

ANNA WAŁEK

The Library of Gdansk University of Technology

e-mail: anna.walek@pg.edu.pl

ORCID: 0000-0001-8782-013X

MANAGING CHANGE IN THE ACADEMIC LIBRARY – BUILDING AN INTELLIGENT ORGANIZATION BASED ON ORGANIZATIONAL CULTURE



Anna Wałek, dr, Director of the Gdańsk University of Technology Library, is an expert in the field of Open Science as well as organization and management of a scientific library. A graduate of the Institute of Information and Library Science at the University of Wrocław, where she obtained a PhD in the field of Library and Information Science in 2013. In the years 2007-2016 she worked at the Wrocław University of Technology. Member of several international associations and expert groups: Board of Directors IATUL (International Association of University Libraries) – Secretary (since 2020) and President-elect for the term of office 2022-2024; SPARC

Europe Board of Directors, Task Force Open Science CESAER, Research Data Alliance; National Chapter coordinator of the GO FAIR Data Stewardship Competence Centers Implementation Network and the delegate for EOSC Association. Manager and coordinator of several projects implemented from EU funds. Author of scientific publications, in particular about digital libraries, Open Access, Open Research Data and innovations in scientific libraries.

KEYWORDS: Change management. Academic libraries. Organizational culture. Resistance to change. Learning organization. Intelligent organization.

ABSTRACT: **Thesis** – Changes in academic libraries are now an indispensable part of the process of their development and professionalization. A number of ad-

ditional tasks that are set for libraries, ranging from participation in the digitization and sharing of digital collections, Open Access resources and Open Research Data, to participation in the evaluation process of universities and scientific disciplines, determine the initiation of the process of change in many units and in entire organizations. This article aims to introduce the principles that accompany the process of change in a contemporary academic library, and at the same time constitutes an introduction to a series of publications devoted to various examples of change management in Polish and foreign academic libraries. In particular, the role of creating an organizational culture and social capital was taken into account, while the difficulties and barriers (such as resistance to change) that accompany this process were also analyzed. These issues are the basis for defining the role of the library manager as a leader in implementing changes. Methods – The method used by this article is an analysis of literature devoted to the issues of change in the library, as well as change management in a broader context, especially in the context of human resource management. Selected publications on learning organizations and intelligent organizations were also used to determine whether academic libraries can be considered as this type of organization, characterized by a modern approach to management. The author's own managerial experience was also used in the examples and conclusions. Conclusions – The process of planning and implementing a change in a library, as in any other organization, should be properly planned and prepared. Correct definition of tasks, schedules and strategies for change, including strategies for preventing the occurrence of resistance to change, influences the course and success of the entire process, bringing numerous benefits to the organization. Libraries that adequately adopt and implement change processes are perceived as innovative libraries that may aspire to be considered as learning organizations or intelligent organizations responding to the needs of the environment. The above-mentioned examples show that depending on the organizational culture, as well as the attitudes of employees and managers of organizations entering into a process of change, its effects may vary.

ORGANIZATIONAL CULTURE

Elżbieta Barbara Zybort, in her study on organizational culture in the library (2019), emphasizes that in the functioning of various institutions, including libraries, it is common to strive to optimize and improve activities, including management processes, as well as to invoke the organizational culture, recognized as the most modern tendency in management and at the same time a factor which, apart from strategy and structure, determines the duration, development, or collapse of an institution.

According to the definition adopted by the author, „the organizational culture of a library is a set of fixed and respected basic assumptions, common beliefs and value systems as well as social norms, patterns of thinking and action that influence the behavior of its employees and determine the organizational climate favorable for the audience and employed staff,

creating an atmosphere of friendliness and adapting to the expectations of internal and external customers of the library" (Zybert 2019, p. 167).

The foundations of an organizational culture are a vision and a mission as basic organizational values. In combination with norms and values as well as basic assumptions, they shape the organization and its organizational culture.

In the context of creating an organizational culture, E. B. Zybert also emphasizes the importance of social capital, which she defines as „all norms, often unwritten, networks of mutual trust, the quality of social ties, loyalty and horizontal dependencies in a given social group, a set of features that increase the efficiency of society and enable achieving certain goals that would be unattainable without them." Social capital is characterized by the ability to cooperate within a group and within an organization in order to pursue one's own interests (Zybert 2019, p. 184).

Organizational culture has a variety of functions, including identifying and strengthening the assumptions and values underlying the entire policy of the institution and the actions taken. Among them, it is worth highlighting those aimed at integrating the team, and building an awareness of the staff community and a sense of security and stability. According to the author, they also contribute to building the identity and personality of a given library, and to identifying with one's institution along with the values, traditions, and views cherished in it. Organizational culture also contributes a common language and conceptual apparatus, unique to a given organization. In an external sense, the organizational culture enables adapting to new situations, among other things, and thanks to its adaptive function it reduces uncertainty and develops patterns of action, providing ways of coping with difficult situations (Zybert 2019, p. 164).

One such situation which make use of organizational culture, but which can also influence its modification, is change. As emphasized by E.B. Zybert, the need to introduce changes to adapt to new expectations and to meet emerging needs is the paradigm of modern librarianship and a factor determining its success or lack of it, even affecting the survival of a given library. Transformations in libraries are most often the result of transformations in the external environment. They often mean a change in the approach to the user, expanding the competencies of library employees, and even changing the image of the library itself as an institution that is more and more open and serving society. Organizational culture plays a role in adapting to changes in the environment and reducing resistance to them (Zybert 2019, pp. 180-181).

CHANGE MANAGEMENT

As Zbigniew Ściborek notes, in the world around us the only thing that remains constant and certain is changeability. Changes occur in all areas of life, both economic and social, and their pace is constantly growing. This makes it necessary to quickly identify and respond to them, which is not easy due to the complexity and variety of this phenomenon. Contemporary organizations therefore face a serious task. They must understand what particular changes mean for them and learn to benefit from them (Ściborek 2016, p. 249).

Anna Kroenke, on the other hand, goes a step further in her analysis of the role of a manager in a changing organization. She writes that contemporary organizations change quickly or do not change at all, because even a declaration of willingness to change does not necessarily mean that the change will actually take place. On the one hand, organizations need changes, and on the other, they are afraid of them. She emphasizes that in many cases they are necessary, mainly in order to survive at all in a changing environment (Kroenke 2016, p. 287).

Changes within libraries, especially academic libraries, are an indispensable part of the process of their development. Until recently, due to the pace of life, they were almost imperceptible, evolutionary; nowadays they occur constantly and intensively. Maja Wojciechowska (2006), in the publication „Managing Changes in the Library”, cites several definitions of change that can be transferred to the field of change management in the library while adopting a general definition. According to this definition, *a change is a process (spontaneous or intentional) taking place in a library or its surroundings, as a result of which the library itself or a part of it is modified*. The author juxtaposes the concept of change with the concept of innovation. According to Wojciechowska, „an innovation is a deliberately introduced change that increases the efficiency of the library’s work. Change management, on the other hand, is understood as deliberate and conscious actions aimed at introducing changes at such a time, and in such quantity and type, as to maximize the effectiveness and efficiency of the library’s work” (Wojciechowska 2006, pp. 34-35).

In her typology, Maja Wojciechowska provides many criteria for the subdivision of changes, including the following:

- Due to the degree (depth of changes), we can divide them into: reproductive (relating to operational management, short-term management) and transformational (causing serious changes in the library, related to strategic management, long-term).
- Due to their nature, we can distinguish: adaptive changes (supplementing or adapting existing solutions to new or not yet satisfied needs and tasks) and innovative changes (having a creative character, introducing innovations, new solutions).

- Due to the scope of changes, we can distinguish: partial (in individual areas of the library's activity), complex (concerning several parts – subsystems) and comprehensive changes (changes occurring in the entire library or its essential part).
- Due to the manner of introducing changes, we can divide them into: evolutionary (introduced gradually, permanent), revolutionary (introduced suddenly and once, as a result of a situation that requires immediate action).
- Due to the continuity of the change process, we can distinguish: gradual changes (gentleness, slowness, continuity of introduction, gradual tuning of the library) and abrupt changes (sudden, abrupt, discontinuous).
- Due to the size of the changes, we can distinguish: small changes (usually introduced as part of operational management), medium changes (being an intermediate stage) and large changes (significant in terms of size, usually related to long-term projects of great importance).
- Due to the scope of the changes, we can distinguish: internal changes (within the organization) and external changes (relating to the library's relations with the environment).
- Due to the time scope, changes can be divided into: short-term, medium-term and long-term.
- Due to the source of changes, we can divide them into: internal (initiated by the library) or external (resulting from proposals or pressure from the environment).
- Similarly, due to the voluntary nature of changes, there are: voluntary changes (when library employees themselves initiate changes in the forms of action) or forced changes (the source of which is the management or its environment).
- Due to the physical form of changes, there are: material and non-material changes (not having a physical, tangible character).

In addition, changes can be subdivided, *inter alia*, depending on the subject of the changes, the level of planning, the degree of complexity, originality, structure, the division of rationalizing activities, their effect, or costs and changes taking place in the environment (Wojciechowska 2006, pp. 36-48).

Both the concept of change and the change management process itself can be applied to many areas of the library's activity. The main issue of this study is the role of the manager – the director of an academic library – in the change management process and regarding the barriers that may slow down or even prevent this process.

Anna Kroenke writes that the role of a manager is one of the most difficult roles in the change process. Good change implementation requires not only the involvement of the entire organization, but also the conscious leadership of the manager, who sets the directions for changes and gives them the right pace. A manager should actually play the role of a leader, because it is leaders that organizations need (Kroenke 2016, p. 288).

The key factor influencing the success of change is the attitude and preparation of the management and library staff to the changes taking place. The most difficult change is changing the mindset of library employees. Basically, as the literature on the subject also confirms, libraries and librarians are not positive towards change. The nature of the work of academic libraries for many years led to the use of the same operating patterns. Yet one of the main laws formulated by Ranganathan as early as 1928 states that a library is an institution to which change is assigned (Ranganathan 2006).

Nevertheless, recent years have been a period of many changes and innovations in academic libraries, beginning with involvement in the process of digitization of collections and of making them available in digital libraries, to participation in the process of university evaluation and activities in the field of research data management. For example, in Poland, the stage of implementing computer library systems was followed by the stage of involving libraries in the process of digitization of collections. In the 1990s, the digitization of cultural and research content developed dynamically. Libraries responded to emerging trends and needs. The multi-medial nature of digital libraries required librarians to become specialists in managing digital resources. New tasks included handling specialized equipment as well as the entire cycle of mass digitization tasks, including graphic processing, web development, creation of metadata records based on the Dublin Core Metadata Element Set, and the use of appropriate licenses to make them available. Currently, library services are being developed for scientists and research institutions to assist them in the research data management process. The new responsibilities of libraries differ from the existing tasks for which they were responsible. Services provided so far by libraries, including digitization and management of digital resources along with the implementation of Open Access, consisted in making existing resources available to users. The new research data management tasks pose various challenges for librarians that they will have to overcome. For example, by participating in data management, librarians become part of the research process from the very beginning of the data lifecycle. In addition, librarians will also be responsible for ensuring that datasets prepared by other teams are properly used and cited. Librarians' future roles and responsibilities will differ significantly from those currently performed. The biggest challenge for the librarian of the future will be to balance the new tasks with all the other tasks for which librarians are responsible.

The amount of electronic resources is increasing, and paper books will not disappear from most library shelves, so librarians will be forced to combine traditional tasks with duties that require rapid adaptation to changing technology (Wałek 2018).

As part of the funding obtained by libraries from EU funds and other external funds, a modern infrastructure has also been created, from professionally equipped digitization studios and modernized rooms to entire buildings of new academic libraries, ensuring the highest level of equipment. In particular, many initiatives of this type arose in the early 2000s, when Operational Programs: Infrastructure and Environment and Innovative Economy were launched, among others. Modern library buildings include the University of Warsaw Library (1999), the Library of the Kielce University of Technology (2002), the J. Giedroyc University Library in Białystok (2005), the Library of the University of Gdańsk (2006), the Library of the University of Warmia and Mazury (2007), the Scientific Information Center and Academic Library – CINIbA in Katowice (2012), and the Regional Library of Engineering and Technology for Innovative Economy (BIBLIOTECH) of the Wrocław University of Science and Technology (2014). Changes in the location of a library were often followed by organizational changes and the inclusion of new, previously unavailable services into that library's offer. Sometimes, of course, the modernization of the infrastructure was not followed by organizational changes, and the existing patterns remained fixed, but it seems that these are isolated cases. Wherever the management of the library initiated and supported changes, or sometimes simply did not interfere with the implementation of grassroots initiatives, these changes were implemented and influenced the shape of the library's service offer.

To some extent, the change in library services (on the one hand expanding them, and, on the other, limiting them), as well as in some forms of their activity, was influenced by the SARS-COV-2 coronavirus pandemic, which began unexpectedly in Poland in March 2020. Then libraries had to face new tasks and limitations and begin to effectively manage the crisis situation. The main change in the way of managing and organizing the work of libraries concerned remote work and involvement in the distance learning process to an even greater extent than before (Wałek 2020).

As can be seen, most of the changes taking place in academic libraries concern organizational changes – changes in the scope of duties and tasks performed by library employees.

The author's own experience and conversations with other people managing libraries show that while the adaptation and implementation of new technology, tools, or systems is generally accepted with relative understanding, interfering with matters of a personal nature always raises some resistance.

Many people fear changes in principle, even before they come into contact with them. Therefore, special attention should be paid to how the changes are implemented and communicated in order to minimize the risk of resistance.

As Anna Kroenke writes, the changes that provoke the greatest resistance are primarily those related to new requirements in terms of skills and knowledge. Employees are most strongly opposed to these changes, which may cause their skills and competencies to be no longer sufficient. The second category is those that result in a weakening of the position of a given employee, or in any way affecting him or her financially. The third includes, on the other hand, those that come from the inside, i.e. proposals for changes coming from colleagues, because there is a certain dependency – the greater the competition among employees, the lower the tolerance for the ideas of colleagues. The changes that provoke resistance are primarily those related to risk (Kroenke 2016, p. 289).

As Maja Wojciechowska points out, the dominant belief in the literature is that designers of changes tend to downplay the flaws and threats resulting from changes and emphasize the benefits, while employees, on the contrary, pay special attention to the flaws and dangers, neglecting the benefits of implementing changes.

The author presents the main reasons for the resistance of library employees to introducing changes:

- Age and individual character traits,
- Lack of awareness of the need for changes (satisfaction with the current state and not noticing the reasons for making changes),
- Lack of adequate motivation to introduce changes (the problem is noticed, but there is no understanding why it should be solved in a certain way and why it requires their involvement),
- Previous negative experiences and lack of trust in the management of the library,
- Fear of embarrassment and of having one's current job considered unnecessary,
- Lack of cooperation between the library management and employees in the process of planning and implementing changes (facing a fait accompli, being surprised with subsequent decisions, being informed too late),
- Awareness of the existence of serious flaws in the proposed changes,
- Fear of increasing requirements and the need for additional training,
- Fear of having the scope of one's duties and activities performed so far expanded or changed (fear of making a mistake),
- Fear of a forced change in one's current habits,
- Fear of being demoted to a lower position or being dismissed,
- Fear of the unknown and the loss of colleagues,

- Fear of having financial benefits lowered and of losing other benefits (prestige, power, additional benefits),
- Seeing no benefits from the introduced changes,
- Loss of control over one's current professional life,
- Too fast a pace of changes introduced,
- A sense of inviolability (resistance facilitated by the conviction that the lack of cooperation may not cause any personal consequences, as layoffs are rare) (Wojciechowska 2006, pp. 107-109).

The above-mentioned causes of resistance may have various grounds, to a large extent depending on the individual character traits of the employee, but also to a large extent on the organizational culture, management, and communication methods. It can also be noted that changes are adopted differently by teams that have expected these changes (for example due to management methods or to pathological situations in the work environment) – in which case they accept changes more willingly, with the hope of improving the current situation. Teams in which changes are introduced successively are also more open to changes – it is more difficult to enter into the process of change after a long period of stagnation and after time in a specific state of stabilization. People or teams who are satisfied with the current state of affairs, who value their own position and stability, will exhibit greater resistance, regardless of the impact this has on the actual position and effectiveness of the organization. Unfortunately, to a large extent, these will be people holding managerial positions for many years, in whose scopes of duties there are no innovations or where these appear sporadically. The above observations result from the analysis of cases that will be presented later in the article.

As Elżbieta Barbara Zybert points out, it is necessary to link the above-mentioned causes of resistance to change with three dimensions of power: the degree of tolerance of uncertainty, power distance and individualism-collectivism. Therefore, it is necessary to develop an organizational culture that will minimize resistance and promote transformations. Avoidance of uncertainty is a dimension that determines the degree of danger felt by members of a given culture in the face of new, unknown or uncertain situations, as well as their sensitivity to change and organizational responses. Uncertainty tolerance is a way of dealing with uncertainty. Power distance is related to the attitude to the phenomenon of inequality and determines the emotional space that separates subordinates from supervisors. Collectivism and individualism are terms related to the degree of contrast between the desire for personal freedom and the need for social bonds. With the dominance of individualism, the employee cares first and foremost about his own interests and strives for independence.

With a collectivist identification, the group is seen as the basic element of the collective. The welfare of the group and cooperation are considered superior values and are more important than the welfare of the individual. There is a strong identification with the group. The recommended attitude is a so-called creative collectivism with a high tolerance for uncertainty. After Bożena Jaskowska (Jaskowska 2007), E.B. Zybert points out that with regard to the power distance dimension, it is optimal for the change process to create a reduced power distance in libraries while maintaining the features of strong – but not autocratic – leadership that is at the same time creative. On the one hand, the leadership role of the library management should not be denied, while on the other, the management should delegate some powers and increase the level of independence and responsibility on the part of employees. The basic feeling should be one of trust and partnership (Zybert 2019, pp. 179-183).

Lack of communication and, above all, lack of information breeds anxiety. Adaptation to changes and reducing the risk of resistance to them should be fostered by communication skills, important from the point of view of each of these three dimensions.

In intra-organizational communication, an efficient flow of information, directed bilaterally and giving feedback, plays a key role, also in relation to decisions made by management. It is desirable to strive to flatten organizational structures with the simultaneous application of matrix and network assumptions, and on the part of employees to be ready for professional flexibility. Freedom and the ability to easily enter and exit the appointed working or task teams, with the simultaneous readiness for individual independence and responsibility, is, in turn, a manifestation of this approach to creativity. It is also crucial to ensure freedom from fear of expressing one's opinion, as well as to consolidate employees' self-esteem and faith in their own knowledge and skills. From the point of view of tolerance of uncertainty, the awareness of the inevitability and necessity of changes and the willingness to co-create them should be dominant (Zybert, pp. 183-184).

Anna Parteka-Ejsmont, in a study on change management from the perspective of human resources, emphasizes that the experience of many employees shows that each change is associated with some subjective sense of loss, because the paths of organizational change are very similar to paths of personal change. Even in the case of a positive change, such as a promotion, a raise, new professional tasks and opportunities, something is lost – the current rhythm, psychological comfort, relationships with others (Parteka-Ejsmont 2017, pp. 265-266). This sense of loss, often perceived as a very personal feeling, can be a major obstacle for an individual to enter the process of change and can also be a direct cause of resistance, both passive and active.

In order to avoid transforming the feeling of fear or loss into resistance, first of all it is necessary to understand the mechanism that accompanies the perception of change and its acceptance. For each change is characterized by a certain behavior cycle that should be taken into account, which begins with a turbulent reaction to information about the change, and then goes into a multi-stage process of its acceptance. This cycle consists of the following stages:

1. Shock and paralysis (immobilization) – surprise and shock at the news about the change, sometimes a short period of joy that quickly turns into depression.
2. Disbelief – accompanying the gradual realization that the change did take place. This is when helplessness and frustration arise, which can be manifested in anger, denial, and even hostility.
3. Depression – feelings of gloom, dejection, a sense of helplessness, powerlessness, and hopelessness appear. This is partly because of fear of the future and partly because of surprise at the unexpected and uncertain.
4. Acceptance of reality – slow acceptance of the situation, getting used to the new situation, a growing interest in the new reality and participation, while maintaining a safe distance.
5. Testing of the new – increasing confidence in one's abilities and functions, learning about new behavior models and rules. Increase in self-esteem and slow adaptation.
6. Rationalizing (searching for meaning) – acceptance of reality and gradual justification of the rightness of the changes.
7. Internalization – internalization of a new vision of the situation, new rules and organization of the world, full consent and understanding of the need for change, incorporating new values into one's own hierarchy of values (Parteka-Ejsmont 2017, pp. 266-268).

The above cycle of behavior during change shows that people take time to get used to it. Usually, the manager introducing the change expects its approval and implementation to occur almost immediately. When he or she observes the occurrence of negative reactions on the part of the team, a decrease in efficiency and commitment, and real losses in the form of a lack of creativity and apathy, the manager often withdraws from the change, most often doing so too quickly – before the entire cycle of behavior indicated above ends. The decision to withdraw from a change during its implementation is often wrongly made, because it naturally affects the periodic decrease in employee efficiency. This can have additional negative effects, as such a reaction on the part of the manager to the non-acceptance of the change signals to the team that not accepting the change will result in its rejection and that it can thus effectively block future attempts to introduce changes. When negative reactions, including resistance, oc-

cur, consider instead using and implementing motivational systems and tools to help your team engage in the change process.

According to Anna Parteka-Ejsmont, managing employees and entire teams during a shift requires individual treatment and motivation. As a potentially helpful tool, she mentions the so-called career anchors, i.e., values, areas, principles, and features that are of the greatest importance for a given employee in life. They were defined by E. Schein and refer to what an employee does not want to give up in a difficult situation, which is his driving force and/or brake against changes. Identifying and taking into account career anchors is crucial in the process of introducing changes, as it allows you to address specific needs and, through them, arouse employee commitment. Among the career anchors we distinguish:

- independence, freedom, self-reliance, autonomy, working with little or no supervision, willingness to carry out tasks in one's own way (in this case, the person wants to be left alone, and by only being given a general framework is allowed to make the change in their own way);
- economic security, stability, adequate income securing the current and future salary and standard of living (such a person wants to be sure of their current earnings, wants to be safe during the change and maintain their current status and standard of living);
- friendship, relationships, being in the company of kind and likable people (this person wants to be liked at work, wants to maintain friendly relations and a good atmosphere at work despite the change);
- management, power, control, authority, influence on others, the ability to control the environment (a person with such an anchor wants to lead the change or manage its important elements);
- prosperity, wealth, getting rich, high income and expenses (in this case, the person wants to be rewarded for participating in the change, and therefore wants to get significantly richer);
- personal development, self-realization, using one's potential and possibilities (in this case, a person wants to develop, learn and use new skills, competencies, knowledge and qualifications through change);
- professionalism, being an expert (such a person wants to have all the necessary information to be well prepared to participate in the change, to be an expert in their field);
- recognition, fame, appreciation, distinction (such a person wants his opinion to be valid, to be appreciated, distinguished);
- duty, fulfillment of expectations, assiduousness and diligence (such a person wants to act properly and perform their duties, and requires that from others as well);

- adventure, gaining new experiences, accepting challenges and risks (a person with such an anchor loves change, wants to take up challenges and gain new experiences);
- family happiness, caring for loved ones (such a person wants the change to not adversely affect their family and loved ones and to allow them to continue spending time together);
- health, self-care (such a person does not want the change to affect their health and well-being);
- pleasure, entertainment, fun, freedom (in this case it is necessary to allow time for pleasure and entertainment, but for such a person also the change itself can be fun and joyful);
- competition, taking risks, competing with others (such a person wants to be better than others, compete with others also through change);
- helping others, caring for them, acting for their benefit (this person wants to help others, he or she also wants the changes to be beneficial to others) (Parteka-Ejsmont 2017, pp. 273-274).

As can be seen from the above examples, the motivations of individuals and groups may differ from one another. It is important to identify them and to adjust the process of change and communication in such a way that each of these people feels as comfortable as possible and finds benefits for themselves. The process of change should always be perceived as a „win-win” relationship, in which each party achieves certain benefits, even if they are accompanied by giving up some existing benefits and leaving the comfort zone.

An organization that introduces the process of change in an appropriate way and on this basis strengthens its potential and capital, including human capital, and can move to a higher level of development and derive tangible benefits from these changes.

LIBRARIES IN THE PROCESS OF CHANGE – EXAMPLES

Various approaches to introducing changes, as well as various effects of their implementation, are presented in the following examples, describing organizational changes introduced in the Library of the Wrocław University of Technology and the Library of the Gdańsk University of Technology. The conclusions presented are based on the author’s own observations and experiences as well as on the information contained on the websites of the universities described.

WROCLAW UNIVERSITY OF SCIENCE AND TECHNOLOGY

The reorganization process of the Main Library and Scientific and Technical Information Center of the Wrocław University of Science and Technology began in 2013, but it was based on the assumptions of the BIBLIOTECH – Regional Library of Engineering and Technology project, implemented by the Wrocław University of Science and Technology since 2007.

The Library of the Wrocław University of Technology, the largest academic library with a technical profile in Lower Silesia, was established in 1946. From 1949, individual departments were successively separated within its structure and departmental libraries were established. Changes in the structure of the library and the implementation of the automation of library processes led to the change of name to the Main Library and the Scientific and Technical Information Center (BGI OINT) in 1969. At that time, creating information services was considered one of the priority tasks. In 1979, BGI OINT was entrusted with the functioning of the 2nd Central Technical Library in Poland. In the 90s, the Library was among the first to implement innovative technical solutions and to develop scientific activities. The scientific community and the University authorities were aware for many years of the necessity to build a new building for a modern scientific library at the Wrocław University of Technology.

In 2007, EU funds were obtained for this purpose from the Innovative Economy Operational Program. The aim of the project Regional Library of Engineering and Technology for Innovative Economy (Bibliotech) was to build and equip a modern building, which was completed and handed over to the University by the general contractor in October 2013 (Wałek 2014).

The new library of the Wrocław University of Science and Technology was, already at the planning stage, to be a modern library, the basis of which would be electronic sources, in the form of e-books, electronic journals and databases, both made available and created in modern and well-equipped studios and laboratories. It was decided that the Electronic Library would constitute the basis of the University's library and information system, and its activity would be supported by other University units collecting and sharing standardization, patents, and information on new technologies, intended in particular for business entities cooperating with the University in the process of the commercialization of knowledge (Wałek 2014a).

In 2013, by the decision of the Rector of the Wrocław University of Science and Technology, a team with over a dozen members was appointed whose task was to develop new rules for the functioning of the Library, its structure, and its tasks based on the assumptions of the Bibliotech project. The team was composed of representatives of the management of

the Library (including the newly hired Director of BGiOINT) and other university units. The work of the team lasted until October 2013. The team's activity was at times turbulent. This was due on the one hand to the differences in views between the individual members of the team, and on the other to the differences between the Library's management and the rector's authorities regarding the expected results. The Rector's goal was to create a central unit within which the library would function, but which would also fulfill the tasks included in the objectives of the Bibliotech project – i.e. knowledge management in a broader sense, including also technology transfer and provisions for research services within modern laboratories. The library management's aim was to preserve both the name of the Library and its existing structure. The merger with other units was viewed as diminishing the role of the Library and bringing about its liquidation.

Naturally, among the team members there were those who questioned the legitimacy of the functioning of the traditional library at the university, but these were isolated cases. At this stage, there were typical fears of change and actions aimed at changing the concept and staying with existing solutions. The lack of understanding of the intentions of the owner of the change caused various types of misunderstandings. One of the concepts prepared by the library team suggested that, *inter alia*, the Technology Transfer Center, the Science Department and the Intellectual Property Department would be incorporated into the Library's structure. It was an unacceptable solution for the rest of the team. In October 2013, after many months of unsuccessful negotiations, the formula of the team's work was changed. As the new unit, in accordance with the objectives of the Bibliotech project, was to be established in January 2014, it was necessary to intensify the work and change the communication strategy. On October 11, 2013, the Rector's Plenipotentiary for the organization of the Knowledge and Information Center was appointed. He headed a team of four, whose task was to prepare the concept, structure, and legal basis for the functioning of the new unit. The role and location of the Library within the structure of the Center were left to be decided by the Plenipotentiary. The previous, stormy disputes between the Rector's authorities and the library's management had led to an almost complete negation of the need to establish a library within the structure of the new center. By the decision of the Rector, none of the representatives of the Library, apart from the Plenipotentiary, were included in the new team. The decision was undertaken to prepare, approve, and then present a ready package and schema of changes that were to enter into force on January 1, 2014.

As a result of the work of the Plenipotentiary and the team, on January 1, 2014, the Center for Scientific and Technical Information (CWINT) was established at the Wrocław University of Technology, which is a universi-

ty-wide unit with scientific, research, training, and service tasks. The first legal act resulting from the team's work was the resolution of the Senate of the Wrocław University of Technology of November 28, 2013 on the transformation of the Main Library and the Scientific and Technical Information Center, which gave a positive opinion on the transformation of BGiOINT into CWINT. Following this, the Senate also adopted amendments to the provisions of the Statute of Wrocław University of Science and Technology. The provisions concerning the Main Library in department 1, unit 3 of the „University-wide organizational units” were repealed. Instead, a new unit 8, entirely devoted to CWINT, has been created. The provisions regarding the structure, tasks, and functioning of the unit have been formulated in a manner consistent with the Act on Libraries and with other legal acts relating to academic libraries, as well as with the internal regulations of the Wrocław University of Science and Technology. The statute also regulated the management principles of the Center. The director of the Center was appointed and dismissed by the Rector after consultation with the Senate. Moreover, the director of the Center was also the director of the Libraries of the Wrocław University of Science and Technology (the Electronic Library, the Classical Library, and the Center's branches, which replaced the affiliates). The rules for appointing and dismissing deputy directors, the competencies of the Supervisory Board, the rules for transforming the University's library and information system, and, above all, the structure of the Center are also specified. In specific matters, the Statute refers to the Regulations of the Center „issued by the Rector after obtaining the opinion of the Senate”. The formal establishment of the Center on 1 January, 2014, was based on an internal order of the Rector of Wrocław University of Science and Technology.

During the first two years of the Center's operation, a significant leap in the quality and image of the new unit has been noticed. The opening of the Center was a great media event emphasizing the revolutionary nature of this undertaking. Numerous events organized in cooperation with, among others, student organizations, the socio-economic environment, as well as with library organizations such as the Polish Librarians' Association, brought life to the new building and demonstrated its functionality. They also showed the new role of the library as a unit participating in the circulation of knowledge and information at the university, not only in terms of access to sources, but also in the creation of resources, tools, and services supporting knowledge management and its sharing. The team that created the structures of the Libraries of the Wrocław University of Science and Technology at CWINT also actively participated in preparing the application of Wrocław as a candidate for host city of the international IFLA Congress, which took place in Wrocław in 2017.

The key project carried out by the Center was the Wrocław University of Technology Knowledge Repository project, which assumed the creation of a knowledge base and an institutional repository of publications and research data (Wałek 2014b).

Despite the fact that the establishment of the Center and its activities proved to be a great success in the first months, and despite the majority approval of the employees as to the new functional and organizational solutions, there were problems with maintaining this direction. The key factor was the fact that the group of employees included people who put up active resistance. Its manifestations were varied in nature, ranging from unsubstantiated denunciations to the university authorities, to refusal to perform official duties, sluggishness, and open reluctance. Interestingly, the main initiator of these activities was a person who had held a managerial position in the previous BGiOINT organization, and then became one of the deputy directors of CWINT. Even while performing her functions, just before the dismissal, she described her role as being a „counterbalance” and „opposition” to the new concept of the Library’s organization and the changes taking place. Thus, she explicitly expressed her distance to the main direction set by the director. In principle, she continued the activities that in 2013 had resulted in the Library’s employees’ exclusion from deciding on the shape of the new unit, while also managing to attract several other people with significant roles in the structure of the former BGiOINT to the „opposition”. It was one of the biggest mistakes made in this process of change. For if the management of the organization does not have a coherent action strategy and does not convey consistent messages, conflicting information and dissonance appear among employees. As this example shows, disputes within management can also result in a situation where even if some people had initially received the process of change positively, uncertainty as well as the destructive actions of authorities may even result in a complete rejection of the change.

Another process that contributed to the failure of this change was a change of concept at the decision-making level. After the Center had functioned within the structure of the Wrocław University of Science and Technology for nearly two years, the university authorities decided to change the profile of the unit. The function of CWINT’s director was taken over by a person unrelated to the Library, who was to direct the Centre’s activities more towards activities in the field of commercialization and technology transfer. Thus, the Libraries of the Wrocław University of Science and Technology began to lose both their importance and position. The new leader of change basically did not include the Library in their strategy for the coming years. Also, in social media (e.g. on CWINT’s Facebook profile), CWINT has been operating since then almost exclusively in the context of cooperation with business or simply as a building.

This shift at the management level essentially stopped and then reversed the process of changes in the Library of the Wrocław University of Science and Technology.

Since then, it is hard to find any initiatives taken by the Wrocław University of Science and Technology Library beyond those that have been and are being carried out on a routine basis.

The Atlas of Open Science Resources project (AZON – czasnauki.pl), which received funding from the European Union in 2017 (the Digital Poland Operational Program), and which was based on the Knowledge Repository, was also located at the Center, but outside the Library. The actual management was entrusted to the Wrocław Center for Networking and Supercomputing.

In the following years, numerous events, exhibitions, conferences and meetings were held at the CWINT headquarters, but they were more often organized by the Promotion Department or the Center for Cooperation of Science and Economy than by the Libraries of the Wrocław University of Science and Technology. In 2020, the Wrocław University of Science and Technology Library resumed its former name, and in 2021 CWINT formally ceased its activity. This happened without the slightest comment on the university's website or on social media. Interestingly, all information that had been on the university's website or in the university magazine „Pryzmat PWr” related to the activities of CWINT has been removed and is not available.

The above example would require a deeper analysis, because it is an extremely vivid picture of how an inherently good and innovative project of change, primarily qualitative, can fail due to the occurrence of numerous errors and omissions at the decision-making and management level, as well as a result of the lack of an appropriate response to resistance to change.

GDAŃSK UNIVERSITY OF TECHNOLOGY

An example displaying a different approach to and effects of the change process is the Library of the Gdańsk University of Technology (GUT). In 2016, a new term for the office of the Rector's authorities began, under which the university was headed by prof. Jacek Namieśnik. One of the Rector's key assumptions was the reorganization and modernization of the Library. For this purpose, a competition for the Director of the Library was announced and adjudicated. The changes implemented at GUT began in January 2017. The process began with research among the employees of the Library, and then development of an action strategy, taking into account organizational changes, creation of a professional development plan for employees, as well as an action plan, among others, related to obtaining external funds for additional activities and establishing natio-

nal and international cooperation. An individual interview was conducted with each of the employees, during which they answered the director's questions regarding their current position, tasks performed, expectations regarding their career path, and problems they saw in the organization and structure of the Library. Out of more than 50 such interviews, a picture emerged of an entity that for many years had been basically unmanaged or had been improperly managed. Contradictory information and instructions, lack of development prospects, unethical behavior and practices with the hallmarks of mobbing, lack of financial resources and lack of consent for employee professional development were the main problems highlighted by the vast majority of employees. An additional problem was also the general bad attitude of the Rector's and Chancellor's authorities towards the library and librarians, resulting from unfair and false negative opinions about the library staff and information about the lack of competencies among librarians, disseminated by the person acting as director.

When the change process began, most employees expected and wanted it. Despite the fact that there was a natural fear of what was new, all changes introduced – modifications to the organization, procedures and tasks – were received by employees with approval and even enthusiasm. Employees willingly undertook new tasks, and participated in professional and language training.

Within four years, from a library that did not distinguish itself with any more than routine activity, the GUT Library became one of the most modern and active academic libraries in Poland. It joined numerous international organizations, such as IATUL, GO-FAIR, SPARC Europe and LIBER, obtained external funds for financing projects, including projects related to Open Science, and grew into the role of a national leader in the field of open research data sharing, thanks to the MOST Danych project implemented at GUT (Wałek 2020a).

This process was successful, on the one hand, thanks to the full approval and uniform position of the University authorities, and also thanks to the cooperation of the management of individual departments of the Library in the implementation of the vision and strategy presented by the director, who was the change manager.

CONCLUSIONS

The reaction to changes in both analyzed cases was initially very similar. The prospect of new tasks or image improvement, as well as additional financial resources for activities, including salary increases, training, and competency development, were undoubtedly great motivators. However, only one of the libraries used these resources and opportunities to successfully move through the stage of organizational and task-related changes.

The next stage that the GUT Library is facing is structural changes and adaptation of the tasks developed as part of the projects to routine library tasks, including the role of data steward and data librarian. It is difficult to say what will be the future of the Wrocław University of Science and Technology Library. Once CWINT has been abolished and there is a return to routine library tasks, it may be found that the change process will bring that organization back to where it was before the process began. This is evidenced by the fact that the rooms in the CWINT building are also being successively transferred to other units of the Wrocław University of Science and Technology, displacing the library departments. Talks with the library's employees show that the expectation of the management of the Library is stagnation and stabilization, and the ambition is to survive.

There is no doubt, however, that the right path for academic libraries and a chance for their development and strengthening of their position is continuous learning and development of the services and resources offered.

THE LIBRARY AS A LEARNING ORGANIZATION

The library as a modern organization should strive not only to create an appropriate organizational culture and social capital. In the context of creating an organization functioning in an atmosphere of change and transformation, it is worth considering the library as a learning organization or even ultimately as an intelligent organization.

Bogusz Mięka and Bernard Ziębicki introduced the concept of intelligent organization. They consider an intelligent organization to be a higher organizational form which – apart from acquiring information and transforming it into useful knowledge – primarily tries to create the best possible conditions for the use of this knowledge (Mięka, Ziębicki 2000, p. 11). In the light of the research cited by the authors, an intelligent organization stands in contrast to traditional ways of organizing processes which do not attach importance to the necessity of continuous learning, use of the acquired knowledge and shaping of innovative attitudes. The approach of people managing organizations, who must abandon excessive focus on details and systemic thinking, with the simultaneous free flow of information within the organization, especially that which relates to the actions taken and their results, seems to be of key importance for the transformation of an organization into an intelligent organization. It is also important to promote teamwork and involve employees in discussion on the strategy and its implementation, and to grant them a certain amount of autonomy in action. The literature on the subject provides many definitions of a learning organization (*organizacja ucząca się* or OUS), but none of these definitions specifies what such an organization really is, it always

depends on the context. Mikula and Ziębicki propose that „a learning organization is an organization in which traditional, empirical and cybernetic learning processes are carried out. Thus, the processes of professional improvement, gaining knowledge by employees through continuous learning and gaining new experiences, run parallel to the acquisition of operational skills through practical action and verification of the existing assumptions and principles of the organization's functioning” (Mikula, Ziębicki 2000, pp. 12-13). An important process in managing a learning organization is knowledge, information, and communication management, as well as competency management (instead of human resources management). The authors compare an intelligent organization with a learning organization. They summarize their considerations by describing an intelligent organization as a higher organizational form than OUS, the creation of which is the result of the continuation of searches that first led to the creation of the OUS. The main difference between these models is that an intelligent organization aims to create a system that allows the fullest use of the intellectual potential of each of the members of the organization. It is a pro-efficiency solution, the creation of which should be preceded by the implementation of multidimensional organizational learning in the evolutionary phase (Mikula, Ziębicki 2000, p. 14).

As Ewa Gałka points out, Peter M. Senge defines „a learning organization as an organization that constantly expands its possibilities of creating its own future, that can adapt to changing conditions and provides opportunities for improvement to all people involved in its functioning”. At an OUS, it is important to focus on the continuous acquisition of new skills, looking for opportunities and introducing new patterns of activities. On the other hand, an important element of learning is gaining feedback on the mistakes made, finding ways of avoiding and correcting them. Moreover, learning is required at all levels (Gałka 2014, p. 122).

A contemporary academic library following the reference model could successfully meet the conditions for being called a learning organization. Continuous acquisition of new competencies, looking for opportunities, for example, by applying for infrastructure and scientific grants, as well as implementing new solutions that improve the quality of services, are today the area of change that is closest to libraries. Everything depends on the level of acceptance of this state of affairs and possibilities – in terms of financial and human resources, but also at the highest and middle management levels.

Research on the academic library as a learning organization has been carried out over the years, taking into account both the historical context and changing technologies, which have always had a large impact on generating the process of change in libraries. Many of them are quoted by Stefania Arabito in her review of the literature (Arabito 2004). All these

studies show that the thesis that academic libraries have the potential to play the role of learning organizations and even intelligent organizations is confirmed. However, it all depends on what direction a given library will take and whether it will take up the challenge.

SUMMARY

Summarizing the above considerations, it can be stated that although academic libraries currently function in a constantly changing environment which forces changes in the functioning of the libraries themselves, not all institutions are ready and open to these changes. Attachment to established patterns of behavior, conduct, and procedures, with the simultaneous fear of and resistance to changes, causes many libraries to be perceived in a negative sense as a mainstay of conservative approaches to innovation and to taking up new challenges. This directly translates into such a perception of libraries by stakeholders, authorities, and society, who expect and even require such changes. Symptoms of such reluctance and in some cases resistance to changes, sometimes manifested by active resistance or even by the presence of pathological behaviors, are very poorly received and contribute to the consolidation of negative stereotypes about libraries. The library manager plays an important role in the process of guiding the library through the course of change, and even in introducing it into the process of constant change and improvement. Their task is primarily to shape and influence the creation of an appropriate organizational culture and social capital of the library, in an atmosphere of development, both organizational and in terms of competence. Introducing changes should be preceded by an appropriate analysis, which should also be accompanied by an appropriate communication strategy. It cannot be ruled out that there will be a negative attitude or even resistance resulting directly from the cycle of introducing changes.

The task of the library manager, who is also a change leader, is to identify weaker areas and implement procedures and tools to minimize the risk of resistance and failure of the change process itself. There are already libraries in the Polish academic library environment which, thanks to the changes and innovations introduced, the implementation of projects, and participation in international initiatives, have transformed themselves into innovative libraries, aspiring to be deemed learning organizations and even intelligent organizations. They should be a role model for others who, through internal change, can obtain tangible benefits, both in terms of image and material. It is also important to believe that modern library services, provided by highly qualified staff, are future-oriented services and deserve to be developed and promoted. The worst scenario that unfortunately accompanies the degradation of many academic libraries and

their role today is the internal perpetuation of the belief that libraries are in decline and that they only have to fight for their own existence, the end of which seems inevitable. This is evidenced by, for example, the topics of industry conferences organized in recent years which were devoted to the crisis of libraries, the question whether scientific libraries are still scientific, and whether libraries have any future at all.

For an organization with such an attitude, it may unfortunately turn out to be a self-fulfilling prophecy. Among the many authors who write about threats to libraries is Steve Coffman, who writes about how libraries and librarians should defend their position, and how above all to confirm in themselves the belief that their position is not completely lost in the clash with commercial suppliers of literature, knowledge, and information (Coffman 2013). Many considerations described in the trade literature have a similar overtone and it would seem that libraries are becoming unnecessary, and that their primary task in the coming years will only be to protect their own identity and existence. This discussion is reminiscent of the situation more than twenty years ago, when electronic publishing began to spread and the „death of the book“ was predicted. Just as the „death of the book“ did not happen, the end of libraries should not be expected and the focus should not be on developing strategies to defend their position. The role of librarians should be to formulate a new definition of a library, corresponding to the changing needs of users and taking into account new trends and technologies. The importance of following current trends and adapting the library offer to the users' expectations and changing realities is evidenced by the range of challenges posed to libraries, especially scientific and academic ones, by the authorities of scientific and research institutions that libraries serve. This is evident in the global trend of transforming libraries into information and support centers for the communication of science and information management. University repositories are created in academic libraries, not only of publications, but also of research data. Libraries also take over the role of competence and support centers in the field of open access to learning resources, copyrights, and intellectual property, as well as supporting learning processes, both stationary and distance. The directions for the development of the librarianship of the future will be determined by innovative libraries, intelligent organizations, aware of their role and of the possibility of influencing the scientific success of their home universities. They will set new tasks, areas of collaboration, and act as hubs for an emerging global library serving the global research community. Organizations that reject changes and stand in opposition to them will be left behind or will cease to exist (Wałek 2017).

BIBLIOGRAPHY

- Arabito Stefania (2004), *Academic Libraries as Learning Organizations. A review of the literature*. Master International Information Studies. Independent Study 1 BP100, http://eprints.rclis.org/11715/1/academic_libraries_as_LO.pdf <accessed: 20.10.2021>
- Coffman S. (2013). So Now What?: The Future for Librarians, *Online Searcher, Information Discovery, Technology, Strategies* 37, Number 1 – January/February 2013, <http://www.infotoday.com/OnlineSearcher/Articles/Features/So-Now-What-The-Future-for-Librarians-86856.shtml> <accessed: 12.08.2021>.
- Gałka, Ewa (2014). Zastosowanie koncepcji organizacji uczącej się w procesie zarządzania organizacją pozarządową. *Nauki o Zarządzaniu* 2(19), pp. 118-127 DOI: 10.15611/noz.2014.2.08.
- Jaskowska, Bożena (2007). *Kultura organizacyjna służb informacyjnych bibliotek akademickich na przykładzie uczelni ekonomicznych* (rozprawa doktorska). Warszawa: Uniwersytet Warszawski.
- Kroenke, Anna (2016). Menedżer w zmieniającej się organizacji – ujęcie teoretyczne. *Przedsiębiorczość i Zarządzanie*, t. 17, z. 4, cz. 3, pp. 287-298.
- Mikuła, Bogusz; Ziębicki, Bernard (2000). Organizacja inteligentna a organizacja ucząca się. *Przegląd Organizacji* 5/2000, pp.11-14, <https://przegladorganizacji.pl/artukul/2000/10.33141po.2000.05.01> <accessed: 14.07.2021>.
- Parteka-Ejsmont, Anna (2017). Zarządzanie zmianą i projektami z perspektywy zasobów ludzkich, [in:] Michał Tomczak, Beata Krawczyk-Bryłka (eds.), *Zarządzanie zasobami ludzkimi. Wybrane aspekty* (pp. 265-298). Warszawa: Difin.
- Ranganathan, Shiyali Ramamrita (2006). *The Five Laws of Library Science*, New Delhi [India]: Ess Ess Publications.
- Ściborek, Zbigniew (2016). Etyczne aspekty zmian w organizacji, *Przedsiębiorczość i Zarządzanie*, t. 17, z. 7, cz. 3, pp. 245-255.
- Wałek, Anna (2014). Organizacja i funkcjonowanie systemu biblioteczno-informacyjnego w Centrum Wiedzy i Informacji Naukowo-Technicznej Politechniki Wrocławskiej. Biblioteki we współczesnym Systemie Prawnym Polski i Unii Europejskiej [Dokument Elektroniczny]: VI Konferencja Naukowa Korporacji Bibliotekarzy Wrocławskich: Praca Zbiorowa, 63-68. https://www.dbc.wroc.pl/Content/26089/biblioteki_we_wspolczesny_m_konf.pdf
- Wałek Anna (2014a). Center for Scientific and Technical Information – Library Services for Business and Science at Wroclaw University of Technology. eKNOW 2014: the Sixth International Conference on Information, Process, and Knowledge Management, March 23-27, 2014, Barcelona, Spain, [Wilmington, DE, USA]: IARIA, 2014. pp. 93-97, http://www.thinkmind.org/index.php?view=article&articleid=eknow_2014_4_40_60144 <accessed 11.09.2021>
- Wałek Anna (2014b). Wroclaw University of Technology Knowledge Repository – project objectives. 35th Annual IATUL Conference Proceedings, pp.1-6 https://mostwiedzy.pl/pl/publication/download/1/wroclaw-university-of-technology-knowledge-repository-project-objectives_10164.pdf<accessed: 11.09.2021>
- Wałek, Anna (2017). Przyszłość bibliotek i biblioteki przyszłości, czyli trendy kształtujące innowacyjne usługi biblioteczno-informacyjne w bibliotekach akademickich. *Studia o Książce i Informacji* 36, pp.225-238 DOI:10.19195/23007729.36.12

- Wąlek, Anna (2018). Is data management a new 'digitisation'? A change of the role of librarians in the context of changing academic libraries' tasks, IFLA WLIC 2018 – Kuala Lumpur, Malaysia – *Transform Libraries, Transform Societies*, pp. 1–11.
- Wąlek, A. (2020). Polish Academic Libraries in the Face of the Covid-19 Pandemic: Crisis Management and Communication within the Organisation. *Przegląd Biblioteczny*, vol. 88, No. Special (2020), pp. 94–121. doi: 10.36702/pb.782.
- Wąlek Anna (2020a). *Zarządzanie danymi badawczymi i ich udostępnianie*. Forum Akademickie. Iss. 10 (2020), pp. 48–49, <https://miesiecznik.forumakademickie.pl/czasopisma/fa-10-2020/zarządzanie-danymi-badawczymi-i-ich-udostępnianie%e2%80%a9/> <accessed: 11.09.2021>
- Wojciechowska, Maja (2006). *Zarządzanie zmianami w bibliotece*. Warszawa: Wydaw. SBP.
- Zybert, Elżbieta Barbara (2019). Kultura organizacyjna w bibliotece [in:] *Zarządzanie Biblioteką*. Pod red. Mai Wojciechowskiej. Warszawa: Wydaw. Naukowe i Edukacyjne Stowarzyszenia Bibliotekarzy Polskich, pp. 164–189.

Artykuł w wersji poprawionej wpłynął do Redakcji 30 listopada 2021 r.

ANNA WAŁEK
Biblioteka Politechniki Gdańskiej
e-mail: anna.walek@pg.edu.pl
ORCID: 0000-0001-8782-013X

ZARZĄDZANIE ZMIANĄ W BIBLIOTECE AKADEMICKIEJ – BUDOWANIE ORGANIZACJI INTELIGENTNEJ W OPARCIU O KULTURĘ ORGANIZACYJNĄ

SŁOWA KLUCZOWE: Zarządzanie zmianą. Biblioteki akademickie. Kultura organizacyjna. Opór przed zmianą. Organizacja ucząca się. Organizacja inteligentna.

ABSTRAKT: **Teza** – Zmiany w bibliotekach akademickich są obecnie nieodzowną częścią procesu ich rozwoju i profesjonalizacji. Szereg dodatkowych zadań, które stawiane są przed bibliotekami, począwszy od udziału w digitalizacji i udostępnianiu zbiorów cyfrowych, zasobów Open Access i Otwartych Danych Badawczych, po udział w procesie ewaluacji uczelni i dyscyplin naukowych, determinuje uruchamianie procesu zmian w wielu jednostkach i całych organizacjach. Artykuł ma na celu przybliżyć zasady, które towarzyszą procesowi zmian we współczesnej bibliotece akademickiej, stanowiąc jednocześnie wstęp do cyklu publikacji poświęconych różnym przykładom zarządzania zmianą w polskich i zagranicznych bibliotekach akademickich. W szczególności uwzględniono rolę

tworzenia kultury organizacyjnej i kapitału społecznego, a także poddano analizie trudności i bariery (opór przed zmianą), które towarzyszą temu procesowi. Problematyka ta jest podstawą do określenia roli menadżera biblioteki jako lidera we wdrażaniu zmian. **Metody** – W artykule wykorzystano metodę analizy piśmiennictwa, poświęconego zagadnieniom zmiany w bibliotece, a także zarządzania zmianą w szerszym kontekście, zwłaszcza w kontekście zarządzania zasobami ludzkimi. Wykorzystano również wybrane publikacje dotyczące organizacji uczących się i organizacji inteligentnych, w celu ustalenia, czy biblioteki akademickie mogą ubiegać się o miano tego typu organizacji, charakteryzujących się nowoczesnym podejściem do zarządzania. W przykładach i wnioskach wykorzystane zostały również własne doświadczenia menadżerskie autorki. **Wnioski** – Proces planowania i wdrażania zmiany w bibliotece, podobnie jak w każdej innej organizacji, powinien być odpowiednio zaplanowany i przygotowany. Prawidłowe określenie zadań, harmonogramu oraz strategii dotyczących zmiany, w tym strategii zapobiegania występowaniu oporu przed zmianą, wpływa na przebieg oraz sukces całego procesu, przynosząc organizacji liczne korzyści. Biblioteki, które w odpowiedni sposób przyjmują i wdrażają procesy zmian są postrzegane jako biblioteki innowacyjne, które mogą aspirować do określenia ich mianem organizacji uczących się lub organizacji inteligentnych, odpowiadających na potrzeby otoczenia. Przytoczone przykłady pokazują, że w zależności od kultury organizacyjnej, a także stosunku pracowników i menadżerów organizacji wchodzących w proces zmiany, różne mogą być jej skutki.