The Next Managerial Leadership: Continuation of a Research Agenda

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Leadership and management are two terms that are often used interchangeably. In fact, they describe entirely different concepts, as leadership is more than a component of the functions of management. Management is the process of administering and coordinating resources to ensure than an organization accomplishes its mission and goals. Library and information science (LIS) has a managerial focus; librarians manage the infrastructure of a library: its collections, staff, technology, and facilities. For this reason, the interconnection between management and leadership is the domain of LIS theory and practice. The purpose of leadership is to challenge the status quo as libraries undergo a transition in organizational culture, the services they offer, and workforce restructuring as they try to better fulfill the organizational and broader institutional mission. Management, on the other hand, prepares the infrastructure for that transition.

As early as 1950s, the term *managerial leadership* was coined, but its definition was imprecise. "No definition of the phrase 'managerial leadership' has gained general acceptance. In fact, it is often referred to but left undefined" or merely equated to particular leadership theories and styles. [1] The term recognizes (or at least should) that leadership is not exclusively a top-down process between the *boss* as a leader and subordinates.

This paper, which aligns with the program in managerial leadership in the information professions at Simmons College, [2] views managerial leadership as encompassing an examination of leaders, followers, the interaction between the two

groups, and, in this context, leadership becomes a process whereby people influence others to develop, accept, and carry out a shared vision that guides future actions of the organization. As a result, that process is longitudinal and involves events (actions, impacts, and accomplishments). Because leadership is not always effective or positive, [3] it should not automatically be assumed that goals and events are always successfully met or that staff members are sufficiently motivated or inspired to challenge themselves and others. The purpose of this paper is to build on the international research agenda that Candy Schwartz and I presented in 2008 and that illustrates that LIS research needs to go beyond a preoccupation with understanding the style, personality, traits, and other characteristics of the boss and that person's influence on organizational dynamics and performance. [4]

LEADERSHIP

In addition to focusing on a shared vision, leadership is about giving people confidence to meet organizational expectations and to serve as change agents. It also encourages them to seek, be given, and benefit from team coaching and mentoring aimed at enhancing their knowledge, skills, abilities, effectiveness, and commitment to the transformation process. A library's staff might consist of both followers and leaders who are willing to collaborate with other institutional partners. As well, the director, if that person is truly a leader, might be more so within the organization than in representing the library to other stakeholders (or vice-versa).

With so many libraries organized into teams or small groups and involved in managing change; with new staff members expected to work together to plan, implement, administer, and evaluate services; and with libraries forging new partnerships at the

institutional, local, and other levels, more librarians are becoming increasingly interested in knowing about and applying leadership theories, styles, traits, and roles. They are also trying to develop their leadership potential. Within this context, there is much interest in transformational leadership and emotional intelligence, which

> helps leaders move beyond basic "people skills" to understanding how one's own reactions and feelings impact how one is perceived by others. Leaders and managers need to understand their own emotions and recognize and understand the feelings of those around them. Leaders are more successful when they pay attention to their social interactions with others in the workplace and the impact they as leaders have on those around them. It is also important for leaders to understand the impact that others' emotions have on them. When leaders are aware of the emotional side of the workplace, they are better able to create a working environment that encourages excellence. [5]

As librarians gain an understanding of such theories, it is important to remember that, as Peter Northouse points out, leadership has "many different meanings;" this is evident when people "finish the sentence 'Leadership is ….'" [6] Their responses might ignore social influence, add new elements, or confuse leadership with someone holding a managerial position. They might also fail to recognize that there are also spiritual, legacy, moral, ethical, charismatic, and other types of leadership. Each of these areas actually produces separate leadership theories that have been long investigated but rarely connected to LIS.

CONTEXT

Even though this paper focuses on topical areas for future research and selected methodologies, it is important to remember that methodologies do not frame a research study. Research, which engages in problem-solving, is shaped by a reflective inquiry (problem statement, literature review and theoretical framework, logical structure, objectives, research questions, and hypotheses). These components, as well as the study procedures and data quality, comprise a framework in which each component should be bonded to the others through, what David R. Krathwohl calls, a "chain-of-reasoning." That "chain," he points out, "is only as strong as its weakest link" and "all links … should be built to about the same strength." He further explains that, "as the work load is picked up by the first link [the problem statement] and passed to successive links, the work load—and therefore the nature of each link—is determined by the previous links." Furthermore, "where several links together join those above and below them, there may be trade-offs to compensate for weaknesses. [7]

It is beyond the scope of this paper, however, to present and relate the entire chain-of-reasoning. Still, I would be remiss if I did not underscore the importance of the theoretical framework. Vincent A. Anfara, Jr. and Norma T. Mertz provide an excellent overview of theatrical frameworks and the impact of "good and useful" theory on the chain-of-reasoning. [8] In the case of managerial leadership, like other areas within LIS, there are numerous theories, some of which fit a given problem statement and set of objectives better than others. One such theory might be constructive-development theory, which relates directly to leadership and which offers a way to view the complex problems that organizations face from multiple perspectives. This theory describes "how adults develop more complex and comprehensive ways of making sense of themselves and their

experience." [9] Another concept relates to trust, which is an essential component in motivating or inspiring others and which is more than a trait. [10]

RESEARCH DESIGNS

As a prelude to methodologies, research designs for leadership research might call for a longitudinal study and a comparison of several (comparable) organizations. Widely used research designs center on either a case study or the application of grounded theory. A case study is a means "for learning about a complex instance, based on a comprehensive understanding of that instance obtained by extensive description and analysis of that instance taken as a whole and in its context." [11] Grounded theory, on the other hand, "is a method for discovering theories, concepts, hypotheses, and propositions directly from data, rather than from a priori assumptions, other research, or existing theoretical frameworks." [12] Theory emerges from, and is grounded in, the data themselves.

DATA-GATHERING TECHNIQUES

This section focuses on some of the most prevalent methodologies used in leadership research, especially within LIS. As such, it builds from Karin Klenke's work on leadership research. [13] It is increasingly common for researchers to apply qualitative methods. The accompanying table offers examples of some methodologies applicable to the study of leadership in LIS that will not be discussed in the body of this paper. The sources in that table came from an extensive review of the vast literature on leadership produced outside LIS.

The largest number of research studies related to leadership involves the distribution of a self-report survey or questionnaire. Such surveys are often in paper-and-pencil format, although more recently Web-based surveys have appeared with increasing

frequency. The survey might involve the use of a pre-developed, behavior-based leadership assessment tool (e.g., the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), which is an ability-based test; see http://www.eiconsortium.org/measures/msceit.html) that is distributed to those heading the organization or to subordinates who are asked to evaluate the director or boss as a leader or their immediate supervisor. As an alternative, surveys might probe respondent preference for a particular leadership theory or style and ask them to rate themselves or identify the most important attributes for individuals in their position.

Complementary to a questionnaire that is mailed (e-mail or other) or otherwise distributed, investigators might use personal or focus groups interviews. Responses to open-ended questions might be subjected to content analysis, which "is a set of procedures for transforming nonstructured information into a format that allows analysis." [14] On occasion, biographies of people identified as leaders have been developed and their content subjected to analysis for discussions of leadership. Available historical records, however, might focus more on their accomplishments than the story behind those accomplishments: how did the individual co-opt and navigate different stakeholders and the staff to bring about that change? If a shared vision emerged, how was it developed?

Some other means of data collection include an analysis of citation patterns of a body of works on leadership and a characterization of the most cited works (e.g., names of journals and publishers) and authors, as well as the age of the cited material. Additional insights might be gained from a consideration of the journal's impact factor and the number of copies of a work that libraries hold (as reflected in *WorldCat*).

Assuming the availability of a body of independent studies focused on the same aspect of leadership and that describes the research design, the methodologies and data-collection instruments used, information about the population and sample, and so on, meta-analysis might be appropriate. Such analysis refers to a set of statistical procedures used to summarize and integrate those studies. [15] It reveals sources of bias and is helpful for posing research questions for future study. Among other things, it cannot exceed the limits of what the researchers report.

Another method, known as the Delphi study or technique, is a procedure relies on the use of sequential questionnaires in which experts share their perspectives on issues. [16] The Delphi technique is not necessarily designed to generate consensus, but it does involve a systematic refinement of prior responses. It has been applied to seeing which leadership attributes are most critical for future managerial leaders.

Concept Mapping

Concept mapping is both a process for representing data in the form of pictures or maps and a structured methodology for organizing the ideas of a group or organization. The goal is to bring together groups of multiple "stakeholders … and help them rapidly form a common framework that can be used for planning, evaluation, or both." [17] The maps represent the groups' thinking about a topic, show how their ideas are related to each other, and, in general, indicate "which ideas are more relevant, important, or appropriate." [18]

Interviews and other techniques might produce datasets that might be examined by the use of concept maps. These maps provide a graphic illustration of patterns among the findings. Jan Schilling, for instance, takes interview data about negative leadership

and produced maps that show the antecedents of such leadership, negative leadership behaviors, and the consequences of negative leadership. [19]

Simulation and Scenarios

A simulation study, as G. Yukl explains, involves a realistic task that continues for several periods of time and asks participants (e.g., team members) to assume the role of top executives in an organization and to engage in team and organizational learning. Simulation "is also relevant for understanding how collective learning occurs among people whose decisions and actions affect organizational processes and performance." [20]

Instead of doing a simulation exercise, researchers might develop scenarios that make projections for the next fifteen years; forecaster Joseph P. Martino indicates that the accuracy in predicting what will likely occur declines dramatically with a longer time frame. [21] According to Dana Mietzner and Guido Reger,

> scenarios, as a prime technique of future studies, have long been used
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> by government planners, corporate managers and military analysts as
>
> powerful tools to aid in decision making in the face of uncertainty. The
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> idea behind them is to establish thinking about possible futures which
>
> can minimi[z]e surprises and broaden the span of managers' thinking
>
> about different possibilities. [22]

They recommend that the number of scenarios not exceed four and that any scenario should meet criteria such as *plausibility* (each is capable of happening), *differentiation* (each differs from the others and together they offer multiple futures), *decision-making*

utility (each offers insights into the future that help in planning and decision-making), and *challenging* (each challenges conventional wisdom about the future). [23]

RESEARCH AGENDA

The accompanying figure, which updates the depiction that Schwartz and I created, centers on three broad areas that relate to planning:

1. Accomplishments (translating vision into effective organizational performance);

2. People (creating an organizational climate that values staff and inspires them); and

3. Transformation abilities (focusing on the change process that brings people together to accomplish the organization's mission and goals—preparing the organization of the future).

These areas match those that guide the doctoral program in managerial leadership in the information professions (Simmons), which the Institute of Museum and Library Services has funded since 2005 with two multi-year grants. Those areas, originally modeled by the National Center for Healthcare Leadership, cover twenty-five distinct leadership competencies.

Under each of the broad areas, numerous topic areas emerge. At the same time, relationships among the areas might be probed. As directors or other members of the senior management team retire or depart, their replacement might be someone who serves on an interim basis. Are such people leaders or care-takers? The answer might take into account the library but also engagement beyond the library, transformation abilities, mentoring, and talent management. Focusing solely on talent management, many

businesses engage in succession management or planning, but do libraries? Succession planning and management are not synonymous with mentoring. In some countries, if there is leadership, it might be characterized as autocratic. Such leadership merits analysis. Finally, various aspects of the figure might be probed in the present recession (2008-2009) as libraries make significant decisions about collections and staff that will likely have a long-term impact.

Turning to other topics, James G. Neal discusses "feral library professionals," which refers to the hiring of more people into traditional and non-traditional library positions who do not have the credentialed degree from an accredited library school program." [24] Comparative case studies might analyze the emergence of leadership in organizations that employ both feral and non-feral professionals and that include staff who represent different generations. How cohesive are staff within and across departments? Do they share a common vision—do they need to share one?

Studies might probe LIS educational programs and see whether (or how) they incorporate leadership as a student learning outcome, one that reflects what students have learned throughout their program of study and demonstrates what they can apply upon graduation. Some other possible topics include the role of power in effective leadership, the major trends in making leadership effective, the communication networks of leaders, transformational leadership and its relationship, for instance, to

- Emotional intelligence, which deals with one's ability to manage emotions and relationships and to use this ability to advance the organization's mission and goals. Emotional intelligence presumably requires *sense-giving* or shaping how people understand themselves, their work, and others engaged in that work.

- Resonant leadership, which focuses on self-awareness and self-renewal, and which enables individuals to recognize and cope with work stress.

- Distributed or shared leadership, which views leadership as more than a top-down approach. Leadership moves up the organization as well and is distributed among a number of people working in teams and groups.

- Servant leadership, which recognizes that leadership is not confined to those in formal managerial positions and who lead as a way to extend service to others. The servant leader focuses on the needs and the development of followers.

Recognizing that libraries serve multicultural communities, employ a diverse staff, and deal with myriad stakeholders, it is critical to assess different leadership theories, recognizing the strengths and weaknesses of each. Many of the prevailing theorists have not considered how multiculturalism influences what they propose. Perhaps the best illustration of this comes from Linda Sue Warner and Keith Grint, who adopt a historical perspective and compare American Indian and western approaches and perspectives on leadership. There are differences between the practice of leadership in a tribal setting (including tribal colleges) and in other organizational settings. [25]

EXAMPLE

Although library directors cannot be equated with the president of the United States and other heads of government, political commentators have identified areas in which the leadership of those aspiring to be president might be probed. Prompted by the lack of penetrating questions raised in presidential debate and the quality of the responses, David Gergen and Andy Zelleke identify a series of important questions that deal with leadership and that require answers of more than a number or brief response. [26] Their

categories and questions have been reorganized and combined with the categories that Jack and Suzy Welch would like considered. [27]

The revamped questionnaire was pre-tested with one university library director and one library consultant. Based on their comments the questionnaire was revised (see Appendix). As of this time, the author of this paper is conducting a study to fine-tune the instrument and to gauge the responses of some library leaders. Instead of presenting preliminary data, this section probes relevant methodologies that might be used to address the open-ended questions and determine the relative rating of the categories.

The methodology section of a hypothetical study might be based on a survey that is most likely administered in the form of an interview, either in-person or by telephone. Directors might be unwilling to devote the time necessary to complete a paper-and-pencil survey or be unwilling to write detailed responses to each question (e-mail or Web-based survey). It might be difficult to find a time when five to ten directors could meet and participate in a focus group interview. For additional data collection, the investigator might ask for historical documentation or visit the institutional repositories of selected institutions to gather data for event history analysis, assuming such information has been gathered and is publicly available.

Interview results might be analyzed in terms of grounded theory and content analysis. The rating of the categories on a se4ven-point scale might be visualized in terms of concept mapping, and such mapping might also apply to the responses to the various questions within a category, especially if responses can be gathered from the same scale.

A follow-up study might concentrate on selected categories and probe responses more deeply. For instance, under "Coalition Building/Advocacy," participants might

meet and be asked for an example of when they became a catalyst who brought groups with polarized opinions together so that all voices were at the table. The examples generated might be cast in terms of a concept map, or the investigator could make the topics recurring most frequently and pursue them more with the Delphi technique.

A different study might recast question responses to the initial study or one focusing on selected categories as scenarios (for projecting what study participants believe likely for the next fifteen years) or as simulation exercises. It is also possible to take selected responses from the first study and select particular sites for in-depth case study analysis.

In summary, the instrument portrayed in the appendix does not promote or study any particular leadership theory or style. That instrument, however, is framed in such a way that the research focuses on leadership as events and assorted methodologies are applicable. Leadership, after all, "is a process, a series of activities and exchanges engaged in over time and under varied circumstances." [28] As such, accomplishments might be viewed as events in that leadership is an ongoing, never-ending process.

CONCLUSION

To gain a more complete understanding of the phenomena under investigation, it is common for studies on leadership, like other topical areas, to incorporate more than one method of data collection. Mixed methods, which are most prevalent with case studies, integrate quantitative and qualitative methods into one study and therefore strengthen the chain-of-reasoning presented in study findings. [29] While it is important to expand the methodological tool-chest that researchers within LIS use, it is also important to shift from studying leaders to investigating leadership events. Many aspects of leadership

presented in the figure have not been addressed, and a need emerges for a fuller body of evidence-based research relevant to change management within libraries and similar complex organizations on a global basis. It is also important that those within LIS contribute to the broader literature on leadership and that their works be recognized by those in other disciplines.

NOTES

1. See Peter Hernon, "Leadership in Academic Libraries Is No Fad," in *Making a Difference: Leadership and Academic Libraries*, edited by Peter Hernon and Nancy Rossiter (Westport, CT: Libraries Unlimited, 2007), p. 253.

2. Simmons College, Graduate School of Library and Information Science, "Managerial Leadership in the Information Professions" (Boston, MA). See http://www.simmons.edu/gslis/academics/programs/doctoral/phdmlip/

3. There is an emerging literature on ineffective, bad, negative, and destructive leadership. See, for instance, Barbara Kellerman, *Bad Leadership: What Is It, How Does It Happen, and Why It Matters* (Boston: Harvard Business School Press, 2004); "Special Issue on Destructive Leadership," *The Leadership Quarterly* 18, no. 3 (2007): 171-280; Jan Schilling, "From Ineffectiveness to Destruction: A Qualitative Study on the Meaning of Negative Leadership," *Leadership* 5, no. 1 (2009): 102-128. Also relevant is Juan M. Madera and D. Brent Smith, "The Effects of Leader Negative Emotions on Evaluations of Leadership in a Crisis Situation: The Role of Anger and Sadness," *The Leadership Quarterly* 20, no. 2 (April 2009): 103-114.

4. Peter Hernon and Candy Schwartz, "Leadership: Developing a Research Agenda for Academic Libraries," *Library & Information Science Research* 30, no. 4 (December 2008): 243-249.

5. Peter Hernon, Joan Giesecke, and Camila A. Alire, *Academic Librarians as Emotionally Intelligent Leaders* (Westport, CT: Libraries Unlimited, 2008), pp. 8-9.

6. Peter G. Northouse, *Leadership: Theory and Practice*, 4th ed. (Thousand Oaks, CA: Sage Publications, 2007), p. 2.

7. David R. Krathwohl, *Social and Behavioral Science Research: A New Framework for Conceptualizing, Implementing, and Evaluating Research Studies* (San Francisco: Jossey-Bass, 1985), p. 52. For an extended discussion of problem statements, see Peter Hernon, *Statistics: A Component of the Research Process* (Norwood, NJ: Ablex, 1994), pp. 8-13; Peter Hernon and Candy Schwartz, "What Is a Problem Statement?," *Library & Information Science Research*, 29 (2007): 307-309; Peter Hernon and Cheryl Metoyer-Duran, "Problem Statements: An Exploratory Study of Their Function, Significance, and Form," *Library & Information Science Research* 15, no. 1 (Winter 1993): 71-92; Cheryl Metoyer-Duran and Peter Hernon, "Problem Statements in Research Proposals and Published Research: A Case Study of Researchers' Viewpoints," *Library & Information Science Research* 16, no. 2 (1994): 105-118.

8. Vincent A. Anfara, Jr., and Norman T. Mertz, *Theoretical Frameworks in Qualitative Research* (Thousand Oaks, CA: Sage Publications, 2006), p. xvii.

9.   Cynthia D. McCauley, Wilfred H. Drath, Charles J. Palus, Patricia M. G. O'Connor, and Becca A. Baker, "The Use of Constructive-development Theory to Advance the Understanding of Leadership," *The Leadership Quarterly* 17, no. 6 (2006): 634.

10. C. Shawn Burke, Dana E. Sims. Elizabeth H. Lazzara, and Eduardo Salas, "Trust in Leadership: A Multi-level Review and Integration," *The Leadership Quarterly* 18, no. 6 (2007): 606-632.

11. U.S. General Accounting Office [now the Government Accountability Office], Program Evaluation and Methodology Division, *Case Study Evaluations*, Transfer Paper 10.1.9 (Washington, DC: General Accounting Office, 1990), p. 14.

12. Steven Taylor and Robert Bogdan, *Introduction to Qualitative Research Methods*, 2nd ed. (New York: Wiley and Sons, 1984), p. 126. See also Ken W. Perry, "Grounded Theory and Social Process: A New Direction for Leadership Research," *The Leadership Quarterly* 9, no. 1 (1998): 85-105.

13. Karin Klenke, *Qualitative Research in the Study of Leadership* (Bingley, United Kingdom: Emerald Group Publishing Ltd., 2008).

14. U.S. General Accounting Office [now the Government Accountability Office], *Content Analysis: A Methodology for Structuring and Analyzing Written Material*, Transfer Paper 10.1.3 (Washington, DC: General Accounting Office, 1989), p. 1. See also Tamara L. Friedrich, Christina L. Byrne, and Michael D. Mumford, "Methodological and Theoretical

Considerations in Survey Research," *The Leadership Quarterly* 20, no. 2 (April 2009): 57-60.

15. See Eric Trahan, "Applying Meta-Analysis to Library and Information Science Research," *The Library Quarterly* 63, no. 1 (1993): 73-91. See also C. Shawn Burke, Kevin C. Stagl, Cameron Klein, Gerald F. Goodwin, Eduardo Salas, and Stanley M. Halpin, "What Types of Leadership Behaviors Are Functional in Teams? A Meta-analysis," *The Leadership Quarterly* 17, no. 3 (2006): 288-307.

16. Robert M. Hayes, *Use of the Delphi Technique in Policy Formulation: A Case Study of the Public Sector/Private Sector Task Force* (Los Angeles: University of California, Graduate School of Library and Information Science, 1982), p. 1. See also John B. Harer, *Performance Measures of Quality for Academic Libraries Implementing Continuous Quality Improvement Programs: A Delphi Study* (Ph. D. diss., Texas A&M University, 2001). Available from *Dissertations & Theses: Full Text* (AAT 3011718).

17. Mary Kane and William M. K. Trochim, *Concept Mapping for Planning and Evaluation* (Thousand Oaks, CA: Sage Publications, 2007), p. 1.

18. Ibid., p. 7.

19. Schilling, "From Ineffectiveness to Destruction."

20. G. Yukl, "Leading Organizational Learning: Reflections on Theory and Research," *The Leadership Quarterly* 20, no. 1 (2009): 53.

21. Joseph P. Martino, "The Precision of Delphi Estimates," *Technological Forecasting* 1, no. 3 (1970): 293-299.

22.   Dana Mietzner and Guido Reger, "Advantages and Disadvantages of Scenario Approaches for Strategic Foresight," *International Journal of Technology Intelligence and Planning* 1, no., 2 (2005), p. 233. Available at http://www.lampsacus.com/documents/StragegicForesight.pdf (accessed October 16, 2008). They also note the weaknesses associated with the development of scenarios.

23.   For a relevant example see Peter Hernon and Laura Saunders, "The Federal Depository Library Program in 2023: One Perspective on the Transition to the Future," *College & Research Libraries* 70, no. 3 (May 2009), forthcoming.

24.   James G. Neal, "Raised by Wolves: The New Generation of Feral Professionals in the Academic Library," *Library Journal* (February 15, 2006). Available at http://www.libraryjournal.com/article/CA6304405.html (accessed February 24, 2009).

25.   Linda Sue Warner and Keith Grint, "American Indian Ways of Leading and Knowing," *Leadership* 2, no. 4 (May 2006): 225-244.

26.   David Gergen and Andy Zelleke, "A Question of Presidential Leadership," *Boston Globe* (June 12, 2008): A13. I collapsed 15 categories into 13 and relabeled one category.

27.   Jack and Suzy Welch, "Chief Executive Officer-in-Chief: The President Needs the Same Skills as a Top-notch CEO—Only Sharper," *Business Week* issue 4069 (February 4, 2008): 88.

28.   Samuel T. Hunter, Katrina E. Bedell-Avers, Michael D. Mumford, "The Typical Leadership Study: Assumptions, Implications and Potential Remedies," *The Leadership Quarterly* 18, 5 (2007): 440.

29.   See Raya Fidel, "Are We There Yet? Mixed Methods Research in Library and Information Science," *Library & Information Science Research* 30 (2008): 265-272.

Table

Selected Studies and Their Methodologies*

Methodological Focus	Defined	Examples
I. Communication (words: speaking or writing)	The research literature on leadership tends to ignore or slight the topic of communication, unless investigators focus on the great men or women who are recognized as leaders. Gail T. Fairhurst and Robert A. Sarr note that leaders in senior management positions spend a large percentage of their time communicating, and their most important tools are linguistic and symbolic. They explain the art of framing, which is a form of communication that forces others to accept the meaning that leaders give to events and that followers find persuasive. The most common area in which this type of research occurs is with charismatic leadership.	See Gail T. Fairhurst and Robert A. Sarr*, The Art of Framing: Managing the Language of Leadership* (San Francisco: Jossey-Bass, 1996); Gail T. Fairhurst, "Reframing *The Art of Framing*: Problems and Prospects for Leadership," *Leadership* 1, no. 2 (2005): 165-185
I(a). Metaphors (content analysis) and speech imagery (content analysis)	Metaphors make a message more vivid and increase its retention. They also have emotional meaning and an emotional impact on others. Researchers might ask participants to identify passages of text that are most inspiring. Those sections might be checked for use of any metaphors. Speech imagery deals with discourse analysis and	Jeffrey S. Mio, Ronald E. Riggio, Shana Levin, and Renford Reese, "Presidential Leadership and Charisma: The Effective Metaphor," *The Leadership Quarterly* 16, no. 2 (2005): 287-294; Loren J. Naidoo and Robert G. Lord, "Speech Imagery and Perceptions of Charisma: The Mediating Role of Positive Affect,"

	conversation analysis.	*The Leadership Quarterly* 19, No. 3 (2008): 283-296; Viviane Seyranian and Michelle C. Bligh, "Presidential Charismatic Leadership; Exploring the Rhetoric of Social Change," *The Leadership Quarterly* 19, no. 1 (2008): 54-76
I(b). Aphorisms (also speech imagery)	As explained in the *Oxford English Dictionary*, an aphorism is "any principle or precept expressed in few words; a short pithy sentence containing a truth of general import; a maxim." Such rhetoric can be summarized and analyzed.	Kevin Morrell, "Aphorisms and Leaders' Rhetoric: A New Analytical Approach," *Leadership* 2, no. 3 (2006): 367-382
I(c). Cartoons	Cartoons appearing in different media (or one medium) are analyzed for patterns.	Rachel M. Calogero and Brian Mullen, "About Face: Facial Prominence of George W. Bush in Political Cartoons as a Function of War," *The Leadership Quarterly* 19, no.1 (2008): 107-116
II. Diaries	Participants compile diaries for a period of time. Those diaries adhere to a formal structure.	Peter Hernon, Ronald R. Powell, and Arthur P. Young, "Academic Library Directors: What Do They Do?" *College & Research Libraries* 65, no. 6 (November 2004): 538-563
III. Ethnology and participant observation	The investigator becomes involved in the lives of the participants but guards against the lack of objectivity in viewing the findings, combines various methodologies such as interviewing participants, observing them as leaders,	See Constance A. Mellon, *Naturalistic Inquiry for Library Science: Methods and Applications for Research, Evaluation, and Teaching* (New York: Greenwood Press, 1990), pp. 40-44; Bernadette Vine, Janet Holmes, Meredith

	analyzing documents, and reflecting (perhaps generating memos that the investigator generates while applying various methods of data collection and uses to record thoughts that he or she might otherwise fail to capture).	Marra, Dale Pfeifer, and Brad Jackson, "Exploring Co-leadership Talk through Interactional Sociolinguistics," *Leadership* 4, no. 3 (2008): 339-360
	Ethnography refers to fieldwork that describes and interprets a social group or system. The investigator examines the group's observable patterns of behavior and the way of life.	
	"Typically, [for leadership studies] after a period of participant observation to establish how the workplace operates, a group of volunteers use mini-disk records to capture a range of their everyday work interactions over a period two to three weeks. … In addition, where possible, a series of regular workplace meetings is video-recorded" (Vine et al., p. 344).	
IV. Event history analysis or life narrative approach	Life narratives, or life stories, enable individuals to communicate personal understanding of their lives in reference to a current situation. Conveying meaning through life narratives may foster identification with followers, thus providing a basis for common understanding that permits more automatic, intuitive social interaction between	Gina S. Ligon, Samuel T. Hunter, and Michael D. Mumford, "Development of Outstanding Leadership: A Life Narrative Approach," *The Leadership Quarterly* 19, no. 3 (2008): 312-334; Boas Shamir, Hava Dayan-Horesh, and Dalya Adler, "Leading by Biography: Towards a Life-story Approach to the Study of Leadership," *Leadership* 1, no. 1 (2005): 12-39; Scott

	leaders and followers. These life stories presumably explain why certain individuals are more likely to experience the event(s) of interest than others. It captures the aggregated leadership actions across multiple people.	T. Allison, Dafna Eylon, James K. Beggan, and Jennifer Bachelder, "The demise of Leadership: Positivity and Negativity Biases in Evaluations of Dead Leaders," *The Leadership Quarterly* 20, no. 2 (April 2009): 115-129
V. Phenomenological inquiry	Such inquiry describes a research perspective that differs from positivistic forms of inquiry. More precisely it better brings out themes and their meaning through an examination of the experiences derived from the perceptions, thoughts, emotions, and so on, of people.	Debra L. Gilchrist, *Academic Libraries at the Center of Instructional Change: Faculty and Librarian Experience of Library Leadership in the Transformation of Teaching and Learning* (Ph.D. diss., Oregon State University, 2007). Available from Dissertations & Theses: Full-text (AAT3268285)

***See also Karin Klenke, *Qualitative Research in the Study of Leadership* (Bingley, United Kingdom: , Emerald Group Publishing Ltd., 2008).

Figure

Research Agenda (Within a Country and Cross-Countries)

[insert Figure]

Appendix*

Leadership: A New Perspective (Questions)

Values

On a scale of 1 (very unimportant) to 7 (very important), how important is this category:____

- What are three of your core values?
- How do they shape how you lead?

Attributes and Competencies

On a scale of 1 (very unimportant) to 7 (very important), how important is this category:____

- What attributes and competencies have served you well in your position?
- What do you look for in direct reports?

Employing a Diverse Workforce

On a scale of 1 (very unimportant) to 7 (very important), how important is this category:____

- Is it important to have a racially diverse workforce?
- If yes, how do you attract/develop individuals?
- What experiences have helped you deeply understand the mindset and values of those with whom you work?

Judgment

On a scale of 1 (very unimportant) to 7 (very important), how important is this category:____

- Tell me about a time when your judgment was tested in crisis.
- How did you act in that crisis?
- Did you learn anything about leadership?

Weaknesses and Causalities

On a scale of 1 (very unimportant) to 7 (very important), how important is this category:____

- There are many examples of leaders whose weaknesses brought them down. What tendencies have caused library directors to fail?

_____

* Sources: David Gergen and Andy Zelleke, "A Question of Presidential Leadership," *Boston Globe* (June 12, 2008): A13; Jack and Suzy Welch, "Chief Executive Officer-in-Chief: The President Needs the Same Skills as a Top-notch CEO—Only Sharper," *Business Week* issue 4069 (February 4, 2008): 88.

People from Whom I Have Learned

On a scale of 1 (very unimportant) to 7 (very important), how important is this category:____

- What figure (past or present) has exercised leadership in a way that you aspire to?
- What were that person's strengths?
- Tell us about a situation that tested your leadership?

Building a Team

On a scale of 1 (very unimportant) to 7 (very important), how important is this category:____

- Tell me about a high performing team that you've built. What made it high performing? What did it accomplish?

Coalition Building/Advocacy

On a scale of 1 (very unimportant) to 7 (very important), how important is this category:____

- Can you share an example of when you were a catalyst who brought groups with polarized opinions together so that all voices were at the table?
- How do you apply advocacy to the library and its services?

Decision-making Style

On a scale of 1 (very unimportant) to 7 (very important), how important is this category:____

- A director's role requires decisiveness. Please share an example of your ability and willingness to be decisive
- Can you recall an instance when a lack of decisiveness got a director into trouble? In retrospect, what might that person have done differently?

Increasing Participation

On a scale of 1 (very unimportant) to 7 (very important), how important is this category:____

GENERATION TIMELINE			
1922–1945	1946–1964	1965–1980	1981–2000
Veterans, Silent, Traditionalists	Baby Boomers	Generation X, Gen X, Xers	Generation Y, Gen Y, Millennial, Echo Boomers

PERSONAL AND LIFESTYLE CHARACTERISTICS BY GENERATION

	Veterans (1922–1945)	Baby Boomers (1946–1964)	Generation X (1965–1980)	Generation Y (1981–2000)
Core Values	Respect for authority Conformers Discipline	Optimism Involvement	Skepticism Fun Informality	Realism Confidence Extreme fun Social
Family	Traditional Nuclear	Disintegrating	Latch-key kids	Merged families
Education	A dream	A birthright	A way to get there	An incredible expense
Communication Media	Rotary phones One-on-one Write a memo	Touch-tone phones Call me anytime	Cell phones Call me only at work	Internet Picture phones E-mail
Dealing with Money	Put it away Pay cash	Buy now, pay later	Cautious Conservative Save, save, save	Earn to spend

Source: Greg Hammill, "Mixing and Managing Four Generations of Employees," *FDU Magazine* (Winter/Spring 2005). Available at http://www.fdu.edu/newspubs/magazine/05ws/generations.htm (accessed January 31, 2009).

- The profession is seeing a more diverse workforce in terms of the generations now working in libraries. Each generation learns and works differently. Please give an example of how you (and your senior management team) listens and responds to the younger professionals in workforce?
- How do you keep those professionals engaged?
- Do they participate in shared leadership and influence decision making? How?

Leading Change

On a scale of 1 (very unimportant) to 7 (very important), how important is this category:____

- Can you give me an example of how you have overcome resistance to bring about needed change?

Innovative Thinking/Innovation[1]

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[1] Innovation is not about developing great ideas (that is creativity). Instead, innovation is about implementing organizational processes that allow the library to do things better, cheaper, and faster; to be capable of embracing new priorities as the library fulfills existing ones; and to adapt to environmental shifts.

On a scale of 1 (very unimportant) to 7 (very important), how important is this category:____

- How do you encourage innovation within your senior management team?

Building the Confidence of Others
On a scale of 1 (very unimportant) to 7 (very important), how important is this category:____

- How have you raised the confidence of others in the library?
  Senior staff, others

Trust
On a scale of 1 (very unimportant) to 7 (very important), how important is this category:____

- Is trust a core value?
- How is trust gained? How is it manifested and communicated by a leader?

Vision
On scale of 1 (very unimportant) to 7 (very important), how important is this category:____

- Vision [another core value]. What does the word mean to you and how do you translate it into leadership action?

Innate Ability to Hire Appropriate People
On a scale of 1 (very unimportant) to 7 (very important), how important is this category:____

- How do you engage and motivate others (as senior staff)—Is this an issue?

Resilience
On a scale of 1 (very unimportant) to 7 (very important), how important is this category:____

- When setbacks occur, how do you bounce back?
- What are the measures of success: How do you know you have bounced back?

See around the Corners
On a scale of 1 (very unimportant) to 7 (very important), how important is this category:____

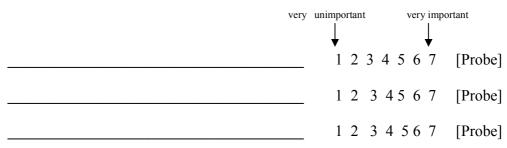- How do you anticipate potential problems?

- Is it necessary to galvanize support?
- If yes, how do you accomplish this?

Execute

On a scale of 1 (very unimportant) to 7 (very important), how important is this category:____

- Do you make promises?
- If yes, is it always possible to keep them? [What happens?]
- How do you ensure that priorities are accomplished—mission and goals met?

Other

	very unimportant	very important
_____	1 2 3 4 5 6 7	[Probe]
_____	1 2 3 4 5 6 7	[Probe]
_____	1 2 3 4 5 6 7	[Probe]

Final Question

How do you complete the sentence "Leadership is ………….."