes that the study, though limited in many aspects, had several theoretical and practical implications.

Agrawal (1989) collected data from 432 workers and 27 workgroup leaders from the Bhilai Steel Plant, a large Indian industrial organisation to explore the leader follower relationship. The study focuses on how workers perceive leaders' behaviour and working styles. Majority of the workers perceive their relationship with their leaders to be personal, informal, cordial and familiar. Friendship shows considerable importance in parlance with caste or kinship. The leadership style found most common in democratic style.

A theoretical perspective of Mustafa (1995) aimed at bringing out the human element of management identifies and defines three broad leadership styles viz. (a) autocratic, (b) democratic, and (c) free rein or laissez-faire. The widely accepted approaches--- trait, situational and group approaches were rejected and the behavioural and contingency model too was deliberately avoided on the ground that only one style is supposed to be effective. The author suggested that "intelligence, technical mastery, physical vigour, capacity for interpersonal relationships, integrity, and courage" as essentials of leadership. The author further argued "the spirit or essence of the leader is found somewhere beyond the psyche" but "close to the human soul".

Unanimous consent agreement as suggested by Ainsworth and Flathman (1995), are the main leadership tool the US Senate majority leader uses to perform several functions. The leader guides floor proceedings by utilising these agreements to restrict amendments and to limit time for debate. Scholars have argued that unanimous consent agreements are of service tool used to appease the demand of an increasing individualistic senate. In this study a bargaining mode was used to demonstrate that these agreements could be a leadership tool. The importance of institutional innovations leaders has adopted to maintain the durability of unanimous consent agreement as leadership tools are highlighted.

ORGANISATIONAL CLIMATE REVIEW

'Organisational Climate' as Samuels (1979) termed is the collective perception of how the organisation functions. Using a modified version of the Educational Testing Service's Institutional Functioning Inventory public librarians' organisational climate perception is measured. The modified version's reliability and validity in measuring organisational climate are discussed and evaluated. Concludes, the 'psychological health' of the public library can be measured using the data collected from the modified version.

Neumann (1980) assessed the significance of organisational climate in predicting and explaining faculty attitude toward collective bargaining at a college facing severe labour problems. Using interviews and questionnaires data were obtained from 60 university professors of social sciences and 60 university professors of physical sciences. University with unfavourable labour shows stronger magnitude of relationships between perceived power and collective bargaining attitudes than university with favourable labour relations. The study revealed that perceived power structure bears significant influence on unionisation whereas, perceived goals were not found to affect faculty attitudes towards unionisation.

Discussing the concept of organisational climate West (1982) describes the background to the creation of Organisational Climate Description Questionnaire that has become the basic method of evaluating the particular organisational climate of a school. The author is of the opinion that discovering the organisational climate of the school library can benefit the School. In this study a questionnaire to determine the climate of the library is design.

Soudek (1983) conceptualise the organisational climate and relates the institutional qualities that affect the behaviour of the professionals in the institution. These institutional qualities are important and relatively enduring. The dimensions, measurement and effects of

organisational climate are discussed in this study. A relationship is found to exist between organisational climate and professional behaviours of the library professionals.

Dastmalchian (1986) is primarily exploring the relationship between organisational climate and characteristics of organisational environments. Environmental characteristics include dependencies, competition and uncertainty. In addition, the relationship of climate and environments with dimensions of organisational structure and size are examined. Using data from 15 industrial organisations in Britain, the results have shown that different environmental characteristics have different associations with organisational climate. Also, the relationships between organisational environments and climate are not similar to those found between environments and structure. It is suggested that the creation of appropriate climates and structural design as responses to environmental pressures may be considered as complementary strategies in an attempt to maintain administration control. The results, therefore, provide support for the suggestion that, in order to improve our understanding of the dynamics of organisational climate, characteristics of organisational environments should be incorporated into future research designs.

Based on empirical study, Pienaar and Boshoff (1996) examine the possible positive relation between the degree of creativity and innovation of university libraries and organisational climate. Products considered being most creative and innovative from each of the 5 sample university libraries are identified and then evaluated. By using climate measurement instruments, the organisational climate of these libraries is determined whether they support creativity and innovation. The resulting negative relation between the degree of creativity and innovation and the organisational climate is asserted to have operationalisation of the creativity and innovation construct.

ORGANISATIONAL CLIMATE OF THE INDIAN ORGANISATIONS

Organisational climate as defined by Upadhyay (1983) is external and internal environmental conditions that influence the organisation. The external factors that shaped the organisational climate are - (a) Cultural/Social System, (b) Economic System, (c) Political/Governmental and administrative system, (d) Science and technology system. On the other hand the factors that have influence on the internal climate of an organisation are - (i) Managerial policy and its practice, (ii) Personnel policy and its practice, (iii) Availability and utilisation of skills, (iv) Relationship among various groups, participating industrial relations climate (v) Setting up of performance standards and acceptance of these standards (vi) Work-Culture and work ethics reflecting a sense of responsibility about the task assigned to groups and individuals (vii) Physical facilities and resources of work, and (viii) the pattern of compensation, recognition and reward.

As the author suggested a congenial organisational climate can be build by. - goals, values in an organisation, motivation, leadership, changes, conflict resolution, industrial relations, personal Policy and practices, communication, discipline and constructive trade Unionism.

The choice in which Indian manager would like to serve was investigated by Balgir (1983) with the option among private, public and govt. sectors. The perception of organisation culture in each sector was also probed. 22 undertakings from all over India were used to collect data. Respondents were chosen from all the states 3 to 10 from each state. The data revealed that organisational climate was different in each sector. The climate in the private sector was perceived to be challenging recognition for work well done, opportunity for growth and learning, and congenial evoking conditions. The public sector/departmental undertaking was perceived to offered high job security, moderate chances of promotion/advancement opportunities for growth and development, better organisation policies and administration with adequate emolument. The work environment

in the private sector is dominated by motivation factors whereas in the public sector and departmental undertakings is dominated by hygiene factors

Baumgartel and Co (1984) in a paper reported four studies, two conducted in India and two in the USA stretching over 15 years period. The study reveals the organisational environment into which trained managers' move affects the extent to which they apply new learning in the work place. The most favourable organisational climate is characterised by high appreciation for performance and innovation, a climate of freedom, a rational evaluation and reward system, and openness in relationship among managers.

Srivastava (1985) made an attempt to examine the effect of employee's achievement on their perception of organisational climate. 150 employees of State Bank of India were randomly selected for the sample. Two sub-scales of the employee's Motivation Schedule (Srivastava 1981) were used to assess (1) Achievement - A: Improvement of competence and Self (2) Achievement - B: High production, competition, and goal achievement. The study indicates that the employees motivated with differential strength by the achievements significantly differed from each other with regard to their perception of most of the dimensions of organisational climate. It also yields that the employees highly motivated by the achievement, in comparison to low motivated ones, perceived most of the components of their job life to be comparatively more adequate, desirable and encouraging.

Akhilesh and Pandey (1986) define organisational climate as a positive effect towards the personnel's performance and an important factor contributing to the relative performance and satisfaction. Using between and stringer's (1968) Organisational climate questionnaire with specific modifications 100 samples of executives from nationalised banks and 40 samples from private sector banks of India were collected. The data revealed that the organisational climate of the nationalised and that of the private sector bank were significantly different. The climate of the nationalised banks was affiliation - oriented and the private sector banks show task orientation.

Srinath (1990) examines the feasibility of studying the variables that make up organisational climate in universities in South India. These variables are job attitude and feelings of security. Again, organisations according to Srinath (1993) are systems contrived by man, yet they have their own personality. This distinct individuality is the product of interaction between several variables. Therefore, the characteristics of an organisational climate are leadership style, communication pattern, decision making, motivational forces and goal-setting process. The personality of the organisation reflected in these factors affects employees' attitude and performance. To help run the library effectively appropriate climate should be identified. Further, explains how these variables have impact on personal management and diagrammatically represent this climate.

STUDIES IN LIBRARY AND INFORMATION SCIENCE

Based on the findings of an empirical study, Somech and Drach (2002) have suggested that power should not be studied in absolute rather it should be studied with its relative components. The study of power strategies with its imperative components like influence strategies, leadership styles, and organisational climate in library environment is yet to be done. Therefore, literature in this aspect are mostly partial studies of power and studies on some of the components of power are found wanting. However, those studies of power or power components on library environments are reviewed as follows: -

POWER IN THE LIBRARY ORGANISATION

Cummins (1980) is of the view that power entails the interaction of people in any setting therefore it is inevitably there in the library. Psychologists' propounded various power types and library professionals use these varying types of power. Identification of the power sources, its used and abuses are important to the effective library professional.

Norton (1990) found that though information is power for information profession they found themselves less than powerful. In defining empowerment and exploring the reason why empowerment is a salient issue the author discuss the sources of power and powerlessness. Strategies for increasing position power, knowledge power and personal power are suggested for the enhancement of the overall power profile of the profession.

Reed (1999) identifies power as a political way. In view of the present generation's rapidly changing and competitive environment, power and influence has to be developed by libraries within their larger organisations (campus, corporation or community) and libraries also need to play a respectable role in the national legislative arena. Finally, the author offers guidelines for libraries to develop effective political presence by way of creating, disseminating and promoting the library's message in a politically powerful way.

Crawford (1997) used strategic contingencies theory of intra-organisational power as a technique to examine the effects of changes in electronic information technologies on power within the organisations. A model of organisational power featuring technology index, subunit power variables, environmental variables, and bases of power was developed and tested. The power bases in the study include, structure, coping with uncertainty, centrality, and substitutability. Based on canonical correlation analyses, changes in library automation and changes in environment are related to changes in both the bases of power itself. The bases of power, in turn, are related to changes in the power of the library as measured by the percent of institutional budget allocated to the library, number of library positions, and the perception of power.

Case studies of support units were conducted by Cendon and Jarvenpaa (2001) on medical libraries whose directors transformed the role of the libraries by implementing new information technology based services. The authors explain how the leaders developed and exercised power and transcended the limits of their organizational position. The study maintained that behavioural and structural perspective are rather complementary than

alternative approaches to the study of power. According to the analysis, behaviour and structure interplay in the exercise of power to achieve desired objectives. Behavioural power tactics at the individual level gained macro structural sources of power and structural position effects the exercise of power. Leaders of the support units used a non-possessive conception of power and non-threatening power tactics to achieve their vision of a transformed library.

LEADERSHIP STUDIES IN LIBRARY ENVIRONMENT

During the 80's the study of library management was focussed more on leadership behaviours. Many important publications were produced during this period (Riggs, 1982, Riggs and Isabine, 1988; Woodsworth and Von Wahlde, 1988). Some imperative issues of leadership brought out were: -

1. Director-Management activities and effectiveness (Euster, 1987)
2. Relations between leadership behaviour and goal attainment (Comes, 1979)
3. Leadership organisational dynamics and rate of change (Boyd, 1980)
4. Leaders and managers: literature review, synthesis and a new conceptual framework (Euster, 1984)
5. Developing leadership in human resource (Berry et al, 1988)

Price (1987) propounded that stability, responsibility, job description, meaning in a position, leadership flexibility, support by administration, clear administrative lines, professional salary, support service, growth opportunities, a helpful and comfortable environment as job related factors expected of the librarian. These are the idealistic factors which the followers can expect from the leader. Fink (1987) describes effective administration in terms of leadership, clarity and the actualisation of values. There are many opportunities for improving the lot of administrations and librarians through changes in

library organisation, that allow greater participation in the management process on the part of librarians, with increased opportunities to build trust and understanding (Alley, 1987)

The trait approach of leadership was introduced to academic library directors by Moore (1987) to assess the essential factors that leads to success and concluded that flexibility, adaptability, willingness to change, stable and equitable temperament, emotional balance and endurance are the qualities librarians should possess. Besides this, Creth (1989) consider status as an important component of leaders.

Various empirical studies with different approaches on librarians' leadership styles were conducted. Assuming that the learning styles and decision styles will not differ from others, four learning styles namely, converger, diverger, assimilator and accommodator were identified. Varley (1985) found that 33.30% of the librarians to be convergers and have weak abstract conceptualization skills. Contradictorily, Choi (1987) found that 38.6% librarians are assimilators, 27.1% of them converger, 19.3% are diverger and 15% of the librarians are accommodators. Assimilators are reflective and adopt abstract mode of learning. Convergers prefer active and abstract modes of learning.

To examine the managerial profile of the library directors, Moskowitz (1986) and Mech (1990) used Mintzberg's managerial role typology was used. The finding suggested that academic library directors are involved with more internal managerial roles. However, significant difference among the managerial role profile of directors at different institutions was reported. Internal roles include leadership which elaborated as supervising subordinates work that includes placement, training, motivation, and evaluation of employees. Mech (1990) further identify internal and external as the two types of roles for library directors. It was found that 45% of the directors spent 'much and more' of their time on internal roles as against 22% of external roles.

In another development, Mech (1993) identify four decision styles namely, directive, analytical, conceptual and behavioural to assess the decision style of academic library professionals. These decision styles are summarised as follows: -

Decision Styles	Ambiguity Tolerance Level	Focal Point
1. Directive	Low	Focussed on task & technical concerns
2. Analytical	High	Oriented towards task and technical concerns
3. Conceptual	High	Futuristic, interested in people and social concern
4. Behavioural	Low	Interested in people and social concern

There was a high significant difference in the decision styles preferred among the library directors of various institutions. Behavioural style was predominate decision style.

The Ohio State Leadership Model of behavioural approach was also introduced to assess the leadership behaviour of the librarians. Dragon (1979) found that library superiors were described by their subordinates as higher in behaviour associated with initiating structure than in behaviour associated with consideration. In another study Spark (1976) found that subordinates reported a close correlation with the leader's perception of self on considerate dimension than on initiating structure. Stead (1987) reveals a significant correlation between initiating structure and consideration for the low assertive subordinates. Assertiveness did not otherwise moderate the relationship between consideration or structure and subordinates, role ambiguity, role conflict and the need for clarity.

Hall (1979) noted that students who were graduating from library school preferred consultation to more directive style of leadership. Similarly, Solomon (1976) found that those directors of university departments who earned higher leadership scores (according to their subordinates) led university library departments which were more effective in serving other departments (according to the directors of the other departments).

Various attempts with different methods have been made to understand the leadership styles of librarians. To explore the entrepreneurial qualities in leaders of librarianship Kilgour (1992) describes the innovativeness of 9 library entrepreneurs including him. To

identify an exhaustive list of perceived librarian leadership, Gertoz (1992) administered two survey questionnaires to 1208 randomly selected group. The study revealed that leaders tend to be associated most strongly with category "other" shows members may serve as professional's professional which is high status members and directing professional associations

LEADERSHIP STUDIES IN INDIAN LIBRARY ENVIRONMENT

Jeevan (1988) view the university library structure as a formal organisation. Identifies the head of departments in the library as a central position and the leadership role they should play in influencing the behaviour of the subordinate staffs in the department. These department heads should pay equal priorities to the goals of the library and the goals of his/her subordinates. The author supported that these middle managers should develop a positive attitude towards their subordinates and adopts a supportive or democratic leadership style. The author does not differentiate the supportive and democratic leadership style.

Conducting a survey of interpersonal relations of library staff in 15 academic and special libraries in Delhi, Saha (1998) collect questionnaires form 163 respondents. Leaders were defined in sync with manager. In the leaders-employees relationship, leadership styles like participative decision making, responsiveness to suggestions from bottom, and free/open flow of communication at all level, seniors' concern for subordinates, seniors approach to conflict resolution and level of cooperation among groups ranks most significantly. The findings of this study are summarized as: -

Variable studied	Human Relations Indices In Indian Libraries.(N = 163)		
	Positive	Average	Negative
Participative decision making practised in libraries	28.2%	51.5%	20.3%
Free flow of information of different level	46.6%	36.8%	16.6%
Seniors concern for the employee	43.5%	27.6%	29.9%
Seniors approach to conflict resolution	39.8%	37.42%	22.78%
Levels of co-operation among groups	61.0%	17.17%	22.83%

Overall, Librarians do not subscribe participation participative management and practice more or less authoritarian styles of functioning. They discourage free and frank discussion and were less concern for the subordinates. However, peer-level co-operation seems to score positively.

CONCLUSION

It is evident from the above review that the studies of power strategies in its entirety were rare and the studies of power with related aspects are inadequate. The studies of power strategies conducted are mostly done in environments other than libraries. Some studies of leadership style and organisational climate in Indian libraries were conducted. However, other important aspects like influence strategies and sources of power are found wanting and the study of power along with influence strategies, leadership styles and organisational climate in Indian library environment does not emerged at all. Literature have suggested the use of various methods in examining power strategies but a clear and effective method for evaluating library professionals' power strategies have not materialized. No significant attempt has been made to study power strategies of Indian librarians. This study is an attempt to investigate the Indian library professionals' use of power, influence strategies, leadership styles and organisational climates of the Indian libraries.



CHAPTER -3-

PURPOSE OF THE STUDY

Analysis of available literature suggested that the need for identification and effectiveness of the influence process that a leader is to go through while exercising their power. The influence processes, as elaborated in the preceding chapter, encompass bases of power, leader behaviour, style, influence strategies, and organizational behaviour. Ansari (1990) have conducted such study in Indian environment on public organizations, hospitals and government owned organization. Saraf (1995) have conducted a study to identify leadership styles and its effectiveness on librarian working in academic libraries in India. So far no attempt is made to identify librarians influence process and exercise of power. The study conducted by Saraf is one of the first studies that define Indian librarians as leaders.

OBJECTIVE OF THE STUDY

Librarians as leaders and libraries as organization have librarians exercising influence over subordinates to achieve the library objectives. There is no library without its own objectives. However, the relation of librarians and library staff is yet to be views as that of leader and follower relationship. The nature of how library professionals influence the behaviour of the subordinate and how their behaviour of library professionals are in turn influence by subordinate is investigated in this study. In this study an attempt is made to establish that libraries personals can be superiors and subordinates and they both influences each other, exercise power on each other by way of different influence strategies in different circumstances or situations. Therefore, the objectives of the present study are listed as follows -

- 1 To identify various power bases among library professional in India
- 2 To identify the leadership styles of librarians

- 3 To identify the organizational climate of libraries in India
- 4 To examine the relationship between power bases and librarian choice of leadership style
- 5 To investigate how a library professional with certain leadership style influence, the behaviour of the subordinate and superior
6. To investigate if superior leadership styles affect the subordinate's use of influence strategies
7. To examine the relationship between perceived organizational climate and influence strategic.
8. To examine organizational climate as a moderating factor between leadership style and influence strategies.
9. To examine organizational climate as a moderating factor between bases of power and influence strategies.
10. To study the effect of basis of power in the choice of leadership style.
11. To identify the strategies used to influence subordinate and superior.

HYPOTHESIS TO BE TESTED

With the above objective the present study attempts to examine the relationship between the exercise of power and leadership style with organizational climate as the moderating factor. The study being conducted in a similar environment the choices of power strategies are not expected to have significant difference among library professionals. However, the choice of influence strategies in varying leadership styles will have significant difference. In other words library professionals are likely to adopt similar leader behaviour. Since the use of influence strategy being directed not only to subordinate but also toward the superior, the subordinate choice of influence strategies towards their immediate superior will be persuasive in nature. Organizational climate being the moderating factor, it is expected that

organizational climate will have significant effect both on leadership behaviour and influence strategies. With these assumptions in mind the hypothesis to be tested are -

Hypothesis # H₁: The more favourable the organisational climate is, more participative is the leadership style and the more unfavourable the organisational climate is the more authoritative is the leadership style.

Hypothesis # H₂: Among the background variables age factors significantly mediate the leadership styles.

Hypothesis # H₃: In a more favourable organizational climate the exercise of power are more non-authoritative whereas, in less favourable organizational climate the exercise of power are more authoritative.

Hypothesis # H₄: The participative types of leaders encourage the subordinates to adopt rational tactics whereas; autocratic types of leader encourage the subordinate to adopt non-rational tactics.

Hypothesis # H₅: Professional and legitimate types of power are used in the downward influence process whereas; persuasive types of power are used in the upward influence process.



CHAPTER - 4 -

METHODOLOGY

This study focuses the strategies employed by library professionals to influence their subordinates and their super-ordinates so as to get things done. Many previous studies have found the influence factors in inter personal relationship important in successful achievement of the organizational goals. To investigate these relationships among Indian library professionals, samples are collected from library professionals of the North East India where such kind of empirical studies, particularly on library professionals have not been conducted so far. Arguably, the whole of India is not selected for collecting samples though the title of the study specifies Indian library professionals. This is an intentional omission on the part of the investigator to re-affirm that everything that is North-East is Indian. Further, due to the time constraint for finishing a Ph D thesis, the sample has to be delimited to a population amenable within the stipulated time.

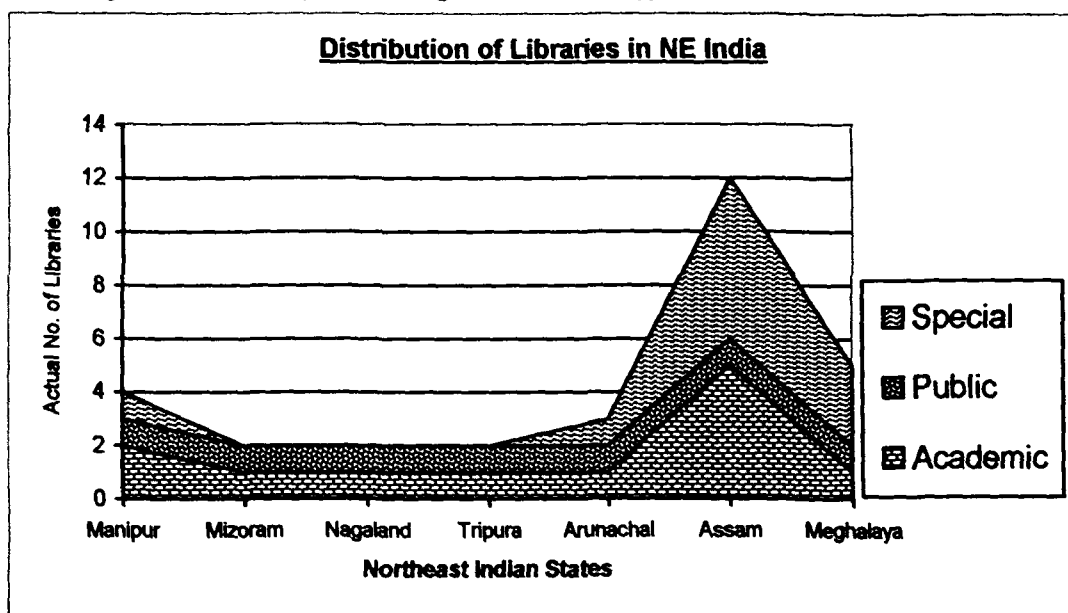
THE RESEARCH SITE

Samples are collected from three types of libraries viz., academic libraries, public libraries, and special libraries. Almost all the libraries of the Northeast come into these three categories. Libraries as it is well known are mostly dependent and serve the interest of an institution or its parent organization. For the purpose of this study, the distinction between types of libraries are loosely defined and grouped into three main categories as follows -

- 1 **Academic libraries** - In this category libraries attached to academic institutions that are known to teach general subjects (universities) are included. All the university libraries including Agricultural Universities come under this broad heading. Since, academic libraries are found in all the seven states this libraries form the major portion of the study.

2. **Public libraries:** - State sponsored libraries (mostly State Central Libraries) are taken as public libraries. In the absence of a state central library other designated public library is selected. In case of Assam it is the Directorate of Library Services and in Arunachal Pradesh, three public libraries are clubbed together as public libraries. This is due to the fact that the two states did not have a State Central Library.
3. **Special libraries:** - Those libraries attached to a research institutions or that caters to specialized needs are categorized under this heading. The strength of special libraries is very few and most of them are found to be under staffed. It may be mentioned that Indian Institute of Technology Gauhati, North East Regional Institute of Science and Technology, Gauhati Medical College, and Regional Institute of Medical Sciences are academic institutions. However, owing to their nature of subjects being highly specialized the libraries attached to these institutions are grouped under special libraries. There are no special libraries in the states of Mizoram, Nagaland, and Tripura.

Fig. 4.1: Area Graph Showing Number and Types of Libraries in each state



All together 30 (thirty) libraries spread over the whole Northeast are included in this study. As shown in fig. 4.1 the maximum 12 (40%) libraries comes from Assam, 5 from

Meghalaya, 4 from Manipur, 3 from Arunachal Pradesh, 2 each from the states of Mizoram, Nagaland and Tripura. Special libraries are absent in the states of Mizoram, Nagaland and Tripura whereas, Academic and Public libraries are found in the entire seven sister states. List of the 30 libraries along with addresses are given in the Appendix – I

THE POPULATION

Organizational hierarchy is uniform only in the university libraries. The organizational set up in the other two types of libraries differs. Even libraries of the same type often have different organizational hierarchy. In

Table 4.1 DESIGNATION AND TYPES OF LIBRARIES

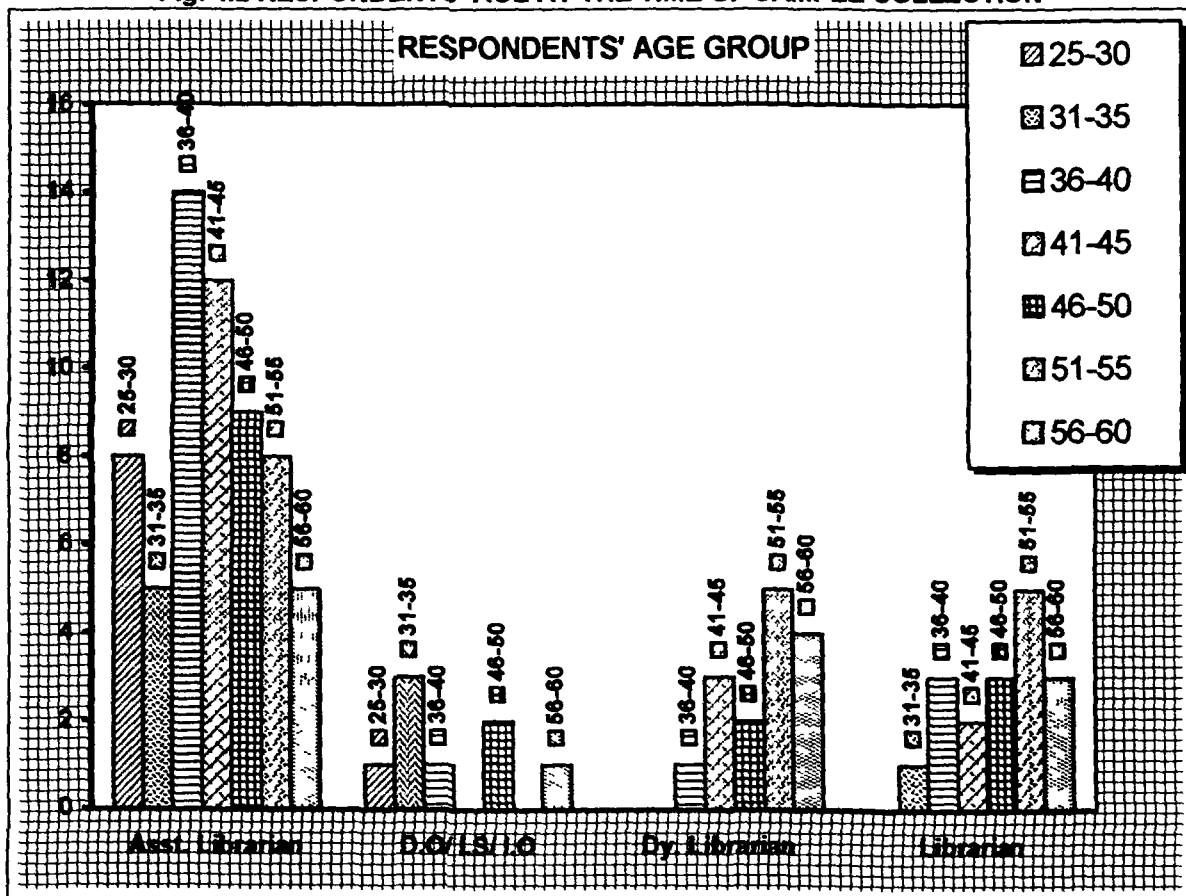
	TYPES OF LIBRARIES			Total
	Academic	Public	Special	
1 Asst Librarian	30	17	14	61
2 D O/ I S+I O	5		3	8
3 Dy Librarian	7	6	2	15
4 Librarian	5	4	8	17
Tota	47	27	27	101

most research libraries the designation are called technical-1... technical-2 or T3...T4 and so on. The librarian of a given library may be a T6 scientist whereas in another library the librarian may be a T5 or even a T7 scientist. All these hierarchical differences make it complicated to generalize the designations / positions of the library professionals. For the purpose of generalization, the top ranking grades to the third in the hierarchy is taken into consideration. In some cases the fourth ranks from the top are also included provided they have at least two or more subordinates directly reporting to them and were in-charge of a section. In view of the fact that the number of such professional being negligibly less (below 3.00% i.e., in Directorate of Library Services, Assam) they have been clubbed together with the Assistant Librarians. Again these four ranks are grouped as per the designation given by the university libraries for the sack of uniformity -

- i. Assistant Librarians
- ii. Documentation Officers (D.O)/ Information Scientist (I. S)/ Information Officers (I. O).
- iii. Deputy Librarian
- iv. Librarian

1. **Assistant Librarians** - More than 60% of the respondents are Assistant Librarians with the age range of 25 to 61 above. As envisaged in Fig 4.2, the maximum number of Assistant Librarians are between the age group of 36 to 45 forming 77.5% of the total respondents. Interestingly, it was found that at least 2 respondents from different Universities in this category belong to the above 61 years of age group, way beyond the normal retirement age for Assistant Librarians prescribed by the University Grant Commission. After re-verification the reason for such lapse was a mistake at the time of marking by the concerned respondents. As shown on Fig 4.3 the number of female is high (26.73%) in this category and the difference between its male counterpart (33.66%) is lesser than any other position of the profession.

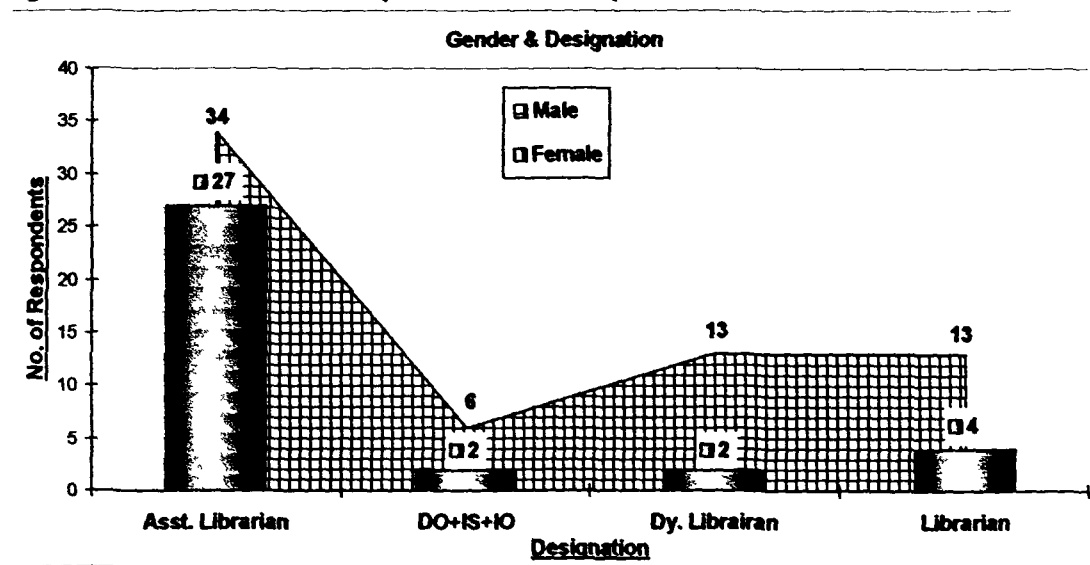
Fig. 4.2 RESPONDENTS' AGE AT THE TIME OF SAMPLE COLLECTION



1. Assistant Librarians = 61, 2. Documentation Officers / Information Officers / Information Scientists = 8, 3. Deputy Librarians = 15, 4. Librarians = 17

2. **Documentation Officers/ Information Scientist/ Information Officers** - Among the respondents, the number of Documentation Officers are 6 (six) and the number of Information Scientists & Information Officers¹ are also 6 (six) from all the states taken together. In special libraries there was only one Documentation Officer and no Information Scientists/ Officers. Similarly, in public libraries there are only one Information Scientists/ Officers and no Documentation Officers. Academic libraries have five Documentation Officers and five Information Scientists/ Officers. Owing to the said reasons these designations are integrated as one unit of population. Although three types of designations have been merged together here in this category the number of respondents is only 7.92%, (see Table 4.1 and Figure 4.2) lowest compare to any other designations. Out of the total respondents in this category 2 of them are female and 6 of them are male (see fig. 4.3). The percentage of responds in this category is 66.66% from a total of 12.

Fig. 4.3 Male and Female occupation of different positions



3. **Deputy Librarians:** - There are 17 Deputy Librarians in all the states out of which, 60% are from Academic Libraries, 40% from Public Libraries, and the remaining 13% from

¹ Though different in nomenclatures it implies more or less the same and the two designations are represented as one option in the Questionnaire

Special Libraries Out of this population 88 23% (15) of them participate in this study While all Deputy Librarians from Public and Special libraries are responding, 11 76% from the Academic Libraries are either absent or not willing to respond Among the respondents, 13 33% are female (see fig 4 3) Of the total respondents 14 85% belong to this category

4. **Librarians** - In one or two academic libraries, Professors from other subject backgrounds, who themselves have claimed that they know nothing about library, are made in-charge of the library Such types of librarian-in-charges are not included in the survey There are altogether 18 working Librarians in all the states out of which, 17 (94 44%) respond to the questionnaire Out of these respondents, 23 52% of them are female (fig 4 3) Of the total respondents 16 83% belong to this category

Table 4.2 Number of Respondents from each State

	DESIGNATION				Total
	Asst Librarians	D O/ I S/ I O	Dy Librarians	Librarians	
1 Manipur	2	2	6	4	14
2 Mizoram	3			1	4
3 Nagaland	7			1	8
4 Tripura	5		1	1	7
5 Arunachal	3	2	1	2	8
6 Assam	25	2	6	6	39
7 Meghalaya	16	2	1	2	21
Total	61	8	15	17	101

Out of 110 professionals that come under these four categories, questionnaires are distributed to 108¹ of them and out of which, a population of 91 81% (n=101) responded to participate in this study The maximum number of respondents is from Assam as is the number libraries, followed by Meghalaya and a high response is also recorded from Manipur (Table 4 2) Although rest of the states show less number of response the degree of response against the existing total population is high

THE ASSESSMENT METHOD

To examine the selected population questionnaire method is adopted. A standard scale available from previous studies, with some modification, is personally administered to each individual that fits the status mentioned earlier. The researcher spends about half an hour with each respondent in explaining and helping them respond appropriately to the questionnaire. The questionnaire consists of eight different sections (Table 4.3). Section 1 and 2 are on leadership and of similar nature. Likewise, section 3 and 4 are on the bases of power and section 5 and 6 are on influence strategies.

SECTIONS	MEASURES	NO. OF ITEMS	SCALES
1.	Leadership Behaviour (Self Assessment)	50	Likert's 5 point
2.	Leadership Behaviour (Assessing Immediate Superior)	50	Likert's 5 point
3.	Bases of Power (Influencing Subordinates)	7	Likert's 5 point
4.	Bases of Power (Influencing Immediate Superior)	7	Likert's 5 point
5.	Influence Tactics (Downward)	60	Likert's 5 point
6.	Influence Tactics (Upward)	56	Likert's 5 point
7.	Organizational Climate	30	Likert's 5 point
8.	Background Variables	12	1 to 9

1. Leadership Behaviour (LB) Scale: - Drawn from the recent works of Sinha (1980), Hassan (1986), Ansari (1986) and tested on Indian library professionals by Saraf (1995) 50 single statement items each are used to measure the leadership style of immediate superiors and subordinates. The items are evenly distributed to five dimensions of pre-defined leadership styles, namely, authoritative (F), participative (P), nurturant (N), task oriented (T), bureaucratic (B). Each item has a Likert type 5 point scale with the option as, 5 = Quite True, 4 = True, 3 = Doubtful, 2 = False, 1 = Quite False. In the first section of Leadership Behaviour Scale for Self Assessment (LBS) respondents are asked to rate each statement (in the 5 point scale) on the basis of how true it explains their relationship with subordinates. In the Leadership Behaviour for Assessing Superior (LBB) respondents are asked to rate each statement as to how close it defines their immediate superior. All statements in LBS start with

¹ One of the professional was on study leave and the other on duty leave

the first person 'I' and those statements in LBB start with the third person "He" Sample statements of LBS -

22B I do not hurry up in taking decision and actions.

23T I see to it that subordinates work to their capacity.

24N. I go out of my way to help my subordinates.

25P. I fell concerned about the feeling of my subordinates.

26F I keep an eye on what my subordinates do.

Sample Statements of LBB: -

41T. He/she tells his/her subordinates how well they are doing their job.

42N. He/she feels responsible for the well being of his/her subordinates.

43F He/she makes it clear that personal loyalty is an important virtue.

44P. He/she is a friendly type.

45B. He/she always goes by rules and regulations.

2. Bases of Power (BP) Scale: - The measures for what makes one influential have 7 items of statements each. The statements are adopted from earlier works of Hersey et. al. (1979) and Bass (1990) and later tested in Indian environment by Ansari (1990). The respondents are ask to complete the phases "*You change the mind of your subordinates because ...*" and "*You change the mind of your immediate Boss because ...*" and on the basis of their choice to complete the phase they are ask to rate the complementary statements following the phases in a Likert type 5 point scale – 5 = to a very great extent, 4 = to a great extent, 3 = to some extent, 2 = to a small extent, and 1 = almost to no extent. Each complementary statement represents a pre-defined dimension, namely, reward, coercion, legitimate, referent, expert, information, and connection. Although they lack psychometric properties, such single-item measures to study bases of power have been shown to have concurrent or predicative validity

(Ansari, 1990) Some of the items for Bases of Power Scale for what make subjects influence subordinates (**BPS**) are -

1F You can administer sanctions and to those who do not cooperate with you

2I You possess or have access to information that is valuable to others

3R You can give special help and benefits to those who cooperate with you

Bases of Power Scale for what makes subjects influence their superior (**BPB**) are -

4E I promised to help them in getting further advancement if they help me

5C I brought some friends along to back my request

6M I give them I distorted information about the reasons to comply with me

3. Influence Tactics (IT) Scale: - To assess the subjects' influence strategies, statements are compiled from the earlier works of Falbo and Peplau (1980), Kipnis et al. (1980) and later tested in the Indian environment by Ansari (1990). Respondents are asked to rate the statements on how frequently they used it to influence their immediate superior or subordinates at the work. They are required to respond in terms of what they did in the immediate past. Each statement is to be rated in a 5 point scale, namely, 5 = very often, 4 = often, 3 = sometimes, 2 = seldom, and 1 = never. In the downward influence strategy measures (**ITD**), there are 60 items distributed evenly (after some modification) across 15 pre-defined dimensions, viz., assertion, coalition, diplomacy, exchange of benefits, ingratiation, manipulation, personalized help, persuasion, rationality, positive sanctions, negative sanctions, showing dependency, showing expertise, threats, and upward appeal. In the upward influence strategy measures (**ITU**) there are 56 items evenly distributed (after modification) across 14 pre-determined dimensions almost similar to ITD. The dimensions are, blocking, coalition, defiance, diplomacy, exchange of benefits, ingratiation, manipulation, personalized help, persuasion, reasoning, showing dependency, showing expertise, upward appeal, and the rest unclassified. Sample of ITD are: -

- 1 I set a time deadline for them to do what I ask
- 2 I ask them to do some work in a polite way
- 3 I showed that I was concerned about their welfare
- 4 I promised to help them in getting further advancement if they help me
- 5 I brought some friends along to back my request
- 6 I give them I distorted information about the reasons to comply with me
- 7 I did personal favours for them
- 8 I convinced them that they will find my way to be the best in course of time
- 9 I convinced them by telling them the urgency and utility of the issue at hand

Sample of ITU are -

- 1 At times I withheld some crucial information from him/her
- 2 I obtained the support of my subordinates to back my request
- 3 At times I differed from him/her
- 4 I showed that I always supported him/her
- 5 I offered an exchange of favour
- 6 I praised him/her in superlatives
- 7 I usually got my way by making him/her feel that it was his/her idea
- 8 I help him/her even in personal matters
- 9 I got my way by convincing him/her that my way was the best

4. Organizational Climate (OC) Scale - Although several scales and methods for measuring organizational climate are available from various literatures, the questionnaire models developed by Litwin and Stringer (1968) and later modified by Schnake (1983) is employed to study the perceptions of organizational climate. This model put into tested, by Ansari (1990), in different Indian environment. The measure consist of 30 different statements with 5 point

scale, specifically, 5 = To a very great extent, 4 = To a great extent, 3 = To some extent, 2 = To a small extent, and 1 = Almost to no extent Some of the statements are -

- 1 The assignments to this organization are clearly defined
- 2 In this organization, we set very high standards for performance
- 3 The goals I am supposed to achieve in my area are realistic
- 4 There is a feeling of pressure to continually improve our performance

5. Background Variables (BV) - The background variables are incorporated keeping in mind the unsolved factors like socio cultural aspects that may have direct impact on respondents' perceptions of power, influence, leadership and organisational climate These variables will, expectedly, contribute in finding the relationship and choice of various strategies so far explored This section is made up of 12 statements and questions with varying scales that ranges from 1 to 9 Each item represents a single variable Some of the variables taken into account are the respondents' present age, joining age, sex, marital status, designation, educational qualifications, number of subordinates, number of years working in the present organisation, etc

THE STATISTICAL METHOD

Factor Analysis - Factor analysis is by far the most often used multivariate technique of research studies, specially pertaining to social and behavioural sciences. It is a technique applicable when there is a systematic interdependence among a set of observed or manifest variables and the researcher is interested in finding out something more fundamental or latent which creates this commonality (Kothari, 1990) In order to identify underlying variables, or factors, that explain the pattern of correlations within a set of observed variables Factor analysis is used It is also implemented for data reduction, by identifying a small number of factors which explain most of the variance observed in a much larger number of manifest

variables. Rotation in factor analysis is done to attain “simple structure” and there are several rotation methods. In this study **Varimax Rotation** is used to maximise the variance of loadings within each factor. Factor loading of each section is based on the following principles:

- (a) **Eigenvalue is greater than one.**
- (b) **Factor loading of each item was not less than 0.35.**
- (c) **More than 3 items with the above mentioned loadings were on one factor.**
- (d) **Items having significant loadings on more than two factors were credited to the factor on which loading was highest.**

Correlations: - Correlations measure how variables or rank orders are related. It is a statistical device which helps in analyzing the covariation of two or more variables (Gupta, 2000). The degree of relationship between the variables under consideration is measured through the correlation analysis. The closeness of the relationships between the variables is measured by correlations analysis. This relationship is tested on items loaded in one factor, between factors of the same group, or between factors of different groups.

Analysis of Variance and Co-variance (ANOVA) - ANOVA is used to test the differences among the means of the cases by examining the amount of variation within each of these samples, relative to the amount of variation between the samples. The One-Way ANOVA procedure produces a one-way analysis of variance for a quantitative dependent variable by a single factor (independent) variable. Analysis of variance is used to test the hypothesis that several means are equal. This technique is an extension of the two-sample t test.

All the items, 50 each in LBS and LBB, 60 in ITS, 56 in ITB, and 30 in OC were separately put into factor analysis with varimax rotation and each factor derived were

assigned suitable names ANOVA and regression analysis were used to recognize the relationship among the variables

All statistical analysis is done with the software SPSS for Windows 7.5.1 (1996) Tables are created with SPSS and Microsoft Excel and Graphs are created with SPSS and Microsoft Graph 2002 respectively

~२०१०~

CHAPTER - 5 -

BACK GROUND VARIABLES

The background facts of respondents are an important determinant in behavioural studies. Many studies have reported varying result due to different socio-economic conditions or background facts. The study of Power strategies and Leadership Styles and Leaders-follower relations are no exception in this regard (Dill, 1958; Negandhi and Reimann, 1972). In a country like India where cultural diversity is so immense socio-economic factors will definitely have a very high impact on the outcome of almost any study on human behaviour. Obviously, the socio-cultural conditions of people in India differ highly from east to west and north to south. Similarly, there is a big literacy divide which, Gopala and Hafeez (1964) found as an important determinant of favourable or unfavourable orientation towards employees. On the basis of these factors the present study is expected to be reasonably affected by socio-economic conditions like age, designations, length of service, educational qualifications, number of subordinates and type of libraries.

To ascertain the validity of background variables having significant impact on the behaviours of library professional, twelve variables were incorporated in the questionnaire. These variables are present age, joining age, sex, marital status, designation, educational and professional qualifications, number of subordinates, tenure in the present position, tenure in the present organisation, number of promotions and number of other organisation worked for. Each of these variables is assigned different scales according to the nature of the variable itself.

PRESENT AGE AND JOINING AGE: - As shown in table 5.1 the maximum entry point is within the age group of 20 to 30, where 93.07 % of the respondent report that they belong to this age group while joining the profession. It is clear that the library professionals

irrespective of the present position join at an early age Only 5.94% join the profession at the age of 31-40 and none of them join after 40 years of age

Table 5.1: Age Group of Respondents (n=101)

Age Group in Years	Joining Age			Present Age		
	F	%	Cumulative	F	%	Cumulative
20 – 25	48	47.52	47.52	-	-	-
26 – 30	46	45.54	93.07	9	8.91	8.91
31 – 35	4	3.96	97.03	9	8.91	17.82
36 – 40	2	1.98	99.01	19	18.81	36.63
41 – 45	-	-	-	17	16.83	53.47
46 – 50	-	-	-	16	15.84	69.31
51 – 55	-	-	-	18	17.82	87.13
55 – 60	-	-	-	13	12.87	100
Others	1	0.99	100			

As for the present age, the percentage of respondents is rather higher on the older age groups. None of the professionals are at the age group of 20–25. The youngest professionals belong to the age group of 26-35, which constitute for 17.82% only. The present age is highest at 36-40 age groups and the number of professionals is almost the same till the age of 55. Only at the age of 55-60 the percentage of professionals decreased to 12.87%. The majority of professionals in this study are middle aged and old.

Table 5.2: Age at the Time of Joining and Designation (n=101)

Age Group	Designation				Total
	Asst. Librarian	D.O/I.S/I.O	Dy. Librarian	Librarian	
20 - 25	26.73	2.97	12.87	4.95	47.52
26 - 30	28.71	3.96	1.98	10.89	45.54
31 - 35	1.98	0.99	0	0.99	3.96
36 - 40	1.98	0	0	0	1.98
Others	0.99	0	0	0	0.99
Total	60.40	7.92	14.85	16.83	100

From table 5.2 it is apparent that 93.06% of the respondents joined the profession at the age of 20-30. The same is true in all the designations. 55.44% of the respondents who joined at this age group are Assistant Librarians and 6.93% of them are Documentation Officers, Information Scientist and Information Officers. 14.85% of the respondents who joined at the age of 20-30 became Deputy Librarians and 15.84% of them who joined at the same age became Librarians.

Table 5.3: Present Age And Designation (n=101)

Age Groups	Designation				Total
	Asst. Librarian	D.O/I.S/I.O	Dy. Librarian	Librarian	
26 - 30	7.92	0.99	0	0	8.91
31 - 35	4.95	2.97	0	0.99	8.91
36 - 40	13.86	0.99	0.99	2.97	18.81
41 - 45	11.88	0	2.97	1.98	16.83
46 - 50	8.91	1.98	1.98	2.97	15.84
51 - 55	7.92	0	4.95	4.95	17.82
56 - 60	4.95	0.99	3.96	2.97	12.87
Total	60.40	7.92	14.85	16.83	100

Table 5.3 shows that Assistant Librarians that constituted for a majority of 60.40% belongs to the entire age group ranging from 26-60 and 25.74% (i.e., 42.61% among Assistant Librarians) are Assistant Librarians who belongs to the age group of 36-45. From this point forward as the age increases the number of respondents becomes lesser. Documentation Officers, Information Scientists and Information Officers with an irregular age group are highest at the age group of 31-35. Predictably, Deputy Librarians belongs to the older age group. Among the Deputy Librarians 60% of them are in the age group of 51-60. The same is true with Librarians that constituted 16.83% of the total respondents. Among the Librarians 64.62% of them are in the age group of 46-60.

EDUCATIONAL QUALIFICATION: - The educational qualifications of the respondents, as shown on table 5.4, indicated that 70.30% of them have Bachelor's Degree and 24.75% have Master Degree in any subject. Similarly, 49.50% have passed Bachelor's Degree in Library and Information Science and 37.62% have Master Degree in Library and Information Science.

Table 5.4: Educational Qualifications of Respondents (n=101)

Academic Qualifications				Professional Qualifications			
Qualifications	F	%	Cumulative	Qualifications	F	%	Cumulative
B. A/ B. Sc./ B. Com	71	70.30	70.30	None	1	0.99	0.99
M. A/ M. Sc./ M. Com.	25	24.75	95.05	C. Lib. Sc.	2	1.98	2.97
Ph. D	1	0.99	96.04	Dip. In Lib. Sc.	2	1.98	4.95
Others	4	3.96	100	B. Lib. Sc.	50	49.50	54.46
				M. Lib. Sc./ M.L.I.Sc.	38	37.62	92.08
				Ph. D	4	3.96	96.04
				Others	4	3.96	100

Library professionals with Bachelor's Degree are highest than any other qualification in both academic and professional field. Some of the respondents have the combination of both academic and professional degrees. The numbers of PhDs are higher in the professional field than other subjects. In Library and Information Science 4 of the respondents have PhD and in other subject only one of the subjects has a PhD.

Table 5.5: Professional Qualifications * Designation (Freq. count into %)

Qualifications	Designation			
	Asst. Librarians	D. O/ I. S/ I. O	Dy. Librarians	Librarians
None	1.64			
C. Lib. Sc.	3.28			
Dip. Lib. Sc.	1.64	12.50		
B. Lib. Sc.	45.89	37.50	80.00	41.18
M. Lib. Sc. / M. L. I. Sc.	42.62	12.50	20.00	47.06
Ph. D	1.64	25.00		5.88
Others	3.28	12.50		5.88
Total	100	100	100	100
Count	61	8	15	17

Of the total Assistant Librarians Bachelor's Degree holders in Library and Information Science are highest with 45.89% and 42.61% of them have Master's Degree in Library and Information Science. The numbers of PhDs are highest among the Documentation Officers, Information Scientists and Information Officers, which constituted for 1.98% out of the total population that is 25% among them. None of the Dy. Librarians have a PhD or MPhil in Library and Information Science whereas majority 80% of them has Bachelor of Library and Information Science. Librarians have more of Master's Degree in the professional field than any other degrees in the same field.

Table 5.6: General Qualifications * Designation (Freq. count into %)

General Qualifications	Designation			
	Asst. Librarians	D. O/I. S/I. O	Dy. Librarians	Librarians
B. A / B. Sc. / B. Com	70.49	50	73.33	76.47
M. A. / M. Sc. / M. Com	24.59	37.5	26.67	17.65
Ph. D	1.64			
Others	3.28	12.5		5.88
Total	100	100	100	100
Count	61	8	15	17

The academic qualification in subjects other than Library and Information Science shows a pattern similar to that of professional qualification. Assistant Librarians have more of Bachelor's Degree than any other degree and the same is true to other designations as well. None of the subjects have PhD or MPhil except one Assistant Librarian with a PhD. Among the Assistant Librarians 95.06% of them have either a Bachelor's Degree or a Master's Degree or both. Among the Documentation Officers, Information Scientists and Information Officers 87.5% have either a Bachelor's Degree or a Master's Degree or both. 100% of the Dy. Librarians have Bachelor's Degree or a Master's Degree or a combination of both and none of them have other degrees. Librarians constitute 16.83% of the total population and out of this Librarians' population 94.11% have either a Bachelor's degree or Master's degree or a combination of both.

Table 5.7: No. of Subordinates Directly Reporting to Respondent

No. of Subordinates	Freq	%	Cumulative
2 - 5	65	64.36	63.72
6 - 10	21	20.79	84.51
11 - 15	11	10.89	95.40
Above 15	4	3.96	100.00
Total	101	100	

NUMBER OF SUBORDINATES: - As indicated in table 5.7 subjects does not show number of subordinates less than two. This is due to the fact that data was collected from the subjects with at least two subordinates. However, majority of the library professionals (63.72%) has less than 5 subordinates. 20.79% reported to have 6 to 10 subordinates and

10.89% of the subjects have 11 to 15 subordinates. Only 3.96% have more than 16 subordinates. Therefore, it is safe to say that authorities in most of the organisations are decentralised.

**Table 5.8: No. of Subordinates * Designation
(Freq. count into %)**

No. of Subordinates	Designations			
	Asst. Librarians	D.O/ I.S/ I.O	Dy. Librarians	Librarians
2 - 5	68.85	62.50	66.67	47.06
6 - 10	19.67	25.00	6.67	35.29
11 - 15	9.84		13.33	17.65
Above 16	1.64	12.50	13.33	
Total	100	100	100	100
Count	61	8	15	17

As shown on table 5.8, out of the Assistant Librarians' population 68.85% are having less than 5 subordinates. 19.67% of the Asst. Librarians are with less than 10 subordinates and 9.85% of the total Asst. Librarian population are having less than 15 subordinates. Most of the Documentation Officers, Information Scientists and Information Officers have less than 5 subordinates (i.e., 62.50% of them). Out of the total Dy. Librarians' population 66.67% of them have less than 5 subordinates. Librarians too indicate similar pattern by reporting that 82.35% of them have less than 10 subordinates.

TENURE IN THE PRESENT ORGANISATION: - As indicated in table 5.8, the 19.80% of the respondents have stayed in the present organisation for 16-20 years, 17.82% have stayed for 11-15 years and 15.84% of the population for less than 5 years.

Table 5.9: No. of Year in Present Organisation

No. of Years	Frequency	Percentage	Cumulative
1-5	16	15.84	15.84
6-10	14	13.86	29.70
11-15	18	17.82	47.52
16-20	20	19.80	67.33
21-25	15	14.85	82.18
26-30	12	11.88	94.06
31 & above	6	5.94	100.00
Total	101	100	

Although the number of years is regularly divided in 5 years interval, the percentage of library professionals in each interval is almost the same till 30 years with the exception that 59.4% of the subjects have reportedly stayed in the present organisation for more than 31 years

Table 5.10: No. of Years in Present Organisation and Designation
(Freq. count into %)

No. of Years	Designations			
	Asst. Librarians	D.O/ I.S/ I.O	Dy. Librarians	Librarians
1 - 5	18.03	37.50	6.67	5.88
6 - 10	14.75	0.00	6.67	23.53
11 - 15	18.03	12.50	13.33	23.53
16 - 20	19.67	37.50	13.33	17.65
21 - 25	14.75	0.00	26.67	11.76
26 - 30	13.11	12.50	6.67	11.76
Above 30	1.64	0.00	26.67	5.88
Total	100	100	100	100
Count	61	8	15	17

From table 5.10 it is apparent that 19.67% Assistant Librarians have served the present organisation for 16 to 20 years, 18.03% of them served for 11 to 15 years and another 18.03% served for less than 5 years. Among the Documentation Officers, Information Scientists and Information Officers 37.50% served the present organisation for less than 5 years and another 37.50% served for 16 to 20 years. Out of the 15 Deputy Librarians 26.67% have served for 21 to 25 years and another 26.67% served for more than 30 years. Among the Librarians 47.06% of them have served the present organisation for 6 to 15 years.

TENURE IN THE PRESENT POSITION: - Table 5.11 shows that 42.57% of the respondents have served in the present position for less than 5 years and 20.79% have served for 6 to 10 years. The number of subjects serving for less than 15 years in the present position constitutes 81.19% of the total. Some of the library professionals seem to have stagnated in their position 16 to 30 years.

Table 5.11: No. of Year in the Present Position

No. of Years	Frequency	Percentage	Cumulative
0-5	43	42.57	42.57
6-10	21	20.79	63.37
11-15	18	17.82	81.19
16-20	11	10.89	92.08
21-25	6	5.94	98.02
26-30	2	1.98	100
Total	101	100	

The stagnation in one position for such a long period of time will lead to frustrations and hostility towards the authority. They may even attempt to give negative responses against the concern authority and the institution.

**Table 5.12: Number of Year in the Present Position *
Designation (Freq. count into %)**

No. of Years	Designations			
	Asst. Librarians	D.O/ I.S/ I.O	Dy. Librarians	Librarians
1 to 5	40.98	50.00	46.67	41.18
6 to 10	21.31	25.00	13.33	23.53
11 to 15	19.67	12.50	20.00	11.76
16 to 20	11.48	12.50		17.65
21 to 25	4.92		13.33	5.88
26 to 30	1.64		6.67	
Total	100	100	100	100
Count	61	8	15	17

As shown on table 5.12 more than half of the Assistant Librarians is in the present designation for less than 10 years. Rests of them are in their present designation for 11 years to 30 years. This is rather a lengthy period for holding a position. Among the Documentation Officers, Information Scientists and Information Officers the tenure in the present position is lesser and looks better. 50% of them have served in the present post for less than 5 years and 25% served the present post for 6 to 10 years. None of them served in the present post for more than 20 years. Among the Deputy Librarians 46.67% of them have served in the present assignment for less than 5 years and most of them have served the present assignment for less than 15 years. About 20% of them have served in the present post for 21 to 30 years. All the Librarians reported that they have served the present assignment for less than 25 years. This

can be due to the fact that many of them reach retirement age by the time they become Librarians.

NUMBER OF PROMOTION: - Since the number of year serving in the present position are long the number of promotion received are also less. The maximum number of promotions received by the respondents is 5. A good number (46.53%) of them have not received any promotion so far and 20.79% of them have got 1 promotion, 8.91% are promoted twice and 19.80% are promoted thrice. Table 5.13 indicated a rather slow pattern of promotion.

Table 5.13: No. of Promotions

Promotions	Frequency	Percent	Cumulative Percent
None	47	46.53	46.53
1	21	20.79	67.33
2	9	8.91	76.24
3	20	19.80	96.04
4	3	2.97	99.01
5	1	0.99	100
Total	101	100	

Since the promotion venue from Assistant Librarian to Librarian is only twice, majority 76.24% of the population have never got promoted or they have been promoted once or twice. Those who got more than 2 promotions must have been promoted from the ranks lower than Assistant Librarians.

Table 5.14: No. of promotions * Designation
(Freq. count into %)

No. of promotions	Designation			
	Asst. Librarians	D.O/ I.S/ I.O	Dy. Librarians	Librarians
None	52.46	50.00	26.67	41.18
1	19.67	37.50	20.00	17.65
2	4.92		26.67	11.76
3	19.67	12.50	20.00	23.53
4	3.28		6.67	
5				5.88
Total	100	100	100	100
Count	61	8	15	17

Being fresh entry point, greater percentage of Assistant Librarians, Documentation Officers, Information Scientists and Information Officers reportedly (Table 5.14) get no

promotion. The 5.88% Librarians who reported 5 promotions must have come along way starting from the base.

NUMBER OF ORGANISATIONS WORKED FOR: - Of the total respondents 38.61% of them have not worked for other organisation and 49.5% of the respondents have worked at 1 or 2 organisation(s) other than the present one. The rests of them have worked at 3 to 6 other organisations. The number of respondents who worked for 2 or less than 2 other organisation constituted for 88.12% of the total population.

Table 5.15: No. of other Organisations worked for

No. of Organisations	Frequency	Percent	Cumulative Percent
None	39	38.61	38.61
1	26	25.74	64.36
2	24	23.76	88.12
3	9	8.91	97.03
4	2	1.98	99.01
6	1	0.99	100
Total	101	100	

As against 38.61% who have never worked in other organisation 61.39% of the respondents have reported to work for other organisations. Change of work place among the population is moderate.

**Table 5.16: Number of other Organisations worked for *
Designation (Freq. count into %)**

No. of Organisation	Designation			
	Asst. Librarians	D.O/ I.S/ I.O	Dy. Librarians	Librarians
None	40.98	12.50	12.50	35.29
1	21.31	37.50	37.50	29.41
2	24.59	37.50	37.50	17.65
3	9.84	12.50	12.50	11.76
4	1.64			5.88
6	1.64			
Total	100	100	100	100
Count	61	8	15	17

Assistant Librarian posts being fresh entry point the percentage of library professionals who have never worked in any other organisation is highest compare to the other positions. Librarians who have not worked for any other organisation are 35.29% of the

total librarians Most of the Documentation Officers, Information Scientist, Information Officers and Dy Librarians have worked at 1 or 2 other organisations.

Table 5.17: Inter-Correlation of Selected BACKGROUND VARIABLES

Sl.	Background Variables	1	2	3	4	5	6	7
1.	Present Age	X						
2.	Age at the time of joining	0.05	X					
3.	Designation	0.31**	-0.08	X				
4.	General Qualifications	0.02	0.16	-0.02	X			
5.	Qualifications in Library Science	-0.24*	0.05	0.08	0.17	X		
6.	No. of year in the present position	0.20*	-0.04	0.01	-0.15	-0.01	X	
7.	No. of Subordinates	0.29**	0.03	0.16	-0.10	-0.07	-0.11	X
8.	No. of promotions	0.49**	0.02	0.15	0.08	-0.17	-0.32**	0.25*

** Correlation is significant at the 0.01 level.

* Correlation is significant at the 0.05 level.

INTER-CORRELATION AMONG SELECTED BACKGROUND VARIABLES: - As indicated in table 5.16 present age shows significant correlation with designation, number of subordinates, number of promotions, professional qualifications and tenure in the present position. As the respondents became older their designation, tenure in the present position, number of subordinates and number of promotion became higher. But the older respondents seem to have lower qualification in Library and Information Science. Number of promotion shows negative correlation with number of year in the present position and positive relation with number of subordinates. This means that less the tenure in the present position less the number of promotion and respondents with higher designation have more subordinates.

CONCLUSION: - Most of the respondents joined the profession at the early age of 20-30. Respondents irrespective of the present designation reported the same. As for the present age, more of the respondents belong to the older age groups and majority of the subjects them are middle aged and old. Regarding the educational qualification 70.30% of them have Bachelor's Degree and 24.75% had Master Degree in other subjects. Similarly, 49.50% have passed Bachelor's Degree in Library and Information Science and 37.62% have Master Degree in Library and Information Science. In Library and Information Science 4 of the

respondents have Ph D and in other subject only one of the subjects has a Ph D Of all the positions the number of Ph D is highest among the Documentation Officers, Information Scientists and Information Officers Majority of the subjects (63.72%) has less than 5 subordinates Therefore, it is safe to say that authorities in most of the organisations are decentralised Although the number of years is regularly divided in 5 years interval, the percentage of subjects in each interval is almost the same till 30 years. The number of subjects serving for less than 15 years in the present position constitute for 81.19% of the total Some of the subjects seem to have stagnated in their position 16 to 30 years The stagnation in one position for such a long period of time will lead to frustrations and hostility towards the authority. They may even attempt to give negative responses against the concern authority and the institution. Since the number of year serving in the present position are long the number of promotion received are also less Change of work place or experience with other organisation among the population is moderate.

~8003~

CHAPTER - 6 -

ORGANISATIONAL CLIMATE

Organisational climate is a man made environment that gives the organisation a productive or unproductive culture. It is a man made system with the objective of achieving goals that the organisation set forth. Organisational climate, as Samuel (1979) termed, is the collective perception of how the organisation functions. Soudek (1983) conceptualise the organisational climate and relates the institutional qualities that affect the behaviour of the professionals in the institution. Sometimes the climate may be a non-intended environment that emerged out of the managerial behaviour and organisational principles that governs the organisation. Such organisational climates may or may not have positive effect on the organisation. Even purposely created environment sometimes fails to cause the intended effect. Some people used organisational structure synonymously with organisational climate. But according to Schneider (1975), organisational structure and processes are determinants of climate, which in turn determines organisational effectiveness. Further Khandwalla (1988) outline organisational effectiveness as the outcome of the organisational contextual, structure, strategies, and process variables.

ORGANISATIONAL CLIMATE: - There are various dimensions that compound organisational climate. The organisational climate study of Litwin and Stinger (1968) suggested that the climate perceived are, structured, punitive, non-supportive, less chance for responsibility, participative, encouraging operation, strong norms of responsibility, personal initiative and risk taking. Upadhyay (1983) is of the view that there are two factors, external and internal which influence the organisation. Size, structure, complexity and stability are the main component of organisational climate Bass (1990) has applied in reviewing various aspects of organisational climate. The number of dimensions that forms organisational climate

goes on and on as the number of studies on it increase This only justifies that organisational climate differs from one organisation to another

In this study, organisational climate questionnaire of Litwin and Stringer (1968) later modified by Schnake (1983) is used to study the different organisational climate of the institutions The questionnaires consist of 30 statements on different aspects of the organisational climate. Each item is ranked on 5 point Likert scale that ranges from 'To a great extent = 5' -- 'To almost no extent = 1' This scale for testing organisational climate has been tested in Indian environment by Ansari (1990) and on Indian Library professionals by Saraf (1995).

FACTOR ANALYSIS: - Data collected through this scale were submitted to factor analysis with varimax rotation. Initially, 9 factors with a total variance of 67.74% were derived. The first factor has eigenvalue of 6.491 and the last factor has eigenvalue 1.031. These initial factors were further subjected to the following principles: -

- (a) Eigenvalue is greater than one.
- (b) Factor loading of each item was not less than 0.35.
- (c) More than 3 factors with the above mentioned loading were on one factor, and
- (d) Items having significant loading on more than 2 factors were credited to the factor on which loading was highest.

After application of the above principles 5 factors were retained. The factor loading on the basis of the mentioned principles are as follows: -

Table 6.1: Factor Loading of Organisational Climate

Sl.	Items	1	2	3	4	5
1.	The goals I am supposed to achieve in my area are realistic.	0.796	-0.105	0.153	-0.100	-0.013
2.	The policies and goals (objectives) of this organisation are clearly understood.	0.793	0.148	-0.043	0.102	-0.043
3.	There is a feeling of pressure to continually improve our performance.	0.694	0.136	0.110	0.022	0.149
4.	People are proud of belonging to this organisation.	0.677	0.087	0.001	0.033	0.415
5.	I had a clear idea of what I am supposed to do in my job.	0.602	0.186	0.147	0.102	0.031

Sl.	Items	1	2	3	4	5
6.	The assignments to this organisation are clearly defined.	0.564	0.147	-0.279	-0.108	0.207
7.	In this organisation, we set very high standards for performance.	0.557	0.392	-0.033	-0.100	0.038
8.	In this organisation, people are rewarded in proportion to the excellence to their job performance.	-0.093	0.835	0.058	0.099	-0.030
9.	In this organisation, performance is evaluated regularly against agreed-upon goals and standards.	0.145	0.819	-0.075	0.033	0.084
10.	Good performance is recognised fairly quickly in this organisation.	0.163	0.728	0.112	0.037	0.025
11.	In this organisation, people are encouraged to initiate projects that they think are important.	0.233	0.659	0.138	0.057	0.073
12.	In this organisation, I am given a chance to participate in setting the performance standards for my job.	0.252	0.606	0.034	-0.180	0.160
13.	Management sets challenging goals.	0.299	0.417	0.379	0.001	0.413
14.	People in this organisation tend to be cool and aloof towards each other. ®	-0.049	0.101	0.783	0.097	-0.039
15.	I very seldom sit down with my, immediate boss to review my overall performance and effectiveness. ®	0.170	0.008	0.687	0.082	0.186
16.	Our productivity sometimes suffers from lack of organisation and planning. ®	0.042	-0.130	0.519	0.184	0.060
17.	There is a lot of warmth in the relationships between management and other personnel in this organisation	0.352	0.418	0.464	-0.067	0.167
18.	The goals and standards in the organisation do not usually demand the maximum effort of every individual.	-0.063	-0.005	0.120	0.723	0.062
19.	The rewards and encouragement that you get usually out weight the treats and criticisms. ®	0.038	0.496	0.056	0.619	-0.202
20.	There is not much to encouragement to take on increased responsibility in this organisation. ®	0.061	-0.099	0.084	0.608	0.529
21.	There is not enough reward and recognition given in this organisation for doing work. ®	0.219	-0.071	-0.040	0.491	0.061
22.	If you make a mistake in this organisation, you will definitely be criticised. ®	0.224	0.059	0.048	-0.016	0.723
23.	Management frowns upon you checking everything with them; if you think you have got the right approach, you just go ahead. ®	-0.016	0.234	0.107	0.249	0.458
24.	I had very little opportunity to say what I think about the goals and standards that are set for my work. ®	-0.072	0.092	0.258	0.040	0.383
Eigenvalue		6.491	3.414	1.551	1.442	1.254
Percent of Variance		21.637	11.380	5.169	4.806	4.181
Total % of Variance Explained = 47.173						

Note: - N = 101; ® = scoring reversed.

Factor 1 = structuring; Factor 2 = reward; Factor 3 = interpersonal relations1; Factor 4 = benevolent; Factor 5 = interpersonal relations2

These five factors were named as follows: - factor 1 = structuring, factor 2 = reward, factor 3 = interpersonal relations1, factor 4 = malevolent, and factor 5 = interpersonal

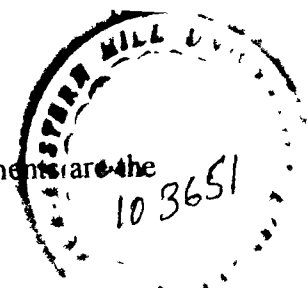
relations². Structuring, Reward and Malevolent were neatly loaded in factor 1, 2 and 4. Interpersonal relations are found to be loaded in factor 3 and 5. For the final analysis the interpersonal relations which loaded in more than one factor are merged together as one factor. The final factors obtained are defined as follows: -

FACTOR 1: STRUCTURING: - Structured types of climate are goal oriented. The organisation set clear objective and people feel obligated to continually accomplish it. *Organisation sets high standard for performance and assignments are clearly defined. People had a clear idea of what they are supposed to do.*

In this factor 9 items (item no. 1 to 7) are neatly loaded without overlapping. The factor loadings range from 0.796 to 0.557. The eigenvalue of the factor is 6.491 with 21.637 percent variance. The items that constitute this factor includes, "the goals I am supposed to achieved in my area are realistic" (0.796), "the policies and goals (objectives) of this organisation are clearly understood" (0.793), "there is a feeling of pressure to continually improve our performance" (0.694). In this climate, targets are planed ahead and a clear route is specified for the members to achieve those targets.

FACTOR 2: REWARD: - In this type of climate every positive effort on the part of the personals are well acknowledged. They are given fair chances to accomplish challenging goals and when they do accomplish the task; their achievements are recognised fairly quickly. Management sets challenging goals and freely people initiate things that they think are important.

Item number 8 to 13 with a total of 6 items are neatly loaded in this factor. The loading in this factor too is strong without any overlapping. The factor loadings range from 0.835 to 0.417. This factor has eigenvalue of 3.414 with a variance of 11.380 percent. Some of the items in this factor are, "in this organisation, people are rewarded in proportion to the excellence to their job performance" (0.835), "in this organisation, performance is evaluated regularly against agree upon goals and standards" (0.819), "good performance is recognised



fairly quickly in this organisation" (0.728) Recognition and reward for achievements are the essence of this climate

FACTOR 3 AND 5: INTERPERSONAL RELATION - The organisational climate here is highly interactive. In this type of climate, there is a high cohesive personal relations. It may be noted that the negative statements are reversed.

Altogether seven items, 4 items in factor 3 and 3 items in factor 5 are loaded in this factor. As mentioned earlier, two or more factors with similar items are merged as one factor. Thus, the two factors are merged into one factor namely, interpersonal relations. The ranges of factor loading are 0.783 to 0.464 in factor 3 and 0.723 to 0.383 in factor 5. The first factor here has eigenvalue 1.551 with a total variance of 5.169 percent and the second factor has eigenvalue of 1.254 with 4.181 percent variance. These merged factors are composed of items like "people in this organisation tend to be cool and aloof towards each other" (0.783), "I very seldom sit down with my, immediate boss to review my overall performance" (0.687), "if you make mistake in this organisation, you will definitely be criticised" (0.491). Most of the items in this climate have the scoring reversed.

FACTOR 4: BENEVOLENT: - Benevolent is an Organisational Climate dimension coined by Kelly (1974). Due recognitions are given to the work well done and the member are encourage to take up responsibility in this type of climate. Like the previous factor the negative statements have its scoring reversed.

Four items, number 18 to 21, with eigenvalue 1.144 and a variance of 4.806 percent are loaded in this factor. The factor loadings range from 0.723 to 0.491. This factor is made up of statements like "the goals and standard in the organisation do not usually demand the maximum effort of every individual" (0.723), "the rewards and encouragement that you get usually outweighs the threats and criticisms" (0.619), "there is not much encouragement to take on increased responsibility in this organisation" (0.608). The statements are all about hostility and threats.

INTER-CORRELATION AND MEAN SCORE AMONG ORGANISATIONAL CLIMATE: -

Table 6.2: Correlation and Mean Scores Among ORGANISATIONAL CLIMATE

Sl.	Organisational Climate	1	2	3	4
1.	Interpersonal Relations	X			
2.	Benevolent	0.326**	X		
3.	Reward	0.406**	0.195	X	
4.	Structuring	0.303**	0.131	0.436**	X
	No. of Items	7	4	6	7
	Mean	20.55	10.45	17.15	26.78
	RANK	2	4	3	1

** Correlation is significant at the 0.01 level (2-tailed). ($n = 101$)

Respondents were asked to rate, in a five-point scale, as to how they perceived of the climate in their organisation. The inter-correlation table (table 6.2) shows that inter-personal factor of organisational climate has a very significant correlation with rest of the factors, benevolent, reward and structuring at 0.01 level. Interpersonal Relation that comprises high personal relations, interestingly, has a high correlation with reward and structuring. The strong relationship between interpersonal relation and benevolent appears natural. Similarly, the relationship between reward and structuring at $r = 0.436$ is expected. In other words all the factors are highly correlated and overlapping between the dimensions is not ruled out. The above correlation shows that most of the organisations have a mixture of the entire climates specified here. This could be due to the fact that the interpersonal relation type of climate represents more of personals relations among the professionals and no matter what the climate is the relations among the professionals are significantly high. Members' performance and achievements are given more recognition and due reward in organisations having more structured type of climate. Ranking is done on the basis of mean score among the climate. Structuring has rank first with a maximum mean score followed by interpersonal relations, reward and benevolent respectively.

ORGANISATIONAL CLIMATE AND TYPES OF LIBRARIES -

Table 6.3: Organisational Climate VS Types of Libraries (ANOVA)

Organisational Climate	Types of Libraries				F Ratios (df 2/98)	Sig.
	Academic (n=47)	Public (n=27)	Special (n=27)	Total (n=101)		
Interpersonal Relations	21.14	18.88	21.18	20.55	2.946*	.057
RANK	2	3	1	--		
Benevolent	11.36	9.07	10.25	10.45	5.989*	.004
RANK	1	3	2	--		
Reward	18.76	14.81	16.70	17.15	6.364*	.003
RANK	1	3	2	--		
Structuring	27.51	25.70	26.56	26.78	0.294	.294
RANK	1	3	2	--		

* p < .05

To ascertain if there is significant difference of organisational climate among the types of libraries one way ANOVA was done on the three different types of libraries namely, Academic, Public and Special libraries. The structured types of climate having the highest mean score have no significant differences among the types of libraries. All the types of libraries have more structured types of climate without any significant difference amongst the libraries. The same is not true with other climates, interpersonal relations, benevolent, and reward. Academic libraries have more of reward and benevolent type of climate. Special libraries are second ranking in benevolent and reward. Special libraries score the least in most of the climates but it is high on interpersonal relations. Ranking is done on the basis of mean score against the types of libraries and as per these rankings Academic and Special libraries have most favourable climate and Public Libraries have unfavourable climate.

RATINGS TYPES OF LIBRARIES ON ORGANISATIONAL CLIMATE FACTORS: -

Table 6.4: Ratings of Types of Libraries on Organisational Climate Factors

Sl.	Organisational Climate	Institutions		
		High to Low		
1.	Interpersonal Relations	Special	Academic	Public
2.	Benevolent	Academic	Special	Public
3.	Reward	Academic	Special	Public
4.	Structuring	Academic	Special	Public

Note: - Academic and Special Libraries have more Favourable Climate and Public Libraries have Un-favourable Climate

Base on the ranking of institutions on organisational climate factors, indicated in table 6 4, it is clear that Academic libraries have more favourable climate since 3 out of 4 factors ranks first in these libraries. Only 1 factor namely, Interpersonal relations ranks second in these libraries. Special libraries follow academics, which has 3 factors rank second and 1 factor rank first against it. On the other hand Public libraries are having unfavourable climates with the entire factor ranking last against it

CONCLUSION: - A total of 9 factors were initially extracted which by applying the stated principles were reduced to four final factors namely, interpersonal relations, malevolent, reward and structured. However, overlapping within the factors is not ruled out and the presence of a certain climate seems to lead to the prevalence of another. Among these organizational climate factors interpersonal relations shows significant relations with the other three factors. Interpersonal relations being compounded mostly with statements regarding personal relations it may be concluded that most of the libraries have high personal relations. As per the ANOVA output, structured climate have its presence in all the types of libraries without any significant difference amongst them. This climate is also the first ranking factor as per the mean score ranking. Among the types of libraries Academic and Special libraries are found to have more favorable climate whereas Public libraries are attributed with unfavorable climate.

CHAPTER - 7 -

LEADERSHIP STYLES

In this chapter two leadership styles namely, Leadership Styles Self-Assessment and Leadership Styles Assessing Superior are analysed in relation to organisational climate and background variables. Data was taped with 50 statements each adapted from the previous works of Sinha (1980), Hassan (1986), and Ansari (1986) that was extensively tested in the various Indian organisations. Saraf (1995) later tested this scale among Indian library professionals. Respondents rated each statement in a 5 point scale ranging from 1 = quite false to 5 = quite true.

FACTOR ANALYSIS OF LEADERSHIP STYLE (SELF-ASSESSMENT): - The items in the self-assessment scales were submitted to varimax rotated factor analysis. Initially, 16 factors with a total variance of 69.75% with the first factor having eigenvalue 13.256 and the last factor with eigenvalue 1.048 were extracted. These initial factors are further subjected to the following principles -

- (a) Eigenvalue is greater than one
- (b) Factor loading of each item was not less than 0.30.
- (c) More than 3 items with the above mentioned loading were on one factor, and
- (d) Items having significant loading on more than 2 factors were credited to the factor on which loading was highest.

On the basis of the above principles the initial factors were restrained to 7 factors, as shown on table 7.1

Table 7.1: Factor Analysis of Leadership Style (Self Assessment)

Sl.	Items	Factors						
		1	2	3	4	5	6	7
1	I confine myself to my own jurisdiction	0.806	0.114	-0.05	0.147	0.154	0.009	-0.02
2	I avoid giving or receiving verbal instructions	0.721	0.040	0.088	-0.16	-0.04	0.149	0.060
3	I expect my subordinates to confine themselves to their prescribed jobs only	0.689	-0.00	0.216	0.017	0.155	-0.02	-0.05

Sl.	Items	1	2	3	4	5	6	7
4	I do not tolerate any interference from my subordinates	0.683	-0.08	0.003	0.175	0.007	-0.24	0.093
5	I keep important information to myself	0.667	-0.05	-0.03	0.041	0.125	-0.21	0.078
6	I consider seniority as the best criterion of promotion	0.360	0.100	-0.00	0.059	0.212	-0.02	-0.20
7	I help my subordinates grow up in the organisation	-0.01	0.763	0.248	-0.00	-0.17	0.014	-0.10
8	I guide and encourage my subordinates	-0.04	0.757	0.071	0.107	0.138	0.086	0.081
9	I take special care that work gets special priority	0.118	0.684	-0.04	0.112	0.238	0.201	-0.02
10	I allow free and frank discussions whenever situation arises	0.022	0.409	0.264	0.324	-0.02	0.297	0.140
11	I go by laid down rules only	0.167	-0.39	0.052	0.316	0.202	-0.04	-0.30
12	I have strong likes and dislikes for my subordinates	0.080	-0.38	-0.01	-0.06	0.375	0.033	-0.05
13	I felt concerned about the feeling of my subordinates	-0.04	0.191	0.687	0.119	-0.00	0.019	-0.00
14	I make my subordinates feel free even to disagree with me	-0.03	0.000	0.640	0.195	0.191	0.104	0.139
15	I mix freely with my subordinates	0.349	0.076	0.579	-0.10	0.015	-0.03	-0.02
16	I drive myself real hard	0.373	0.292	0.472	-0.03	-0.07	0.077	-0.15
17.	I feel concerned about the well being of my subordinates	0.208	0.399	0.418	0.200	0.070	0.089	0.259
18.	I often take tea with my subordinates	-0.00	-0.01	0.345	0.219	-0.04	0.131	-0.00
19	I do not hurry up in taking decision and actions	0.001	0.076	0.125	0.750	-0.02	0.120	0.016
20.	I protect my subordinates against outside criticism	0.156	0.185	0.197	0.653	0.015	0.008	0.107
21.	I strongly resent my subordinates coming late to work	0.200	0.024	-0.21	0.564	0.097	-0.01	0.056
22.	I behave as if power and prestige are necessary for getting compliance from my subordinates.	0.179	0.031	0.008	-0.06	0.805	-0.04	-0.14
23.	I prefer detailed procedure for doing things	0.256	0.078	0.181	0.125	0.538	0.077	-0.01
24	I keep an eye on what my subordinates do	0.047	0.088	0.473	0.089	0.513	0.163	0.291
25	I go by the joint decision of my group	-0.13	0.127	0.151	0.155	0.088	0.780	-0.02
26.	I work hard even in adverse situations	-0.00	0.100	-0.04	-0.14	-0.14	0.631	-0.12
27	I let my subordinates solve a problem jointly	-0.06	0.260	0.033	0.117	0.096	0.464	0.116
28	I train my subordinates with care and affection	0.090	0.311	0.076	-0.04	-0.16	-0.15	0.013
29	I think that not all employees are capable of being an executive	-0.04	-0.21	0.119	-0.26	0.023	-0.12	0.308
30	I am always confident of being right in making decisions	0.207	0.245	0.251	0.116	0.118	0.104	0.477
31	I tell subordinates what I expect from them and what they can expect from me	0.165	0.346	0.236	0.065	0.322	-0.05	0.414
32	I am very punctual	0.216	0.315	0.112	0.246	-0.02	-0.04	0.388
Eigenvalue		6.261	4.066	2.754	2.442	2.303	2.202	1.635
% of Variance		13.253	8.133	5.509	4.884	4.605	4.403	3.271
		Total % of Variance = 40.787						

Note: Decimal points of negative scores are reduced to 2 decimal places.

It is evident from the table above that similar items are loaded in more than one factor.

Bureaucratic style is loaded in factor 1 and factor 4, Participative style is loaded in factor 3

and factor 6, Authoritative style is loaded in factor 5 and factor 7, and finally nurturant style loads in factor 2. On the basis of the items being loaded the factors are named as follows. -

Factor 1 – Bureaucratic1	Factor 5 – Authoritative1
Factor 2 – Nurturant	Factor 6 – Participative2
Factor 3 – Participative1	Factor 7 – Authoritative2
Factor 4 – Bureaucratic2	

For the final analysis these factors with similar items loaded are merged together as one factor. Therefore, Bureaucratic1 and Bureaucratic2 are computed together as Bureaucratic, Participative1 and Participative2 as Participative, Authoritative1 and Authoritative2 as Authoritative. The final factors, thus, obtained are as follows: -

1. **Bureaucratic:** - The bureaucratic leaders work with appointed officials. Legal authority based on rational ground supports the positions of these leaders. Their authority rests on belief in the legality of normative rules and those elevated to authority under such rules are to issue command. The style makes people cautiously conservative, unwilling to risks, impersonal in thought and breeds arrogance.

A total of 10 items are loaded in this factor. The loaded items' factor score ranges from 0.806 to 0.316. The highest loading item in this factor is "I confine myself to my own jurisdiction" and the lowest loading item is "I go by laid down rules only". Eigenvalue of the factor bureaucratic1 is 6.626 and that of bureaucratic2 is 2.442 and the percentage of variance for bureaucratic1 is 13.253% and that of bureaucratic2 is 4.884. Some of the statements that constitute this factor are: -

"I avoid giving or receiving verbal instructions" (0.721).

"I do not hurry up in taking decision and actions" (0.750).

" I consider seniority as the best criterion of promotion" (0.360).

2. **Nurturant:** - The Nurturant style is said to be the preferred style in India (Sinha, 1980). A nurturant leader cares for his subordinate shows affection, takes personal interest in their

well beings, this personal warmth helps create a climate of trust and understanding where subordinates grow up and acquire maturity

There are 5 items neatly loaded in this factor. The factor scores of the items ranges from 0.763 to 0.311 and the highest loading item is "I help my subordinates grow up in the organisation" and the lowest loading item is "I train my subordinates with care and affection". Eigenvalue of the factor is 4.066 with a variance of 8.133%. Other statements constituting this factor are -

"I guide and encourage my subordinate" (0.757)

"I take special care that work gets special priority" (0.684)

"I allow free and frank discussions whenever the situation arises"(0.409)

- 3 **Participative** - The participative style is synonymous with democratic, considerate, permissive and non-directives styles. Leaders share decision-making policy with subordinates and this in turn highly motivate the subordinates and makes them take more responsibilities. The participative leadership allows each member of the group to gain recognition and a strong sense of self-worthiness.

Two factors consisting of 9 similar items are merged together in this factor. The items have a maximum loading of 0.780 and a minimum of 0.345 loading. The item with the highest loading is "I go by the joint decision of my group" and the lowest loading is "I often take tea with my subordinates". Eigenvalue of participative1 is 2.754 with a variance of 5.509% and eigenvalue of participative2 is 2.202 with a variance of 4.403%. Some of the statements in this factor are -

"I felt concern about the well being of my subordinate" (0.687)

"I mix freely with my subordinates" (0.579)

"I let my subordinates solve the problem jointly" (0.464)

4. **Authoritative** - The authoritarian leader is strict, supervise closely, and adhere to procedure. The personalities of the authoritarian are rigidity, self-centeredness, suspicious, insecure and anxiety. They can accomplish the job but subordinates remain unsatisfied

This factor also has two factors with 8 similar items merged together. The statements have the highest loading of 0.805 and the lowest loading of 0.308. The statement with the highest loading is "I behave as if power and prestige are necessary for getting compliance from my subordinates" and the lowest loading is "I think that not all employees are capable of being an executive". Eigenvalue of authoritative1 is 2.303 with a variance of 4.605% and eigenvalue of authoritative2 is 1.635 with a variance of 3.271%. Some of the other statements in this factor are:

"I keep an eye on what my subordinates do" (0.513).

"I have strong likes and dislikes for my subordinates" (0.375).

"I am always confident of being right in making decisions" (0.477).

INTER-CORRELATION AND MEAN SCORE OF LEADERSHIP STYLES (SELF ASSESSMENT):

Table 7.2 of inter-correlation among the factors of leadership style self assessment (LSS) shows that Authoritative leadership style has strong significant correlation at 0.01 levels with Bureaucratic and Participative styles of leadership. Similarly, Participative Style and Nurturant Styles have significant correlation at 0.05 levels. This relationship between participative and nurturant styles re-affirms Sinha's (1980) findings on leadership styles of Indian Managers. Nurturant style, a term coined by Sinha (1980), is a mixture of participative and task-oriented. Though task-oriented style does not figure here, the occurrence of nurturant and participative suggests that some items on task-oriented style are also present. To be a participative or task-oriented leader in Indian environment managers need to have a combination of both or either one of them with nurturant. The correlation between bureaucratic and participative is also significant at 0.01 levels. On assessing themselves on

their leadership styles library professionals strongly stated that the more authoritative their leadership style is they are also more bureaucratic and participative. Similarly, the more participative their styles are they also become more nurturant and bureaucratic or vice versa.

Table 7.2: Inter-Correlations and Mean Score Among Leadership Styles (Self Assessment)

Leadership Styles		1	2	3	4
1.	Authoritative	X			
2.	Bureaucratic	0.379**	X		
3.	Nurturant	0.090	0.109	X	
4.	Participative	0.346**	0.209*	0.349**	X
No. of Items		8	10	5	9
Mean		28.56	36.04	19.67	35.79
SD		3.64	5.95	2.20	3.80
RANK		3	1	4	2

** Correlation is significant at the 0.01 level

* Correlation is significant at the 0.05 level

According to the mean and standard deviation Bureaucratic style rank first at mean score of 36.04 followed by participative style at mean score of 35.75. Authoritative (28.56) and nurturant (19.67) styles ranks third and fourth respectively. Task-oriented style does not emerge as a distinctive leadership style as against the previous findings of Saraf (1995) on library professionals' leadership.

FACTOR ANALYSIS OF LEADERSHIP STYLE (ASSESSING SUPERIOR): The data in which the respondents reported the leadership behaviour of their immediate superior was subjected to varimax rotated factor analysis. Initially, 13 factors with a total variance of 71.35% and the first factor having eigenvalue 14.269 and last factor with eigenvalue 1.037 was obtained. This initially obtained factor is further subjected to the following principles: -

- (a) Eigenvalue is greater than 1.
- (b) Factor loading of each item was not less than 0.30.
- (c) More than 3 items with the above mentioned loading were on one factor, and
- (d) Items having significant loading on more than two factors were credited to the factor on which loading was highest.

Table 7.3: Factor Analysis of Leadership Style (Assessing Superior)

SI	Items	Factors			
		1	2	3	4
1	He/she makes his/her subordinates feel free even to disagree with him/her	0.761	0.215	-0.052	0.002
2	He/she maintains partnership in the group	0.756	0.167	0.046	0.016
3	He/she goes by the joint decision of his/her group	0.708	0.248	0.114	0.139
4	He/she interacts with his/her subordinates as if they are equal	0.680	0.192	0.073	0.116
5.	He/she helps his/her subordinates even in family matters	0.652	0.262	0.088	0.003
6.	He/she helps his/her subordinates to grow up and assume greater responsibility.	0.600	0.571	0.026	-0.188
7.	He/she provides all information to his/her subordinates and lets them jointly find the solution of a problem.	0.584	0.446	0.230	-0.017
8.	He/she gives as much responsibility as his/her subordinates can handle.	0.543	0.306	-0.025	0.219
9.	He/she is a friendly type.	0.540	0.146	0.126	-0.139
10.	He/she believes that one can really group up by leaving to do a job well.	0.519	0.085	-0.015	0.072
11.	He/she encourages free and frank interaction among members.	0.514	0.430	0.043	-0.002
12.	He/she treats all group members as his/her equal.	0.486	0.176	0.368	-0.093
13	He/she grants full freedom and autonomy to his/her subordinates so that they can work best.	0.374	0.312	-0.168	-0.126
14.	He/she thinks that clear job description are necessary for the effective functioning of employee	0.232	0.861	0.043	0.047
15.	He/she expects his/her subordinates to increase their knowledge on the job	0.209	0.777	0.043	-0.121
16.	He/she maintains high standard of performance	0.224	0.624	-0.045	0.189
17.	He/she explains to his/her subordinates what He/she expects from them and what they can expect from him/her.	0.462	0.621	0.018	-0.185
18.	He/she believes that subordinates acquire a sense of responsibility under the care and guidance of good leader.	0.370	0.618	0.292	-0.085
19.	He/she tells his/her subordinates how well they are doing their job.	0.257	0.558	0.119	0.016
20.	He/She always keeps track of the progress of work.	0.087	0.520	0.351	0.165
21.	As and when necessary, He/she gives specific direction to his/her subordinates.	0.331	0.506	0.164	0.167
22.	He/she helps his/her subordinates in their career planning.	0.480	0.486	0.174	-0.105
23.	If the subordinates need help He/she helps as He/she can.	0.411	0.482	0.135	0.148
24.	He/she sees to it that. Subordinate work to their capacity.	0.423	0.471	0.135	-0.126
25.	He/she takes special care that work gets top priority.	0.416	0.448	0.226	-0.180
26.	He/she does not tolerate any interference from his/her subordinates	0.336	0.409	0.201	0.270
27.	He/she considers seniority as a time listed criterion for promotion.	0.058	0.209	0.736	0.092

Sl.	Items	1	2	3	4
28.	He/she always goes by rules and regulations.	0.137	0.059	0.721	-0.043
29.	He/she favours that the area of ... responsibility should be clearly demarcated according to ranks and positions.	0.302	0.323	0.437	-0.091
30.	He/she always follows standard rules ... and regulations.	0.326	0.299	0.395	-0.091
31.	He/she keeps crucial information to himself/herself.	0.023	-0.041	-0.072	0.790
32.	He/she easily categorises his/her subordinates as good and bad.	0.096	0.039	0.097	0.639
33.	He/she behaves as if power and prestige are necessary for getting compliance from the subordinates.	-0.145	-0.108	0.031	0.389
Eigenvalue		14.269	3.787	2.185	1.805
% of Variance		28.538	7.574	3.792	3.611
Total % of Variance = 43.515					

After the application of the above principles the factors were reduced to four final factors as shown in table 7.2. These factors are named as follows: -

Factor 1 – Participative	Factor 3 – Bureaucratic
Factor 2 – Task Oriented	Factor 4 – Authoritative

- Participative:** - The participative style of leadership is common in both the types of leaders. In this factor there are 13 items loaded neatly in one factor. The factor loading ranges from 0.761 to 0.374. The statement with the highest loading is "he/she makes his/her subordinates feel free even to disagree with him/her" and the statement with the lowest loading is "he/she grants full freedom and autonomy to his/her subordinates so that they can work best". This factor has eigenvalue of 14.269 with a variance of 28.538%.

Some of the other statements in this factor are: -

"He/she maintained partnership in the group" (0.756).

"He/she goes by the joint decision of his/her group" (0.706).

"He/she interacts with his/her subordinates as if they are equal" (0.680).

- Task Oriented:** - Leaders with a strong sense of achieving/fulfilling goals are known to be task oriented or performance oriented. Thus, the leadership adopted by such leaders is termed task-oriented style. Such leaders contributed to the group's effectiveness by setting

goals, allocating labour and sometimes enforcing sanctions. They are moderates, neither too sensitive nor too aggressive. This factor is loaded in assessing superiors only.

Thirteen items are neatly loaded in this factor. The factor loading extent from 0.861 to 0.409. The statement with the highest loading is "he/she thinks that clear job description are necessary for the effective functioning of employee" and the lowest loading is "he/she finds time to listen to the personal problems of the subordinates". The factor has eigenvalue 3.787 with a variance of 7.574%.

Other statements in this factor also include -
 "He/she expects his/her subordinates to increase their knowledge on the job" (0.777)

"He/she maintains high standard of performance" (0.624)

"He/she always keep track of the progress of the work" (0.520)

- 3 **Bureaucratic** - Bureaucratic style of leadership loads both in the self-assessment and assessing superior. This factor has four items neatly loaded in one factor. The factor loading ranges from 0.736 to 0.395. The item with the highest loading is "he/she considers seniority as a time listed criterion for promotion" and the lowest loading is "he/she always follows standard rules and regulations". Bureaucratic style of leadership has eigenvalue 2.185 with a variance of 4.371%. Rest of the statements in this factor are -

"He/she always go by rules and regulations" (0.721)

"He/she favours that the area of responsibility be clearly demarcated according to ranks and positions" (0.437)

- 4 **Authoritative** - Authoritarian style of leadership also loads both in self-assessment and assessing superiors. This factor has only four items loaded. The factor loading ranges from 0.790 to 0.389. The highest loading statement is "he/she keeps crucial information to himself/herself" and the lowest loading statement is "he/she behaves as if power and prestige are necessary for getting compliance from the subordinates". The factor has eigenvalue 1.805 and 3.611% of variance. The other statement in this factor is -

"He/she easily categorises his/her subordinates as good and bad" (0.639)

INTER-CORRELATION AND MEAN SCORE AMONG LEADERSHIP STYLES (ASSESSING IMMEDIATE SUPERIOR): In this section respondents were asked to rate the leadership styles of their immediate superiors on a five-point scale. Inter-correlation of the leadership style in the table above shows that Bureaucratic Styles of leadership have a significant correlation with participative and Task-oriented style at 0.01 levels. Similarly, participative and task-oriented style has a significant correlation at 0.01 levels. These relations imply that if superiors are more bureaucratic they are also more participative and task-oriented. A superior high on participative style of leadership is high on task-oriented or vice versa.

Table 7.4: Inter Correlations and Mean Score Among Leadership Styles (Assessing Immediate Superior)

	Leadership Styles	1	2	3	4
1.	Authoritative	X			
2.	Bureaucratic	0.022	X		
3.	Participative	-0.053	0.505**	X	
4.	Task Oriented	-0.047	0.571**	0.819**	X
	No. of Items	3	4	13	13
	Mean	10.39	14.64	48.40	49.04
	SD	2.16	2.52	9.59	8.36
	RANK	4	3	2	1

**Correlation is significant at the 0.01 level

It is interesting to note that, though task-oriented style does not emerge at all at the self-assessment of leadership style, it is the highest ranking leadership style in assessing immediate superior. It is followed closely by participative but bureaucratic and authoritative that is at third and fourth rank respectively have low mean score compare to the first two.

COMPARATIVE STUDY OF LEADERSHIP STYLES

SELF ASSESSMENT (LSS) AND ASSESSING IMMEDIATE SUPERIOR (LSB): - The comparative table of LSS and LSB shows that except participative style no other leadership styles have the same ranking in self assessment and assessing superiors. Bureaucratic style is the highest rank in self-assessment whereas, it comes down to third rank in assessing

superiors. Interestingly, Task-oriented style that ranks first in LSB does not figure at all in LSS. Participative style is prominently placed at second rank in both LSS and LSB. Authoritative style does not emerge high and comes to third and fourth in LSS and LSB respectively. Another interesting point is that nurturant style ranks fourth in LSS and does not emerge at all in LSB.

Table 7.5: Comparative Study of Leadership Styles: Self Assessment and Assessing Immediate Superior

Leadership Styles	Self Assessment			Assessing Immediate Superior		
	Mean	SD	Rank	Mean	SD	Rank
Authoritative	28.56	3.64	3	10.39	2.16	4
Bureaucratic	36.04	5.98	1	14.64	2.52	3
Nurturant	19.67	2.20	4	--	--	--
Participative	35.79	3.80	2	48.40	9.59	2
Task Oriented	--	--	--	49.04	8.36	1

Sinha (1980) had maintained that the leadership styles of immediate super-ordinates have direct effect on subordinates. According to him, subordinates will report themselves as having the same leadership style that they perceived their superior has. This is supported only in the case of participative style. The current finding rejects the proposition that subordinates tends to imitate their immediate boss. Respondents reported that they are bureaucratic while they report their superiors as being task-oriented. This may be due to subordinates' perception of task-oriented as an un-effective style and they may have attributed it to the superior as a negative assessment.

CORRELATION OF LEADERSHIP STYLES

Table 7.6: Correlations of Leadership Styles: Assessing Superior AND Self Assessment

Assessing Superiors	Self Assessment			
	Authoritative	Bureaucratic	Nurturant	Participative
Authoritative	0.261**	0.157	0.149	0.396**
Bureaucratic	-0.078	0.265**	0.130	0.081
Participative	0.065	0.148	-0.020	0.231**
Task Oriented	0.103	0.209*	0.131	0.185

** Correlation is significant at the 0.01 level

* Correlation is significant at the 0.05 level

SELF-ASSESSMENT (LSS) AND ASSESSING SUPERIOR (LSB) - It is interesting that leadership styles found loaded in both LSS and LSB also have significant correlation as shown on table 7.6. The authoritative leadership style that is loaded in both LSS and LSB has significant correlation at 0.01 levels. The bureaucratic styles of LSS and LSB also have significant correlation at 0.01 levels. Similarly, participative styles of LSS and LSB have significant correlation at the same level. Another interesting observation is that controlling leadership styles like authoritative have significant correlation at 0.01 levels with a non-controlling participative style and bureaucratic style is significantly correlated at 0.02 levels with task oriented leadership style.

Table 7.7: Leadership Styles (Self Assessment) VS Types of Libraries (ANOVA)

Leadership Styles	Types of Libraries			Total (n = 101)	F Ratio df 2/98	Sig.
	Academic (n = 47)	Public (n = 27)	Special (n = 27)			
Authoritative (8)* RANK	28.55 2	28.29 3	28.85 1	28.56 ---	.155	.857
Bureaucratic (10)* RANK	35.40 3	37.62 1	35.59 2	36.04 ---	1.302	.277
Nurturant (5)* RANK	19.46 3	19.88 1	19.81 2	19.67 ---	.382	.684
Participative (9)* RANK	36.38 1	34.88 3	35.66 2	35.79 ---	1.351	.264

* Number in the parenthesis indicates number of item constituting a factor

LEADERSHIP STYLES (SELF-ASSESSMENT) VS TYPES OF LIBRARIES (ANOVA): -

The ANOVA shown in table 7.7 indicates that there is no significant difference on the choice of leadership across the leadership style self assessment (hereafter, LSS). Public libraries with unfavourable organisational climate reported that they have more of a bureaucratic and nurturant leadership. Special libraries with favourable organisational climate rank second in bureaucratic, nurturant, and participative styles of leadership. Academic libraries that have the most favourable organisational climate are high on participative style, the second ranking in the total mean score. The controlling leadership styles are more prominent at special and public libraries whereas, non-controlling styles like nurturant and participative are prominent at public and academic libraries. Public libraries have a mixture of both controlling and non-

controlling leadership styles Academic libraries have more of non-controlling styles like participative Similarly, special libraries are high on one controlling style- authoritative and moderate on rest of the leadership styles

Table # H₁ : Rating Types of Libraries on Leadership Styles (Self Assessment)

Leadership Styles	Types of Libraries		
	High to Low		
Authoritative	Special (FC)	Academic (FC)	Public (UC)
Bureaucratic	Public (UC)	Special (FC)	Academic (FC)
Nurturant	Public (UC)	Special (FC)	Academic (FC)
Participative	Academic (FC)	Special (FC)	Public (UC)

Note. Characters in the parenthesis indicate organisational climate

FC = Favourable Climate

UC = Unfavourable Climate

Hypothesis # H₁: It was assumed that **the more favourable the organisational climate is, more participative is the leadership style and the more unfavourable the organisational climate is the more authoritative is the leadership style.**

Table # H₁ is derived from table 7.7 and it indicates that the special libraries with favourable organisational climate are higher on authoritative styles of leadership than public libraries which has unfavourable organisational climate. This finding rejects the later part of the hypothesis. However, academic and public libraries with favourable organisational climate have more participative types of leadership than public libraries which have unfavourable climate. Therefore, it is clear that hypothesis H₁ is partially accepted.

Table 7.8: Leadership Styles (Assessing Superior) VS Types of Libraries (ANOVA)

Leadership Styles	Types of Libraries			Total (n = 101)	F Ratio df 2/98	Sig.
	Academic (n = 47)	Public (n = 27)	Special (n = 27)			
Authoritative (3)* RANK	10.59 1	9.88 3	10.55 2	10.39	1.016	.366
Bureaucratic (4)* RANK	14.38 2	15.40 1	14.33 3	14.64	1.720	.184
Participative (13)* RANK	49.68 1	47.25 3	47.33 2	48.40	0.773	.464
Task Oriented (13)* RANK	48.21 3	50.33 1	49.22 2	49.04	0.553	.577

* Number in the parenthesis indicates number of item constituting a factor

Table 7.9 : Rating Types of Libraries on Leadership Styles (Assessing Superiors)

Leadership Styles	Types of Libraries		
	High to Low		
Authoritative	Academic	Special	Public
Bureaucratic	Public	Academic	Special
Participative	Academic	Special	Public
Task Oriented	Public	Special	Academic

LEADERSHIP STYLES (ASSESSING SUPERIOR) VS TYPES OF LIBRARIES (ANOVA): -

Table 7.8 and table 7.9 show that leadership style (assessing immediate superior), hereafter referred as LSB, have no significant differences among the types of libraries. Respondents in academic libraries with favourable organisational climate reported that their superiors are authoritative and participative leaders. Once again special libraries also with favourable organisational climate have a moderate ranking on authoritative, participative and task oriented which means that professionals in special libraries report their superiors as non-controlling leaders. Public libraries with unfavourable organisational climate show the superiors as having a mixture of bureaucratic and task oriented leadership styles.

Table 7.10: Leadership Styles (Self Assessment) VS Designations (ANOVA)

Leadership Styles	Designations				Total (n = 101)	F Ratio df 3/97	Sig.
	Asst. Librarians (n = 61)	D.O/ I.S/I.O (n = 8)	Dy. Librarians (n = 15)	Librarians (n = 17)			
Authoritative RANK	28.52 3	27.75 4	28.93 1	28.76 2	28.56	0.199	.897
Bureaucratic RANK	36.29 2	31.25 4	38.33 1	35.41 3	36.04	2.671*	.052
Nurturant RANK	19.47 4	19.87 2	20.76 1	19.76 3	19.67	0.548	.651
Participative RANK	36.31 1	35.75 3	35.86 2	33.88 4	35.79	1.854	.143

LEADERSHIP STYLE (SELF-ASSESSMENT) v/s DESIGNATION (ANOVA): - As indicated in table 7.10 Deputy Librarians are most authoritative and Librarians closely follow them. Assistant Librarians ranks third and the least authoritative are Documentation Officers, Information Scientist, and Information Officers. However, there is no significant difference among the designations on the degree of being authoritative. Deputy Librarians are again the

most bureaucratic leaders followed by Assistant Librarians and Librarians. Documentation Officers, Information Scientist, and Information Officers are again the least authoritative leaders. Though the Deputy Librarians are high on being authoritative and bureaucratic, they are also more of a nurturant leader. Documentation Officers, Information Scientist, and Information Officers are more of a nurturant type leader than being authoritative and bureaucratic. Librarians and Assistant Librarians are not much of a nurturant leader. Assistant Librarian the most participative leaders and Deputy Librarians follow them. Although the designations are rank on the basis of mean score, it may be noted that there is not much difference among the professionals of different designation on leadership styles.

Table 7.11: Correlation of Organisational Climate and Leadership Styles

Leadership Styles (Self Assessment) ⚡	Organisational Climate			
	Interpersonal Relations (OC)	Benevolent (OC)	Reward (OC)	Structuring (OC)
Authoritative (LSS)	0.144	-0.088	0.176	0.165
Bureaucratic (LSS)	0.002	0.000	-0.015	0.048
Nurturant (LSS)	-0.028	-0.066	-0.104	0.135
Participative (LSS)	0.102	0.156	0.174	0.172
(Assessing Superior) ⚡				
Authoritative (LSB)	0.287**	0.252*	0.151	0.131
Bureaucratic (LSB)	0.028	-0.089	0.133	0.138
Participative (LSB)	0.085	-0.035	0.382**	0.267**
Task Oriented (LSB)	0.004	-0.147	0.292**	0.302**

** Correlation is significant at the 0.01 level.

* Correlation is significant at the 0.05 level.

CORRELATION OF ORGANISATIONAL CLIMATE AND LEADERSHIP STYLES: - The relation between organisational climate and leadership styles (self-assessment and assessing superiors) is shown on table 7.11. The leadership styles self-assessment has no significant correlation with the organisational climates. On assessing superiors the authoritative types of leadership have significant correlation at 0.01 levels with interpersonal relations type of climate. Respondents with benevolent organisational climate also reported their superiors as authoritative. The respondents who have reward and structured type of climate also assess their superiors as participative and task oriented type of leaders. Although organisational climate does not have much influence on the way respondents assess their leadership style it has a considerable influence on how they assess their superiors. Organisational climate does

have a significant impress on subordinates' perception of the superiors' leadership behaviour. In other words subordinates perceived the superiors as the creator of the organisational climate.

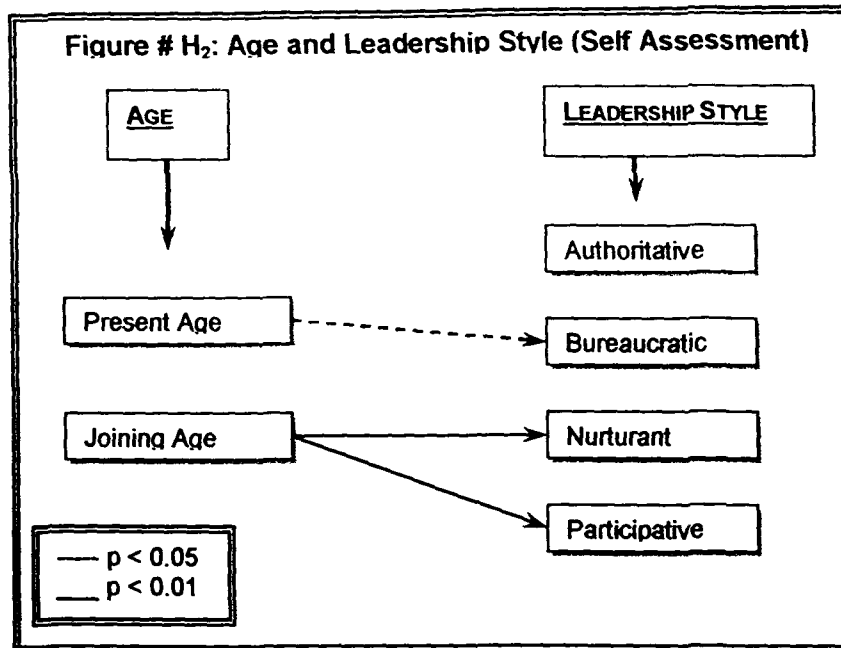
Table 7.12: Leadership Styles (Self Assessment) and Background Variables (ANOVA)

Sl.	Background Variables		Leadership Styles (Self Assessment)				
			Authoritative	Bureaucratic	Nurturant	Participative	
1.	Present Age	df 6/94	F =	.299	*2.495	.658	1.080
			Sig. =	.936	.028	.683	.380
2.	Joining Age	df 4/96	F =	1.920	1.007	*9.532	*5.600
			Sig. =	.113	.408	.000	.000
3.	Gender	df 1/99	F =	2.040	.006	.384	3.012
			Sig. =	.156	.937	.537	.086
4.	Designation	df 3/97	F =	.199	2.671	.548	1.854
			Sig. =	.897	.052	.651	.143
5.	General Qualification	df 3/97	F =	1.250	1.322	2.199	1.433
			Sig. =	.296	.272	.093	.238
6.	Professional Qualification	df 6/94	F =	1.293	1.935	1.097	.480
			Sig. =	.268	.083	.370	.822
7.	No. of Years in the Present Organisation	df 30/70	F =	1.171	.868	1.289	.552
			Sig. =	.290	.660	.192	.964
8.	No. of Promotions	df 5/95	F =	.209	.950	1.552	.731
			Sig. =	.958	.452	.181	.602
9.	No. of Subordinates	df 15/85	F =	.794	1.037	1.581	.804
			Sig. =	.681	.427	.096	.670
10	Tenure in the Present Position	df 23/77	F =	.949	.723	1.002	.754
			Sig. =	.537	.808	.474	.775

*p < 0.05

LEADERSHIP STYLES (SELF-ASSESSMENT) AND BACKGROUND VARIABLES

(ANOVA): - One way ANOVA on leadership styles and background variables (table 7.12) shows that some background factors have significant impact on the leadership styles. Present age is significantly related at 0.028 with bureaucratic styles. This means that older professionals are more bureaucratic in their leadership styles. Similarly joining age has high significant relation with nurturant and participative styles and designation has is to some extend related with bureaucratic. Later entrants to the profession are more nurturant and participative. These late entrants must have acquired, before joining the profession, academic and professional more maturity than those who join at an earlier age did. They must have a certain degree of satisfaction to the job they are assigned with. These are the probable reasons that make the late entrants more of participative and nurturant leaders.



Hypothesis # H₂: It was hypothesised that among the background variables age factors significantly mediate the leadership styles.

Based on the one way ANOVA results tabulated in table 7.14 figure H₂ was produced to project the hypothesis being tested. As hypothesised, the age factor mediate the leadership style. All the leadership styles except authoritative style are mediated by respondents age and joining age. Present age show significant relation with bureaucratic leadership style. This means that older professionals are more bureaucratic than the younger professionals. Joining age also show significant relation with nurturant and participative styles of leadership. Professionals who join the profession at a later age are more nurturant and participative than those who join earlier. Based upon these findings the hypothesis H₂ is moderately accepted.

CONCLUSION: - Four factors in each leadership styles were derived from varimax rotated factor analysis. Authoritative, bureaucratic, and participative styles emerge in both the leadership styles whereas, nurturant leadership style is found only in leadership style self assessment and task oriented style emerged singly in leadership style assessing superiors. Library professionals endorsed bureaucratic style as the most favoured style and task oriented style is the first ranking style attributed to the superiors. They rank nurturant as the least

preferred style and they also rank their superiors to be least authoritative. Public libraries with unfavourable climate mostly have bureaucratic and nurturant leaders. Special libraries with favourable climate have more of authoritative leaders. These findings are rather interesting. Academic libraries with the most favourable climate rank first in the participative style of leadership. Library professionals in academic libraries reported that their superiors as authoritative and participative. Special libraries consistently rank second in assessing the superior as authoritative, participative and task oriented. Public libraries though with unfavourable climate reported the superiors as task oriented and bureaucratic. Deputy librarians are found to be the most authoritative, bureaucratic and nurturing leaders whereas, assistant librarians are the most participative leaders.

Leadership styles self-assessment has no significant relation with any of the organisational climates. The professionals having interpersonal relation type of climate assessed their superiors as more authoritative. Those with reward and structuring organisational climate have reported their superiors as participative and task oriented. The leader behaviour of the superiors seems to have a direct implication on the perceived organisational climate.

Among the background variable the age factor have significant implication on the choice of leadership. Older respondents are found to be more bureaucratic. The joining age of the respondents also has significant relation with nurturant and participative types of leadership. Respondents who join the profession later are more nurturant and participative.



CHAPTER - 8 -

BASES OF POWER

The bases of power are drawn from the earlier works of Hersey et al (1979) and Raven (1965) and later modified and tested in Indian environment by Ansari (1990) The data here is about what source of power the subjects used to influence the subordinates and the immediate superiors The scale consists of single statements each representing a source of power Although this single item measures lack psychometric properties previous studies on the bases of power using such scale have shown established validity (Adler, 1983, Cobb, 1980, and Ansari, 1990) The statements are preceded by the phrases "You change the mind of your subordinates because " and "You change the mind of your immediate boss because "

Some of the statements of influencing the subordinates are -

- " You can administer sanctions to those who do not co-operate"
- " You possess or have access to information that is valuable to others"
- " You give special help and benefits to those who co-operates with you"
- " Your position in the organisation provides you with the authority to direct their activities"

Influencing the superior includes statements like -

- " You have the knowledge required for the job"
- " You are a likeable person"
- " You have connections with influential and important persons"
- " You are available to your immediate superiors"

The factors that constituted the bases of power are defined briefly as follows -

- 1 **Expert** - is the ability to administer to another person information, knowledge, or expertise

2. **Referent**: - is the ability to administer to other person feelings of personal acceptance or approval.
3. **Reward**: - is the ability to administer to other person things he/she desires or to remove or decrease things he/she does not desire.
4. **Coercive**: - is the ability to administer to other person things he/she does not desire or to remove or decrease things he/she does desire.
5. **Legitimacy**: - is the ability to administer to another person feeling of obligation or responsibility.
6. **Information**: - is the ability to administer or withheld information valuable to another person.
7. **Connection**: - is the perception of having connections with influential or important persons.

The above stated factors are the bases of power that makes the subjects change the mind of the subordinates and the immediate superior. Having one or more of these bases makes subjects able to exercise upward and downward influence. These bases of power are analysed in relation to types of libraries and leadership styles identified in the previous chapters.

INTER-CORRELATION AND MEAN SCORE BETWEEN FACTORS

Table 8.1: Inter-Correlations of Bases of Power (Influencing Subordinates)

Bases of Power	1	2	3	4	5	6	7
1. Coercion	X						
2. Connection	0.115	X					
3. Expert	0.168	0.303**	X				
4. Information	0.319**	0.406**	0.467**	X			
5. Legitimate	0.200*	0.362**	0.351**	0.214*	X		
6. Referent	0.218*	0.363**	0.544**	0.260**	0.252*	X	
7. Reward	0.175	0.162	0.085	0.346**	0.035	0.150	X
Mean	2.97	2.88	4.05	3.59	3.42	3.56	3.52
SD	1.01	1.26	.83	.98	1.10	1.02	1.04
RANK	6	7	1	2	5	3	4

**Correlation is significant at the 0.01 level.

*Correlation is significant at the 0.05 level.

INTER-CORRELATION OF BASES OF POWER (INFLUENCING SUBORDINATES): - The inter-correlation between bases of power table shows high correlation between the factors. Coercion a controlling base of power has significant correlation with information at 0.01 levels and at 0.05 levels it is correlated with legitimate and referent. Connection with the lowest rank has a very high rate of correlation with expert, information, legitimate, and referent. Expert ranking highest in the mean score has a significant correlation with connection, information, legitimate, and referent ($r = 0.544$) at 0.01 levels. The only factor having significant correlation with all the factors is information. Legitimate and referent too has significant correlation with all the factors, excluding reward. Reward is significantly correlated with information alone. Over all correlation is high in this section of Bases of Power.

Ranking base on the mean score shows expert as the most preferred sources of power followed by information. Referent and reward comes to third and fourth respectively. Interestingly, all the negative bases of power, legitimate, coercion and connection are rank as the least favoured source of power.

Table 8.2: Inter-Correlations of Bases of Power (Influencing Superior)

Bases of Power	1	2	3	4	5	6	7
1. Coercion	X						
2. Connection	0.403**	X					
3. Expert	0.178	0.242*	X				
4. Information	0.218*	0.456**	0.475**	X			
5. Legitimate	0.065	0.171	0.439**	0.380**	X		
6. Referent	0.224*	0.419**	0.524**	0.466**	0.412**	X	
7. Reward	0.260**	0.198*	0.404**	0.350**	0.423**	0.385**	X
Mean	2.21	2.58	4.13	3.49	3.24	3.48	3.89
SD	1.18	1.34	.97	1.08	1.18	1.06	.96
RANK	7	6	1	3	5	4	2

**Correlation is significant at the 0.01 level.

*Correlation is significant at the 0.05 level.

INTER-CORRELATION OF BASES OF POWER (INFLUENCING SUPERIOR): - To assess bases of power respondent use to influence the superiors they were ask to rate the items on the basis of what makes them influence their immediate superior. Base upon the response

rating the above correlation is derived. It is clear that the dimensions of bases of power used to influence the superior (hereafter BPB) are closely correlated. Library professionals use both coercive sources of power and non-coercive powers to influence their superiors. At 0.01 levels coercion is correlated with connection and reward, both a positive source of power and at 0.05 levels it is correlated with information and referent. Library professionals who use coercive power also use connection and reward. Surprisingly, coercion is not significantly correlated with legitimate. Library professionals who used the legitimate power do not use coercive powers to influence their superiors. The significant correlation between connections, expert, rewards, and referents are expected. Information has significant relation with all other bases of power.

Similar to BPS expert is again ranked first in BPB followed by reward and information in second and third rank, respectively. Legitimate, connection and coercive power are the least preferred sources of power that subordinates utilised towards their superiors. The choice of power in BPB is similar to the choice of power in BPS. On the choice power for influencing subordinates and influencing superiors a comparative study will show a clearer picture.

Table 8. 3: Comparing Bases of Power: Influencing Subordinates and Influencing Superiors

Bases of Power	Influencing Subordinates			Influencing Superiors		
	Mean	SD	RANK	Mean	SD	RANK
1. Coercion	2.97	1.01	6	2.21	1.18	7
2. Connection	2.88	1.26	7	2.58	1.34	6
3. Expert	4.05	0.83	1	4.13	0.97	1
4. Information	3.59	0.98	2	3.49	1.08	3
5. Legitimate	3.42	1.10	5	3.24	1.18	5
6. Referent	3.56	1.02	3	3.48	1.06	4
7. Reward	3.52	1.04	4	3.89	0.96	2

COMPARING BASES OF POWER FOR INFLUENCING SUBORDINATES AND

INFLUENCING SUPERIOR: - The comparative table above shows that expert power is the highest-ranking power in both the assessments. Information ranks second in the influencing subordinates whereas; reward is ranked second in influencing superiors. The third most preferred bases of power in BPS are referent and information in BPB. Legitimacy, coercion and connection are the last ranked and the least preferred bases of power in both BPS and

BPB. From this comparison library professionals' choice of power to influence subordinates and superiors does not have much difference. It was expected that subjects would use the less authoritative sources of power to influence the superiors and the more authoritative sources to influence the subordinates. The findings show that library professionals use the same types of power sources to influence both subordinates and superiors. Expert, which is a less controlling base of power, is the mostly used source of power for influencing subordinates and superiors. Subordinates are not much in a position to use reward against the superiors but this source of power ranks second in influencing superiors.

Table 8.4: Correlation of Bases of Power for Influencing Subordinates and Influencing Superior

Influencing Subordinates	Influencing Superior						
	Coercion	Connection	Expert	Information	Legitimate	Referent	Reward
Coercion	-0.062	0.013	0.218*	0.387**	0.174	0.208*	0.079
Connection	0.368**	0.485**	0.300**	0.292**	0.249*	0.356**	0.238*
Expert	0.061	0.073	0.317**	0.240*	0.285**	0.256*	0.170
Information	0.204*	0.174	0.140	0.404**	0.206*	0.120	0.325**
Legitimate	-0.060	-0.085	0.138	-0.003	0.163	0.077	-0.042
Referent	0.159	0.245*	0.310**	0.229*	0.211*	0.403**	0.155
Reward	0.211*	0.157	0.012	0.215*	0.199*	0.070	0.197*

**Correlation is significant at the 0.01 level.

*Correlation is significant at the 0.05 level.

CORRELATION OF BASES OF POWER FOR INFLUENCING SUBORDINATES AND SUPERIOR:

- The correlation in table 8.4 testifies that most of the factors are significantly correlated on the positive side. The coercion power in influencing subordinates is correlated with expert, information and referent power of influencing the superior. Library professionals who used coercive power towards the subordinates used expert, information and referent power towards the superior. Connection in influencing the subordinates is significantly correlated with all the factors in influencing the superiors. Library professionals who have connection and use it towards the subordinates also reportedly possess all the sources of power towards the superior. Expert power in influencing the subordinates is significantly correlated with expert, information, legitimate, and referent power towards the superior. The

information of BPS is significantly correlated with coercion, information, legitimate, and reward of BPB. Connection, expert, information, legitimate, referent of BPB is also significantly related with referent of BPS. Similarly, reward in BPS is related with coercion, information, legitimacy, and reward. With the exception of coercion and legitimate bases of power all the other bases of power are significantly correlated with the respective counterpart.

Table 8.5: Bases of Power (Influencing Subordinates) VS Types of Libraries (ANOVA)

Bases of Power (Influencing Subordinates)	Types of Libraries			Total (n = 101)	F Ratio df 2/98	Sig.
	Academic (n = 47)	Public (n = 27)	Special (n = 27)			
Coercion	3.13	2.70	2.96	2.27	1.514	.225
RANK	1	3	2	—		
Connection	2.86	3.26	2.56	2.88	1.184	.118
RANK	2	1	3	—		
Showing Expertise	3.98	4.07	4.15	4.05	.369	.692
RANK	3	2	1	—		
Information	3.45	3.74	3.70	3.59	.999	.372
RANK	3	1	2	—		
Legitimate	3.43	3.41	3.41	3.42	.003	.997
RANK	1	2	2	—		
Referent	3.51	3.78	3.44	3.56	.834	.438
RANK	2	1	3	—		
Reward	3.40	3.78	3.48	3.52	1.130	.327
RANK	3	1	2	—		

BASES OF POWER (INFLUENCING SUBORDINATES) ^{v/s} TYPES OF LIBRARIES

(ANOVA): - The mean score and one way ANOVA (table 8.5) reveal that academic libraries with favourable climate have more coercive and legitimate bases of power than the other two types libraries. Public libraries also with favourable organisational climate rank first with connection, information, referent, and reward bases of power for influencing the subordinates. Public libraries, though with unfavourable organisational climate, have more of expert power than the types of libraries with favourable organisational climate. However, as per the ANOVA result there are no significant differences among the types of libraries on the bases of power.

Table 8.6: Bases of Power (Influencing Superior) VS Types of Libraries (ANOVA)

Bases of Power (Influencing Superior)	Types of Libraries			Total (n = 101)	F Ratio df 2/98	Sig.
	Academic (n = 47)	Public (n = 27)	Special (n = 27)			
Coercion	1.94	2.56	2.33	2.21	2.668	.074
RANK	3	1	2	—		
Connection	2.43	3.00	2.44	2.58	1.795	.172
RANK	3	1	2	—		
Showing Expertise	4.15	4.00	4.22	4.13	.372	.691
RANK	2	3	1	—		
Information	3.55	3.37	3.48	3.49	.241	.786
RANK	1	3	2	—		
Legitimate	3.45	2.93	3.19	3.24	1.744	.180
RANK	1	3	2	—		
Referent	3.51	3.26	3.63	3.48	.864	.425
RANK	2	3	1	—		
Reward	3.89	3.70	4.07	3.89	1.009	.368
RANK	2	3	1	—		

BASES OF POWER (INFLUENCING SUPERIOR) VS TYPES OF LIBRARIES (ANOVA): -

As indicated in table 8.6, subjects in public libraries with favourable climate use more coercive and connection bases of power to influence the superior. Library professionals in academic libraries, also with favourable climate, used more information and legitimate power than the other two types of libraries. It was expected that the types of libraries with favourable organisational climate would use the less authoritative bases of powers like expert, information, referent and reward. This assumption is not supported in these findings. Public libraries have unfavourable climate and they used more expert, referent and reward power to influence the superiors than the types of libraries with favourable climate. The types of libraries with unfavourable climate were expected to have more authoritative bases of power.

Hypothesis # H₃: It was hypothesis that, in a more favourable organizational climate the exercise of power will be more non-authoritative whereas, in less favourable organizational climate the exercise of power will be more authoritative.

Table # H₃ shows that the libraries with favourable climate use more of authoritative bases like coercion and legitimate power. In the unfavourable climate non-authoritative

Table # H₃. Bases of Power (Self Assessment) VS Types of Libraries (ANOVA)

Sl.	Bases of Power	Types of Libranes		Total (n = 101)	F Ratio df 1/99	Sig.
		Favourable Climate (n = 74)	Un-favourable Climate (n = 27)			
1	Coercion RANK	3 07 1	2 70 2	2 97 —	2 585	111
2	Connection RANK	2 74 2	3 26 1	2 88 —	3 402	068
3	Expert RANK	4 04 2	4 07 1	4 05 —	0 032	858
4	Information RANK	3 58 2	3 74 1	3 59 —	0 821	367
5	Legitimate RANK	3 42 1	3 41 2	3 42 —	0 002	968
6	Referent RANK	3 49 2	3 78 1	3 56 —	1 611	207
7	Reward RANK	3 43 2	3 78 1	3 52 —	2 186	142

powers like expert, information, referent and reward are used. However, the difference between the two is not very significant. The f ratio shows that none of the bases of power have significant relation with the two types of climate. From the above discussion, it may be concluded that third hypothesis H₃ is moderately rejected.

Table 8.7: Bases of Power (Influencing Subordinates) and Leadership Style (Self Assessment) ANOVA

Sl.	Bases of Power (Influencing Subordinates)		Leadership Styles (Self Assessment)				
			Authoritative	Bureaucratic	Nurturant	Participative	
1.	Coercion	df 4/96	F = Sig =	*2.529 .045	*3.214 .016	*2.356 .059	1.590 .183
2.	Connection	df 4/96	F = Sig =	1.325 .266	.705 .590	1.080 .371	3.895 .006
3.	Showing Expertise	df 3/97	F = Sig =	1.175 .323	1.146 .335	*4.461 .006	*4.604 .005
4.	Information	df 4/96	F = Sig =	*3.192 .017	.683 .606	*2.564 .043	1.517 .203
5.	Legitimate	df 4/96	F = Sig =	.391 .815	1.350 .257	1.407 .237	.408 .803
6.	Referent	df 4/96	F = Sig =	1.417 .234	1.893 .118	.938 .446	1.624 .174
7.	Reward	df 4/96	F = Sig =	1.057 .382	2.066 .091	.390 .815	.212 .931

* p < .05

ANOVA: Bases of Power (Influencing the Subordinates) and Leadership Styles (Self) - The above chart illustrates the relationship between bases of power for influencing the subordinates (BPS) and Leadership Styles self assessment (LSS). The result is based on the self-assessment of professional on the type of leadership they used and the bases of power they preferred most to influence the subordinates. It may be noted that although there are 7

different bases when ANOVA was done on these bases of power with leadership styles only three emerge as having significant relation with one or more of the leadership styles. The one way ANOVA result is shown on table 8.7

The nurturant leaders used all three sources of power, coercive, expertise and information to influence the subordinates. This supports the previous findings of Sinha (1980) that in Indian environment little bit of force and non-controlling tactics are more practical than a purely non-controlling tactics. The authoritative leaders here reported as having their sources of power to influence the subordinates from coercion and information. Predictably, the bureaucratic leaders have more of coercive means as their base of power and participative leaders are adopting showing expertise as the source of power.

Table 8.9: Bases of Power (Influencing Superior) and Leadership Style (Self Assessment) ANOVA

Sl.	Bases of Power (Influencing Superior)			Leadership Styles (Self Assessment)			
				Authoritative	Bureaucratic	Nurturant	Participative
1.	Coercion	df 4/96	F =	*3.308	*3.103	1.927	.134
			Sig. =	.014	.019	.112	.969
2.	Connection	df 4/96	F =	1.612	1.873	1.122	.308
			Sig. =	.178	.121	.351	.872
3.	Showing Expertise	df 4/97	F =	.558	.616	.893	.890
			Sig. =	.693	.652	.471	.473
4.	Information	df 4/96	F =	*3.109	.226	1.125	1.749
			Sig. =	.019	.923	.349	.146
5.	Legitimate	df 4/96	F =	1.561	1.576	.612	2.906
			Sig. =	.191	.187	.655	.026
6.	Referent	df 4/96	F =	1.510	1.051	.384	1.648
			Sig. =	.205	.385	.820	.168
7.	Reward	df 4/96	F =	.690	1.046	.651	1.056
			Sig. =	.601	.388	.628	.383

* p < .05

Bases of Power (Influencing Superior) and Leadership Style (Self-Assessment): -

Table 8.9 shows the one way ANOVA result of the bases of power for influencing superiors and leadership style self assessment. Only two of the leadership styles have significant relation with one or more bases of power. To influence the subordinates the authoritarian leaders based their power on coercion and information. The authoritarian leaders are likely to hold back important information to make the superior comply. The association of coercive

base of power authoritarian leaders is usual. Similarly, bureaucratic leaders are found to have drawn their power on coercion while making the subordinates comply.

Table 8.10: Bases of Power (Influencing Superior) and Leadership Style (Assessing Superior) ANOVA

Sl.	Bases of Power (Influencing Superior)			Leadership Styles (Assessing Superior)			
				Authoritative	Bureaucratic	Nurturant	Participative
1	Coercion	df 4/96	F =	866	.174	990	.379
			Sig =	488	951	417	823
2	Connection	df 4/96	F =	1.128	.997	*4.571	*3.707
			Sig =	.348	.413	.002	.008
3	Showing Expertise	df 4/97	F =	.623	*3.045	.361	.626
			Sig =	.647	.021	.836	.645
4	Information	df 4/96	F =	.984	.615	.417	.699
			Sig =	.420	.653	.796	.595
5	Legitimate	df 4/96	F =	2.306	.519	.153	.436
			Sig =	.064	.722	.961	.782
6	Referent	df 4/96	F =	.931	1.661	.309	.173
			Sig =	.449	.166	.871	.952
7	Reward	df 4/96	F =	1.801	*3.315	*2.911	*3.196
			Sig =	.135	.014	.025	.016

*p < .05

ANOVA: Bases of Power for Influencing Superior and Leadership Styles (Assessing Superior) - The Bases of power for influencing the immediate superior (BPB) and leadership styles self-assessment (LSB) was subjected to one way ANOVA. These relationships are based on the subordinates' perception of their immediate superiors' leadership styles and the sources of power they have to influence the superior. Only three bases have emerged as having significantly related with one or more of the leadership styles and interestingly, the authoritative style is not significantly related with any of the bases of power. The ANOVA result is tabled on table 8.10.

Library professionals reported that they used connection to influence the superior whom they perceived as nurturant and participative leaders. To make the bureaucratic leaders comply they base their power on showing expertise and promising something in return. Reward is also used as a base of power to change the mind of nurturant and participative power. Such type of reward a subordinate promised the superior could be working more efficiently or it can also be other personal favours not necessarily related with the normal task.

CONCLUSION - The sources of power that makes the subjects change the mind of the subordinates and the immediate superiors have certain surprising elements in it. In the inter-correlation of the bases of power for influencing subordinates, the factors are all correlated with the exception of coercion and reward. The power sources for influencing the superior shows that information, referent and reward are significantly correlated with all the other factors. Expert is the first choice for influencing the subordinates and superiors both. Coercion and connection remains the last choice for influencing subordinates and superior. Except coercion and legitimate all the other bases of power are significantly correlated with the respective counterparts.

The one-way ANOVA result reveals that the types of libraries have no significant differences among the bases of power for influencing subordinates. Similarly, the bases for influencing superior also show no significant differences against the types of libraries. The more authoritative, bureaucratic and surprisingly, nurturant the leaders are they use more of coercion. The professionals with more nurturant and participative style of leadership show more expertise to influence the subordinates. In a similar way, the authoritarian leaders used more of information as the base of power. The more authoritative the leaders are they use more of coercion and information as the bases of power to influence the superior. Bureaucratic leaders also use more of coercive means to influence the immediate superior. The respondents used connection to influence their leaders whom they perceived as nurturant and participative. And to those bureaucratic leaders the subjects show expertise to change their mind. Reward base of power is also used more with bureaucratic and nurturant leaders.

CHAPTER - 9 -

INFLUENCE STRATEGIES

The statements used for collecting data on upward and downward influence strategies are drawn from earlier literatures (Falbo, 1977, Falbo and Peplau, 1980, Kipnis et al , 1980) Ansari (1990) tested the scale on various Indian organisations and the present scale is a slight modification of the same. Subjects were asked to rate each statement on the basis of how frequently they used to influence the subordinate (in the downward influence) and immediate superior (in the upward influence). The influence strategies that subjects are likely to use in both upward and downward are briefly elaborated as follows -

- 1 **Assertion** Insisting, vindicating, verbal anger, telling the rights and rules or thrusting on to make a person comply. It is found that the strategy utilized in all levels.
- 2 **Blocking** This is an upward influence strategy in which subordinates stop the matters that go through them. Withholding information or slowing down the pace of work or even stopping in between works are the elements of this factor.
- 3 **Coalition** In this strategy lateral and subordinate supports are established to influence the subject. Used more on upward influence.
- 4 **Defiance/ Threats** Indication of an intention to inflict, punish or hurt if the person fails to comply. The person is made to do the job willy-nilly. The one who uses this strategy should be in a position to do the harm.
- 5 **Diplomacy** In this strategies supporting, showing respect and care are used only for the sake of influencing the subject. This strategy is used in both upward and downward influences.
- 6 **Exchange of Benefits** Promising something in return for the work done. The strategy is used in upward, downward and lateral influence.
- 7 **Ingratiation** Persuasively commending about the person from whom the favour is wanted. Sometimes by making the person feel important or by asking politely. Superior subordinate and peers used this style.
- 8 **Manipulation** Giving an apparent or argument to change the mind of a person who is not aware that he/she is being manipulated. It can be utilized to influence, co-workers subordinates and super-ordinates.

- 9 **Personalised Help** Doing personal things that do not come in the ambit of normal official work. This induced the subject to pay back as and when asked for.
10. **Positive/ Negative Sanction** The strategy involves both rewarding and denying something to the target. Rewarding for being co-operative or denying a promotion for being not co-operative are included in this strategy.
11. **Rationality/ Reasoning/ Persuasion**: Request made with logical or judicious explanation to make a person comply. It is found to be more affective with upward influence.
12. **Showing Dependency**: Showing hopelessness to the subject in order to make him/her feel like helping out. This is a play on normal human instinct of helping the helpless. Some people feel satisfied to show off their skill to the ignorant.
13. **Showing Expertise**: The sheer knowledge of the job at hand is used to get compliance from both superiors and subordinates.
14. **Unclassified**: This is a collection of some un-named strategies that is found to have relevance in Indian environment. Paying friendly visits and inviting for dinner are some of the components of this unclassified strategy.
15. **Upward Appeal**: In this strategy the support of somebody in the higher rank (e.g. the subject's boss) is acquired to put pressure on the target. Making a formal appeal to the higher ups or obtaining their support is included in this strategy.

The downward influence strategies have 60 items distributed evenly on 15 factors and the upward strategies have 56 items distributed across 14 factors including one un-named factor. This chapter is an attempt to ascertain which leadership style is related with what strategies and what base of power has a particular strategy.

INTER-CORRELATION OF DOWNWARD INFLUENCE STRATEGIES: - The downward influence strategies (hereafter, ISD) show strong correlation among the factors. Assertion does not show much correlation with other strategies except with persuasion, exchange of benefits, showing expertise, ingratiation, rationality, and interestingly, with positive sanction. Excluding, assertion and rationality, coalition has significant correlation with almost all the other strategies and all the correlation with coalition significant at 0.01 level. Professionals

using coalition strategies seem to be using all the other strategies as well with the exception of assertion and rationality. Similarly, professionals showing dependency to influence the

Table 9.1: Inter-Correlation of Downward Influence Strategies

Downward Influence Strategies	Downward Influence Strategies														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Assertion	X														
Coalition	14	X													
Showing Dependency	07	30**	X												
Diplomacy	15	28**	38**	X											
Exchange of Benefits	26**	37**	18	30**	X										
Showing Expertise	25*	38**	41**	32**	33**	X									
Ingratiation	21*	34**	33**	49**	40**	35**	X								
Manipulation	08	50**	33**	08	42**	31**	20*	X							
Persuasion	35**	43**	32**	24*	48**	50**	37**	44**	X						
Personalised Help	07	28**	21*	30**	52**	19	23*	16	11	X					
Rationality	20*	14	14	36**	23*	39**	39**	06	45**	-04	X				
Negative Sanction	-05	30**	27**	03	39**	24*	-04	56**	32**	31**	-16	X			
Positive Sanction	25**	39**	21*	35**	60**	31**	56**	38**	51**	31**	19	27**	X		
Threats	12	36**	35**	-01	32**	22*	04	54**	35**	17	-09	72**	26**	X	
Upward Appeal	18	39**	44**	27**	24*	49**	26**	32**	48**	15	14	22*	22*	28**	X
Mean	10.6	9.1	11.4	12.3	9.1	12.1	13.8	9.0	10.1	9.2	12.7	6.9	11.9	7.1	11.0
SD	1.84	2.31	2.97	2.61	3.03	3.02	2.37	2.62	3.22	2.18	2.57	2.86	2.93	2.98	2.62
RANK	8	12	6	3	11	4	1	13	9	10	2	15	5	14	7

1 = Assertion, 2 = Coalition, 3 = Showing Dependency, 4 = Diplomacy, 5 = Exchange of Benefits, 6 = Showing Expertise, 7 = Ingratiation, 8 = Manipulation, 9 = Persuasion, 10 = Personalised Help, 11 = Rationality, 12 = Negative Sanction, 13 = Positive Sanction, 14 = Threats, 15 = Upward Appeal

Note: - Decimal points in correlation coefficients are omitted.

**Correlation is significant at the 0.01 level.

*Correlation is significant at the 0.05 level.

subordinates report that they also use all the other strategies with the exception of assertion and exchange of benefits. Diplomatic professionals reported that they avoid assertions and positive sanctions. In the case of exchange of benefits as influence strategies it has significant correlation with all the other strategies. Ingratiation too shows significant correlation with all other strategies except negative sanction. Manipulation which is could have significant relations with all the other strategies do not show significant correlation with assertion, diplomacy, negative sanction, and threats.

Table 9.2: Inter-Correlation of Upward Influence Strategies

Upward Influence Strategies	Upward Influence Strategies													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Blocking	X													
Unclassified	67**	X												
Coalition	53**	49**	X											
Defiance	50**	46**	35**	X										
Showing Dependency	49**	48**	44**	27**	X									
Diplomacy	39**	36**	37**	15	50**	X								
Exchange of Benefits	55**	49**	53**	39**	46**	39**	X							
Showing Expertise	27**	33**	22*	29**	28**	22*	31**	X						
Ingratiation	34**	46**	32**	09	47**	46**	54**	41**	X					
Manipulation	50**	54**	47**	36**	54**	39**	55**	23*	34**	X				
Persuasion	24*	37**	30**	31**	33**	25*	43**	55**	37**	43**	X			
Personalised Help	44**	48**	38**	26**	71**	46**	51**	30**	51**	45**	27**	X		
Reasoning	00	04	10	29**	31**	03	19	52**	28**	10	33**	21*	X	
Upward Appeal	46**	43**	55**	34**	41**	35**	44**	32**	30**	45**	34**	35**	11	X
Mean	7.7	8.5	8.3	9.5	9.6	9.4	10.3	11.7	11.3	8.5	8.7	10.7	13.4	9.8
SD	2.84	2.88	2.60	2.31	3.09	2.52	3.44	3.43	2.68	2.84	2.57	3.06	2.84	3.47
RANK	14	12	13	8	7	9	5	2	3	11	10	4	1	6

1= Blocking, 2 = Unclassified, 3 = Coalition, 4 = Defiance, 5 = Showing Dependency, 6 = Diplomacy, 7 = Exchange of Benefits, 8 = Showing Expertise, 9 = Ingratiation, 10 = Manipulation, 11 = Persuasion, 12 = Personalised Help, 13 = Reasoning, 14 = Upward Appeal

Note: - Decimal points in correlation coefficients are omitted.

**Correlation is significant at the 0.01 level.

*Correlation is significant at the 0.05 level.

INTER-CORRELATION OF UPWARD INFLUENCE STRATEGIES: - Table 9.2 of the inter-correlation between upward influence strategies shows a very strong correlation between the variables. Defiance is not significantly correlated diplomacy and ingratiating. Similarly, reasoning does not have significant correlation with blocking, the unclassified statements, coalition, diplomacy, exchange of benefits, and manipulation. Rests of the factors are strongly correlated at 0.01 and 0.05 level. The mean score ranking indicates that reasoning as the first ranking factor followed by showing expertise Ingratiation and personalised help rank third and fourth respectively. On the other hand, blocking, coalition, the unclassified factor, and manipulation rank last.

Table 9.3: Downward and Upward Influence Strategies: A Comparison

Influence Strategies	Downward			Upward		
	Mean	SD	RANK	Mean	SD	RANK
Assertion	10.65	1.84	8	---	---	---
Blocking	---	---	---	7.70	2.84	14
Coalition	9.14	2.31	12	8.36	2.60	13
Defiance	---	---	---	9.53	2.31	8
Diplomacy	12.34	2.61	3	9.44	2.52	9
Exchange Of Benefits	9.18	3.03	11	10.37	3.44	5
Ingratiation	13.85	2.37	1	11.37	2.68	3
Manipulation	9.08	2.62	13	8.51	2.84	11
Negative Sanction	6.98	2.86	15	---	---	---
Personalised Help	9.27	2.18	10	10.78	3.06	4
Persuasion	10.16	3.22	9	8.76	2.57	10
Positive Sanction	11.97	2.93	5	---	---	---
Rationality	12.71	2.57	2	---	---	---
Reasoning	---	---	---	13.48	2.84	1
Showing Dependency	11.46	2.97	6	9.64	3.09	7
Showing Expertise	12.12	3.02	4	11.75	3.43	2
Threats	7.19	2.98	14	---	---	---
Unclassified	---	---	---	8.50	2.88	12
Upward Appeal	11.05	2.62	7	9.88	3.47	6

COMPARISON OF DOWNWARD AND UPWARD INFLUENCE STRATEGIES: - It is evident from table 9.3 that the preferences of strategies for downward and upward influences are not the same. In the downward influence process ingratiation and rationality are the first and the second ranked strategies followed in third and fourth by diplomacy and showing expertise. Positive sanction and showing dependency are ranking fifth and sixth respectively. As for the upward influence process reasoning is the most used strategy and showing expertise is second. Ingratiation and personalised help are the third and fourth ranking strategies. More of rational tactics are used in both the upward and downward influence processes. Most of irrational tactics like negative sanctions, threats, and manipulation in the downward process and blocking coalition, and manipulations in the upward process remains the least favoured strategies.

CORRELATION OF UPWARD AND DOWNWARD INFLUENCE STRATEGIES: - The correlation between downward and upward influence strategies is rather strong. At 0.01 levels

Table 9.4: Correlation of Upward And Downward Influence Strategies

Downward Influence Strategies	Upward Influence Strategies													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Assertion	00	02	25**	04	04	06	27**	26**	23*	20*	28**	08	21*	10
Coalition	37**	38**	35**	36**	46**	39**	42**	39**	31**	35**	45**	40**	26**	37**
Showing Dependency	28**	17	27**	09	37**	30**	19	13	22*	34**	16	25*	05	16
Diplomacy	09	10	13	05	26**	37**	16	35**	24*	17	35**	26**	37**	12
Exchange Of Benefits	44**	48**	34**	19*	45**	41**	57**	30**	47**	41**	31**	58**	19	31**
Showing Expertise	39**	42**	34**	35**	42**	18	44**	53**	34**	36**	37**	28**	39**	32**
Ingratiation	27**	22*	18	27**	16	25**	36**	27**	37**	17	17	25**	25*	16
Manipulation	51**	53**	40**	42**	50**	28**	51**	26**	32**	53**	34**	45**	09	48**
Persuasion	38**	33**	29**	37**	33**	23*	45**	48**	28**	26**	37**	26**	36**	31**
Personalised Help	19	24*	17	05	40**	33**	23*	09	35**	19	17	44**	05	01
Rationality	02	05	11	13	06	04	17	26**	13	04	21*	00	41**	06
Negative Sanction	55**	54**	27**	40**	37**	19	29**	13	21*	38**	25**	33**	05	23*
Positive Sanction	45**	38**	27**	22*	44**	36**	46**	48**	54**	32**	30**	42**	26**	39**
Threats	41**	44**	21*	34**	29**	23*	31**	06	22*	44**	19	33**	-07	23*
Upward Appeal	30**	42**	36**	28**	34**	40**	35**	24*	27**	27**	37**	25*	08	39**

1. Blocking, 2. Unclassified, 3. Coalition, 4. Defiance, 5. Showing Dependency, 6. Diplomacy, 7. Exchange of Benefits, 8. Showing Expertise, 9. Ingratiation, 10. Manipulation, 11. Persuasion, 12. Personalised Help, 13. Reasoning, 14. Upward Appeal

Note: - Decimal points in correlation coefficients are omitted.

**Correlation is significant at the 0.01 level.

*Correlation is significant at the 0.05 level.

assertion of the downward influence strategy is significantly related with coalition, exchange of benefits, showing expertise, and persuasion of the upward influence strategies. Coalition is significantly correlated at 0.01 levels with all the strategies of the upward influence strategies. Exchange of benefits of ISD also shows significant correlation at 0.01 levels with all the upward influence strategies with the exception of reasoning. Among the downward influence strategies coalition, persuasion, and positive sanction are significantly correlated with all the strategies of upward influence.

CORRELATION OF DOWNWARD INFLUENCE STRATEGIES AND LEADERSHIP STYLE

(SELF-ASSESSMENT): - Table 9.5 reveals the correlation between downward influence strategies (ISD) and leadership style self-assessment (LSS). The authoritative leaders

reportedly influenced the subordinates using almost all the strategies except manipulation, personalised help, negative sanction, threats and upward appeal. The bureaucratic leadership

Table 9.5: Correlation of Downward Influence Strategies and Leadership Style (Self Assessment)

Downward Influence Strategies	Leadership Style (Self Assessment)			
	Authoritative	Bureaucratic	Nurturant	Participative
Assertion	0.235*	0.037	0.099	0.133
Coalition	0.210*	0.102	0.058	0.114
Showing Dependency	0.242*	0.028	-0.097	0.091
Diplomacy	0.271**	0.108	0.023	0.288**
Exchange Of Benefits	0.282**	0.237*	0.117	0.306**
Showing Expertise	0.335**	0.058	0.068	0.168
Ingratiation	0.283**	0.165	0.044	0.287
Manipulation	0.179	0.149	-0.028	0.116
Persuasion	0.266**	0.148	-0.044	0.162
Personalised Help	0.151	0.177	0.179	0.159
Rationality	0.219*	0.109	0.011	0.102
Negative Sanction	0.084	0.173	-0.052	0.054
Positive Sanction	0.276**	0.123	-0.017	0.231*
Threats	0.112	0.069	-0.083	-0.058
Upward Appeal	0.172	0.011	0.174	0.189

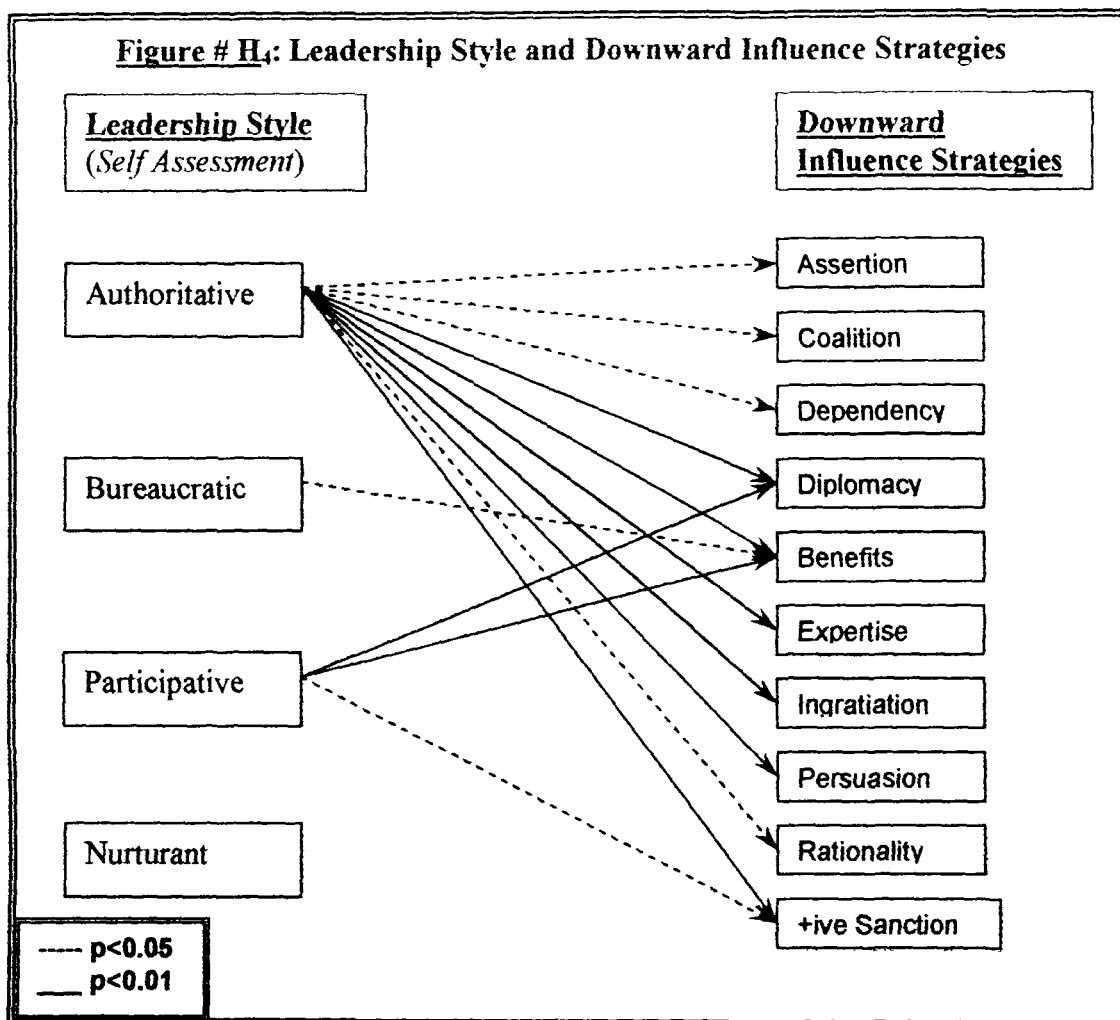
**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

style shows significant relation with exchange of benefits. Interestingly, the participative leaders are diplomatic, exchanging benefits, and sanctioning positively in influencing the subordinates. The nurturant leaders do not show significant relation with any of the strategies.

Hypothesis # H₄: It was hypothesis that the participative type of leaders would encourage the subordinates to adopt rational tactics whereas; autocratic type of leader would encourage the subordinates to adopt non-rational tactics.

The relationship chart in figure H₄, derived from a correlations between influence strategies and leadership style (Detail correlations is shown in Appendix-4) shows that participative leaders do adopt rational tactics like diplomacy, exchange of benefits and positive sanction. The correlation between participative style with diplomacy and exchange of benefits is highly significant at 0.01 levels and the relation with positive sanction is significant



at 0.05 levels. Among the autocratic styles authoritative shows more correlations than bureaucratic which has a significant correlation at 0.05 levels with exchange of benefits. The authoritative leaders seem to have adopted every tactics irrespective of them being rational or non-rational. The authoritative style is significantly correlated at 0.01 with diplomacy, benefits, expertise, ingratiation, persuasion, and positive sanction. It is also significantly correlated at 0.05 levels with assertion, coalition, dependency, and rationality. The nurturant leaders show no significant choice of tactics. It may be concluded that hypothesis H₄ is partially accepted.

CORRELATION OF DOWNWARD INFLUENCE STRATEGIES AND LEADERSHIP STYLE

(ASSESSING SUPERIOR): - As indicated in table 9.6 subjects who assess their superiors as

Table 9.6: Correlation of Downward Influence Strategies and Leadership Style (Assessing Superior)

Downward Influence Strategies	Leadership Style (Assessing Superior)			
	Authoritative	Bureaucratic	Participative	Task Oriented
Assertion	0.035	0.038	0.071	0.098
Coalition	0.263**	0.002	0.065	0.047
Showing Dependency	0.047	0.037	0.139	0.142
Diplomacy	0.278**	0.005	0.185	0.145
Exchange Of Benefits	0.302**	0.136	0.280**	0.201*
Showing Expertise	0.256**	-0.090	0.013	0.066
Ingratiation	0.401**	0.117	0.092	0.047
Manipulation	0.151	0.031	0.200*	0.161
Persuasion	0.232*	0.006	0.204*	0.171
Personalised Help	0.034	0.173	0.261**	0.261**
Rationality	0.191	0.078	0.049	0.042
Negative Sanction	0.122	0.014	0.288**	0.169
Positive Sanction	0.379**	0.082	0.136	0.052
Threats	0.053	0.011	0.058	0.000
Upward Appeal	0.147	0.106	0.192	0.284**

** Correlation is significant at the 0.01 level.

* Correlation is significant at the 0.05 level

authoritative are using coalition, diplomacy, exchange of benefits, ingratiation, persuasion and positive sanctions in their downward influence process. Exchange of benefits, manipulation, persuasion, personalised help, and surprisingly, negative sanctions are the strategies the library professionals, who perceived their superior as participative leaders, used in the downward influence process. Library professionals who perceived their superior as task-oriented are exchanging benefits, helping personally and appealing upward in the process of influencing the subordinates.

CORRELATION OF UPWARD INFLUENCE STRATEGIES AND LEADERSHIP STYLE

(SELF-ASSESSMENT): - As indicated in table 9.7 the more authoritative leaders uses more of showing dependency, exchange of benefits, showing expertise, ingratiation, manipulation, persuasion, personalised help, and reasoning in the process of influencing the superiors. The

Table 9.7: Correlation of Upward Influence Strategies and Leadership Style (Self Assessment)

Upward Influence Strategies	Leadership Style (Self Assessment)			
	Authoritative	Bureaucratic	Nurturant	Participative
Blocking	0.078	0.111	-0.019	0.087
Unclassified	0.095	0.170	0.145	0.179
Coalition	-0.005	-0.004	0.080	0.118
Defiance	0.062	0.125	-0.040	0.017
Showing Dependency	0.246*	0.269**	0.065	0.176
Diplomacy	0.173	0.110	0.199*	0.162
Exchange Of Benefits	0.229*	0.332**	0.001	0.206*
Showing Expertise	0.204*	-0.043	-0.023	0.083
Ingratiation	0.281**	0.227**	0.083	0.103
Manipulation	0.281**	0.203*	0.006	0.072
Persuasion	0.260**	-0.062	0.042	0.079
Personalised Help	0.204*	0.326**	0.022	0.161
Reasoning	0.255**	0.159	-0.123	0.141
Upward Appeal	0.128	-0.011	0.014	-0.048

**Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

bureaucratic leaders are showing dependency, exchanging benefits, ingratiating, manipulating and rendering personalised help in the process of influencing their superiors. The more nurturant the respondents are the more diplomatic and the more participative they are the more they exchange benefits to influencing the superior.

Table 9.8: Correlation of Upward Influence Strategies and Leadership Style (Assessing Superior)

Upward Influence Strategies	Leadership Style (Assessing Superior)			
	Authoritative	Bureaucratic	Participative	Task Oriented
Blocking	0.276**	-0.068	0.225*	0.078
Unclassified	0.340**	0.014	0.245*	0.134
Coalition	0.107	-0.082	0.099	0.023
Defiance	0.269**	-0.078	0.030	-0.032
Showing Dependency	0.166	0.120	0.251*	0.224*
Diplomacy	0.174	0.274**	0.267**	0.255*
Exchange Of Benefits	0.101	0.035	0.161	0.134
Showing Expertise	0.322**	0.063	0.069	0.037
Ingratiation	0.201	0.199*	0.196*	0.204*
Manipulation	0.090	0.089	0.262**	0.159
Persuasion	0.202*	-0.038	0.161	0.096
Personalised Help	0.129	0.241*	0.232*	0.237*
Reasoning	0.248*	0.016	0.058	0.012
Upward Appeal	0.203*	-0.165	-0.011	-0.013

**Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

CORRELATION OF UPWARD INFLUENCE STRATEGIES AND LEADERSHIP STYLE

(ASSESSING SUPERIOR): - Library professionals use more of blocking, defiance, showing

expertise, persuasion, reasoning, and upward appeal as the influence strategies towards superiors whom they think are authoritative. Mixtures of rational and forceful strategies are implemented to influence the authoritarian superior. Towards the bureaucratic leaders being diplomatic, ingratiating, and rendering personalised help are the more preferred strategies. To influence the superiors whom the library professionals perceived as the participative they employ blocking, showing dependency, diplomacy, ingratiation, manipulation, and personalised help. Showing dependency, diplomacy, ingratiation, and personalised help are the strategies library professionals used to influence the task-oriented leaders. In the process of influencing the task-oriented leaders, subjects preferred the more rational but weaker strategies.

Table 9.9: Correlation of Downward Influence Strategies and Bases of Power (Influencing Subordinates)

Downward Influence Strategies	Bases of Power (Influencing Subordinates)						
	Coercion	Connection	Expert	Information	Legitimate	Referent	Reward
Assertion	0.155	0.163	0.201*	0.120	-0.076	0.184	0.173
Coalition	0.134	0.153	-0.004	0.058	0.148	0.091	0.013
Showing Dependency	-0.038	0.212*	0.080	0.134	0.020	0.159	0.014
Diplomacy	0.125	0.195	0.181	0.192	0.193	0.263**	0.079
Exchange Of Benefits	0.080	0.322**	-0.016	0.120	0.045	0.252*	0.325**
Showing Expertise	0.024	0.280**	0.284**	0.051	0.104	0.306**	-0.050
Ingratiation	0.198*	0.312**	0.258**	0.382**	0.178	0.348**	0.266**
Manipulation	-0.014	0.239*	-0.099	0.138	0.056	-0.078	0.096
Persuasion	0.154	0.239*	0.027	0.142	0.056	0.113	0.110
Personalised Help	0.058	0.099	-0.041	-0.022	0.014	0.122	0.142
Rationality	0.089	0.048	0.157	0.104	0.025	0.210*	0.105
Negative Sanction	0.103	0.177	-0.164	-0.010	0.104	0.021	0.134
Positive Sanction	0.228*	0.395**	0.136	0.361**	0.153	0.229*	0.175
Threats	0.138	0.212*	-0.105	0.035	0.075	0.032	0.204*
Upward Appeal	0.046	0.262**	0.104	0.044	0.116	0.058	-0.037

** Correlation is significant at the 0.01 level.

* Correlation is significant at the 0.05 level.

Correlation of Downward Influence Strategies and Bases of Power (Influencing Subordinates): - Table 9.9 exhibits the sources to which subjects based their power to influence the subordinates. To use assertion as the strategy to influence the subordinate library professionals, surprisingly, based their power on expert probably to justify that they are right

in their decision Connection is manifested as the base of power to show dependency as the downward influence strategy and referent is used as the base of power for diplomacy Library professionals who use exchange of benefits as the downward influence strategy draw their ability to influence from connection, referent and reward bases of power. Connection, expert, and referent are used as the bases of power for adopting showing expertise as the influence strategy. Those who adopt ingratiation as the influence strategy based their power on connection, expert, information, referent, reward and surprisingly, coercion. Library professionals, reportedly, based their power on connection for using manipulation, persuasion and upward appeal as the downward influence strategies. Connection, information, referent and interestingly, coercion but not rewards are the bases of power used to exercise positive sanction. Finally, to threaten the subordinates in order to change their mind subjects use connection and reward but not coercion as the source of power.

Table 9.10: Correlation of Upward Influence Strategies and Bases of Power (Influencing Superior)

Upward Influence Strategies	Bases of Power (Influencing Superior)						
	Coercion	Connection	Expert	Information	Legitimate	Referent	Reward
Blocking	0.287**	0.137	0.039	0.089	-0.018	0.110	0.047
Unclassified	0.299**	0.083	-0.085	-0.057	0.138	0.110	0.042
Coalition	0.265**	0.190	-0.051	0.099	0.082	0.258**	-0.072
Defiance	0.208*	0.088	0.197*	0.135	0.206*	0.083	0.090
Showing Dependency	0.361**	0.000	-0.025	0.055	0.117	0.155	0.024
Diplomacy	0.241*	0.138	-0.057	0.048	-0.006	0.207*	0.053
Exchange Of Benefits	0.439**	0.268**	0.124	0.093	0.062	0.172	0.191
Showing Expertise	0.112	0.016	0.329**	0.202*	0.423**	0.208*	-0.027
Ingratiation	0.342**	0.157	0.116	0.091	0.079	0.178	0.051
Manipulation	0.467**	0.237*	0.118	0.139	0.107	0.143	0.065
Persuasion	0.284**	-0.101	0.197*	0.110	0.267**	0.042	0.119
Personalised Help	0.384**	0.208*	0.108	0.207*	0.128	0.228*	0.091
Reasoning	0.032	-0.033	0.392**	0.160	0.288**	0.141	0.137
Upward Appeal	0.258**	0.285**	-0.052	0.180	0.097	0.145	-0.031

** Correlation is significant at the 0.01 level (2-tailed).

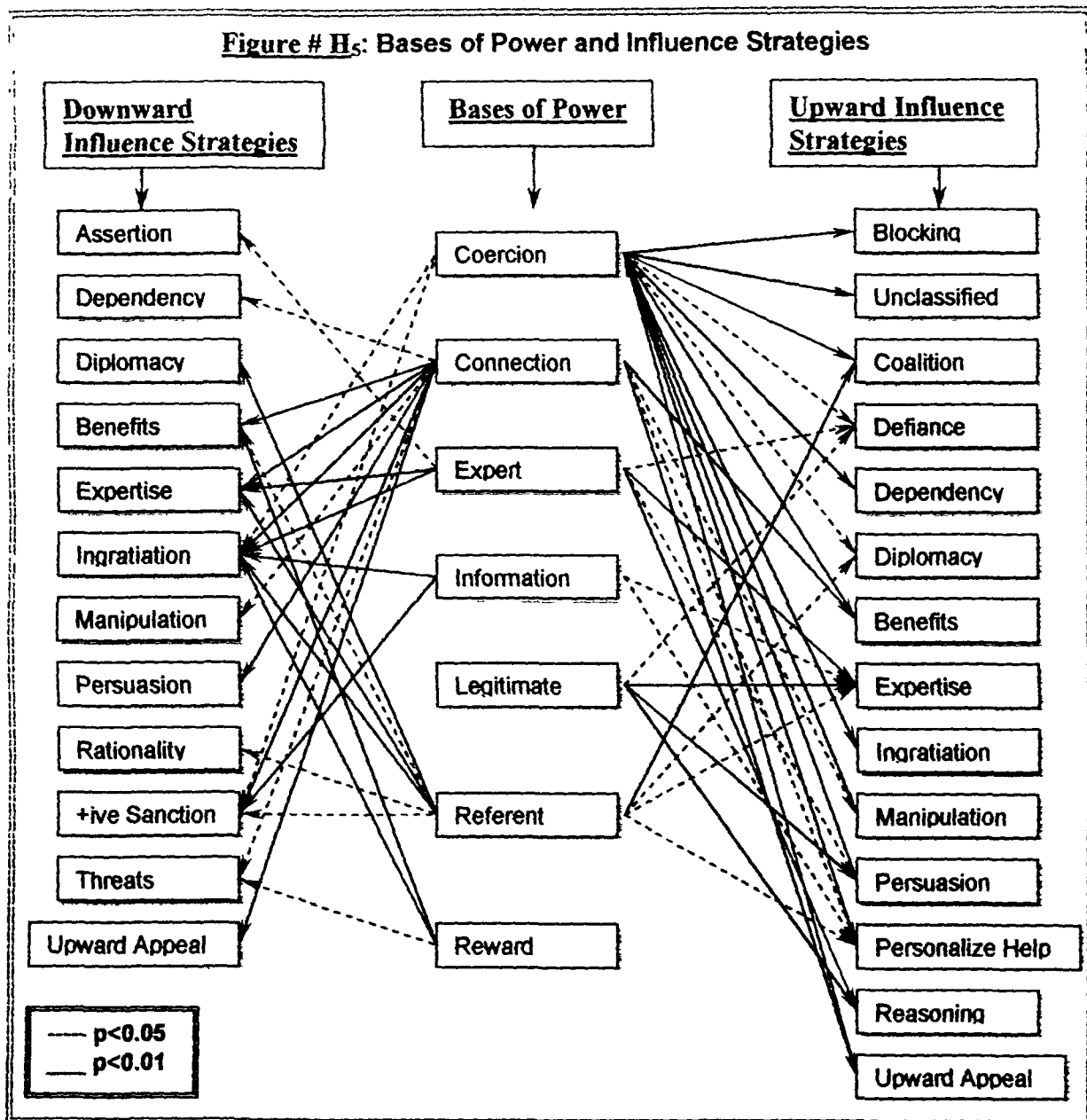
* Correlation is significant at the 0.05 level (2-tailed).

CORRELATION OF UPWARD INFLUENCE STRATEGIES AND BASES OF POWER

(INFLUENCING SUPERIOR) - As shown in table 9 12 subjects seems to be more aggressive in influencing their superiors. Coercion is, reportedly, the base of power for almost all the upward influence strategies with the exception of showing expertise and reasoning. In the process of using exchange of benefits, manipulation, personalised help, and upward appeal towards the superior library professionals draw their source of power from connections. Expert power is the base for the upward strategies like defiance, showing expertise, persuasion and reasoning. To adopt showing expertise and personalised help library professionals based their power on information. Legitimate power serve as the base for the upward influence strategies, such as, defiance, showing expertise, persuasion and reasoning. Referent power is the base for coalition, diplomacy, showing expertise and personalised help. Understandably, library professionals do not draw their ability to influence the superiors from reward power. From the discussion above it is clear that subjects does not necessarily base their power on rational and professional sources to exercise rational tactics. Similarly, non-rational bases are not necessarily, the source of power non-rational tactics.

Hypothesis # H₅: In the second hypothesis it was assumed that **professional and legitimate type of power will be used in the downward influence process whereas; persuasive type of power will be used in the upward influence process.**

Figure H₅ summarised the correlation of bases of power influencing subordinates with downward influence strategies and bases of power influencing superior with upward influence strategies. From figure H₅ it is clear that the upward influence strategies have more significant relation with the bases of power than the downward influence strategies. This may be due to the fact that library professionals must have tried all sorts of sources and strategies to influence their superiors who must have been more difficult to influence than their subordinates. In the downward influence process connection is used more as a source of



power and interestingly, coercion is the most used sources of power in the upward influence process. It may be mentioned that the coercion base of power for influencing superior is much milder and different from coercion base of power for influencing subordinates. In the downward influence process subjects resorted to more professional powers than legitimate whereas, in the upward influence process they are coercive. The use of coercion might have been due to the availability of connection a source of power. From this relationship it is clear that the hypothesis H₅ is again moderately rejected.

Conclusion - The choices of strategies for influencing subordinate and superiors have similar characteristics. Rational tactics like ingratiation, rationality, diplomacy, and expertise are the most preferred strategies for influencing the subordinates. Similarly, reasoning, expertise, ingratiation and personalised help are the more preferred strategies for influencing the superiors. The tactics for downward and upward influence are more professional and rational whereas, the forceful and irrational tactics are the least preferred strategies in both upward and downward strategies.

The library professionals with authoritative style of leadership used more strategies and they are found to have used both strong and weak strategies in influencing the subordinates. The nurturant leaders do not particularly use any of the downward strategies. Professionals with all kinds of leadership style namely, authoritative bureaucratic, nurturant and participative resort to the weaker but rational tactic of influencing superiors. Library professionals who perceived their superior as authoritative are more aggressive and forceful in influencing them. They preferred weaker and rational tactic to influence the superiors whom they think are bureaucratic, participative and task-oriented.

Connection serves as the base of power for most of the downward influence strategies whereas; legitimate is not significantly used as the source of power. In the upward influence process coercive is used extensively used for most of the upward influence strategies whereas, reward is not significantly related with any of the strategies.

CHAPTER -10-

DISCUSSIONS AND SUGGESTIONS

In the seven states of the Northeast namely, Arunachal, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura there are 110 professionals who have the requisite designation¹ and at least 2 subordinates. Questionnaires were distributed to 108² of them and out of which, a population of 91.81% (n=101) responded to participate in this study. In this chapter the findings from the data collected are potted and integrated as follows.

ORGANIZATIONAL CLIMATE

Four factors namely, interpersonal relations, benevolent, reward and structured were derived in the organizational climate. However, the presence of a certain climate seems to lead to the existence of another. Among these organizational climate factors, interpersonal relations shows significant relations with the other three factors. Most of the libraries are found to have cohesive personal relations. Structured climate, being the most favoured, has its presence in all the types of libraries without any significant difference amongst them. Among the types of libraries, Academic and Special libraries are found to have more favourable climate, whereas Public libraries are attributed with unfavourable climate.

Organisational climate does not significantly affect the way respondents assess their own leadership style but it has a considerable influence on how they assess their

¹ Chief Librarians or Librarians, Deputy Librarians, Documentation Officers, Information Scientists, Information Officers and Assistant Librarians

² One of the professionals was on study leave and the other on duty leave

superiors In other words subordinates perceived the superiors as the creator of the organisational climate.

LEADERSHIP STYLES

Through varimax rotated factor analysis four factors were derived from each leadership styles, self assessment and assessing superior. Authoritative, bureaucratic, and participative styles emerge in both the leadership styles whereas, nurturant leadership style is found only in leadership style self assessment and task oriented style emerged only in leadership style assessing superiors. Respondents endorsed bureaucratic style as the most favoured style whereas superiors were perceived mostly as being task oriented. Academic libraries with the most favourable climate have mainly participative style of leadership. Special libraries with favourable climate have more of authoritative leaders. Public libraries with unfavourable climate have more of bureaucratic and nurturant leaders. These findings are rather interesting. Public libraries are under the direct control of state and its bureaucracy. The findings reflected that these bureaucrats have to some extent influenced the public library professionals' choice of leadership. Subjects in academic libraries reported that their superiors as authoritative and participative. Special libraries consistently rank second in assessing the superior as authoritative, participative and task oriented. Public libraries with unfavourable climate reported the superiors as task oriented and bureaucratic. As per designation wise analysis, Deputy Librarians are found to be the most authoritative, bureaucratic and nurturing leaders whereas, Assistant Librarians are the most participative leaders.

Among the background variable the age factor have significant implication on the choice of leadership. Older respondents are found to be more bureaucratic. Respondents who join the profession later are more nurturant and participative than those who joined early. These late entrants, before joining the profession, must have acquired more academic and professional maturity than those who join at an earlier age. It is also likely that they must have a certain degree of satisfaction to the job they are assigned with.

BASES OF POWER

The sources of power from which subjects based their influence process and change the mind of the subordinates and the immediate superiors have certain surprising elements in it. For influencing subordinates subjects appears to have used all bases of powers. As for influencing the superior information, referent and reward are significantly correlated with all the other factors. Expert is the first choice for influencing the subordinates and superiors both. Coercion and connection remains the last choice for influencing subordinates and superior. With the exception of coercion and legitimate all the other bases of power for influencing subordinates are significantly correlated with the respective counterparts for influencing superior.

The types of libraries have no significant differences among the bases of power for influencing subordinates and influencing superior. However, the more authoritative, bureaucratic and surprisingly, nurturant the leaders are they draw their power from coercive sources. The professionals with more nurturant and participative style of leadership rely more on showing expertise to influence the subordinates. Similarly, the authoritarian leaders obtain power more on information. As for influencing the superiors,

the more authoritative leaders use more of coercion and information as the bases of power to influence the superior. Bureaucratic leaders also use more of coercive means to influence the immediate superior. The respondents used connection to influence their leaders whom they perceived as nurturant and participative. To those bureaucratic leaders the subjects show expertise to change their superior's mind. Reward base of power is also used more by bureaucratic and nurturant leaders.

INFLUENCE STRATEGIES

There seems to be similarity in characteristics between the strategies for influencing subordinate and superiors. Based upon the mean score values rational and professional tactics are preferred more for influencing subordinates and superior. Tactics like ingratiation, rationality, diplomacy, and expertise are the most favoured strategies for influencing the subordinates. For influencing the superiors reasoning, expertise, ingratiation and personalised help are the more favoured strategies. The forceful and irrational tactics are the least preferred strategies in both upward and downward strategies.

Authoritative leaders used more influence strategies and they are found to have used both strong and weak strategies in influencing the subordinates. The nurturant leaders do not particularly use any of the downward strategies. For influencing superiors, professionals with all kinds of leadership style namely, authoritative bureaucratic, nurturant and participative resort to the weaker but rational tactic. Library professionals are more aggressive and forceful in influencing superior whom perceived their as authoritative. They resorted to weaker and rational tactic to influence the bureaucratic, participative and task-oriented superiors.

Interestingly, connection is found to be the base of power for most of the downward influence strategies. Having a connection with somebody more influential obviously helps in influencing subordinates and superiors as well. Legitimate base of power does not show any significant relation with the influence strategies. Coercive base of power for upward influence process is milder and not the same as coercive for the downward influence process. This coercive base of power for the upward influence process is extensively used for most of the upward influence strategies while reward is not significantly related with any of the strategies. The presence of connection as the source of power can be the reason for subjects resorting to coercive base of power.

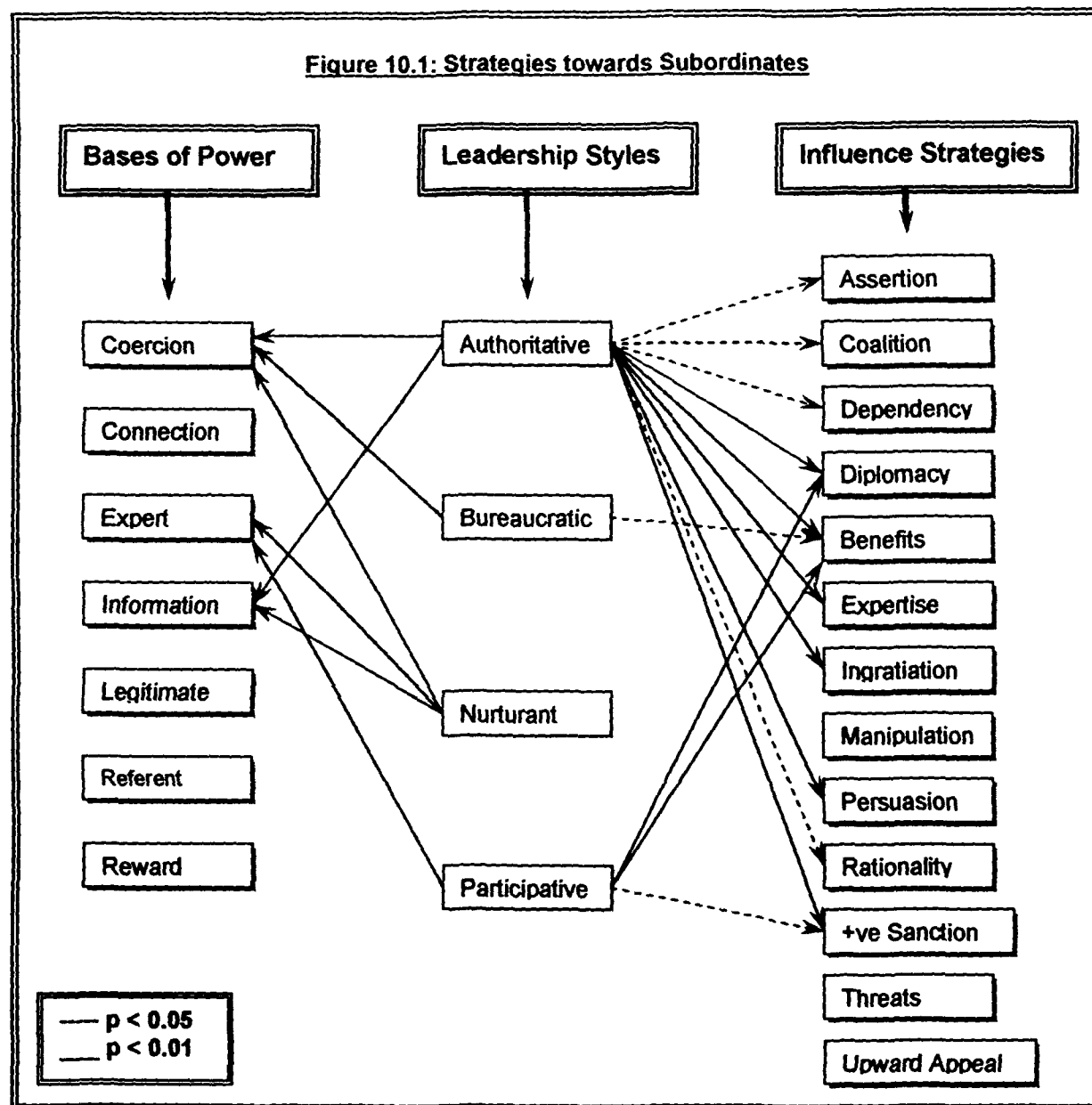
SUMMARY

The power strategies discussed so far are of bi-directional, downward and upward. In many instances, professionals are found to have resorted to the same strategies towards the subordinates and superior. However, the strategies for influencing subordinates and superior have certain degree of similarity and dissimilarity. Therefore, bringing together all downward processes as one power strategy and all upward processes as another power strategy will sum up the whole findings.

STRATEGIES TOWARDS SUBORDINATES

As shown on figure 10.1 authoritative leaders reported that they change the mind of their subordinates through coercion and information bases of power. Relying on these two sources of power authoritative leaders use various influence strategies like diplomacy,

exchange of benefits, showing expertise, ingratiation, persuasion, positive sanction,



assertion coalition dependency, and rationality. Understandably, the bureaucratic leaders base their power on coercive sources but they significantly use exchange of benefits to influence the subordinates. Participative leaders rely on expert base to influence the subordinate with strategies like diplomacy, exchange of benefits and positive sanction. The nurturant leaders also show that they base on coercion, expertise and information. These

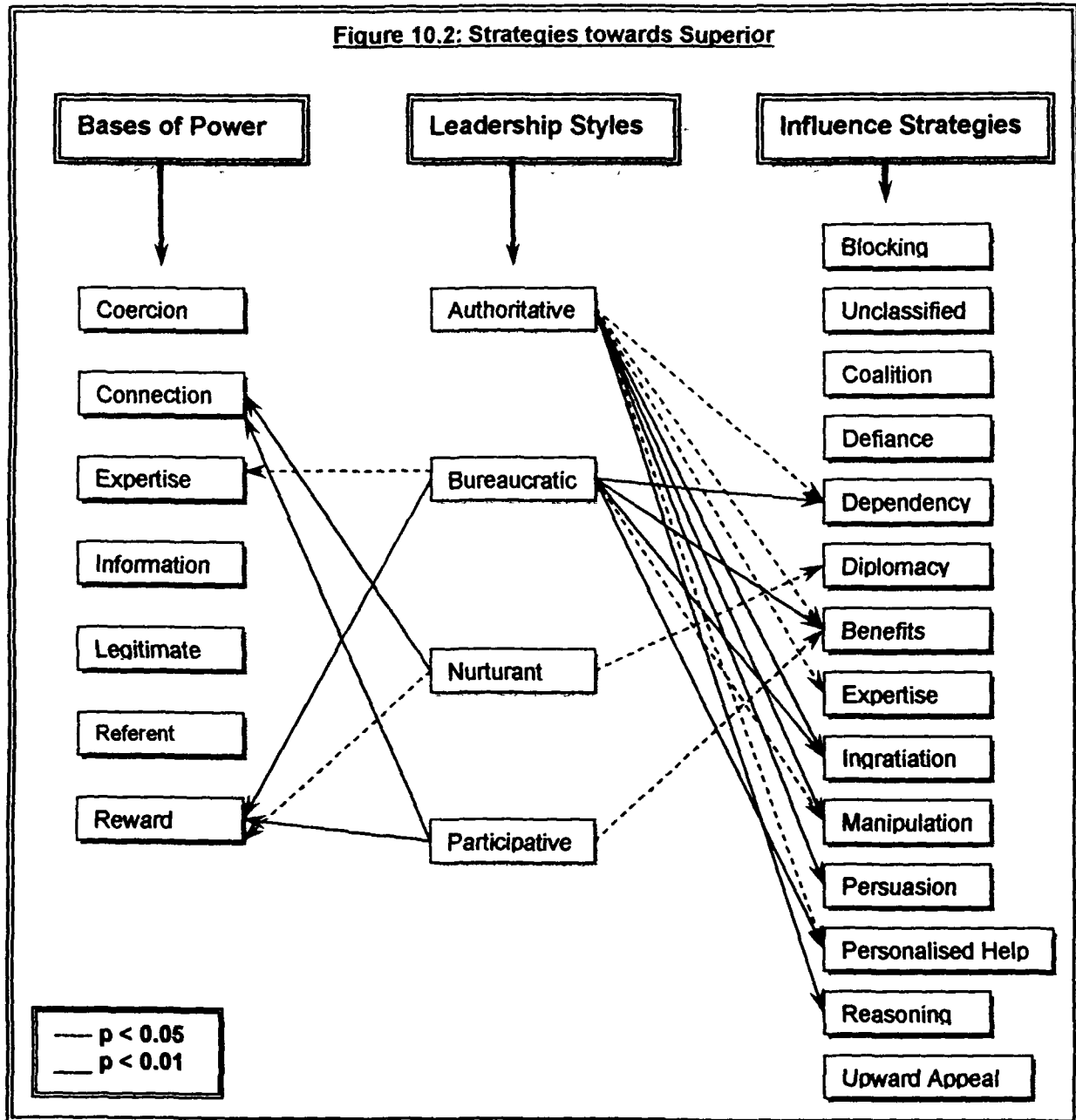
nurturant leaders do not stick to any particular influence strategies and therefore, no significant relation is found with any of the strategies for influencing subordinates.

The bases of power like connection, legitimate, referent and reward are not significantly related with any particular leadership styles. Similarly, among the influence strategies manipulation, threats, and upward appeal do not show significant relation with all the leadership styles. The nurturant leadership style also show not significant relation with the influence strategies.

STRATEGIES TOWARDS SUPERIOR

As shown on figure 10.2, the authoritative leaders do not rely on any particular bases of power but they use more influence strategies to influence the superior than any other leaders. To influence the superiors the authoritarians use more of ingratiation, manipulation, persuasion, and reasoning than other strategies like dependency, exchange of benefits, showing expertise and personalised help. The bureaucratic leaders base their power on expertise and reward. With these two sources of power they utilised the strategies like showing dependency, exchange of benefits, ingratiation, personalised help and manipulation to influence their superior. Nurturant leaders reported that connection and reward is the two base of power which helps them change the mind of their superiors. The nurturant leaders use only diplomacy to influence their superior. Similarly, connection and reward are the two sources of power that makes the participative leaders change the mind of their superior and they use exchange of benefits as the influence strategy to influence the superior.

Coercion, information, legitimate, referent bases of power are not significantly related with the leadership styles. The strategies for influencing superior like blocking,



coalition, defiance, and upward appeal are not significantly related with any style of leadership.

From the above discussions it is clear that the same strategies are not implemented on both upward and downward strategies. In the downward strategies authoritative leaders

reportedly change the subordinates' mind because they are coercive and have important information. In the upward process authoritative leaders do not show any significant relation with any source of power. However, authoritarians are found to have used the maximum number of strategies in both downward and upward strategies. The bureaucratic leaders change the mind of their subordinates through coercion but they show expertise and compensate (reward) to change their superior's mind. With the exception of exchanging benefits the bureaucratic leaders do not use much influence strategies towards their subordinates whereas, they use more strategies like showing dependency, exchange of benefits, ingratiation and personalised help to influence the superior. In the downward process nurturant leaders reportedly change the mind of their subordinates through coercion, expertise and information whereas; they change their superior's mind through connection and reward. The nurturant leaders do not particularly utilize any of the strategies to influence subordinates but they use diplomacy to influence the superior. Expertise helps the participative leaders change the subordinates' mind but connection and reward help them change the superior's mind. Participative leaders use strategies like diplomacy, exchange of benefits and positive sanctions in the downward process whereas, they use exchange of benefits in the upward process.

SUGGESTIONS

As per the hypotheses libraries with more favourable climate are assumed to have more conducive climates like structure and reward. Those favourable climates in turn are expected to encourage more of participative and task-oriented leaders. The less controlling leadership styles assumed to have used more of rational tactics than autocratic type of

strategies. The findings in this study show varying results. Based upon these findings the following suggestions are made -

1. There is a need for developing a scientific method of evaluating the performances of the professionals. With such method, parent bodies of the libraries should identify the finer points and productive performances of the professionals and give them due recognition. In recognition to the job well done, the parent bodies can reward them with incentives to those who deserved.
2. Library professionals' knowledge of the Human Resource Management seems to be quite poor. In-service training on Personal Relation should be an appropriate innovation for the better management of the library professionals. These innovations on personal management can be conducted along side special trainings on Computer Applications, Database Management Systems and other library software which are imparted to keep pace with the changing trend.
3. Public libraries are directly controlled by the state to which they belong and they reveal that organisational climate is less favourable than other types of libraries. Therefore, managers of these libraries should ensure a more favourable and conducive organisational climate by interacting with the types of libraries with favourable climate.
4. Parent bodies should ensure welfare services for more application and involvement in the job. Such welfare service will make the professionals concentrate and contribute more on their specified jobs and maximise their satisfaction to job.
5. In view of the current need in the profession, UGC/Curriculum Development Committee have emphasised on management, including personal relation, along with information technology in the model published by the UGC (2001). To accustom the

library professionals with these trend libraries should sponsored and encourage the professionals to participant in courses that caters to these developments

- 6 Personal interaction, during the process of data collection, with the professionals shows a very low level of motivation Modernization of the libraries with emphasis on automation, collection development, and special services to the users should be incorporated. Keeping in tune with the technological development and satisfying the users will increase the motivational level of the professionals. Highly motivated professionals are a workforce with more productivity which can be translated into better users' satisfaction

DRAWBACKS OF THE STUDY

1. Owing to the limited number of professionals from the selected site the number of population was comparatively less as against the questionnaire items. This could be one reason why the final findings are not distinctively prominent. The study can be conducted on a larger population in order to find out if distinctive results can be derived.
2. As Saraf (1995) suggested, although the scales have universal application and were tested in different environments it was borrowed from other disciplines Keeping in mind the library professionals' differential state of affairs modification of the scale is necessary to suit the profession and derive better outcome.
3. Owing to the complexities and inconsistencies involved in human behaviour and nature data collected in a multiple time frame is likely to show varying results Multiple data collected in multiple time frames eliminate the inconsistencies involved and the results

are more reliable. However, due to time constraint the findings in this study are derived from data collected in a single time frame

FUTURE RESEARCH

1. The study was conducted to find out upward (strategies towards superior) and downward (strategies towards subordinates) interpersonal relationship. A further study on a similar pattern can be conducted on lateral relationship to find out the strategies adopted among peers.
2. Methodologies sometimes contribute to the weaknesses of the study. The same study on the same population but with a different methodology can be conducted, as further research, to ascertain if the results are the same.
3. Samples are drawn from library professionals of the north eastern states of India alone. Similar study can be conducted on library professionals from other parts of the country for generalization of the findings.
4. Users' satisfaction is the primary most important objective of all libraries. However, no studies have been done to examine the impact of power strategies on user satisfaction. To investigate the impact of power strategies on user satisfaction the following points are suggested for further studies: -
 - (a) As pointed out by D'Elia and Walsh (1983) there are two basic approaches to the measurement of user satisfaction – objective and subjective. In the objective approach library is the unit of analysis whereas in subjective approach users are the unit of analysis. Accordingly, this study adopts the objective approach by

studying the library professionals. The ultimate objective of the library being user satisfaction, further studies can be conducted to find out what type of influence processes, leadership styles, organisational climate contribute to the enhancement of user satisfaction.

- (b) Du Mont and Du Mont (1979) also suggested synthesising the whole library system to measure library effectiveness. Studies on other aspects of the libraries can be integrated to find out the power strategies that lead to library effectiveness.



REFERENCES:

ADLER S (1983) Subordinate imitation of supervisor behaviour The role of supervisor power and subordinate self-esteem *Social behaviour and personality* 11 5-10

AGRAWAL, S (1989) The Leader-Follower relationship an empirical study in an industrial setting *Journal of Sociological Studies*, 8 (Jan) 149-157

AIDA Y and FALBO, T (1991) Relationship between marital satisfaction, resources, and power strategies *Sex Roles*, 24,43-56

AINSWORTH, S and FLATHMAN, M (1995) Unanimous consent Agreements as Leadership foils *Legislative Studies Quarterly*, 10(2) May 177-195)

AKHILESH, K B and PANDEY, S (1986) A comparative study of organisational climate in two Banks *Indian Journal of Industrial Relations*. 21(4) Apr 456-461

ALLEN, R W , MADISON, D L . PORTER, L W , RENWICK, P A and MAYES, B T (1979) Organisational politics Tactics and Charecteristic of its actors *California Management Review*, 22, 77-83

ANDRES, Rodriguez (1992) Power and Politics in Organisations *Psicologia Politca*, 5 (Nov), 99-155

ANSARI, M A (1986) Need for nurturant task leaders in India Some empirical evidence *Management and Labour Studies*, 11. 26-36

ANSARI, M A (1990) Managing people at work Leadership styles and influence strategies New Delhi Sage Publications

ANSARI, M A and KAPOOR, A (1987) Organizational context and Upward Influence Tactics *Organizational Behavior and Human Decision Processes*, 40, 29-39

ANSARI, M A , KAPOOR, A and REHANA (1984) Social Power in Indian Organisations *Indian Journal of Industrial relations*, 20, 137-244

BALES, R. (1953) The Equilibrium problem in small group, In T Parsons, et al (ed) Working papers in the Theory of Action Illinois Free Press

BALES, R. F (1950) Interaction process analysis Reading, M A Addison Wesley

BALES, R. F (1958) Role and role conflict In E E Mascoby, et al (ed) Readings in social psychology New York Halt

BALES, R. F and COHEN, S P, (1980) SYMLOG New York Free Press

BALES, R. F , COHEN, S R and WILLIAMSON, S A (1979) SYMLOG A system for the multiple level observations of groups New York Free Press

BALGIR, A S (1983) A study of the organisational climate in private and departmental undertakings *Indian Management*, 22 (3), Mar 30-33

BASS, B M (1960) Leadership psychology and organizational behaviour New York Harper

- BASS, B. M. (1990) Bass & Stogdill's handbook of leadership: theory, research and managerial applications. New York: Free Press
- BAUMGARTEL, H.J., REYNOLDS, M.J.I. and PATHAN, R.Z. (1984). How personality and organisational climate variables moderate the effectiveness of Management Development Programs: A Review and Some Recent Research Findings. *Management and Labour Studies*. Vol. 9(1) Jul 1-15.
- BECHTEL, J. M. (1993). Leadership lessons learned from managing and being managed. *Journal of Academic Librarianship*, 18(b), 352-357.
- BELLINGRATH, G.C. (1930). Qualities associated with leadership in extract curricular activities of the high school. *Teach. Coll. Court. Educ.* No. 399
- BENNIS, W. G. and NANUA, B. (1985). Leaders: The Strategies for taking charge. New York. Harpen and Row.
- BENSMAN, J. and ROSENBERG, B. (1960). The meaning of work in bureaucratic society. *In* M. R. Stein, et al (ed). Identity and anxiety. Survival of the person in mass society. Glencore IL. Free Press.
- BHATNAGAR, D. (1985). Enhancing Managerial Power. *Productivity*, 26 (1), 5-12.
- BIERSTEDT, P. (1950). Analysis of Social Power. *American Sociological Review*, 15:730-38.
- BISANZ, G.L. and RULE, B.G. (1989). Gender and the persuasion schemes. A search for cognitive invariant. *Personality and social psychology Bulletin*, 15, 4 -18.
- BJORKMAN, J. W. (1998). Concepts of Control: Power-Influence-Authority. *Public Enterprise*, 16 (1-2), 41-56.
- BLAKE, R.R. and MOUTON, J.S. (1964). The Managerial Grid. Houston: Gulf Publishing Co.
- BLAU, P. M. and SCOTT, W. R. (1962). Formal organization San Francisco. Chandler.
- BRUNS, G. H. and SHUMAN, I. G. (1988). Police manager's perception of organisational leadership styles. *Public Personnel Management*, 17 (2), 145-157.
- BURNS, J. M. (1978). Leadership. New York: Harpen and Row.
- CARLI, L L (2001). Gender and social influence. *Journal of Social Issues*, 57 (4), 725—741.
- CARLI, L.L. (1989). Gender differences in interaction style and influence. *Journal of Personality and social psychology*, 56, 565-576.
- CARTER, I. F., HAYTHORN, W., MEIROWITZ, B. and LANZETTA, J. T. (1951). The group relation of categorizations and ratings in the observation of group behavior. *Human Relations*, 4, 239-251.
- CARTWRIGHT, D. (1959). A field theoretical conception of power. *In* D. Cartwright (ed), studies in social power. Ann Arbor: Institute for Social Research
- CENDON, B V and JARVENPAA, S L (2001). The development and exercise of power by leaders of support units in implementing information technology-based services. *Journal of Strategic Information Systems*, 10 (2), 121-158.

- COBB A (1980) Informal influence in the formal organisation Perceived sources of power among work unit peers *Academy of management journal*, 23 155-161
- CROUCH, A and YETTON, P W (1987) Manager behaviour Leadership style and Subordinate performance An empirical extension of the Vroom and Yetton conflict rules *Organisational Behaviour and Human Decision Processes*, 39, 384-396
- CROWFORD G A (1997) Information as a strategic contingency applying the strategic contingencies theory of organisational power to academic libraries *College and Research Libraries*, 58 (2) Mar 145-55
- CUMMINS, Thompson R (1980) Power A Library Management Tools *Journal of Academic Librarianship* 6 (5), 284-295
- D'ELIA, G and WALSH, S (1983) User satisfaction with library service – A measure of public library performance *Library Quarterly*, 53 (2), 109 – 133
- DALH, R A (1957) ‘A rejoinder’, *American Political Science Review* 51 1056\61
- DASTMALCHIAN, A (1986) Environmental characteristics and organisational Climate An explanatory study *Journal of Management studies*, 23(6), 609 - 633
- DAVIES, M R (1994) Leadership style and organizational climate The nature of their relationship *Journal of public Administration*, 40 (1), 21-23
- DE CREMER, D and VAN VUGT, M (2002) Inter-group and intra-group aspects of leadership in social dilemmas A relational model of cooperation *Journal of Experimental Social Psychology*, 38 (2), 126—136
- DEMARRAIS, E, CASTILLO, L J and EARLE, T (1996) Ideology, Materialisation, and Power Strategies *Current Anthropology*, 37 (1), Feb, 15-31
- DESSLER, G (1976) Organization and Management, New York, Prentic hall, 157
- DEUTSH, M (1980) Over fifty years of conflict research *In* L Festinger (ed) Four decades of social psychology New York Oxford University Press
- DILL, W R (1958) Environment as an influence on managerial autonomy *Administrative Science Quarterly*, 2, 409-443
- DU MONT, R R and DUMONT, P F (1979) Measuring Library Effectiveness A review and an assessment *In* Michael H Harris (ed) Advances in Librarianship, 9, New York Academic Press, 103 – 141
- DUNN, K F and COWAN, G (1993) Social Influence Strategies among Japanese and American College Women *Psychology of Women Quarterly*, 17, 39-52
- DWIVEDI, R S (1983) A comparative Study of managerial styles, leadership and trust among Indian mangers, *Lok Udyog*, 17 (2) may, 7-17
- ELLEMERS, N, VAN RIJSWIJK, W, BRUINS, J and DE GILDER, D (1998) Group commitment as a moderator of attributional and behavioral responses to power use *European Journal of Social Psychology*, 28 (4), 555—573

- EMERSON, R. M. (1964) Power Dependence Relations: Two experiments. *Sociometry*, 27, 282-98.
- ETZIONI, A. (1961) A Comparative Analysis of Complex Organisations. *American Sociological Review*, 30, 688-98.
- FAIRHOLM, Gilbert W. (1985). Power Tactics on the Job. *Personnel*, 62 (5) May, 45-50.
- FALBO, T. (1977). Multidimensional Scaling of Power Strategies. *Journal of Personality and Social Psychology*, 35, 537-547.
- FALBO, T. and PEPLAU, L. A. (1980). Power Strategies in Intimate Relationships. *Journal of Personality and Social Psychology*, 38, 618-628.
- FALBO, T., HAZEN, M.D., and LINIMON, D. (1989). The cost of selecting power bases of messages associated with the opposite sex. *Sex Roles*, 8, 147-157.
- FARMER, S. M., MASLYN, J. M., FEDOR, D. B., and GOODMAN, J. S. (1997). Putting upward influence strategies in context. *Journal of Organizational Behaviour*, 18 (1), 17—42.
- FIEDLER, F. E. (1967). A theory of leadership effectiveness. New York: McGraw Hill.
- FIELDER, F. E. (1955). Engineer the Job to fit the manager. *Harvard Business Review*, 45 (5)
- FILLEY, A. C. and HOUSE, R. J. (1969). Managerial process and organisational behaviour. Glenview: Scott and Foresman.
- FIOL, C. Marlene (1991). Seeing the empty spaces: Towards a more complex understanding of the meaning of power in organisations. *Organisation Studies*, 12 (40), 547-566.
- FLEISHMAN, E. and HARRIS, E. (1962) Patterns of Leadership Behaviour Related to Employee Grievances and Turnover.
- FLOYD, Steven W. and WOOLDRIDGE, Bill (1997). Middle Management's Strategic Influence and Organisational Performance. *Journal of Management Studies*, 34 (3) May, 465-485.
- FOREHAN, G. A. (1968). On the interaction of persons and organisations. In Renato Tagiuri and George H. Litwin (eds.) *Organisational Climate: Exploration of concept*. Boston: Harvard University.
- FRENCH, J. R. P. and RAVEN, B. (1959). The Bases of Social Power. In D. Cartwright (ed.), *Studies in Social Power*. Ann Arbor: University of Michigan, Institute for Social Research.
- FRIEDMAN, A., TZUKERMAN, Y., WIENBERG, H. and TODD, J. (1992). The shift in power with age: Changes in perception of the power of women and men over the life cycle. *Psychology of Women Quarterly*, 16 (4), 513-525.
- FU, P. P. and YUKL, G. (2000). Perceived effectiveness of influence tactics in the United States and China. *Leadership Quarterly*, 11 (2), 251—266.
- GARKO, M. G. (1992). Physician Executives use of Influence Strategies: Gaining Compliance from Superiors who Communicate in attractive and unattractive styles. *Health Communication*, 4 (2) 127-154

- GHISELLI** (1963) "The validity of management track related to occupational level" *Personal Psychology*, 16 (2) 109-114
- GIBBS, C A** (1969) Leadership **In** G Lindzay and E Aronson (**eds.**), The Handbook of social Psychology, Vol 4 Reading Addison-Wesley
- GOLD, Gregg J. and RAVEN, Bertram H.** (1992) Interpersonal Influence Strategies in Churchill-Roosevelt bases for Destroyer Exchange *Journal of Social Behaviour and Personality*, 7 (2) 245-272.
- GOODCHILDS, J. D., QUADRANO, C. and RAVEN, B. H.** (1975). Getting one's way: Self reported influence strategies. **Paper** presented at the meeting of the Western Psychological Association, Sacramento, California (April)
- GOPALA, K K M and A HAFEEZ** (1964). A study of supervisor's attitude towards employees and production in relation to some personal factors *Indian Journal of Applied psychology*, 1, 78-83.
- GOWIN, E.B.** (1915). The executive and his control of man. New York: Macmillan
- GRUBER, K.J. and WHITE, J.W.** (1986). Gender differences in the perceptions of self's and others' use of power strategies, *Sex Roles*, 15, 109-118.
- GUILLEN, M and GONZALEZ, T F** (2001). The ethical dimension of managerial leadership: two illustrative case studies in TQM. *Journal of Business Ethics*, 34 (3-4), 175—189.
- GUPTA, S P** (2000). Statistical Method. New Delhi: Sultan Chand
- HALLINGER, P. and RICHARDSON, D.** (1988). Models of Shared Leadership: Evolving Structures and Relationship. *Urban Review*, 20 (4) winter, 229-245.
- HALPIN, E. W. and WIENER, B. J.** (1957). A factorial study of Leader Behavior Description, **In** R. Stogdill and A. Coons (**eds.**), Leader behaviour: Its description and Management. Ohio. Ohio State University of Administrative Sciences.
- HANDY, C.B.** (1985). Participation and Organizations: A psychological Approach, Hammondsworth: Penguin
- HANDY, C.B.** (1985). Understanding Organizations, Hardmonds worth: Penguin
- HASSAN, A.** (1986). Subordinates and task characteristics as moderators of leadership effectiveness. Unpublished PhD Thesis. Patna: Patna University.
- HEIDER, F.** (1958) The psychology of interpersonal relations. New York: Wiley
- HEMPHILL, J. K.** (1949). The leader and his group. *Journal of Educational Research*, 28,225-246.
- HERSEY, P. and BLANCHARD, K. H.** (1977). Management of organizational Behaviour: Utilizing human resources. Eaglewood Cliffs: Prentice Hall.
- HERSEY, P., BLANCHARD, K. H. and NATEMEYER, W. E.** (1979). Situational Leadership, Perception, and the impact of Power. Escondido: Centre for Leadership Studies.

- HERSHEY, P and BLANCHARD K H (1977)** Management of organisational Behaviour
New Jersey Prentice Hall
- HILL, N (1973)** Leadership style Rigid or Flexible *Organizational behaviour and human performance*, 8, 35-47
- HINKEN, T R , and SCHRIESHEIM, C A (1986)** Influence Tactics used by Subordinates a theoretical and empirical analysis and refinement of the Kipnis, Schmidt, and Wilkinson Scales *Paper*, Academy of Management, Chicago
- HOLLANDER, E P (1978)** Leadership dynamics A practical guide to effective relationships
New York Free Press
- HOOD, J N , KOBERG, C S , THOMPSON, A and FOSTER, J R (1993)** Examining power strategies in selling situations Taking a Proactive approach *Journal of Managerial Issues*, 5 (3), 313-327
- HOWARD, J A , BLUMSTEIN, P , and SCHWARTZ, P (1986)**, Sex, power and influence tactics in intimate relationships *Journal of Personality and social psychology*, 51, 102 - 109
- HUBER, V L (1981)** The sources, uses and conservation of managerial power *Personnel*, 58, 62-71
- JEEVAN, S (1988)** Leadership role of the middle manager in the university library *Herald of Library Service*, 27 (3-4), 159-165
- KAKER, S (1971)** Authority patterns of subordinate behavior in Indian organizations *Administrative Science Quarterly*, 16, 294-307
- KANTER, R. M (1977)** Men and Women of corporations New York Basic Books
- KAPLAN, A (1964)** Power in perspective *In* R L Kahn and E Boulding (eds), Power and Conflict in organizations, New York Basis Books
- KATZ, D and KAHN, R.L (1966)** The Social Psychology of Organizations New York Wiley
- KELLY, J (1974)** Organisational Behaviour An Existential-Systems Approach Ed by I L Homewood and Richard D Irwin, Homewood IL
- KHANDWALLA, P N (1988)** Organisational effectiveness *In* Psychology of India The State of the art Vol 3 New Delhi Sage Publication, 97-215
- KIPNIS, D (1979)** The Power Holders Chicago University of Chicago Press
- KIPNIS, D and SCHMIDT, S M (1982)** Profiles of organisational influence strategies, California University Associates
- KIPNIS, D and SCHMIDT, S M (1988)** Upward-Influence Styles Relationship with Performance Evaluations, Salary, and Stress *Administrative Science Quarterly*, 33 (4) Dec 528-542
- KIPNIS, D and VANDERVEER, R (1971)** Ingratiation and the use of power *Journal of Personality and Social Psychology*, 17, 280-286

- KIPNIS, D., SCHMIDT, S. M. and WILKINSON, I. (1980). Intra-Organizational Influence Tactics: Explorations in getting one's way. *Journal of Applied Psychology*, 65, 440-452.
- KOMAKI, J. L., ZLOTNICK, S. and JENSEN, M. (1986). Development of an operant-based taxonomy and observational index of supervisory behavior. *Journal of Applied Psychology*, 71, 260-269.
- KORMAN, A. K. (1971). *Industrial and Organisational Psychology*. Eaglewood Cliffs: Prentice Hall.
- KOTHARI, C. R. (1990). *Research Methodology: Methods and techniques*, 2nd ed. New Delhi: Wishwa Prakashan
- KOUZES, J. M. and POSNER, B. (1990). The credibility factor: What followers expect from their leaders. *Management Review*, 79(1), 29-33.
- LANE, R. E. (1961). *Political Life*. Glencoe, IL: Free Press
- LASSWELL, H. (1945). *Power and personality*. New York: W. W. Norton.
- LEWIN, K. (1936). *Principles of Topological Psychology*. New York: McGraw-Hill.
- LEWIN, K., LIPPITT, R. and WHITE, R.K. (1939) patterns of aggressive behaviour in experimentally, created social climates. *The Journal of social Psychology*, 10, 271-299
- LIKERT, R. (1961). *New patterns of management*. New York. McGraw Hill.
- LIKERT, R. (1958). Measuring organizational performance. *Havard Business Review*, 36, 41-50.
- LIKERT, R. (1967). *The human organization: Its management and value*. New York: McGraw Hill
- LIPPITT, R., POLANSKY, N., REDL and ROSEN, S. (1952). The Dynamics of Power. *Human relations*. 5:37-64
- LITWIN, G. H. and STRINGER, R. A. (1968). *Experimental study on leadership style and its relationship to organisational climate*. Boston: Havard University Press.
- LITWIN, G. H. and STRINGER, R. A. (1968). *Motivation and organizational climate*. Cambridge: Havard Business School.
- LOWIN, A., HRAPCHAK, W. and KAVANAGH, M. (1976) "Consideration and Initiating Structure", in G. Dessler (ed) *Organization and Management* New York: Prentice Hall
- LYLES, M. A. and REGER, R. K. (1993). Managing for autonomy in joint ventures: A longitudinal study of upward influence. *Journal of Management Studies*, 30 (3) May 383-404.
- MANN, F. C. (1961) Studying and creating change. In W Bennis, K Benne, and R Chin (eds.) *The planning of change*. New York: Holt, Rinchart and Winston.
- MARCH, J. G. (1955). An introduction to the theory and measurement of influence. *American Political Science Review*, 49, 431-451
- MARION, R and UHL-BEIN, M (2001). Leadership in complex organizations. *Leadership Quarterly*, 12 (4), 389—418.

- MASLYN J M FARMER S M and FEDOR D B (1996) Failed upward influence attempts Predicting the nature of subordinate persistence in pursuit of organizational goals *Group & Organization Management* 21 (4) 461—480
- MCFARLAND L A RYAN A M and KRISKA S D (2002) Field study investigation of applicants' use of influence tactics in a selection interview *Journal of Psychology*, 136 (4), 383-398
- MCGREGOR, D (1960) *The Human side of enterprise* New York McGraw-Hill
- MEADE, R D (1967) An experimental study of Leadership in India *Journal of social psychology*, 72, 35-43
- MECHANIC, D (1962) Sources of Power of Lower Participants in complex Organisations *Administrative Science Quarterly*, 7, 347-364
- MELVILLE, Abigail (1994) Power, strategy and games Economic regulation of a privatised utility *Management in Government*, 26 (1-4) 129-155
- MENDONCA, M (2001) Preparing for the ethical leadership in organizations *Canadian Journal of Administrative Sciences*, 18 (4), 266—276
- MILLER, J C (1973) Structuring/de-structuring Leadership in open systems (Tech Rep No 64) Rochester, New York University of Rochester, Management Research Centre
- MINTON, H L (1967) Power as a personality construct *In* B A Maher (ed). *Progress in Experimental Personality Research*, Vol 4 New York Academic Press
- MOLM, L D (1997) Risk and Power Use constraints on the use of coercion in exchange *American Sociological Review*, 62 (1) Feb 113-133
- MORRISS, Peter (1987) *Power a philosophical analysis* St Martin Press New York
- MOWDAY, R T (1978) The exercise of upward influence in organizations *Administrative Science Quarterly*, 23, 137-156
- MOWDAY, R T (1979) Leader Characteristics, Self-confidence and methods of upward influence in organizational decision situations *Academy of Management Journal*, 22, 709-725
- MUSTAFA, Md (1995) Leadership style in changing business environment *Third Concept*, 9 (102) Aug, 39-41
- NANUS, B (1992) *Visionary Leadership Creating a compelling sense of direction for your organisation* San Francisco Jossey-Bass Publishers
- NEGANDHI, A R and B C REIMANN (1972) A contingency theory of Organization re-examined in the context of a developing country *Academy of Management Journal* 15, 137-146
- NEUMANN, Y (1980) Organisational Climate and Faculty Attitudes towards collective bargaining A University in a major labour dispute *Research in Higher Education*, 13 (4), 353-369
- NIGHTINGALE, D V (1981) Participation in decision-making An examination of style and structure and their effects on member outcomes *Human Relations*, 34, Dec 1119-1133

- NORTON N P (1990) Power to the information professionals *Special Libraries* 81 (2) 119-125
- OYSTER. C K (1992) Perceptions of Power Female executives Descriptions of Power usage by "Best" and "Worst" Bosses *Psychology of Women Quarterly* 16. 527-533
- PANDEY. J (1978) Ingratiation A review of literature and relevance of its study in organizational settings *Indian Journal of Industrial Relations*. 13. 381-393
- PANDEY. J (1981) A note about social power through ingratiation among workers *Journal of Occupational Psychology*. 54. 65-67
- PANDEY. J (1988) Social Influence Process In J Pandey (ed), Psychology in India the state-of-the-art. Vol 2 New Delhi Sage. 55-93
- PANDEY. J and BOHRA, K A (1984) Ingratiation as a function of organizational characteristics and supervisory styles *International Review of Applied Psychology*, 33, 381-394
- PANDEY. J and RASTOGI, R (1979) Machiavellianism and ingratiation *The Journal of Social Psychology*. 108. 221-225
- PARSON. T (1967) Sociological Theory and Modern Society FreePress New York
- PATCHEN. M (1974) The locus and Basis of Influence on Organisational Decisions *Organisational Behaviour and Human Performance*. 11 195-221
- PATRIDGE. E D (1934) Leadership among adolescent boys *Teach Coll Court Educ.*, No 608
- PAYNE. R L (1971) Organisational Climate the concept and some research findings. *Prakseologia*. 39/40/ROK
- PERLES. G S M (2002) The ethical dimension of leadership in the programs of total quality management. *Journal of Business Ethics*. 39 (1-2). 59-66
- PERREAULT, W D (Jr) and MILES. R H (1978) Influence Strategy Mixes in Complex Organisations *Behavioural Science*. 23 (2) Mar, 86-98
- PFEFFER. J and SALANCIK, G R (1978) The external control of organisations New York Harper & Row
- PIENAAR. H and BASHOFF, A B (1996) Relationship between Creativity and Innovation in University Libraries and the Organisational Climate *South African Journal of library and Information Science*, 68 (2) 67-75
- PORTER. L W , ALLEN, R W and ANGLE. H L (1981) The politics of upward influence in organizations In B M Straw and L L Cummings (eds.) Research in Organizational Behavior, Vol 3 Greenwich JAI Press, 109-149
- RAHIM. M A (1986) A new measures of bases of leader power *Paper*, Academy of Management, Chicago
- RALSTON. D A (1985) Employee ingratiation the role of management *Academy of Management Review*. 10, 477-487

- RAVEN B H (1992) A power interaction-Model of interpersonal influence French and Raven 30 years later *Journal of Social Behaviour and Personality* 7 (2) 217—244
- RAVEN B H (1965) Social Influence and Power In I D Steiner and M Fishbein (Eds) Current Studies in social Psychology New York Holt Rinehart & Winston 371-82
- REED S G (1999) Power and Influence You can make a difference *Against the Grain* 10 (6) 67-8
- RIGGS D E (1997) What's in store for Academic Libraries? Leadership and Management Issues *Journal of Academic Librarianship* 23 (1) Jan. 3-8
- RUSSELL, B (1938) *Power A new social analysis* New York Norton
- SAGIE, A, ZAIDMAN, N, AMICHAH-HAMBURGER, Y, TE'ENI, D and SCHWARTZ, D G (2002) An empirical assessment of the loose-tight leadership model quantitative and qualitative analyses *Journal of Organizational Behaviour*, 23 (30), 303-320
- SAGRESTANO. L M (1992) Power Strategies in interpersonal relationships The effects of Expertise and Gender *Psychology of Women Quarterly*, 16 (4) Dec 481-495
- SAHA. K (1998), Interpersonal relations in the Indian Organisations and strategy and Improving Human responses A study based on library organisation *Indian Library association's Bulletin*, 34 (1-2) 15-19
- SALEM. D A, REISCHL, T M, GALLACHER, F and RANDALL, K W (2000) The role of referent and expert power in mutual help *American Journal of Community Psychology*, 28 (3), 303-325
- SAMUELS, A R. (1979) Assessing Organisational Climate in Public Libraries *Library Research*, 1 (3) Fall, 237-254
- SARAF. V (1995) Leadership styles and their effectiveness in Management of University Libraries in India Unpublished Doctoral Thesis Shillong North Eastern Hill University
- SAVARD, C J and ROGERS, R. W (1992) A Self-Efficacy and Subjective Expected Utility Theory Analysis of the selection and use of Influence Strategies *Journal of Social Behaviour and Personality*, 7 (2), 273-292
- SCHMIDT, S M , and YEH, R. S (1992) The Structure of Leader Influence A Cross-National Comparison *Journal of Cross Cultural Psychology*, 23 (2) June 251-264
- SCHNAKE, M E (1983) An empirical assessment of the effects of effective response in the measurement of organizational climate *Personnel Psychology*, 36, 791-807
- SCHNEIDER, B (1975) Organisational climate an essay *Personnel Psychology*, 28 (4), 447-480
- SCHULTX, D P (1982) *Psychology and industry today* New York Macmillan
- SHACKELFOR, S, WOOD, W and WORCHEL. S (1996) Behavioural Styles and the Influence of Women in Mixed-sex Groups *Social Psychology Quarterly*, 59 (3), 284-293
- SHIM, D and LEE, M (2001) Upward influence styles of R&D project leaders *IEEE Transaction on Engineering Management*, 48 (4), 394—413

- SIMONS, Ronald L. (1982). Strategies for exercising influence. *Social Work*, 27 (3) May 268-274.
- SINGH, C. B. P. (1985). Behavioural strategies in Power relationships, Unpublished PhD Thesis. Patna: Patna University.
- SINGH, K. and VERMA, O. S. (1986). Managerial leadership style in scientific organization. *Indian journal of public Administration*, 32 (2) Apr-Jun, 354-360.
- SINGH, P. (1987). Nurturant task and Participative task leadership: the effective leader behaviour for Indian industries. *Indian Journal of Industrial Relations*, 23 (2) Oct 197-208.
- SINGH, S. (1989). Changing patterns of power distribution in banking organisations. *Management and Labour Studies*, 14 (4), 183-193.
- SINGH, S. (1991). Aberrations in Normative power distribution in Indian Organisations. *Management and Labour Studies*, 16 (3) Jul 126-131.
- SINHA, J. B. P., PANDEY, D., PANDEY, B. K. and PANDE, R. L. (1986). Effective Leadership Styles in Indian work organisations. *Paper* presented in the Symposium on leadership and organisational development, 21st International Congress of Applied Psychology, Jerusalem. July 12-18.
- SINHA, J.B.P. (1980). The Nurturant – task leader: A model of effective corrective. New Delhi: Concept Publishing House.
- SINHA, J.B.P. (1990). Work cultures in Indian context New Delhi: Sage Publications.
- SINHA, J.B.P. and SINHA, M. (1974). Middle class values in organizational perspective. *Journal of social and Economics Studies*, 1, 95-114
- SINHA, T.P. and SINHA, J.B.P. (1977). Styles of leadership and their effects on groups productivity. *Indian Journal of Industrial Relations*, 13, 209-223
- SOMECH, A and DRACH-ZAHAVY, A (2002). Relative power and influence strategy; the effects of agent/target organizational power on superiors' choice of influence strategies. *Journal of Organizational Behaviour*, 23 (2), 167-179.
- SOUDEK, M. (1983). Organisational Climate and Professional Behaviour of Academic Libraries. *Journal of Academic Librarianship*, 8 (6) Jan, 334-338.
- SRINATH, M. (1990). Organizational Climate of University Libraries in South India. *Journal of Library and Information Science (India)*, 15 (2) Dec 170-178.
- SRINATH, M. (1993). The Organisational Climate of University Libraries. *Library Management*, 14 (1) 28-30.
- SRIVASTAVA, A.K. (1995). Motivation and perception of Organisational Climate, *Productivity*, 26 (1) 55-58
- STEIL, Janice M. and WELTMAN, Karen (1992). Influence Strategies at home and at work: A study of sixty dual career couples. *Journal of Social and Personal Relationships*, 9 (1) Feb 65-88.

- STOGDILL R M (1950) Leadership membership and organization *Psychological Bulletin* 47 1-4
- STOGDILL R M (1979) Handbook of leadership New York Free Press
- STOGDILL R M (1948) Personal factors associate with leadership 4 survey of the literature *Journal of Psychology* 25 35-71
- SUBRAHMANYAM. G (1994) Leadership style and conflict legitimising behaviour of managers A technical note *Indian Journal of Industrial Relations*. 30 (1) Jul 53-57
- SWEENEY, R (1997) Leadership skill in the reengineered library empowerment and value added trend implications for library leaders *Library Administration and Management*, 11 (1). 30-41
- TANNENBAUM. R and SCHMIDT. W (1958) How to choose a Leadership pattern *Harvard Business Review*. 36, 95-101
- TANNENBAUM. R, WESCHLER. I R and BONOMA, T V (1973) Conflict, power and games New York Aldine-Atherton
- THIBAUT, J W and KELLY, H H (1959) The social psychology of groups New York Wiley
- THOMSON, M E (1981) Sex differences differential access to power or sex-role socialization? *Sex Roles*, 7, 413-424
- TJOSVOLD, D, ANDREWS, I R and STRUTHERS, J T (1992) Leadership Influence Goal Interdependence and Power *Journal of Social Psychology*, 132 (1) Feb 39-50
- TYLER, T R (2002) Leadership and cooperation in groups *American Behavioral Scientist*. 45 (5), 769—782
- UGC Model Curriculum (2001) Library and Information Science University Grant Commission New Delhi
- UPADHYAY, D P (1983) Organisational Climate *Indian Management*, 22 (2), Feb 19-25
- VROOM, V H (1964) Work and Motivation New York McGraw-Hill
- VROOM, V H (1976) Leadership in M D Dunnette (ed), Handbook of industrial and organizational psychology Chicago Rand Mc Nally
- VROOM, V H and YETTON, P W (1973) Leadership and decision – making Pittsburgh Pittsburgh University Press
- WEBER, M (1977) The theory of social and economic organization New York Free Press
- WEBER, M (1978) Economy and Society an outline of interpretive sociology Berkeley University of California Press
- WEST, S (1982), The Organisational Climate of School Libraries *Journal of the School Library Association of Queensland*, 14 (3 & 4) Dec 8-15
- WHITE, J N and ROUFAIL, M (1989) Gender and influences strategies of first choice and last resort *Psychology of Women Quarterly*. 13, 175 - 189

WHITE, J W (1988) Influence tactics as a function of gender, insult, and goal *Sex Roles*, 18, 433 - 448

WILLIAMS, J C (1978) Human Behaviour in Organizations

XIN, K R and TSUI, A S (1996) Different strokes for different folks? Influence tactics by Asian-American and Caucasian-American managers *Leadership Quarterly*, 7 (1), 109—132

YEH, R S (1995) Downward Influence Styles in Cultural Diversity Settings *International Journal of Human Resource Management*, 6 (3) Sept 626-641

YOSHIKI, I (1994) Effects of influencing attempts on the perceptions of Power-holders and the Powerless *Journal of Social Behaviour and Personality*, 9 (3) Sept 455-468

ZACCARO, S J, RITTMAN, A L and MARKS, M A (2001) Team leadership *Leadership Quarterly*, 12 (4), 451—483

APPENDIX – 1
QUESTIONNAIRE

LEADER BEHAVIOR SCALE

(*Yourself*)

The following statement describes various things people do or try to do [or think] on their job. Please read each of them carefully and decide whether it is true or false in your case. Select the number of your choice as given below and encircle the number against each item.

	Quite true	5			
	True	4			
	Doubtful	3			
	False	2			
	Quite false	1			
01P.	I often consult my subordinates	5	4	3	2 1
02F.	I keep important information to my <i>self</i> .	5	4	3	2 1
03N.	I help my subordinates grow up in the organisation.	5	4	3	2 1
04T.	I tell subordinates what I expect from them and what they can expect from me.	5	4	3	2 1
05B.	I let my boss make major decisions.	5	4	3	2 1
06P.	I let my subordinates solve a problem jointly.	5	4	3	2 1
07F.	I behave as if power and prestige are necessary for getting compliance from my subordinates.	5	4	3	2 1
08N.	I help my subordinates even in their family matters.	5	4	3	2 1
09P.	I mix freely with my subordinates	5	4	3	2 1
10B.	I maintain impersonal relationship with my subordinates.	5	4	3	2 1
11T.	I take special care that work gets special priority.	5	4	3	2 1
12P.	I treat my subordinates as equal	5	4	3	2 1
13B.	I go by laid down rules only.	5	4	3	2 1
14T.	I maintain-, high standards of performance	5	4	3	2 1
15N.	I guide-and encourage my subordinates.	5	4	3	2 1
16P.	I go by the joint decision of my group.	5	4	3	2 1
17T.	I work hard even in adverse situations.	5	4	3	2 1
18F.	I think that not all employees are capable of being an executive.	5	4	3	2 1
19N.	I train my subordinates with care and affection.	5	4	3	2 1
20T.	I keep my job knowledge up-to-date.	5	4	3	2 1
21F.	I am always confident of being right in making decisions.	5	4	3	2 1
22B.	I do not hurry up in taking decision and actions.	5	4	3	2 1
23T.	I see to it that subordinates work to their capacity.	5	4	3	2 1
24N.	I go out of my way to help my subordinates.	5	4	3	2 1
25P.	I feel concerned about the feeling of my subordinates.	5	4	3	2 1

26F	I keep an eye on what my subordinates do	5	4	3	2	1
27P	I allow free and frank discussions whenever situation arises	5	4	3	2	1
28T	I drive myself real hard	5	4	3	2	1
29P	I often take tea with my subordinates	5	4	3	2	1
30T	I am very punctual	5	4	3	2	1
31B	I expect my subordinates to confine themselves -to their prescribed jobs only	5	4	3	2	1
32B	I confine myself to my own jurisdiction	5	4	3	2	1
33T.	I strongly resent my subordinates coming late to work	5	4	3	2	1
34N.	I feel concerned about the well being of my subordinates	5	4	3	2	1
35F	I make it clear to my subordinates that personal loyalty is an important virtue	5	4	3	2	1
36B.	I prefer detailed procedure for doing things	5	4	3	2	1
37F.	I do not tolerate any interference from my subordinates	5	4	3	2	1
38N.	I protect my subordinates against outside criticism	5	4	3	2	1
39B	I go by precedence in making decisions	5	4	3	2	1
40N	I arrange medical assistance to my subordinates whenever they are sick	5	4	3	2	1
41F.	I behave that if am not always alert, there are always people around who may pull me down if I am not careful	5	4	3	2	1
42F.	I demand my subordinates to do what I want them to do.	5	4	3	2	1
43P.	I make my subordinates feel free even to disagree with me.	5	4	3	2	1
44B.	I avoid giving or receiving verbal instructions	5	4	3	2	1
45N.	I advise my subordinates in their career problems	5	4	3	2	1
46P.	I am informal with my subordinates	5	4	3	2	1
47F.	I have strong likes and dislikes for my subordinates	5	4	3	2	1
48N.	I treat my subordinates as younger brothers	5	4	3	2	1
49T.	I keep track of the progress of their work	5	4	3	2	1
50B.	I consider seniority as the best criterion of promotion	5	4	3	2	1

LEADER BEHAVIOUR SCALE
(Assessing your immediate Superior)

The following statements are about the behaviour of your immediate superior. Please read carefully and decide whether it is true or false in his/her case. Please Select the number of your choice as given below and encircle the number given against each item

Quite True	5
True	4
Doubtful	3
False	2
Quite False	1

1P.	He/she maintains partnership in the group	5	4	3	2	1
2N.	He/she helps his/her subordinates in their carrier planning	5	4	3	2	1
3F.	He/she keeps crucial information to himself/herself	5	4	3	2	1
4N.	He/she helps his/her subordinates to grow up and assume greater responsibility	5	4	3	2	1
ST.	He/she explains to his/her subordinates what He/she expects from them and what they can expect from him/her.	5	4	3	2	1
6P.	He/she makes his/her subordinates feel free even to disagree with him/her.	5	4	3	2	1
7B.	He/she avoids taking decisions by forwarding the files above	5	4	3	2	1
8P.	He/she provides all information to his/her subordinates and lets them jointly find the solution of a problem.	5	4	3	2	1
9F.	He/she behaves as if power and prestige are necessary for getting compliance from the subordinates.	5	4	3	2	1
10N.	He/she helps his/her subordinates even in family matters.	5	4	3	2	1
11P.	He/she interacts with his/her subordinates as if they are equal.	5	4	3	2	1
12B.	He/she maintains an impersonal relationship in the group.	5	4	3	2	1
13P.	He/she goes by the joint decision of his/her group.	5	4	3	2	1
14T.	He/she takes special care that work gets top priority.	5	4	3	2	1
15P.	He/she treats all group members as his/her equal.	5	4	3	2	1
16B.	He/she believes that most of the interpersonal troubles start because people try to be over- friendly and informal on the job.	5	4	3	2	1
17T.	He/she maintains high standard of performance	5	4	3	2	1
18N.	He/she believes that subordinates acquire a sense of responsibility under the care and guidance of good leader'	5	4	3	2	1
19B.	He/she thinks that clear job description are necessary for the effective functioning of employee	5	4	3	2	1
20T.	He/she expects his/her subordinates to increase their knowledge on the job	5	4	3	2	1
21F.	He/she does not think that his/her subordinates deserve to be officers.	5	4	3	2	1
22N.	He/she openly shows affection to those subordinates who work hard.	5	4	3	2	1
23F.	He/she thinks that He/she is always right.	5	4	3	2	1
24N.	He/she gives as much responsibility as his/her subordinates can handle.	5	4	3	2	1

25T.	He/she believes that one can really group up by leaving to do a job well	5	4	3	2	1
26B.	He/she considers seniority as a time listed criterion for promotion	5	4	3	2	1
27T.	He/she sees to it that Subordinate work to their capacity	5	4	3	2	1
28B.	He/she always follows standard rules and regulations	5	4	3	2	1
29P.	He/she grants full freedom and autonomy to his/her subordinates so that they can work best.	5	4	3	2	1
30F.	He/she rules With an iron hand in order to get the work done	5	4	3	2	1
31F.	He/she wants to have full power and control over his/her subordinates	5	4	3	2	1
32P.	He/she encourages free and frank interaction among members.	5	4	3	2	1
33P.	He/she believes that all of us have . more or less equal potentialities	5	4	3	2	1
34T.	He/she drives himself really hard	5	4	3	2	1
35F.	He/she easily categorises his/her subordinates as good and bad	5	4	3	2	1
36N.	If the subordinates need help He/she helps as He/she can.	5	4	3	2	1
37T.	As and when necessary, He/she gives specific direction to his/her subordinates.	5	4	3	2	1
38B.	He/she favours that the area of ... responsibility should be clearly demarcated according to ranks and positions.	5	4	3	2	1
39T.	He/She always keeps track of the progress of work.	5	4	3	2	1
40B.	He/she confines himself/herself to his/her own jurisdiction.	5	4	3	2	1
41T.	He/she tells his/her subordinates how well are they doing their job.	5	4	3	2	1
42N.	He/she feels responsible for the well being of his/her subordinates.	5	4	3	2	1
43F.	He/she makes it clear that personnel loyalty is an important virtue.	5	4	3	2	1
44P.	He/she is a friendly type.	5	4	3	2	1
45B.	He/she always goes by rules and regulations.	5	4	3	2	1
46B.	He/she maintains a strict division of labour even in his/her subordinates.	5	4	3	2	1
47N.	He/she does not tolerate any interference from his/her subordinates	5	4	3	2	1
48F.	He/she does not tolerate any interference from his/her subordinates.	5	4	3	2	1
49N.	He/she has affection for his/her subordinates	5	4	3	2	1
50F.	He/she believes that if he/she does not watch out, there are many people who may pull him/her down	5	4	3	2	1

BASES OF POWER

(Influencing the Subordinates)

Please describe in a five-point scale (given below) to what extent these statements are true to you in being influential towards your subordinates

To a very great extent	5
To a great extent	4
To some extent	3
To a small extent	2
Almost no extent	1

“You change the mind of your subordinate(s) because...”

1F.	You can administer sanctions and to those who do not cooperate with you.	5	4	3	2	1
2I.	You possess or have access to information that is valuable to others	5	4	3	2	1
3R.	You can give special help and benefits to those who cooperate with you.	5	4	3	2	1
4L.	Your position in the organisation provides you with the authority to direct their work activities.	5	4	3	2	1
5C.	You have connections with influential and, important persons.	5	4	3	2	1
6E.	You have the knowledge required for the job.	5	4	3	2	1
7D.	You are a likeable person.	5	4	3	2	1

INFLUENCE TACTICS

(Downward)

The following statements described various ways of how a manager goes about changing the mind (or opinion) of his/her subordinates so that they agree with him/her . Please read carefully and describe each statement on a five point scale given below, how frequently you used it to influence your subordinates at work Answer each item in terms of what you generally did by encircling the number of your choice.

Very often	5
Often	4
Sometimes	3
Seldom	2
Never	1

1A.	I set a time deadline for them to do what I ask.	5	4	3	2	1
2I.	I ask them to do some work in a polite way	5	4	3	2	1
3D.	I showed that I was concerned about their welfare.	5	4	3	2	1
4E.	I promised to help them in getting further advancement if they help me.	5	4	3	2	1

5C.	I brought some friends along to back my request	5	4	3	2	1
6M	I give then I distorted information about the reasons to comply with me	5	4	3	2	1
7H	I did personal favours for them	5	4	3	2	1
8P.	I convinced them that they will find my way to be the best in course of time	5	4	3	2	1
9R.	I convinced them by telling them the urgency and utility of the issue at hand.	5	4	3	2	1
10S.	I gave them a satisfactory performance evaluation	5	4	3	2	1
11N.	I shouted at them in front of their Co-workers	5	4	3	2	1
12B.	I created the impression that I cannot really work without their help	5	4	3	2	1
13X.	At times I showed my knowledge of the specific issue.	5	4	3	2	1
14T.	I threatened to fire them if my requests are not followed	5	4	3	2	1
15U.	I usually referred the matter to higher authority if the situation so demanded.	5	4	3	2	1
16C.	I got everyone else to agree with me before I made the request	5	4	3	2	1
17E.	I offered an exchange of favour.	5	4	3	2	1
18M.	I kept a record of their mistakes.	5	4	3	2	1
19P.	I repeatedly forced them to comply with my arguments by persuading them to take it as the need of the hour.	5	4	3	2	1
20S.	I praised them verbally for their outstanding performance.	5	4	3	2	1
21B.	I pretended that they had the responsibility to decide things for me.	5	4	3	2	1
22T.	I threatened to give them unsatisfactory performance evaluation.	5	4	3	2	1
23U.	I obtained the informal support of the higher up.	5	4	3	2	1
24X.	I told them that I had a lot of experience with such matters.	5	4	3	2	1
25N.	I withheld their future advancements	5	4	3	2	1
26R.	I explained the reason why my plan was the best.	5	4	3	2	1
27H.	I helped them even in personal matters.	5	4	3	2	1
28I.	I made them feel important.	5	4	3	2	1
29D.	I showed that I am always there for their cause.	5	4	3	2	1
30A.	I repeatedly checked to see if my directions are followed.	5	4	3	2	1
31U.	I obtained my boss's approval before making the request.	5	4	3	2	1
32T.	I threatened to curtail further advancement.	5	4	3	2	1
33X.	I influenced them because of my competence.	5	4	3	2	1
34B.	I made them realise that I needed their help.	5	4	3	2	1
35N.	I showed a feeling of dislike towards them.	5	4	3	2	1
36S.	I recommended (or gave) them extra benefits for getting my work done (e.g., overtime).	5	4	3	2	1
37R.	Sometimes I told them the reasons for making a request to them.	5	4	3	2	1
38P.	I got my way by convincing them mine was the best way.	5	4	3	2	1
39H.	I went out of my way to help them in times of their need.	5	4	3	2	1
40M.	I usually got my way by making them felt that it was their idea.	5	4	3	2	1
41I.	I praised them with superlatives	5	4	3	2	1
42E.	I reminded them of some past favour that I did for them.	5	4	3	2	1

43D.	I showed that I sought their help	5	4	3	2	1
44C.	I called a staff meeting to back my request	5	4	3	2	1
45A.	I demanded that they do what I request	5	4	3	2	1
46D.	I showed that I always supported them	5	4	3	2	1
47M.	I presented my idea in a disguised way	5	4	3	2	1
48R.	I argued my point logically	5	4	3	2	1
49B.	I made the impression that the job cannot be accomplished without them.	5	4	3	2	1
50U.	I got the support of someone higher-up to back my request.	5	4	3	2	1
51C.	I obtained the support of co-worker to back my request.	5	4	3	2	1
52I.	I used words, which make them, feel good'.	5	4	3	2	1
53P.	I make them comply by making them believe that they are left with no option other than mine.	5	4	3	2	1
54N.	I challenged their ability	5	4	3	2	1
55T.	I threatened to withhold their pay.	5	4	3	2	1
56E.	My knowledge of the technical issues won their favour for me.	5	4	3	2	1
57S.	I recommended (or offered) a salary increase.	5	4	3	2	1
58H.	I encourage them to discuss even their personal problems.	5	4	3	2	1
59E.	I asked them to cooperate to get the work done while promising extra benefits for it.	5	4	3	2	1
60A.	I pointed out that the rules required them to comply.	5	4	3	2	1

BASES OF POWER

(Influencing the Superior)

Please describe in a five-point scale (as given) to what extent these statements are true to you in being influential towards your immediate Boss.

To a very great extent	5
To a great extent	4
To some extent	3
To a small extent	2
Almost to no extent	1

“You change the mind of your immediate Boss because...”

1E.	You have the knowledge required for the job.	5	4	3	2	1
2D.	You are a likeable person.	5	4	3	2	1
3C	You have connections with influential and important persons.	5	4	3	2	1
4I	You possess or have access to information that is valuable to others.	5	4	3	2	1
5F.	You can make things difficult for those who do not cooperate with you.	5	4	3	2	1
6R.	You are available to your immediate superior'	5	4	3	2	1
7L.	You have your own personal authority.	5	4	3	2	1

INFLUENCE TACTICS

(*Upward*)

The following statements described various ways of how a manager goes about changing the mind (or opinion) or his/her superiors so that they agree with him/her. Please read carefully and describe each statement on a five point scale given below, how frequently you used it to influence your immediate superior at work. Answer each item in terms of what you generally did in the past by encircling the number of your choice.

	Very often	5			
	Often	4			
	Sometime	3			
	Seldom	2			
	Never	1			
1B.	At times I withheld some crucial information from him/her	5	4	3	2 1
2C.	I obtained the support of my subordinates to back my request	5	4	3	2 1
3F.	At times I differed from him/her	5	4	3	2 1
4D.	I showed that I always supported him/her	5	4	3	2 1
5E.	I offered an exchange of favour	5	4	3	2 1
6I.	I praised him/her in superlatives	5	4	3	2 1
7M.	I usually got my way by making him/her feel that it was his/her idea	5	4	3	2 1
8H.	I help him/her even in personal matters	5	4	3	2 1
9P.	I got my way by convincing him/her that my way was the best	5	4	3	2 1
10R.	At times I explained the reason for my request	5	4	3	2 1
11S.	I showed that I was dependent on him/her	5	4	3	2 1
12X.	I influence him/her because of my expertise	5	4	3	2 1
13U.	I appealed to, higher levels to back my request	5	4	3	2 1
14Y.	I showed a feeling of dislike towards him/her'	5	4	3	2 1
15U.	I got the support of someone higher up to back my request	5	4	3	2 1
16S.	I pretended that he/she has the responsibility to decide things for me	5	4	3	2 1
17P.	At times I tried to persuade him/her that my way was the best way	5	4	3	2 1
18M.	I distorted or lied about the reason why he/she should do what I wanted	5	4	3	2 1
19E.	I offered to help if he/she would do what I wanted	5	4	3	2 1
20F.	I opposed him/her' openly, if necessary	5	4	3	2 1
21B.	I engaged in a work slow down until he/she did what I wanted	5	4	3	2 1
22C.	I brought some friends along to back my request	5	4	3	2 1
23D.	I made a show that I had respect for him/her	5	4	3	2 1
24I.	I made him/her feel good	5	4	3	2 1
25H.	I helped him/her and went out of my way when he/she was in need of help	5	4	3	2 1
26R.	I used logic to convince him/her	5	4	3	2 1
27X.	At times I showed my knowledge of the specific issue	5	4	3	2 1
28Y.	I voiced my wishes loudly	5	4	3	2 1
29B.	I stopped work in between if my demands are not met	5	4	3	2 1
30D.	I showed that I sought his/her help	5	4	3	2 1

31M	I kept track of his/her omissions and commissions	5	4	3	2	1
32R	I convinced him/her by explaining the importance of the issue	5	4	3	2	1
33U	I obtained the informal support of the higher-up	5	4	3	2	1
34Y	I paid friendly visits to him/ her told him/her that I had a lot of experience with such matters	5	4	3	2	1
35X.	I told him/her that i had a lot of experience with such matters					
36P.	I repeatedly persuade him/her to comply with my arguments as if they were the need of the hour	5	4	3	2	1
37I.	I acted very humbly to him/her while requesting my point	5	4	3	2	1
38F.	If necessary, I put a note of dissent on his/her proposal	5	4	3	2	1
39C.	I obtained the support of co-workers to back my request	5	4	3	2	1
40E.	I reminded him/her how hard I had worked and that it would only be fair for him/her to help me now	5	4	3	2	1
41H.	I did some personal favour for him/ her	5	4	3	2	1
42R.	I provided sufficient information in support of my view					
43S.	I made him/her understand my need for his/her help	5	4	3	2	1
44Y.	I invited him for dinners etc	5	4	3	2	1
45X.	My expertise of the technical issues won his/her favour for me	5	4	3	2	1
46P.	I make him/her comply by making him/her believe that there is no other option	5	4	3	2	1
47M.	I presented my idea in a disguised way	5	4	3	2	1
48E.	I offered to work harder in the future	5	4	3	2	1
49F.	I challenge his/her ability	5	4	3	2	1
50B.	I acted unfriendly or did not cooperate with him/her	5	4	3	2	1
51C.	I called a staff meeting to back my request.	5	4	3	2	1
52D.	I pretended that I cared for him/her	5	4	3	2	1
53I.	I used words, which made him/her	5	4	3	2	1
54H.	I help him/her by work	5	4	3	2	1
55S.	I courted his/her sympathy by showing personal weaknesses	5	4	3	2	1
56U.	I usually referred matters to higher authorities, if the situation so demanded	5	4	3	2	1

ORGANISATIONAL CLIMATE

The following sets of statements are concerned with your perceptions about the organisation in which you are working. Please read each of them carefully and judge to what extent each item is true of your organisation and encircle the number of your choice against each statement

To a very great extent	5
To a great extent	4
To some extent	3
To a small extent	2
Almost no extent	1

- | | | | | | |
|---|---|---|---|---|---|
| 1. The assignments to this organisation are clearly defined. | 5 | 4 | 3 | 2 | 1 |
| 2. In this organisation, we set very high standards for performance. | 5 | 4 | 3 | 2 | 1 |
| 3. We do not rely too heavily on individual judgement, almost everything is double checked' | 5 | 4 | 3 | 2 | 1 |
| 4. If you make a mistake in this organisation, you will definitely be criticised. | 5 | 4 | 3 | 2 | 1 |
| 5. People are proud of belonging to this organisation. | 5 | 4 | 3 | 2 | 1 |
| 6. The policies and goals (objectives) of this organisation are clearly understood. | 5 | 4 | 3 | 2 | 1 |
| 7. The goals I am supposed to achieve in my area are realistic. | 5 | 4 | 3 | 2 | 1 |
| 8. There is a feeling of pressure to continually improve our performance. | 5 | 4 | 3 | 2 | 1 |
| 9. Our philosophy emphasise that people should solve problems by themselves. | 5 | 4 | 3 | 2 | 1 |
| 10. There is not enough reward and recognition given in this organisation for doing work. | 5 | 4 | 3 | 2 | 1 |
| 11. People in this organisation don't really trust each other very much. | 5 | 4 | 3 | 2 | 1 |
| 12. Things Often seem to be pretty disorganised around here. | 5 | 4 | 3 | 2 | 1 |
| 13. In this organisation, I am given a chance to Participate in setting the performance standards for my job. | 5 | 4 | 3 | 2 | 1 |
| 14. In this organisation, people don't seem to take much' pride in the excellence of their performance. | 5 | 4 | 3 | 2 | 1 |
| 15. Management frowns upon your checking everything with them; if you think you have got the right approach, you just go ahead. | 5 | 4 | 3 | 2 | 1 |
| 16. We have a promotion system that helps the best person rise to the top. | 5 | 4 | 3 | 2 | 1 |
| 17. People in this organisation tend to be cool and aloof towards each other. | 5 | 4 | 3 | 2 | 1 |
| 18. Our productivity sometimes suffers from lack of organisation and planning. | 5 | 4 | 3 | 2 | 1 |
| 19. I very seldom sits down with my, immediate boss to review my overall performance and effectiveness. | 5 | 4 | 3 | 2 | 1 |
| 20. Management sets challenging goals. | 5 | 4 | 3 | 2 | 1 |
| 21. In this organisation, people are rewarded in proportion to the excellence to their job performance. | 5 | 4 | 3 | 2 | 1 |
| 22. In this organisation, performance is evaluated regularly against agreed-upon goals and standards. | 5 | 4 | 3 | 2 | 1 |
| 23. The goals and standards in the organisation do not usually demand the maximum effort of every individual. | 5 | 4 | 3 | 2 | 1 |
| 24. There is not much to encouragement to take on increased responsibility in this organisation. | 5 | 4 | 3 | 2 | 1 |
| 25. The rewards and encouragement that you get usually out weight the treats and criticisms. | 5 | 4 | 3 | 2 | 1 |
| 26. There is a lot of warmth in the relationships between management and other personnel in this organisation | 5 | 4 | 3 | 2 | 1 |
| 27. I had very little opportunity to say what I think about the goals and standards that are set for my work. | 5 | 4 | 3 | 2 | 1 |

- | | | | | | |
|---|---|---|---|---|---|
| 28. In this organisation, people are encouraged to initiate projects that they think are important. | 5 | 4 | 3 | 2 | 1 |
| 29. Good performance is recognised fairly quickly in this organisation. | 5 | 4 | 3 | 2 | 1 |
| 30. I had a clear idea of what I am supposed to do in my job. | 5 | 4 | 3 | 2 | 1 |

SECTION IV
(Personal Data)

(Please tick (✓) mark the item applicable to you)

- | | | | |
|--|----------|-----------------------------|----------|
| 1. Present age | 1. 20-25 | 2. 26-30 | 3. 31-35 |
| | 4. 36-40 | 5. 41-45 | 6. 46-50 |
| 2. Age at the time joining the library profession. | 7. 51-55 | 8. 56-60 | 9. 61- |
| | 1. 20-25 | 2. 26-30 | 3. 31-35 |
| | 4. 36-40 | 5. Any other please specify | |

Note: *Joining the library profession means holding a position, which requires at least, a degree in B.Lib.Sc. or a post-graduate diploma in library science.*

- | | | | |
|-------------------|--|--------------|-----------|
| 3. Sex | 1. Male | 2. Female | |
| 4. Marital status | 1. Married | 2. Unmarried | 3. Single |
| 5. Designation | 1. Professional junior/ Asst. Librarian. | | |
| | 2. Documentation Officer/Information officer /Information scientist. | | |
| | 3. Deputy Librarian | | |
| | 4. Librarian | | |
| | 6. Others | | |

6. Please indicate all your academic qualification at the time of joining the library profession.

1. B.A/ B.Sc./B. Com.
2. M.A/M.SC. /M.Com.
3. M.Phil.
4. Ph.D.
5. Any other.

7. Please indicate all your academic qualification in Lib. Sc. at the time of joining the library profession.

1. C. Lib. Sc.
2. Diploma in library Science.
3. B. Lib. Sc.
4. M. Lib. Sc./ MLISc.
5. M. Phil.
6. Ph.D.
7. Any other.

8 How many persons directly report to you (no of yours subordinates)

9 How many years have you been with your present organisation?

10. How many years have you been working in your present position?

11. How many promotions have you received since your first job?

12. How many other organisations have you worked for in your career?

APPENDIX-2
NAME AND ADDRESS OF THE LIBRARIES FROM WHERE SAMPLES ARE COLLECTED

ACADEMIC LIBRARIES

Sl.	NAME OF THE LIBRARIES	ADDRESS
1.	Manipur University	Canchipur, Manipur
2.	Central Agricultural University	Iroisemba, Manipur
3.	Mizoram University	Aizawl, Mizoram
4.	Nagaland University	Kohima, Nagaland
5.	Tripura University	Agartala, Tripura
6.	Arunachal University	Itanagar, Arunachal Pradesh
7.	Assam Agricultural University	Jorhat, Assam
8.	Tezpur University	Tezpur, Assam
9.	Assam University	Silchar, Assam
10.	Gauhati University	Gauhati, Assam
11.	NERIST	Itanagar, Arunachal Pradesh
12.	IIT	Guwahati, Assam
13.	Dibrugarh University	Dibrugarh, Assam
14.	North Eastern Hill University	Shillong, Meghalaya

PUBLIC LIBRARIES

Sl.	Name of the Libraries	Address
1.	State Central Library,	Imphal, Manipur
2.	State Libraries,	Aizawl, Mizoram
3.	State Central Library,	Kohima, Nagaland
4.	Birchandra State Central Library,	Agartala, Tripura
5.	Directorate of Library Services,	Guwahati, Assam
6.	State Central Library,	Shillong, Meghalaya
7.	Public Libraries,	Itanagar, Arunachal

SPECIAL LIBRARIES

Sl.	Name of the Libraries	Address
1.	Assam Administrative Staff College,	Guwahati, Assam
2.	Assam Assembly Library,	Guwahati, Assam
3.	GSI Regional Library,	Shillong, Meghalaya
4.	Gauhati Medical College Hospital Libraries	Guwahati, Assam
5.	NEC Library,	Shillong, Meghalaya
6.	Regional Institute of Medical Science Hospital,	Imphal, Manipur
7.	Northeast Institute of Bank Management,	Guwahati, Assam
8.	TOKLAI Tea Research Institute,	Jorhat, Assam
9.	Regional Research Laboratory,	Jorhat, Assam
10.	Indian Council of Agricultural Research,	Umiam, Meghalaya

APPENDIX – 3-
BACKGROUND VARIABLES

PRESENT AGE

Age Group	Frequency	Percentage	Cumulative
26 - 30	9	8.91	8.91
31 - 35	9	8.91	17.82
36 - 40	19	18.81	36.63
41 - 45	17	16.83	53.46
46 - 50	16	15.84	69.30
51 - 55	18	17.82	87.12
56 - 60	13	12.87	100
Total	101	100	

AGE AT THE TIME OF JOINING

Age Group	Frequency	Percent	Cumulative
20 - 25	48	47.52	47.52
26 - 30	46	45.54	93.06
31 - 35	4	3.96	97.02
36 - 40	2	1.98	99.00
Others	1	0.99	100
Total	101	100	

MARITAL STATUS

Status	Frequency	Percentage	Cumulative
Married	81	80.20	80.20
Unmarried	12	11.88	92.08
Single	8	7.92	100
Total	101	100	

DESIGNATION

Designations	Frequency	Percentage	Cumulative
Asst. Librarians	61	60.40	60.40
D.O/ I.S/ I.O	8	7.92	68.32
Dy. Librarian	15	14.85	83.17
Librarians	17	16.83	100
Total	101	100	

GENERAL QUALIFICATIONS

Degrees	Frequency	Percentage	Cumulative
B.A/ B.Sc./ B.Com	71	70.30	70.30
M.A/ M.Sc./ M.Com	25	24.75	95.05
M. Phil	1	0.99	96.04
Ph. D	4	3.96	100
Total	101	100	

PROFESSIONAL QUALIFICATIONS

Degrees	Frequency	Percentage	Cumulative
None	1	0.99	0.99
C. Lib. Sc.	2	1.98	2.97
Dip. Lib. Sc.	2	1.98	4.95
B. Lib. Sc.	50	49.50	54.46
M. Lib. Sc./ MLISc.	38	37.62	92.08
M. Phil	4	3.96	96.04
Ph. D	4	3.96	100
Total	101	100	

NO. OF PROMOTIONS

Promotion	Frequency	Percentage	Cumulative
None	47	46.53	46.53
1	21	20.79	67.33
2	9	8.91	76.24
3	20	19.80	96.04
4	3	2.97	99.01
5	1	0.99	100
Total	101	100	

NO. OF SUBORDINATES DIRECTLY REPORTING TO RESPONDENT

No. of Subordinates	Frequency	Percentage	Cumulative
2 - 5	65	64.36	63.72
6 - 10	21	20.79	84.51
11 - 15	11	10.89	95.40
Above 16	4	3.96	100.00
Total	101	100	

NO. OF YEAR IN PRESENT ORGANISATION

No. of Years	Frequency	Percentage	Cumulative
1-5	16	15.84	15.84
6-10	14	13.86	29.70
11-15	18	17.82	47.52
16-20	20	19.80	67.33
21-25	15	14.85	82.18
26-30	12	11.88	94.06
Above 31	6	5.94	100.00
Total	101	100	

NO. OF YEAR IN THE PRESENT POSITION

No. of Years	Frequency	Percentage	Cumulative
0-5	43	42.57	42.57
6-10	21	20.79	63.37
11-15	18	17.82	81.19
16-20	11	10.89	92.08
21-25	6	5.94	98.02
26-30	2	1.98	100
Total	101	100	

No. of promotions

Promotions	Frequency	Percentage	Cumulative
None	47	46.53	46.53
1	21	20.79	67.33
2	9	8.91	76.24
3	20	19.80	96.04
4	3	2.97	99.01
5	1	0.99	100
Total	101	100	

NO. OF OTHER ORGANISATIONS WORKED FOR

	Frequency	Percentage	Cumulative
None	39	38.61	38.61
1	26	25.74	64.36
2	24	23.76	88.12
3	9	8.91	97.03
4	2	1.98	99.01
6	1	0.99	100
Total	101	100	

15-8-07
 Acc No 103651
 App
 Date 14-8-07
 ..
 ..
 ..
 ..
 ..

PARTICULARS OF THE CANDIDATE

NAME OF CANDIDATE	Paokholun Hangsing
DEGREE	Doctor of Philosophy
DEPARTMENT	Department of Library and Information Science
TITLE OF DISSERTATION	: Power Strategies in Inter-personnel Relationship Among Indian Library Professionals
DATE OF PAYMENT OF ADMISSION	20/10/97
APPROVAL OF RESEARCH PROPOSAL	
1. BPGS	: 20/04/1998
2. SCHOOL BOARD	: 05/05/1998
REGISTRATION NO. & DATE	: 409 of 05/05/1998



Head

Department of Library and Information Science