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A PHENOMENOLOGICAL STUDY OF EFFECTIVE LEADERSHIP IN ACADEMIC
HEALTH SCIENCES LIBRARIES IN THE UNITED STATES

by

Ricky Lester Fought

A Dissertation

Submitted in Partial Fulfillment of the

Requirements for the Degree of

Doctor of Education

Major: Higher and Adult Education

The University of Memphis

December 2016

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Dedication

For my dad, Robert Lee Fought, who believed in education and more importantly, always believed in me. Thank you for your hard work, selfless dedication, and endless sacrifice to your family. You are always in my thoughts, and I miss you every day.

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This dissertation would never have been conceived, let alone finished, if not for the tireless efforts and mentorship of Dr. Mitsunori Misawa. I am very grateful to have had the opportunity to get know Dr. Misawa and have him as an instructor for several courses. It was during these courses and the time spent designing my research proposal for this dissertation that I really began to believe that I could do it. I owe him a tremendous debt. He has been very patient and kind, and the best doctoral program advisor and committee chair I could have imagined. I also am indebted to the work and advice of the other members of my doctoral committee: Dr. Bill Akey, Dr. Charisse Gulosino, Dr. Adam Walker, and Dr. Wendy Griswold. I greatly admire their dedication and efforts on my behalf. I benefited greatly from their wisdom and insights throughout the entire dissertation process.

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Last, but certainly not least, to my wife Terri, who has endured more than any person should. Thank you for believing in me and sticking with me through this all. There were many times when I had lost faith in myself and my ability to finish this, but you never did. You were always there to take care of me and the kids without any complaints. Thank you for being the best wife I could ever hope to have.

Abstract

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Academic health sciences libraries are experiencing a challenging period of transition and competition. They are still transitioning from a print to electronic environment while facing competition from the Internet and other information providers. Higher education is going through a period of shrinking state appropriations while facing greater accountability and calls for more affordability. These challenging times, however, are also bringing opportunities to libraries to contribute more to their campuses and partner with other departments on new programs and projects. To realize these opportunities and make it through the challenges ahead, academic health sciences libraries will need good leadership. The perceived effectiveness of the library director and of the library is closely associated, and adequate funding for the library is primarily determined by the administration's confidence in the library leadership. The purpose of this study, therefore, was to better understand how academic health sciences library directors experience leadership and how their experience related to their understanding of effective leadership. The research questions that guided this study were:

1. How do academic health sciences library directors understand their leadership and experiences as library leaders?
2. What was their career journey that led them into library leadership?
3. How do these library directors evaluate their effectiveness as leaders?

Data were collected using phenomenological semi-structured interviews and non-participant observations. A thematic analysis was conducted to determine the essence of the leadership experiences of the directors and how these experiences informed their

understanding of effective leadership. Three themes emerged from the data analysis: 1) Understand Leadership; 2) Path to Leadership; and 3) Measuring Success. These themes addressed the full range of leadership that academic health sciences library directors experienced from their early development as leaders to their reflections on their success. The implications of this study include recommendations for leadership development for emerging library leaders, including how to recognize emerging leaders, as well as the development of a tool to better measure a library director's effectiveness. Developing new leaders and improving leadership effectiveness in academic health sciences libraries would assist in proving the value of the library to their campuses and ensure a promising future.

Keywords: leadership, academic health sciences libraries, phenomenology, phenomenological interviews, nonparticipant observation

Table of Contents

Chapter		Page
1	Introduction	1
	Background of the Study	2
	Statement of the Problem	10
	Purpose of the Study and Research Questions	12
	Significance of the Study	13
	Definition of Terms	16
	Study Overview	17
2	Review of the Literature	18
	Overview of Leadership Theory	19
	Leadership Effectiveness in Higher Education	41
	Leadership Effectiveness in Academic Libraries	48
	Leadership Development in Academic Libraries	57
	Chapter Summary	65
3	Methodology	66
	Research Design	67
	Epistemology	68
	Theoretical Framework	70
	Research Methodology: Phenomenology	74
	Research Context	76
	Participants	76
	Data Collection	79
	Data Analysis	84
	Trustworthiness	86
	Chapter Summary	91
4	Findings	93
	Biographical Information of Study Participants	95
	Emerged Themes	97
	Theme 1: Understanding Leadership	98
	Category: What it Takes	100
	Category: Building a Team	103
	Category: Advocacy and Credibility	108
	Category: Awareness of Your Environment	112
	Category: Create a Vision	114
	Theme 2: Path to Leadership	116
	Category: Breadth of Experience	117
	Category: Focused Preparation	120
	Category: Mentoring	126
	Category: Recognizing/Developing Leadership Potential	127

	Theme 3: Measuring Success	134
	Category: Meeting Goals/Accomplishments	135
	Category: Honest Feedback	137
	Category: Formal Assessment	140
	Chapter Summary	143
5	Discussions, Implications, and Conclusions	144
	Summary of the Study	144
	Overview of the Problem	145
	Purpose of the Study and Research Questions	147
	Methodology	148
	Findings	149
	Discussion	150
	Discussion of Research Question One	152
	Structural Frame	154
	Human Resources Frame	155
	Political Frame	157
	Symbolic Frame	158
	Discussion of Research Question Two	160
	Discussion of Research Question Three	165
	Implications	170
	Leadership Development in Academic Health Sciences Libraries	171
	Effective Leadership in Academic Health Sciences Libraries	173
	Research Implications	176
	Limitations	177
	Recommendations for Future Research	177
	Conclusions	178
	References	181
	Appendices	
	Appendix A: IRB Approval Emails	202
	Appendix B: Consent Form	205
	Appendix C: Interview Guide	208
	Appendix D: Non-Participant Observation Guide	211

Chapter 1

Introduction

There are many definitions of *leadership* and it is a word that can have different meanings for different people since no consensus on its meaning has ever been reached (Northouse, 2013, Stogdill, 1974, Yukl, 1989). In his study on the history of leadership in the twentieth century, Rost (1991) found over 200 different definitions for leadership. He traced how leadership was first defined early in the century in terms of control and centralization of power (Rost, 1991). Later the focus turned to leader traits, then leader behaviors, and then it was viewed more in terms of groups as organizational behavior became the favored approach to understanding leadership (Rost, 1991). Definitions of leadership continued to explore the leader-follower relationship, and the term *influence*, the most often used word to define leadership, was examined from every perspective (Northouse, 2013). Finally, Rost (1991) found that definitions were coming back full circle to leader traits by the end of the century. Leadership will likely never be commonly defined as it will continue to have different meanings for different people and depend on circumstances (Northouse, 2013).

Leadership, despite the many ways it can be defined, does have components that are central to its understanding (Northouse, 2013). First, leadership is a process in the sense that there is a transactional event that occurs between the leader and the follower. The leader affects and is affected by the follower (Northouse, 2013). Second, leadership involves influence, or how the leader affects followers. Leadership cannot exist without influence (Northouse, 2013). Third, leadership happens in groups. There must be other people involved for leadership to occur. Finally, leadership involves common goals.

Leaders and followers are trying to accomplish something together. They have a mutual purpose and must work together to achieve their selected goals (Northouse, 2013).

Therefore, leadership could be defined as a process in which a person influences a group of persons to achieve a common goal (Northouse, 2013).

Effective leadership can be considered the successful application of influence towards goal completion (Chemers, 1993). Rosser, Johnsrud, and Heck (2003) described effective leaders as, “able to obtain the cooperation of other people and to harness the resources provided by that cooperation to attain organizational goals” (p. 5). The link between these two descriptions of effective leadership is that the common goals were successfully completed. Leadership cannot be considered effective if the agreed upon goals of the group are not obtained (Rosser et al., 2003). Also, though extensive research has been conducted on leadership behaviors (Blake & Mouton 1964; Bowers & Seashore 1966; McGregor, 1960, 2006), there has been a lack of clear results about effective leadership behaviors in organizations (Yukl, 2012). Yukl (2012) asserts that to accurately assess leadership effectiveness one must clearly define the criteria against which it will be judged, including objective measures of organizational performance, and include the perspective of multiple stakeholders.

There has been little agreement on what constitutes effective leadership in higher education (Del Favero, 2005; Rosser et al., 2003). In fact, Fincher (1996) contended that leadership effectiveness in higher education was mostly based on perceptions and what leaders were perceived to have accomplished. Effective leadership in academic libraries is even less understood with the research being scattered, and few connections existing between studies not written by the same authors (Fagan, 2012).

This chapter will begin with a background for the study. This will be followed with a statement of the problem. Next, the purpose of the study and its research questions are presented and followed with a discussion of the significance of the study. Important terms used in the study are defined. Finally, an overview of the study is provided.

Background of the Study

Early leadership theories began with an examination of why some people became leaders and what individual differences set them apart from others (Judge, Piccolo, & Kosalka, 2009). Trait leadership theories emerged first and dominated early research in leadership until Stogdill (1948), whose study questioned whether personality traits were adequate in predicting leadership effectiveness. Kirkpatrick and Locke (1991) provide a good summary of research studies addressing trait-based leadership theory. They argued that while possession of certain traits does not by itself guarantee leadership success, there was evidence that effective leaders are different from other people (Kirkpatrick & Locke, 1991). They suggested that effective leaders possessed certain core traits that significantly contributed to their emergence and success as leaders.

Leadership research then focused on leader behaviors and how they influence effectiveness. Fleishman and Harris (1962) investigated the relationship between leader behavior of industrial supervisors and the behavior of their team members. The research was conducted in three phases and measured the supervisors' consideration and structure behaviors, as defined by the authors (Fleishman & Harris, 1962). They found patterns in leader behaviors that confirmed their contribution towards effective leadership.

Supervisors who demonstrated greater consideration for their team members had a much

lower percentage of grievances filed and turnover rate than supervisors who exhibited a greater number of structure behaviors (Fleishman & Harris, 1962).

De Cremer and van Knippenberg (2004) used a scenario experiment, a laboratory experiment, and a cross-sectional survey to examine how self-sacrificial leadership predicts leadership effectiveness as a function of a leader's display of self-confidence. These two behaviors are representative of the kinds of behaviors advanced as effective in transformational leadership theories (Bass, 1998; Burns, 1979), which seek to change and transform people and can elevate both leaders and followers to higher levels of motivation and morality (Northouse, 2013). De Cremer and van Knippenberg (2004) found a strong interaction between self-sacrifice and self-confidence, and the combination of the two behaviors resulted in a consistent perception of leadership effectiveness across all three studies.

Other scholars examined leadership effectiveness from a situational or contextual perspective. House (1971) developed his path-goal theory of leadership from the more general motivational theory called expectancy theory. His theory suggests that effective leaders seek to increase the number of opportunities for their followers to achieve work goals and personal satisfaction. Effective leaders also clarify the path for successful attainment of these goals. The theory is concerned primarily with the relationship between leaders and their employees. Path-goal theory has four major categories of leadership behavior: directive behaviors, supportive behaviors, achievement-oriented behaviors, and participative behaviors. A leader must take into consideration situational factors, including employee characteristics and environmental factors, before deciding on specific actions. Leaders then choose appropriate behaviors from one or more of the

major categories that will assist individual employees as they navigate the path towards their goals (House, 1971).

Fiedler (1967) developed the contingency theory of leadership through his work on leadership effectiveness. He determined that leaders need to understand the details of their situation, and adapt their behavior accordingly, to improve the favorableness of their situation and therefore, their effectiveness (Fiedler, 1967, 1972). Fiedler's (1967) contingency theory stated there were two types of leaders, relationship-oriented leaders and task-oriented leaders, and either leader could be successful depending on their situation. Contingency theory identified three contextual variables that inform leaders as to the favorability of their situation: effective leader-member relations, task structure, and the leader's position power. The most favorable situation is created when there is a combination of good leader-member relations, highly structured tasks, and strong leader position power, whereas poor situation favorableness is found when there are poor leader-member relations, unstructured tasks, and weak position power (Fiedler, 1967).

Bolman and Deal's (1991) four organizational frames theory offers a different perspective from which to assess organizational behavior. They consolidated the major schools of organizational theory into a comprehensive framework encompassing four coherent perspectives for viewing organizational behavior: structural, human resource, political, and symbolic. Every leader has a dominant frame from which they operate most frequently, however, Bolman and Deal (1991) argue that to improve organizational effectiveness leaders need to assess their situation and reframe so that they are matching the correct frame to the context of the situation. Later, Bolman and Deal (2013) refined the theory further and address more fully a multi-frame approach to leadership that

encourages combining the frames. Bolman and Gallos (2011) take the four-frame theory and apply it specifically to the academic context, which they believe is unique and offers special challenges to leaders.

Effective leadership in higher education. Leadership effectiveness in higher education is, not surprisingly, complex to evaluate. “Higher education’s distinctive combination of goals, tasks, employees, governance structures, values, technologies, and history makes it not quite like anything else” (Bolman & Gallos, 2011, p. 4). Rosser et al. (2003) sought to present “a systematic approach for evaluating the leadership effectiveness of deans and directors from individual and institutional perspectives” (p. 1). They noted in their study that academic deans are most often judged effective or ineffective via informal assessments. They developed a model that takes into account the relevant dimensions of leadership and the multilevel nature of higher education institutions. The model of Rosser et al. (2003) consisted of seven domains of leadership responsibility that represent central evaluation criteria regarding the responsibilities and skills of the dean’s role. These domains consisted of vision and goal setting, management of the unit, interpersonal relationships, communication skills, quality of the unit’s education, support for institutional diversity, and research, professional, and community endeavors

Wepner, D’Onofrio, and Wilhite (2008) developed a 24-themed, four-dimensional model in their study of decision-making among deans of colleges of education. They found that these deans initially framed their problems in intellectual terms, and then use this domain as their foundation for integrating the emotional, social, and moral domains. They concluded that the effectiveness of these deans depended on the ability to read the

context of their situation, and generate solutions that supported both their colleagues and the institutional culture.

Smart (2003) found a strong relationship between the level of organizational complexity and the complexity of behaviors of senior administrators with regard to perceptions of organizational effectiveness. He noted that effective performance of colleges and universities is directly related to the development of healthy campus cultures, which in turn depend heavily on the behaviors of their senior administrators and other campus leaders. Smart further identified six core leadership competencies that campus leaders must possess to successfully diagnose, change, and lead campus cultures.

Effective leadership in academic libraries. Few studies of effective leadership or leadership development have been conducted specifically on academic library directors (Fagan, 2012). Hernon and Rossiter (2006) examined which emotional intelligence traits library directors considered most important, and which traits applied to transformational and transactional leadership styles (Bass, 1998; Burns, 1979). They determined that the traits perceived as most valuable by library directors were being able to build a shared vision and rally others around it, and the ability to function in a political environment. They suggested further research might use case studies to examine library leaders, determine which emotional intelligence traits they have, and how they use them effectively.

Kreitz (2009) also studied emotional intelligence, surveying university library directors and their senior management teams working in Association of Research Libraries member libraries in the Western United States. The study explored the ideal emotional intelligence traits of both university library directors and the members of their

senior management teams. Kreitz concluded that the traits important for library directors are different from those of members of the senior management teams, particularly when it came to creating and communicating a vision, and motivating people to support that vision. This reflected the different roles and responsibilities that the library directors and their senior management teams held in their organizations.

In a study reminiscent of trait-based leadership theories, Young, Hernon, and Powell (2006) performed a Delphi study to explore the perceptions of Generation X (Gen-X) librarians on the attributes they believe essential for academic library leaders. The Gen-X participants identified the top 10 most desired attributes in an academic library leader from a list provided by the authors, but were also allowed to add their own traits. Young et al. (2006) discovered most of the attributes identified in the top ten are related to communication and interpersonal skills, and concludes that Gen-X librarians might prefer participative and/or supportive leadership styles.

Examining academic library leadership in the digital age, Le (2015) surveyed individuals in senior library leadership positions in academic libraries throughout the United States. The research goals were to identify the top five major challenges facing academic library leadership, the top five most important leadership skills required for effective academic library leadership, and the top five best ways to develop these academic library leadership skills. Le determined that the most important leadership skills for effective library leadership included vision, integrity, management skills, collaboration skills, and communication skills.

While research on effective leadership and leadership development is extensive, the research on leadership in higher education and academic libraries is much more

limited. Leadership in higher education is complex and unique, and this has made research on effective leadership in this context difficult (Bolman & Gallos, 2011).

Leadership in academic libraries has also been understudied and narrowly focused. Most studies have been limited to examining desirable leader traits in the context of academic libraries.

Challenges facing academic libraries. Academic libraries are under increasing pressure to document and articulate their value and the contribution they make to the institutional mission and goals (Oakleaf, 2010). Higher education in general is under greater scrutiny, and government interest in the effectiveness and accountability of higher education continues to increase (Altbach, Gumport, & Berdahl, 2011; Lederman, 2010). Oakleaf (2010) was commissioned by the Association of College and Research Libraries to develop a report that would support libraries in demonstrating their value in clear, measurable ways. She reviewed the current state of the research on community college, college, and university library value and suggested focus areas for future research and emphasized articulation of library value to external audiences (Oakleaf, 2010).

Jakubs (2008) wrote about leading libraries into the digital future as they make the transition from print to electronic collections. The Internet and digital collections have changed how students and faculty use information and have presented enormous challenges to libraries. Jakubs argues that with libraries facing new competition and challenges in providing information services, a change in philosophy, organizational model, and even recruitment are needed to reposition the academic libraries to meet these challenges and reposition libraries for the future.

Hernon (2010) discussed the challenges facing academic libraries as they transition away from book collections. There is disagreement between higher education administrators and librarians, and even among librarians, as to what libraries will become (Hernon, 2010). Some see the library merging with other campus units to create a new student-focused center for the campus while others see the library becoming more decentralized and consisting more of special collections and study areas (Hernon, 2010). Whatever the future, Hernon argued that effective leadership would be key, more so since current library leadership was quickly approaching a retirement age (65+ years old). At the time of his writing, Hernon found that 47 of the 93 Association of Research Libraries (ARL) directors were born in or before 1950 and only one was born after 1960 (no birthdate could be found for 27 directors).

Statement of the Problem

Academic libraries are facing a significant period of transition. As libraries move from print resources to digital collections they no longer need large physical spaces to shelve and manage their print collections. The result has been libraries losing space to other departments on their campuses (Freiburger, 2010; Persily & Butter, 2010). Libraries also must now compete with the Internet and other information providers after holding a virtual monopoly on the provision of scholarly information (Cunningham, 2010; Fought, 2014; Pritchard, 2008; Weiner, 2003). In addition, demographic projections published by the Bureau of Labor Statistics suggest many academic library leaders will retire soon. In a 1999 survey of library directors in academic health sciences libraries it was indicated that 65% of the directors anticipated retiring by 2010 (Martin et al., 2003). There is a

looming vacuum of leadership facing the profession unless new library leaders emerge (Hernon, 2010; Hernon, Powell, & Young, 2002).

Academic libraries are facing these challenges at a time when higher education is undergoing difficult financial problems. State appropriations to public universities and colleges have dwindled over the past 20 years and tuition has increased sharply as a result (Archibald & Feldman, 2011). Federal and state governments have also increased demands for accountability in higher education and greater affordability for students (Altbach et al., 2011). Academic libraries, therefore, must demonstrate good stewardship over their budgets, show a solid return on investment, and clearly explain their contribution to the overall mission and goals of the institution (Oakleaf, 2010). Academic libraries cannot rely on their administrations' past belief in their importance any longer but instead must demonstrate their value to their institutions (Sarjeant-Jenkins, 2012; Spalding & Wang, 2006).

Academic health sciences libraries, though similar to other academic libraries, have some important differences for which their library directors must account (Fought & Misawa, 2016). First, academic health sciences libraries have a clinical responsibility of working with health professionals. These libraries support not only teaching and research, but also patient care and community health. It is vitally important that these students, faculty, residents, and other health professionals have the best information possible, when they need it, to treat the patients under their care. Second, because of the clinical responsibilities and the type of research that occurs at academic health science centers, there are tremendous amounts of money involved at these institutions. Academic health

sciences libraries play an important role in supporting these clinical and research endeavors.

These challenges require effective leadership and leadership development to secure the long-term future of academic health sciences libraries and enable them to continue the critical role they perform at their institutions (Giesecke, 2010; Lynch et al., 2007; Miller, 2012; Oakleaf, 2010). Effective leadership is important towards influencing staff to willingly exert themselves and cooperate towards collective library goals, which in turn is key for the library to be effective (De Cremer & van Knippenberg, 2004). The perceived effectiveness of the library director and of the library are closely associated, and adequate funding for the library, a key indicator of administrative support, is primarily determined by the administration's confidence in the library leadership (Weiner, 2003).

There are a number of leadership theories that can be used to explain and define leadership effectiveness in higher education institutions and other organizations, such as House and Mitchell's (1974) path-goal theory of leadership, Dansereau, Graen, and Haga's (1975) leader-member exchange theory, and Bolman and Gallos (2011), who applied the four-frame theory developed by Bolman and Deal (2013) specifically to academic leadership. To date, few studies have been conducted regarding effective leadership in academic libraries (Fagan, 2012). No studies to date have examined leadership effectiveness or leadership emergence in academic health sciences libraries. A study examining how academic health sciences library directors understand leadership and how they define and measure effective leadership would provide a better understanding of leadership in this context. With this understanding, directors in

academic health sciences libraries could increase their effectiveness and also improve their ability to identify and develop emerging library leaders.

Purpose of the Study and Research Questions

The purpose of this qualitative phenomenological study was to better understand how academic health sciences library directors experience leadership and how their experience related to their understanding of effective leadership. The study used the four organizational frames (structural, human resources, political, and symbolic) developed by Bolman and Deal (2013) and Rosser et al.'s (2003) model of seven domains of leadership responsibility as the theoretical framework. The research questions that guided this study were:

- 1) How do academic health sciences library directors understand their leadership and experiences as library leaders?
- 2) What was their career journey that led them into library leadership?
- 3) How do these library directors evaluate their effectiveness as leaders?

Significance of the Study

Most leadership studies assume a causal relationship between leadership and the performance of the organization (Fagan, 2012). As noted earlier, the perceived effectiveness of the library director and the library are closely connected and whether university administrations commit adequate resources to their libraries is determined by their confidence in library leadership (Weiner, 2003). Therefore, this study's contribution to a better understanding of how academic health sciences library directors comprehend their leadership and how they determine their effectiveness as leaders is important to improving library leadership, and ultimately the organizational effectiveness of the

library. This could mean greater resources for the library, more opportunities for the library to form strategic partnerships with other units on campus with whom they share goals, and less space loss as libraries continue making the transition from print to electronic and their information services catch up to this new library model.

More effective leadership will ensure that academic health sciences libraries have the necessary resources to fulfill their mission on campus, which in turn helps their institutions reach their goals. In academic health science centers, this means educating and training doctors, nurses, dentists, pharmacists, and other health professionals to improve healthcare in our society. It also means directly supporting clinicians in the treatment of patients and supporting researchers as they seek to improve human health. It is critical for these clinicians, faculty, researchers, and students to have the best biomedical and healthcare information available to them, when they need it, as possible. Papi, Ghazavi, and Moradi (2015), for example, found in their study on physician awareness of electronic information resources that despite the importance to physicians, there was a profound lack of knowledge regarding these information resources.

In addition, many recent studies demonstrate how academic libraries contribute to improvements in student retention, student success, and graduation rates (Bell, 2008; Mezick, 2007; Oakleaf, 2010; Tenopir & Volentine, 2012; Vance, Kirk, & Gardner, 2012). Luther (2008) discussed a case study done at the University of Illinois at Urbana-Champaign to test a return on investment (ROI) model for libraries. The model sought to measure the library's contribution by determining how many research dollars the university received for every dollar invested in the library. The model included grants where library resources were used and surveyed the grant-receiving faculty about how

important the library resources were to receiving their grant. Using the ROI model with UIUC data, it was determined that a return of \$4.38 in grant income was received for every dollar spent in the library in 2006 (Luther, 2008).

Mezick (2007) conducted statistical analysis on data collected by the Association of Research Libraries (ARL) and the Association of College and Research Libraries (ACRL), as well as fall-to-fall retention rates from the Integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics (NCES) to determine if any relationship existed between libraries and student retention. She found significant relationships between student retention and total library expenditures, total library materials costs, and serial costs, with the most significant relationship being between student persistence and the number of professional library staff (Mezick, 2007).

This study would improve library leadership and enable directors to be more effective, which in turn would enable them to make their libraries more effective. Effective library leadership can lead to a more productive library that is able to contribute more to the institutional mission and the success of its students and faculty. This study would also assist in identifying emerging library leaders and enable them to understand what they need to know and what skills they need to develop to become an effective library director. This is becoming a more critical issue as many current library directors begin to retire and the profession seeks a new generation of leaders to emerge and meet the challenges facing libraries today (Hernon, 2010; Lipscomb, Martin, & Peay, 2009).

The study is also significant because of the lack of research on the effectiveness of library directors (Fagan, 2012). According to Weiner (2003), “a comprehensive body of cohesive, evidence-based research is needed” to remedy the, “dearth of published

studies or dissertations that relate leadership to effectiveness of library directors, their organizations, or outcomes” (p. 14). This study hopes to add to the body of research being done on leadership effectiveness in academic libraries and help library directors improve the effectiveness of their leadership.

Definition of Terms

Academic Health Sciences Library. Libraries that support the patient care, research, education, and community service missions of academic health science centers and medical colleges (Association of Academic Health Sciences Libraries, 2014).

Association of Academic Health Sciences Libraries (AAHSL). The libraries serving the accredited U.S. and Canadian medical schools belonging to or affiliated with the Association of American Medical Colleges (Association of Academic Health Sciences Libraries, 2014).

Effective Leadership. The successful application of influence to obtain the cooperation of other people towards achievement of a common goal (Chemers, 1993; Rosser et al., 2003).

Leadership. A process in which a person influences a group of persons to achieve a common goal (Northouse, 2013).

Leadership Development. The expanding of a person’s capacity to engage effectively in leadership roles and processes (Kumar, Adhish, & Deoki, 2014).

Leadership Emergence. The process during which a person is recognized by their superiors and/or peers as being a leader or having leadership potential (Judge et al., 2009; Zaccaro, Kemp, & Bader, 2004).

Library Director. The leader of the library who oversees all library personnel and operations and sets the direction and vision for the library (Association of Academic Health Sciences Libraries, 2014).

Study Overview

Chapter 1 presented an introduction to a study of effective leadership in academic health sciences libraries. The background of the study provided an overview of leadership theory, and specifically examined effective leadership in higher education and academic libraries, while also presenting the challenges facing academic libraries. The statement of the problem and purpose of the study sections explained specifically the need for this study and what it hopes to accomplish. Namely, a better understanding of how academic health sciences library directors experience leadership and how their experience relates to their understanding of effective leadership. The chapter concluded with a section on the potential significance of the study, as well as a definition of terms. Chapter 2 will provide a comprehensive review of the literature on leadership scholarship, with an emphasis on scholarship on leadership in higher education and academic libraries. Chapter 3 outlines the qualitative methodology and methods used in the study. Chapters 4 and 5 present the findings of the research as well as discussions, implications, and conclusions of those findings.

Chapter 2

Review of the Literature

Academic libraries are facing challenges with the transition from print resources to digital collection, increased competition from the Internet and other information providers, and the incipient leadership vacuum due to many current library leaders plans for retirement (Cunningham, 2010; Fought, 2014; Hernon, 2010; Hernon et al., 2002; Martin et al., 2003; Pritchard, 2008; Weiner, 2003). Compounding these challenges are the difficult financial challenges facing all of higher education and state and federal governments increased demands for accountability in higher education and greater affordability for students (Altbach et al., 2011; Archibald & Feldman, 2011).

These challenges require effective leadership to secure the long-term future of academic libraries and enable them to continue the critical role they perform at their institutions (Giesecke, 2010; Lynch et al., 2007; Miller, 2012; Oakleaf, 2010). Effective leadership is important towards influencing staff to willingly exert themselves and cooperate towards collective library goals, which in turn are key for the library to be effective (De Cremer & van Knippenberg, 2004). The perceived effectiveness of the library director and of the library are closely associated, and adequate funding for the library, a key indicator of administrative support, is primarily determined by the administration's confidence in the library leadership (Weiner, 2003).

The following is a critical review of the literature on leadership, which will establish the context for this study. The literature of this review is organized into three main areas. The first will be a general overview of leadership theory organized by the major theoretical areas of leadership study and presented in a somewhat chronological

basis. The overview is not meant to be exhaustive and more detail is given on leadership theories significant to higher education and academic libraries. Next, studies on leadership effectiveness in the context of higher education are reviewed and discussed. These studies are organized around the major leadership theories from the previous section. Then, studies on leadership effectiveness in the context of academic libraries are reviewed and discussed, and again, are organized around the major leadership theories from the first section. Finally, studies on leadership development in academic libraries will be examined. The chapter will conclude with a summary of the literature review.

Overview of Leadership Theory

A review of the literature reveals numerous theories that attempt to define and explain leadership and leadership effectiveness. Effective leadership can be defined as the successful application of influence towards the completion of common goals (Chemers, 1993). Leadership cannot be considered effective if the agreed upon goals of the group are not obtained (Rosser et al., 2003). The following provides a general overview of leadership theory, with an emphasis on leadership effectiveness. The leadership theories are presented in a roughly chronological order.

- Trait theory examined what traits or characteristics were most important to leaders. There have been many trait leadership theories developed over the years as study of leadership traits have fallen in and out of favor with scholars (Zaccaro et al., 2004). Lately, the theory on emotional intelligence and other new leadership theories using traits have ushered in something of a renaissance for trait theory (Judge et al., 2009; Palmer, Walls, Burgess, & Stough, 2001; Zaccaro et al., 2004). Trait theories, particularly in regard to emotional intelligence, have

been particularly important to leadership studies in academic libraries in recent years (Hernon & Rossiter, 2006; Kreitz, 2009).

- Behavioral theories, which include motivational theories, followed after trait theories as scholars continued to seek a better explanation for leadership effectiveness. These theories examined leader and follower behaviors to determine what made a leader effective with the intent of being able to train individuals to be leaders (Maslanka, 2004). There have been a few studies on library leadership using behavioral theory, which is relevant to this study since they address questions of leader motivation (Dowell, 1998; Hernon, Powell, & Young, 2001; Hernon et al., 2002).
- Situational/contingency theories also developed in response to trait theories (Stogdill, 1948). These theories moved away from the leader and examined the situation or context in leadership. Situational and contingency theories assume that different situations call for different kinds of leadership to be successful (Northouse, 2013). A few studies on leadership in academic libraries have used situational or contingency theories (Mehra & Braquet, 2014; Parker, 2014). One study in particular is relevant to this study as it also used Bolman and Deal's (2013) as its theoretical framework (Garson & Wallace, 2014).
- Authentic leadership theories are the most recent school of leadership theories and focused on values and core principles of leaders. Authentic leadership is a genuine, or authentic, form of leadership where a leader remains true to his or her personal values and convictions. Authentic leadership can be described as a combination of leadership behaviors, which draw upon positive ethics and

psychological resources, and positive leader and follower development (Gardner, 2013). Most importantly, authentic leadership theory has served as a basis for other positive forms of leadership theory, such as transformational/transactional leadership theory, leader-member exchange theory, and servant leadership theory, (Gardner, 2013). A small number of studies have been done on libraries using authentic leadership theories, predominantly transformational/transactional leadership theory (Albritton, 1998; Germano, 2014; Martin, 2015). They do, however, represent some of the most recent library scholarship on leadership and as such are significant to this study.

Trait theory. Early leadership theories began with an examination of why some people became leaders and what individual differences set them apart from others (Judge et al., 2009). Carlyle's "Great Man" theory, which argued that the history of the world was the biography of great men (and women), is the most well-known of these early theories (Carlyle, 1830, 1997). These trait theories dominated early research in leadership until Stogdill (1948), whose study questioned whether personality traits were adequate in predicting leadership effectiveness. He put forth the idea of social context in leadership and that persons who were leaders in one situation may not be a leader in other situations. Other scholars agreed that trait leadership theories were inadequate for explaining leadership emergence and effectiveness (Conger & Kanungo, 1998; House & Aditya, 1997).

More recently, trait leadership theory has experienced some resurgence and three new trait leadership theories have emerged that argue traits do matter in the prediction of leader effectiveness. This was due in part to more sophisticated statistical analysis and

meta-analytic techniques, which have allowed researchers to correct findings from older trait leadership studies and determine that correlations do exist between certain traits and the prediction of leader emergence and effectiveness (Zaccaro et al., 2004).

The Trait Leadership theory developed by Zaccaro et al. (2004) presents a multistage model of leader attributes that begins with cognitive, personality, and motives as distal predictors of leader emergence and also serves as precursors of social appraisal skills, problem-solving skills, expertise, and tacit knowledge, which they considered proximal attributes to leader performance. Zaccaro et al.'s model, unlike earlier trait leadership theories, also accounts for the leader's operating environment and its influence in shaping the leadership processes and behaviors required for success. The leader's operating environment becomes more relevant for those attributes that are more proximal to leader performance (Zaccaro, 2007). Zaccaro et al.'s (2004) model is also unique among trait theories for its inclusion of social or emotional intelligence skills, which they termed social appraisal skills and considered them to be important leadership attributes (Northouse, 2013). This model considers the complexity of leadership and uses multiple leadership traits in combination, as well as the situational context, to reflect and explain this reality (Zaccaro, 2007).

Judge et al. (2009) developed the Leader Trait Emergence Effectiveness model to better explain the effect of leader traits on leader emergence and effectiveness. The model combines behavioral genetics and evolutionary psychology theories and demonstrates each as a source of personality. The model distinguishes between subjective leadership effectiveness (e.g., follower ratings of leaders, follower affective reactions to leaders) and objective leadership effectiveness (e.g., group performance, group survival) in response

to past criticisms of leader trait theories. The model was also made purposely broad to keep it flexible and make it more useful.

Judge et al. (2009) argued that two evolutionary processes affect leader traits and the degree to which they explain leader emergence and effectiveness. First is natural selection, whereby traits come into existence because they have been useful in solving adaptive problems. Second is sexual selection, which favors animals with characteristics that aid in reproduction. The combination of these two evolutionary processes results in a set of traits that distinguish leaders from other people. The leader traits affect leader emergence and this was confirmed in the meta-analysis performed by Judge, Bono, Ilies, and Gerhardt (2002). Judge et al. (2009) reason that these traits result in leader emergence because of the motives the traits elicit. An interesting note that the authors could not fully depict in the model was trait paradoxes, or what they referred to as the bright and dark side of all the traits. The model links leader emergence to two aspects of leadership effectiveness: subject effectiveness and objective effectiveness, and these are moderated by contextual factors. In a similar fashion to Zaccaro et al.'s (2004) model, they strengthen their trait-based leadership theory by accounting for situational or contextual factors that influence leader traits, particularly with regard to effectiveness (Judge et al., 2009).

Judge et al.'s (2009) Leader Trait Emergence Effectiveness model is a significant advancement to the Trait Leadership model presented by Zaccaro et al. (2004). This model better explains how leader traits developed and how they motivate leaders to emerge. The model accounts for situational or contextual factors, which was a weakness in earlier trait-based leadership theories. Though the authors do discuss the positive and

negative aspects of leader traits and their effect on leader effectiveness at length, further research is warranted to fully explore this area of leadership traits.

Finally, Derue, Nahrgang, Wellman, and Humphrey (2011) introduced the latest trait leadership theory with their Integrated Model of Leader Traits, Behaviors, and Effectiveness. This model builds on the trait leadership models introduced by Zaccaro et al. (2004) and Judge et al. (2009), as they believe theoretical integration will improve our understanding of leadership effectiveness. However, unlike Zaccaro et al (2004) and Judge et al. (2009), who incorporated situational or contextual factors into their models, Derue et al. (2011) chose to integrate behavioral leadership theory into their model. They combined trait and behavioral leadership theory with regard to leader effectiveness, and it is their theory that though traits and behaviors have independent effects on effectiveness, behaviors can also be key mediators in the relationship between leader traits and effectiveness.

Derue et al. (2011) examined the validity of leader traits (gender, intelligence, and personality) and behaviors (transformational-transactional, initiating structure, and consideration) across four leadership effectiveness criteria (leader effectiveness, group performance, follower job satisfaction, and satisfaction with leader) using meta-analysis. Using traits and behaviors combined they were able to explain a minimum of 31% of the variance in leadership effectiveness criteria (Derue et al., 2011). The results of their research provide support for an integrated trait-behavioral model of leadership effectiveness and the model was able to successfully predict leadership effectiveness for some traits and behaviors. Overall, leader behaviors were found to have a greater impact on leadership effectiveness than leader traits (Derue et al., 2011).

The Integrated Model of Leader Traits, Behaviors, and Effectiveness is an important advancement with trait-based leadership theories. As with the prior two trait leadership theories, it recognizes that leader traits alone are not enough to predict and understand leader effectiveness. Leader behaviors are introduced and combined with leader traits for a stronger predictor of leader effectiveness.

Trait-based leadership theories may have fallen in and out of favor through the years, but they continue to be important to understanding leadership (Judge et al., 2009). While they do not explain everything related to leadership these theories are among the most useful when examining leadership emergence and predictors of leadership effectiveness (Judge et al., 2009; Zaccaro et al., 2004). Recent trait leadership theories that combine with other types of leadership theories are interesting developments that have the potential to explain more about leadership and leadership effectiveness (Derue et al., 2011). The prevalence of studies using trait-based leadership theories to understand leadership in higher education and academic libraries make these theories significant to this study.

Emotional intelligence. It is worth special mention the concept of emotional intelligence and its impact on the assessment of leadership traits. Emotional intelligence can be defined as, “the ability to perceive and express emotions, to use emotions to facilitate thinking, to understand and reason with emotions, and to effectively manage emotions within oneself and in relationship with others” (Northouse, 2013, p. 27). Emotional intelligence is a popular and successful measure for identifying effective leaders and as a tool for developing effective leadership skills (Palmer et al., 2001). Palmer et al. (2001) sought to substantiate the efficacy of emotional intelligence for

identifying and developing effective leaders with their study using a modified version of the Trait Meta Mood Scale with 43 participants employed in various managerial roles. Effective leaders were identified as those displaying a transformational, not transactional, leadership style as measured by the multifactor leadership questionnaire. Emotional intelligence correlated with several components of transformational leadership suggesting that it may be an important component of effective leadership.

Prati, Douglas, Ferris, Ammeter, and Buckley (2003) discussed the impact emotional intelligence has on effective leadership and team performance in organizations. They developed a conceptual model that brought together the theory on emotional intelligence, leadership, and team process and outcomes and formulated this model into testable propositions. Implications for practice and proposed directions for future research were also discussed.

Emotional intelligence theory goes far beyond the study of leadership, but it has made a significant impact on understanding leadership effectiveness. The theory identified traits that were previously not well understood, but were highly relevant to those in leadership positions. As with other trait-based leadership theories, it has advanced our understanding and ability to predict leadership effectiveness and improved our ability to predict leadership emergence, which is significant to this study.

Behavioral theory. When trait leadership theories fell from favor in the late 1940s, it prompted scholars to go beyond leader traits and study how leaders' behaviors might predict effectiveness (Derue et al., 2011). Some scholars studied leader behaviors to determine what successful leaders do and identified determinants of leadership with the goal of training people to be leaders (Maslanka, 2004). The goal was to develop

training programs to change managers' leadership behaviors and increase their effectiveness under the assumption that leadership could be learned (Maslanka, 2004). The following three theories are well known and representative of the behavioral leadership theories.

McGregor's (1960, 2006) Theory X and Y identified two contrasting assumptions about human nature and highlighted the role of core assumptions and values in leadership. At the time of its writing, a more controlling form of leadership was thought to be required and that employees needed to be coerced, directed, and even threatened with punishment to get them to exert the necessary effort to achieve organizational goals, which McGregor (1960, 2006) labeled Theory X. It was generally assumed at the time that individuals were lazy and unmotivated to work, and thus required an authoritative management style to ensure results. Theory Y was the alternative, it assumed individuals were worthy of trust and respect, could be ambitious and self-motivated, and if given the right conditions would work well with limited supervision. McGregor was not arguing that Theory Y should replace Theory X, but instead was contrasting the two sets of assumptions in an attempt to better understand human motivation. He wanted to urge leaders to reconsider their assumptions regarding employees and believed they would be more effective if they led through influence rather than authority (McGregor & Cutcher-Gershenfeld, 1960, 2006).

McGregor's (1960, 2006) Theory X and Y, though still popular today, has suffered with age mostly because the validity of this theory on the effects of individual differences in managerial assumptions have received little examination and no measure had been developed to test the validity of his theory until recently (Kopelman, Protas, &

Davis, 2008). This new measure continues to be improved, but all data and tests thus far suggest it is a valid and reliable instrument, which is important to determining if McGregor's (1960, 2006) theory is correct and subsequent implications that would hold for managing human behavior in organizations (Kopelman, Prottas, & Falk, 2012). Theory X and Y is a theory of contrasts that seeks to challenge leaders' assumptions regarding their leadership style and how they view their employees. It can be an extremely valuable tool for self-reflection and does have a strong anecdotal record of improving leadership effectiveness (McGregor & Cutcher-Gershenfeld, 1960, 2006).

Blake and Mouton (1964) are well known for their creation of the Managerial Grid Model. The model has been refined and revised many times and used extensively in organizational training and development (Northouse, 2013). The model is represented as a grid with the x-axis being concern for production and the y-axis being concern for people. Each axis ranges from a low score of one to a high score of nine. Blake and Mouton (1964) then described five leadership styles derived from the model: Authority-Compliance (9,1), Country-Club Management (1,9), Impoverished Management (1,1), Middle-of-the-Road Management (5,5), and Team Management (9,9). The purpose of the model is to provide a framework to analyze the assumptions that underlie managerial styles and the behaviors stemming from these assumptions (Brolley, 1967). It is a practical model of leadership that does not proscribe how to improve effective leadership behavior, but instead provides a framework for assessing leadership from a broad perspective. In other words, the theory does not tell leaders how to behave, but helps leaders better understand their behavior (Northouse, 2013).

The Managerial Grid Model is useful as a tool for leaders to better understand their leadership styles and behaviors. The model reminds leaders that their actions towards others occur on a production or task level and also on a personal or relationship level. Leaders can use the model to assess their behaviors and consider the impact they have on others not only through the tasks they perform, but also through the relationships they create (Northouse, 2013).

Bowers and Seashore (1966) analyzed the research from several leadership studies and determined there were four factors or dimensions that consistently emerged from these studies: support (behavior that enhanced others' feelings of personal worth and importance), interaction facilitation (behavior that encouraged group members to develop close, mutually satisfying relationships), goal emphasis (behavior that stimulated enthusiasm for meeting shared goals or achieving excellent performance), and work facilitation (behavior that helped achieve goals such as scheduling and planning). They tested their theory by studying 40 life insurance agencies and found the theory valid. Bowers and Seashore (1966) tested the factors together, but it has been determined that the four factors can be separately measured (Taylor, 1971) The Four-Factor Theory of Leadership can be used to study and quantify a leader's relationship to his or her staff and also as a predictor of organizational effectiveness.

The Four-Factor Theory of Leadership helps leaders better understand their relationships with their staffs. The theory also goes beyond individual leaders and their effectiveness, and attempts to predict organizational effectiveness based on leader-follower relationships (Northouse, 2013). Leaders who can model these four behaviors or

factors can improve their relationships with their staffs and in turn improve their leadership effectiveness.

Behavioral theories have added much to our understanding of the behaviors that determine leadership effectiveness. The goal of these theories differed from trait leadership theories in that they sought to change leaders' behaviors and improve their effectiveness. Behavioral leadership theories were more interested in leadership development than identifying potential new leaders. There was also more emphasis on improving leadership effectiveness than predicting effectiveness. These theories have been used often in studies on leadership in higher education and academic libraries and thus are significant to this study (Dowell, 1998; Gmelch & Wolverson, 2002; Hernon et al., 2002; Jackson, 2004).

Motivational theory. A special segment of behavioral leadership theory began at about this same time that tried to understand both leaders and followers' motivations, particularly with regard to the workplace and accomplishing goals. Herzberg (1959) stated in his Two-Factor Theory (also known as Herzberg's Motivation-Hygiene Theory) that certain factors in the workplace cause job satisfaction while a separate set of factors caused dissatisfaction and that job satisfaction and dissatisfaction were independent of each other. The factors that led to job satisfaction, which Herzberg (1959) termed Motivators, include challenging work, recognition, responsibility, potential advancement, and meaningful work. Factors that led to job dissatisfaction, termed Hygiene factors, include status, job security, salary, and work condition. Hygiene factors do not increase job satisfaction, but their absence will generate job dissatisfaction. Herzberg (2003) strongly suggests using motivators to bring about more effective utilization of employees,

but cautions against motivators that simply add to the workload without bringing any meaningful growth to the employee. Further studies have tested the validity of Herzberg's (1959) theory and found that the separation of job satisfaction and dissatisfaction factors was not always true in all cases, but the theory still provides meaningful results when determining job satisfaction and its causes (Brenner, Carmack, & Weinstein, 1971).

Psychologist David McClelland also studied motivation and proposed a model that attempted to explain how employees' needs for achievement, power, and affiliation affected these employees' actions from a managerial perspective (McClelland, 1961). His Need Theory, also known as Three Need Theory, explained that everyone has these three types of motivation and that a person's motivation comes from their life experiences and opinions of culture (McClelland, 1961). According to McClelland's theory, individuals could possess several, often competing, needs that motivated their behavior when active (Steers, Mowday, & Shapiro, 2004). Subsequent research showed that top managers had a high need for power and low need for affiliation and individuals with a strong need for achievement could be successful lower-level managers, but generally did not attain top management positions (McClelland, 1977). Need Theory has been criticized as theoretically inadequate and not empirically valid, particularly with its assumptions regarding need for achievement (Frey, 1984). McClelland's theory does offer a useful set of clearly defined needs as they relate to workplace behavior, and therefore it has been found useful in understanding individual factors relating to work motivation (Steers et al., 2004).

Motivational theories went well with behavioral leadership theories as they sought to understand the motivations behind the behaviors of leaders, as well as followers. Understanding the motivations of leaders' behaviors help us reach a deeper understanding of those behaviors. The motivation of followers and the interactions between leader and follower motivations are also important to understand and have an impact on leader behaviors, and ultimately leader effectiveness (Herzberg, 1959; McClelland, 1961).

Situational/contingency theory. Situational and contingency theories of leadership also began to appear in the 1950's as a reaction to the move away from trait theories on leadership. Situational and contingency theories assume that different situations call for different kinds of leadership to be successful (Northouse, 2013). The first of these theories is Tannenbaum and Schmidt's (1958) Leadership Continuum Theory, which advanced an autocratic-democratic continuum model that illustrated the degree of power and influence managers use during the decision-making process (Russ, 2013). The continuum went from autocratic or manager-centered to democratic or employee-centered. The more autocratic managers make all the decisions themselves whereas democratic managers permit employees to function within limits defined by the manager and a range of leadership styles exists in-between (Tannenbaum & Schmidt, 1958). This theory falls into the situational and contextual theories of leadership because it suggested that managers consider three forces when deciding which decision-making approach to use: forces in managers, forces in employees, and forces in the situation (Tannenbaum & Schmidt, 1958).

In later development of their theory, the authors addressed issues of interdependency between managers, employees, and the context of their situation (e.g., managers growing more confident in their employees' abilities to assume greater decision-making responsibility) (Tannenbaum & Schmidt, 1973). LCT continues to help explain, describe, and predict how power, authority, and freedom are negotiated and communicated during the decision-making process in organizations (Russ, 2013). It helps managers analyze their own behavior within a context of other leadership style alternatives. The theory also outlines a set of predictive conditions for when it is either appropriate or inappropriate to delegate greater responsibility to employees during decision-making opportunities (Russ, 2013).

Fiedler developed the Contingency Theory of Leadership through his work on leadership effectiveness (Fiedler, 1967). His argument was that different types of leadership styles were required for different situations to achieve a strong group performance. Fiedler's theory stated there were two types of leaders, relationship-oriented leaders and task-oriented leaders, and either leader could be successful depending on their situation. Contingency theory identified three contextual variables that inform leaders as to the favorability of their situation: effective leader-member relations, task structure, and the leader's position power. The most favorable situation is created when there is a combination of good leader-member relations, highly structured tasks, and strong leader position power, whereas poor situation favorableness is found when there are poor leader-member relations, unstructured tasks, and weak position power. Fiedler determined that task-oriented leaders perform better in either very favorable or

unfavorable situations and relationship-oriented leaders perform better in situations of moderate favorability (Fiedler, 1967).

The theory has been broadly studied with both supporting and critical analyses having been done, but overall the results have supported the model (Ayman, Chemers, & Fiedler, 1995). In subsequent research on the theory, Fiedler has reported that group performance can be improved when the situational favorableness is improved, such as improving the leader's control, influence, and motivation. Leadership training and experience can increase a leader's control and influence, and therefore can improve situational favorableness (Fiedler, 1972).

Hersey and Blanchard (1969) proposed their Situational Theory of Leadership from the premise that there is no ideal leadership style. They defined four styles of leadership (directing, coaching, supporting, and delegating) and stated that managers should use the style that is most appropriate for their employees' level of ability and degree of commitment, which can change as employees gain new abilities and their degree of commitment changes. The appropriate leadership style is specific to a particular task rather than a particular employee. Situational leaders need to be able to assess the competence and confidence of their employees with regard to a specific task, be able to use all four situational leadership styles, and be able to discuss the use of the different styles with their employees so they understand and accept the process (Hersey & Blanchard, 1969).

Situational Theory of Leadership has been tested extensively over the years, has held up well, and is still widely used in training programs in leadership (Fernandez & Vecchio, 1997). There have been critical reviews of the theory who question its

theoretical robustness and general utility (Graeff, 1983), however, the basic elements of the theory are sound and have proved to be easy to understand and useful to leaders in all types of organizations (Boak, 2013). The theory encourages employee development and the changing styles of leadership help bring about more self-reliance and empowerment.

House (1971) introduced the Path-Goal Theory of Leadership with the assumption that situational factors determined optimal leadership behaviors and there are no universally effective leadership behaviors appropriate to all situations. Path-Goal Theory states the function of leadership is to help employees achieve their goals, such as removing obstacles and clearing the path for employees to work towards their goals, and that a leaders' behavior is determined by the satisfaction, motivation, and performance of his or her employees (Evans, 1996; House, 1996). The theory is concerned primarily with the relationship between leaders and their employees. Path-Goal Theory has four major categories of leadership behavior: directive behaviors, supportive behaviors, achievement-oriented behaviors, and participative behaviors. A leader must take into consideration situational factors, including employee characteristics and environmental factors, before deciding on specific actions. Leaders then choose appropriate behaviors from one or more of the major categories that will assist individual employees as they navigate the path towards their goals (House, 1971).

The Path-Goal Theory of Leadership suggests leaders consider situational factors, both employee characteristics and environmental factors, and tailor their leadership behavior accordingly to improve employee satisfaction, motivation, and performance. Path-Goal Theory encourages leaders to assess their employees and situation and consider which leadership behaviors will best enable their employees to be successful in

achieving their goals. The benefits include better performance and greater satisfaction from both the leader and his or her employees.

Vroom and Yetton's (1973) Decision-Making Model is a situational/contingency theory that can guide a leader as to which decision-making process to use depending on situational demands, the leader's style, and the degree of participation needed from the team. Seven questions were formulated on decision quality, team commitment, and problem information and decision acceptance to determine the level of employee involvement necessary in the decision. Once determined then an autocratic, consultative, or group-based decision-making process is recommended. Vroom and Yetton (1973) originally used a decision tree system, but Vroom later partnered with Jago to replace this with a mathematical expert system as their decision-making device (Vroom & Jago, 1988). Empirical testing has found strong support for the model and it appears a valid method for deciding the degree of employee participation in decision-making depending on the particular situation facing the leader (Margerison & Glube, 1979; Vroom & Jago, 1978).

Kerr and Jermier (1978) go even further on situational factors with their Substitutes-For-Leadership Theory, which states that different situational or contextual factors can enhance, neutralize, or substitute for leadership entirely. These situational factors can increase or reduce a leader's ability to influence the attitudes and effectiveness of employees and act as moderators on the relationship between leader behavior and employee outcomes. As an example, on a work team that communicates well and manages their task responsibilities effectively, there is little need for a formal team leader.

The Substitutes-For-Leadership Theory builds on House's (1971) Path-Goal Theory of Leadership and helps better explain why some leader behaviors are effective in some situations, but have no effect, or disastrous effects, in other situations with its focus on situational factors and organizational factors that influence employee attitudes, behaviors, and perceptions as well as leader behaviors (Podsakoff & MacKenzie, 1997). Three categories of factors were identified: characteristics of the subordinate, of the task, and of the organization, and they further categorized these factors between those that impacted relationship-oriented and task-oriented leadership (Kerr & Jermier, 1978). The theory has been met with wide acceptance and enthusiasm, but concern over validation and empirical support still remain (Dionne, Yammarino, Howell, & Villa, 2005).

Situational and contingency leadership theories take into consideration factors outside of leaders themselves. The theories acknowledge that not every leadership style or behavior is appropriate for every situation and these other factors must be taken into consideration if a leader hopes to remain effective. These theories do not help necessarily with leadership emergence, but they can help with leadership development as they make leaders aware of their personal limitations and the need to understand and adapt to their situations and contingencies as they develop (Bolman & Deal, 2013; Fiedler, 1967; Hersey & Blanchard, 1969; House, 1971). Bolman and Deal's (2013) four organizational frames theory makes up part of the theoretical framework for this study; therefore the situational and contingency leadership theories are highly significant to this study.

Authentic leadership theory. In the 1970s a new school of leadership emerged that focused on values and core principles that leaders would not compromise. Authentic leadership is a genuine, or authentic, form of leadership in which the leader remains true

to his or her personal values and convictions, displays a consistency between word and action, and therefore is able to elicit high levels of trust and performance from followers (Gardner, 2013). Authentic leadership can be described as a combination of leadership behaviors, which draw upon positive ethics and psychological resources, and positive leader and follower development (Gardner, 2013). Most importantly, authentic leadership theory has served as a basis for other positive forms of leadership theory, such as transformational and servant leadership, and has led to the creation of more supportive and productive work environments (Gardner, 2013).

Transformational/transactional leadership theory. A type of authentic leadership and one of the most popular approaches since its introduction in the late 1970s, transformational leadership seeks to change and transform people and takes into consideration their emotions, values, ethics, standards, and long-term goals (Northouse, 2013). First introduced by Burns (1979), and later expanded upon by Bass (1998), transformational leadership elevates both leaders and followers to higher levels of motivation and morality and includes a form of influence that moves followers to accomplish more than what would normally be expected of them. Transformational leadership is able to bring about such changes in followers through idealized influence (charisma), inspiration, intellectual stimulation, and/or individualized consideration (Bass, 1998).

Transactional leadership, on the other hand, also introduced by Burns (1979), is more of a power-influence theory. Transactional leadership relies more on the idea of reciprocity or quid pro quo relationship between leaders and followers in which leaders must understand that their power will soon disappear if they do not meet the needs of

their followers and followers must understand their needs will not be met if they do not perform or provide leaders with what they need (Gilstrap, 2009). Transactional leaders do not individualize the needs of their followers or focus on their personal development, but exchange things of value with their followers to advance their own and their follower's agenda (Northouse, 2013).

Leader-member exchange theory. Dansereau et al. (1975) introduced Leader-Member Exchange Theory, though it was initially referred to as Vertical-Dyad Linkage Model of Leadership. Also considered a part of authentic leadership theory, leader-member exchange theory is a relationship-based approach to leadership and asserts that leaders do not develop the same type of relationship with each follower. Some members of a leader's team become part of the leader's in-group, while other members form an out-group. Subsequent research determined the quality of these leader-member relationships was more of a continuum ranging from high to low (Graen & Uhl-Bien, 1995). An explanation for why leaders develop differentiated relationships with team members is that leaders have limited time and social resources, and therefore are only able to develop high-quality relationships with a limited number of team members (Graen & Uhl-Bien, 1995). Research also suggests that high-quality leader-member exchange relationships are associated with mutually desirable outcomes due to these relationships being characterized by mutual trust, respect, and reciprocal influence (Graen & Uhl-Bien, 1995).

Leader and member characteristics have been examined to identify and determine the significance of certain characteristics to leader-member exchange theory. Studies on member characteristics have found that member competence, personality traits, and

upward influence behavior have a significant impact on the quality of exchange. Likewise, studies of leader characteristics suggest leader personality, leader reward behavior, and leader expectations of followers are also significant to the quality of exchange (Wayne, 2013). Leader-member exchange theory provides a different framework for reflecting and examining leadership with its focus on relationships between leaders and team members. Leader and team member relationships affect employee commitment, performance, satisfaction, and turnover, which can directly impact organizational effectiveness (Gerstner & Day, 1997).

Servant leadership theory. In 1977, Robert Greenleaf presented his ideas on Servant Leadership (Greenleaf, 1977). What began as a philosophical approach to leadership has blossomed into a leadership theory with considerable research behind it (Dierendonck & Patterson, 2010). Servant Leadership Theory differs from other leadership theory in that it proposes that the primary focus of leaders is to serve the needs of their employees, customers, and community. In doing so, these servant leaders create strong relationships both in and out of the organization and encourage employees to do their best on the job (Dierendonck & Patterson, 2010). Servant leaders also consider themselves *primus inter pares* (i.e., first among equals) and do not use power to get things done, but persuade employees to through the trust and relationships they have built with their service-first mentality. Servant Leadership Theory emphasizes service to others, a holistic approach to work, promotion of a sense of community, and sharing power with decision-making (Dierendonck & Patterson, 2010). The theory suggests that when leaders are able to place serving the needs of their employees above everything else then employees gain self-confidence and begin to reach their full potential. Employees

will reciprocate the support received from their leader to the benefit of their fellow employees, organization, and community (Wheeler, 2012).

Authentic leadership theories all bring a sense of leaders being genuine and having deep values and convictions. These characteristics all contribute towards the leaders developing a strong bond of trust and respect with their followers, which in turn raise their performance and productivity. Authentic leadership theories are relatively new and have become quite popular in business and other leadership contexts (Gardner, 2013). Studies of these theories in practice at higher education institutions and academic libraries are becoming more prevalent and are relevant to this study's purpose of understanding leadership effectiveness in academic health sciences libraries (Albritton, 1998; Germano, 2014; Martin, 2015; Muijs, Harris, Lumby, Morrison, & Sood, 2006; Spendlove, 2007).

Leadership Effectiveness in Higher Education

Leadership effectiveness in higher education is, not surprisingly, complex to evaluate. "Higher education's distinctive combination of goals, tasks, employees, governance structures, values, technologies, and history makes it not quite like anything else" (Bolman & Gallos, 2011, p. 4). Wolverson, Gmelch, Montez, and Nies (2001) identified a paucity of research addressing directly the daily activities and overall effectiveness of academic deans, though subsequent research indicates the administrative work of these deans is becoming more like the work of business executives (Jackson, 2004). The following describes how the prior leadership theories have guided studies on leadership effectiveness in higher education.

Trait theory. The following three studies were grounded mostly in trait leadership theory. Rosser et al. (2003) sought to present “a systematic approach for evaluating the leadership effectiveness of deans and directors from individual and institutional perspectives” (p. 1). They noted in their study that academic deans are most often judged effective or ineffective via informal assessments. They developed a model that takes into account the relevant dimensions of leadership and the multilevel nature of higher education institutions. Rosser et al.’s model consists of seven domains of leadership responsibility that represent central evaluation criteria regarding the responsibilities and skills of the dean’s role. These domains consist of vision and goal setting, management of the unit, interpersonal relationships, communication skills, quality of the unit’s education, support for institutional diversity, and research, professional, and community endeavors.

Wolverton, Ackerman, and Holt (2005) wanted to examine the preparation done for academic department leaders, or for their succession, at the University of Nevada, Las Vegas. They sought to identify what department chairs needed to know to be effective leaders and then, based on the data they gathered in the multi-level needs assessment, provide an approach on department-level leadership preparation (Wolverton et al., 2005). After surveying 56 department chairs, they discovered that at their institution not much was being done by means of preparation for these incoming leaders. The leaders and potential leaders most wanted to know about what the job entailed and how they could be successful at it, specifically budgetary issues, personnel management, and how to balance their roles.

Wepner, Henk, and Lovell (2015) conducted a six-year qualitative study in which six academic deans participated in an introspective-retrospective analysis of characteristics and themes that emerged from five different themes that each dean wrote. An analysis, through axial and selective coding, led to an identification of 14 key themes and four main characteristics, which the authors identified as: vision, interpersonal/negotiating skills, managerial skills, and confidence (Wepner et al., 2015). As deans and other academic leaders' roles grow more complex, the authors argue that a more in-depth understanding of the leadership skills and characteristics is needed to be successful in those roles (Wepner et al., 2015).

Each of these studies focused on characteristics or traits to gain understanding or explain leadership effectiveness. The studies account for the uniqueness of leadership in higher education while also exploring what traits or characteristics were important for leaders to possess and/or develop as higher education leadership evolves and continues to become more complex. Rosser et al. (2003) is particularly useful to this study as they provide a framework for evaluating leadership effectiveness in a higher education environment.

Behavioral theory. Smart (2003) found a strong relationship between the level of organizational complexity and the complexity of behaviors of senior administrators with regard to perceptions of organizational effectiveness. He noted that effective performance of colleges and universities is directly related to the development of healthy campus cultures, which in turn depend heavily on the behaviors of their senior administrators and other campus leaders. Smart further identified six core leadership competencies that campus leaders must possess to successfully diagnose, change, and lead campus cultures.

Jackson (2004) based his study on behavioral leadership theory and posited that academic deans were moving more towards a business model of executive behavior. He used comparative analysis to examine workdays of college of education deans and workdays of business executives. Jackson found that the nature of administrative work in higher education was moving towards that of business and there was a need to understand these business-like tasks better. However, the author was not able to determine conclusively what exactly makes an effective academic dean (Jackson, 2004).

Gmelch and Wolverson (2002) surveyed 1,370 academic deans in higher education (60% response rate) to build a database of opinions, beliefs, and reported activities. The deans were asked to indicate behaviors that characterize their leadership and overall were found to have a balance approach to their leadership, though deans at comprehensive universities were more likely to describe themselves as community builders than deans at research universities (Gmelch & Wolverson, 2002). Most interesting was that after 10 years in the position, deans tended to disengage from direction setting behavior, which Gmelch and Wolverson identified as a key behavior for leading effectively.

All of these studies examined, to some degree, leadership effectiveness by investigating leader behaviors. With the trend of higher education institutions being operated more like corporations, it is no surprise to learn that leadership behaviors in higher education were moving more towards that of business (Altbach et al., 2011). Also not surprising in the findings was the lack of any clear consensus on what makes an effective leader in higher education, which corresponds with other statements and

research that leadership in higher education is complex and unique (Bolman & Gallos, 2011; Jackson, 2004; Smart, 2003; Wolverton et al., 2001).

Situational/contingency theory. The complex nature of administrative work in higher education seems ideal for a situational/contingency approach to leadership (Del Favero, 2006). Wepner et al. (2008) developed a 24-themed, four-dimensional model in their longitudinal study of decision-making among deans of colleges of education. In a series of interviews that asked the deans to reflect on their personal biography, strategies, and self-reflection and values, the authors found that these deans initially framed their problems in intellectual terms and then used this domain as their foundation for integrating the emotional, social, and moral domains into their decision making (Wepner et al., 2008). They concluded that the effectiveness of these deans depended on the ability to read the context of their situation and generate solutions that supported both their colleagues and the institutional culture.

In a similar study, Del Favero (2006) investigated what the effects of academic discipline are on administrative work. Her primary interest was in understanding how academic deans manage organizational complexity and how their academic discipline affected their ability to interpret complex situations in their decision making environments (Del Favero, 2006). She surveyed academic deans in research and doctoral institutions nationwide to investigate the relationship between academic discipline and cognitive complexity in their administrative behavior. Using Bolman and Deal (1998) as her theoretical framework, Del Favero (2006) conducted a bivariate regression which showed that discipline did effect perceptions of the deans' leadership and was a significant predictor.

Finally, Sypawka, Mallett, and McFadden (2010) investigated the leadership styles of community college deans using Bolman and Deal's (2008) Leadership Orientation Instrument to discover their primary leadership frame (structural, human resources, political, symbolic). The authors focus was on how the data could be used to address positive management outcomes. They surveyed 340 academic deans within the 58 community college system in North Carolina and had 132 responses (39% response rate) (Sypawka et al., 2010). The authors took the leadership styles of the academic deans and compared them to their education levels, prior business experience, and number of years as a dean. They found that the dominant leadership frames used by the academic deans in the study, namely the human resource and structural frames, were consistent with findings in other studies (Sypawka et al., 2010). The authors recommended an emerging leadership program to mentor promising new leaders within an institution and to use case studies to illustrate the multi-frame perspective advocated by Bolman and Deal (2013), which has been shown through research to increase leadership effectiveness (Sypawka et al., 2010).

The complexity of leadership in higher education and the uniqueness of each institution would appear to make situational and contingency leadership theories ideal for improving leadership effectiveness (Del Favero, 2006; Kezar, 2000). Sypawka et al. (2010) demonstrated that a situational/contingency leadership theory could be even be used as a framework for a leadership development program to improve effectiveness. In addition, both Del Favero (2006) and (Sypawka et al., 2010) use Bolman and Deal (2013) as their theoretical framework, which make them particularly useful for this study.

Authentic leadership theory. There have not been many studies of authentic leadership theory in higher education. Both of the examples cited here are transformational/transactional leadership theory studies and are from the United Kingdom. Muijs et al. (2006) wanted to study the relationship between leadership and leadership development at 10 case study organizations in higher education in the United Kingdom. They used a mixed methods approach combining a survey of staff with focus groups and individual interviews and found that transformational leadership was considered the most effective leadership style for higher education (Muijs et al., 2006). They defined transformational leadership as leadership that transforms people and organizations and typically appeals to values and long-term goals, which is in stark contrast to transactional leadership that is mainly defined through a relationship of exchange, such as financial rewards from managers exchanged for greater employee effort (Muijs et al., 2006). The authors posited that since transformational leadership engages the heart and mind, it was not surprising that this was the preferred leadership style in higher education where there is a strong moral purpose and commitment from the faculty and staff employed in these institutions (Muijs et al., 2006).

In another transformational/transactional leadership study in higher education, Spendlove (2007) attempted to define competencies for effective leadership in higher education. His purpose was to investigate the role of higher education administrators and the competencies (attitudes, knowledge, and behaviors) that are needed for effective leadership in higher education (Spendlove, 2007). The author used semi-structure interviews and an empirical scoping study to determine that leadership in higher education is different than leadership in other contexts, which demands additional

competencies (Spendlove, 2007). Spendlove (2007) found that not much effort was being made in identifying or developing leadership skills and recommended a grounded approach to build a comprehensive new model of effective leadership in higher education rather than borrow models from business since some competencies for leadership in higher education were unique.

Authentic leadership theories are limited in higher education, though whether this is due to the newness of the theories or the evolving complexity of leadership in higher education is unclear. It would appear inevitable that authentic leadership theories will be used more frequently to study leadership in higher education settings as they continue to grow in popularity (Gardner, 2013). Also, as these two studies would appear to demonstrate, authentic leadership theories would be an appropriate fit in the higher education context and could help improve leadership development and effectiveness (Muijs et al., 2006; Spendlove, 2007).

Leadership Effectiveness in Academic Libraries

Few studies of leadership effectiveness have been conducted specifically on academic libraries. The studies that do exist seem to have been done in relative isolation from one another (Fagan, 2012). The studies have also tended to be concentrated in only a few areas of leadership effectiveness theory. The following describes how the prior leadership theories have guided studies on leadership effectiveness in academic libraries. No leadership studies were found that specifically addressed library directors in academic health sciences libraries.

Trait theory. A number of trait leadership theory studies have been done on academic libraries. Young et al. (2006) performed a Delphi study to explore the

perceptions of Generation X librarians on the attributes they believe essential for academic library leaders. The Gen-X participants identified the top 10 most desired attributes in an academic library leader from a list provided by the authors, but were also allowed to add their own traits. Young et al. (2006) discovered most of the attributes identified in the top 10 are related to communication and interpersonal skills and concludes that Gen-X librarians might prefer participative and/or supportive leadership styles.

Providing a slightly different perspective, Lynch et al. (2007) studied the attitudes of university presidents and provosts towards their libraries through structured interviews. There were four key questions asked of each leader, with several related follow-up questions. Participants were also presented a list with which they could indicate the extent of their library's centrality within the university. The presidents agreed on three indicators: "the library's ability to acquire outside funding, visibility and leadership on campus, and circulation and interlibrary loan statistics" (Lynch et al., 2007, pp. 222-223). At least two interview questions addressed the president's view of library director effectiveness. Only one president was unable to provide an example where the library or library director "participated proactively in university affairs, helped forward the university's agenda, or provided important information for governance and planning" (p. 223). Lynch et al. (2007) recommended that library directors learn to operate as team members of the provost's council, to educate their librarians and staff about their role in upper administration and delegate more authority to library associate deans, and make explicit connections between the library and the university mission.

Lakos (2007) conducted an exploratory study on the use of data in decision-making in libraries, specifically library directors using evidence-based decision-making. The study describes that university administrators are interested in benchmarks and rankings with regard to their libraries, but do not expect detailed data. Library directors also report that university administrators are increasingly interested in outcomes data but do not see libraries as part of these outcomes. Regardless, library directors report an increasing awareness of the need to use data, their own limitations in using it, and resistance of staff toward gathering it. Furthermore, all the directors agree the quality of decisions would be “better, more reliable, and more effective if based on actual data and trend analysis” (Lakos, 2007, p. 443). Lakos concludes that “effective implementation of data-driven and evidence-based decision-making requires vision, leadership, and risk-taking,” which would be needed to “move from a culture of intuition-based decision-making to a decision-making framework based more on evidence, analytics, and results” (p. 447).

In a study of academic library leadership in the digital age, Le (2015) surveyed individuals in senior library leadership positions in academic libraries throughout the United States with the research goals of identifying the top five major challenges facing academic library leadership, the top five most important leadership skills required for effective academic library leadership, and the top five best ways to develop these academic library leadership skills. Le’s (2015) findings on important leadership skills for effective library leadership included vision, integrity, management skills, collaboration skills, and communication skills.

It is not surprising how many studies of library leadership use trait-based leadership theories given how long they have been around. Each of the studies described here examined some aspect of leadership in academic libraries in an attempt to identify important characteristics or traits needed or that should be developed to lead effectively (Lakos, 2007; Le, 2015; Lynch et al., 2007; Young et al., 2006). Perhaps most interesting for this study were the efforts of Le (2015), Lynch et al. (2007), and Young et al. (2006), all of whom attempted to identify leadership traits important to library directors from the perspectives of individuals who were not library directors, but either reported to or supervised the library director.

Emotional intelligence. As stated earlier, emotional intelligence has proven a good indicator of effective leadership (Palmer et al., 2001) and has been studied in academic libraries. Hernon and Rossiter (2006) examined which emotional intelligence traits library directors considered most important and which traits applied to transformational and transactional leadership styles. They determined that the traits perceived as most valuable by library directors were being able to build a shared vision and rally others around it and the ability to function in a political environment. They suggested further research might use case studies to examine library leaders, determine which emotional intelligence traits they have, and how they use them effectively.

Kreitz (2009) also studied emotional intelligence, surveying university library directors and their senior management teams working in Association of Research Libraries member libraries in the Western United States. The study explored the ideal emotional intelligence traits of both university library directors and the members of their senior management teams. Kreitz concluded that the traits important for library directors

are different from those of members of the senior management teams, particularly when it came to creating and communicating a vision, and motivating people to support that vision.

Both of these studies examined emotional intelligence with the intention of identifying the most important emotional intelligence traits for library directors (Hernon & Rossiter, 2006; Kreitz, 2009). Like the previous studies using trait-based leadership theories, these studies using emotional intelligence theory are significant to this research because they do further our understanding leadership in the academic library context. They also address issues such as leadership emergence and leadership development, which are relevant to this study.

Behavioral theory. Behavioral leadership theory has guided a few studies in academic libraries. Hernon et al. (2001, 2002) conducted two studies on behavioral aspects of leadership associated with Association of Research Libraries' (ARL) deans. The authors first reviewed relevant position announcements to develop an initial list of attributes to guide their interviews conducted with ARL deans, with a total of nineteen directors were interviewed for their study (Hernon et al., 2001). They determined that the focus of these deans had shifted significantly from an internal to an external perspective, which has been confirmed in subsequent research (Fought & Misawa, 2016). The authors also found that a higher attrition rate in ARL dean positions than in the past, a growing number of requirements for the position, more emphasis being placed on leadership experience, and the required ability to be able to manage expectation among the academic community (Hernon et al., 2001). In their follow up study, Hernon et al. (2002) used the

Delphi technique to identify which leadership attributes were most important to library deans and directors for the present and into the future.

In a study on perceptions of leadership in academic libraries, Dowell (1998) found that sexism exists with both men and women. Examining large academic libraries, Dowell found that both female and male study participants tended to list their sex at higher rates as defining leadership attributes. This sexism diminished as the focus of the study turned to external issues such as peer and professional networks. In conclusion, Dowell demonstrated that leadership could be perceived from many social and structural contexts, and many times the designation of leader was outside of the administrative structure of an organization.

Studies on leadership in academic libraries using behavioral theories are relevant to this study due to their focus on leadership development and predicting leadership effectiveness (Derue et al., 2011; Maslanka, 2004). Hernon et al. (2001, 2002) is especially relevant since the pilot study for this research was able to confirm some of its findings (Fought & Misawa, 2016). This research would suggest that more training and leadership development is necessary to contend with the growing complexities and requirements of leading an academic library (Hernon et al., 2001, 2002).

Situational/contingency theory. There are a small number of research studies involving situational and contingency theory and academic libraries. Parker (2014) discussed path-goal theory, contingency theory, and transformational theory in the context of academic libraries and how these theories addressed leaders' behaviors and their influence on organizational change. The author discussed how library leaders could use path-goal techniques to find ways to increase employee participation in decision

making, and contingency theory to pay more attention to their situation and adapt their leadership style (Parker, 2014). She then drew upon some characteristics and behaviors from these theories to propose a new theory, the credible optimist theory, which also incorporated new developments in positive psychology (Parker, 2014).

Garson and Wallace (2014) used Bolman and Deal's (2008) four-frame model (structural, human resources, political, symbolic) as the theoretical framework to examine two case studies from libraries at Harvard University. In each case, the concept of reframing, or using multiple perspectives to manage change, was present. The authors used the case studies to illustrate how reframing could be applied to a particular situation or context and improve the organizational outcomes (Garson & Wallace, 2014). They suggest case studies is an effective way to learn leadership and the examples they use demonstrates the value of reframing, which allows leaders to assess opportunities and challenges from more than one perspective (Garson & Wallace, 2014).

Finally, Mehra and Braquet (2014) used a case study to focus on queer leadership in academic library circles and share some strategies for "leading from below" to further social justice and social equity in academic libraries on behalf of disenfranchised lesbian, gay, bisexual, and transgendered (LGBT) populations (p. 185). As the authors noted, the particular setting and situation is important to the context and realities of the leadership situation (Mehra & Braquet, 2014). General statements and leadership theories are not much use without the particular details of the situation at hand and a disconnect from the social and cultural context of the organization can result. They advocated for participatory leadership, where the leader involves other in decision-making as much as

possible, as well as elements from situational and contingency theory (Mehra & Braquet, 2014).

Like higher education, situational and contingency theories seem well suited to academic libraries perhaps due to their unique structures and complexities (Bolman & Gallos, 2011; Gilstrap, 2009). Each of these studies address how important the situation and context are to an academic library director and how to improve the favorability of their situation (Garson & Wallace, 2014; Mehra & Braquet, 2014; Parker, 2014). Garson and Wallace's (2014) study is of particular interest, again, because of their use of Bolman and Deal's (2013) four organizational frames theory as its theoretical framework.

Authentic leadership theory. There are only a few research studies on authentic leadership in academic libraries (Gilstrap, 2009). Albritton (1998) did a comparison study of leaders and followers in medium-sized academic libraries to test the validity and usefulness of Bass' Multifactor Leadership Questionnaire, which is associated with transformational/transactional leadership theory. A correlation analysis showed that for the 146 participants in the survey, there was significance for transformational attributes contributing to perceptions of successful leadership outcomes (Albritton, 1998).

In his study on value co-creation, Germano (2014) considered several leadership theories as options while examining the role of library leadership in this process. He also examined the importance of leadership in the creation and operation of programs and services considered most important to students, librarians, and faculty. He determined that leadership was critical for fostering organizational culture, changing mind-sets, and value co-creation. Germano stated that a combination of transformational and servant leadership represented the ideal form of library leadership due to the internal and external

leadership requirements of academic libraries and the unique role they have on their campuses.

Halaychik (2014) discussed how an academic library used six servant leadership themes for team effectiveness (engaging in honest self-evaluation, communicating with clarity, fostering collaboration, supporting and resourcing, providing accountability, and valuing and appreciating) to bring about organizational change. The results from the effort included significant increases in library visits and uses of library services (Halaychik, 2014). The library leaders were able to use the servant leadership themes to revitalize the library on the campus and bring about meaningful change that impacted faculty, staff, and students (Halaychik, 2014).

Martin (2015) conducted an exploratory study to examine the rates of transformational, transactional, and laissez-faire leadership among academic library directors to determine if any differences in leadership styles existed in regard to gender, age, or experience of the director, and also by the type of academic library in which they worked. The Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1995) was used to examine the full range of leadership styles among the 50 academic library leaders who participated in the study. Martin (2015) did not find any statistical difference in leadership styles by gender, however, the more years of administrative experience respondents had, the more likely they were to use transactional leadership and a similar correlation was found with age. The author noted this as possibly part of the problem with academic libraries' slow adaptation to change.

Studies using authentic leadership theories seem more prevalent in academic library literature than in literature on higher education. As stated previously, perhaps

leadership in higher education is too complex or different for authentic leadership theories to be successful (Bolman & Gallos, 2011). Academic libraries, on the other hand, are a smaller and more distinctive unit within higher education institutions and might be better suited to authentic leadership theories. These studies do represent some of the latest research on leadership in libraries and thus are relevant to this study.

Leadership Development in Academic Libraries

Leadership development and preparedness are important contributors to leadership effectiveness (Weiner, 2003). There have been a number of studies that have examined the leadership development of academic library directors as well as evaluating what the library profession has done to promote leadership development (Bonnette, 2004; Feldman, Level, & Liu, 2013; Fitsimmons, 2008; Kirkland, 1997; Lipscomb et al., 2009; McCracken, 2000; O’Keeffe, 1998; Parsch & Baughman, 2010; Rooney, 2010; Skinner & Krubbenhoeft, 2014). The majority of the research has focused on leadership development in general, mentoring, on-the-job training and library leadership training programs.

O’Keeffe (1998) conducted a survey that examined job preparedness of library directors at small four-year colleges (less than 2000 students) in 12 mid-western states. She invited 189 libraries to participate and had 158 returned surveys for an 84% response rate. The survey measured the director’s qualifications possessed at the time he or she first received their first director job and the skills and abilities the directors believed were essential for survival and doing well. The directors determined their preparedness based on education attainment, past experience, and professional activities. For example, 86% had a subject master’s degree before becoming director and 14% had a doctorate.

O’Keeffe (1998) did find that 20% of the directors only had one year of experience before becoming director and 20% were alumni of the institutions they served. She concluded this could be due to smaller hiring pools as a result of geographic location or desirability of position at small institution, or the hiring practices or priorities at the institutions (O’Keeffe, 1998). O’Keeffe’s (1998) overall findings were strong, with education and experience being valued by institutions in choosing their library directors, but this rather high percentage of inexperienced librarians being made library directors does present some concern.

McCracken (2000) investigated the necessity and value of a doctorate degree among small college library directors. He found that only 20% of library directors at Baccalaureate I institutions have them according to statistical information gathered from the IPEDS database, U.S. Department of Education, and other data confirmed from the directors themselves (79% response rate from directors contacted) (McCracken, 2000). The differences between libraries led by a director with a Ph.D. and those not led by a director with a Ph.D. were slight at best (McCracken, 2000). Although a significant achievement, McCracken (2000) found no evidence that a doctorate improved the reputation of the library, nor was it viewed as a replacement for administrative ability, creativity, and experience for success as a library director.

Fitsimmons (2008) also studied the education preparedness of library administrators. He decided to interview administrators who had direct hiring responsibilities for the library director at their institution. The participants for the study would be drawn from American colleges and universities, both public and private, granting associate or higher degrees. The survey used Hernon et al.’s (2003) list of

desirable attributes, competencies, and credentials taken from their study of library directors' perspective on these issues. Fitsimmons (2008) found that library directors rated the importance of the Master's degree in Library Science higher than did their administration. Library directors also rated other advanced degrees as more important than did their administration at baccalaureate and associate's institutions, but not doctoral and master's degree granting institutions, which rated them the same as library deans. This would appear to be a shift from findings from McCracken (2000), who indicated a great desire from administration that their library directors possess doctorate degrees.

Overall, there was much agreement between the academic administrators and the library directors. The administrators felt more strongly about certain personal attributes, such as integrity and the ability to work collaboratively with other campus colleagues, but the differences were not considered that significant (Fitsimmons, 2008). The academic administrators even added a few attributes they believed were important for a library director, such as professional activities, being learning/student centered, having a strong work ethic, and the ability to work effectively with all campus constituent groups (Fitsimmons, 2008). No academic library director will have all of these qualities or attributes, but there was enough general agreement from the academic administrators that prospective library directors can get a sense of the general qualities and credentials needed to get hired.

Library leadership training programs. Feldman et al. (2013), as a part of a case study, surveyed 26 library faculty members at Colorado State University (53% response rate) about the leadership training and development opportunities available at the library. The authors also did a review of the literature and convened a follow-up discussion with

the faculty librarians after the survey data was analyzed (Feldman et al., 2013). The Colorado State University Libraries had undergone quite a bit of change and restructuring in recent years and many library faculty members were concerned over their roles and the future direction of the library system. The authors recommended training opportunities offered by local and national organizations, leadership role development, and improvement to the organizational communications (Feldman et al., 2013). The libraries at Colorado State University were undergoing a challenging period of transition and determined that proactive actions towards leadership development were important to this reorganization and transition.

Academic library professional organizations have also been proactive at creating programs to develop the next generation of library leaders. Skinner and Krabbenhoef, (2014) looked at every library leadership program from 1998 to 2013 in the United States. Before 1982, they were not able to find evidence of any library leadership training experiences, but between 1998 and 2013 more than 200 leadership training events were offered to more than 8,000 participants in the U.S. (Skinner & Krubbenhoef, 2014). Library leadership training expanded rapidly after 2000, and range from single day events to year-long leadership fellows programs. In their examination of these library leadership programs, Skinner and Krubbenhoef (2014) found that the diversity of leadership training opportunities was so wide that it was difficult to categorize or compare programs and there was a notable lack of shared objectives or leadership competencies that guided these programs. This also has led to difficulty in evaluation of the success or failure of these leadership programs.

Lipscomb et al. (2009) studied the National Library of Medicine (NLM)/Association of Academic Health Sciences Libraries (AAHSL) Leadership Fellows Program. This was a qualitative study that used focus groups of mentors, fellows, and home supervisors, and a brief survey was also completed by each mentor and fellow to supplement the qualitative data (Lipscomb et al., 2009). The authors examined expected outcomes, program benefits, program components, mentor-fellow relationships, cohort relationships, supervisor interaction, support system, and impact of the program (Lipscomb et al., 2009). The main benefit for fellows was enhanced leadership skills, credibility as candidates for library director positions, and connecting with a group of peers who share the same career goals as benefits of the program (Lipscomb et al., 2009). Mentors remarked that they received as much benefit from participation in the program as they contributed to the career development of the fellows as they reflected on their own leadership and also learned from the other mentors and fellows (Lipscomb et al., 2009). Overall, the participants believed the program was helping develop the individual, was making a contribution to the quality of leadership in the library profession, and was improving succession planning and leadership development for AAHSL (Lipscomb et al., 2009).

Academic libraries have recognized the pending vacuum in leadership positions for some time and have tried to be proactive in preparing for it (Hernon et al., 2002; Lipscomb et al., 2009; Martin et al., 2002; Pritchard, 2008; Weiner, 2003). Library leadership training programs have been a major focus for several library professional organizations (Lipscomb et al., 2009; Skinner & Krubbenhoeft, 2014). The library profession has recognized the importance of effective leadership and developing the next

generation of leaders for academic libraries (Feldman et al., 2013; Lipscomb et al., 2009; Skinner & Krubbenhoeft, 2014).

Mentoring. Academic libraries have used mentoring as an important aspect of leadership development for library directors (Bonnette, 2004; Kirkland, 1997; Mavrinac, 2005). Mavrinac (2005) discussed the need for transformational leadership and change in higher education and academic libraries to effectively meet the economic challenges, demographic changes in the student populations, and rapid changes in technology. Mavrinac (2005) argued that to successfully make these transformational changes a learning culture needed to be created and that peer mentoring was a major component to creating this culture. A peer mentoring program could foster leadership development throughout the library, as well as assisting in bringing a library through periods of transition and meeting any challenges it faces (Mavrinac, 2005).

Kirkland (1997) surveyed 50 female librarians to determine whether any deprivation behavior or anti-mentoring was happening. At the time of her research, the percentage of women directors was much lower than the percentage of women in the profession (Kirkland, 1997). In a second survey, Kirkland (1997) sought career factors that women directors found valuable to their advancement. She surveyed 135 women library directors (received a 45% response rate) and found that mentoring was a central factor in the career development of many women directors (Kirkland, 1997). She concluded that every librarian needed to be mentored and encouraged to work up to her or his full potential (Kirkland, 1997).

Bonnette (2004) researched the recruitment and mentoring of minority librarians as a part of a 2002 ALA Diversity Research Grant. She highlighted a concern regarding a

lack of career development or advancement strategies for minority librarians. Bonnette (2004) found evidence of a lack of mentoring, management training, and career-development opportunities as specific barriers to career advancement. Mentoring instills self-confidence and the skills required to advance in libraries, it improves recruitment and retention of librarians, and ultimately helps them advance their career (Bonnette, 2004). This is especially important for minority librarians, who have not had these opportunities and have often struggled to advance their careers in the profession (Bonnette, 2004).

Mentoring has been another important leadership development tool for academic libraries (Bonnette, 2004; Kirkland, 1997; Mavrinac, 2005). As this research demonstrates, mentoring does not only foster leadership development for library directors, but throughout the library (Mavrinac, 2005). It has been especially important to female and other minority librarians in their leadership development and achieving director positions and other leadership positions in the library (Bonnette, 2004; Kirkland, 1997).

On-the-job training. Rooney (2010) examined the state of management preparation, training, and development among middle managers in American academic libraries and how it compares to previous decades. Two online surveys were sent to all 99 American academic libraries in the Association of Research Libraries (ARL) and a random sample of 243 American academic libraries at other universities and colleges not in ARL (40% response rate) (Rooney, 2010). The need for management training has gotten better, but overall the findings were mixed with only 42% of middle managers participating in any formal on-the-job management training prior to accepting their first middle management position (Rooney, 2010). Interestingly, more middle managers

received formal on-the-job management training while serving as a department head (Rooney, 2010). Overall, more middle managers are taking significantly more management training after they take leadership positions since 2003 than middle managers who took these positions before 2003 (Rooney, 2010). This would seem to indicate the need for effective leadership and better leadership development has been recognized somewhat by the library profession.

Parsch and Baughman (2010) used to surveys to assess the use of organization development in Association of Research Libraries (ARL). They surveyed 123 libraries and received a 30% response rate. They found that whether the library called it organization development or not or whether it was a formal program or not, organization development was being done in essentially every library (Parsch & Baughman, 2010). This includes team building, leadership development, succession planning, and coaching and counseling, and some of this included on-the-job training for managers and leaders. The authors argued that more organization development is good for healthy organizations that are more efficient and effective (Parch & Baughman, 2010).

On-the-job training is another method where library leaders can develop their leadership skills. As the research clearly shows, most librarians that achieve leadership positions do so without any formal management training prior to accepting the position (Rooney, 2010). Most librarians are forced to some degree to learn on the job, though Parsch and Baughman (2010) found that most libraries, whether intentional or not, engaged in some organizational development, including team building and leadership development. An important aspect of this study will be to understand the career journey

that led the participants to becoming library directors; therefore, these studies on library leadership development are important background to the study.

Chapter Summary

This chapter addressed the relevant leadership theories to the study. Leadership theories are numerous and there are many approaches to effective leadership, leadership emergence, and leadership development. Effective leadership in higher education, and by extension, academic libraries, has unique challenges and can be difficult to accomplish due to the complex nature of higher education. This review of leadership literature, particularly the focus on leadership studies in higher education and academic libraries, hopefully provides a broad overview and solid foundation for this study on effective leadership in academic health sciences libraries. The next chapter will outline the qualitative methodology and methods used in the study.

Chapter 3

Methodology

Academic libraries are facing challenges with the transition from print resources to digital collection, increased competition from the Internet and other information providers, and the incipient leadership vacuum due to many current library leaders plans for retirement (Cunningham, 2010; Fought, 2014; Herson, 2010; Herson et al., 2002; Martin et al., 2002; Pritchard, 2008; Weiner, 2003). Compounding these challenges are the difficult financial challenges facing all of higher education and state and federal governments increased demands for accountability in higher education and greater affordability for students (Altbach et al., 2011; Archibald & Feldman, 2011).

These challenges require effective leadership to secure the long-term future of academic libraries and enable them to continue the critical role they perform at their institutions (Giesecke, 2010; Lynch et al., 2007; Miller, 2012; Oakleaf, 2010). Effective leadership is important towards influencing staff to willingly exert themselves and cooperate towards collective library goals, which in turn are key for the library to be effective (De Cremer & van Knippenberg, 2004). The perceived effectiveness of the library director and of the library are closely associated, and adequate funding for the library, a key indicator of administrative support, is primarily determined by the administration's confidence in the library leadership (Weiner, 2003).

The purpose of this qualitative phenomenological study was to better understand how academic health sciences library directors experienced leadership and how their experience related to their understanding of effective leadership. The study used the four organizational frames (structural, human resources, political, and symbolic) developed by

Bolman and Deal (2013) and Rosser et al.'s (2003) model of seven domains of leadership responsibility as the theoretical framework. The research questions that guided this study were:

1) How do academic health sciences library directors understand their leadership and experiences as library leaders?

2) What was their career journey that led them into library leadership?

3) How do these library directors evaluate their effectiveness as leaders?

This chapter will describe in detail the methodology and methods used for this research. First, the research design for the study will be explained starting with epistemology, theoretical framework, research methodology, participants, and finally data collection. Second, a description of the data collection and analysis will be provided. Third, the trustworthiness of the research methodology and methods will be discussed and finally, the chapter will conclude with a summary.

Research Design

Research design in the social sciences is the plan set forth to answer the research questions and fulfill the purpose of the study (Patton, 2015). The research design transforms the research idea into a plan that can then be carried out in practice by the researcher (Cheek, 2008). It is more than simply selecting methods and techniques for collecting and analyzing data, but also refers to decisions about how the research is conceptualized, how the research will be conducted, and finally the type of contribution the research is intended to make (Cheek, 2008). Merriam and Tisdell (2016) refer to this process as creating a map or logical plan for selecting a topic, then focusing and shaping the topic into a research problem, and finally selecting the sample to be studied.

For this study, qualitative phenomenological research was implemented because of the emphasis on analyzing and understanding the personal experiences of the academic health sciences library directors as related to their perceptions of effective library leadership. Qualitative phenomenological research was an appropriate research design due to its focus on exploring and understanding the meaning individuals ascribe to a particular phenomenon or experience (Merriam & Tisdell, 2016). Qualitative phenomenological research is interested in understanding how people make sense of their experiences, and also the essence and underlying structure of those experiences (Merriam & Tisdell, 2016). This study intended to understand effective leadership in academic health sciences libraries from the perspective and experiences of the directors leading these libraries.

Epistemology. Epistemology is, “the theory of knowledge embedded in the theoretical perspective and thereby in the methodology” (Crotty, 1998, p. 3). It is concerned with the nature of knowledge, or how we know what we know. Epistemology provides the philosophical grounding for deciding what kinds of knowledge are possible and how researchers can determine whether they are adequate and legitimate (Crotty, 1998). This is why researchers need to identify, explain, and justify their epistemological choice. Epistemology has a tremendous influence on how someone goes about his or her research and presents the research outcomes.

There are a number of different epistemologies. Objectivism contends that meaning and reality exist apart from the operation of any consciousness (Crotty, 1998). Objectivism asserts the existence of a world of objective reality, independent from human existence, which has a determinate nature that can be discovered (Patton, 2015). In other

words, a cloud is a cloud regardless if anyone is aware of its existence or not. When a human being recognizes it as a cloud, he or she is simply discovering a meaning that had been there all along. The subjectivist epistemology is found in structuralist, post-structuralist, and postmodern thought. In subjectivism, the meaning does not come from any interplay between the subject and object but is imposed on the object by the subject (Crotty, 1998). The object makes no contribution to the creation of meaning, but instead human beings import meaning from elsewhere. In fact, no meaning can come from an interaction between the subject and object at all (Crotty, 1998). Subjectivism is generally associated with critical inquiry, feminism, and postmodern theoretical perspectives and approaches research with the intention of detecting and uncovering beliefs and practices that limit human freedom and justice (Glesne, 2016). The intention of such research is to critique these historical and structural conditions of oppression and attempt to transform them (Glesne, 2016).

For this study, constructivism was chosen as the most appropriate epistemology (Costantino, 2008). The study sought to understand leadership in libraries from the shared experiences of academic health sciences library directors and learn how they construct their perceptions of effective leadership. The constructivist view of human knowledge is that there is no objective truth, but that truth, or meaning, comes into existence as people engage with the world they are interpreting (Costantino, 2008). In other words, people construct meaning rather than discover it and different people will construct meaning in different ways, even in regard to the same phenomenon (Costantino, 2008; Merriam & Tisdell, 2016). In constructivism, individuals seek understanding of the world in which they live and work, and develop subjective meanings of their experiences (Costantino,

2008). The goal of qualitative research from the constructivist epistemology relies as much as possible on the participants' viewpoint of the situation, which are socially constructed through their interaction with others and through historical and cultural norms that are always present in participants' lives (Creswell, 2013).

Theoretical framework. In qualitative research, the theoretical framework or perspective is, “the philosophical stance informing the methodology and thus providing a context for the process and grounding of its logic and criteria” (Crotty, 1998, p. 3). An epistemology, as was discussed earlier, is the source, limits, rational, and justification for our knowledge, or put another way, our understanding of what human knowledge is (Stone, 2008). Epistemology informs our theoretical perspective, which includes our assumptions regarding this world and forms our method to explaining and understanding human society and our world (Crotty, 1998).

The theoretical framework for this study came from the interpretivist perspective. According to Glesne (2016), interpretivism is a form of social science research that holds that the natural and social worlds cannot be directly understood but must be interpreted. The interpretivist theoretical perspective attempts to interpret human society from a cultural and historical viewpoint (Crotty, 1998). This fits well with the previous discussion of the constructivism epistemology where individuals sought understanding of the world in which they live and work, and developed subjective meanings of their experiences (Creswell, 2013). In fact, the terms interpretivism and constructivism are often used interchangeably (Merriam & Tisdell, 2016).

This study followed phenomenology theory, which focuses on revealing meaning and understanding the essence of a shared experience, and works particularly well with

phenomena that does not lend itself to easy quantification (Käufer & Chemero, 2015; Sokolowski, 2000). A part of the interpretivist theoretical perspective, phenomenology is a way of studying human experience and the way things present themselves to people in and through such experience (Sokolowski, 2000). Phenomenology searches for the essence of a phenomenon from people's shared experience of it, which cannot be revealed by ordinary observation, and analyzes this phenomenon for themes and meanings so it can be described and understood (Moustakas, 1994).

The purpose of phenomenological research is to understand the cognitive subjective perspective of the individuals who have experienced the phenomena under study and also understand the effect that perspective has on the lived experience (Flood, 2010; Moustakas, 1994). The lived experience in phenomenology means reflection on the prereflective or prepredicative life experience as living through it (van Manen, 2014). It is an appropriate methodology to use when a researcher is trying to understand the essence of a shared experience and describe this lived phenomenon. Phenomenological research was deemed the most suitable methodology for understanding how academic health science library directors constructed their perceptions of leadership and how this relates to their understanding of effective leadership due to its usefulness in understanding subjective experience and gaining insight into an individual's motivations and actions (Lester, 1999; Moran, 2000).

The phenomenological research methodology is derived from the phenomenology school of philosophy first advanced by the German philosopher Edmond Husserl (1859-1938). He developed phenomenology as a philosophical method of inquiry because of his rising belief that experimental scientific research was not able to study and explain all

human phenomena. Beginning his career as a mathematician, he sought to create a rigorous science that would find truth in lived experience so that we may arrive at a deeper understanding of the nature or meaning of experiences of phenomena (Cilesiz, 2011; Earle, 2010; Mapp, 2008; Sokolowski, 2000). For Husserl, phenomenology involved the careful examination of human experience (Smith, Flowers & Larkin, 2009).

An important aspect of Husserl's approach is the idea that researchers are able to narrow their focus on the phenomenon under consideration. In order to do this, researchers must be able to put aside or focus on bracketing their own prejudices, viewpoints, and assumptions, to get at the essence (Dowling & Cooney, 2012; van Manen, 2014). Another phenomenological approach was developed by Martin Heidegger (1889-1976), a former student of Husserl, which differs from Husserl in that it advocates researchers bringing their own understanding and experiences to the research process instead of bracketing (Mapp, 2008). Heidegger described phenomenon as "that which becomes manifest for us," suggesting that, "phenomena are brought into being through our living in the world" (Vagle, 2014, p. 20). Therefore, Heidegger argued that it was impossible for researchers to separate their own experiences, interpretations, and presuppositions from their research (Dowling & Cooney, 2012; Leonard, 2013).

Two other persons were important to development and history of phenomenology. Jean-Paul Sartre (1905-1980) was a French philosopher heavily influenced by Husserl. His contributions to phenomenology derive from his writings on how human beings actually perceive or experience nonbeing or the absence of things (Sokolowski, 2000). He argued that human beings were always in the process of becoming themselves, and this sense of self did not pre-exist waiting to be discovered, but was constantly in the process

of becoming (Smith et al., 2009). It was this focus on what will be, rather than what is, that led him to the concept of nothingness. He theorized that things that were absent were as important as those that were present when it came to defining who he was and how he saw the world (Smith et al., 2009).

The second person, also from France, was Maurice Merleau-Ponty (1908-1961). He stressed the situated and interpretative quality of our knowledge about the world. In his works on phenomenology, he described the embodied nature of our relationship to that world, which leads to our placing our own individual situated perspective on the world first (Smith et al., 2009). Merleau-Ponty thus believed that while human beings could observe and experience empathy for another person, ultimately, they could not share entirely another's experience because their experience belongs to their own embodied relationship to the world (Smith et al., 2009).

In general terms, early phenomenological inquiry attempted to “get back to the things themselves” (Smith et al., 2009, p. 1), or to understand the experience before cultural messages have imposed meaning on the experience (Misawa, 2013). Phenomenological methodology, “was meant to be critical of culture because it was intended to look at how ‘a way of seeing is also a way of not seeing’” (Misawa, 2013). In this tradition, attempts were made to interpret phenomenon without cultural meaning so strongly coloring our perception of it. For example, how do the parents of severely autistic children cope with raising a special needs child outside of or in spite of what society expects these parents to experience, such as feelings of sadness, anger, and depression? Phenomenology was initially more critical and determined to change the worldview from the status quo. When phenomenology came to the United States it

became more acritical and focused on the essence of people's shared experiences (Crotty, 1998). This is the current and more popular form of phenomenology today due to its focus on allowing the researcher to understand the experiences of groups of people who have taken part in a shared phenomenon (Misawa, 2013). The focus is less on the researchers' interpretations and more on the descriptions of the research participants' shared experiences, while the researcher strives to maintain a fresh perspective as though perceiving the phenomena for the first time (Moustakas, 1994).

Research methodology: Phenomenology. The methodology of a study is “the strategy, plan of action, process or design lying behind the choice and use of particular methods and linking the choice and use of methods to the desired outcomes” (Crotty, 1998, p. 3). The selection of methodology is guided by the choice of epistemology and theoretical perspective. It in turn provides the rationale for the choice of methods and the forms in which the methods are used (Crotty, 1998). As stated above, this study used phenomenological research as its methodology and to guide its selection of research methods.

Phenomenology guided the development of the study's research questions due to its focus on exploring how human beings make sense of experience. Phenomenology searches for the meaning, structure, and essence of the lived experience of a phenomenon for a person or group of people and stays true to the experience and context in which it appears (Giorgi & Giorgi, 2008; Patton, 2015). Above all, phenomenology is focused on the nature of consciousness as actually experienced, without regard for what common sense or philosophical tradition might suggest (Moran, 2000). The study's research questions therefore centered on capturing how academic health sciences library directors

construct their understanding of leadership through an examination of their shared experience as academic library leaders and how they defined and measured the effectiveness of their leadership.

The primary methods for data collection in phenomenology research are by in-depth, semi-structured interviews and unstructured interviews (Misawa, 2013; Seidman, 2013). Interviews allow the participant to draw a vivid picture of their experience, which leads to an understanding of shared meanings (Mapp, 2008). It is important to consider recording the interviews to allow for more in-depth analysis, which can be lost if the interviewer is handwriting the notes of the interview as it happens. As to the number of questions in the interview, it is a matter of quality over quantity and thus it is better to ask fewer questions and probe them deeply than to ask many questions and assume more questions will yield more data (Mapp, 2008).

As mentioned above, bracketing, or epoché, allows the experience of the phenomenon to be explained before we allow cultural messages to impose meaning on it (Misawa, 2013; van Manen, 2014). Aside from bracketing, there are three additional steps in the phenomenology methodology: phenomenological reduction, horizontalization, and imaginative variation. Phenomenological reduction is the process of continually returning to the essence of the experience, describing it again and again, to capture the inner structure or meaning of the experience (Merriam, 2002; Moustakas, 1994). Horizontalization is where all your data have equal value at the beginning of your data analysis (Moustakas, 1994). Finally, “imaginative variation is to seek possible meanings through the utilization of imagination, varying the frames of reference, employing

polarities and reversals, and approaching the phenomenon from divergent perspectives, different positions, roles, or functions” (Moustakas, 1994, p. 97).

It was my hope that the results of this study would provide a better understanding of how academic health sciences library directors experience leadership and how they determine their leadership effectiveness. This understanding would help new academic health sciences library directors, and those aspiring to director positions, to better understand and appreciate what is required in leading a health sciences library. Also, it would give them a measure for determining their own leadership effectiveness and help them to reflect on their personal leadership.

Research context. This study examined directors at libraries that support the patient care, research, education, and community service missions of academic health science centers and medical colleges. They were members of the Association of Academic Health Sciences Libraries, which supports academic health sciences libraries and directors through visionary leadership and expertise in health information, scholarly communication, and knowledge management (Association of Academic Health Sciences Libraries, 2014). Membership in the Association of Academic Health Sciences Libraries is exclusive to academic health sciences libraries and directors serving the accredited U.S. and Canadian medical schools belonging to or affiliated with the Association of American Medical Colleges (AAMC).

Participants. The study used purposeful sampling with criterion-based sampling strategies to select its participants. Purposeful sampling selects information-rich cases or participants to study, which by their nature and substance will explain and clarify the research questions under study (Patton, 2015). Criterion-based sampling reviews and

studies all cases or participants that meet a predetermined criterion of importance and eliminating any cases or participants who do not meet the predetermined criterion (Patton, 2015). Participants for the study met the following predetermined criterion: they were academic health sciences library directors at public RU/VH: Research universities (very high research activity) in the Carnegie Classification of Institutions of Higher Education. Health sciences libraries at these institutions are typically larger, have a greater number of employees, and work with a broader and more complex range of issues than directors at smaller institutions. A study of the leadership at these larger and more complex health sciences libraries would yield a rich and more complete understanding of leadership at academic health sciences libraries. Additionally, the list of participants also met the criteria of active membership in the Association of Academic Health Sciences Libraries.

An initial scan of universities that met these criteria identified 48 institutions. A purposeful sampling of 15 academic health sciences library directors at these institutions were invited to participate in the study, with 11 accepting the invitation. There is no exact answer for how many participants is adequate as the intent of qualitative research is not to generalize the information, but to explain the participants' specific personal experiences (Creswell, 2013; Merriam & Tisdell, 2016). Seidman (2013), on the other hand, recommends using two criteria to determine when a research study has enough participants. The first criterion is sufficiency (Seidman, 2013). Are there enough participants involved in the study so that individuals outside the sample group will be able to connect to the experience of those who are in it? There needs to be enough participants to reflect the wide range of individuals and contexts found in academic

health science centers. The other criterion is saturation of information (Seidman, 2013). Does the researcher reach a point where he or she is hearing the same information from the participants and no new information is being conveyed? At some point a researcher will no longer learning anything new and at that point any further data collection is probably of only limited value, though it is difficult to predetermine when this might occur (Seidman, 2013). Seidman (2013), therefore, does not recommend a specific number since every researcher and every study is different, though he does mention practical exigencies of time, money, and other resources as also playing a role in determining how many participants for a study. I believe that both of Seidman's (2013) criteria were met with regard to the number of participants in this study.

Participants were initially contacted by email to disclose the purpose of the study and its methodology, to determine willingness to participate in the study, and also to set up interview appointments. The interviews were conducted by telephone and lasted approximately 1 hr each. Interviews were audio recorded for data collection purposes. These recordings were encrypted and stored on an external hard drive that was secured in a locked cabinet and was only accessible to myself and my advisor. Participation in this study was on a strictly voluntary basis.

The starting point for any research project is avoidance of harm (Smith et al., 2009). Therefore, confidentiality and anonymity of participants was maintained within the limits allowed by law. All written documents and electronic information related to this research remained secure, and was only accessible to myself and my advisor. An informed consent form was provided to each participant who agreed to participate in the

study for him or her to sign. This form explained to participants what to expect in the interviews and also the likely outcomes of data analysis.

Data Collection

There are many forms of data in qualitative research with new forms still emerging (Creswell, 2013). In-depth interviews, observations, and documents are three fundamental and widely used forms of data collection in qualitative research, though individual qualitative methodologies determine what methods of data collection are used (Merriam & Tisdell, 2016). Phenomenology requires researchers to explore, describe, interpret, and situate the means by which their participants make sense of their experiences (Smith et al., 2009). Thus, phenomenological researchers need access to participants' rich and detailed personal accounts of their experience with the phenomena under study.

Interviews. Interviews are a major source of data collection in qualitative social science research (Patton, 2015). Interviews in social science research have a structure and purpose, and can be defined as the process whereby the participant and researcher engage in formal conversation focused on questions related to the research study (Merriam & Tisdell, 2016). Different qualitative methodologies emphasize different questions and approaches to their interviews (Patton, 2015). Phenomenological interviewing, for example, attempts to elicit the personal description of a lived experience from the participant in order to describe the phenomenon in as much detail as possible in lived-through terms (Patton, 2015).

In-depth, phenomenologically-based semi-structured and unstructured interviews are the primary method of data collection in phenomenological research wherein the

researcher attempts to uncover the essence of the meaning of the experience (Misawa, 2013; Seidman, 2013). This method pools together, “life-history interviewing and focused, in-depth interviewing informed by assumptions drawn from phenomenology” (Seidman, 2013, p. 14). Phenomenological-based interviewing, therefore, is focused on the experiences of the participants and the meaning they make from those experiences (Seidman, 2013).

Seidman (2013) identified four phenomenological themes that provided a rationale for his structure and interview techniques. First, phenomenology stresses the transitory nature of human experience. Human experiences are fleeting, therefore researchers using a phenomenological approach try to get participants to search back for the essence of their lived experience and the meaning they make of that experience (Seidman, 2013). Second, phenomenological researchers are seeking to understand their participants’ experience from their point of view, not the researchers’ point of view (Seidman, 2013). Third, phenomenological research is focused on the lived experienced of human beings. The lived experience is what human beings experience as it happens, but they only have access to the experience after it happens through a reconstruction of the experience (Van Manen, 1990). Primary access to that lived experience is through language, which brings us back to the researcher and the basic fundamentals of interviewing research (Seidman, 2013). Finally, a phenomenological approach to interviewing emphasizes the importance of making meaning of experience and putting that meaning into context (Seidman, 2013). Context is critical to understanding the meaning of a participants’ lived experience from their point of view (Seidman, 2013).

With these phenomenological themes in mind, Seidman (2013) recommends a three-interview series. Three interviews with each participant allows the research to gain the depth and context of the experiences necessary to understand the essence of the participants' lived experience (Seidman, 2013). The first interview should establish the context of the participants' experience. The second interview lets the participants reconstruct details of their experiences within context, while the third interview allows participants to reflect on the meaning their experiences have for them (Seidman, 2013).

The data for this study was collected through phenomenologically-based semi-structured interviews with academic health sciences library directors. After consulting with my advisor, I decided to do two interviews with each participant, which Seidman (2013) accepts as an alternative to his three interview structure as long as participants are still allowed to, "reconstruct and reflect upon their experience within the context of their lives" (p. 25). The interviews used primarily open-ended questions, structured around my research questions, and allowed new ideas to be brought into the interview based on how participants responded while still allowing me to cover the topics that I wished to explore (Seidman, 2013). "The goal is to have the participant reconstruct his or her experience within the topic under study" (Seidman, 2013, p. 14).

I first prepared open-ended interview questions based off the research questions of the study (see Appendix C). Once participants were identified, informed about the study and their rights, and agreed to participate, the next step was to determine what type of interview was practical and would yield the most useful information for the study (Creswell, 2013). Since the participants for this study were located all over the United States, telephone interviews worked best. The interviews were audio recorded to assist in

data collection and improve completeness and accuracy of participants' responses. The interviews were semi-structured thus an interview guide was developed to help ensure the interview covered all of the study's research questions (see Appendix C). Interviews were scheduled individually at agreed-upon times that were convenient to both participants and myself. An informed consent form was provided to all participants and was signed and returned to me before the interviews took place. Each recorded interview file was encrypted, stored on an external hard drive, and secured in a locked cabinet where only my advisor and I would have access. Each recorded interview was transcribed for data analysis.

Nonparticipant observations. Observations are another major source of data in social science research (Glesne, 2016). A researcher wanting to use observational methods will need specific training and preparation, and be ready when in the field (Patton, 2015). Observations in social science research are systematic, address specific research questions, and are subject to checks and balances to produce trustworthy results (Merriam & Tisdell, 2016). Observations are different from interviews in two important ways. Observations take place in the setting where the phenomenon is taking place rather than a location designated for an interview or over the phone. Also, observational data represent a firsthand account of the phenomenon rather than a secondhand account from an interview (Merriam & Tisdell, 2016). For this study, I was a nonparticipant observer at three of my participants' libraries and used my research purpose and questions to guide my observations (Creswell, 2013). In nonparticipant observation the researcher is an outsider to the participant and phenomena under study, and watches and takes field notes

from a distance without direct involvement with the activity or participant (Creswell, 2013).

Several of the potential participants for this study were in close proximity to me and therefore provided the opportunity to visit and observe the academic health sciences library directors at the libraries they lead. In these instances, I recorded field notes of my observations (see Appendix D). The notes were detailed and recorded elements such as physical setting, the participants, activities and interactions, conversations, and other, subtler elements that gave my observations better and more accurate context for later data analysis (Merriam & Tisdell, 2016). The researcher needs to be able to take detailed field notes as the phenomenon is being observed and then type the full notes in a narrative format as soon as possible after the observation (Merriam & Tisdell, 2016).

Documents. The term document is often used to refer to a wide range of written, visual, digital, and physical material relevant to a study (Merriam & Tisdell, 2016). Most documents are created prior to the beginning of a research study and are a good source of data for qualitative social sciences research, though they are not designed specifically to address the research questions like interview data (Merriam & Tisdell, 2016). For this study, there were numerous documents produced by academic health sciences libraries and professional library associations that proved useful and filled in gaps regarding the participants' experiences as leaders. Public records and personal documents are the most common types of documents used in qualitative research (Merriam & Tisdell, 2016). A thorough search was conducted for documents, such as library newsletters, annual reports, or director's CVs that were relevant for a better understanding of the leadership experiences of the academic health sciences library directors participating in this study.

Field notes are a primary recording tool for qualitative researchers and can include descriptions of people, places, events, activities, and conversations, as well as being a place for ideas, reflections, and notes as patterns seem to emerge (Glesne, 2016). Field notes can be both descriptive and analytic (Glesne, 2016). Descriptive notes record details and allow you to visualize the moment, the person, and/or setting at a later time. (Glesne, 2016). Analytic notes are a form of data analysis that takes place throughout the research process and can contribute to problem identification, research design, question development, and identification of patterns and themes (Glesne, 2016). I used primarily analytic field notes to enable me to reflect on my data and identify patterns and themes. I wrote field notes after each interview to capture my thoughts and reflections on the interview as a whole and particularly the experiences related to me by the participant.

Data Analysis

Data analysis in qualitative research is the process whereby the researcher makes sense of the data collected so you can figure out what you have learned and understand what you have experienced (Glesne, 2016; Merriam & Tisdell, 2016). Data collection and analysis is typically a simultaneous process in qualitative research, which is one of its distinguishing features from quantitative research (Merriam & Tisdell, 2016). There are a variety of different approaches to analyzing data with the form of analysis being linked to the researcher's methodology, research goals, and data collection methods (Glesne, 2016). Thematic analysis was used to analyze the data for this study. It is a general approach that prepares and organizes the data for analysis by first coding the data, then analyzing the codes for patterns that can be organized into categories, and finally analyzing these categories for emergent themes (Glesne, 2016; Saldaña, 2013).

The transcriptions were first comprehensively coded line by line. A code in qualitative research is usually a word or short phrase that summarizes or captures the essence of that portion of data to which it is assigned (Glesne, 2016; Saldaña, 2013). A code therefore, “attributes interpreted meaning to each individual datum for later purposes of pattern detection, categorization, theory building, and other analytic processes” (Saldaña, 2013, p. 4).

Qualitative codes capture the essence and essential elements of the research story. When clustered together, because of similarity and regularity, patterns emerge that facilitate the development of categories, and from these categories develop broader themes (Saldaña, 2013). A theme is usually a phrase or sentence that identifies what these clustered data are about and/or what they mean (Saldaña, 2013). A theme attempts to make sense of the data, give them shape, and capture the phenomenon one is trying to understand. The objective then is to winnow down the themes to what is the essence of the phenomenon under study (Saldaña, 2013).

The order or combination of themes for this study was dictated by the data. Categories and themes emerged as the data was analyzed with the purpose of better understanding how academic health sciences library directors construct their perceptions of leadership and how this relates to effective leadership. To get to the essence of these directors’ shared experiences as library leaders the data, once coded and analyzed into categories and themes, was reexamined through the process of phenomenological reduction, horizontalization, and imaginative variation (Merriam, 2002; Merriam & Tisdell, 2016; Moustakas, 1994).

I was alert to repeated ideas and the number of times participants mentioned certain terms and used them as clues to the prominence of specific ideas or to perceptions of the essence of their shared experiences (Saldaña, 2013). In other words, there were certain ideas or perceptions that stood out more than others and their prominence was important to understanding the essence of this shared experience in leadership. Also, as described above, I used member checking and a peer debriefer to validate the themes and other findings, to guide the order or combination of the themes, and to address any inconsistencies in the themes or other findings.

Trustworthiness

Qualitative research is based on different assumptions about reality than quantitative research, and therefore its standards of rigor are also different from quantitative research. To a certain extent, the trustworthiness of a qualitative study is dependent on a thorough and rigorous research design (Merriam & Tisdell, 2016). Glesne (2016) defines trustworthiness as an awareness of the quality and rigor of the study and the criteria that can be used to assess how the research was conducted. These criteria pertain mostly to the research methods and techniques for data collection, analysis, and interpretation (Glesne, 2016).

Member check. This study used member checking to determine reliability and trustworthiness of the research results. Member checking is where the researcher gives participants the opportunity to clarify any of their answers and comment as to whether the interview fully reflects their experience of the phenomenon (Creswell, 2013). Participants may also be asked later to comment on the credibility and accuracy of the findings and interpretations from the study. This is particularly important in phenomenological

research where the focus is on understanding the essence of the participants' shared experience. Transcriptions of each interview were emailed to the participants and they were asked to review and provide feedback as to the accuracy and completeness of the transcripts.

Peer debriefing. Peer debriefing is an external check of the research process and provides an independent viewpoint for the researcher. The peer debriefer keeps the researcher honest and asks hard questions about the methods and interpretations of the study to ensure reliability and trustworthiness (Creswell, 2013). For this study, my faculty advisor acted as peer debriefer to provide feedback and ensure reliability and trustworthiness of the research design, findings, and interpretations. I met weekly with my faculty advisor and, at each stage of the study, was able to discuss with him my research design, findings, and analysis to determine if they made sense and appeared reasonable.

Triangulation. Triangulation refers to the use of multiple data collection methods and/or multiple data sources to substantiate the findings (Glesne, 2016; Merriam & Tisdell, 2016). Usually associated with navigation where three measurement points allows one to find specific place, triangulation in qualitative research can confirm emerging findings (Merriam & Tisdell, 2016). Triangulation increases credibility and quality, and reduces the concern regarding a study's findings (Patton, 2015). For this study, three methods of data collection (semi-structured, phenomenologically-based interviews, non-participant observations, and official documents) were employed to achieve triangulation. I conducted two interviews with each participant by telephone, which were recorded so they could be transcribed later. I was able to do non-participant

observations at three of my participants' libraries. Finally, I searched for documents online about my participants, particularly documents that pertained to their leadership or career development.

Pilot study. A pilot study in social sciences research allows you to practice your research methods, interview questions, and data analysis on a smaller scale before you are ready to begin a full-scale research study (Glesne, 2016). The pilot can also let you test interview questions, test your research methods and questions, and allow adjustments before you begin a larger study (Glesne, 2016). My advisor and I conducted a pilot study on effective leadership in academic health sciences libraries and published the study results in a peer reviewed academic journal (Fought & Misawa, 2016).

We described the many challenges facing academic health sciences libraries including the transition from print books and journals to electronic resources, competition from the Internet and the loss of their monopoly as the primary source of information on campus, and the economic challenges not only facing academic health sciences libraries, but all of higher education. We believed that in such circumstances effective leadership would be critical to the long-term future of these libraries (Giesecke, 2010; Lynch et al., 2007; Miller, 2012; Oakleaf, 2010). A better understanding of effective library leadership would prove very useful to meeting the challenges facing academic health sciences libraries and demonstrating their value to their institutions' administrations (Fagan, 2012).

The purpose of the pilot study was to better understand how academic health sciences library directors constructed their understanding of effective leadership. The research questions that guided the study were: 1) How do academic health sciences

library directors construct their perceptions of leadership? 2) How do these library directors evaluate their leadership effectiveness? and 3) What constitutes effective leadership in academic health sciences libraries? Using phenomenological research methodology and methods, we interviewed eight academic health sciences library directors. After transcribing and performing thematic analysis on the interviews of eight academic health sciences library directors, five main themes emerged from the data: understanding leadership, building a vision, relationships are key, advocating and credibility, and measuring success. The findings suggested there were internal and external leadership responsibilities for library directors, both of which were important, however, the internal responsibilities were easier to delegate. Also, academic health sciences library directors needed better evaluation methods for determining their effectiveness as leaders (Fought & Misawa, 2016).

Subjectivity statement. Subjectivity or bias is present throughout the research process. It is therefore important for researchers to systematically identify their subjectivities, assumptions, and stereotypes throughout the course of their research (Glesne, 2016; Peshkin, 1988). Addressing issue of subjectivity does not eliminate the subjectivities; however, it does enable the researcher to manage them, minimize their impact on the research process, and allows researchers to better understand themselves (Glesne, 2016; Peshkin, 1988).

The topic of this study, namely understanding how academic health sciences library directors construct their perceptions of leadership and how this affects their understanding of effective leadership, is of particular interest to this researcher. I have worked in academic libraries for almost 20 years and the last five years in an academic

health sciences library. I have recently become the interim library director at my library and have been preparing myself diligently to become a library director for several years. I have been active in several professional library organizations and have published three peer reviewed articles over the last two years. I have also attended multiple leadership institutes and leadership development programs. Currently I am in a year-long leadership fellows program created and developed jointly by the National Library of Medicine (NLM) and the Association of Academic Health Sciences Libraries (AAHSL) with the express purpose of preparing emerging leaders for the position of library director in academic health sciences libraries.

Throughout my work history, this process of preparing myself to become a library director in an academic health sciences library, and my recent experience as a library director, I have thought about leadership and formed opinions as to what library directors do and how they should lead. I have worked for what I consider to be some good library directors and some bad library directors and have put considerable thought into what I thought they did right and where they went wrong. As much as possible I have considered what I would do differently if I were presented the same situation as a library director. In other words, I have strong opinions as to how library directors should lead to be successful and effectively manage their libraries. I will need to bracket these opinions and thoughts as much as possible and let the participants share their experiences and describe how they understand leadership and define effective leadership in libraries.

Another subjectivity centers on my belief that there is a great need for effective leaders in academic health sciences libraries. The library profession has a mixed track record as far as its ability to develop good leadership though I believe this has been

greatly improved with programs such as the NLM/AAHSL Leadership Fellows Program. I think the need for better leadership has hit a watershed moment for academic libraries and more attention and resources are being put into developing the next generation of library leaders. As the researcher, I need to be open to hearing the participants' experiences with their leadership development and not be critical if their path to becoming a library director is different from the path I have chosen.

I am also a doctoral student who has focused his research on and has a high personal interest in leadership in higher education. This work has given me a broad perspective on leadership in academic health sciences libraries and how these libraries fit into the overall structure of their institutions. I have also been exposed to a greater and more concentrated focus of study than your typical academic health sciences library director, which could affect my perceptions of their understanding of leadership in higher education and what they consider effective leadership. Again, I will need to bracket my thoughts and opinions regarding my participants' understanding of leadership, their preparation for leadership, and how they regard their libraries' position at their institutions. I need to take into account my likely broader perspective of leadership in higher education and what that means to library leadership.

Chapter Summary

This chapter described the research design, methodology, and methods for data collection and analysis for a study on how academic health sciences library directors construct their perceptions of leadership and how this relates to their understanding of effective leadership. This study employed a qualitative phenomenological research design and used in-depth phenomenological interviews, as well as observations and documents,

for data collection. Thematic analysis was employed on the data to search for themes that bring out the essence of the participants' experiences as library directors. Member checking, a peer debriefer, and triangulation were used to ensure the trustworthiness and reliability of the study. Each theme from the research findings of the study will be presented in the next chapter.

Chapter 4

Findings

While qualitative researchers are not able to determine an objective truth, the use of multiple methods of data collection does improve the internal validity and trustworthiness of a study (Merriam & Tisdell, 2016). For this study, semi-structured phenomenological interviews were the primary method for data collection, but there were opportunities for non-participant observations as well. Two interviews were conducted with each participant with each interview lasting between 30-60 min. The interviews were scheduled approximately a week apart as recommended for phenomenological interviews (Seidman, 2013). The interviews followed a prepared interview guide (see Appendix C), but allowed for follow-up questions for clarification purposes if needed. The non-participant observations lasted about 60 min each and my observation notes were recorded on an observation guide (see Appendix D).

A thorough search for documents relevant to better understanding the leadership experiences and background of the academic health sciences library directors participating in this study was also conducted. Field notes were made after each interview to enable me to capture my initial thoughts and reflect on the interview as a whole and identify any patterns or themes that I noticed emerging. These documents and notes assisted in filling in the gaps and completing the picture as I attempted to understand the leadership experiences of these academic health sciences library directors.

I selected phenomenology as my research methodology because of its focus on revealing meaning and understanding the essence of a shared experience, and because it works particularly well with phenomena that does not lend itself to easy quantification,

like leadership (Käufer & Chemero, 2015; Sokolowski, 2000). Phenomenology searches for the essence of a phenomenon from people's shared experience of it, which cannot be revealed by ordinary observation, and analyzes this phenomenon for themes and meanings so it can be described and understood (Moustakas, 1994). Therefore, I decided phenomenology would be the most suitable methodology for understanding how academic health science library directors experienced leadership and how this informed their understanding of effective leadership due to its usefulness in understanding subjective experience and gaining insight into an individual's motivations and actions (Lester, 1999; Moran, 2000).

The interviews, observations, and documents of the study participants yielded a large amount of valuable data to me. As I described in Chapter 3, a thematic analysis process was used to examine the data. The interviews, once transcribed, were coded line by line for the purposes of pattern detection, categorization, and identification of themes (Saldaña, 2013). Qualitative codes capture the essence and essential elements of the research story. When clustered together, because of similarity and regularity, patterns emerge that facilitate the development of categories, and from these categories develop broader themes (Saldaña, 2013). A theme is usually a phrase or sentence that identifies what these clustered data are about and/or what they mean (Saldaña, 2013). A theme attempts to make sense of the data, give them shape, and capture the phenomenon you are trying to understand. The objective then is to winnow down the themes to what is the essence of the phenomenon under study (Saldaña, 2013). The themes were then examined to determine their meaning and significance to leadership in academic health sciences libraries.

This chapter provides the findings of the study. It includes a brief demographics of the study participants; describes the coding process and the resultant categories and themes that emerged from the data analysis; and provides selected participant quotes to demonstrate the three themes: (1) Understanding Leadership, (2) Path to Leadership, and (3) Measuring Success. Finally, a chapter summary is provided to recap the findings and prepare the reader for the final chapter, which will discuss the findings as well as go over implications and conclusions.

Biographical Information of Study Participants

As stated in Chapter 3, this study examined the leadership of directors at libraries that support the patient care, research, education, and community service missions of academic health science centers and medical colleges. These libraries were all active members of the Association of Academic Health Sciences Libraries, which supports academic health sciences libraries and directors through visionary leadership and expertise in health information, scholarly communication, and knowledge management (Association of Academic Health Sciences Libraries, 2014). Participants for the study first had to meet the following predetermined criterion: they had to be academic health sciences library directors at public RU/VH: Research universities (very high research activity) in the Carnegie Classification of Institutions of Higher Education. Health sciences libraries at these institutions are typically larger, have a greater number of employees, and work with a broader and more complex range of issues than directors at small institutions. I thought a study of the directors at these larger and more complex health sciences libraries would yield a rich and more complete understanding of leadership at academic health sciences libraries. Additionally, the list of participants had

to also meet the criteria of full membership in the Association of Academic Health Sciences Libraries. A purposeful sampling of the academic health sciences libraries that met the above criteria yielded 11 library directors who agreed to participate in the study from a total of 15 who were asked to participate. The following Table 1 provides some biographical information of the research participants. The information was provided during the interviews and garnered from documents available on the Internet, such as their library's newsletters, curriculum vitae, and other documents that provided information regarding their profile. I have assigned pseudonyms to protect the identities of the participants.

Table 1

Listing of Study Participants with Relevant Biographical Information

Pseudonym	Gender	Library Experience (Years)	Library Director Experience (Years)	Doctorate	Graduate Degree (Other than MLS)
Dean	Male	10+	Less than 5	No	No
Debra	Female	35+	5+	No	No
Hannah	Female	40+	20+	No	No
Jill	Female	30+	5+	No	Yes
Karen	Female	35+	10+	No	No
Lily	Female	25+	Less than 5	No	Yes
Mary Lou	Female	25+	Less than 5	No	Yes
Olivia	Female	30+	10+	No	No

Table 1 (Continued)

Listing of Study Participants with Relevant Biographical Information

Pseudonym	Gender	Library Experience (Years)	Library Director Experience (Years)	Doctorate	Graduate Degree (Other than MLS)
Patricia	Female	35+	20+	No	No
Richard	Male	35+	15+	No	Yes
Terri	Female	20+	Less than 5	No	No

A signed informed consent form (see Appendix B) was obtained from each research participant. Transcriptions of every interview were also sent to the participant for review as part of the member check detailed in Chapter 3.

EmergEd Themes

As I described in Chapter 3, thematic analysis was used to analyze the data for this study. It is a general approach that prepares and organizes the data for analysis by first coding the data, then analyzing the codes for patterns that can be organized into categories, and finally analyzing these categories for emergent themes (Glesne, 2016; Saldaña, 2013). After coding each interview line by line, categories and themes began to emerge. Once this happened I reexamined the data using the process of phenomenological reduction, horizontalization, and imaginative variation (Merriam, 2002; Merriam & Tisdell, 2016; Moustakas, 1994). I was able to distill the essence of the research participants’ experiences into 12 categories and 3 themes. The three themes are: 1) Understanding Leadership, 2) Path to Leadership, and 3) Measuring Success. The themes and thematic categories are detailed below in Table 2.

Table 2

Identified Themes in Participants' Interviews

Themes	Thematic Categories
1) Understanding Leadership	<ul style="list-style-type: none"> a) What It Takes b) Building a Team c) Advocacy and Credibility d) Awareness of Your Environment e) Create a Vision
2) Path to Leadership	<ul style="list-style-type: none"> a) Breadth of Experience b) Focused Preparation c) Mentors d) Recognizing and Developing Leadership Potential
3) Measuring Success	<ul style="list-style-type: none"> a) Meeting Goals/Accomplishments b) Honest Feedback c) Formal Assessment

Theme 1: Understanding leadership. The theme, Understanding Leadership, brings together a variety of aspects of the leadership experience expressed by the research participants during my interviews and observations with them. The theme implies the meaning the research participants have created for themselves with regard to their leadership experiences and what they perceive as the essence of this meaning. There were

five categories that defined Theme 1: Understanding Leadership: a) What It Takes, b) Building a Team, c) Advocacy and Credibility, d) Awareness of Your Environment, and e) Create a Vision. The What It Takes category is based on comments and examples from the research participants about what was required to be a library director and be effective in leading their libraries. These range from what they perceived as necessary characteristics to recommended behaviors they have found useful as leaders. The Building a Team category explores the participants' experiences in putting together their staffs, developing teamwork and trust, and learning to function as a unit. They discussed how vital this part of their experience was to their success as leaders. The Advocacy and Credibility category provides comments and examples expressed by the research participants regarding the importance of relationships outside the library, looking for opportunities for the library, and promoting the library to the campus administration. The participants emphasized how important credibility was to their effectiveness as advocates for the library and what strategies they employed to foster better relationships outside the library and promote the library's value. The Awareness of Your Environment category explores the importance of being aware of trends in libraries and information technology. More so, academic health sciences library directors need to follow trends in health information, higher education, and the current events and politics of their institutions and states to be effective in their jobs. Finally, the Create a Vision category delves into one of the experiences that all of the research participants considered paramount in their identity as director and leader of their libraries. As library director, each research participant believed their major function was to provide the future direction of the library and communicate that vision to both their staff and other stakeholders of the library.

What it takes. The first part of being a library director that stood out in all the participants' experiences was the personal cost they had to endure as leaders and coming to terms with that cost. Each of the participants believed this was something that came with the job. They also indicated to some extent their belief that whether or not a person was suited to be a director hinged to some degree on that person's ability to cope with the negative aspects of being a leader. Patricia, a director with over 20 years of experience leading academic health sciences libraries, shared this about her experiences as a library leader:

[B]eing a director isn't always just smooth sailing, and you have to find out at some point if you can handle the grief that comes with the job as well as the good things. So I figured if I got through [my first big challenge], it was probably going to be a good testing ground for anything else I was going to have to deal with. And that actually has turned out to be true. When I think over my whole career, I've had periods where it's been very challenging, but maybe because I had more experience or just different times, different environment, I found that I was better able to cope with it. So, I guess getting that first crisis period out of the way early in my career was a good thing.

She enjoys being director and is passionate about libraries, but did not hide that the job could be quite challenging at times. Dean, a library director for less than five years, related similar sentiments as he reflected on what he has learned thus far as a leader and the person responsible for everyone working at this library:

You've got to be very deliberate, and you've got to make some hard choices. You've got to manage that those hard choices may not... you can't make

everybody happy. That is something I've learned the hard way over the [short time] that I've been director, is trying to keep everybody happy is impossible. It's a good goal, but it's just simply not possible. You have to do what is the greater good and be okay when folks may not be the happiest with the decisions that you're making. You have to commit to them. You have to know that that's the direction you should go in, and eventually, they'll catch on and accept it or they won't, and both of those you have to be okay with.

Dean admits, "This is an incredibly emotional job", but that he, "loves, loves, loves seeing what the people on my library team are capable of accomplishing." Again, for those who are able to endure the cost, the job can be extremely rewarding. Terri, an academic health sciences library director for about five years, echoed similar sentiments as Patricia and Dean. She spoke more about the power structure inherent with the position of director, the feeling of isolation, and the need to network and seek out peers to help cope with that isolation:

I think there's high cost to pay personally and professionally. There's definitely-- you cannot be friends with everyone in your staff, and I guess you've got to be prepared that you will be isolated to some extent, even within your own organization. So you need to have relationships in the institution, whether it's counterparts or in the different schools, or within the library, it all depends. But I think there's just-- as a leader, there's a power structure there. And people may not like to admit it, but there's always going to be a power structure, and so you need to decide to what extent you're comfortable being a leader, or do you have to be a

friend to everyone in your organization. Otherwise, I don't think you'll be able to do the job well, or be respected for what you and your organization does.

A specific challenge several of the research participants brought up was their comfort level with ambiguity and that leaders often worked, and made decisions, without knowing all the details. Terri spoke of times when as director she needed to act, whether she had all the information she would like or not:

You need to be able to act in times of clarity and also in times when it's not so clear that you should be acting. And you need to know that by doing that you're moving your organization forward, moving your group forward, moving a larger entity forward, not just yourself.

Terri explained that she was responsible for making decisions and at times those decisions needed to be made with less than perfect information. Karen, a library director for over 10 years, reiterated this same point:

They say this about academia, but I think it applies to leadership [too]. You have to be comfortable with ambiguity [chuckles] and be able to thrive in ambiguous situations and find your path, find your way, which I think I've been effective at doing.

The ability to thrive in these ambiguous situations is an important part of this equation.

Dean spoke of his comfort with the unknown, but also his willingness to take risks:

I've always been comfortable with not knowing all the answers and always been-- had the curiosity to seek those answers. And I think part of being a good leader is you have to have a curiosity, to take risks, and explore new things. [The c]uriosity and courage to do that.

The level of comfort with the unknown or ambiguous coupled with a willingness to take risks would appear to be important elements in being an effective library leader. This does not mean that directors are, or need to be, reckless. However, from the stories related by the research participants, there was a shared experience and common trait of the directors being willing to take some risks. Lily, a director for less than five years, perhaps put it best:

I am open to thinking about anything, any possibility, and then I want to weigh in the risks. Then, as long as there's not a huge financial risk or a legal or ethical [problem], after I figure those out, then I'm like, "Okay, let's give it a shot."

This idea being open to new ideas and willing to try them without fully understanding their implications appeared to be a critical part of the experience of being an effective library director. As Dean said, "I think that's the thing, not being afraid to take those risks and try new things." Lily, too, reiterated that she was, "willing to try anything!"

Building a team. Before reaching the point where the research participants felt confident in taking some risks, they talked about the necessity of having a good team in place whom they could trust. The participants explained to me that in their experience as directors, they were only successful when their team was successful. One director with over 20 years of experience, Hannah, spoke about how she needed to develop her team to be effective:

I really tried to foster the development of my staff, because you can't do it on your own. You really have to foster people to be able to grow. I'm very proud of my staff because many of them are leaders in the profession. It's been gratifying to see them spread their wings and accomplish things in MLA, and to publish, and

so I think that helps the reputation of the library, both within the institution, and in the profession.

Other directors brought this same point up when discussing their experiences in leadership. They considered team building and staff development to be one of their major responsibilities and they put much time and effort into the endeavor. Patricia, one of the most experienced directors, said this about what she is responsible for:

Building a team, really. And there are a lot of discreet activities that go into that, but taking a group of people, and having them become a team, and then having them become a high-performing team is a challenge. It's something that takes work. It's not just going to happen without guidance and without getting people on board, and without modeling team behavior. For example, sharing the credit on projects. I go out of my way to share the credit, and then people get the idea that you share the credit. Inviting people in on projects and giving them substantial roles and sharing opportunities. Important to building a team.

Lily explained in detail her approach when it came to initially building her team. She first developed a leadership team and then with that core group of senior leaders in the library, was able to enlist their help in coordinating communications and building the rest of her team. As Lily described the process to me:

I felt like I needed a team in place, a leadership team, I called it, and I pulled in different people from all areas-- somebody from technology, the head guy, somebody from the finance piece, somebody from the reference piece, I was it for collections, and we just made this team that every Monday morning, we sit down and talk about either a policy we are working on or just what's the latest news, or

we look ahead in the week or whatever it is, we muddle through it. We bring in guest speakers from the staff. We don't do it very often, but they know if we need the expertise and someone else got it, let's invite them in, have them talk with us and give us info and help us figure some things out. I realized early on that I better not go with what I think. I better include those around me, and I think that's so important. That's probably one of my-- I hope that's one of my best qualities here, because we're just so much better when we involve the whole group.

Several of the participants, including Lily, mentioned the desire to hear from their team and receive their feedback on ideas and decisions the directors were making. This seemed a big part of the team building the directors thought was important. This goes beyond improving communication and people working together, but the team having trust in each other and especially in their leader. These directors knew they could not accomplish much on their own, but with a good team that trusts each other they could accomplish much. Terri spoke about how she focused more on her relationships with her staff since becoming director for this very reason:

I really do try to focus more on the relationships than I have in the past. In the past, I was just one of these people, if I can get it done, I'll get it done alone - forget about bringing other people in. And you learn through those kinds of mistakes. I've always been a collaborator, but at the same time, at the end of the day, if the team wasn't pulling their load, I would pick it up and compensate for it and get the work done. I really have to step back now and not let that happen. So building relationships is really important for me right now.

Mary Lou, who is a relatively new library director, told me she worked hard to make her library a more open environment where staff would feel comfortable disagreeing with her. She believed this was an important step to developing trust and creating the type of relationships she needed to make her team effective. As she said to me:

My staff had to feel that they could disagree with me and I would not be someone who then penalizes them because I want to go in a particular direction and they don't want to do that. Especially if they have very valid reasons for saying, "This is not a good idea."

A final aspect to this idea of building an effective team that was mentioned by a few of the participants regarded getting the right people on their teams and getting the wrong people off their team. This was a difficult part of my discussion with some of the research participants. None of the directors relished the idea of getting rid of anyone, however, most had stories of problem employees, the difficulties they caused, and the actions they were forced to take. One of the most experienced librarians and directors I interviewed, Hannah, made these comments on the subject:

I think having the right staff is one of the most important things, and I talk to a lot of librarians who reach out to me, and I taught some sessions at AAHSL in the New Director Symposium on staff development, and I think there are many directors who feel really paralyzed. They either don't want to or can't or don't feel that they can really get rid of people that are real problems. I feel a big responsibility to do that because if you let people stay-- and sometimes I think it may be perceived as being hard-hearted, but I feel it's protective of the library and protective of people who are working there to make sure that people who are not

productive, who are acting out, who are bullies, who are incompetent at what they do, they need get on with their life's work somewhere else. So I think that's very important, is to have the right people on the bus and the wrong people off the bus. Even if it's a hassle, even if it hurts a lot - and sometimes it does - employment in the library is not a life tenure.

Clearly, it is a part of the experience as a library director that none of these participants looks forward to, but when the topic arose they each related experiences they had where it became evident to them that they would need to take action. This was viewed as a necessary part of building their teams. Terri summed up the sentiments of many of the participants with the following comment:

[T]hat's what I try to do as a director - make sure we've got the best possible staff for our organization, our university at the time. And to me, the staff is more important than the collection because people can find alternative ways of getting to the information if they really need it. But I think the staff and the librarians we have are gold, and you want to make sure you're making the right calls and decisions with each one of those position lines and vacancies when possible. Maybe that's me talking as kind of still a junior director, maybe my perspective would change in 15, 20 years, over time. I don't know, but right now I really feel in my first five years as director it's those people that are gold, and you need to take care of them and you make sure that you've got the right types of people in the right roles.

A director's ability to build a quality team was an integral part of the leadership experience for each of research participants. Each articulated it in their own way, but they

understood and discussed with me how important their staffs were to their own personal success. They put a significant amount of energy into developing their staff, building their team, and were protective of their staff to a large extent. Building their teams was a foundational part of their experience as library directors.

Advocacy and credibility. A major role that emerged from my interviews with the research participants was that of primary advocate for the library. Several of the directors remarked that they felt this one of their most important duties and they shared with me several experiences and strategies employed to advocate on behalf of the library. These included annual events held at the library, lunches with key stakeholders, development of marketing plans, and regular attendance at important campus events and meetings. More interesting were the reasons the participants believed this aspect of being a director was so important. Jill, an experienced librarian who has been a director for over five years, put it this way:

I advocate on behalf of the library and [its] services. I advocate and communicate about the value of the library services to leadership, because many [in the administration] do not know what the library roles have transitioned to more recently. So when they think about libraries, they think about study space. They might think about books and electronic things, and they're not sure how they get those electronic resources or actually maybe they don't even think about whose providing those resources or the library. And so one of the things... there's various ways to advocate or to inform folks about that, but I take the opportunities that I have or I make opportunities.

Another research participant, Olivia, who has been a library director for over 10 years, echoed the same sentiments. She recognized, as did Jill, the transition and challenges that academic health sciences libraries currently face and spoke about the need to help people outside the library understand the value it brings to the campus and all library users:

I spend a lot of my time making sure people understand why the library is important. Also, being an advocate to make sure the staff have the resources that they need. And making sure that the stakeholders understand the role that the library plays. So an advocate all around. Advocating for resources, the collection budget, or... but I think one of the challenges we have right now in libraries is with faculty, they don't need to come into the library. And so it's no longer on their radar anymore like it used to be, and so we've got to advocate for ourselves so that our services are understood and utilized.

When I followed up with Olivia later in the interview about her experiences as a director and her primary responsibilities at her library she responded:

I think it goes back to being the advocate for the staff and for the kind of users that we have, and educating people on what we do. Being at the table, making sure I'm at the table when decisions are being made.

Other research participants brought up this imagery of “being at the table” that Olivia mentioned and sought not only to explain their libraries and demonstrate their libraries’ value to stakeholders, but to advocate for opportunities and seek new roles for the library at their institutions. Hannah simply stated that, “I represent the library to higher administration. I think it's important to be out there in the university, just being there. I don't think I turn down opportunities very often.” Of course, as several participants

mentioned in their interviews, a large part of being able to successfully advocate for their libraries came down to networking and the relationships they were able to develop on campus. Lily, who was promoted internally to library director, talked about her experience in forging the necessary relationships on campus to effectively advocate for her library:

[O]ne of my goals was working on the relationships and understanding our culture better here. Boy, I really got to learn our culture. I did not have a handle on it before because of my position and my lack of connections with people outside the library. I knew some faculty. I had some good connections with certain people because of my work that I did, but I did not get out and, really, I was not visible out there on a wide scale. Now, I try to be.

As I discussed more with her about her experiences as a library director and the responsibilities that came with her position, she remarked, “You're the one that should know everything, that you can communicate that and advocate at the same time, and partner, and support, and everything you do to connect the external to the library.” Terri felt much the same way when the topic came up in our interview together:

[B]uilding relationships is really important for me right now externally. Showing up at these venues, committee meetings, open events, is really critical. Especially as [I am] what I consider a new director, I'm only in my first five years, and that's really important. Even though people will always transition, there'll always be new faces coming into an institution at the administrative level. People need to know that you exist and you're there.

Perhaps the most important element mentioned by the participants towards being able to successfully advocate for their library was their credibility. In the interviews I had with the participants, they mentioned their honesty and personal integrity as being important factors in establishing their reputations of being credible people, and sometimes their ability to manage the library budget well contributed too. As Patricia stated:

I'm good with budgets, I can manage to a budget. I come in on or under budget consistently and that gets you respect from your boss, from the financial office.

People trust you when you give an estimate of what something's going to cost.

When Lily first became a library director she understood managing the library budget well was important and she told me about that experience:

This library had a problem with the budget in the past - we were in the red constantly. There were some big problems, and I had to quickly... I halted all spending until we could figure out where we were with things... I recognized the importance of the finances and I communicated with the staff. I said, "This is one area that we have to do right, and we're going to do right."

It was clear from the interviews with the research participants that the need to advocate for their library was paramount to any academic health sciences library director. Not only to advocate on behalf of the library's continued importance and value to the mission of the university, but to seek out new opportunities and partnerships across campus and in the community. The library director also needed to have strong credibility to find success in their advocacy.

Awareness of your environment. According to every research participant I interviewed, library directors need to be aware of not only trends in libraries and

technology, but trends in health information, higher education, and the current events and politics of their institutions and states. It is from this information gathering and awareness of current trends that directors are able to understand the context of their position, and that of their library, within their institution and from that plan for the future. It allows them to appreciate the culture at their institutions, network and build partnerships, and better meet the challenges of leading an academic health sciences library in today's world. Several of the participants described their strategies and techniques for keeping abreast with current trends in the field and with the current events and politics of their institutions. Lily, for example, spoke in-depth about her efforts to stay current:

I hear things, I see things, I bring it to [my] leadership team and say, "Let's be aware of this." As a leader, I need to be connecting with [administration] when I hear something that may be of interest to them, and either getting it to them or just talking about it with them and see how it's being thought of in our institution. I'm always trying to align ourselves with our institution. Paying attention to the mission of this place and the different mission of colleges, and trying to understand them better, and just awareness. Always trying to be aware what is happening here at home at our health institution, what is happening at our main campus, which is separate from us. Also, trying to be aware of what's happening in the political landscape out there, not only in the [state], but in the nation. Anything that I hear that could possibly affect us in some way, a lawsuit with something, just anything, just always trying to have that awareness. Every day when I wake up, I listen to the news, and there's a tech site I check because technology is one of my big things. What am I hearing out there? How can that

affect our students? Can we use that? Whatever we're hearing about next social media thing, can we use that for the library? I'm trying to understand our population, talking with people any chance I get.

Other participants used different strategies, but the general intent was the same. They were seeking to understand where the profession was heading and also trying to anticipate needs or problems at their institutions. Debra, a library director for over five years, relies on the Horizon Report, published by New Media Consortium, to inform her of key trends, challenges, and developments in technology that are affecting academic libraries (Johnson, Adams Becker, Estrada, & Freeman, 2015). Karen, on the other hand, had her library leadership team do a monthly environmental scan at their institution to keep everyone apprised of what is going on at their campus. While at Terri's library, she had her leadership team do regular SWOT (Strength, Weaknesses, Opportunities, and Threats) analysis as part of their strategy to identify trends and keep aware of what was happening on their campus.

The need to understand library and technology trends, while also keeping abreast of more local happenings and politics on campus was clear after speaking to all of the research participants. It was apparent that a significant amount of each director's time was spent in activities related to keeping aware of what was going on and what the trends were after hearing their experiences. When I asked Jill about her experience and responsibilities as a library director, her reply perhaps summarized it best:

I think it's also to pay attention to trends and bring up the question of trends in libraries. Where do we want to go? What are others doing? How is the educational landscape changing? How is the clinical arena changing? What are

researchers doing and what do they need? So keeping those trends in mind, and then retooling some of our staff to work in those areas is another challenge.

Create a vision. A major element of the experience of all the research participants and one they considered paramount in their identity as director and leader of their libraries was that of building the vision and providing the future direction for the library. In some cases, directors came into less than ideal situations and had to quickly develop a vision and then build support for that vision. Patricia shared her experience and the challenges she faced:

I knew, coming in, that the direction of the library had to change, and that the way the library worked had to change. And I knew because I understood how the medical school worked, and I took that understanding of the medical school, and was able to apply it and adapt it in the other schools that [my library] works with. I didn't feel that what I saw as the vision of the future where the library wanted to go resonated with people, when I came in. I knew that it was going to be a transformative change for the library, and that it was going to be difficult, and that there would be resistance. I also knew that some changes had to be made very quickly, because the library was losing the support of the schools, because it wasn't meeting their needs.

At the same time, she understood her vision alone would not be sufficient and she would need to reach out to others. It is better for the library if other people can be involved in building the vision, even if it is the director who has the final say and is responsible for making the vision a reality. As Patricia continued:

You don't have to have all the ideas. You don't have to have the entire vision yourself. It'd be a very narrow one if you did but, you can bring all of that in and everybody's ideas in. Everybody can contribute to that. But as the leader, you're the one, and in most cases the only one, who can bring in the resources to accomplish what needs to be done.

At the same time, Karen warned not to let resources (or the lack of resources) drive the vision the director creates for his or her library:

That's a challenge, to not let resources dictate vision. You can still have the vision even if you can't implement it because it finds a way to get implemented maybe in small ways, and informs other decisions. So it's always good to have a vision.

You can't get frustrated just because there's no money.

Another challenge when building a vision is communicating that vision and being willing to adapt the vision when it is presented to different audiences or when it meets other external factors. Lily discussed with me her experience in this and the need to remain flexible:

[B]eing able to vision and communicate that vision and help others with their needs and understand it, get and receive their input to help continue to shape it, and then oversee getting there to what that vision is. Being also mindful that just because what you envisioned in the beginning, whatever you envision the beginning is not necessarily where you end up. That you have the flexibility, the adaptability to change course if needed because of external factors that might come on the horizon or new information that-- not wandering, but purposefully using the input to make the decisions to guide the organization forward.

Finally, a leader needs to create some enthusiasm for their vision. After talking about the importance of having a vision, including others in developing the vision, and then communicating that vision, the most frequently mentioned aspect of the visioning process by the research participants was the importance of generating enthusiasm for the vision to get people to buy into it. Jill remarked that this was not always easy, “A part that I think is a harder part is to have a clear shared vision and let people know that that vision is a priority and that it's exciting.” This is where leaders’ influence with their team is tested and ultimately where their effectiveness will be decided as the vision provides the goals and direction the team is trying to achieve.

Theme 2: Path to leadership. The career journeys that led each of my research participants to their current positions of library directors were fascinating stories and further completed the picture as to understanding the experience of being an academic health sciences library director. Though each participant’s path was unique, there were common elements that emerged as they chronicled their life story to me that are informative as to how they understood their experiences as leaders and also how they understood their effectiveness as leaders. The four categories that define Theme 2: Path to Leadership are: a) Breadth of Experience, b) Focused Preparation, c) Mentors, and d) Recognizing/Developing Leadership Potential. The Breadth of Experience category comes from responses from participants regarding their work history prior to becoming library director. I found that all of the participants had some combination of the following: working at several different libraries and/or different types of libraries, or several different jobs within the same library that exposed them to a variety of library and/or leadership experience, or they had multiple post-graduate degrees to go with their library

work experience. This breadth of experience gave them a big picture understanding of how libraries work and their position within their institutions. The Focused Preparation category concerns the preparation each participant made specifically to prepare themselves for their role as library director. It was interesting to learn how much and the variety of preparation each participant made to prepare themselves for their new role. Also, the preparation did not end once achieving the position of library director. The Mentors category describes how important mentors were for many of the participants in moving up through their career until ultimately achieving the position of library director. Many of the participants also fill the role now as mentor for many of their staff and other librarians in the field. Finally, the Recognizing/Developing Leadership Potential category delves into how the participants knew and decided they could be library directors. Also, I discussed with them how they recognized others with the potential for leadership in libraries and what they did to develop that leadership potential. This theme builds on the previous theme, Understanding Leadership, in helping understand how academic health sciences library directors experience leadership and how this informs their understanding of effective leadership.

Breadth of experience. From my discussions with the research participants they communicated how the position of library director required a broad perspective and an understanding of the big picture of how academic health sciences libraries work and how they fit in at their institutions, now and in the future. As we talked about each of the participants' individual path to their position of leadership, it was remarkable how varied the education and work experiences of the participants were. Patricia, for example,

worked a variety of positions, each of which provided her with valuable experience that prepared her well to be a director:

I have worked across like all areas of the library. I was a cataloger for a year. I worked in technical services for a year. I was an assistant director. I was head of a small library, small two-, three-person library. I dealt in such a wide range of health sciences from medical education to medical research to healthcare policy. I really think that breadth of exposure in those three very different institutions I worked at gave me a broad perspective, an ability to detect, not quite the right word, but to suss what's really critical, what's really good practice, and what's just local custom. And I felt really prepared when I came to [my current position] for the challenge that I was given here.

I heard a similar story from Olivia, who cataloged for me the various positions she has held over her career and what she thought it meant to her becoming a director:

Every job, I think, gave me a little bit more in terms of broadening my experiences to lead up to being a director, so that by the time I became a director, I was pretty comfortable with the various components of running a library.

It was not only lessons learned from working the different positions in the library that was valuable. For Patricia, she was also able to learn from those to whom she reported. At one institution, where she later became director for a time, she related the following experience:

I reported directly to the Dean of the Medical School. As one of his direct reports, I was part of his monthly meeting at which everything in the medical curriculum was discussed. Everything - admissions, scholarships, financial aid, curriculum,

particular courses, negotiation with faculty, with other schools, relationships with hospitals where our students and interns went, relationships with the hospital that was no longer part of the university and had to be negotiated with. All that stuff. I learned so much about medical education and not just the content, not just what medical education is, but how people in medical education think, what's important, what the values are. I went through two LCME accreditations between assistant director and interim director and director. It just fell out that way that I had two in that 10-year period and I learned a lot from that as well.

Another important aspect to this category that came up in the interviews was the opportunities for growth and experience given to the participants at various stages of their career that allowed them to develop their leadership skills and learn important lessons regarding how academic health sciences libraries work. For example, Terri spoke about opportunities she was given that she thought were instrumental in her personal leadership development:

I was given an opportunity to organize a conference for the whole campus. It was going to be a technology expo. I was given stretch assignments and conference event planning exercises. There was another opportunity [at my library] where I had to decommission all photocopiers and move us to a printing card system. I also had to move us from a home-grown system to a commercial-based library integrated system. We went from a home-grown system to Innovative Interfaces, Inc. So, I guess, I was given a lot of implementation assignments. I had to do the research, or was part of the team that did the research. But I just remember those being really risky, fun, rewarding opportunities that really challenged me and kept

me motivated, and I appreciated the fact that those directors really were willing to take a risk on me.

It was usually during this period that the participants said they started thinking that they could be directors at some point in their future and initiated a more deliberate plan of preparation to help them achieve that goal.

Focused preparation. Once the goal of becoming an academic health sciences director was set, many of the participants began a more focused and planned approach in preparing themselves for that position. They had been exposed to enough leadership opportunities that they understood better where they needed to develop their skills and gain more experience. Many of the participants took advantage of opportunities provided by their universities and/or professional organizations to develop their leadership abilities. Patricia spoke to me about a professional managers program offered by her university:

I completed a professional manager's certificate that was offered by the university human resources department, and that was very valuable. Not in the traditional sense of learning management theory or anything like that, but these very focused, short courses, and there were about 20 of them that you had to take over a period of 2 years, they were very helpful to me. One class that was particularly helpful was on how to network, and why that's important and I think those experiences really gave me a strong foundation in leadership, and what I had to step up and do, if I was going to be a leader.

Olivia too, talked about specific leadership skills she sought out to develop to provide herself with a solid foundation before becoming director. Specifically, she mentioned leadership classes on hiring employees, budgeting, and interpersonal relationships.

There were a number of specific leadership programs that were mentioned by multiple participants as being particularly helpful in their development as leaders. Each participant took something different from the programs, but all of them found the experience valuable and an important step in their path towards becoming a library director. For some the experience served, among other things, as a confidence booster, like Karen, who had this to say:

One thing that helped me gain more confidence was getting the opportunity to attend the Bryn Mawr Summer Institute for Women in Higher Education Administration. Those kinds of opportunities I thought were really help not only in building skills and perspective, but also providing a little bit of a jolt or booster. Morale booster as well as a knowledge booster. I had also gone to the Harvard/ACRL Leadership Institute for Academic Librarians. While Bryn Mawr was three weeks and a half and residential [chuckles], ACRL was one week and residential. But what was packed into that week was just incredible. I think the thing that I really liked the best about it was learning about the four frames because it helped me get even a quicker way of understanding what's going on around me and how to interpret things. I found that very valuable.

Dean also attended the ACRL/Harvard Leadership Institute for Academic Librarians and said this about his experience at the program:

I took continuing education courses that were related to building my skill set in management and leadership. I also did the Harvard Institute for Academic Librarians. And that week at Harvard was honestly one of the most educational weeks I think I ever had in all of my education. It was just really, really, really good. I would recommend it to anyone who has not gone through it that is in a director or assistant director role in libraries.

Still other participants attended other leadership programs more designed for the specific needs of medical librarians. As Mary Lou remarked to me, “Academic health sciences libraries are so different than the other kinds of academic libraries.” These libraries have unique challenges and therefore the majority of the participants attended leadership courses and programs that took this into account. Hannah, for example, took advantage of offerings from the Medical Library Association and combined that with leadership training that had a more business focus:

I took a lot of MLA CE courses at the time and I also went to an Executive Development Academy [held] at Carnegie Mellon University at their school of business. It was under the offices of the Special Libraries Association that contracted with the school of business at Carnegie Mellon University. That was a very intensive week-long program that was very eye opening for me. I learned what a leverage buyout was, which was the big talk at the time. Also, it exposed me to a lot of business principles I think that were very helpful.

Jill related to me a similar experience where she reached out to the offerings from the Medical Library Association once she decided to start seeking leadership positions:

I probably began thinking about being a leader very seriously when I became a head of reference. And that was a time when people were scheduled to work on the reference desk and really it was a group of people that I was leading, I think, in a formal sense, with training and the responsibilities. I looked for different opportunities at that point in my career, and I used MLA as a source for some training, and they had some kind of CE course that I attended that was helpful because I don't believe that I'd really paid attention to leading in the past. I may have had some information on management probably here from my own institution, but I never had attended anything with regards to the leadership at the time. So I thought that was helpful.

Without question, the main program mentioned by the research participants regarding their leadership development was the National Library of Medicine/Association of Academic Health Sciences Libraries Leadership Fellows Program, a year-long intensive leadership program designed to prepare emerging leaders for the position of library director in academic health sciences libraries (Lipscomb et al., 2009). Several of the research participants had been part of the program and spoke well of its contribution to their development as leaders in academic health sciences libraries. Debra told me:

So basically doing the AAHSL Leadership Fellow Program, the one-year leadership institute, was really good for me. It helped reframe many things I had been doing and gave them a name and then I understood what it was I had been doing. And going forward I felt more empowered with that knowledge, knowing what I needed to do. And I do a lot of leadership CEs, I read a lot, I have a vast collection of supervisory manuals. I also go to the CEs here at [my university]

where they offer a six-month leadership training class, supervisory training class. [My alma mater] had a supervisory training class that lasted six weeks. So I've been through all the training courses at [my alma mater] and [my university], learning as much as I possibly could and applying as much as I possibly can in the role I currently have.

Terri knew she wanted to be part of the NLM/AAHSL Leadership Fellows Program early on, when she decided to start her journey towards becoming an academic health sciences library director:

I always knew I wanted to go to the AAHSL Leadership [Fellows] Program because anybody that I knew that had done really well in their career path had been to that program. So, I discussed it early on with my director when I arrived to [my former place of employment]. She was immediately supportive. In my second year at [my former place of employment], I applied to be part of that program.

One research participant, Lily, had a very detailed and thoughtful response regarding her experience in preparing for the position of library director at an academic health sciences library. It speaks to the level of commitment and responsibility the position demands and the wide range of skills and knowledge necessary to do the job well:

I started talking to people, directors that I met, and I received two leadership scholarships from AAHSL. One of them I used to attend the ARL three-day intensive workshop on management and leadership, and really enjoyed that. There was a lot of homework in that, and I just love learning about leadership and how to better lead an organization, and manage it. And the other scholarship I got

was to do two site visits at [academic health sciences libraries]. I picked one that was a private university and one that was public. And I did this because I had only been at my library; I had never been anywhere else. I wanted the experience, and I wanted to learn from leaders out there. The reason I picked the two universities I chose was because I liked what I saw coming out of there. And meeting their people, it just seemed like they were doing all the right things at those places. And they both agreed to host me, a week each, almost a full week each. I did them back to back, and I had some serious discussions with those directors in saying, I'm looking at the next level, where will go from here. I'm thinking that director is next, but am I ready? What other education do I need? I was looking to get an MBA, but I had also heard about a Master's in Public Administration. A couple of years after that I had been looking to see what program I should get into and I decided the MPA route, because I was going to stay in public universities. If I'm going to be leading a public institution, I better understand better public budgeting, ethics and public institutions and things like that. And so, I went that route. And at the same time, well after middle of my MPA program, I was accepted into the AAHSL Leadership [Fellows] Program, thinking I wanted to go into directorship but thought, "This is what I need to really finalize this in my head." And I loved every bit of that also, the fellowship. I enjoyed the work so much. Even though it was intensive, I just ate it up and enjoyed it.

The research participants dedicated countless hours towards the singular task of developing their leadership abilities to add to their already solid foundation of knowledge and skills regarding libraries in general. Once they decided to take that next step in their

career they understood they needed additional knowledge and experience to be successful and the selectively sought out that knowledge and experience.

Mentoring. Another important part of leadership development that several research participants mentioned was mentors that had helped them at various stages of their careers. Mentor relationships were described by many as being really valuable in advancing the research participants' careers. Not only did the mentors educate them about the demands of leadership at academic health sciences libraries, but also served as sounding boards for ideas and advice once the participants began moving into leadership positions. When I asked Mary Lou about what made the biggest difference in her development as a leader, she replied:

I think having a boss who acted as a mentor and I was very, very fortunate to have had an excellent boss who was also a very good mentor. She would challenge me to think differently about how I might approach a problem, and she would let me sit in with her on certain leadership opportunities. I think having a boss and a mentor who sees opportunities and then can match those opportunities to who you are as person, are very important. And she had a gift to be able to do that. She has not only done that with me, she's done it with several others. And so that really helped to form my experiences as a library director.

Hannah and Richard both said they had many mentors and supporters who helped push them along and taught them valuable lessons that enabled them to advance their careers in a positive way. Richard put it this way:

[W]hen you're on the track to director, having that supportive, good boss is really important and I did have that my whole career until I became director, more or

less. I had people that were championing me and just really supportive and helpful or I don't think I'd have ever gotten anywhere. I'd still be a cataloger somewhere if I hadn't had that kind of support.

Jill and Terri mentioned seeking out mentors who modeled the behaviors they thought were effective and were on the career path they hoped to follow. These mentors then were sure to have the types of knowledge, skills, and experiences they were seeking to learn more about. In turn, these mentors could go beyond imparting advice and wisdom, and directly help the participants advance their career. Terri mentioned, “I had great mentors along the way and some of my mentors were always watching out for me for next career opportunities.”

Almost every research participant mentioned a mentoring relationship they had experienced somewhere during their path to becoming a library director. In each case they spoke about this mentor relationship in reverent terms and expressed a desire to mentor librarians themselves. They appreciated deeply the mentoring they received and wanted to give that same experience back to the next generation of library leaders that were coming next.

Recognizing/developing leadership potential. Finally, the last category for this theme provides a deeper look at how the research participants recognized and developed not only their own leadership potential, but how they recognize emerging leaders in the library profession and what they do to assist in developing that leadership potential. Not surprisingly, given the complex nature of leadership and our understanding of it, there was a wide disparity of opinions from the research participants as to what qualities identify someone as having leadership potential. However, many of these qualities are in

fact precursors to the categories described in Theme I: Understanding Leadership. For example, both Patricia and Richard mention looking for people with an ability to see the “big picture”, which is important towards having an awareness of your environment and creating a vision. Here is what Patricia had to say about what she looks for in potential library leaders:

[I] look for people who ha[ve] shown an ability to see the big picture, and who understand what I am saying about the library's future direction. They get it. They get where I am coming from. They may not agree with every bit of it but they at least understand it. And they thought overall, it was the right direction to head in. Because my philosophy was you can always learn supervision, you can always learn management, but if your department is not aligned with the library's overall direction, all the management skill in the world isn't going to help your department succeed. It's not going to help the library succeed.

Richard expanded on these sentiments and emphasized how important it is to be able to see the big picture. He thought it was critical for a director to not have too narrow a viewpoint and understand how the library fits into the overall structure of the institution to be successful. He explained it to me like this:

I know the big one I looked for, and that was people that could see a big picture. People that didn't focus so narrowly on their own set of duties that they couldn't grasp the way the whole system worked. They had to know their role in our library system in the library here but boy, if you can't see how that fits into a larger picture, you're sort of doomed. And I have seen people tripped up by that, who just won't pull back and see the bigger picture. Now, how I know if they're

seeing the bigger picture or not, I don't know. I guess what the things they're interested in, what kind of projects they take on, even the way they develop relationships with other faculty within the library and within our constituent groups, I guess. So I guess that's what I'm looking for, the way they build relationships and the way they sort of build their worldview.

Several research participants mentioned being enthusiastic, having a good attitude, and being able to move things forward as good signs of leadership potential, which would seem to relate well to previous categories such as Building a Team and Advocacy and Credibility. Karen put it this way when describing what she looked for in potential new leaders:

First and foremost, I look for someone who gets things done, and who doesn't seem upset by doing that, that they're enthusiastic, they move forward, they're organized. I guess I kind of look sometimes at temperament as well as accomplishment. Because anybody can accomplish if they work hard enough, but is it easy for them? Do they like it? Are they comfortable with it? Are they going to struggle? So kind of what their attitude is about in getting lots of work done. Is it fun and exciting? Is it their duty and they just do it? Or is it something they fight all the way because their temperament or their view of things? Perhaps they don't feel it at heart, or they don't feel it in a deeper way, or they just don't think it's important enough that even if they're in a little bit of pain they want keep going [chuckles].

Lily picked up on this idea that Karen touch upon regarding enthusiasm and a willingness to go beyond what is expected of a person in the position they are currently in. She

described those people with leadership potential as overachievers, who were always trying to exceed expectations. Employees who only did the minimum and met expectations tended to be overlooked. As Lily explained:

I look for someone who is effective, who's successful, and how do I judge that? They consistently strive to achieve, they go above and beyond. There's the people who are average. They do what's expected, and that's it. So, I don't look at those people as identifying themselves for leadership positions. But the person who just is hungry for it, who shows initiative, who shows energy, who shows enthusiasm, any of those things, all of those things, whatever I can get, but there's a glimmer of a light there, a possibility, I talk to them. And I ask the staff, "Where do you see yourself?" Even those who don't show that, I still like to know, what do you think about for your future? But the ones that show those things I mentioned, the light, the energy, the glimmer, the initiative, hungry for things, I really hone in on those and I try to help them reach beyond or sometimes they already are.

Dean too, made similar comments regarding initiative and high expectations. It was clear that many of the directors wanted people who had the stamina, energy, and passion to perform at what experience had told them was a highly demanding position that has a tremendous impact on its institution. Dean stated what he looked for in potential leaders this way:

I have very high expectations. Not unreasonably so, but I do have high expectations. But what I look for in other folks in regards to leadership is curiosity, courage, compassion, and initiative. I need to see those things in someone. I need them to have the curiosity to ask the hard questions and the

courage to not know the answers and to be okay if they get it wrong at first swing. I need them to be compassionate and realize that to a lot of people the things we have to deal with can be very emotional. A lot of people put a lot of feeling into the things that they work on and the things that they care about. Especially the library world, I think we have to be compassionate about that and work within those comfort levels of the people we're working with. It's just customer service, you have to put yourself on other people's shoes. Folks especially need to take initiative and not wait to be told what needs to be done, but rather give it a shot, and do it, and make it happen.

Dean briefly mention needing to have the courage to not know the answers, which harkens back to earlier findings regarding library director's ability to handle the unknown from the category What It Takes. Mary Lou also commented on this quality as being essential to determining whether or not someone has leadership potential. Here is what she had to say on the matter:

I think it is one way that we can discern who has leadership potential and who doesn't, and that is, what is their level of comfort with uncertainty. And this is more than, "I don't like change." This is the whole uncertainty's a nebulousness of when something will be decided or how it will be decided or how it will be implemented or what your future looks like. The sooner that we can determine that in people who are identifying as future leaders, the less grief we might save ourselves down the road. Someone who cannot live with uncertainty shouldn't be in a leadership position because by definition, you're future-casting and you can never be sure about the future.

Hannah described to me an example of someone who she determined did not have leadership potential based on her reaction to an opportunity given to her by Hannah and her team. The person exhibited virtually none of the characteristics previously described and serves as a good example of what not to look for in potential leaders. As Hannah described the encounter:

I can give you an example of somebody that is not a leader that's stuck in my mind from way back when. We had a student who came to us with wonderful credentials and she was a fancy student and an intern. We sat her down and we said, "We have a great project for you to work on. This is a great project. And here's what we want you to do." And she listened to our whole thing, and then she looked at us and said, "Was there anything else I could work on?" And that was the end of any identifying her as a leader. I don't know whatever happened to her, but she was not going to go anywhere in our organization.

As in this example, several of the research participants would give projects to their staff as opportunities to reveal any leadership potential and to develop their leadership abilities. Hannah spoke of giving her staff bigger and bigger projects as they proved themselves capable of handling the work and responsibility. She described her process to me like this:

I give people smaller projects and see how they do, and then give them bigger projects and watch them succeed. And I keep an eye on them and not just throw them in the deep end, but try to coach them in how to succeed, I think. People that can listen, benefit from the coaching. Some people, you can tell them, but they

just don't get it. So people who have good judgment and a good attitude, you can teach them what they need to know in terms of skills.

Patricia also talked to me about what she did to develop leadership potential in her staff. She emphasized the importance in believing in people, giving them opportunities to prove themselves and opening doors for them to network and make the kind of relationships they would need to be successful as academic health sciences library directors. Most importantly though, she said she encouraged and supported her staff in taking new roles to develop their leadership potential:

I work with people where they are to help them think about what their potential is and where they could possibly go. Sometimes, when I ask people to step up into a role, their first reaction is, "Oh, I don't have the experience to do that, I'm not good enough to do that," or, something like that and it's convincing them that they're really... I wouldn't be asking them if I didn't think they'd be able to do it, that they do have the ability, and the background, and the experience.

Other participants described themselves as serving as mentors to these emerging library leaders and gave them opportunities and encouragement to go to leadership development programs like many of them did. Debra, for example, had a librarian last year go to the ACRL/Harvard Leadership Institute for Academic Librarians and she routinely encourages them to go for any other programs they are interested in. She has been able to pay for these programs out her library's budget when the person was not able to secure any scholarships or awards to pay for the program. Many of the other research participants offered the same opportunities to their staff.

Each research participant seemed especially excited to talk about their efforts to help, encourage, and develop new leaders in academic health sciences libraries. In my discussion with them about their experiences along the career path that led them to becoming library directors, it was clear that they did not do it alone. They benefited greatly from many mentors, leadership development programs offered by the numerous library professional organizations, and the many opportunities they were given by supervisors over the course of their careers. In this spirit, they were eager to do the same for others and seemed to enjoy passing on the lessons they had learned along their journey perhaps more than any other part of their experience as library directors.

Theme 3: Measuring success. The final theme, Measuring Success, attempts to capture what was a difficult subject for many of the research participants to discuss. Dean seemed to speak for many of the directors when he said, “I think that's something that every good leader wrestles with... sometimes you just don't know.” Doing a good job was important to everyone, but as a library director, whether that was actually the case or not, was more difficult to assess. According to the experiences and comments from the research participants, three categories emerged that best defined Theme 3: Measuring Success: a) Meeting Goals/Accomplishments, b) Honest Feedback, and c) Formal Assessment.

The Meeting Goals/Accomplishments category describes how several of the participants use their annual goals and other major accomplishments as evidence and benchmarks of success and their effectiveness as library directors. Attaining goals was part of several definitions of effective leadership (Chemers, 1993; Rosser et al., 2003). The Honest Feedback category is based on several research participants relating to me

personal stories where they had heard from someone on their campus speaking highly of the library. Research participants generally took any kind of positive feedback to mean that the library was effectively serving their stakeholders and in turn, they were being effective in their leadership of the library. Finally, the Formal Assessment category includes what formal measures of their effectiveness the research participants have taken and their experience with these measures. Aside from annual evaluations, the formal assessment measure that came up most regularly was the 360-degree evaluation tool, which was utilized by several of my research participants.

Meeting goals/accomplishments. As noted above, the achievement of goals is fundamental to effective leadership (Chemers, 1993; Rosser et al., 2003). Several research participants mentioned reviewing past goals and checking on their library's accomplishments when evaluating their effectiveness as leaders. Hannah, for example, meets with her management team twice a year to review their goals for the library and check on their progress. These progress meetings and reports are significant indicators in her self-evaluation as library director. She described to me her reflective process on evaluating her leadership effectiveness:

I think in my mind when I look at all the departmental reports and all the things that the library has accomplished over the year, I can look at it, I can feel that something's going right, whether it's me or whether it's the people that I'm empowering to do things. If the library's doing well and well respected, and people are publishing papers, we're doing new project, we're introducing new things. You look at the range of activities and the number of contacts, and if it's all working and we spend our money, and we got the stuff we needed, to me, you

can tie up the year in a bow and, to me, if the library's a success then I must be doing something right.

Jill told me a similar approach to determining her and her library's effectiveness that she has practiced for several years:

I think, look at your leadership on a regular basis throughout the year. I try to take the time when I'm looking at the accomplishments for this six months or the next - twice a year - what's been happening in the library and what are the accomplishments.

Other directors spoke about not getting too locked into the goals since they can change rapidly or new opportunities can present themselves. They told me that priorities could change very quickly, either internally in the library or externally with administration. They kept themselves flexible and tried to account for these developments when it came time to reflect on their effectiveness as leaders and whether or not they had accomplished their annual goals. Lily told me that when she does her performance evaluations with her staff she makes special note whether or not she or the administration changed any of the goals, or otherwise made some goals impossible for her staff to accomplish, so it would not reflect negatively on them. When I discussed this topic with Patricia, she specially noted that she focused on accomplishments and not goal achievement:

When we get the right things done, which is not necessarily the same thing as achieving your goals, because sometimes the right thing is something that wasn't on your radar, and you pursue that instead of pursuing a goal you started with, or what you thought was your goal to start with. But at the end of the day, I look at how-- for example, how are we relating to the medical school? Things that have

changed since I've been here, we have a permanent guest position on the medical school curriculum committee. We helped develop the curriculum for the school. We didn't just sit there and say "Well, here's where information could fit in." We were part of the whole curriculum redesign.

Whether achieving goals or generally reviewing the library's accomplishments, each research participant to some degree looked to what their library had done as a measure of their success as leaders. However, this was not the only measure they used to determine their effectiveness.

Honest feedback. Even more than meeting goals and their library's accomplishments, the research participants I spoke to relied heavily on honest feedback from a variety of sources to measure their effectiveness as library directors. This feedback was either very personal or more directed to the library as a whole, but in both cases the research participants accepted it as validation that they were doing a good job in leading their libraries effectively. In my discussions with Patricia, she gave me examples of both though she quick to share the credit for the accomplishments of her library:

We haven't done any formal leadership assessment since then, but I hear that, from other people, that the faculty here has said something nice about me. "Oh, she's such a good mentor," or "Oh, she really helped me with this," or "Wow, I don't think I would have been prepared to go take that position if [she] hadn't believed in me or [she] hadn't helped me or supported me or whatever." So I look to that also as a way of saying, "Yes, I'm being effective as a leader in this organization."

And further along in our discussion:

We're most intensely involved with medicine, but we also have a seat at the curriculum committee meetings in nursing and in dentistry, and we've been on some of their subcommittees as guest participants and things like that. So when I see that integration going on, and when I see library faculty being co-authors on papers with medical school and nursing school and other school faculty in journals in their field - Academic Medicine, JAMA, Archives of Cardiology, whatever - Blood. When I see those things going on, when people come and say, "We're doing a grant, and we really need this person. This person has the skills that we need for this grant to be successful and we would like to have about 5% of their time for our project." That to me says that we're doing the right thing in the right way, and that to me is what you look for to say your library is a success. I certainly don't say that all due to my effectiveness as a leader. But I think if I were an ineffective leader, that wouldn't have happened, and the other integration wouldn't have happened, and the partnerships wouldn't have developed as they did.

Other research participants told me similar stories. Olivia mentioned that the positive feedback did not only go to her, but also to her supervisor, which seemed to strengthen the impact of the feedback for her. This positive feedback eventually made it to her and gave her a greater sense of effectiveness on her campus:

I would say that if you were talking about our stakeholders like the College of Medicine, the College of Nursing, I think that if my staff are successful working with their faculty and students, I think that gets reflected back to say, "The library is doing a good job. She's got good staff," whatever it is that they think. In terms

of who I directly report to, they've heard good feedback from the stakeholders, from the users, and also the success of the grants and publishing.

Hannah too used positive feedback to gain a sense of whether her library was moving in the right direction and whether she was being effective as the library director. She told me that with her experience as library director she has a good sense of whether she is being effective or not:

[I can] feel things are going well with the library. Librarians, are they participating in projects with faculty? Are people turning to the library? Are people getting what they need? [I] can kind of feel whether that is happening or not. So that's when I feel pretty good about things, and if things are going well, then it must mean that I'm leading it well, or at least getting out the way and letting other people do what they need to be doing.

One participant, Terri, did warn about becoming insulated from negative feedback since many staff members are reluctant to criticize their boss directly to his or her face. Honest feedback from outside the library could be difficult to obtain as well, and a director needs to lead anyway and find other ways to measure their effectiveness:

I think there's a risk of being overly confident. Nobody is going to come to the director and criticize him to your face, so a lot of these [are] done behind closed doors. So how do you get an honest or a real pulse on what's going on, and how people feel about your leadership. I guess to some extent people voice their concerns either through resignations or departures, and I've certainly had mine, my share. That process informs me that some people definitely aren't happy at the same time. People aren't happy with the leadership. I think there are times when

they do need to leave. I'm not saying that... well I'm coming across as very aggressive and maybe callous about it, but I do think it's... I've worked in many organizations where people are not happy with the director, or at least that's who they blame it on. So they really need to move on. Others would agree. At this level you're not going to get a lot of compliments or feedback like you did at other levels of the organization where there is more of that, "Oh congratulations," or, "Great job." I just think at this level, it's expected that you're tough enough to handle it whether it's good or bad, and there's less good delivered. You're just expected to perform and run a very capable organization, and lead.

Honest feedback, most of which was positive in my discussion with participants, adds another piece to measuring leadership effectiveness of academic health sciences library directors. This feedback appeared mostly anecdotal and did not include enough negative feedback to bring it balance, however, from the experiences related by the research participants it was clearly valued and the most widespread means of measuring their effectiveness. This would suggest the need for an acceptable formal measurement of library director effectiveness to be used.

Formal assessment. There is no formal assessment tool specifically designed to measure the leadership effectiveness of academic health sciences library directors. However, a number of the directors spoke to me about their experience with 360-degree evaluations and attested to the value of this evaluation tool. A few other participants told me they were planning to do a 360-degree evaluation soon or were at least looking into the idea. In a 360-degree evaluation a director is evaluated not only by his or her supervisors, but also by the staff he or she supervises as well as peers within the

organizations. It can be an intimidating evaluation to go through as several of my research participants attested. Here is what Jill had to say about her experience with the 360-degree evaluation:

I asked to have an assessment, a 360-degree assessment, of my work as director. And I did good feedback there, from that evaluation. I wasn't thrilled about doing it, but actually, I was pleasantly surprised. People are realistic and I think they realize that individual's going to reading that. I think they were positive too, as well as good at suggesting areas for improvement.

Patricia also did a 360-degree evaluation once at her institution. She thought it was a positive experience overall and felt there were some tangible benefits from going through the process. She did point out that expectations were high for individuals at the level of library director and that needed to be accounted for in the evaluation. As she described her experience to me:

We did a 360 evaluation one time across the library. And I would say that is probably the most strictly formal time that we've done that. And I would say my ratings were except-- the setup was everybody-- if you're doing your job, it's a three. You only got higher than a three, if you were doing better than what you kind of expect. And when you get to a certain level, the expectations are so high, it's kind of hard to exceed them. You could go out and walk on water and the dean would say, "Well, I didn't expect anything less of you." So mine were between three and four, and I thought that was pretty good, and looked at what I was seen as most successful at and least successful at.

Terri's experience did not seem as positive though she thought it was a valuable experience that yielded some good feedback for her to consider. She described her experience with the 360-degree evaluation this way:

I had one time a 360 evaluation where feedback was given, and I was amazed at the kind of nitpickiness that people were going after, but well, it's to some extent constructive, other times it didn't quite make sense. It's not going to be in your favor, so you have to develop a very tough skin, and recognize, even if the evaluation comments are harsh, or they're not 100% necessarily true, you're going to have to tough it out, and take it and understand this is part of the job. This is how it works.

Dean had not done a 360-degree evaluation, but had some trepidations for exactly the reasons that Terri pointed out in her experience with the tool. At this point, he indicated to me that he did not think it would benefit him or his library and so he was not planning to move forward with it. His comments to me on the 360-degree evaluations were:

I admire those places that do a 360 feedback, and the reason I do is because that requires the individuals who are both giving and receiving that feedback to have a lot of confidence. You've really got to be secure in your role and willing to take, you know-- honestly willing to take it if you're not getting it right, because that kind of feedback is... people aren't going to hold back and you've got a really have some thick skin to get through that. And it is hard and I admire folks who have done that and grown from it a lot. Our environment here, we have not done that kind of feedback to date. It is something that I aspire for us to get to be able to do. I don't think we're there yet. I think if I even so much as mention the idea, it

would be met with a lot of adversity, and a lot of uncertainty, and frankly, a lot of fear.

The 360-degree evaluation is not the only tool for determining effectiveness for academic health sciences library directors, but it was the tool of choice among the research participants I spoke with. The 360-degree evaluation does provide honest feedback, which from the previous category we know was valued so highly, in a formal and consistent way. No other formal measure of leadership effectiveness was mentioned other than annual reviews from two of the participants.

Chapter Summary

This chapter described the leadership experiences of eleven academic health sciences library directors to the reader and how these directors understood these experiences, particularly with regard to their effectiveness as leaders. The three major themes were: (1) Understanding Leadership; (2) Path to Leadership; and (3) Measuring Success. The essence of the research participants' experiences in their journey to becoming library directors and since becoming leaders at their libraries were contained within these themes and were described and selected participant interview excerpts were used for illustrative purposes. The following chapter is a summary and discussion of the study, along with implications and conclusions.

Chapter 5

Discussions, Implications, and Conclusions

This research study used phenomenological research methodology to examine the leadership experiences of a selected group of academic health sciences library directors. The study focused on understanding how these directors experienced leadership and how their experience informed their understanding of effective leadership. It also focused on examining their leadership development experiences and how those experiences led them to the positions of directors at academic health sciences libraries at major research universities. This chapter begins with a summary of the study, an overview of the problem being investigated, and a restatement of the purpose of the study and its research questions. Afterwards there will be sections discussing the findings of the study as they relate to the research questions and also implications and conclusions.

Summary of the Study

The phenomenological study involved 11 research participants, who were all interviewed and three were observed in their academic health sciences libraries. The participants included nine female library directors and two male directors, and all worked at public universities with a very high research activity. Each participant was interviewed using phenomenologically-based semi-structured interviews done over the telephone. Two interviews were conducted for each research participant to gain the depth and context of the participants' experiences necessary to understand their essence (Seidman, 2013). Nonparticipant observation was managed at three of the research participants' libraries that were close by and visits were able to be arranged.

The two phenomenologically-based semi-structured interviews centered around questions that were designed to produce responses related to the participants' experiences as library directors, their experiences with leadership development, and how they related these experiences to their understanding of effective leadership. An Interview Guide (Appendix C) aided in conducting the interviews. The nonparticipant observations noted interaction between the library directors and their staff, students, administration, and other library stakeholders. A Nonparticipant Observation Guide (Appendix D) was used to record information from the observation sessions. After having transcribed and coded all of the interviews sessions, a thematic analysis was administered on the data. Three major themes then emerged: 1) Understanding Leadership; 2) Path to Leadership; and 3) Measuring Success.

Overview of the problem. As noted in Chapter 1, academic libraries are facing a significant period of transition. These libraries are moving from print resources to digital collections and no longer need large physical spaces to shelve and manage their print collections. The result has been libraries losing space to other departments on their campuses (Freiburger, 2010; Persily & Butter, 2010). Libraries also face competition from the Internet and other information providers after holding a virtual monopoly on the provision of scholarly information for centuries (Cunningham, 2010; Fought, 2014; Pritchard, 2008; Weiner, 2003). In addition, demographic projections published by the Bureau of Labor Statistics suggest many academic library leaders will retire soon. In a 1999 survey of library directors in academic health sciences libraries it was indicated that 65% of the directors anticipated retiring by 2010 (Martin et al., 2003). There is a looming

vacuum of leadership facing the profession unless new library leaders emerge (Hernon, 2010; Hernon et al., 2002).

Academic libraries face these challenges at a time when higher education is undergoing difficult financial problems. State appropriations to public universities and colleges have dwindled over the past 20 years and tuition has increased sharply as a result (Archibald & Feldman, 2011). Federal and state governments have also increased demands for accountability in higher education and greater affordability for students (Altbach, Gumport, & Berdahl, 2011). Academic libraries, therefore, must demonstrate good stewardship over their budgets, show a solid return on investment, and clearly explain their contribution to the overall mission and goals of the institution (Oakleaf, 2010). Academic libraries cannot rely on their administrations' past belief in their importance any longer but instead must demonstrate their value to their institutions (Sarjeant-Jenkins, 2012; Spalding & Wang, 2006).

Academic health sciences libraries, though similar to other academic libraries, have some important differences for which their library directors must account (Fought & Misawa, 2016). First, academic health sciences libraries have a clinical responsibility of working with health professionals. These libraries support not only teaching and research, but also patient care and community health. It is vitally important that these students, faculty, residents, and other health professionals have the best information possible, when they need it, to treat the patients under their care. Second, because of the clinical responsibilities and the type of research that occurs at academic health science centers, there are tremendous amounts of money involved at these institutions. Academic health

sciences libraries play an important role in supporting these clinical and research endeavors.

These challenges require effective leadership and leadership development to secure the long-term future of academic health sciences libraries and enable them to continue the critical role they perform at their institutions (Giesecke, 2010; Lynch et al., 2007; Miller, 2012; Oakleaf, 2010). Effective leadership is important towards influencing staff to willingly exert themselves and cooperate towards collective library goals, which in turn are key for the library to be effective (De Cremer & van Knippenberg, 2004). The perceived effectiveness of the library director and of the library are closely associated, and adequate funding for the library, a key indicator of administrative support, is primarily determined by the administration's confidence in the library leadership (Weiner, 2003). To date, few studies have been conducted regarding effective leadership in academic libraries (Fagan, 2012). No studies have examined leadership effectiveness or leadership emergence in academic health sciences libraries. A study examining how academic health sciences library directors understand leadership and how they define and measure effective leadership would provide a better understanding of leadership in this context. With this understanding, directors in academic health sciences libraries could increase their effectiveness and also improve their ability to identify and develop emerging library leaders.

Purpose of the study and research questions. The purpose of this qualitative phenomenological study was to better understand how academic health sciences library directors experience leadership and how their experience related to their understanding of effective leadership. The study used the four organizational frames (structural, human

resources, political, and symbolic) developed by Bolman and Deal (2013) and Rosser et al.'s (2003) model of seven domains of leadership responsibility as the theoretical framework. The research questions that guided this study were:

1) How do academic health sciences library directors understand their leadership and experiences as library leaders?

2) What was their career journey that led them into library leadership?

3) How do these library directors evaluate their effectiveness as leaders?

Methodology. Phenomenological research methodology was used to investigate the research questions. Phenomenology searches for the meaning, structure, and essence of the lived experience of a phenomenon for a person or group of people and stays true to the experience and context in which it appears (Giorgi & Giorgi, 2008; Patton, 2015). Above all, phenomenology is focused on the nature of consciousness as actually experienced, without regard for what common sense or philosophical tradition might suggest (Moran, 2000). The study's research questions centered on capturing the essence of academic health sciences library directors' leadership through an examination of their shared experience as academic library leaders and how they define and measure the effectiveness of their leadership.

Phenomenology requires researchers to explore, describe, interpret, and situate the means by which their participants make sense of their experiences (Smith et al., 2009). Thus, phenomenological researchers need access to participants' rich and detailed personal accounts of their experience with the phenomena under study. The three primary data collection methods for this study were interviews, nonparticipant observations, and documents. The interviews were phenomenologically-based semi-structured and the

interview questions allowed each participant to describe her or his leadership experiences in rich detail. An Interview Guide (Appendix C) was used as a guide in each of two interviews that were conducted. My intent was to get to the essence of each participants' experience with leadership as a library director in an academic health sciences library including their development as leaders that guided them to their current positions. The interview process followed the guidelines presented by Seidman (2013) on conducting phenomenological interviews. The nonparticipant observations were limited due to the geographical location of the research participants. I was able to observe three of the participants at their health sciences libraries. The observations lasted from approximately an hour and I was able to observe their interactions with library staff, students, administration, and other library stakeholders. A Nonparticipant Observation Guide (Appendix D) was used to record my notes from the field and other information from the observation sessions.

The data in this study were analyzed using thematic analysis, which is a general that prepares and organizes the data for analysis by first coding the data, then analyzing the codes for patterns that can be organized into categories, and finally analyzing these categories for emergent themes (Glesne, 2016; Saldaña, 2013). Transcriptions of all interviews and observations were coded line by line, which facilitated the development of categories, and from these categories developed the broader themes (Saldaña, 2013). The objective then was to winnow down the themes to what was the essence of the phenomenon under study (Saldaña, 2013).

Findings. Once the thematic analysis was complete, I had distilled all of the individual codes into 12 categories and 3 themes. The three major themes from the data

were: 1) Understanding Leadership; 2) Path to Leadership; and 3) Measuring Success. The phenomenological research methodology combined with the thematic analysis approach to analyzing the data was effective in getting to the essence of the research participants' shared experience as library directors in academic health sciences libraries. The emergent themes capture this essence and are insightful in understanding this experience and how it relates to their effectiveness as leaders. A more detailed discussion of the findings as it relates directly to the research questions continues below.

Discussion

The following sections address the study's findings as they relate to the three research questions. As part of the discussion of each research question, the theoretical framework for the study, the four organizational frames (structural, human resources, political, and symbolic) developed by Bolman and Deal (2013) and Rosser et al.'s (2003) model of seven domains of leadership responsibility, will be used to guide the discussion. The experiences of each research participant that is germane to each of the research questions are cited and discussed. Where applicable, existing research is cited to lend weight to the study's findings.

Bolman and Deal's (2013) four organizational frames theory was selected to guide the discussion of the first research question because of the question's emphasis on understanding the leadership experience of the library directors. The four frames theory is a comprehensive and practical approach to understanding leadership in organizations, and seems particularly versatile in adapting to the complicated leadership environment of higher education (Bolman & Gallos, 2011). The theory should demonstrate the degree to

which I was successful in capturing the essence of the research participants' leadership experiences.

The seven domains of leadership responsibility model created by Rosser et al. (2003) was chosen as the framework for the discussion of the last research question, which explored how the research participants measured their effectiveness as library leaders. As I discovered when conducting the pilot study for this research, no formal tool for measuring leadership effectiveness exists for academic health sciences library directors (Fought & Misawa, 2016). Rosser et al. (2003), in their article, were attempting to create such a tool for academic deans, who have many similar responsibilities and work in a similar setting as academic library directors (Fagan, 2012). The seven domains of leadership responsibility model works quite well as a general framework to discuss how to measure the leadership effectiveness of academic health sciences library directors.

Together, the Bolman and Deal's (2013) four organizational frames theory and the seven domains of leadership responsibility model by Rosser et al. (2003) provided me with an excellent framework to both understand the leadership experiences of the research participants, but also consider how to evaluate the effectiveness of their leadership. As the findings revealed, while the research participants could articulate what leaders needed to know and do, several of them seemed to struggle when the question came to how they measured their effectiveness as leaders. The four organizational frames theory helps better understand leadership in organizations and coupled with the seven domains of leadership responsibility model should provide some guidance on how to measure the effectiveness of this leadership.

Discussion of Research Question 1. The first research question in the study focused on understanding the leadership experiences of academic health sciences library directors. The actual question was: How do academic health sciences library directors understand their leadership and experiences as library leaders? The intent of the research question was to capture the essence of the participants' leadership experiences as library directors at academic health sciences library directors and determine what could be learned from these shared experiences. To aid in understanding and explaining these leadership experiences, I used Bolman and Deal's (1991) four organizational frames theory as part of my theoretical framework.

Bolman and Deal's (2013) four organizational frames offer different perspectives from which to assess organizational behavior. They consolidated the major schools of organizational theory into a comprehensive framework encompassing four coherent perspectives for viewing organizational behavior: structural, human resource, political, and symbolic. The structural frame, drawn from sociology, economics, and management science, focuses on organizational structure including planning, goals, structure, technology, specialized roles, coordination, formal relationships, and metrics. Rules, policies, procedures, systems, and hierarchies are used to coordinate diverse activities into a unified effort. This frame provides insight into how leaders can better organize and structure their organizations. The human resource frame, rooted in psychology, focuses on the people in organizations. It views organizations as an extended family with individuals that all have needs, feelings, prejudices, skills, and limitations. This frame provides insight into how leaders need to tailor organizations to individuals to maximize their productivity and job satisfaction. The political frame, grounded in political science,

focuses on the political dynamics in organizations. It takes into account limited resources and competition for these resources and sees conflict in organizations as inevitable.

Bargaining, negotiation, building coalitions, and compromise are important skills for handling the internal and external politics of organizations. The symbolic frame, drawing on social and cultural anthropology, focuses on meaning and culture in organizations. It leaves the assumptions of rationality found in the other frames and views organizations as cultures, strengthened by rituals, ceremonies, stories, heroes, and myths rather than by rules, policies, and managerial authority. This frame provides insights into how leaders can shape culture (Bolman & Deal, 2013).

These four perspectives provide a mechanism for understanding and explaining organizational behavior in the face of their many challenges. The four organizational frame model presents a comprehensive practical approach to understanding the situational contexts that influence the library directors' decisions and how they perceive their leadership styles (Bolman & Deal, 2013). Every leader uses each frame to some extent, though most leaders typically have one or two frames that are the dominant frames from which they work from (Bolman & Deal, 2013). Many scholars have used Bolman and Deal's four organizational frames as the theoretical framework for their own research (Bowen, 2004; Del Favero, 2005; Fleming-May & Douglass, 2014; Heimovics, Herman, & Jurkiewicz, 1995; Kezar, Eckel, Contreras-McGavin, & Quaye, 2008; Swiercz, 2003; Thompson, 2005). Bolman and Deal's (2013) four frame theory will provide the framework for understanding how academic health sciences library directors construct their perceptions of their leadership as well as understanding their emergence and development as library leaders.

Structural frame. When I interviewed the research participants it was clear they believed it was important to get their organizational structures right. The majority of the participants mentioned their structure outright and the need to constantly evaluate their structure to make sure it was meeting the needs of the library. Patricia mentioned, “We reorganize constantly because as the nature of our work changes, our organizational structure needs to change. And so from the number of units we have, to who the leaders are, all across the board things change.” According to Bolman and Deal (2013), “the structural perspective argues for putting people in the right roles and relationships” (p. 46). Several research participants echoed Patricia’s sentiments regarding the need to reorganize as needs and circumstances changed. Hannah talked with me about how having the right staff in the right positions was one of the most important parts of her job. Richard said, “[As library director], you don't do a lot of everyday operations. If you're having to sit on the reference desk, if you're having to do book selections, there is something wrong... your structure is not working.”

This is all consistent with Bolman and Deal’s (2013) assumptions regarding the structural frame which include that, “structures must be designed to fit an organization’s current circumstances,” (p. 46) and that leaders need to coordinate the efforts of their team in order to achieve established goals and objectives. Every research participant mentioned either setting goals for the library or determining if goals were met as being a primary function of their role as library director. Terri told me, “I have individual meetings and management team meetings on a weekly basis to help with communicating and making sure that to the extent possible we're working towards the same goals.” I thought this expressed the experiences of many of the research participants who each in

their own way had developed a structure that organized and coordinated the efforts of the library staff towards meeting goals and objectives set forth by them or by their administration. They formed committees, had regular meetings, and established policy in an effort to increase efficiency and enhance performance. These activities are all consistent with Bolman and Deal's (2013) description of the structural frame and how it needs to work for organizations to be effective.

Human resources frame. The human resources frame is about the relationship between people and organizations (Bolman & Deal, 2013). The frame is built on the assumption that people and organizations need each other. "Organizations need ideas, energy, and talent; people need careers, salaries, and opportunities" (Bolman & Deal, 2013, p. 121). It is the job of the leader of any organization to ensure that this relationship between person and organization remains beneficial for both. To this end, library directors need make sure each employee is a good fit and that they are developing employees to keep their skill sets updated to meet the needs of the library and the university. Beyond that though the human resources frame means investing in people, giving them opportunities, and providing them with the necessary information and support to do their jobs.

In my interviews and observations with my research participants, this frame stood out perhaps more than any other. Each director spoke highly of their staff and took pride in their work assembling and developing their team. They spoke of empowering and providing opportunities to their staffs to accomplish the work they needed to on campus. Terri, for example, spoke about connecting her staff to people on campus in order to accomplish the mission and goals of the library, "[Y]ou want to empower your librarians,

and that's the way to do it, by getting them connected to the right people at the right place and time that aligns with what you'd like to happen in the organization.”

The idea of sharing information and providing support is also important to human resources frame and the ideas of investing in people for the good of the organization. Several directors spoke about the need for good communication with staff and the importance of transparency. This story from Mary Lou nicely illustrates the point:

I strive very much for transparency. So someone can come and ask me about the details of the library budget from the library staff and I will tell them the details of the library budget unless I'm not allowed to tell them.

Jill told me that when she is transparent and straightforward with her staff, they respond better to her because have a greater understanding of what the library is trying to achieve. Supporting and developing staff was expressed by each research participant as something they do and believe is valuable to their libraries based on their experience. It was considered a necessary and good investment and was discussed with enthusiasm. Lily told me about her experience with staff development and I could hear the commitment in her voice to the effort:

I give support to the staff and try to mentor people and guide them. I do meet with the younger librarians, and I mean younger in terms of their years in the profession. The two more seasoned librarians, I meet with them, one monthly, one irregularly, and I meet with the two younger ones every other week, until [my new associate director] gets into place and then I can turn them over to that person. But, in mentoring them, I really enjoy that, and I'm trying to develop our next leadership, because I think we have an obligation to do that.

These directors understood the value of their people and were willing to invest their time, budget, and energy into their development. The benefits to the organization were clear from my observations and review of annual reports and other documents, which indicated highly productive libraries and staffs. Patricia said something to me that I believe was indicative of how many of the research participants felt about their role as leaders. “[My role as a leader has] become much more holistic for me, and much more a role of empowering, encouraging, and enabling other people to achieve great things than actually thinking about what I myself am going to do.” This to me embodies the human resources frame in full.

Political frame. The political frame, according to Bolman and Deal (2013), has many negative connotations associated with it and does often concern issues of power and conflict. Political processes in organizations are inevitable, but that does not mean they cannot be handled ethically with skill (Bolman & Deal, 2013). The political frame assumes that organizations are made up of coalitions of different individuals and interest groups who have, “enduring differences in values, beliefs, information, interests, and perceptions of reality” (Bolman & Deal, 2013, p. 194). Most important organizational decisions involve the allocation of scarce resources, and because of this, along with the enduring differences among the coalitions, conflict arises and makes power an important asset in settling these conflicts. Leaders must bargain and negotiate among competing stakeholders for access to these scarce resources (Bolman & Deal, 2013). Therefore, “one of the most important tasks of unit managers or union representatives is to be a persuasive advocate for their group on a political field with many players representing competing interests” (Bolman & Deal, 2013, p. 206).

One of the categories that emerged under Theme 1: Understanding Leadership was Advocating and Credibility. As I described in the findings in that category, the research participants I spoke to were well aware of the politics involved with the position. Every participant spoke to me of their experiences with networking and building relationships across their campuses, aligning the goals and services of the library to the mission of the university, and staying informed as to what was happening on campus while also looking for opportunities for their libraries. When I asked Lily how she knew when she was being an effective leader, “One of the big things that comes to my mind is when I advocate for what we need from the administration, and they give it to me [laughter].” For academic health sciences libraries, it is not only a matter of advocating for scarce resources, but also to communicate to administration and the rest of campus the continued value libraries bring to their institutions. Olivia told me that part of being a library director was, “[B]eing an advocate to make sure the staff has the resources that they need, that the stakeholders understand the role that the library plays, and advocating for ourselves so that our services are understood and utilized.” After speaking to all of the research participants on this issue, it was clear that this was a major role for the director at every academic health sciences library, and anyone who sought to be effective in this role needed understand this and develop these political skills.

Symbolic frame. The symbolic frame is focused primarily on meaning and culture in organizations (Bolman & Deal, 2013). Bolman and Deal (2013) described part of the frame’s assumptions as it not mattering what actually happens or what is accomplished so much as the meaning that people attribute to a particular activity. Also, it is particularly true that when people face uncertainty or ambiguity, they will often create symbols to

resolve confusion and find direction. Finally, culture bonds an organization, unites people, and helps them accomplish their goals (Bolman & Deal, 2013). A major part of the culture of any organization is the values it holds and the vision it has for the future (Bolman & Deal, 2013). Also at the heart of the symbolic frame is typically a leader communicating who you are as an organization (telling your story), fostering collaboration, transmitting values, and leading people into the future (Bolman & Deal, 2013).

Again, one of the categories that emerged under Theme 1: Understanding Leadership was Create a Vision, which I think speaks well to this frame. Every research participant discussed their experience with creating a vision for their libraries, often with input from their staff. They considered providing the future direction of the library as a primary function of their role as library director. At the same time, they knew having a vision was not enough and told me of their experiences in fostering support for the vision, building their teams, and in some cases working to change the cultures of their libraries in order to carry out their vision. Lily understood this when she was able to visit two academic health sciences libraries as part of a leadership grant she received before becoming a library director. This was her observation:

I realized something from both of those directors that I had never thought of before was that the culture of a library was reflected... their leadership reflected that. They set the tone and what I was seeing, all the success with their library, was because they had [en]visioned it, created it, put people in place, and let people go, and said, "Go, you've got my support," and it was like the leadership reflected the culture and what I was seeing.

When I spoke to Jill about what contributed to her being an effective leader, she too mentioned the type of culture she was trying to create at her library. From her description it is clear what the values are at her library:

I think that idea of being a good organization where there's a culture where we support transparency, communication, leadership on everybody's part... all help contribute to me being an effective leader, because it can't just be me on my own doing this work, it needs to be many people. And I'm happy to say that in my organization, more people have encouraged others to do that, and take the opportunities that they might not have considered in the past.

Several other research participants spoke of events and awards they do annually, which again adds to the sense of culture, further uniting the staff, and making collaboration more effective (Bolman & Deal, 2013). The participants' experiences with leadership in libraries certainly introduced them at least to some degree to the symbolic frame and its usefulness in understanding organizational culture as well as symbols and ceremonies to foster collaboration and move forward with a vision for the future.

Discussion of Research Question 2. The second research question focused on the career journey and experiences that led the research participants to their position as library directors. The actual research question was: What was their career journey that led them into library leadership? The intent of the question was to further my understanding of their leadership experiences by examining how they developed and prepared themselves for leadership. Leadership development and preparedness have been found to be important contributors to leadership effectiveness (Weiner, 2003).

The literature review in Chapter 2 notes that the majority of leadership research studies on academic libraries concentrated mostly on trait leadership theories, behavioral theories, situational/contingency theories, and authentic leadership theories. The largest number of leadership studies on academic libraries have used trait theories and seem most interested in developing a list of the most desirable traits for library directors. This might possibly be due to the looming leadership void that is fast approaching academic libraries and the need to identify potential new library leaders. At any rate, these studies and those on leadership development in academic libraries seem most germane to guiding this discussion on the leadership development experiences of the research participants and how they contributed to their overall understanding of leadership.

The second theme, Path to Leadership, went into great detail regarding the participants' experiences in preparation of becoming library directors. The categories in that theme were: Breadth of Experience, Focused Preparation, Mentors, and Recognizing/Developing Leadership Potential. Not only did the participants talk about their experiences with developing their own leadership potential, but I also discussed with them what they qualities they looked for in other potential leaders and what they did to help develop these people.

All of the directors I spoke to mentioned their prior library experience, specific leadership training programs, and/or mentor relationships as being critical to their preparedness as library directors. The participants also mentioned being active in several professional library organizations. This would seem to confirm the findings of O'Keeffe (1998) whose survey results determined that directors prepared themselves for the position through education attainment, prior experience, and professional activities. None

of the research participants had a doctorate degree, however, this would again seem to confirm other study findings that university administrations do not require doctorates for the position (Fitsimmons, 2008). Fitsimmons (2008) did find that administrators desired library directors who were professionally active and had the ability to work collaboratively, both of which were clearly demonstrated by the participants in my study's findings.

At least seven research participants directly spoke to me about mentoring relationships they had throughout their careers that were beneficial to them. Kirkland (1997) and Bonnette (2014) completed studies on the benefits of mentors to women and minorities, respectively, in attaining leadership positions in academic libraries, while Mavrillac (2005) made a case for peer mentoring to foster leadership development. In any case, it would appear that mentoring is valuable to leadership development and has produced positive results with the research participants. I believe the eager willingness expressed by several of the research participants to now want to serve as mentors for potential new library leaders illustrates the value of these relationships.

It was clear from the category, Focused Preparation, that many of the research participants had been involved with the National Library of Medicine/Association of Academic Health Sciences Libraries Leadership Fellows Program. As mentioned before, this is a one-year program designed to prepare emerging leaders for the position of library director in academic health sciences libraries (Lipscomb et al., 2009). Debra mentioned her experience with the program as being one of the most useful activities she did to prepare herself for becoming a library director. Terri and Lily both discussed with me how important they knew going through the program was for their career and that it was

really a capstone experience that brought many academic health sciences library leadership concepts together for them. Lipscomb et al. (2009) did a review of the program by interviewing past fellow graduates. They found from their study that the program enhanced leadership skills, provided fellows a network of peers, and gave them credibility as candidates for library director positions. My discussions with the research participants who took part in the program confirmed these findings.

When asking the research participants about their most important leadership qualities and what qualities they looked for in potential leaders I received a wide range of answers, but there were also many common responses. Each participant recognized the need for good communication and collaborative skills and the ability to create a vision for the library. For example, Terri told me of her efforts to improve her communication skills, “[Y]ou're constantly working on your communication skills, what you relay, how you relay it, where do you want to put effort into communication versus not in order to be a successful leader and drive a successful organization.” The ability to work collaboratively was almost assumed at the director-level and most participants spoke about it as a normal part of their day. In fact, Jill said it was her leadership style and how she approached projects, she told me, “I like a collaborative approach to things, and I've learned that that's really good when there's big stakes involved.” As mentioned before, Create a Vision was a category that emerged under the theme, Understanding Leadership, as it was clearly a major part of the essence of the participants' experience with being library directors. I thought Lily stated it well for the whole group when she said this about her role in creating a vision for her library, “[B]eing able to vision and communicate that vision and help others with their needs and understand it, get and

receive their input to help continue to shape it, and then oversee getting there to what that vision is.”

Other popular responses from participants regarding their best leadership qualities and what they looked for in potential leaders were enthusiasm, positive attitude, integrity, ability to handle uncertainty, and initiative. It is hardly surprising to discover that many of these were consistent with characteristics listed in several of the trait leadership studies on academic libraries. Le (2015), for example, in his survey on library leadership, found that the five most important leadership skills required for effective academic library leadership were vision, integrity, management skills, collaboration skills, and communication skills. Hernon and Rossiter (2006) and Kreitz (2009), both studying emotional intelligence traits in library directors, determined that building and communicating a shared vision, motivating their staff, and functioning in a political environment were the most important traits.

The leadership traits or characteristics exhibited by the research participants and those they mentioned looking for in potential leaders are well supported in the library literature on leadership and in leadership literature in general. Of equal interest was how the research participants prepared themselves once they decided they had the qualities to be library directors. As the literature in Chapter 2 shows, these directors used a combination of prior library experience, focused preparation through education and training programs, and mentors. One area not previously discussed, but included in the review of the literature is on-the-job training that many of the participants had, based on documents I was able to obtain. None of the participants talked to me about it much other than to mention their experience in passing. Several of the participants were interim

directors before becoming permanent library directors, which could be considered as on-the-job training for the position. Debra mentioned acting as director for a significant period of time and how that helped prepare her for the permanent position, but no one else spoke in any detail of their experience as an interim director. It would appear to be from the literature to be an excellent path to learn some parts of the job that no other type of training can prepare you for (Rooney, 2010).

Discussion of Research Question 3. The third research question addressed how academic health sciences library directors measure their effectiveness as leaders. The actual research question was: How do these library directors evaluate their effectiveness as leaders? The intent of the question was to reach past the participants' leadership experiences as library directors and explore their understanding of their effectiveness as leaders.

Rosser et al. (2003) developed "a systematic approach for evaluating the leadership effectiveness of deans and directors from individual and institutional perspectives" (p. 1). They used social exchange theory as their framework for explaining the effectiveness of deans and found that the personality of deans and those they interacted with made a difference in the expectations held for deans (Bray, 2010). Rosser et al.'s (2003) model consists of seven domains of leadership responsibility that represent central evaluation criteria regarding the responsibilities and skills of the dean's role. These domains included (1) vision and goal setting, (2) management of the unit, (3) interpersonal relationships, (4) communication skills, (5) quality of the unit's education, (6) support for institutional diversity, and (7) research, professional, and community endeavors.

The study also took into account the relevant dimensions of leadership and the multilevel nature of higher education institutions. They found that deans and directors should be aware of the ability to be effective in their interpersonal relationships, ensure individual and group support, strategize a clear direction for the unit, pull and conceptualize ideas together, demonstrate fairness and good judgment, and effectively perform their various functions, tasks, and responsibilities in a manner that will reflect their institution's goals and mission. Rosser et al. (2003) also recommended that academic institutions invest in formally training their leaders and in conducting fair and accurate assessments to ensure their effectiveness.

Bray (2010) used Rosser et al.'s (2003) seven domains model to study normative patterns across the field of higher education, in particular, to study college administrators and how they performed their roles and were expected to behave. Rosser et al.'s (2003) work on formal and informal assessment of deans helped guide Bray (2010) to examine unwritten rules and informal norms to understand the normative expectations of deans and provide a better sense of what is expected and required for success in higher education administration. Hoffman (2012), in her dissertation, sought to determine the preparation methods experienced by academic library deans and which methods they perceived as most valuable. She used a questionnaire instrument to measure academic library deans' perceived value of different preparatory methods and then tested for perceived effectiveness using Rosser et al.'s (2003) theoretical constructs of academic leadership. Hoffman (2012) also used Rosser et al.'s (2003) theoretical constructs of effective academic leadership as the basis for her study. Del Favero (2005) was heavily influenced by Rosser et al. (2003) and takes up their call for a, "better understanding of

how individuals and groups of individuals construct their perceptions of leadership” (p. 70). She examined the construction of leadership by discipline group and discussed the presence of discipline differences in administrative behaviors. Rosser et al.’s (2003) seven domains of leadership responsibility model will provide the framework for understanding how academic health sciences library directors recognize and measure their effectiveness as leaders.

Rosser et al. (2003) identified seven domains of leadership responsibility and designed an instrument to capture people’s perceptions of deans’ effectiveness in those areas. I am hoping to use these domains as a framework to guide my discussion on the research participants’ responses to questions about their effectiveness. It seems clear from the discussions so far that I was able to capture the essence of the research participants’ leadership experiences as directors at academic health sciences libraries since every domain of leadership responsibility germane to library directors has been addressed. I have discussed thoroughly the experiences of the research participants, and the importance they place, on vision and goal setting, management of their unit, interpersonal relationships, and communication skills. Without question, these are at the heart of being an effective director of a health sciences library. Many of these were categories that emerged in the findings of the study, such as Create a Vision, Advocacy and Credibility, and Building a Team.

The participants understood, for example, that vision and goal setting were critical their effectiveness as leaders. They dedicated a significant amount of time, energy, and resources to these efforts. Lily spoke with me about what the visioning process meant to her effectiveness as a leader:

How do I know I'm effective? When I communicate the vision, and that's after I should have taken into consideration when building the vision, the input from the stakeholders. Whether it's the faculty and staff working here, or the faculty I meet on the sidewalk, or meetings I go to that we're supporting and the researchers, and the students I get to talk with, and putting that together and create that vision. And then if I'm able to effectively communicate it to our stakeholders, and they get behind us on it. The staff understand it, and they're able to work in a way that helps to build that and put it in the direction that we need to go.

Not only does she address the importance of creating a vision, but other elements from Rosser et al.'s seven domains of leadership responsibility also are present, including the emphasis on communication and interpersonal relationships. These sentiments were common from many of the directors that I interviewed and observed. In the discussion on the second research question, Terri spoke about how she was always working on improving her communication skills. Jill told me that after having gone through a 360-degree evaluation, she learned that she needed to improve her communication skills. She brought in a consultant to help her work out a communications plan for the library and was excited about how much communications had improved. Interpersonal relationships are, of course, at the heart of being able to build a team and being able to successfully advocate for their libraries. Every participant spoke about the need to have good interpersonal relationships to be effective in their positions.

Rosser et al. (2003) describe management of the unit as delegating work effectively, allocating resources fairly and with good judgment, being able to handle administrative tasks, problem solving, and managing staff and change well. Again, many

of these have emerged in the findings as the participants spoke about their need to handle their budgets well to maintain credibility with administration. Richard talked to me about the administrative duties inherent to the director position, such as following administrative policies, managing the budget, delegating, and day-to-day operations of the library. A large part of this, from the perspective of the research participants, was managing their staff well. Lily mentioned that she always pointed to the staff whenever her boss visited the library to praise them for something they accomplished. She would tell her boss that she could not accomplish anything without having a good team backing her up. I believe that is what Rosser et al. (2003) was trying to convey with their management of the unit domain and its influence on the perception of effective leadership.

The final three domains in Rosser et al.'s (2003) seven domains of leadership responsibility are quality of education in the unit, support for institutional diversity, and research, professional, and community endeavors. I should again point out these leadership responsibility domains were designed for academic deans and were not specifically designed to evaluate academic health sciences library directors, though they work well as a general framework. These three domains would seem to fit the least for the research participants, however, the library's collections and services do make a significant contribution to the quality of the education of the university. Also, support for diversity is typically an institutional goal and from my conversations with participants, their libraries were always in support of institutional goals. Every participant shared the goal of increasing institutional diversity and believed it was a contributing factor in the perception of their effectiveness as a leader. Finally, as I discussed earlier, being active in

library professional organizations as well as research and publishing were viewed by the participants as important preparation for leadership roles in libraries. As directors this professional participation was expected to continue. In their role as advocates for the library, it was also important for them to be engaged with the campus community and to be present at events. To this extent these three domains were also germane to exploring how these directors understood their effectiveness as leaders.

As a final thought on this discussion, Rosser et al. (2003) developed their seven domains of leadership responsibility in part because there they had found no tool to evaluate the effectiveness of academic deans that was not a self-evaluation or an evaluation only from the dean's supervisor, which they believed could be biased. Their tool allowed for input from both above and below the dean to give a more complete picture as to the dean's leadership effectiveness. This sounds very similar to the 360-degree evaluations that several of the research participants mentioned doing or were looking at doing. The 360-degree evaluations do provide a more complete picture as to a director's effectiveness and might be the best tool to determine what may be a difficult position to evaluate.

Implications

The implications from the findings of this research study have a number of applications to academic health sciences library directors, medical librarians, academic health science center administrators, academic libraries and librarians, and higher education in general. The following sections include recommendations for leadership development in academic health sciences libraries; and the creation of a tool for measuring effective leadership of academic health sciences library directors. The

experiences the study participants shared with me provided insight into the recommendations for potential leadership development programs and activities for potential leaders in academic health sciences libraries and even current academic health sciences library directors. Also, the study participants' experiences with evaluating their leadership effectiveness also provided insight into recommendations for the creation of a tool designed specifically for measuring the leadership effectiveness of academic health sciences library directors.

Leadership development in academic health sciences libraries. The National Library of Medicine and the Association of Academic Health Sciences Libraries have already partnered for a successful leadership program (Lipscomb et al., 2009). The Medical Library Association has their own Rising Stars program along with several continuing education courses offered on leadership. I do not think that the findings from this research study suggest a new leadership development program is needed. I do, however, think this study could be used to perhaps evaluate or enhance these programs to ensure they are addressing every issue they need to be covering and doing so in an effective manner.

These leadership programs could examine the findings of this study and compare them with their curriculum to determine how well what their programs are covering matches the actual experiences of my research participants. The leadership programs could look each of the five categories under the theme, Understanding Leadership and assess whether their program addresses the category and to what extent. I believe this theme could serve as a general framework for a workshop on understanding leadership in academic health sciences libraries, which would be useful not only to librarians aspiring

to become library directors, but also current library directors who might be looking to keep up their skills.

The findings from this research study could also address the subject of leadership emergence to some extent, which is not tackled in these programs. Any person who wishes to participate in these leadership development programs must initiate the application and compete for their spot in the program. The leadership crisis facing academic health sciences libraries may need to go farther than that and actively recruit potential leaders whom they can develop to assume these roles. This gets to the heart of leadership emergence, which this study could assist with in developing criteria for discovering potential leaders in the library field. In my analysis of the research participants' career journeys, I was able to detect patterns and the participants themselves were able to provide characteristics and traits they looked for in potential leaders. It could be possible to identify librarians on a similar path, earlier in their careers, and begin training and developing their leadership potential at a much faster pace. This is critically important to the library profession, which is facing a real leadership crisis due to the number of retirements and pending retirements of many of its long-time directors. We need to be able to identify and train the next generation of library leaders to help libraries through this transformational and challenging period we are now experiencing.

The professional organizations could establish a more formal mentor relationship for these potential leaders to have someone to model themselves after and go to for career advice. It was clear from the findings of this study how important mentor relationships were to many of the research participants in the careers and development as leaders. It appeared that most of these mentor relationships were informal and were established

through where the research participant was employed. This might be an opportunity for the professional organizations to establish a mentor program with the intent of developing future leaders for the profession.

Academic health sciences libraries might also need to look at their organizational structures to create more leadership positions and provide opportunities for potential leaders to gain some on-the-job training with leading a team. Many of the research participants spoke about the importance of getting their structure right to be effective, but this speaks more to human resources and directors giving their staff the opportunities they need to grow and develop. This point was emphatically made many times by the research participants and bears repeating again here. If the profession wants to develop new leaders, then directors must give their staff the opportunities to learn these leadership skills and gain the experiences necessary to make it to the next level. One way to do this is to create more leadership positions for people to get these experiences and learn these skills.

The findings from this study provided a complete picture of the path to becoming an academic health sciences library director, understanding the experiences of having the position, and what it means to do the job effectively. This would be valuable to any library leadership development program, whether to help further develop their curriculum or to assess the effectiveness of their current curriculum. Either way, I believe this study would have a significant positive impact on the development and growth of new leadership in academic health sciences libraries.

Effective leadership in academic health sciences libraries. The findings of the research study suggest academic health sciences library directors would benefit from a

more formal measure of their effectiveness as leaders. The participants were somewhat divided on how they defined effective leadership and did not have an agreed-upon measure for determining their effectiveness as leaders, though several mentioned and used 360-degree evaluations. In my discussion of research question three, it seemed that Rosser et al.'s (2003) seven domains of leadership responsibility, which was designed to measure the leadership effectiveness of academic deans, adapted nicely to directors in academic health sciences libraries.

Rosser et al. (2003) noted that academic deanships were leadership roles that were much more political and social than hierarchical and technical, which would also seem to describe library directors. They also make the argument that leadership effectiveness in higher education is mostly a matter of perception, thus their recommendation to use their tool with both senior administrators and faculty and staff to gain a more well-rounded perception of the dean's leadership effectiveness (Rosser et al., 2003). As I stated earlier, the perceived effectiveness of the library director and of the library are closely associated, and adequate funding for the library, a key indicator of administrative support, is primarily determined by the administration's confidence in the library leadership (Weiner, 2003). This would seem to indicate that the seven domains of leadership responsibility model from Rosser et al. (2003) would be an excellent framework for the development of formal evaluation tool to measure the leadership effectiveness of academic health sciences library directors.

It would seem that with some slight modifications to Rosser et al.'s (2003) seven domains evaluation survey (it included a total of 58 Likert-type items) to tailor it better to academic health sciences library directors, a 360-degree evaluation tool for measuring

leadership effectiveness could be created. The value of modifying Rosser et al.'s (2003) seven domains evaluation survey is that the validity of the tool has already been established and it would not require many changes due to the similarities in duties and positions between academic deans and academic health sciences library directors. This could prove a more useful evaluation tool than the generic 360-degree evaluation being used by some library directors at the moment. This new tool would address the specific leadership areas and concerns that are relevant to library directors in academic health science centers and their unique challenges.

A successful tool for measuring the leadership effectiveness of academic health sciences library directors would be beneficial in several ways. First, it could assist library directors determine areas of strength and weakness so that they could work to improve on their leadership effectiveness. Second, assuming the director was an effective leader, the evaluation tool would add to his or her credibility with administration and the campus. It is one thing to be perceived as effective, but something else entirely when you can demonstrate your effectiveness with a credible evaluation tool. Third, such a tool would give opportunity to library staff, peers, and campus administration to speak about the leadership of the director and have their voices and concerns heard. It would be a health check on the library leadership and bring greater accountability to everyone involved. Lastly, I believe an evaluation tool like the one describe above would help the confidence of the library director. The director would know, rather than be forced to guess, whether he or she was doing a good job. This would allow the director to lead with more confidence and know he or she was on the right path.

Research implications. The purpose of this research study was to better understand how academic health sciences library directors experienced leadership and how their experience related to their understanding of effective leadership. It is important for academic health sciences libraries and medical librarians to improve library leadership and the organizational effectiveness of the library. Academic health sciences libraries are facing uncertain times with many challenges and transitions ahead, and effective leadership will be needed to maintain their prominent educational role on campus. As several other studies have shown, an effective library contributes significantly to improvements in student retention, student success, graduation rates, and even grant funding (Bell, 2008; Luther, 2008; Mezick, 2007; Oakleaf, 2010; Tenopir & Volentine, 2012; Vance et al. 2012).

Therefore, it is important for the academic health sciences library profession to recognize those with leadership potential and help them develop this potential, whether it be through the various library professional organizations, or through their individual institutions. This must become a high level priority for the profession and a serious commitment of resources and effort will need to be put in place to assist in the effort. Academic health sciences libraries may need to more actively recruit individuals with leadership potential and create more opportunities for them to develop the type of skills and gain the experience necessary to lead their libraries through the challenging times ahead.

This research also has implications to higher education in general. I used the seven domains of leadership responsibility model from Rosser et al. (2003) as a discussion framework on evaluating leadership effectiveness because library directors are

very similar to the academic deans for whom they designed their evaluation tool. The reverse, however, is also true and academic deans are very similar to library directors, therefore the findings of this study could have some benefit to academic deans who wish to better understand their leadership and their leadership development. As with academic health sciences libraries, higher education could use more effective leadership throughout and this study may contribute to understanding effective leadership and how to develop it.

Limitations

Limitations of this study imply possible directions for future research on leadership development and effectiveness in academic health sciences libraries. The data collection, including two phenomenologically-based semi-structured interviews, nonparticipant observations, and other relevant documents, and completing the transcription and analysis of the data, was completed in about three months. The second interview with each participant was conducted about a week after the first interview. The observations were done as I was able to arrange time to visit the participant's library and find time on my schedule to travel. The 3-month period for data collection and analysis was adequate, but it would have been better if I could have scheduled visits to all of the participants' libraries. Also, the interviews typically lasted between 30-60 min and there would have been benefits to extending these interviews to 60-90 min, if the participants' schedules would have allowed for it.

Recommendations for Future Research

The research involved directors of academic health sciences libraries at public universities, highly involved with research, from all over the United States. There were

11 participants, 9 that were female and 2 were male. A phenomenological research methodology was used in the study. Future research could expand on this study to examine academic library directors in general or perhaps use a multi-site case study methodology to do a more in-depth examination of leadership effectiveness at a selected number of academic health sciences libraries. Also, future studies could include private universities, which have a somewhat different set of challenges than public universities. It could prove beneficial to gain the perspective of the library directors at the private institutions on leadership effectiveness.

When discussing with research participants their career journeys that led them to becoming library directors, there were many interesting details that emerged regarding leadership development and the qualities and/or traits that were needed to be successful as a leader. This remains an area in library literature that is under researched. According to Weiner (2003), “a comprehensive body of cohesive, evidence-based research is needed” to remedy the, “dearth of published studies or dissertations that relate leadership to effectiveness of library directors, their organizations, or outcomes” (p. 14). Studies of leadership development and emergence are particularly important due to the many library directors beginning to retire from their positions (Hernon, 2010; Martin et al., 2003).

Conclusions

This qualitative phenomenological study used Bolman and Deal’s (2013) four organizational frames model and Rosser et al.’s (2003) seven domains of leadership responsibility to better understand how academic health sciences library directors experienced their leadership and how their experience related to their understanding of effective leadership. The use of phenomenological research methodology helped capture

the essence of the participants' experiences with library leadership, and kept the focus on their shared experiences as academic health sciences library directors and the meaning they made of those experiences (Giorgi & Giorgi, 2008; Moustakas, 1994).

This research study attempted to do a comprehensive examination of the participants' experiences with library leadership by asking them to describe when they knew they wanted to, and thought they could be library directors, and what they did to prepare themselves for leadership. This was a particularly informative part of the study and I believe directly impacts a library director's effectiveness as a leader. The research participants clearly expressed their belief that more leadership development and greater understanding of leadership theories and principles were beneficial to their effectiveness as leaders. Even after attaining the position of library director, the participants told me they continued to read, attend seminars, and take leadership classes to continue developing their leadership skills. Karen put it this way, "I tend to try to go to a leadership development thing every few years. It's kind of like a booster shot to learn about what is new and get reinvigorated."

I stated my subjectivities in Chapter 1 of this research study. I am an interim director at a health sciences library who has shared many of the same experiences and challenges as many of the research participants. As difficult as it was, I put aside or bracketed my own experiences and thoughts on effective leadership in academic health sciences libraries and focused on the descriptions of the participants' experiences rather than my interpretation of these experiences (Moustakas, 1994). In so doing, I learned more about my own narrow views of what effective leadership is and what the path to

leadership needs to be. I was surprised at how many different leadership styles and paths to leadership could still ultimately lead to an effective library.

The challenges facing academic health sciences libraries today are not insignificant and seem to be growing as many long-term library directors are starting to retire, which is leaving a leadership void in the profession. The role these libraries have at their institutions is still an important one, though this message can get lost without a strong voice reminding the administration and the faculty exactly what the library does for the campus. This is the role of the library director and academic health sciences libraries need more effective directors to assume this role. They need to be advocates for the library, capable of building a team, and able to create a vision that will lead their libraries forward into the future. This future starts with understanding effective leadership in academic health sciences libraries and how to recognize and develop potential leaders to take on these challenges.

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Appendix A
IRB Approval Email

Hello,

The University of Memphis Institutional Review Board, FWA00006815, has reviewed and approved your submission in accordance with all applicable statuses and regulations as well as ethical principles.

PI NAME: Ricky fought

CO-PI:

PROJECT TITLE: Effective leadership in academic health sciences libraries: A qualitative phenomenological study

FACULTY ADVISOR NAME (if applicable): Mitsunori Misawa

IRB ID: #3678

APPROVAL DATE: 4/10/2015

EXPIRATION DATE: 4/10/2016

LEVEL OF REVIEW: Expedited

Please Note: Modifications do not extend the expiration of the original approval

Approval of this project is given with the following obligations:

- 1. If this IRB approval has an expiration date, an approved renewal must be in effect to continue the project prior to that date. If approval is not obtained, the human consent form(s) and recruiting material(s) are no longer valid and any research activities involving human subjects must stop.**
- 2. When the project is finished or terminated, a completion form must be completed and sent to the board.**
- 3. No change may be made in the approved protocol without prior board approval, whether the approved protocol was reviewed at the Exempt, Expedited or Full Board level.**
- 4. Exempt approval is considered to have no expiration date and no further review is necessary unless the protocol needs modification.**

Approval of this project is given with the following special obligations:

Thank you,

James P. Whelan, Ph.D.

Institutional Review Board Chair

The University of Memphis.

Note: Review outcomes will be communicated to the email address on file. This email should be considered an official communication from the UM IRB. Consent Forms are no longer being stamped as well. Please contact the IRB at IRB@memphis.edu if a letter on IRB letterhead is required.

Hello,

The University of Memphis Institutional Review Board, FWA00006815, has reviewed and approved your submission in accordance with all applicable statuses and regulations as well as ethical principles.

PI NAME: Ricky Fought

CO-PI:

PROJECT TITLE: Effective leadership in academic health sciences libraries: A qualitative phenomenological study

FACULTY ADVISOR NAME (if applicable): Mitsunori Misawa

IRB ID: #3678

APPROVAL DATE: 4/8/2016

EXPIRATION DATE: 4/8/2017

LEVEL OF REVIEW: Expedited

Please Note: Modifications do not extend the expiration of the original approval

Approval of this project is given with the following obligations:

- 1. If this IRB approval has an expiration date, an approved renewal must be in effect to continue the project prior to that date. If approval is not obtained, the human consent form(s) and recruiting material(s) are no longer valid and any research activities involving human subjects must stop.**
- 2. When the project is finished or terminated, a completion form must be completed and sent to the board.**
- 3. No change may be made in the approved protocol without prior board approval, whether the approved protocol was reviewed at the Exempt, Expedited or Full Board level.**
- 4. Exempt approval is considered to have no expiration date and no further review is necessary unless the protocol needs modification.**

Approval of this project is given with the following special obligations:

Thank you,

James P. Whelan, Ph.D.

Institutional Review Board Chair

The University of Memphis.

Note: Review outcomes will be communicated to the email address on file. This email should be considered an official communication from the UM IRB.



Appendix B

Consent to Participate in a Research Study

TITLE OF STUDY: A PHENOMENOLOGICAL STUDY OF EFFECTIVE LEADERSHIP IN ACADEMIC HEALTH SCIENCES LIBRARIES IN THE UNITED STATES

WHY ARE YOU BEING INVITED TO TAKE PART IN THIS RESEARCH?

You are being invited to take part in a research study about effective leadership in academic health sciences libraries. You are being invited to take part in this research study because you meet the study's pre-determined criteria. If you volunteer to take part in this study, you will be one of about 15 people to do so.

WHO IS DOING THE STUDY?

The person in charge of this study is Rick L. Fought of University of Memphis Department of Leadership. He is being guided in this research by Dr. Mitsunori Misawa. There may be other people on the research team assisting at different times during the study.

WHAT IS THE PURPOSE OF THIS STUDY?

By doing this study, we hope to better understand how academic health sciences library directors construct their perceptions of leadership and how that relates to their understanding of effective leadership.

ARE THERE REASONS WHY YOU SHOULD NOT TAKE PART IN THIS STUDY?

You could be excluded from this study if you are an interim director or have been in the library director position for less than six months.

WHERE IS THE STUDY GOING TO TAKE PLACE AND HOW LONG WILL IT LAST?

The research procedures will be conducted via phone or videoconferencing. There will be two interviews. Each interview will take approximately 1 hour. The total amount of time you will be asked to volunteer for this study is about 2 hours.

WHAT WILL YOU BE ASKED TO DO?

As a participant in this study, you will be interviewed and asked questions about your experiences as a leader, how you define leadership, and qualities you look for in a leader. You will also be asked about how you evaluate your effectiveness as a leader and what constitutes effective leadership in academic health sciences libraries.



WHAT ARE THE POSSIBLE RISKS AND DISCOMFORTS?

To the best of our knowledge, the things you will be doing have no more risk of harm than you would experience in everyday life. The research does not include any procedures that could cause possible physical harm.

WILL YOU BENEFIT FROM TAKING PART IN THIS STUDY?

There is no guarantee that you will get any benefit from taking part in this study. However, you may develop a deeper understanding of your leadership style and how to be more effective as a leader if you choose to participate. Your willingness to take part may also, in the future, help society as a whole better understand this research topic.

DO YOU HAVE TO TAKE PART IN THE STUDY?

If you decide to take part in the study, it should be because you really want to volunteer. You will not lose any benefits or rights you would normally have if you choose not to volunteer. You can stop at any time during the study and still keep the benefits and rights you had before volunteering.

IF YOU DON'T WANT TO TAKE PART IN THE STUDY, ARE THERE OTHER CHOICES?

If you do not want to be in the study, there are no other choices except not to take part in the study.

WHAT WILL IT COST YOU TO PARTICIPATE?

There are no costs associated with taking part in the study.

WILL YOU RECEIVE ANY REWARDS FOR TAKING PART IN THIS STUDY?

You will not receive any rewards or payment for taking part in the study.

WHO WILL SEE THE INFORMATION THAT YOU GIVE?

We will make every effort to keep private all research records that identify you to the extent allowed by law. However, there are some circumstances in which we may have to show your information to other people. For example, we may be required to show information which identifies you to people who need to be sure we have done the research correctly; these would be people from such organizations as the University of Memphis

Your information will be combined with information from other people taking part in the study. When we write about the study to share it with other researchers, we will write about the combined information we have gathered. You will not be personally identified in these written



materials. We may publish the results of this study; however, we will keep your name and other identifying information private.

We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information, or what that information is. A recording of the interview will be encrypted and kept on an external hard drive.

CAN YOUR TAKING PART IN THE STUDY END EARLY?

If you decide to take part in the study you still have the right to decide at any time that you no longer want to continue. You will not be treated differently if you decide to stop taking part in the study.

The individuals conducting the study may need to withdraw you from the study. This may occur if you are not able to follow the directions they give you, if they find that you being in the study is more risk than benefit to you.

WHAT IF YOU HAVE QUESTIONS, SUGGESTIONS, CONCERNS, OR COMPLAINTS?

Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions, suggestions, concerns, or complaints about the study, you can contact the investigator, Rick L. Fought (email: rlfought@memphis.edu; phone: (901) 687-0118) or Dr. Mitsunori Misawa (email: mmisawa@memphis.edu; phone: (901) 678-4060). If you have any questions about your rights as a volunteer in this research, contact the Institutional Review Board staff at the University of Memphis at 901-678-2705. We will give you a signed copy of this consent form to take with you.

What happens to my privacy if I am interviewed?

Your privacy will be protected at all times. Your real name will not be identified on any documents or other transcripts, and will be replaced by a pseudonym (false name) assigned by the participant or the researchers.

Signature of person agreeing to take part in the study

Date

Printed name of person agreeing to take part in the study

Rick L. Fought

5/10/2016

Name of [authorized] person obtaining informed consent

Date

APPENDIX C

Interview Guide

Purpose Statement: The purpose of this qualitative phenomenological study is to better understand how academic health sciences library directors construct their perceptions of leadership and how that relates to their understanding of effective leadership and leadership development.

Interview #1

Thank you for agreeing to participate in this study. I greatly appreciate your time. I am going to start off with some background questions. Please do not hesitate to interrupt me if you have a question or do not understand something. I will be audio recording this interview and transcribing it later. I will encrypt and store the file on an external hard drive that will be kept in a locked cabinet.

Warm-up questions

Interview Question 1: How did you get started in libraries?

Interview Question 2: How long have you worked in academic health sciences libraries? Have you ever worked in any other type of library?

Interview Question 3: How many different libraries have you worked?

Research Question 1: How do academic health sciences library directors understand their leadership and experiences as library leaders?

I want to get to the essence of your experience as a library leader. I want to understand how you understand leadership and what effective leadership means to you. If you can give me specific examples to my questions that would be helpful.

Interview Question 1: Tell me how would you define leadership.

Interview Question 1-a: Tell me about your experiences as a library director at an academic health sciences library.

Interview Question 1-b: What do you consider your most important qualities as a leader?

Interview Question 1-c: What does being a leader in an academic health sciences library mean to you?

Interview Question 1-d: As a library leader, what do you do? What are you responsible for?

Interview Question 2: How would you describe your leadership style?

Interview Question 2-a: What do you focus on most as a library leader? Explain/give examples.

Interview Question 3: What do you consider your most important role as a leader?

Interview Question 3-a: How would you describe the essence of your experience as a library director?

Interview Question 4: Tell me what you find most challenging in leading an academic health sciences library. Can you give me any examples?

Interview Question 4-a: How do you personally approach challenges as a leader?

Interview Question 4-b: Tell me about a time when you successfully met a leadership challenge.

Interview Question 4-c: Tell me about a time when you did not successfully meet a leadership challenge.

This completes our interview. Thank you again for your willingness to participate. Do you have any questions or comments you would like to make at this time?

Interview #2

Once again, thank you for agreeing to participate in this study. I greatly appreciate your time. I hope with our last interview we were able to build some rapport and my questions made you reflect on your leadership experiences some more. Please do not hesitate to interrupt me if you have a question or do not understand something. I will be audio recording this interview and transcribing it later. I will encrypt and store the file on an external hard drive that will be kept in a locked cabinet.

Research Question 2: What was their career journey that led them into library leadership?

Interview Question 1: Tell me how your career journey led you to your current position.

Interview Question 1-a: When did you know you wanted to be a library director?

Interview Question 1-b: Tell me about some experiences that were particularly useful to your development as a leader in libraries.

Interview Question 2: How did you prepare yourself to be a library director?

Interview Question 2-a: Tell me about any leadership development activities you have done (e.g., leadership training programs, mentorships, and/or additional education).

Interview Question 2-b: Have you ever recognized an up-and-coming leader in academic health sciences libraries? What did you do to encourage them or help them develop as leaders?

Research Question 3: How do these library directors evaluate their effectiveness as leaders?

Interview Question 1: How do you know when you are leading your library effectively?

Interview Question 1-a: How do you measure your success as a leader?

Interview Question 2: How do you evaluate your effectiveness as a leader?

Interview Question 2-a: What do you do to formally assess your effectiveness?

Interview Question 2-b: Are your personal research and/or campus activities recognized by administration and/or contribute to the perception of your effectiveness as library director?

Interview Question 2-c: When the library is able to support institutional diversity and/or contribute to the quality of the education at your institution, is that recognized and does it contribute to the perception of your effectiveness as library director?

Interview Question 3: What has contributed the most towards you being an effective leader in academic health sciences libraries?

Interview Question 3-a: What has hindered you the most from being an effective leader?

This completes our interview. Thank you again for your willingness to participate. Do

you have any questions or comments you would like to make at this time?

**Appendix D:
Non-Participant Observation Guide**

Unique Observation Number:

Date:

Time (IN & OUT):

Location(s):

The purpose of this non-participant observation is to help understand the experiences of academic health sciences library directors.

Research Questions:

RQ 1: How do academic health sciences library directors understand their leadership and experiences as library leaders?

RQ 2: What was their career journey that led them into library leadership?

RQ 3: How do these library directors evaluate their effectiveness as leaders?

Leadership in Academic Health Sciences Libraries Observation Guide						
	#	+	-	Neutral	Descriptions of what they do- Activities, Conversations, Interactions	Reflections of the observer
Interactions with Library Staff						
Interactions with Students						
Interactions with Administration and Faculty						
Breaks						
Physical Affect						
Verbal Utterances						