

What We Talk About When We Talk About Leadership: A Review of Research on Library Leadership in the 21st Century

Christopher Stewart

Abstract

The literature of library leadership in the 21st century is as extensive as it is varied. Nonetheless, general themes emerge that reflect an evolving leadership imperative in a period of continuous change for the library organization. The first of a two-part review, this paper outlines research and research-related scholarship on library leadership published in the professional and scholarly literature since 2000. The review is organized within two broad areas: Leadership Competencies and Leadership Theory in Practice. Leadership Competencies includes work that explores applied leadership skills, leadership characteristics, and leadership and change. Leadership Theory in Practice includes research that connects leadership theory with library leadership challenges. Research in this area explores the intersection of leadership and organizational culture, the role of emotional intelligence in leadership, and transformation, situational, and managerial leadership.

Introduction

Few would disagree that the 21st Century has been a period of remarkable and often compelling transformation for libraries. Change factors, both internal and external, are widely discussed in the professional and scholarly literature and need not be revisited here. Our work is continually reshaped as we meet new challenges and explore a widening landscape of

opportunities. Our success in these endeavors depends on many things, not the least of which is organizational leadership. How are we doing in this regard? One approach to this question is to ask another question: what kinds of questions are we as a profession asking about library leadership in the 21st Century? What do we, as scholars and practitioners, talk about when we talk about leadership? How do these conversations, reflected (or not) in our research, address the imperatives for leadership in a period on rapid evolution for libraries?

The purpose of this literature review is to provide an overview of research on library leadership since 2000. The use of the turn of the century is a somewhat arbitrary yet I believe fair demarcation for the onset of a period of accelerated change for libraries. As the discussion of the leadership has widened, there has been a growing volume of research and scholarship produced on the topic. This research can be categorized, generally, into four frames: leadership competencies, application of leadership theory, organizational effectiveness, and leadership development. Naturally, some research areas such as organizational culture, organizational performance, and leadership development, span multiple frames. Categorization provides a method for organizing the material in a way that allows for multiple entry points depending on one's area of interest. Thus, this review serves as both overview and guide to published research, scholarship and commentary. Two frames, leadership competencies and leadership theory in practice, will be covered in this review.

NOTE: This review of literature covers primarily peer-reviewed work, published in professional and scholarly publications. It is not intended to include solicited scholarship. It is well worth mentioning here, however, that there have been several excellent monographs on library leadership and closely related topics published since 2000. These include but are not limited to Montgomery and Cook (2005) and works edited by Herson and Rossiter (2007), Herson (2010), Blessinger and Hrycaj (2013), and Eden and Fagan (2014) among others.

Leadership Competencies

Applied Skills

With the goal of producing a study to inform recruiting and leadership development efforts for academic research libraries, Herson, Powell, and Young (2002) utilize a Delphi method to identify desired leadership attributes. In part one (Herson et al 2001) of the their study, six years of job announcements from a leading academic library are reviewed, and interviews conducted with several directors of major academic research libraries. Part two (Herson et al 2002) of the study includes questionnaires completed by additional library directors, as well as deputy directors. Responses from the two groups are compared. After several iterations, 105 attributes and 23 general areas of knowledge are identified. Areas of knowledge range from fundraising to scholarly communication. Individual attributes are framed within six categories: managing, leading, planning (managerial attributes) and dealing with others and general and individual leadership (personal characteristics). In a general analysis of the results, the researchers stress the dual duality of leadership skills required for today's library:

“...the director of the present and near future will continue to play an extensive role outside of the library, serve as an agent of change (when necessary), and rely on a team for internal management. The director is both a manager and a leader” (88).

Public library manager/director leadership skills are explored by Henricks and Henricks-Lee (2014). Using content analysis tools, these social science researchers review job advertisements in leading library professional publications for the period 2000-2011. Differences in desired leadership characteristics are found between the turn of the century and the end of the study period. Management skills such as “supervision, knowledge of technology, managing

daily operations, problem solving, promotion, and knowledge of best practices and behaviors” (282) are preferred with greater frequency than leadership skills. By 2011, the preference is even more pronounced. The researchers suggest that library boards and other hiring authorities for library leadership positions may not be knowledgeable in the “differences between management and leadership skills and how those skills can shape a library” (285). The researchers acknowledge limitations in the study’s methodology, however, and suggest that future research use more refined coding schemes along with other approaches for identifying patterns and trends.

With the goal of informing and influencing librarians in junior and middle management positions to develop skills for the challenges of senior-level leadership in the coming years, researchers Goulding, Walton, and Stephens (2012) compare feedback on leadership skills from LIS students, practitioners, and senior-level library leaders in libraries in the United Kingdom, Australia, and the United States. Negotiating and influencing skills are identified as highly important by senior-level library leaders, as was political sensitivity. The latter skill, however, is not viewed as highly important by LIS students. Practitioners rank skills in operational effectiveness and management higher than senior-level leaders, who rate relationship management and working closely with “decision makers in the corporate environment” (110) highly. The ability to build strategic alliances is also highly valued by this group.

Leadership competencies for academic librarians, ranked in order of importance, are identified by Le in a study of senior leaders across multiple types of academic libraries (2015). Le’s survey is was open-ended, allowing for what are often detailed responses. Challenges for library leaders are discussed as well. Challenges include demonstrating library value to the parent institution, financial insecurity, revitalizing library space, balancing collections, and staff development. Critical competencies include strategic vision, integrity, management skills,

collaboration, and communication. Responses also highlighted the importance of applied leadership opportunities as part of a professional development portfolio.

As globalization continues, Schimdt (2007) examines library leadership through an international lens. She provides an inventory of skills for the “transplanted” library leader. Among the examples of impact of local culture on library services:

“...while there might be issues in implementing sound borrowing systems in libraries in Western Samoa where ownership of materials is very much culturally associated with community ownership and notions of public good, access to library materials in Vietnam seem more associated ideas brought from education in the former Soviet Union, which emphasized closed access and the use of the BBK classification scheme” (247).

Leaders must understand the intricate connection(s) between national, cultural, and organizational cultures and professional practice.

In an exploratory research essay, Osa (2008) identifies eight core skills required for leading reference departments. Like Frank, Osa highlights the importance of environmental context when considering leadership competencies. While Osa’s essay is short on examples, it provides a useful framework for identifying and developing in a library unit that is in a period of ongoing and rapid change. Osa borrows from an inventory of leadership theories to derive this framework. Leadership competencies identified include creating strategic vision, building positive organizational culture, setting staff goals, the ability to focus on both process and people, motivation, delegation, communication, and staffing (37).

Leadership aptitudes for the reference department are also discussed by Unaeze (2003) in a research paper exploring the connection between change management and specific expectations for leadership. Through somewhat generalized mappings, these skills are linked to

both management and broader leadership roles. Unaeze makes the case for managerial leadership at the departmental level.

In a similar inquiry to Parker's in Colorado State University case study, Evener (2015) explores leadership competencies that foster a culture of creativity. Evener's research draws on personal development and leadership approaches promulgated in recent years. Particular areas of focus include creativity, "encouraging employees to stretch their abilities" (p. 30), and autonomy of time, task, and environment. Numerous examples are provided via practices used in the corporate world and suggesting applicability in the academic library organization.

Fundraising skills are increasingly important for academic library leaders. Winston and Dunkley (2002) outline several imperatives that point to the need for profession to devise a list of core fundraising competencies (in the form of a statement) for academic library leadership, with the aim of informing professional development and recruiting. The researchers collected information from job announcements for development positions for four-year colleges and universities. Leading qualifications such as experience and education are noted and contextualized for librarianship:

"Particularly for those individuals who desire to become senior library administrators, the leadership roles of library dean, director, or university librarians are increasingly inclusive of responsibilities related to development and fund-raising. The consideration of leadership competencies is important in terms of the extent to which those who progress professionally in academic libraries will possess the knowledge and skills to be competitive for such positions and to be successful in them" (180)

The researchers make recommendations for developing fundraising aptitudes, with specific attention given to ways (e.g., working with institutional development officers) library administrators can gain needed knowledge and experience. Their work is supported by a later

study by Herson and Rossiter (2006), which concludes that fundraising continues to grow in importance as academic library leadership skill.

21st Century library leadership competencies reflect the ongoing evolution of library management roles towards managerial leadership. Skills for managerial leadership encompass a range of both traditional (yet marked by ever more complexity) management skills such as budgeting and organizational efficiencies. The line between the library manager and the library leader is thin one, however, and often the library manager must assume a leadership role(s) as well. This is particularly important as libraries are increasingly compelled to engage externally. In this reality, leadership competencies include strategic thinking/visioning, advocacy, development, creativity, innovation and understanding of the factors creating and influencing organizational culture.

Leadership Characteristics

Using a Delphi method to rank responses of Gen-X, non-manager librarians with those of a population of senior-level library managers, Young, Herson, and Powell (2006) compare attributes and desired leadership characteristics between the two groups. The researchers find marked differences between the two groups. Findings in the non-director group, for example, include more emphasis on the importance of recognizing the work of others, as well as: “maintaining a balance between one’s job and personal life...and they frequently the importance of a person or employee oriented workplace that values teamwork, fairness, and loyalty” (501). This study’s implications for organizational and leadership development are evident. However, as the study was completed a decade ago, it is fair to assume that Gen-Xers, now in their late thirties, forties, and early fifties, have moved into senior-level leadership positions in academic libraries. A follow-up study would provide useful information on any (or none) attitudinal shifts in the non-manager group.

Le's research (2016) focuses on characteristics of Asian American academic library leaders, particularly attributes that are identified as essential to success by a study population of Asian Americans in senior leadership positions. Drawing parallels with higher education, Le starts by pointing out that Asians are similarly underrepresented in the ranks of academic library leadership. Le identifies several motivational factors for leadership for Asian American librarians. One of these is the perceived absence of effective leadership in the organization. This is an interesting finding that could have far-reaching implications for organizational analysis. Drawing on social science research of Asian and Asian American culture, Le also identifies possible factors impeded "not only the career advancement of AA academic librarians, but also their leadership preparation" (85). These include an emphasis on education and training in fields such as medicine and science by AA parents "whether their children like them or not" (85). Study participants also identify strategies for creating opportunities developing leadership skills and preparing for leadership roles. These include seeking visibility at both organizational and institutional levels, developing communications skills, and involvement in professional organization activities aimed at countering discriminatory practices towards underrepresented groups.

Arns (2007), a faculty member at the University of South Carolina's School of Library and Information Science, focuses on desired leadership qualities of public library trustees, a topic not often explored by researchers. Arn's asks two primary questions. The first concerns leadership attributes identified (by library trustees) as most valuable under normal operational circumstances. The second asks whether these characteristics change under "more complex and contentious" (288) circumstances. Arns employs a compelling theoretical framework, which groups qualities into three general leadership profiles: the philosopher king, the high- powered analyst, and Solomon (the dog catcher). Three mid-sized library systems, each of which has successfully navigated a significant challenge to access in recent years, were studied. In non-

crises situations, personal traits such as communication and leadership skills were highly valued. In crises situations, some skills that ranked low for normal circumstances moved markedly higher in rank. Among these were the ability to “identify and mobilize opinion leaders” and “propensity to come forward during a crises “ (297). In a period of continuing change for public libraries, Arns’s study has practical implications for public library board appointments, as well as board development. Desired attributes for public library leaders are also explored by Mullins and Linehan (2002) who conducted structured interviews with 27 library leaders in the UK, Ireland, and the United States. Strategic vision is identified as a core characteristic for public library leaders. Based on interview data, the researchers created a ranked, cumulative list of valued traits for library leaders. Among these attributes are verbal skills, receptivity to new ideas, commitment to new ideas, ability to communicate across the organization, ability to motivate staff, persuasiveness, and service to communities. “Toxic” (138) leadership traits are also identified. Chief among these are autocratic leadership and the inability to delegate. The researchers conclude that, due to a lack of attention paid to leadership, there is a “widespread dearth of leadership in the library profession” (139). As a profession, we know the competencies needed to lead our organizations. Now we must set about the work of identifying, encouraging, and developing these leaders.

Using the 2006 appointment as State Librarian in New South Wales as a starting point for discussion, O’Conner (2007) argues that there is the “perception that libraries have a problem at the most senior levels in managing an organization” (63) is a major challenge that urgently needs to be addressed in the profession. He suggests a model for changing these perceptions – both within the profession and in the eyes of stakeholders – as the mission of the library evolves. Leadership competencies required for library service paradigms to change include multiple intelligences (including emotional intelligence), systems thinking, and the ability to “be more receptive to that which they do not know or understand” (70). Working in uncertain

times, open-mindedness is a crucial leadership skill. Similarly, in a 2001 paper on the leadership crises in libraries, Riggs asks why “librarians do not write or talk more about librarianship?” (7). One could certainly make the case that there has been much scholarship and conversation on the topic since then! Riggs provides a solid review of many 20th Century organizational leadership theories. Leadership, he argues, must be about anticipating change rather than merely managing it, which is certainly as true today as it was in 2001. He identifies several attributes for 21st Century library leadership. These include (and are similar to those identified by Le, O’Conner, and Mullins and Linehan) strategic vision, imagination and creativity, innovation and entrepreneurship, planning, courage, trust, values, getting to the truth, passion, caring for colleagues, communication, and transformation (12-14). On several levels, Rigg’s model is suggestive of transformational and situation leadership as library mission and identity evolves.

Librarians in the developing world often work under different pressures from their counterparts in the developed world (Chaudhary and Farouq 2002). Leadership must be flexible in relationship to shifting operational circumstances. In their essay on management approaches in academic libraries, Chaudhary and Farouq (2002) from the University of Jammu and Kashmir outline principles for effective leadership to meet such challenges as geography, politics, economics, and demographics. These principles include demonstrating desire, advocacy in support of funding database subscriptions, creativity, proactivity, and communication. Several successful initiatives are described, including hands on advocacy campaigns and visits to foreign embassy library facilities with university leadership, and procuring alternate sources of funding (for collections) outside of the university’s operating budget. The authors hope that this case study will be useful other academic library leaders in the developing world.

Internationalization and library leadership is also investigated by Pors and Johannsen (2003), who sent questionnaires to hundreds of Danish library directors in order to determine attitudes

and towards practices related to cross-national cooperation. Based on responses, the researchers derive a useful definition of an internationally inclined library manager:

“...an internationally oriented manager is a person who acknowledges the need for multi-ethnic staff in his/her library and sees language competencies, intercultural competencies and international experience as being important in relation to the leadership role of the future. He/she sees international cooperation as the way to develop leadership capabilities” (280)

Respondents clustered in two groups, the first being internationally focused, the second nationally focused. While both groups professed participatory leadership styles, the nationally focused leaders (the large majority of respondents), prioritized managerial, administrative, and professional competencies in leadership. The internationally focused group (about 25% of respondents) placed marginally higher value cooperation across organizations as the nationally focused group. This group was also, in general, more theoretically minded, and view themselves as strategically rather than operationally centered. The researchers conclude by countering the perception that Danish librarians are internationally focused, is more the “realm of myth rather than reality” (295).

White’s study (2012) of competitive nature in library directors draws some interesting -- albeit perhaps overly generalized and lacking a strong theory framework -- links between reported personal attributes of library leaders and library performance. White surveyed library directors across a range of academic and public libraries. Results indicate that, while respondents perceived themselves as competitive in their careers, they do not report competitive behaviors in other aspects of their lives. White argues that a primarily self-interested competitiveness driven by personal ambition may not translate into the kind of strategic competitive responses need by libraries in challenging times.

Creativity, empathy, and values are commonly identified as desired characteristics for today's library leaders. It is important to note the continuing trend towards desired characteristics that include emotional intelligence, open-mindedness, flexibility, and internal and external engagement – particularly the ability to mobilize stakeholders and inspire support. Many of these characteristics, which reflect the continuing institutional transformation of the library mission, would not have been primary for library leaders a generation ago. A key issue for the profession now and in the coming years is building capacities to identify and develop current and next generation library leaders.

Leadership and Change

Ongoing change requires school librarians to re-think their roles and learn to lead. Belisle (2005) argues that teachers and teacher librarians have isolated themselves in organizational structures and cultures of “hierarchical and paternalistic administration (74). It is imperative for the role of the teacher to change to teacher as leader. The teacher librarian occupies a “unique aspect” (76) in the school organization, which provides an “excellent opportunity to be a leader” (76). Informed by professional commentary and research from the K-12 practice, Belisle outlines organizational opportunities -- including curricula change, accountability, advocacy, and community partnerships – for the teacher librarian to develop as a leader.

While the literature of library leadership has expanded, leadership transition – as a specific phase of leadership – is not much explored. Dewey (2012) addresses this gap in her discussion of leadership change. Informed by present day leadership frameworks, Dewey's paper provides a how to guide for newly appointed library leaders, including those promoted internally to permanent positions. This guide promotes a type of style and situational approach for new library leaders. Particular attention is given to externally hired library directors who can

consider a range of aptitudes and approaches as they learn about and ultimately lead organizational cultures. Dewey provides a good amount of hands on advice as well, including the types of meetings a new director should arrange in his or her first weeks in office, and guidance in navigating peer groups outside of the library.

An organization's ability to adapt and innovate is closely linked with its leadership. Culture is climate, and leadership can be a driving determinate of both. Jantz (2012) interviewed library leaders from six academic research libraries in the Association of Research Libraries. Research questions centered on the leader's role in factors that promote or discourage innovation; as well as factors that affect innovation in scholarly communication. While several respondents collaborative management styles, they also described the challenges that occur as a result of staff members' reluctance to disagree with leadership despite the leadership's efforts to create a participatory culture. Ensuring an environment in which diverse perspectives can be heard (and individual initiative valued) not only fosters innovation and creative problem solving, it prevents Abilene Paradoxes –leadership blind spots that are caused by cultures hostile to informed dissent -- that can result from groupthink:

“There will always be resistance to innovation and the resulting organizational changes in the organization. This creative tension can be very positive, but library leaders will need to articulate how differing cultures and seemingly conflicting goals can ultimately benefit the organization.” (10)

For the academic library, there is a critical need for leadership that prioritizes innovation to meet the challenges of declining resources, shifting priorities, and rapid change.

As the library mission evolves, the library leader must be a catalyst for change. Indeed, library evolution cannot occur without innovative leadership at multiple layers in the organization. While there are important operational imperatives such as financial management,

planning, and structure to which the library leader must attend, change is predicated on leadership that is infused with skills related to cultivating positive organizational climates and cultures. Leadership is climate, and climate is leadership.

Leadership Theory in Practice

Emotional Intelligence

Emotional Intelligence (EI), a concept developed in the 1990s, is comprised of four building blocks: the ability to perceive and evaluate emotion (self-awareness), empathy, accessing feelings, and emotional regulation (Weisinger 1998, xvii-xviii). Using a survey process employed by previous researchers, Kreitz (2009) identifies EI traits considered most important by senior leadership at a number of large academic research libraries. Five traits are ranked across four EI domains, including “knowing where or she is going/taking the organization, ability to listen and delegate, realistic understanding of oneself, self-confidence, and respect for scholarship, learning, and teaching” (538). Leading traits for senior management teams were also derived, including problem solving, staff engagement, team leadership, consensus building, and the ability to share decision-making. Desired competencies for library directors include integrity, good judgment, and self-awareness. Limitations of the study include a relatively small sample size and a lack of situational context.

In a content analysis of job advertisement for academic research library directors, Hernon and Rossiter (2006) studied desired traits in emotional intelligence (EI). This analysis was followed by a survey sent to 102 library directors, along with a small number of interviews with library directors. The researchers set out to derive a list of the most valued EI traits, but provide other insights as well. There was a wide range of responses as to ways in which leaders can learn EI skills, with course-led learning identified as least effective. There was little

agreement among library directors as to the importance of risk seeking as a desired leadership trait. Other information in regards to hiring preferences include (depending on one's perspective) some discouraging findings:

“Most of those who make the final hiring decisions for deans/directors of ARL libraries are seeking people who are knowledgeable, articulate, cooperative, and sometimes even compliant. They want people who report to them to be effective, but not especially demanding in terms of time, attention, and resources. They value good citizenship to the institution and discourage those who strongly advocate for their unit or are aggressively independent...Especially in the largest libraries, they rarely hire for potential rather than experience” (269)

The researchers also found a striking lack of consistency between traits included in job postings and the preferences of library directors surveyed for the study. These disparities highlight an emphasis on measurable, identifiable competencies in the job advertisements versus EI and EI-related competencies (self-awareness, emotional self-regulation, and political skills) ranked highly by library leaders. Hernon and Rossiter's work has interesting and practical implications for leadership recruiting, though we have more work to do as a profession in determining effective methods for identifying and developing EI competencies in library leaders.

Conversely, the subordinate role in influencing leadership is explored by Tanzanian librarians Lwehabura and Matovelo (2000). Incorporating elements of situational leadership approaches as well precepts of emotional intelligence, this research paper outlines subordinate behaviors that can have an effect. Subordinates can influence leadership by accepting delegation as opportunity, being reasonably assertive, being aware of one's situational needs and emotions, and practicing informed self-management, particularly in respect to motivation and performance.

In their conceptual framework of leadership competencies needed for the current era, Australian researchers Davis and Macauley (2013) argue for organizational leadership that “incorporates the volatility, uncertainty, complexity, and ambiguity that now mark our lives” (41). While the authors state that one leadership style cannot apply across organizational contexts, they provide an outline of leadership “literacies” (41) to support performance driven cultures in libraries. These literacies include clarity, consistency, framing, learning metabolism, and performance measures (49). Given their specificity, however the majority of these literacies translate more directly as skills that, to a certain degree, can be viewed as aspects of emotional intelligence.

Another study on emotional intelligence and leadership focuses on public library leadership in Northern Ireland. In this mixed methods study, McKeown and Bates (2013) found that public library branch managers, while stating that EI skills were highly valuable, had little actual familiarity with EI concepts. Study results were framed using Daniel Goleman’s emotional intelligence leadership styles, which show that “Visionary, Democratic, Affiliative and Coaching styles are perceived to be the most appropriate styles for managing during organizational change” (476). The researchers make the case for incorporating EI skills in management training for public libraries.

Applied, theory-framed research in recent years reveals a growing emphasis on the importance of self-awareness and empathy for library leaders. These two core components of emotional intelligence (EI) form a baseline for identifying and developing the emotionally intelligent library manager/leader; leadership development programs must address these competencies, preferably through immersive training (rather than classroom instruction). Situational leadership approaches are also explored in the research. Subordinate behaviors can and should influence leadership behaviors: EI is an organizational imperative, not just a leadership imperative. Other leadership literacies identified in the research explore the

relationship between leadership and performance driven cultures, especially in uncertain times. Despite the prevalence of EI in the LIS research agenda, tactical skills and low risk approaches to leadership continue to be highly valued by hiring managers. The result is a discrepancy in what we say we want of our leadership and what our organizations in fact prefer.

Organizational Culture

Leadership in the evolving library organization is increasingly defined by a shift away from positional/hierarchical authority. Using John Kotter's widely known model of eight steps for organizational change as a framework, Carter (2014) offers a case study of a successful integration a course-wide assessment of an academic library's instructional program. While behaviors within the reference department changed, Carter argues that what is unclear is whether the "change message" (161) affected organizational culture generally and the outlook of individual staff members specifically. Implications for library practice include Carter's conclusion that positional authority from senior library leadership was essential for program acceptance and implementation. Kotter's eight-step model for change leadership is also employed as a framework in Farkas's (2013) essay on creating a "culture of assessment in the organizational culture of the academic library" (13). Farkas argues that, while individuals and departments may prioritize assessment, a culture-wide shift in thinking is required for tenable, sustainable progress on assessment to take hold. Like Carter, Farkas speaks to the theme of positional authority, though she provides a somewhat different analysis:

"Librarians in cultures that do not match the described ideal culture might feel they cannot lead change until the culture has been transformed by the administration. Kotter's model could allow librarians to change culture by changing behavior, rather than the other way around, providing a model that could work for libraries in less than ideal organizational cultures" (27).

In 1997, Colorado State University's Morgan Library flooded as a result of severe weather. In her study of the impact and influence of organizational leadership on innovation before, during, and after the crisis, Parker (2012) describes the development of a rapid delivery inter-library loan service as an example of organizational response. Parker maps leadership's role in fostering a culture of innovation before the crisis, which enabled flexibility and experimentation during and after the crises. Parker concludes that crises come in many forms, including financial ones. She suggests further study on leadership and organizational cultures that encourage experimentation, along with research on how emotional connections between workers affect organizational learning.

While the workforce of librarianship is largely comprised of women, there remain challenges for women in leadership. Turock (2001) explores feminist theory and contextualizes within the library profession, employing Margaret McIntosh's phases of perception and change as a theory structure for discussing women in library leadership. Turock's analysis ranges from research in which women self-perceive as tokens in some leadership positions to studies outlining the differences between genders as they relate to strengths of women in networked organizational structures and cultures. Turock concludes by providing a summary framework:

"If libraries are to continue to make their maximum contribution to society, current day library leaders are responsible for creating enabling conditions that fully embrace these contributions and create synergy between the ways men and women contribute, combining them to form new and powerful leadership paradigms" (127).

Library service environments can differ, of course. These environments affect desired leadership competencies. Science and technology libraries have arguably experienced more change (in terms of user expectations and an almost complete shift in how scholarly information is disseminated) than libraries serving other disciplines such as the humanities. In his research

paper, Frank (2004) discusses the need for leaders in STEM-serving libraries to be comfortable with rapidly shifting service imperatives. Frank provides a theoretical framework for differences between modern and postmodern approaches to library leadership, and argues for a postmodern approach. This approach is more aligned with the environments in which today's academic professionals work:

“These postmodern professionals are integrators and synthesizers, focused on learning, and uncomfortable with control. Academe's learning communities, for example, are dynamic, interactive, somewhat ambiguous or chaotic, focused on learning, and basically reflect the ideals, approaches, and practices of postmodern scholars” (416).

Frank's postmodern model shares some elements with Kreitz's framework for traits mapped to emotional intelligence. Postmodern influences will continue to shape academic organizational and leadership culture in the coming years.

After a review of major organizational and leadership theories of the 20th Century, Gilstrap (2009) proposes a complex systems framework for researching academic library leadership and organizational development in the coming years. Particularly useful is his overview of early-mid and mid-century leadership theories that were informed emerging fields in the social sciences. In making the case for an integrated approach to leadership study, Gilstrap argues:

“...complexity theorists view the structural aspects of human interactions and experiences as more natural phenomena rather than individuals as static agents who can be studied in the confines of a vacuum. Since librarians have entered a very turbulent, and perhaps chaotic period in their profession, complexity theory can help to explain in more natural and human-focused ways how complex phenomena emerge and precipitate changes in academic libraries” (68)

Limitations to using complexity theories a tool for understanding include our frequent inability to “predict variables that influence our libraries in the long term” (72) as well as the unsuitability of transitional, smaller scale organizational change as a focus of study.

Recent research has investigated origins of change messages within organizational cultures. Fostering cultures of innovation and learning in libraries starts with leadership, though informal connections among staff members is also required, especially as they affect learning in response to crises. Networked environments are necessary for organizational learning, and these environments are themselves products of successful culture building. A postmodern leadership approach for academic library leadership emphasizes the role of aspects of broader academic culture on a library leader’s success. These aspects include being comfortable with ambiguity and shared leadership. Finally, when viewed in tandem with imperatives related to organizational culture, positional authority can remain important for library program success.

Transformational Leadership

Command and control management cultures are unsuitable for organizational growth and change. In his discussion of transactional and transformational leadership styles in libraries, Castiglione (2006) supports an informed, combined leadership approach. Of the two, however, transformational styles (are vision centered and “embrace change as a process” (292). Castiglione’s framework shares some elements with situational leadership. Transformational leadership enables organizational learning. A key element in this kind of learning, argues Mavrinac (2005), are peer mentoring programs which “formalizes and encourages non-hierarchical relationships that already occur in many work settings...and provides organizational support and encouragement for this type of self-directed learning (98). Linking the needs of the individual with that of the organization is a hallmark of transformational leadership.

Using Joseph Rost's model for follower-centered, transformational leadership as a framework, Crowe (2003) highlights the importance of leadership behaviors that move beyond traditional organizational boundaries, both within the library and across the institution. This is especially important during a period of transformation of method and mission for reference and instructional services in the academic library. Cornerstones for effective, collaborative transformational leadership include leader-follower parity, the ability to tap individuality and creativity across the ranks of reference librarians, and shared influence. Moore (2004) uses Roger Schwarz's model of facilitative leadership which emphasizes the role of the leader as facilitator, informed and implicitly directed by core values that "shares valid information, uses that information to make an informed decision, and is internally committed to the decision and to continuing to seek information (232). Facilitative leaders go through a learning process that empowers them to bring their espoused theories of action in a given situation in closer alignment with how they react in reality and, ultimately, with a theory of action that is directed by information sharing and mutual learning (234). Wake County Library is used as a case study. Moore provides a specific example of how the hiring of a new employee who was ultimately a poor fit for the organization was used as an opportunity for organizational learning.

Turkish librarians Konya and Gurel (2014) surveyed employees from 168 academic libraries in Turkey. These researchers used a common tool for gauging characteristics of transformational leadership, the Multifactor Leadership Questionnaire. In general, respondents at public universities believe that their managers lead with transformational styles. Library leaders at private institutions were rated as employing more transactional approaches, which are more akin to management than leadership. Leadership development is needed here. Library managers who hold professional degrees in librarianship were more likely to a higher leadership rating than those without the credential. This finding supports the researchers' assertion that professional development and formal training are key elements in leadership preparation.

School librarians who participated in an MLIS program that emphasized leadership were studied to determine their “self-perceived leadership potential” (Smith 2010, 618). Several aspects related to the program were explored, including the relationship between co-curricular technology training and participants’ application of technology in their work for school reform. Program participants’ use of technology compared to other teachers was also examined. Program participants had “higher self-perceived leadership practices” (Smith 2010, 623). There was a strong link between participants’ incorporation of technology their MLIS work and building skills in transformational leadership.

The decades-old trend of applying management principles from the private sector to public institutions such as libraries has had an impact on leadership styles. Pors and Johannsen (2003) surveyed hundreds of public and academic library managers in Denmark to investigate the effect of values-based management on leadership aptitude. Leadership approaches, the researchers conclude, are evolving towards what can be considered transformational:

“...library directors are very modern in their perception of leadership and management. They tend to emphasize the importance of soft values such as attitudes, dialogue, co-operation, motivation and mutual respect as being extremely important and, at the same time, they distance themselves from regulations and rules, commanding and control. The dismissal of the harder and more old-fashioned forms of leadership is especially visible among female leaders and in the public libraries” (54)

Leaders also emphasize the importance if strategic thinking, marketing and outreach, and the willingness to delegate responsibility, including management tasks.

Traditional command and control approaches to leadership are not suitable for organizational innovation and growth – though these approaches are still unfortunately very common in libraries. Transformational leadership styles are closely linked to those of situational

leadership, especially as they relate to linking leadership behaviors with subordinate needs. Transformational leaders operate within and outside of established organizational boundaries, and often act as facilitators. Transformational leadership themes identified as important for the changing library include motivation, mutual respect, dialogue, and delegation. Transformational leaders exemplify realized as well as desired organizational values.

Situational Leadership

Kirchner (2007) discusses aspects of organizational and leadership theory and their applicability to the management of academic library inter-library loan departments. Using, for example, Hamm's guidelines for message management in leadership as a roadmap, ILL managers can focus on defining goals and objectives, task differentiation, and managing communications and organizational culture. Kirchner's analysis can be contextualized within a framework of situational leadership.

Using the Indianapolis-Marion County Public Library as a case study, Mielle, Singer, and Griffith (2006) propose a "swimming upstream" model for leadership in a period (ongoing) of rapid, layered change for libraries. Traditional command and control approaches to leadership are inappropriate and ineffective for today's library organization. The authors describe the evolving library organization as increasingly complex, flat, and networked. In this organizational reality, effectiveness not necessarily efficiency is required to ensure strategy informed by creativity. Complex, fluid library organizations must be directed by "connection, contribution, and collaboration" (122). Connection is an external activity, collaboration internal and external, contribution internal. Elements of this model can be mapped to frames devised by organizational theorists Bohlman and Deal.

Due to political and economic insecurity, there is a growing concern among academic librarians in Pakistan about equitable treatment by organizational and institutional leadership (Shat et al 2015). Shan, Ishaq, and Shaheen (2015) discuss organizational justice through the lens of the leader-member exchange (LMX) leadership framework. More specifically, the connection(s) between LMX, organizational justice, and job performance is investigated. Library staff from fifteen public universities were surveyed using a quantitative instrument for perception of organizational justice, job performance, and LMX. Results showed possible links between distributive justice and job performance, and positive relationship between procedural justice and job performance. Self-reporting, coupled with the fact that results across institutions were so similar (positive) across LMX and organizational justice measurements indicate limitations to the study.

Change and opportunity, especially as they relate to mission, inform a necessity for situational leadership approaches in today's libraries. The leader-follower relationship should be informed as much by communication and creativity as it is by achieving efficient process and workflow. Leaders are responsible for understanding the increasingly nuanced dimension of work and identity in which both leaders and followers operate.

Managerial Leadership

Positional authority is also discussed by Beth Boatright, who integrates a range of leadership research and commentary from business and psychology to provide roadmap for impactful leadership for any individual in the library organization (2009). Within the context of job responsibilities and (not necessarily positional) organization reach, individuals can lead even if they are "not in charge." Influence is earned by casting vision, planning strategically, rejecting passivity, building teams, and implementing accountability. Within these broad dimensions, Boatright provides specific guiding points, such as exerting positive influence (again, not

necessarily linked to position) by creating opportunities for co-workers, project management, personal renewal, and relational leadership

Haycock (2011) whose research and commentary on public library leadership and advocacy is well known, surveyed and interviewed staff, management, politicians, board members, and other stakeholders in order to identify attributes of effective public library branch managers. The focus on branch library leadership was undertaken with hypothesis that this group would differ in leadership approaches from system directors. Stakeholders and library clerical staff identified “Exemplary” managers:

“Compared to a typical branch manger, an exemplary branch manager was more likely to exhibit characteristics of a well-rounded seasoned librarian with greater experience and awareness of a community and its needs. Exemplary branch managers were also more likely to demonstrate emotional intelligence dispositions that could support and be receptive to change. In their management roles, they expressed strong competencies with the positional authority that they hold” (271)

Exemplary managers were asked to complete the Myers-Briggs personality assessment (MTBI), the results of which provide an inventory of personality skills branch library managers including: effective people skills (extroversion), motivational skills (coupled with a flexible disposition), direction setting skills (especially as they relate to change management), human resources expertise, communication (extroversion), and breadth of experience (272-275) Haycock’s study is a solid contribution to the widening discussion in the profession on the imperative for managerial leadership.

Where a manager is represented on an organizational chart need not be a complete reflection of his/her organizational influence and authority. Positive influence can be expressed

in a multidirectional manner. Exemplary managers are not only competent in the responsibilities related to their positional authority, their work is solidly aligned with the needs of the parent organization, user communities, and other stakeholders. They are also extroverted and highly receptive to change.

Conclusion

The volume and variety of research on library leadership produced since the turn of the century is indicative of the high priority the library places on leadership in a period of ongoing reinvention and transformation. We are exploring more lines of inquiry in regards not only to describing effective leadership, but also prescribing effective leadership. In this way, the research, particularly as it relates to competencies and approaches (style and otherwise), is as much descriptive of the current “state of the art” in library leadership as it directive. What we need, what we expect of library leadership has moved far beyond the realm of the managerial and administrative. Leadership competencies, both described and prescribed in the research, center on themes such as strategic vision, innovation, adaptability, advocacy, and influence. Applied research, especially that which is framed by leadership theory, explores culture building, transformational leadership, situational leadership, and emotional intelligence.

Christopher Stewart (cstewart@dom.edu): Dominican University, School of Information Studies and Saint Catherine’s University, School of Business and Professional Studies (MLIS).

Published: November 2017

References

Arns, Jennifer. 2007. “Challenges in Governance: The Leadership Characteristics and Behaviors Valued by Public Library Trustees in Times of Conflict and Contention.” *Library Quarterly* 77 (3): 287–310.

- Blessigner, Kelly, and Paul Hrycaj. 2013. *Workplace Culture in Academic Libraries*. Oxford, UK: Chandos Publishing.
- Boatright, Beth. 2015. "Leading the Library (When You're Not in Charge)." *College & Undergraduate Libraries* 22 (3-4): 343-57.
- Belisle, Carol Anne Hutchinson. 2005. "The Teacher as Leader: Transformational Leadership and the Professional Teacher or Teacher-Librarian." *School Libraries in Canada* 24 (3): 73-79.
- Blessigner, Kelly, and Paul Hrycaj, eds. 2013. *Workplace Culture in Academic Libraries: The Early 21st Century*. Chandos Publishing.
- Carter, Toni M. 2014. "Assessment and Change Leadership in an Academic Library: A Case Study." *Reference Services Review* 42 (1): 148-64.
- Castiglione, James. 2006. "Organizational Learning and Transformational Leadership in the Library Environment." *Library Management* 27 (4/5): 289-99.
- Crowe, Kathryn M. 2003. "Collaborative Leadership: A Model for Reference Services." *The Reference Librarian* 81 (3): 59-69.
- Davis, Heather, and Peter Macauley. 2013. "Taking Library Leadership Personally." *The Australian Library Journal* 60 (1): 41-53.
- Dewey, Barbara I. 2012. "In Transition: The Special Nature of Leadership Change." *Journal of Library Administration* 52 (1): 133-44.
- Eden, Branford Lee, and Jody Condit Fagan. 2014. *Leadership in Academic Libraries Today: Connecting Theory to Practice*. Lanham, Md: Rowan & Littlefield.
- Evener, Julie. 2015. "Innovation in the Library: How to Engage Employees, Cultivate Creativity, and Create Buy-In for New Ideas." *College & Undergraduate Libraries* 22 (3-4): 296-311.
- Farkas, Meredith Gorran. 2013. "Building and Sustaining a Culture of Assessment: Best Practices for Change Leadership." *Reference Services Review* 41 (1): 13-31.
- Frank, Donald G. 2004. "Effective Leadership in Postmodern Science/Technology Libraries." *Science & Technology Libraries* 24 (3/4): 411-19.
- Gilstrap, Donald L. 2009. "A Complex Systems Framework for Research on Leadership." *Portal: Libraries and the Academy* 9 (1): 57-77.
- Goulding, Anne, Graham Walton, and Derek Stephens. 2012. "The Importance of Political and Strategic Skills for UK Library Leaders." *The Australian Library Journal* 61 (2): 105-17.
- Haycock, Ken. 2011. "Exemplary Public Library Branch Managers: Their Characteristics and Effectiveness." *Library Management* 32 (4/5): 266-78.
- Henricks, Susan A., and Genevieve M. Henricks-Lepp. 2014. "Desired Characteristics of Management and Leadership for Public Library Directors as Expressed in Job Advertisements." *Journal of Library Administration* 54 (4): 277-90.

- Herman, Peter C. 2010. *Shaping the Future: Advancing the Understanding of Leadership*. Santa Barbara, CA: ABC-CLIO.
- Hernon, Peter, ed. 2010. *Shaping the Future: Advancing the Understanding of Leadership*. Santa Barbara, CA: Libraries Unlimited.
- Hernan, Peter C, Ronald R. Powell, and Arthur P. Young. 2001. "University Library Directors in the Association of Research Libraries, Part One." *College & Research Libraries* 62 (2): 116-146.
- Hernan, Peter C, Ronald R. Powell, and Arthur P. Young. 2002. "University Library Directors in the Association of Research Libraries, Part Two." *College & Research Libraries* 63 (1): 73-90.
- Hernon, Peter, and Nancy Rossiter. 2006. "Emotional Intelligence: Which Traits Are Most Prized?" *College & Research Libraries* 67 (3): 260-75.
- Hernon, Peter, and Nancy Rossiter, eds. 2007. *Making a Difference: Leadership in Academic Libraries*. Westport, CT: Libraries Unlimited.
- Jatkevicius, Jim. "Libraries and the Lessons of Abilene: Managing Agreement for the Sake of Transparency and Organizational Communication." *Library Leadership and Management* 24, no. 3 (Summer 2010): 77-81.
- Jantz, Ronald C. 2012. "Innovation in Libraries: An Analysis of University Librarians' Perspectives." *Library & Information Science Research* 34 (1): 3-12.
- Kirchner, Terry. 2007. "Applying Organizational Theory to the Interlibrary Loan and Document Delivery Department." *Journal of Interlibrary Loan, Document Delivery & Electronic Reserve* 174 (4): 77-86.
- Konya, Umit, and Neslihan Gurel. 2014. "Leadership Approaches of University Library Managers in Turkey." *Library Management* 35 (6/7): 486-94.
- Kreitz, Patricia A. 2009. "Leadership and Emotional Intelligence: A Study of University Library Directors and Their Senior Management Teams." *College & Research Libraries* 70 (6): 531-54.
- Le, Binh P. 2015. "Academic Librarianship in the Digital Age." *Library Management* 36 (4/5): 300-314.
- Le, Binh P. 2016. "Choosing to Lead: Success Characteristics of Asian American Academic Library Leaders." *Library Management* 37 (1/2): 81-90.
- Lee Eden, Bradford, and Jody Condit Fagan, eds. 2014. *Leadership in Academic Libraries Today*. Lanham, Md: Rowan & Littlefield.
- Lwehabura, Mugyabuso J.F., and Doris S. Matovelo. 2000. "Effective Library Management: Issues for Managers and Subordinates." *New Library World* 101 (1158): 263-68.
- Mavrinac, Mary Ann. 2005. "Transformational Leadership: Peer Mentoring as a Values-Based Learning Process." *Portal: Libraries and the Academy* 5 (3): 391-404.
- McIntosh, Margaret. 1983. "Interactive Phases of Curricular Re-Vision: A Feminist Perspective." Wellesley College: Center for Research on Women.
- McKeown, Anthony, and Jessica Bates. 2013. "Emotional Intelligent Leadership: Findings from a Study of Public Library Branch Managers in Northern Ireland." *Library Management* 34 (6/7): 462-85.

- Mielke, Linda J., Paula M. Singer, and Gail L. Griffith. 2006. "Swimming Upstream." *Public Library Quarterly* 25 (1/2): 105–16.
- Montgomery, Jack G., and Eleanor I. Cook. 2005. *Conflict Management for Libraries: Strategies for a Positive, Productive Workplace*. American Library Association.
- Moore, Thomas L. 2004. "Facilitative Leadership: One Approach to Empowering Staff and Other Stakeholders." *Library Trends* 53 (1): 230–37.
- Mullins, John, and Margaret Linehan. 2002. "Desired Qualities of Public Library Leaders." *Leadership and Organization Development Journal* 27 (2): 133–43.
- Mullins, John, and Margaret Linehan. 2006. "Are Public Libraries Led or Managed?" *Library Review* 55 (4): 237–48.
- O'Connor, Steve. 2007. "The Heretical Library Manager of the Future." *Library Management* 28 (1/2): 62–71.
- Osa, Justina O. 2008. "Managing the 21st Century Reference Department: Competencies." *The Reference Librarian* 39 (81): 35–50.
- Parker, Susan E. 2012. "Innovations and Change: Influences of Pre-Disaster Library Leadership in a Post-Disaster Library Environment." In *Advances in Library Administration and Organization*, edited by Delmus E. Williams and Janine Golden, 31:121–204. Bingley, UK: Emerald Publishing Group Limited.
- Pors, Niels O., and Carl Gustav Johannsen. 2003. "Attitudes towards Internationalisation in the Library Sector: The Case of Danish Librarians and Library Managers." *New Library World* 104 (1190/1191): 278–85.
- Pors, Niels Ole, and Carl Gustav Johannsen. 2003. "Library Directors under Cross-Pressure between New Public Management and Value-Based Management." *Library Management* 24 (1/2): 51–60.
- Riggs, Donald E. 2001. "The Crisis and Opportunities in Library Leadership." *Journal of Library Administration* 32 (3/4): 5–17.
- Schmidt, Janine. 2007. "Transplanting the Director of Libraries: The Pitfalls and Pleasures." *Library Management* 28 (4/5): 242–51.
- Shan, Sidra, Hafiz Muhammad Ishaq, and Maqsood Ahmad Shaheen. 2015. "Impact of Organizational Justice on Job Performance in Libraries: Mediating Role of Leader-Member Exchange Relationship." *Library Management* 36 (1/2): 70–85.
- Sheldon, Brooke E. 2010. *Interpersonal Skills, Theory and Practice: The Librarians Guide to Becoming a Leader*. Santa Barbara, CA: Libraries Unlimited.
- Smith, Daniella. 2010. "Making the Case for the Leadership Role of School Librarians in Technology Integration." *Library Hi Tech* 28 (4): 617–31.
- Turock, Betty. 2001. "Women and Leadership." *Journal of Library Administration* 32 (3/4): 111–32.
- Unaeze, Felix E. 2003. "Leadership or Management: Expectations for Head of Reference Services in Academic Libraries." *The Reference Librarian* 39 (81): 105–17.
- Weisinger, Hendrie. 1998. *Emotional Intelligence at Work*. San Francisco, CA: Jossey-Bass.

- White, Larry Nash. 2012. "Are Academic and Public Head Library Administrators (HLAs) Competitive?" In *Advances in Library Administration and Organization*, edited by Delmus E. Williams and Janine Golden, 31:205–40. Bingley, UK: Emerald Publishing Group Limited.
- Wilkins Jordan, Mary. 2015. "Competencies for Public Library Managers: Diversity in Practice." *Library Management* 36 (6/7): 462–75.
- Williams, Delmus E., and Janine Golden, eds. 2012. *Advances in Library Administration and Organization*. Bingley, UK: Emerald Publishing Group Limited.
- Winston, Mark, and Lisa Dunkley. 2002. "Leadership Competencies for Academic Librarians: The Importance of Development and Fundrasing." *College & Research Libraries* 63 (2): 171–82.
- Yaqub Chaudhary, Muhammad, and Muhammad Umar Farooq. 2002. "The Application of Leadership and Management Principles in Libraries: A Case Study in the Central Library and Information Center (KIRC), The University of Azad Jammu and Kashmir." *Science & Technology Libraries* 23 (2/3): 25–33.
- Young, Arthur P., and Peter Herson. 2006. "Attributes of Academic Library Leadership: An Exploratory Study of Some Gen-Xers." *Journal of Academic Librarianship* 32 (5): 489–582.
- White, Larry Nash. 2012. "Are Academic and Public Head Library Administrators (HLAs) Competitive?" In *Advances in Library Administration and Organization*, edited by Delmus E. Williams and Janine Golden, 31:205–40. Bingley, UK: Emerald Publishing Group Limited.