‘Leadership: tertiary libraries and the new library professional’

by

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Submitted to the School of Information Management,
Victoria University of Wellington
in partial fulfilment of the requirements for the degree of
Master of Information Studies

February, 2014

Acknowledgements

I would like to thank my supervisor Professor Anne Goulding for her advice and support. Thanks also goes to my family for their encouragement and love.

Abstract

Research Problem:

The library workforce is rapidly aging and many library leaders will be lost as they retire. This is exacerbated in tertiary libraries, which traditionally attract an older workforce. Libraries face constant change that requires leaders to negotiate. Doubts have been expressed about new library professionals' willingness to take on leadership roles. To understand how problematic this situation is in New Zealand's tertiary sector, this research examined the attitude of new library professionals' toward leadership.

Methodology:

The research used a survey method incorporating quantitative and qualitative questions. For the purpose of this research a new library professional is defined as someone who began studying for a library qualification within the last five years, or who has completed a library qualification within the last five years.

Results:

32 eligible participants took part. The results show a desire for access to mentoring and while the attitudes toward leadership are dependent on confidence, experience and involvement in development opportunities, most participants expressed a positive attitude to taking on a leadership role either now or in the future.

Implications:

Access to leadership development opportunities builds knowledge and confidence, and attitudes are negatively impacted without this. Mentoring is a key development opportunity that the majority of new librarians currently lack. These findings positively reinforce the

leadership and mentoring opportunities currently offered by the LIANZA, although regular reminders to new professionals of these opportunities would help. The findings suggest the proposed changes to the MIS library curriculum of incorporating a practicum for all students is an additional development opportunity that will add to new professionals' experience.

Keywords:

Leadership, attitudes, tertiary library, new professional.

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Introduction

Researchers from many different fields, from all parts of the world, have sounded warnings about the world's rapidly ageing population. The baby boom of post World War Two created a large pool of workers organisations were able to draw upon, but after the 1960s when the baby boom ended, there was a marked decline in population growth (Hedge, Borman and Lammlein (2006), pp.10-11).

Consequently there has been a smaller pool of workers to draw upon than at any other time in history (p.12). This means organisation face a loss of skills and knowledge as their rapidly aging workforce head into retirement, with new staff not having the opportunity to acquire knowledge the way retiring staff have, over time. In a library context the consequences of an ageing workforce is more problematic as the profession traditionally attracts an older workforce, and this is accentuated in academic libraries. As is the case in other professions, it takes time to train the library professional, with undergraduate and postgraduate study having to be accomplished first, but librarianship has also been a second, or even third, career choice rather than a first (St. Lifer (2000)).

As older librarians retire concerns about who will lead our libraries into an ever-changing future are being raised and concerns are exacerbated by arguments from generational theorists who claim differences in attitudes to work and, more importantly, the willingness to take on leadership roles, among the generations (Gordon (2010), Sayers (2007)). Struggling to find new librarians willing to take on the responsibility of leading change in the ever-changing landscape the profession find's itself in could have considerable consequences for the future of the profession, particularly if libraries are forced to look for leaders without a grounding in the principles, values and goals of the profession. It is the aim of this research to test these claims by exploring attitudes about leadership of new library professionals', currently working in tertiary libraries.

Definitions

Leadership:

This term can be difficult to define because it means different things to different people, and the qualities used to describe it may have more or less emphasis depending on the individual. Described as an “emerging discipline” in the Encyclopedia of Leadership (2004), leadership borrows from, and contributes to, many fields of study such as philosophy, politics, sociology and anthropology (p.xxxi). Perhaps because it borrows from a wide range of disciplines, theories of leadership are as equally wide ranging. It is not within the scope of this research to investigate all of these, but in her book on library leadership, Sheldon (2010) provides a brief rundown of each. Some of these include the ‘Great Man’ theory, reinforcing the ‘heroic’ individual who takes charge, and who is generally male (p.5-6). Trait theory is closely related to the Great Man theory and proposes that certain individuals possess particular leadership traits, thus predisposing them to take up leadership roles (p.6). More recent theories include ‘Transformational’ where leaders inspire followers to follow, and ‘Emotional Intelligence’ which relates to relationship building (p.8). There are four fields described in the latter theory, which theorists argue are learnt and not innate.

In his study of leadership, Northouse (2004) argues that when the various leadership theories are broken down, we are left with four components – process, influence, groups and goals – and these components provide a suitable, working definition (p.2). By arguing leadership as a process, Northouse refutes the idea that a person must exhibit particular traits that connate leadership, that is, that leadership skills are inherent and thus cannot be learnt (p.3). He argues it is a “transactional event” between leader and followers with each (leader and follower) affecting the other, but to affect an end goal a leader must use influence to affect others to help bring the goal

about, which reinforces the context in which influence is used, that is, within the group - be it large or small (p.3). Borrowing from Northouse's argument, leadership in this research is defined as "a process whereby an individual influences a group of individuals to achieve a common goal" (p.3).

Attitude:

Another concept difficult to define, particularly, as Shrigley, Koballa and Simpson (1988) have argued it is used "interchangeably with belief, opinion and value" (p.660). They explain that attitude provides us with an intellectual stance with which to respond to everyday situations, even when those situations change (p.667). What is not so clear in this idea, are the social influences involved in swaying or helping to form attitudes, suggesting attitudes are learned or taught, or how 'hard' or 'soft' they are held (p.667-668). Crano and Prislin (2006) state that the search for a clear definition has been ongoing since the early twentieth century but that most theorists now take the view that attitude involves evaluation, thoughts and influences (p.347). For the purpose of this research, attitude is therefore defined as: an amalgamation of thoughts and influences practised and evaluated in relation to some particular thing/object, and which may vary in strength.

Literature Review

Purpose:

The purpose of this literature review is to evaluate various research articles, book chapters, discussions documents, opinion pieces, conference papers, and government publications relevant to the current research. Some topics, such as leadership, have been written about widely, therefore it was necessary to choose only those works the researcher felt were most appropriate in informing this current research. This also means that the literature covered in this review stems from a variety of disciplines including psychology, science, business, as well as relevant library and information science research.

Literature search:

A search of the university's library catalogue and databases was conducted for relevant items and when appropriate, the bibliographic content of these items was scanned for articles suitable for further follow up.

Aging workforce:

According to a 2009 report from the United Nations Department of Economic and Social Affairs, the effects of our ageing population will have "major consequences and implications for all facets of human life", particularly as the trend of declining birth rates and rising life expectancy is occurring worldwide (p.viii). The ageing workforce situation is also reflected in New Zealand and a 2011 Ministry of Social Development report advises businesses retain or actively employ older workers, if they are not currently doing so. The report acknowledges more needs to be done to encourage employers and society as a whole to change the pervasive age stereotyping that currently contributes to negative attitudes towards older workers and suggests the way to attract older workers is by ensuring greater flexibility in working conditions. This is an approach that may help with the impending prediction of loss of organisational knowledge when baby boomers retire.

With rapidly approaching retirement of baby boomer librarians, the potential loss of organisational knowledge is a very real concern. Organisational knowledge/memory (OM) is a relatively new field of study and refers to the information an employee accrues about an organisation over time, and this information knowledge influences how tasks are accomplished, thus contributing to the efficient running of the organisation (Hammer and Clark (2009), p.4088). Continuity of knowledge is ensured when OM is passed on before retirement to the next generation who in their turn build on that knowledge before repeating the process. It is the memory of decisions made and the reasons why those decisions were made which, if lost, can be costly for an organisation, not just in time but financially as well (p.4088). However, while limiting the loss of knowledge by attempting to delay retirement may work for a while, in the New Zealand context Carmel Joe (2010) believes the country has entered a time when there is a change from a “growing workforce towards a diminishing one”, and how we cope with this will be a whole new experience for employers and employees alike (p.15).

Aging library workforce:

The ageing workforce situation is worse for the library profession as new librarians entering the profession will often be older than those who enter other professional sectors such as nursing, teaching, or law. Hardesty argued that other factors must also be considered as exacerbating the problem such as the closure of library schools and the lure of higher salaries in other information science fields (p.88). Moran, Marshall and Rathbun-Grubb (2010) researched the changing development of the academic library workforce in the United States and they point to the boom/bust cycles of recruitment making the situation worse, because cycles such as these create a surplus or deficit of librarians, thus contributing to a loss of skilled workers as they move into other fields (p.212). They argue further problems may develop as library staff may become specialists, incapable, or unwilling, to diversify (p.212-214).

In research with an Australian focus, Bradley, Dalby and Spencer (2009) looked at the changing library and information management work environment and what impact these changes will have on new professionals, particularly when it comes to their profession. They argue that research on the changing demographics of the library profession shows that not only are its members getting older, but that comparatively few younger people are entering the profession (p. 239). Because of this they question whether Australian libraries will have the number of employees it needs to meet these changes, particularly as new professionals may not be at the stage of their career where they have acquired the necessary skills and knowledge, especially if training remains based on the slow progression model of skills development; and of equal concern, they argue, is how well new professionals are able to cope if they take on roles – including leadership roles - sooner than they are prepared for (p.239).

In an opinion piece Neal (2006) voices his concern about online library training programmes by wondering if this method of learning provides “effective socialization” opportunities into the profession for students (p.44). He too points to new professionals lack of preparedness as a reason why some American academic libraries are employing people from non-library backgrounds, especially for leadership positions. His concern is that because these new library leaders have not undertaken instruction in librarianship’s professional values and beliefs, they may question the relevance of them (p.44).

New Zealand situation:

In a report on the state of libraries in New Zealand, LIANZA (2013) suggests that a key focus for the tertiary library sector should be succession planning (p.5), which was the focus of earlier research on workforce planning in New Zealand academic libraries by Gillian Barthorpe (2012). Barthorpe argues that government incentives force universities to focus on research outcomes, and so as to align with the university’s strategic goals the academic library must supply the best

research assistance, materials and facilities that their ever shrinking budgets can provide (p.2). This means employing people with the relevant knowledge and skills to be able to solve problems concerned with managing people, facilities and budgets, and if library professionals with those types of skills are thin on the ground, then academic libraries will be forced to look outside the profession for people who do have those skills (p.3). Senior library leaders Barthorpe interviewed for her research expressed their concern at the profession's ability to attract future leaders particularly, as they suggested, as the profession is not good at developing leaders, thus forcing academic libraries to look for leaders outside the profession (pp.75-76). While Barthorpe was only able to interview a small number of younger staff members for her research, she found they were receptive to leadership development opportunities although they thought the "slow turnover rate amongst staff in leadership roles" would be a barrier to leadership opportunities (pp.73-74). Several younger interviewees suggested the only way around this problem for younger staff would be relocating to another tertiary institution or organisation. Barthorpe argues that to negotiate change New Zealand tertiary libraries need a workforce plan, but currently no university library has one (p.93). In the meantime, the issue of finding skilled leaders could leave New Zealand academic libraries with the same problem Neal argues American university libraries are facing - open to reinterpretation and re-evaluation by individuals without the grounding in, or an appreciation for, library science (p.44). If the profession wants to be the hand that guides the changes confronting us then it is important for library professionals to take the lead in managing the changes facing our academic libraries.

Edmundson and Morgan (2013) discussed the background to Auckland Libraries creation of its 2012 workforce plan. Staff at all levels were consulted and a vision of Auckland Libraries future was created, but it was recognised that attempting to bring it all together would require leadership on all levels, particularly leadership based

on non-hierarchical models (p.12). Therefore attracting the right staff is seen as a priority, and while professional development is a personal responsibility, it was also acknowledged as important for the organisation to be positioned as a workplace of choice for library professionals, particularly when operating in a competitive market (p.10). The best way to do that is “to provide a learning framework that potential and existing employees rate highly and value” (p.14). Edmundson and Morgan’s discussion highlights the importance of flatter models of leadership and of workplaces providing learning opportunities for staff, particularly in the constantly changing environment all libraries are facing.

Generational difference

The common practice of designating a particular moniker to a generation aids in identifying each successive generation and its perceived idiosyncrasies. Thus we refer to the ‘explosive’ birth rate post World War Two as the Baby Boomer generation, then following the Boomers there is Gen X or Y, and finally the current generation is referred to as the Net Generation or Millennials. Hutley and Solomons (2004) explain that the term ‘generation’ has been defined as “a group of people born within an age range”, which generally spans a period of 20 years (p.1). In their discussion of generational change in Australian librarianship, the authors write that each generation has its own experiences, and these experiences in turn serve to influence that generations’ outlook on life (p.1). Researchers (Hershatter and Epstein (2010), Yang and Guy (2006)) have suggested that the workplace is one of the places where generational differences, particularly in attitudes to work styles and leadership will be, and is, reflected.

To test this theory, Rodriguez, Green and Ree (2003) attempted to measure preferences in leadership styles between baby boomers and Gen X employees of a telecommunications company. They designed a survey where preferred responses were expected from each generational cohort based on previous research of the supposed

preferred work practices of each generation (pp.68-69). The researchers argue that based on baby boomer work preferences, organisations currently employ a framework of leadership behaviour as 'transformational' but given the difference in preferred work practices that they believe their research uncovered, they thought it was unclear if this type of leadership actually suited the work preferences of generation X (p.74).

In other research also attempting to find generational differences in work attitude, Kowske, Rasch and Wiley (2010) caution on relying too heavily on any perceived differences as the differences that do exist are "inconsistent and tend to contradict generational stereotypes" (Kowske, Rasch and Wiley (2010). Kate Davis (2006) also argues against depending on the idea too, as it is heavily reliant on generalisations (p.3). She points out each generation learns about the particular traits of other generations and that these traits may impact work styles, thus someone of an older generation working among younger generation colleagues may pick up and employ a similar work style as their younger colleagues, and vice versa (p.3). Therefore exhibiting a perceived 'generational work trait' may depend on the work situation.

Sayers Australian research on generational learning styles compared various years Training Needs Survey data and in his findings he argues that understanding current generations - X and Y - learning styles is a necessity as it provides a way to understand workplace and training needs (p.486). However he also acknowledges that while generations may be talked about as distinct from one another, they can, and do, "blur at the edges" where they intersect with neighbouring generations (p.475).

Parry and Urwin (2011) conducted a critical review about the basis of generational theory and the type of evidence available to back up these theoretical claims. They argue that attempts to use the theory to describe different work practices of successive generations and perceived differences as the basis of tension between various

generations in the workplace, are problematic because there are almost as many studies that find no differences as those that do (p.88). Acknowledging that each generation has its own experiences and these experiences may shape how a task is accomplished or an attitude formed, Parry and Urwin also point out that the inconsistencies in generational theory occur because not only does interaction with someone from a generation of our own influences our experience, it also influences the experience of that other individual involved in the interaction (p.89). They suggest generational theories also fail to account for differences within a generation such as gender, ethnicity or even geographical location (p.89-90).

On the other hand, while theories of generational differences may not be helpful, in research looking at the 'particular' characteristics of Millennial librarians, Gordon argues that while ideas about generational differences may generalise perceived differences, we should still consider them if only because it helps to provide "insight" into how to recruit and retain new generations of librarians (p.397).

Leadership development:

While the potential loss of skills and knowledge as older workers retire is important, perhaps of greater concern for any organisation is the loss of leadership. Sivak and de Long's (2009) wrote an article explaining in detail the fallout over the results of a three-year study in human resource management in Canadian libraries – known as the 8Rs Canadian Library Human Resource Study. The findings of the study impelled the Canadian Library Association to organise a council whose aim was to plan how best to guide "the dynamic and shifting human resource environment" happening within Canadian libraries (p.167). The findings of the 8Rs study were wide ranging, but of particular interest to this current research was the discussion on the type of qualities lost when librarians retired. The loss of skills and knowledge was acknowledged, however it was the loss of leadership qualities that most - 46%, or just under half, of libraries surveyed - were concerned about, particularly as internal candidates for these

positions were felt to have “inadequate” leadership abilities (p.172).

Sivak and de Long argue this highlights the urgency of preparing future generations of leaders; and rather than just focusing on preparing midcareer librarians, we need to look at beginning this process with new library professionals (p.172).

To understand how well American library school training assists in developing new library professionals’ leadership and management skills, Mackenzie and Smith (2011) surveyed current library leaders to find out where they acquired their leadership and management skills. They found that most library leaders gained this type of experience outside of the library school, leading the researchers to argue that current library school training fails to develop “real world” library skills and that library managers “grow themselves” (p.68-69).

In a study with a United Kingdom and Australian focus, Fisher, Hallam and Partridge (2005) analysed research from those countries that looked at the kind of skills twenty-first century librarians must acquire, and the type of staff employers want to be able to employ (p.14). They found employers wanted staff able to cope with the fluid nature of the rapidly changing library and information world, an ability the authors argue are found among those staff with leadership skills (p.23). They suggest this has implications for library and information science academic curriculum, however when it came to leadership skills development, they also found there was a lack of consensus among those in the profession on the level of scope such a curriculum should have (p.24). In the New Zealand situation, Victoria University of Wellington who provide the MIS curriculum conducted an external review to its programme and is looking at ways to respond to the recommendations made (Chawner, 2013), p.2).

O’Leary (1997) believes the historical focus of leader development can be seen in light of career development theories and their focus on movement through a hierarchy, although this model has also been criticised as competition based and gender biased (pp.92-93). But models such as these still permeate many work environments’

possibly causing those who find it difficult to relate to, thus contributing to conflicted thoughts about their own career development and/or leadership ambitions.

Some researchers have argued libraries should develop succession plans as a way of retaining staff and developing future leaders (Galbraith, Smith and Walker (2012), Hawthorne (2011)), Langbroek (2010), Nixon (2008), Singer (2010), Whitmell (2004)). Nixon contrasted the hiring processes of top-level library staff with CEOs of companies (pp.249-250). In the business world, she argues, the transition from one leader to another is made easier because many top companies have invested in succession planning (p.250).

Langbroek, from the Netherlands National Library, argues the digital library “requires a different type of librarian” - specifically someone comfortable with technology, is “analytical” and has an “international perspective” (p.321). With concerns about impending staff retirements and the library’s ability to recruit suitable replacements (who fit the before mentioned criteria mentioned), the library developed a staff-planning programme with a key goal of holding on to “young, talented staff members” (p.318). Looking at succession planning in American academic libraries, Galbraith et al. found that while the principles of succession planning were widely understood implementing those principles was another matter, as employees were not given opportunities to develop leadership skills. In the Australian context, Vicki Whitmell investigated how succession planning in the libraries of the Australian Technology Network could be applied. Several reports were produced, with the main report suggesting to a number of strategies to assist succession and questioning the continuing practice of hiring “for today’s needs rather than the needs of the library in the future” (pp.3-5).

In their chapter on leadership and its importance in higher education, Renaud and Murray (2003) acknowledge that the library profession had done much to identify and understand future challenges it was facing, but also note with concern that up to that time little attention

had been paid to “the shortage of librarians able to provide leadership to respond” to these challenges (p.164). They argue that university libraries need to find ways to develop new leaders to help libraries survive the challenges of the 21st century and they suggest learning from the sector with the most experience in leadership development, that is, the business sector (p.167).

In a ground breaking five-year study of business executives, John Kotter (1982) drew insights into how successful leaders are development. The study was aimed at understanding why this group were successful at what they do and his findings are still relevant today. Kotter conducted extensive interviews and surveys with CEO's with the aim of finding out how and why they were effective in this role, what personal characteristics varied that effectiveness, and the type of work or other experiences that helped provide them with the necessary skills to be a successful leader (p.155). While the research focuses on general managers, the role that these individuals have within the companies they work for are not, strictly speaking, 'management' roles, at least not as Kotter explains management. In a later work focusing specifically on leadership, Kotter (1990) argues that the key differences between management and leadership is that management is a relatively unchanging role, whereas leadership is about movement. Management involves planning, organising and monitoring the day-to-day affairs of the business whereas leadership is about change that is not always easy to predict but if it 'moves' the organisation or group to a better location than it was previously in - through “fair and equitable means” - then that is effective leadership (p.5-6). In his research of the general managers, the function or role he identifies these individuals as having within the various companies they are employed with, are in fact leadership roles and he identifies nine key development opportunities that the general managers were exposed to that are the most important for developing leadership skills.

How the literature has informed the current research:

The review of the literature has informed the research in a variety of ways, not only by showing the importance leadership plays in negotiating change, and leadership on all levels, but also that hierarchal modes are limited in that they fail to adapt to constant rapid change, such as all libraries are faced with. While organisations may be happy to keep the baby boomer's unable or unwilling to retire, or who have deferred retirement or have chosen semi-retirement, relying on this cohort will only temporarily delay the fact that organisations are still faced with a significant loss of skills and knowledge within the next couple of decades. Younger workers have not, and will not have had time to acquire the necessary experience required to fulfil job requirements, and in the case of those workers that do have some experience, competition among organisations to acquire the services of this group could be fierce.

Although the nature of leadership has been argued over in the need to define it, it is also clear that contemporary views of leadership see it as a skill that can be developed and therefore acquired. Kotter's description of nine key development opportunities will provide a framework for examining the type of opportunities new professionals are exposed to, which opportunities and whether a lack of exposure has any influence on their attitude toward leadership.

Need for the study

Apart from building on some of the research discussed above, several recent developments regarding library leadership in New Zealand provide motivation for this research.

Edmundson and Morgan's research shows that leadership development and workforce planning to manage change is imperative, however Barthorpe states that no university in New Zealand has developed such a plan and that development opportunities are limited by dependence on budgetary constraints. When it comes to mentoring, delivery appears to be patchy, limited to those higher up the leadership ladder, and generally conducted on an ad hoc basis. New Zealand's library professional organisation, LIANZA, recognises a need for leadership development that involves identifying emerging leaders, providing training opportunities and mentoring, and to facilitate this has recently appointed a 'leadership champion' to implement proposed leadership initiatives. This research may provide insight into the level of interest by new library professionals for such an opportunity.

Finally, changes to how the MIS curriculum at Victoria University of Wellington is currently being conducted and feedback from interested stakeholders has been asked for. This research could add to that discussion.

Research questions

Main research question is what is the attitude of new professionals toward leadership and does this affect their ambition to take on a leadership role?

Sub-questions include:

What development opportunities are provided for participants' in the workplace and do these opportunities assist in developing their leadership skills?

What level of interest do new professionals have to mentoring and are they interested in access to a mentor?

Does generational differences play a role in attitudes to leadership?

Has new professionals' library qualifications assisted in developing interest in leadership opportunities?

Methodology

This research utilises a post-positivist methodology and takes an interpretivist epistemological approach. In a post-positivist view factual objectivity is moderated by the idea that "facts were subject to interpretation" (Pickard, 2013), p.10). An interpretivist epistemology considers knowledge we acquire a "product of the interaction between the known and the knower", that the parties sharing knowledge "are both 'changed' by the experience" and that the result of the interaction is knowledge that is "time- and context-bound" (p.12).

The method of data collection was application of an online survey consisting of both closed and open-ended questions. Closed questions are often associated with quantitative research but, when writing about qualitative research methods, Julien (2008) argues that when combined with open-ended questions this type of mixed method questionnaire is a valid way of conducting qualitative research (p.846).

What qualitative research does is emphasize "interpretation rather than explanation" but because of this, any conclusions drawn by the researcher may be subjective given that they are dependent on the researcher's interpretation of the survey participants' answers (Sutton (2009), p.4380). Qualitative research acknowledges the constraints on the researcher's ability to provide absolute corroboration, but still attempts to find ways to "operate within these constraints" to help construct meaning (p.4384). Sutton also reminds us that Library and Information Studies is a social science and as the

range of problems likely to be encountered in such a diverse field is vast, no one research approach can provide all the answers (p.4380).

Population and sample

The population are new library professionals (as defined above) currently employed in a tertiary library. Without fully knowing the number of library professionals who fit the criteria set for this research, it is difficult to say with complete confidence whether that the participants make up the entire population as defined above. However, the invitation to complete the survey was open to anyone who fit the criteria, who subscribe to NZ-Libs listserv, and who was willing to take the time to participate. It is our contention that at the very least the sample of participants who chose to take part are representative of the population of new library professionals currently working in tertiary library in New Zealand.

Data collection

An introductory email was posted on the NZ-Libs email discussion list inviting new library professionals currently working in academic libraries, to answer and submit a survey document, which was attached to the email. The survey asked participants to answer twenty-four questions and was estimated to take between fifteen to twenty minutes to complete. The survey method chosen for this research came from the Qualtrics Research Suite, which is a free online survey tool provided by Victoria University of Wellington. A copy of the introductory email and the survey questions are included as Appendix A and C.

Ethical considerations

Human Ethics approval was applied for and granted by the Victoria University Human Ethics Committee. An information sheet for survey

participants was attached to the front of the online survey and is included as Appendix B.

Approach to data analysis

A thematic content analysis of participants' answers to survey questions has been chosen for this research. People construct meaning from their lived experience, and one way this meaning is reflected is through our attitudes. Content analysis provides a framework to interpret survey participants' answers, to better understand their attitude toward leadership. First defined by Krippendorff, then later expanded upon by Neuendorf, content analysis depends upon observation/interpretation to evaluate the spoken and/or written word and the symbolic content of their meaning (Hall and Valentin (2005), p.191). Themes that arose from the research literature were helped shape the nature of the survey questions and the analysis of participants' answers.

Results

In total there were 56 registered survey entries, but of these, only 35 were fully submitted. Three of these were not eligible as submitters indicated that they are currently working in a library other than the tertiary sector. The remaining 32 submissions fit the research criteria and form the basis of this research.

Questions in the first half of the survey were designed to gather general background information about the participants. Results of the demographic question in Figure 1 show that participants cover the full range of age groups listed, apart from the under 20's, with an equal number of generation X (36 - 45 year olds) and Y (26 - 35 year olds). This is probably not an unexpected result given the research is targeting new professionals and while not uncommon for librarianship to be a second career choice, beginning that second career could well fit within these generational groupings.

(Figure 1. Generational breakdown).

Given the predominance of women in the library profession in New Zealand as shown in a 2010 report from LIANZA, it is also not surprising that the majority of submitters (71%) were female. Equally unsurprising, given the greater population living in the North, that most participants are located in the North Island, and that Auckland dominates in this region (Figure 2). In answer to question five, eighteen participants indicated that they have completed their study,

while ten are yet to complete and four have already completed a library qualification at the Open Polytechnic and are now studying for another.

(Figure 2. Breakdown of geographical location)

Figure 3 shows that the vast majority of participants are currently working at a university, with one at a private theological university. Results of the question ten regarding current position/title yielded a wide range of job titles including:

Systems

Digital projects

Subject/liaison

Collection service and/or development

Inter-loan and circulation

E-learning

Research publications

Serials

Most from this group have completed studying for the MIS at Victoria University of Wellington. Ten participants gave their current position/title as library assistant, which made this the single biggest group. Six in this group are studying for and yet to complete the MIS at Victoria University, another two have completed Open Polytechnic diplomas, while the other remaining two having completed Open

Polytechnic diplomas but are now studying for further qualifications with the Open Polytechnic.

(Figure 3. Current place of employment).

The majority of participants indicated they have worked in libraries outside the tertiary sector, and Figure four shows the influences attracting participants to the profession that were chosen by ten or more participants. Seven participants also indicated that the positive influence of other library professionals and the chance to be part of information literacy influenced their career choice.

(Figure 4. Top influences).

Questions 11 to 16 were designed to gain a greater understanding of participants' attitude toward leadership, with the first of these asking participants to choose and then rank in order of preference the top three qualities they believe a leader should have. All but one of the qualities listed – optimism – was chosen, but when averaged out the top three were: good communicator (24), ability to inspire (14) and positive attitude (11) and as be seen, the first of these was a clear favourite. Question 13 asked participants whether they thought leadership qualities can be taught and as Figure 5 shows, there was a fairly even division of opinions. However question 14 asked participants to explain their responses to the previous question and here drew participants closer together, particularly those who chose the 'no, not really' option who qualified their answer in a number of ways. Several thought some qualities could be improved upon, but then they also suggested that this would probably depend on the individual. One participant whose three qualities were the ability to delegate, creativity and initiative thought that delegation could be taught but the others were 'innate', and because he believed he lacked the latter two qualities he considered himself unsuitable for a leadership role. Others in the no group were quite adamant that leadership qualities couldn't be taught, and also used the word "innate" or "inherent", and some thought that it came down to "personality" that "some people are born leaders". For one participant leadership is "an x factor" – something one either has or hasn't got.

(Figure 5. Can leadership qualities be taught?)

Figure 6 shows that the level of interest in taking on a library leadership role, either now or in the future (question 15), saw an equal number of participants choosing between Yes and Unsure. Singularly, but more particularly when put together, these two far outweigh the 'No's' which could suggest that the participants of this survey are not without ambition to take on a leadership role, if not now at least sometime in the future. This suggestion is further reinforced when we look at participants' explanations to this question. Six cited a current lack of experience and/or confidence to take on such a role at this time, but that "maybe later" they would be interested when experience and confidence had been gained. One saw leadership as a way to gain "authority" to "make changes within libraries" and for another taking a leadership role would provide an opportunity "to have a positive influence on the staff and environment of the library". Another is already co-leading a team of 20 and that "this is enough for me right now!" Three cited previous experience of poor leaders/managers as reasons for them willing to take on a leadership role, with two suggesting because of this experience they would be able to do "a better job" of leading. Equating leadership as another word for management was made reference too several times and generally in a negative way. These participants referred to previous bad experiences of management/managers as the reason they were unwilling to take up a leadership role. One from this group felt that once you became a manager "you don't do library work anymore" and "anyone who aspires to be a 'leader' probably doesn't have the qualities necessary [sic] to be a good one". On a more positive note, one participant thought it was important to "take up leadership roles" especially with their current employer as they had provided her with "many opportunities to display leadership without having the burden of management". For this participant taking on a leadership role is "one of the ways that I can give back" thus being "an arrangement of mutual benefit". Although leadership was equated with management

by several participants not everyone regarded management as a negative. Two said it was their “goal to take on a management position”, although one explained they didn’t want to go any higher than middle management, otherwise “you are no longer being a librarian but rather a business manager”.

(Figure 6. Interest in taking on a library leadership role).

Several responding ‘no’ did so as they saw themselves as an “introvert” or “not naturally drawn to a position of leading others”. This latter participant had had previous experience in middle management but found the role “draining”, while another participant suggested taking on a leadership role would be “doing too much for too little financially”. Another from the ‘no’ group said their employer included all staff in deciding future changes, which meant there wasn’t “a huge incentive” to take on a leadership role. A perception that a leadership role would negatively impact on their ability to interact with library users was a key concern for many of the ‘no’ group and this aspect also featured in comments from several that selected the ‘unsure’ option.

Figure 7 show the results of question 17, which refer to the nine opportunities Kotter argues are essential for leadership development. For this, and question 18, participants were asked to select any that applied. The vast majority (26) select three or more, 19 five or more and three participants selected all nine. There was one participant

who selected only one opportunity but thought that it didn't really count as an opportunity as it was to "study in own time with own money". Study was the main outside responsibility cited by participants although fourteen also cited LIANZA (or similar) conference attendance as well. There were many positive comments from participants about their employer's willingness to provide financial support and/or time off work for development opportunities although several also referenced budget constraints that saw competition among employees for available funding. Two referred to their managers as mentors, and listed a variety of opportunities they had been exposed to. One who described their manager as "my mentor" also referred to their colleagues' approachability and another participant's team "have high ideals and are constantly considering how the library service could be improved", which gave this participant many opportunities to be involved in team projects. Several participants referred to opportunities to volunteer for various assignments, generally on a first in/first serve basis. One said they are able "to talk with my manager at any time" and while not a formal mentoring situation it is "an open door" policy. This participant has also been involved in a variety of committees, involved in introducing new services (and "the champion for those services") for the library as well as being involved in "institution-wide" discussions. A large number of references were made about employers offering professional development opportunities and support from employers for study whether financially and/or in time off for study. However while also acknowledging this of their employer, one participant thought that "the hierarchy and rigid structure of the organisation" made it too difficult to take on roles requiring management of people.

1	Take on challenging assignments		22	63%
2	Take on visible leadership role/s		12	34%
3	Take on assignments that broaden your knowledge and experience		25	71%
4	Be part of a task force assignment		16	46%
5	Have access to a mentoring and/or coaching		11	31%
6	Attend meeting outside responsibilities (e.g. study, conferences etc.)		29	83%
7	Take on special development jobs		13	37%
8	Be involved in special projects		24	69%
9	Engage in formal training programmes		26	74%

(Figure 7. Exposure to leadership opportunities).

One participant described being on secondment and this opportunity gave them the chance to engage with new colleagues and roles, and felt that this opportunity helped support their library degree and had allowed them to “upskill”. On a more negative note, a participant asked if ‘challenging assignments’ was “code for getting thrown in the deep end”, and another who is facing “a big job” involving motivating other staff with “little support from those in managerial roles” was concerned about how they would succeed. A mentor “would help a lot” but they struggled to find anyone in their department to be this. Survey questions 20 and 22 are both related to mentoring with the first of these asking about workplace access to a mentor and the latter asking how interested participants are in having access to mentoring. Thirteen said their workplace didn’t provide access to a mentor, nine indicated yes and ten were unsure whether there was mentoring available. Twenty-one of the 32 participants, the overwhelming majority, indicated interest in mentoring, with only two not interested at all, a further three already have access to a mentor and six were unsure.

Question 19 seeks to understand the standing of tertiary libraries among participants as a future employer should participants be interested in seeking out a leadership position. This question allowed participants to make multiple choices, which most did. Half the participants indicated they would seek a leadership position with their current employer and twelve also indicated a preference for another tertiary library. Only two chose to comment on their choice, with one not currently interested in such a role but would consider it if one was offered, and the other “open to all possibilities”. On comment in another part of the survey but which relates to this question said that it was not easy to move from a polytechnic position to a university one as “universities tend to think of polytechnics as inferior”.

Figure 8. (Employer of choice).

Question 21 regarding barriers to taking a leadership position was another where participants could list more than one answer. The main barrier, listed by 20 of the 32 participants, was that the current workplace already has enough leaders, with one commenting “it will be a case of waiting for staff to retire”. Five said their non-interest in a leadership role was the main barrier, nine thought they were too young and that older workers would not respect them, while one indicated the opposite. Many of those who thought there were already

enough leaders in their current workplace also included a lack of leadership opportunities as another barrier. Several thought their current inexperience was the main barrier although one added, “support for young leaders seems to be lacking” with experienced staff assuming new staff would “pick up things intuitively”.

Question 23 asked participants to rate how much their library qualification has helped equip them to take a leadership role, with the graph in Figure 9 showing the results. There were thirty eligible responses to this question with nineteen giving a score of five or higher.

The part of the survey asked participants to include any additional comments, which seventeen did, with several choosing to go into more detail about the relationship between their library qualification and leadership. Some thought their qualifications helped develop “library-related skills” and gave them “more confidence” in the workplace, but they also thought that it didn’t do that much for them in terms of learning about leadership. One participant who had completed the MIS was very scathing and said they “would have given it a rating of zero” if the option had been available. This participant thought the management courses “generic” rather than library related and thought that the qualification “puts library assistants off the profession as a career” as it “zaps all your energy, time, money and enthusiasm” but if you “to go any further in a library career” then you have to do it. In a similar vein one participant said “you need to spend a lot of time absorbing the right way to do things” in order to get “into the circle before you have a voice”. One thought the library qualification “barely touched on interpersonal leadership in any meaningful way”, rather focusing on technical skills. Another participant said much the same but they thought it still gave them insight into some of the challenges, trends and ideas important to the profession and this had given them the confidence to seek leadership roles “because I feel like I know what I’m talking about a bit more” Another suggested entry-level jobs require “quite different skills from leadership roles”, which would

make it difficult for someone with “leadership traits” to fit in. This participant thought the current leadership classes available focused more on skills for senior leaders and would like “VUW look at leadership for those who aren’t senior managers”. Other participants referred to the imminent retirement of current library leaders therefore it was important that the profession “trains up the next generation of leaders”. This person mentioned and was keen to take part in the new LIANZA future leaders scheme, while another also thought mentoring “essential”.

(Figure 9. Library qualification and leadership).

Findings and discussion

Viewing leadership as defined by this research did not at first appear to be the same view of a large number of survey participants. It would be tempting to frame this as evidence of a lack of experience or knowledge about the nature of leadership, but as this idea was expressed by participants’ from all the generational groups this is clearly not the case. However, when participants’ explanations are added to the equation, then participants’ ideas about leadership are not as clear-cut as the quantitative data would suggest. A close analysis of participants’ comments show that the majority are in fact more closely aligned to a view of leadership qualities as something that can be learnt/taught.

Leadership development opportunities

The majority of participants’ thought that their employers attempt to provide development opportunities, albeit tempered by budget

constraints and these constraints may have negative implications for those new librarians who are less confident or skilled at pushing for access to leadership opportunities and development. It is encouraging to see employers providing opportunities, albeit the main development opportunity was associated with time off (and sometimes financial help) to assist in completion of postgraduate library qualifications, the attainment of which benefits both the new library professional and their employer. Analysing the comments of the three participants who selected all nine of Kotter's development opportunities, it seems this group has had experience and the confidence in asking/looking for developmental opportunities. That their employer has provided them with those opportunities suggests they have been earmarked as future library leaders.

On a slightly less positive note, in the comments section describing development opportunities several participants noted a lack of guidance, which left them feeling overloaded or floundering out of their depth. In cases like this the opposite of development is a possibility and would thus have a negative affect on new professionals attitude towards taking up any such future opportunities.

Mentoring

The evidence for access to mentoring and/or leadership training was overwhelming and mirrors the call from the younger participants of Barthorpe's research on workforce planning. Not all who indicated they would like access to mentoring also expressed an interest in moving into a leadership role, however it would indicate participants' wish to learn as much as they can from other library professionals. Those participants' indicating they are currently being mentored showed a high level of interest in taking on a leadership role, as did the participant who referred to their manager's open-door policy. It is encouraging to see that the profession in New Zealand is attempting to fill the mentoring gap, and the findings of this research could have implications for LIANZA's new Leadership Champion initiative.

Generational differences

Each generational group was fairly evenly divided over their preference (or not) for taking on a leadership role, as well as their views on how leadership can be development, the barriers they face, and their views on mentoring and their library qualifications. The two notable generational workplace issues of note were comments from a Gen Y and a Millennial participant about having to wait on senior staff to retire before a leadership role could be accessed, reiterating comments of younger participants in Barthorpe's research. There was also a perception by some that younger staff lack a voice in the organisation overall, but overall there appeared to be no obvious generational differences among participants'. The choice of too many leaders as a barrier to leadership opportunities was consistent across all generations. All of this relates back to Kowske, Rosch and Wiley's caution about relying to heavily on theories based on generational differences. Even when participants were broken down into geographical location and gender, there was no obvious generational difference in attitude, thus confirming Parry and Unwin argument.

Library qualifications

While quantitative data showed that the majority of participants thought their library qualifications helped equip them to take on a leadership role, participants' comments again show that this is not as clear-cut as it would appear. Several had mixed reactions to undertaking a library qualification, as they believed they were already capable of doing the work without the qualification. But if they wanted to advance their library career or be considered as having a 'voice' with senior staff, they had to complete the course of study. Most acknowledged that library qualifications did provide theoretical knowledge of library processes, issues and challenges facing libraries and several participants said it gave them confidence in the workplace, but a large number also described the library qualification as limited in terms of developing inter-personal skills central to leading others. The recommendation to include a

practicum/internship for **all** students in the MIS curriculum at Victoria University could provide a step forward in attaining some progress in this area, as it helps open up new librarians to experiences and interaction with others in the wider profession.

Attitude toward leadership

Despite some discussion that drew negative associations of leadership as management, and then management negatively associated with workplace hierarchy, paper work and budgets, and taking librarians away from interaction with library users, there was no clear evidence of any lack of ambition by the majority of participants to take on a leadership role. Quite the contrary, as many are already doing so and other participants, including those who indicated they were unsure about such a role for themselves, indicated that they would look into it after they had gained more experience. While attitudes varied and depended on knowledge, experience, confidence and exposure to leadership development opportunities, but on the whole, the attitude of participants taking part in this research show a willingness to engage in future leadership roles.

Limitations

It was expected that the targeted group would be subscribers to the NZ-Libs email discussion group, but it is possible that some new professionals fitting the criteria for this research are not subscribers to this group. This therefore limits the comprehensiveness of the research.

Unlike unstructured interviews, the survey doesn't allow for follow up questions and while open ended questions provided finer detail, it is likely that interviews may have garnered a fuller understanding of some of the concerns raised by participants.

Disappointingly, there are no participants from Te Wananga libraries included in this research. Perhaps the participant criteria made these individuals ineligible, and while we cannot make any conclusion about the cultural make up of the participants who took part in the survey, it is likely that the research reflects a Pakeha/Eurocentric world-view.

The design study invited only those new professionals working in tertiary libraries were invited to take part, therefore no conclusions can be made about the attitudes of those working in other library sectors.

Conclusion

This research has presented the results of a study of new professionals currently working in Aotearoa New Zealand tertiary libraries. Findings show that attitudes about leadership were relatively similar across all generational groupings, casting further doubt of the claims of generational theories. While there was some evidence of reluctance by participants to taking on a leadership role, the reasons of inexperience or lack of confidence are quite valid. These concerns can be overcome through exposure to development opportunities, which most new professionals are provided with although this is subject to a number of conditions, not least of which are budgetary constraints. Mentoring was the one leadership

developmental opportunity that was rare for participants to be part of and with the overwhelming majority expressing an interest in having access to mentoring, clearly shows there is a need. Overall, this research shows that the attitudes of new library professionals towards leadership are encouraging for the future of our tertiary libraries in that a large number expressed an interest in and/or a responsibility to take on such a role either with their current employer or with another tertiary employer.

The results of this research have implications for the different groups discussed above. The level of interest in taking a leadership role and access mentoring could mean a corresponding level of interest in LIANZA's new Leadership Champion initiative and mentoring programme and frequent reminders to LIANZA members of these opportunities would raise the level of knowledge of their existence. The inclusion of a practicum for all MIS students to participate in, as currently being proposed by Victoria University of Wellington, is a development opportunity that could boost new library professionals' confidence in and knowledge of the profession. Research shows all such opportunities play a part in leadership development.

Suggestions for future research

Research using a qualitative semi-structured interview methodology would give a different perspective because it allows the researcher to drill down deeper to establish greater clarity of meaning. Also, research covering other library sectors could provide a comparison and present a wider perspective of new professionals' attitudes across the profession.

As suggested above, it is likely the results of this research reflect a Pakeha/Eurocentric world-view. Future research looking attitudes about leadership from a cultural perspective would provide a fuller understanding of how to develop future leaders in Aotearoa New Zealand's tertiary libraries.

The research uncovered an overwhelming interest in access to mentoring and suggests further research to investigate how information of LIANZA's mentoring programme is disseminated to new library professionals, and what limitations, if any, there are in them gaining access to the programme.

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Figures

One: Generational breakdown

Two: Breakdown of geographical location

Three: Current place of employment

Four: Top influences

Five: Can leadership qualities be taught?

Six: Interest in taking on a leadership role

Seven: Exposure to leadership opportunities

Eight: Employer of choice

Nine: Library qualifications and leadership

Appendices

Appendix A: Introductory email

What's your attitude toward leadership?

I am a Masters student at the School of Information Studies at Victoria University of Wellington. As part of my degree I am conducting a research project looking at new library professionals' attitude toward leadership, with a focus on librarians working in the tertiary sector. For the purpose of this survey, a new library professional is defined as someone who began studying for a library qualification within the last five years, or who has completed a library qualification within the last five years.

If that's you, then I am seeking your participation in an anonymous web survey. All of the answers will be aggregated for data analysis and no identifying information will be recorded, so neither you nor the organisation you work for will be identifiable in any way. The survey has 24 questions and shouldn't take longer than 15 minutes. Participation is voluntary and if you wish to participate, you can do so via this link

http://vuw.qualtrics.com/SE/?SID=SV_8igAMSjTPzZHw1f

If you would like have any questions or would like to receive further information about the project, please contact me via email at

donalddeni@myvuw.ac.nz<mailto:donalddeni@myvuw.ac.nz> or on 021

1356044 or you may contact my supervisor Professor Anne Goulding at

anne.goulding@vuw.ac.nz<mailto:anne.goulding@vuw.ac.nz> or on 04 463-5887.

Many thanks for your valuable participation,

Denise Donaldson

****apologies for cross-posting****

Appendix B

Participant Information Sheet

Research Project Title: Leadership and the new library professional: what is the attitude of new library professionals toward leadership?

Researcher: Denise Donaldson, School of Information Management, Victoria University of Wellington

As part of the completion of my Masters, this study will explore the attitudes of new library professionals, currently working in New Zealand tertiary libraries, toward leadership. This research is timely as research shows that the world's, including New Zealand's, workforce is an aging one, and library research shows that the profession's workforce is older still and that this is even more pronounced in libraries within the tertiary sector. Understanding new library professional's attitudes toward leadership will provide the profession with insight into how best help new professionals meet their leadership potential.

I am inviting new library professionals currently working in New Zealand tertiary institutions to participate in this research. For the purpose of this research, **a new library professional is defined as someone who began studying toward a library qualification within the last five years, or who has completed a library qualification within the past five years.** Library qualifications include those completed through Victoria University, the Open Polytechnic, Te Wananga, or an equivalent overseas institution. If you fit these criteria, I would be grateful if you would fill in the following questionnaire, which should take approximately 15 minutes of your time to complete. Victoria University requires, and has granted, approval from the School's Human Ethics Committee.

Participation is voluntary, and you will not be identified personally in any written report produced as a result of this research including possible publication in academic conferences and journals. All material collected will be kept confidential, and will be viewed only by myself and my supervisor, Professor Anne Goulding. The research report will be submitted for marking to the School of Information Management, and subsequently deposited in the University Library. Participation is entirely voluntary and the data collected will be destroyed two years after completion of the project.

A copy of the full research report and an abstract containing a summary will be available from the Victoria University of Wellington Research Archive mid to late February 2014. If you would like to be emailed a summary of research results, or would like any further information about the project, please contact me at donalddeni@myvuw.ac.nz or telephone 0211356044, or you may

contact my supervisor Professor Anne Goulding at
anne.goulding@vuw.ac.nz or P.O. Box 600, Wellington 6140, telephone
04 463 - 5887.

Many thanks for your valuable participation. Denise Donaldson

Appendix C: Survey questions

1. Please tick the age bracket that applies to you.

Under 20 20 - 25 26 - 35 36 - 45 Over 45

2. What gender do you identify as?

Male

Female

Prefer not to say

3. Where are you currently employed?

Polytechnic

Te Wananga

University

Other

4. Where is your current work place located?

Northland

Auckland

Waikato

Bay of Plenty

Gisborne

Hawke's Bay

Taranaki

Manawatu-Whanganui

Wellington

Tasman

Nelson/Marlborough

West Coast

Canterbury

Otago

Southland

5. Please select the library qualification/s you hold and/or that you are studying for.

BA Information & Library Studies (OP)

BA Communication and Information & Library Studies (OP)

BA Humanities and Information & Library Studies (OP)

Postgraduate Certificate in Information Studies (VUW)

Postgraduate Diploma in Information Studies (VUW)

Master of Information Studies (VUW)

Certificate in Information Management (VUW)

Diploma in Information Management (VUW)

Master of Arts (Information Studies) (VUW)

Master of Commerce & Administration (VUW)

Master of Information Management (VUW)

PhD in Information Studies or Information Systems (VUW)

Heke Puna Maumahara (TWR)

Poutuarongo Puna Maumahara (TWR)

Other (e.g. overseas qualification)

6. Have you completed your library qualification/s? (Select the answer that best describes your situation).

I have completed my library qualification

I have a library qualification but am still studying for a subsequent library qualification

I have not completed my library qualification

7. What attracted you to become a librarian? (Select as many as apply)

Love of books/reading

Long held ambition

Prior library work experience

The variety of work involved

Positive influence of other library professionals

Personal mentor

Customer service

Prestige of working in an tertiary library

Financial rewards

Chance to be involved in information literacy

Enjoy being a source of information

Opportunity to communicate with a wide variety of people

Love of the physical space of the library

Enjoy working in a research environment

Technology involved in librarianship

It was the only work opportunity available at the time

Other

8. Have you had experience working in libraries outside the tertiary sector? (e.g. public, special library etc.)

Yes

No

9. If you answered yes to the above question, please indicate the other library sector/s here.

10. What is your current position/title?

11. From the list below, please select the top THREE qualities you think an effective leader should have.

Honesty

Ability to delegate

Good communicator

Sense of humour

Confidence

Commitment

Positive attitude

Creativity

Intuition

Ability to inspire

Vision

Team player

Compassion

Optimism

Decisiveness

Good listener

Action orientated

12. Please rank the three qualities you selected above in order of preference here (i.e. 1st, 2nd and 3rd preference) and note any other qualities you think a leader should have that are not included in the above list.

13. Do you think the leadership qualities you selected can be taught?

Yes, mostly

No, not really

Unsure

14. Please explain in more detail your answer to the last question.

15. Are you interested, either now or in the future, in taking on a library leadership role?

Yes

No

Unsure

16. Please explain in more detail your answer to the last question.

17. In your current workplace, are you provided with the opportunity to ...(please select any that apply)

Take on challenging assignments

Take on visible leadership role/s

Take on assignments that broaden your knowledge and experience

Be part of a task force assignment

Have access to a mentoring and/or coaching

Attend meeting outside responsibilities (e.g. study, conferences etc.)

Take on special development jobs

Be involved in special projects

Engage in formal training programmes

18. If you selected any of the above, please briefly explain what those opportunities were.

19. If you were interested in taking up a leadership position would you ...

Actively seek such a position with your current employer

Look for such a position in another library/information management sector

Seek a leadership position at another tertiary library

Look for a leadership position outside the library/information management sector

Not at all interested in any leadership role

Other (please explain in the text box below)

20. Does your current workplace provide access to mentoring?

Yes

No

Unsure

21. What are the barriers to you taking a leadership position? (please tick any that apply)

Current workplace already has enough leaders

Lack of confidence

Not enough leadership opportunities provided

Too young - older workers would not respect you enough

Too old - younger workers would not respect you enough

Personally not interested in taking leadership position

Other (Please state in the text box below)

22. Would you be interested in having access to mentoring?

Yes

No

Unsure

Already have a mentor

23. On a scale of 1-10 (with 10 being the most), how much has your library qualification/s helped equip you to take a leadership role?

1 2 3 4 5 6 7 8 9 10

24. Please include below any additional comments you would like to make regarding your personal view of leadership in the library profession.

Denise Donaldson

Word Count: 9,120