

THE ROLE AND CONTRIBUTION OF STRATEGIES AND FACTORS
IN THE CAREER SUCCESSES OF PUBLIC LIBRARY DIRECTORS

by

Janine Golden

BS, St. Francis College, 1971

MEd, Pennsylvania State University, 1977

MLS, Indiana University, 1982

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SCHOOL OF INFORMATION SCIENCES

This dissertation was presented

by

Janine Golden

It was defended on

April 25, 2005

and approved by

Dr. Phyllis Coontz

Dr. Margaret Mary Kimmel

Dr. Christinger Tomer

Dr. José-Marie Griffiths
Dissertation Director

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This study examines the career development factors and strategies used by public library directors whose library systems service a population of 100,000 or more. The intent is to research the directors' own use of these factors and strategies, their perceived importance to the directors' career development and finally strategies recommended by the directors for use by middle level public library managers.

This study addresses all three areas and produces a comparison of factor/strategy use vs. importance vs. suggested use. An integral part of this research includes tables showing the significance of relationships among the selected strategies as well as among the external factors of age, gender, geographic mobility and luck/serendipity. Independently recommended strategies are also provided by the directors for potential adoption by the middle-level manager. As such, the findings of this study may be used as a possible reference point to assist public library middle level managers in their own successful career development.

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PREFACE

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1. INTRODUCTION

Leadership development is a significant issue in public libraries and library administrators debate, among other topics, how to achieve it for the middle-level manager. Currently, library organizations use leadership and management workshops, seminars, and institutes to assist with managers' organizational learning processes. The literature also indicates that additional strategies such as career planning, mentoring, networking, acquiring adequate qualifications and experience, professional involvement, and continuing education are used not only to facilitate middle level managers' career development, but also to help organizations fill the leadership gaps within their ranks.

1.1. The Problem Statement

Which combination of career development strategies creates the best pathway for these public library middle-level managers aspiring to become public library directors is not known. The need for the profession to explore this path has become critical because the significant number of leaders now comprising the graying workforce and planning to retire is creating a “potential erosion of leadership stability in the information community over the next 5 to 10 years.”¹

With the departure of the older baby boomers, “a serious collective loss is imminent in terms of experience and expertise. There are few experienced, trained, middle-level managers,

¹ Richard N. Katz and Gail S. Salaway, *Information Technology Leadership in Higher Education: The Condition of the Community*, Key Findings of a study for EDUCAUSE Center for Applied Research (ECAR), 2003: 8. Report availability via www.educause.edu/ecar/.

supervisors, and administrators within the middle age group of librarians who could ensure appropriate succession in the libraries following such a massive retirement exodus.”²

Although graduate schools of business are now emphasizing leadership skills, schools teaching library and information science were and are largely neglecting those same skills. “Many in the mainstream profession of library and information science education believe that such a topic has little place and importance for the LIS student and thus there is no room in or outside the curriculum.”³ Formal library education courses have attempted to provide skills needed to manage libraries; however, the leadership factor has been understood primarily as an *innate personality characteristic* and, as such, not generally incorporated into the LIS curriculum. Instead, librarians have been viewed as gateways to sources of information for other career fields studying the leadership concept (Sheldon, 1992).⁴

In order to help strengthen and expand the future leadership pool, three components are needed: 1) the establishment of stronger methods of effective training and development; 2) programs built to identify potential leadership candidates, since not all individuals may choose to move into more senior leadership positions; and 3) indicators to assist these potential leaders in determining which include methods are necessary to pursue a successful career developmental path.⁵ In all cases, libraries recognize a need for career professional development strategies.

The library and information science profession specifically is concerned about the issue of leadership, how leaders can be identified, and approaches to leadership. Before the actual career examination of public library directors is presented by this study, various elements involved with the existence of a call for leadership renewal are reviewed: erosion of leadership

2 William M. Curran. “Succession: The Next Ones at Bat.” *College & Research Libraries*, March 2003:134.

3 Brooke E. Sheldon, *Leaders in Libraries: Styles and Strategies for Success*. Chicago: American Library Association, 1991: 69.

4 *Ibid.*

5 Katz and Salaway.

stability, perceptions of leadership, and the identification of potential managerial leadership candidates.

1.1.1. Erosion of leadership stability

Two issues have contributed to the erosion of leadership stability. The first is the graying of the workforce. The demographics of the baby-boom generation point to a future in which there will be a much older workforce, but “one that may be far too small to meet America’s organizational needs.”⁶ The problem is twofold (Goldberg, 2000)⁷. First there are too few people to replace the previous generation. Second, more people are leaving the workforce earlier than ever before. The average age of retirement has declined steadily, dropping from 67 in 1950 to 62.7 in 1995. The Employee Benefit Research Institute’s 1997 Retirement Confidence Survey indicates that the trend toward early retirement in all probability will continue.

The American Library Association (ALA) had Decision Demographics of Arlington, Virginia calculate how many librarians would reach age 65 in each of the next 30 years. They computed the numbers through analysis of the 1990 Census Public Use Microdata File⁸ (see figure 2.1).

⁶ Beverly Goldberg, *Age Works: What Corporate America Must Do to Survive the Graying of the Workforce*, New York: The Free Press, 2000: 15.

⁷ *Ibid.*

⁸ Mary Jo Lynch, “Reaching 65: Lots of Librarians Will Be There Soon,” *American Libraries*, Mar2002, Vol. 33 Issue 3:55.

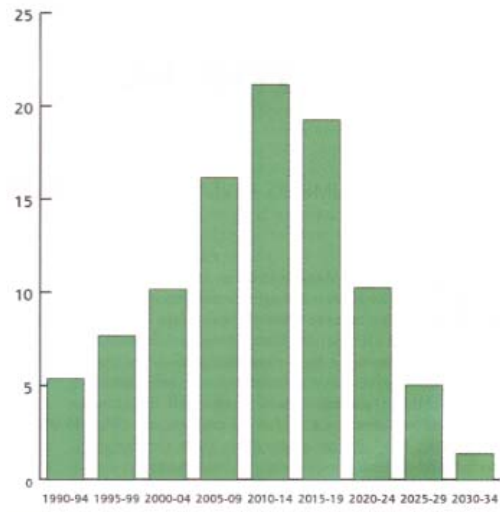


Figure 1-1. Numbers of librarians reaching age 65 in the next 30 years

According to the 1990 census data, the number of people who said they were librarians and also said that they have a master’s degree or above was 87,409. Decision Demographics then used the age of those 87,409 people in 1990 to project when each of them would reach age 65. Results, summarized in Figure 2.1 above, show the numbers reaching 65 in each of nine five-year periods, with the highest projected being the period of 2010-2019.

Figure 2.2 below shows the percentage of librarians who will turn 65 for each five-year period, revealing that the highest number (18,469) will be 65 during the years 2010-2014. (Not shown are the 3,070 who were already 65 in 1990.) Logically, then, what may be surmised is that with this upcoming shortage of librarians also comes a corresponding reduction in the size of the leadership pool.

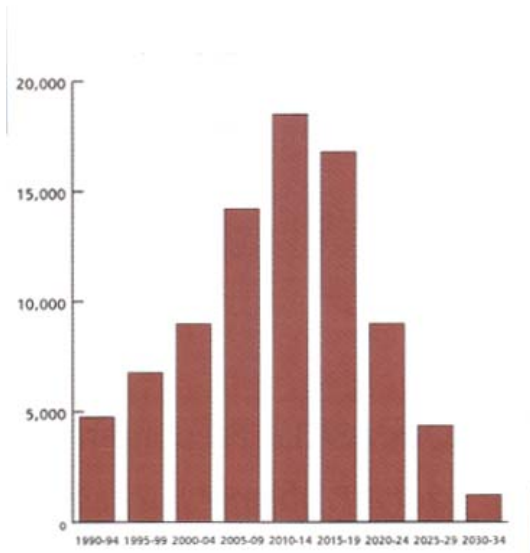


Figure 1-2. Percentage of librarians that will turn 65 for each five-year period

Along with the graying and retiring of the current workforce comes a second issue: the resultant shift in organizational memory and experience. Research literature shows that there has been a lack of growth in succession management systems over the past fifteen years. In 1984, 68 percent of organizations reported having formal succession plans in place, but in 1999 this has dropped to 61 percent. (Bernthal, et. al., 2004).⁹

1.1.2. Perceptions of leadership

As Bernthal noted in a 2004 Development Dimensions International (DDI) study, there exists a real leadership shortage.¹⁰ The current literature asks the question of whether it is most desirable for an organization to attempt to produce leaders or managers to fill this administrative gap.

⁹ Paul R. Bernthal, et al. The Leadership Forecast: A Benchmarking Study, HR Benchmark Group, Bridgeville, PA. 2004:1, <http://www.ddiworld.com/pdf/cpgn53.pdf>.

¹⁰ Ibid.

Organizations need to emphasize succession management by focusing on developing today's work force into tomorrow's leaders.

At times, leaders and managers are assumed to be one and the same, but a good leader is not necessarily a good manager. (Totten and Keys, 1994).¹¹ Stueart and Moran (2002) found that individuals can be good managers without being leaders.¹² Although leadership is associated with management, the emphasis in leadership is on development, strategy, vision, and adaptation of the organization to a changing environment. Management is about planning, organizing, and controlling the resources of the library, both human and non-human, to achieve goals and objectives (Riggs, 1997).¹³ Bennis (1997)¹⁴ identified a definite distinction between the two by pointing out that leadership is all about innovating and initiating and is creative, adaptive, and agile; managing is about copying, managing the status quo and looking at the bottom line. Riggs (1997)¹⁵ reported that although leadership had become a common word in the business profession and in everyday use by the late 1980's, the existence of books and journal articles on library leadership at that time were scarce.

Ten years later, Moran (1992) examined the topic of leadership and found that although there was an outpouring of literature about it, leadership within the context of libraries is still "characterized by ambiguity and inconsistency."¹⁶ Moving into the next century the discussion has continued. The body of literature expresses concern with the leadership, or lack thereof, in

11 Herman L. Totten and Ronald L. Keys, "The Road to Success (The Library Director)," *Library Trends* 43(1), Summer, 1994: 34-46.

12 Robert D. Stueart and Barbara B. Moran, *Library and Information Center Management* 6th ed. Greenwood Village, CO: Libraries Unlimited, 2000: 350.

13 D.J. Riggs, "What's in Store for Academic Libraries? Leadership and Management Issues," *Journal of Academic Librarianship* 23, 1997: 2-8.

14 Warren Bennis, *Managing People is Like Herding Cats*, Provo: Executive Excellence Publishing, 1997.

15 Riggs.

16 Barbara B. Moran, "Introduction" *Library Trends* 40(3), Winter, 1992: 377.

today's library managers.(Evans, Ward, Rugaas 2000).¹⁷ According to Sayles (1993), "jobs get done and functions get performed with managers who are leaders, but they don't add up to organizational effectiveness without leadership."¹⁸

In fact, the perceived concept itself of what makes a good leader has changed over the past ten years (Bernthal et. al. 2004).¹⁹ Research (Totten and Keys, 1994; Riggs, 1997) found that leaders heighten motivation via vision, strategy, and change, whereas managers' basic concern is efficiency in planning, organizing and controlling the resources. It takes these two factors, plus the right attitude to generate the transformation of natural leaders into efficient managers. The changing work environment and further research on leadership shows that "today's managers need to implement leadership skills into their organization in order to survive."²⁰

One primary ongoing debate in the literature is whether leadership is an innate or learned quality. Most sources reviewed for this study noted that leadership ability is not strictly innate, although some individuals may have certain predispositions towards interpersonal intelligence and intrapersonal intelligence (Gardner, 1983)²¹ and practical intelligence. (Sternberg, 1988).²² Leadership also appears to be emergent. An individual's traits can increase the probability that a person will become a leader, but this is not guaranteed.²³

17 G. Edward Evans, Patricia Layzell Ward and Bendik Rugaas, *Management Basics for Information Professionals*, New York: Neal-Schuman Publishers, Inc., 2000.

18 Sayles, 82.

19 Bernthal et al. 3.

20 Victoria Treacy. "What is the Difference Between Leaders and Managers? Part I," *weLead Online Magazine*, November, 2002: 1, <http://www.leadingtoday.org/Onmag/nov02/vt-nov02.html>.

21 H. Gardner, (1983) *Frames of Mind*, USA: Basic Books.

22 R.J. Sternberg, "Beyond IQ Testing," *In National Forum*, 68 (2)1988: 8-11.

23 Christine De Neuville, "Are Managers Leaders?" *Nov.*, 2002. <http://infotrain.magill.unisa.edu.au>.

Bennis (1997) found that the argument about whether leaders are born or made is unresolvable. However, he does offer the opinion that “the most dangerous leadership myth is that leaders are born...that’s nonsense...leaders are made rather than born.”²⁴

Evans et al. (2000) also agree that no one is a born leader. “To some degree everyone has leadership potential in some situations which means that care needs to be taken when saying that an individual has no leadership potential.”²⁵ Sheldon (1991) found this, as well, in acknowledging her current leadership research along with her study interviews and experience in library education. She stated that “all our students have some measure of leadership ability that can be identified, nurtured, and strengthened in the process of attaining the first professional degree.”²⁶

Assuming that individuals can be taught the characteristics of leadership, Kouzes and Posner (1995) found that

by viewing leadership as a nonlearnable set of character traits, we’ve created a self-fulfilling prophecy that dooms society to having only a few good leaders. It’s far healthier and more productive for us to start with the assumption that it’s possible for everyone to lead. If we assume that leadership is learnable, we can discover how many good leaders there really are and new leadership can be exhibited on behalf of the school, church, community, organization, company, union, or the family. Somewhere, sometime, the leader within each individual may get the call to step forward.²⁷

24 Bennis, 163.

25 Evans, Ward and Rugaas, 363.

26 Sheldon, 70.

27 James M. Kouzes and Barry Z. Posner, *The Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations*, San Francisco: Jossey-Bass, 1995: 323.

Acknowledging the fact then that not everyone is a born leader, it is important to note that an individual can learn leadership. In turn he or she can teach and empower those who work with her/him to become leaders. (Evans et al., 2000).²⁸

1.1.3. Identification of potential managerial leadership candidates

However, in the Development Dimensions International (DDI, 2004) study, Bernthal et. al found that three-quarters of businesses have difficulty finding qualified leaders. Programs built to identify potential managerial leadership candidates and establish stronger programs for their effective training and development would help to strengthen the numbers of potential future managerial leaders.²⁹ The need is to establish individuals interested in moving into more senior leadership positions since not all may choose to do so. Herb White (1987) found that the profession is challenged to locate and preserve the “wild ducks,” those who stand on principle, ask difficult questions, and are not afraid to buck the system.³⁰ Mech’s study (2004) noted that existent leaders agree it is the responsibility of the library director to identify and help develop the transformation of a talented individual into an efficient manager.³¹

“What is required is an understanding of the need to have a vision based on a critical mass of original thinking and supported by experience.”³² Potential leaders need to possess this unique vision of a future if they are to offer guidance to others in the field of librarianship. “If

28 Evans et al., 368.

29 Bernthal et al.

30 Herbert S. White, “Oh Where Have All the Leaders Gone?” *Library Journal*, October 1, 1987: 69.

31 Terrence Mech, “Public Library Directors: A Career and Managerial Profile,” *Public Libraries*, July/August 1989: 235.

32 Bernthal et al. 36.

libraries are to craft bold mission statements, reconceptualize services and embrace marketing, then the profession needs visionaries, entrepreneurs and leaders as never before.”³³

It is important to conceptualize the individual discussed in this study known as a leader/manager. The definition of the leader/manager used is borrowed from Gardner (1990).³⁴ Just as he distinguished the differences between leadership and management, he also combined the ideals of leaders and leader/managers together to separate them from the general run of managers. He found that what distinguishes the leaders and the leader/managers group from the general manager group is that the leader/managers think for the longer term, they understand how the organization relates to “larger realities, they influence constituents beyond their jurisdiction, and they understand the nonrational and unconscious elements.”³⁵

In his work, Sayles (1993)³⁶ identified the necessity of a combination of leader/ manager. Applying the title *working leader*, he noted that “jobs get done and functions get performed with managers who are not leaders, but they don’t add up to organizational effectiveness without leadership.”³⁷ Concurring with Mintzberg, Sayles found that *action-oriented manager* seeks to do something, to change something, and to make tomorrow different from today; thus the action-oriented manager is indispensable.

It is the middle-level leader/managers of today who are faced with two major challenges: the changing nature of their leadership roles and the need to restructure their career plans if they

33 Ken Haycock and Larry McCallum, “Urban Public Library Directors: Who Are They? Where Did They Come From?” Feliciter, February 1997: 34.

34 John W. Gardner, *On Leadership*, San Francisco: The Free Press, 1990.

35 Ibid.

36 Leonard R. Sayles, *The Working Leader: the Triumph of High Performance over Conventional Management Principles*, New York: The Free Press, 1993.

37 Ibid, 83.

intend to advance. The first challenge is that the leadership role is actually changing; leader/managers have greater responsibilities in operating with fewer staff members but a wider scope of duties. Giesecke (2001) found that “the traditional hierarchical bureaucracy is no longer correct so that even ... the tried and true rules of management don’t work anymore. Middle level (leader) managers are expected to be a manager of professional librarians who themselves are a form of manager, and to negotiate with - rather than order staff to complete tasks in order to accomplish organizational goals.”³⁸

The demands of this changing workplace include a) a working environment that is faced with the downsizing and flattening of many organizations, b) an organizational culture in which rapid technological change creates a shift of responsibility for decisions, and c) external conditions and trends, including an increased focus on the consumer, that involve demands for improved efficiency. Thomas and Dunkerley (1999), in their two-year study of middle management in fifty organizations across both private and public sectors in the United Kingdom concluded that middle managers are working harder, longer, and with wider roles and greater responsibilities. Interviews involving middle-level managers and key decision makers show that “while middle managers report feelings of greater job satisfaction from increased empowerment over their work roles, this is in tandem with working in intensified work regimes with increased pressures and stress.”³⁹

The second challenge presenting itself to the middle-level leader/manager is the need for them to restructure their own career progression paths if they are intent on advancement. Many managers expect rewards in the form of career progression, but organizations are significantly

38 Joan Giesecke, *Practical Strategies for Library Managers*, Chicago: American Library Association, 2001:7.

39 Robyn Thomas and David Dunkerley, “Career Downwards” Middle Managers’ Experiences in the Downsized Organization,” *British Journal of Management* v.10, 1999:157.

downsizing and delayering. Thus, as hierarchical layers are stripped away, so are thoughts of traditional career progression, particularly in a governmental, or civil service infrastructure. (Thomas and Dunkerley 1999).⁴⁰

As such, traditional career models have been superseded. Leader/managers are now having to find new methods of professional advancement through self-development by diversifying skills and/or adding professional qualifications thereby increasing their own marketability.

1.2. Purpose and Significance of the Study

Because the best path for middle-level managers aspiring to become public library directors is not known, the purpose of this study was to investigate selected career development factors and strategies chosen because of their predominance in current research literature and their perceived contribution to the leadership and successful career development of current public library directors. The study explored career development strategies used by library directors, and those directors' recommended best practices, to suggest possible pathways for the middle level manager.

This study relied on three types of strategies that are similar to those identified in Farmer and Campbell's 1998 study:⁴¹ 1) professional strategies which include involvement with professional groups at various levels; 2) organizational strategies which are carried out by or within organizations; and 3) educational strategies which relate to more formal learning and training. The fact remains, however, that there is little agreement about which set or combination

⁴⁰ Ibid.

⁴¹ Jane Farmer and Fiona Campbell, *Continuing Professional Development and Career Success: Is There a Causal Relationship?* British Library Research and Innovation Report 112, West Yorkshire, UK: British Library Research and Innovation Center, 1998: 63.

of career development strategies creates the best pathway for the middle-level leader/manager aspiring to become a public library director. This study set out to

1. Determine the career paths of directors of major public libraries relative to educational background, experience and years of service;
2. Focus on selected career development *strategies* to identify which were most useful and most closely associated with achievement of success by public library directors by
 - a) Investigating a selected group of strategies researched in the current literature: professional involvement, recognizing/ taking opportunities, qualifications, mentorship, experience, networking, career planning, training and development, and continuing education;
 - b) Determining the public library directors' use of the strategies chosen and the level of significance of these strategies to their career success;
 - c) Analyzing the relevance of these strategies to the successful career development for middle-level managers. Since selected strategies are perceived by the directors to be major contributors in their own career trajectory, they are then to be considered as useful elements for middle-level managers to apply to their own career advancement.
3. Investigate the role and value of selected *factors* that contributed to the successful career paths of public library directors by
 - a) Examining a selected group of *external* factors relative to public library directors' perceptions of the extent that these factors affected their career success: luck/serendipity, gender, age, geographic mobility; and

- b) Investigating the correlation of these *external* factors to determine if a relationship exists among the individual factors and strategies.
4. Collect base-line data from the directors for future study of a selected group of *internal* factors (innate or developed) chosen: ability, flexibility, communication, determination, proactivity, hard work, personality, intelligence and enjoyment. The expectation is that since certain factors play a significant role in career development, the acknowledgement of their existence and effect need to be known.

1.3. Limitations of the Study

There are two major limitations to this study. The first concerns the treatment of the internal factors in this research: only base-line data was gathered in order to recognize the existence of these *internal* factors owned and acknowledged by public library directors. They are viewed by this study as either innate or developed characteristics. Measurement of the correlation between these factors and career advancement is beyond the scope of this study; however, the correlation of these factors among themselves is included. Statistics are gathered only for future reference.

The second limitation concerns the selected grouping of *external* factors chosen for this study. In the literature, numerous external factors are identified as potentially influential in career success. Luck or serendipity, gender, age, and geographic mobility are chosen because they were specifically mentioned in research on the career success of public library directors. This selection allows for future comparison studies.

1.4. Research Questions

This study was designed to investigate selected factors and strategies that perceptibly contribute to the leadership and successful career development of current public library directors so that they may then be considered as useful elements for middle-level managers to apply to their own career advancement. To achieve this objective, five primary research questions were investigated:

- 1) What are the career paths of directors of major public libraries?
- 2) How do library directors rate the importance of individual external factors on their career success?
 - a. What are the relationships among the importance ratings of individual external factors?
- 3) How do library directors rate the influence of individual internal factors on their career success?
- 4) To what extent do library directors report using selected career development strategies to achieve career success?
 - a. How do library directors rate the influence of individual strategies on their career success?
 - b. What are the relationships among the importance ratings of individual strategies?
 - c. What are the relationships between importance ratings of individual external factors and the importance ratings of individual strategies?
- 5) Which career development strategies are recommended by library directors to assist middle-level managers in the successful pursuit of their careers as future library directors?

1.5. Definitions of Terms Used

For clarification, this section defines nine terms and phrases that are critical to this study. These are the intended meanings assigned for the terms.

Career development

“The steps in the advancement from the beginning of a professional career to achievement of the position of library director.”⁴²

Career development strategies

The means employed by an individual to achieve career goals and objectives. The individual possesses control to a greater or lesser extent. A selected list used for this study includes professional involvement, recognizing/taking opportunities, qualifications, mentorship, experience, networking, career planning, training and development and continuing education. Those chosen are indicated in the survey of career success research concerning public library directors. Including these in this study will allow for possible future comparison studies. These strategies are categorized as professional, organizational and educational.

Career development strategies are those that are used in a respondent’s overall employment development. Organizational strategies are used within the operating structure where the respondent is employed. Personal strategies apply to situations outside of the working environment that are individual to the respondent (i.e. family, self, etc.).

⁴² Joy M. Greiner, “A Comparative Study of the Career Development Patterns of Male and Female Library Administrators in Large Public Libraries,” *Library Trends*, Fall 1985:260.

Career success

Career success for the middle-level manager equals achieving the position of public library director. General themes about the nature of career success revolve around job satisfaction, financial security, professional recognition, status within peer groups, and personal development (i.e., goal achievement and potential fulfillment).

Continuing education and training activities

Formal post-qualification opportunities that have educational or training potential, such as conferences, discussion forums and seminars as well as short courses, lectures, and courses leading to further qualification and in-service training programs.

External factors

Possible influences on career development over which an individual has little or no control. Selected for this study are luck/serendipity, gender, age and geographic mobility. These factors chosen are most consistently indicated in the survey in career success research concerning public library directors. Including these in this study will allow for possible future comparison studies.

Internal factors

Possible influences on career development that are characterized by being innate and can be developed. The selected list used by this study includes ability, flexibility, communication, determination, proactivity, hard work, personality, intelligence, and enjoyment.

Luck/serendipity

Luck is defined as being in the right place at the right time. Serendipity is defined as accidentally finding something good.

Middle-level manager

An individual titled as the head of a unit, department or branch within the public library system.

This position is in a direct line of authority and communication between the top levels of management and the first-line supervisory personnel.

Public library director

An administrator of the library who plans, organizes, and administers the operation of the public library/library system according to the policies, rules, and authority delegated by the Board of Trustees. The position may either be elected or appointed.

2. LITERATURE REVIEW

Considering that a currently graying workforce is ready to retire, this study may assist organizations in achieving their goals of filling the leadership gap with their ranks by focusing on strategies and factors helpful to the middle-level manager. By determining what factors and strategies are used by the public library directors, those that they perceived to be of significance, and those that they recommend to assist the middle-level leader/manager, pathways can be established offering direction for the career development of current middle-level leaders/managers.

In order to frame a viable review of current literature regarding the research areas of director career paths and success, career development strategies and factors and how/if they may be relate to the public library middle-level manager it is essential to examine elements possibly critical to this need. The reviewed literature points out that the library and information science profession specifically is concerned about the issue of leadership, in general, ways in which leaders can be identified, and approaches to leadership. (Ward, 2000).⁴³ To assist with this study, three major areas based on the study's research questions were used to address the issues and help formulate a framework for the review of pertinent research and publications : the involvement of strategies and factors in successful career paths of library directors, career strategies impacting career success, and relevance of strategies to the middle-level public library leader/manager. This study not only includes the required relevant research studies but also the work of credible and well-known practitioners and leading consultants in the leadership and

⁴³ Patricia Layzell Ward, "Trends in Library Management," *Library Review* 49(9) 2000: 439.

management fields. This was done in order to provide context for the middle-level public library leader/manager for whom the study hopes to be most beneficial. The review of the literature is organized in three main areas:

1. Career paths of major library directors
 - a. Career success of public library directors
 - b. Definitions of career success
 - c. Factors and strategies in relevant library and information sciences studies
2. Strategies impacting career success
 - a. Recognition of possible need for recommended career professional development strategies
 - b. Selected relevant strategies
3. Context for middle-level public library managers
 - a. Relevancy to public library middle-level managers
 - b. Demands of the changing workplace
 - c. Restructured career progression path

2.1. Career Paths of Major Library Directors

Corresponding with the research questions posed for this study which investigates elements that may contribute to the successful career development of public library middle-level managers, this section focuses on issues pertaining to the success of public library directors. Defined for this study, career success for the middle-level manager means achieving the position of public library director.

2.1.1. Definitions of Career Success

Career success, both in academic research and popular literature, is defined as being objectively determined and is measured by managers through external criteria such as hierarchical position and salary level.⁴⁴ However, there is the belief that for managers, career success is also based on internal criteria such as interest and work satisfaction.⁴⁵ Sturges (1999) found that women managers tend to view career success more as a process of personal development involving interesting and challenging work and balance with the rest of their life than do men who correlate salary and rank with their career success.⁴⁶ For both men and women however, because organizations are reforming and reshaping, “success as a hierarchical advancement is now assumed to be available to far fewer managers than it was in the past.”⁴⁷ For this study, career success considers the general themes revolving around job satisfaction, financial security, professional recognition, status within peer groups, and personal development (i.e., goal achievement and potential fulfillment) but ultimately equates to achieving the position of public library director.

Throughout the literature many elements are considered to be possible influences on career development. Farmer and Campbell (1998)⁴⁸ classified these into internal factors, external factors and strategies. They proposed that internal factors such as ability, flexibility, communication, determination, proactivity, hard work, personality, intelligence, and enjoyment

44 Jane Sturges, “What it Means to Succeed: Personal Conceptions of Career Success Held by Male and Female Managers at Different Ages,” *British Journal of Management*, Sep. 99 10(3):239.

45 M. E. Poole, et al. “Contrasting Subjective and Objective Criteria as Determinants of Perceived Career Success: a Longitudinal Study,” *Journal of Occupational and Organisational Psychology*, 66: 39-54.

46 Sturges, 239.

47 Sturges, 240.

48 Farmer and Campbell, 57.

are the aspects, innate or developed, that might affect career success.⁴⁹ Farmer and Campbell (1998) also examined external factors that they describe as influencing career success “but over which people have little or no control.”⁵⁰ The factors they focused on are luck, serendipity, gender, family support, age and geographic mobility. They categorized professional involvement, recognizing/taking opportunities, mentoring, experience, qualifications, and networking as external factors over which people do have a greater or lesser degree of control. It is the latter set of external factors that, for purposes of this study, are known as strategies and are related to additional selected studies as discussed in the literature. The review of these nine strategies researched includes them for discussion in this order: qualifications, experience, professional involvement, networking, mentorship, recognizing/taking opportunities, career planning, training and development, and continuing education.

2.1.2. Factors and Strategies found in Relevant Library and Information Sciences Studies

Two primary and six secondary studies are particularly applicable to this study and have provided a model for the extended set of library director career development factors and strategies that appears in this study. This section describes these factors and strategies and relates them to the five research questions that have guided this study. An intended focus is made on specific data gathered by these studies highlighted so that comparisons may be made in the summary and conclusion (Chapter 5).

49 Ibid.

50 Ibid.

2.1.2.1. Primary studies

The two primary studies modeled and extended for this research are those conducted by Farmer and Campbell (1998)⁵¹ and Greiner (1985).⁵² Having more impact on this dissertation, the Farmer and Campbell study is discussed first to assist with creating the framework of this study. In their research, Farmer and Campbell examined the relationship between continuing professional development (CPD) and additional factors influencing career success. They used snowball sampling and conducted interviews with what they perceived to be successful people within the information, human resources, and accounting professions (amounting to sixty information professionals, ten accountants, and ten human resources managers). Those within the information professional category fell into two major groups: the directors and senior managers, and the middle-ranking managers.

Participants included fifty-one women (64 percent) and twenty-nine men (36 percent), with information professionals numbering forty-three females (72 percent) and seventeen males (29 percent). The age range for the information professionals as depicted in Figure 2.3 was predominantly between thirty-six and fifty-five years old with twenty-five in the 46-55 year bracket, twenty-five in the 36-45 age bracket and six in the 26-35 age bracket.

⁵¹ Farmer and Campbell.

⁵² Greiner, 259-289.

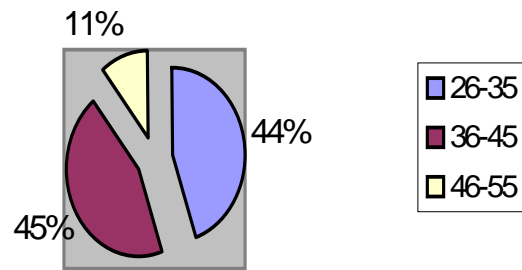


Figure 2-1. Age of Library Directors.

Given the factors/strategies of personality, networking, geographic mobility, presentation, gender, age, and accent, fifty-five information professionals (92 percent) perceived both personality and networking as being the most significant factors contributing to career success in general. Participants were asked to rank each influencing factor on career success according to a five point scale, where 1 is not very important and 5 is very important. Participants' scores totaled, with resulting totals as follows: determination (91), hard work (91), personality (91), ability (90), experience (87), networking (79), presentation (78), CPD (76), subject knowledge (75), intelligence (74), luck (74), geographic mobility (67), age (51), and gender (44).

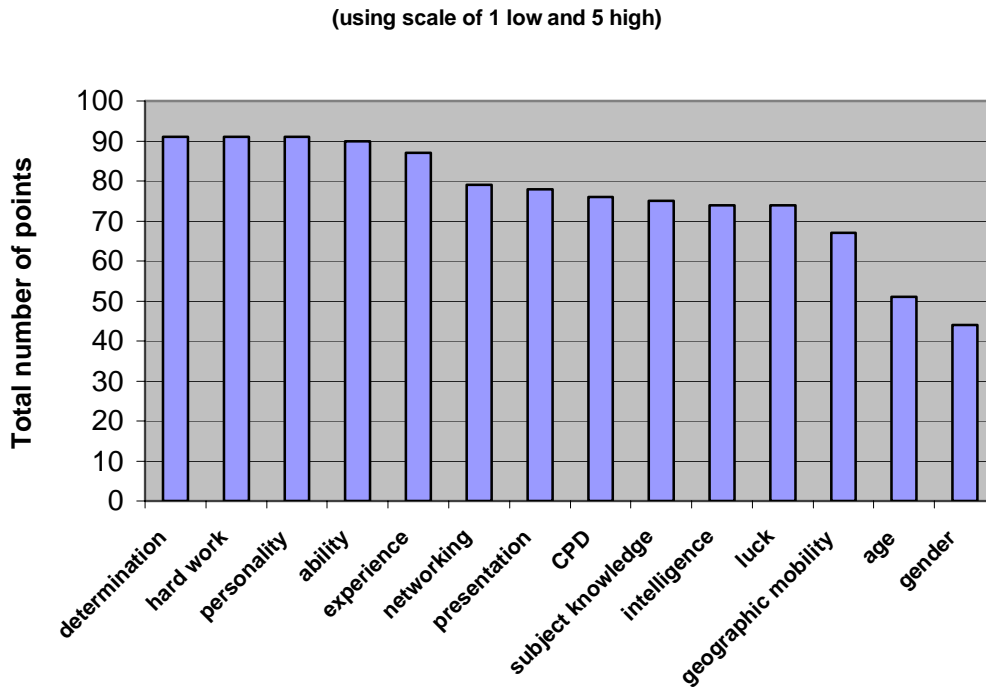


Figure 2-2. Factors rated by participants.

The information professionals then chose the four most important factors affecting their **own** career success: hard work (12), networking (12), ability (11), experience (11), luck (10), personality (9), determination (6), CPD (6), geographic mobility (4), subject knowledge (2), gender (0), and age (0).

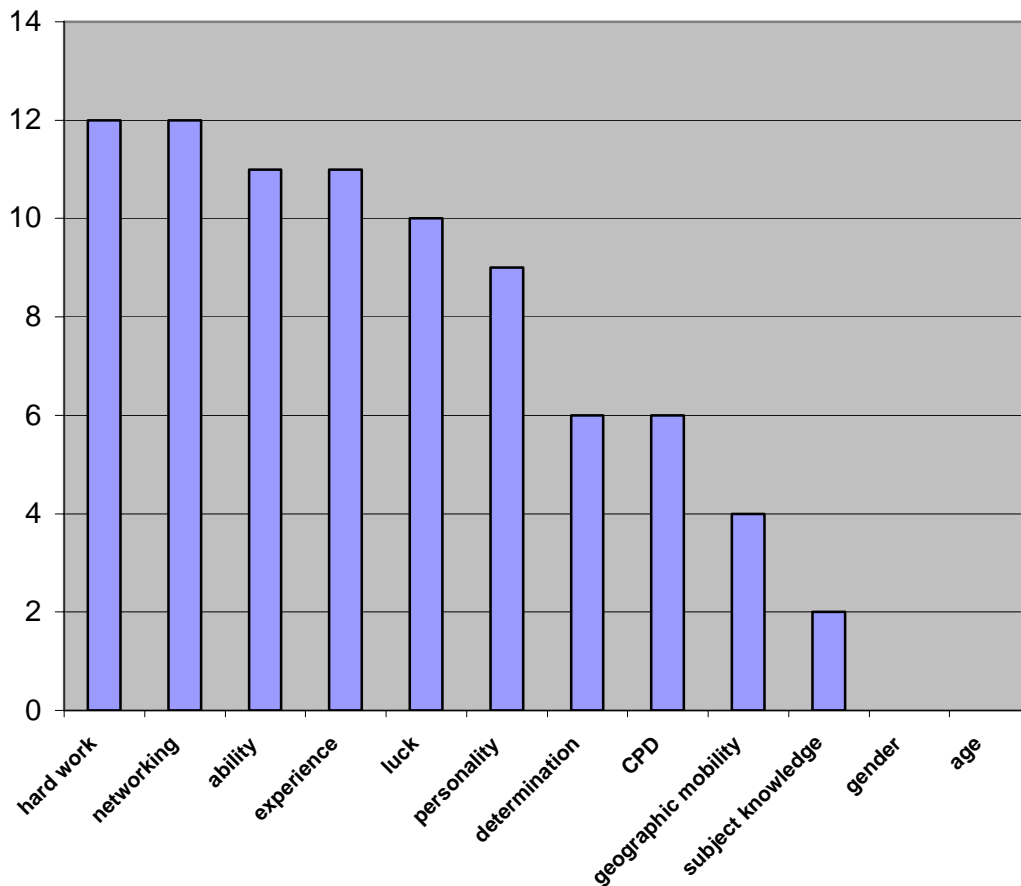


Figure 2-3. Factors ranked by own success.

Finally, Farmer and Campbell asked these professionals about achieving career success. Their perceptions for success were: 1) recognize and take opportunities, 2) have a clear definition of success and what it means to you, 2) update and develop your skills, 3) plan your career, 3) be flexible, 3) move to different posts/places, 4) network, 4) get involved in the profession, 4) train, 5) take risks, 5) enjoy your job, and 5) don't take things for granted.

The second primary study used as a model and expanded was conducted by Greiner (1985).⁵³ As part of her research, Greiner conducted a nationwide survey of male and female

⁵³ Ibid.

public library directors serving areas of 100,000 people or more through a mail questionnaire. With an initial population of 420 directors (256 males, 163 females) she gathered personal, educational, and professional data about each director, and statistical data about his or her library/library system. Her research focused on 1) the existing conditions in the profession relating to salaries and library support and 2) the career development process with regard to steps in the advancement from the beginning of a professional career to achievement of the position of library director.

Based on a response of 321 or 76.43 percent (189 males, 132 females), Greiner's data is listed below. The total numbers given are approximate since Greiner's analysis is reported by gender.

Concerning personal demographics and relative to current age, the greatest frequency (101) occurs at age 35-44 at 31.66 percent. Twelve directors list their current age at 65 years and older.

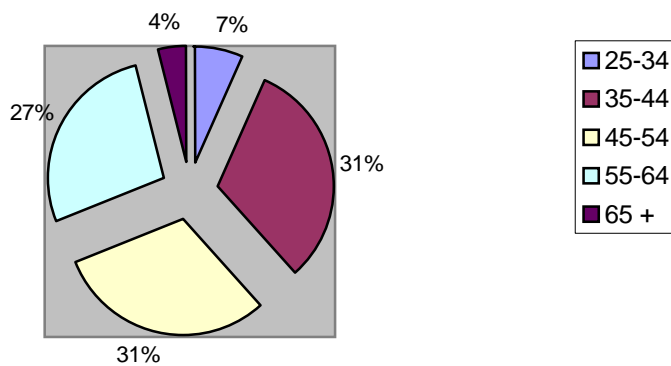


Figure 2-4. Age of directors.

Two hundred and twenty-four (70 percent) were forty-four years of age or younger when they became the director of the library where they were currently employed. The remainder of ninety-seven (30 percent) were forty-five years of age or older. (See below)

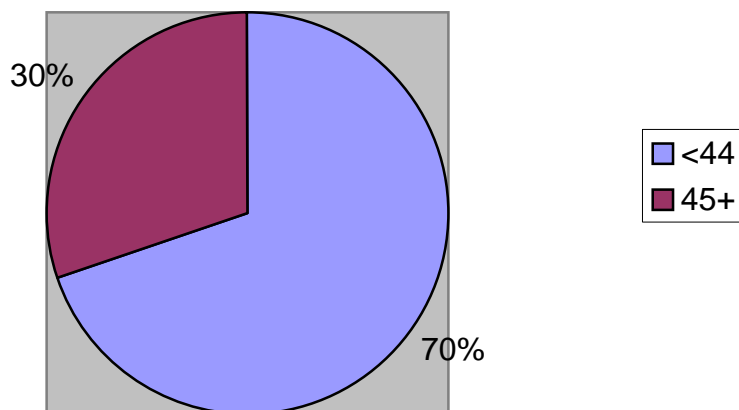


Figure 2-5. Age upon becoming a director.

Greiner's research on the directors' career development process explored both strategies and factors. She reviewed steps in the advancement from the beginning of a professional career to achievement of the directors' current position.

Strategies. The strategies reported in Greiner's study are qualifications, professional membership, directorship aspirations (career planning), mentoring, and career breaks. Relative to *qualifications*, 249 respondents (78 percent) reported having a master's degree in library science as the highest degree. Sixty-four (20 percent) have a subject-area master's degree in addition to the MLIS, nine in public administration and five in business administration. Nine directors

reported having a doctorate: five in another subject area, three in library and information sciences, and one in law.

Two hundred and eighty-eight (90 percent) reported holding a *professional membership* in ALA, 297 (93 percent) in a state organization. One hundred and sixty (50 percent) belong to a regional organization.

One hundred and ninety-two directors (60 percent) *aspired to become a library administrator* when they entered the profession. Over 90 percent (279) began their careers in the library field.

Previous employers who had provided “mentoring and opportunities for assuming responsibilities are cited as having been positive factors in the directors’ upward mobility”⁵⁴ by 113 (35 percent) of the directors. More than 50 percent (approximately 160) of the directors perceive *mentors* to have been important to their career advancement.

Sixty six respondents (21 percent) acknowledged experiencing interruptions to their professional careers (*career breaks*). Thirty-four (52 percent) were career-related, and thirty-two (48 percent) were concerned with family-related causes.

One hundred and forty-four directors (45 percent) reported twenty-one years or more total *years of experience* in the library profession. And *career planning* is cited as a positive action by both males and females but predominantly by males.

Factors. Factors indicated in Greiner’s survey included timing/luck, age, gender, and mobility. *Timing/luck* was perceived as having been the relevant factor in career progression, while *age* was insignificant as a factor. Fourteen of the directors (4 percent) were perceived as being too young for the position. *Gender* was cited by thirty- two directors (10 percent and all females) as

⁵⁴ Ibid, 279.

being an obstacle to their career advancement. Family responsibilities and the inability to relocate were deterrents to career advancements listed by “several of the females while *mobility* was cited as an advantage by a majority of male directors and by only two females.”⁵⁵ One hundred and thirty-nine directors (44 percent) encountered no *obstacles* to their career progression.

2.1.2.2. Secondary studies

Research found to contain elements useful to this study has been conducted by Pergander, Haycock and McCallum, Chatman, Harris and Tague, McNeer, and Ferriero. These particular studies have been reviewed because their characteristics are relative to library directors enabling comparisons and contrasts relevant to this study. Descriptions appear below.

Pergander (2002)⁵⁶ interviewed ten librarians who had become directors early in their careers and who had been directors for one to thirty years. Nine (90 percent) responded that becoming a library director was not a career goal prior to getting the position. In their climb to success, all librarians accepted initial positions in small libraries with a service population of two to nine thousand. Most of the directors developed close relationships with other directors and turned to them for advice. They cited additional resources they used as workshops and training, professional journals and how-to-do-it manuals, electronic bulletin boards and discussion lists, and experienced non-degreed staff. Their advice to those seeing an early-career directorship included networking, involvement with ALA, state and local associations, and taking a broad-range of coursework.

⁵⁵ Ibid.

⁵⁶ Pergander.

Haycock and McCallum (1997)⁵⁷ surveyed twenty-eight (72 percent) director members of the Council of Administrators of Large Urban Public Libraries (CALUPL) with a questionnaire concerning the state of library leadership in the field. They collected information on aspects of the directors' backgrounds, personalities, activities, and views in an attempt to create an overall profile. Among those surveyed, librarianship is a first career choice with only seven (25 percent) having no experience working in libraries prior to professional library experience. Eighteen directors (64 percent) have an MLS, four (14 percent) a BLS, and five (18 percent) hold both. Two directors have MBAs, and four have diplomas/degrees in public administration. In library school eight focused on public libraries, seven on management, four on special libraries, and one on technical services. Their undergraduate degrees showed no background in the sciences; sixteen (57 percent) majored in English or History.

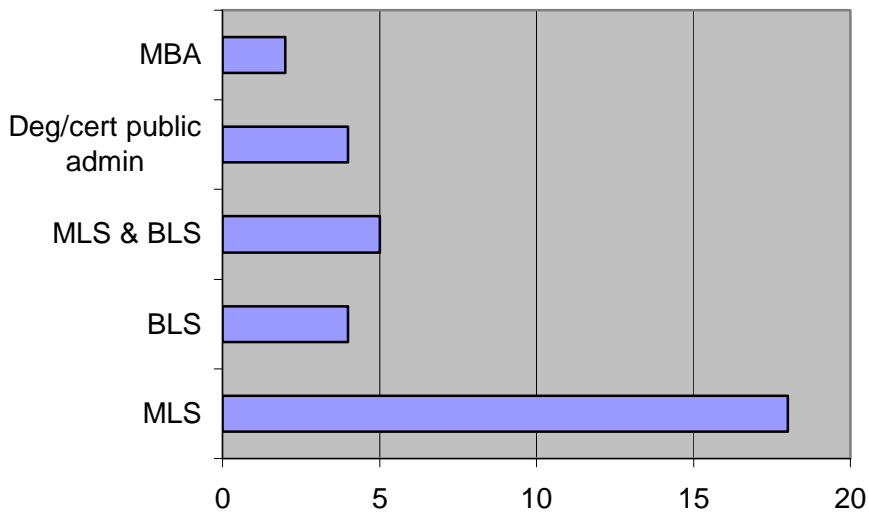


Figure 2-6. Highest degree held by directors.

⁵⁷ Haycock and McCallum.

Twenty-two (79 percent) were in the 45-54 age bracket, with three above and three below. Sixteen respondents (57 percent) were women, and the remaining twelve (43 percent) were men.

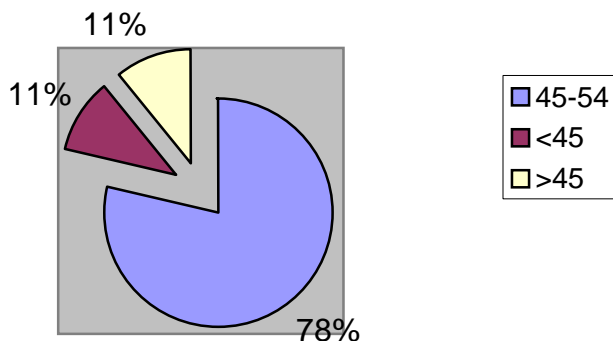


Figure 2-7. Age of directors.

Nearly half of the directors claimed to change communities only once or not at all during their careers. Their geographic mobility varied anywhere from none to eight changes of community, with approximately twenty three (over 80 percent) changing communities three times or fewer. However, sixteen (60 percent) of the directors made between five or more position-to-position moves prior to their current job, and five (18 percent) made seven or more moves. As an added note, female directors moved an average of 2.1 times and men an average of 1.7 times. Haycock and McCallum also added that gender reportedly played a role in the number of years it takes to reach directorship.

Once library directors were in the profession, approximately seventeen (60 percent) say that mentorship played a significant role in their career advancement. More than 80 percent

belong to the Canadian Library Association and 46.5 percent of the directors are members of the American Library Association. It is worth noting that directors in this study are active in their professional associations but don't perceive this activity as essential to career advancement.

Of the twenty (71 percent) who have taken continuing education courses, sixteen directors (80 percent) claimed it helped their career development. Fifteen (75 percent) of these have focused on administrative or management courses. Eleven (39 percent) have published in provincial and/or national journals.

Chatman 1992⁵⁸ in a study roughly based on one conducted by Harris and Tague, (1989), focused on major public library directors as protégés. She surveyed forty-five directors of major public libraries whose responsibilities include a budget of at least one million dollars as well as the management of collections of at least one million volumes. After selecting participants through a review of biographical entries, Chatman compiled profiles of the directors that included demographics, education, employment history, professional affiliations, and publication record. Her main focus was to examine the role of mentorship in the career development of directors of public libraries, and specifically to examine the relationship between mentoring and upward mobility.

Demographics of the participants include eight females (21 percent). Of the 45 percent of females answering the age question, the average age was 52.6 years. Applicable results are based on a return of thirty-eight (84.4 percent) of the total population of forty-five.

Thirty-seven (97.3 percent) of the thirty-eight responding to the education query reported receiving an MLS from one of twenty-four library schools. Twelve (32 percent) reported having a second master's degree: seven earned an MPA, two earned an MBA, and 3 earned an MA.

58 Elfreda A. Chatman, "The Role of Mentorship in Shaping Public Library Leaders." *Library Trends* 40 (3) Winter 1992.

Four have doctoral degrees: one in library science, one in history, 2 unspecified other fields. Directors reported holding an average of four jobs before their current position.

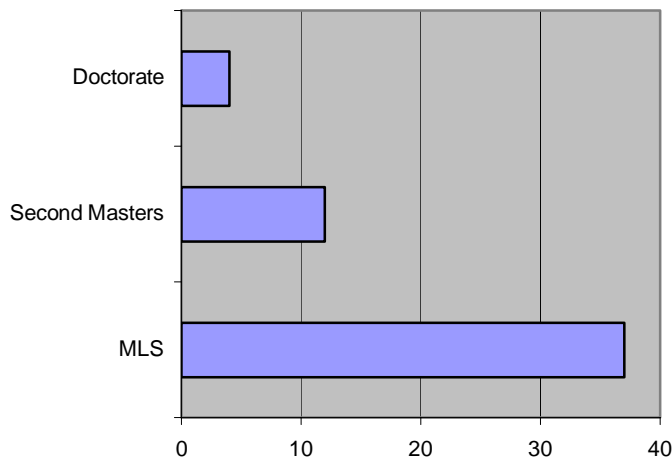


Figure 2-8. Highest degree held by directors.

All thirty-eight directors reported holding a *professional membership* in ALA. Twenty-four (63.1 percent) have some publications in library journals and other scholarly peer-reviewed journals.

Since Chatman’s primary focus was on mentoring and leadership, the following conclusions were drawn from her study. More than 50 percent of the directors had a mentor and 33 percent had more than one. Chatman found that the age of the mentor was unimportant; the average length of time mentored was 3-4 years; and that overall, contact still remained with the mentor. Describing the characteristics of mentors/protégés she noted that approximately 80 percent were white middle-aged males; protégés’ involvement in initiating a relationship was not a salient factor; and that protégés were looking for a mentor with personal characteristics and

attributes they'd like to emulate. Chatman also added that the primary role played by mentors was the provision of contacts and that mentors played an important, perhaps critical role in the career opportunities of protégés (library directors).

Harris and Tague (1989)⁵⁹ performed a biographical study of sex differences relative to the career development of twenty-six library directors in 1989 from academic, government, and large public library systems in Canada. Their survey included male directors with a median age of 48 and female directors with a median age of 53. Age ranged from 37 to 63 years. By using telephone interviews Harris and Tague attempted to determine which patterns characterize the careers of male and female leaders and how these leaders account for their successes. They reported on: education, involvement in professional associations, mobility, years of service before advancement, preparation for administration, and mentorship.

Qualifications of the participants reflected that eleven directors (44 percent) have a BLS degree only, eight (32 percent) hold an MLS, three (12 percent) have both BLS and MLS degrees, and three (12 percent) have advanced degrees in other fields (MBA, master's degree in divinity, and bachelor of laws degree).

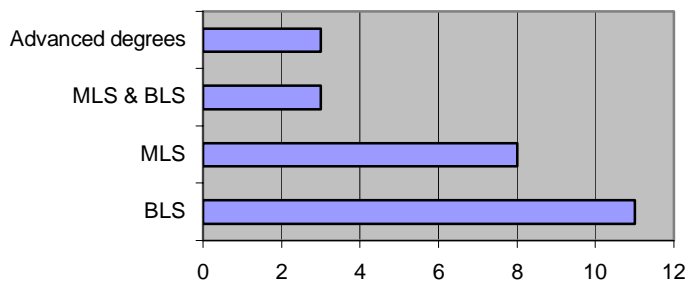


Figure 2-9. Highest degree held by directors.

⁵⁹ Harris and Tague.

With regard to *career planning*, only two directors (7.6 percent) aspired to enter the library profession early in life, illustrating that for this study librarianship (and thus library administration) as a career was something that happens rather late in life for most people.

The study reflects that ten respondents (38 percent) worked in a library as undergraduates and then chose to stay on. The remainder patterns show teaching and publishing as early careers. Thirteen directors (50 percent) had actually worked in libraries before entering the profession. Sixteen respondents (62 percent) were appointed from within and the ten (38 percent) remaining were external appointees. Seven directors (27 percent) reported having participated in formal *continuing education* once they entered the library field.

Seven directors (27 percent) are active in national *professional associations* and ten (38 percent) in provincial associations. Twenty-two directors (85 percent) have *published* books, articles, and/or book reviews. However, Harris and Tague note the respondents' perceptions that participation in professional associations, publishing, and holding more advanced degrees did not seem to offer any quick routes to career success. "Several of the directors had reached the top of their profession in spite of these factors that are often indicated in the survey as significant successful career development strategies in librarianship."⁶⁰ Twelve directors (46 percent) reported receiving help from a mentor.

Directors experienced two types of *mobility*: institutional moves and geographic mobility. The average number of moves made between institutions was 2.01 with a range of 0 to 6. The number of times that a participant moved to a new community before becoming a director

⁶⁰ Ibid, 129.

averages 1.42. Stated reasons for moving included women moving to accommodate husbands' careers and men moving for career enhancement.

Harris and Tague also note differences between men and women directors with regard to their perceptions of mentoring, serendipity, and career management: "Women were more likely than men to acknowledge the role of mentors in their career development; women were more likely than their male counterparts to acknowledge the role of serendipity in the upward mobility; and women were less likely to describe their successes as the result of career management."⁶¹ Regarding career obstacles, two women directors (8 percent) perceived gender discrimination.

Ferriero's 1980⁶² study is targeted to elicit information about the directors' experiences in their own career paths as to whether *mentoring* was a factor, and if the directors are now serving as mentors. Out of eighty-one survey respondents of the 111 ACRL membership who were sent the survey, sixty-two (approximately 77 percent) answered that there had been a person who took a personal interest in the directors' careers by acting as a mentor.⁶³

The ARL directors are also asked about the significance of mentoring and the *significance of luck* in obtaining their current positions. Results showed that "eighty four percent (68 directors) recognized the significance of mentoring to their success, while only forty-six percent (approximately 37) gave luck the same importance."⁶⁴ Sixty percent (37 directors) of those mentored have or have had protégés.

61 Ibid.

62 Ferriero, David S. "ARL Directors as Protégés and Mentors." *Journal of Academic Librarianship* 7(6), 1982: 358-365.

63 Ibid, 359.

64 Ibid, 360.

Following up on Ferriero's study, McNeer (1985)⁶⁵ examined the role of mentoring as an opportunity in the career development of women ARL directors reporting on interviews with sixteen academic directors. The mean age of the participants was 46; four had a Ph.D.

Applicable to the study of factors and strategies used by public library directors, five relevant conclusions are relevant here. The first deals with *mobility*. All sixteen (100 percent) of the interviewed directors moved to other institutions to accept their current position. Three moved within the same state, and the thirteen remaining moved from another state or country.

The other four conclusions pertain to the role of mentoring: First, *mentorship* was not essential to women wishing to become ARL directors. It did however, provide training, insights and entrée into the particular career path of ARL institutions. Second, mentorship occurred even when supervisors were unable or incapable of supplying that interpersonal dimension. Third, mentoring will occur more often in open library organizations where responsibilities are delegated, management is participatory, and staff committees work on problems, Fourth and finally, mentoring occurred at two distinct stages of the director's careers. Forty-five primary mentors listed by the directors showed that twelve directors (26 percent) assisted the participant during the entry level (early stage) of their professional library career, and the thirty-three remaining mentors (74 percent) provided assistance to the participant at the time the protégé was attempting the move into senior administration.

2.2. Career Strategies Impacting Career Success

A review of the literature recognizes the possible need for career professional development strategies. Because of the constant rate of change in organizations, leadership positions in the future will likely require different competencies. Bernthal at DDI found that organizations are

⁶⁵ McNeer.

“gearing up for the projected leadership gap by increasing their budgets for training and development.”⁶⁶ Of the surveyed organizations, 84 percent stated they were increasing their leadership development expenditures within the next year.

Berthal’s survey of three groups within a selected list of eighty organizations (human resource professionals, leaders, and associates) also revealed that today’s leaders lack strength in thirteen of the fourteen most important leadership skills. These weaknesses are in the areas of coaching, strategic decision making, and facilitating change. Weaknesses are also shown in core competencies indicated by leaders to be important for future leaders: visionary leadership, strategic decision making, aligning performance for success, empowering leadership, innovation, and communication.

What are suggested by the current literature are actions that will ensure a supply of high-quality leading managers. By assuming that individuals can be taught the characteristics of leadership, libraries can raise the caliber of managers through the teaching and encouraged use of career leadership development strategies. The library profession should formulate, agree upon and adopt a plan designed to develop leaders that the library organizations must possess if they are to survive (Hendry, 1996).⁶⁷ Exposing the middle-level manager to issues and solution-finding at the higher level in addition to using these career development strategies will enable libraries to offer potential leaders this guidance.

The literature mentions nine predominant career professional development strategies: 1) career planning 2) training and development 3) continuing education 4) networking 5) mentorship 6) qualifications 7) experience 8) professional involvement, and 9)

⁶⁶ Berthal, et. al., 3.

⁶⁷ Joe Hendry, “On the Fast Track or the Road to Nowhere,” *The Library Association Record* 98(7), July 1996: 358.

recognizing/taking opportunities. This section further discusses the most predominant of these specific career development strategies.

2.2.1. Qualifications

In a study of male and female directors of academic, government, and large public library systems across Canada, Harris and Tague (1989)⁶⁸ found that the men in their study tended to have more education than the women, holding more advanced nonlibrary degrees. And, possibly because of the year of the study, they also find slightly more BLS than MLS degrees held by directors (fourteen vs. eleven). In Haycock and McCallum's 1997 survey of urban public library directors from the Council of Administrators of Large Urban Public Libraries (CALUPL), 82 percent (twenty-three) hold an MLS as their highest, 14 percent (nine) a BLS and one holds a professional certificate.⁶⁹

2.2.2. Experience

In a 2003 survey of early career public library directors, Pergander found that many of the directors had been involved in libraries in some capacity prior to or just after getting their library degree. She also found that before getting their degrees many worked in a variety of non-library positions including those of archivist, teacher, lawyer, bookstore manager, and corporate executive.⁷⁰

68 Harris, Roma M. and Jean M. Tague, "Reaching the Top in Canadian Librarianship: A Biographical Study of Sex Differences in Career Development," *Library Quarterly* 59(2), 1989: 129.

69 Haycock and McCallum, 35.

70 Mary Pergander, "Experiences of Early Career Public Library Directors," *Public Libraries*, July/August 2003: 252.

Harris and Tague (1989)⁷¹ pointed out in their survey that directors have tended to migrate into librarianship from other occupations most often teaching. However, a more recent survey of urban public library directors by Haycock and McCallum (1997) suggested that librarianship typically was a first career choice.⁷²

2.2.3. Professional involvement

Haycock and McCallum (1997)⁷³ also showed that 80 percent of the directors surveyed belong to library associations. The importance of learning about the organization and seeking interconnections has become an ongoing and crucial part of the middle manager's job. (Giesecke, 2001).⁷⁴

Additional studies researched showed overall a high percentage of library directors joining either/or both national as well as local and state associations. In her 1985 study, Greiner in 1985 reported that 90 percent (228) of the directors are members of the national association, and a high percentage (93 percent, 297 directors) joined their local or state professional organizations.⁷⁵ Again, in 1992, Chatman reported 100 percent membership (45) by her respondents in the national association.⁷⁶

2.2.4. Networking

One of the main key success factors stated by the directors studied by Pergander at the University of Illinois (2002) was networking with other library leaders. Establishing networks

71 Harris and Tague, 120.

72 Haycock and McCallum, 36.

73 Ibid.

74 Giesecke, 7

75 Greiner, 279.

76 Chatman, 492-512.

beyond the library profession was also recommended by several directors in McNeer's study (1988). All surveyed directors emphasized "old person networks" which could assist in the promotion of one's career development.⁷⁷

Ward (1995) cautioned, however, that while teleworking today is also a networking option, the need for human contact still exists. Stressing the socialization factor, she concluded that "the networks developed at college and the chance to meet with colleagues at meetings and conferences" will become an important factor in assisting with career development.⁷⁸

Also discussed in current networking resources is the importance of peer relationships. Kotter (1982) found in his study of general managers that developing effective lateral relationships is both a critical job challenge, and a key predictor of job success.⁷⁹

2.2.5. Mentorship

Armstrong, Allinson, and Hays (2002), studying mentoring systems, drew from three separate sectors (law and order, health, and engineering) and concluded that as a developmental tool, "the mentoring process is clearly a critical element in building effective careers, and research continues to report benefits which extend beyond the protégé to both mentors and organizations."⁸⁰

Golian and Galbraith (1996) noted specifically that the library organization, as well, can encourage the mentoring process as a developmental tool by "fostering a climate conducive for

⁷⁷ McNeer, 29.

⁷⁸ Patricia Layzell Ward, "Careers in 2020?" *Librarian Career Development* 3(2), 1995: 7.

⁷⁹ John P. Kotter, *The General Managers*, New York: Free Press, 1982:50.

⁸⁰ Steven J. Armstrong, Christopher W. Allinson, and John Hayes, "Formal Mentoring Systems: An Examination of the Effects of Mentor/Protégé Cognitive Styles on the Mentoring Process," *Journal of Management Studies* 39(8), December, 2002: 1129.

informal and sponsored mentoring relationships.”⁸¹ Their belief is that the mentoring process can increase productivity, commitment and communication; and will encourage continual growth of competent and dependable employees, lower staff turnover rate, team based/facilitative management, esprit-de-corps, the ease of transfer of usable knowledge and experience of the work, and a lower incidence of managerial burnout.

Sheldon (1991) pointed out that the library leaders interviewed in her study say that “right out of library school, and very often while in school, they were advised, pushed, and offered positions.”⁸² With almost no exceptions, they all had mentors early in their careers. Those that could not identify a mentor did participate in networking with colleagues/friends.

In Haycock and McCallum’s study (1997) 60 percent of the library directors surveyed reported having had a mentor who helped significantly in career advancement. This was, however, once they were already in the profession.⁸³ But management mentoring in libraries can assist by focusing on preparation for senior management as well as the passing on of enhanced professional skills. “Senior managers, working in mentoring roles: a) can bring a sharper focus to the thinking of mentees, b) can compensate for the diffused activity that is management in flexible organizations, c) can play important roles as anchors, and d) can combine the skills needed for management while demonstrating political awareness and networking.”⁸⁴

One last study by Burke and McKeen (1997) on managerial and professional women with and without mentors concluded that “not everyone who makes it has a mentor,” and “not

81 Linda Marie Golian and Michael W. Galbraith, “Effective Mentoring Programs for Professional Library Development” In *Advances in Library Administration and Organization*, Delmuse E. Williams and Edward D. Garten eds., v.14, 1996: 112.

82 Sheldon, 53.

83 Haycock and McCallum, 35.

84 Lyndon Pugh, *Leadership and Learning: Helping Libraries and Librarians Reach Their Potential*, Lanham, MD: The Scarecrow Press, 2001: 169.

everyone who has a mentor makes it.”⁸⁵ However, the outcome showed that having a mentor was associated with more positive work outcomes (i.e., job satisfaction and involvement, career success and career prospects).

2.2.6. Recognizing/taking opportunities

The literature reviewed for this study does not indicate an overwhelming amount of data pertaining to recognizing or taking opportunities in the library field. In many of the studies, this was not listed as a query to the directors, but it was suggested by the directors themselves as a career strategy. For example, in the Farmer and Campbell 1998 study, informational, human resource, and accounting managers were surveyed for input regarding the relationship between continuing professional development and factors influencing career success. Recognizing and taking opportunities was the priority advice given by the information professionals about achieving career success.⁸⁶

Pergander (2003) mentioned seizing the opportunity in her research polling early career directors. Those who recognized and took the opportunity to become early career public library directors fell into one of two categories: those who burned out fast and those who remained in library leadership for many years.⁸⁷

2.2.7. Career Planning

Although nine strategies are being examined as possible career success factors, the importance of career planning appears to dominate as the primary current trend suggested in the literature. The

⁸⁵ Ronald J. Burke and Carol A. McKeen, “Not Every Managerial Woman Who Makes it Has a Mentor,” *Women in Management Review* 12(4), 1997, 139.

⁸⁶ Fiona and Campbell, 71.

⁸⁷ Pergander, 252.

resources reviewed involve arguments supportive of the planning process yet some researchers adding the caveat that both short and long term planning is needed. One supportive role is indicated in a recent survey conducted by healthcare researchers of 150 business executives and middle managers. The results concluded that having a plan is one of the top three critical concerns for career transition (Broscio and Scherer, 2003).

The importance of both short and long term planning is also a major point. An example cited by Myers (1995) points out that because the traditional career ladder has been destroyed by downsizing an individual may need alternative ways to get where he or she wants to go with no fixed paths established. Myers made the analogy that sometimes getting to that career goal “is like swinging on a jungle gym rather than climbing a ladder.”⁸⁸

The literature also discusses both deterrents and positive forces involved in career planning. Zenger (1981) narrowed this discussion down to two points: 1) whose responsibility career planning is (the employee, the manager, or the organization), and 2) the forces supporting career-planning activities. Internal forces include financial, technical mores, political and organizational pressures. External ones include legislation, economic reasons for better utilizing human resources, social forces, and rapid technological change.

Davies’ (1995) study of data gathered over a two-year period analyzed the Team Management Index (TMI) which assesses individuals and teams and the Types of Work Index (TWI) which describes the importance of each type of formal job, work projects, and team projects and their relevance to the career development process. He established that an aspiring manager in the career planning process needs to see the career as:

88 Wendy S. Myers, “Navigating Your Career Path,” *Women in Business*, 47(6), Nov/Dec 1995: 25.

1) A *longitudinal concept*. Individuals change their work preferences as they progress through different formal jobs and work projects. Managers are called on to work with teams comprising a wide selection of individuals with different work preferences and expectations.

2) A *social as well as an individual concept*. Includes viewing one's own career as part of a network of career paths within the organization. Developing that skill which is required to be able to work effectively with others who have different styles and needs.

3) A *meshing of individual and environment*. Focusing on both provides opportunities to see inconsistencies, map career paths and become more aware of the integrative process which is effective career management.”⁸⁹

Mech's study (1989) of 217 Northeastern public library directors in medium-sized libraries, found that 29 percent of the directors were directors before assuming their present position; and 25 percent were assistant directors immediately prior to their present directorship. Even though 37 percent of women and 50 percent of men aspired to be administrators when they entered the profession the majority of these directors did not set out to be managers.⁹⁰

2.2.8. Training and development

“Training employees to be better leaders has become a rule rather than an exception over the past decade.”⁹¹ Development training in organizations can take several forms, from week-long courses that examine an individual's strengths and weaknesses as leaders to skill-based seminars designed to teach the new ever-changing technology.

89 Davies, 9.

90 Mech, 234.

91 Ann M. Fitzmaurice, “Training for Leadership,” *Library Trends* 40(3), Winter, 1992: 544.

Several developments originating in the external environment have prompted a recent renewed concern with training and the career development of the middle-level manager (Goulding, 1995):

- Quality: the drive for improved efficiency and performance of the organization
- The new consumerism: the quantity of services and the value for money
- Changing market: understanding the move towards a more leisure-oriented service (i.e., lending of CDs, videos and surfing the internet)
- Technology: affecting skill levels
- Restructuring: organizations becoming smaller, leaner and flatter
- Legislative changes: local government reorganization.

As a result, there is a need to train and develop first-class library leaders/managers who will become the future directors of large multi-disciplinary departments, inside or outside the conventional framework of local government.⁹²

As a career path and to ensure that public library and information professionals reach the top where decisions are made Hendry (1996) in a commentary suggested a management development program for high achievers within public libraries with the purpose of renewing the vision of the public library by educating its most talented young professionals. His plan involved selecting fifty of the brightest and most able of library school graduates and counseling them in how to gain the experience and qualifications necessary to climb the public service management ladder. An annual follow-up meeting would be held under the auspices of the Library Association with a week of work, discussion and career planning.

⁹² Hendry, 356.

Hendry name three goals to this proposed program: 1) to impress upon the participants a common vision and the shared values relating to public libraries; 2) to broaden the perspectives and abilities of these professionals; and 3) to develop contacts and contribute to the formation of sharing and evolving personal relationships for the future.

Mech's 1989 study found that 217 public library directors from medium-sized libraries encouraged management development and generally agreed that state libraries, state library associations and library schools need to take a more active role in developing managerial leaders for public libraries. These suggested methods are the provisions of: inexpensive continuing education, professional contacts, and assessment centers to identify, encourage, and support aspiring management individuals.⁹³

The survey also indicated training and development as a strategy for the new upcomers. To cite an example, the School of Advanced Urban Studies at Bristol University collaborated with the Local Government Training Board on a research project dealing with management training among "young professionals" (Lawson, 1988).⁹⁴ The results of the study pointed out that when the individual had taken the step from working in a solely professional capacity to their first position as managers, in very few cases had management training been provided as a matter of course. "Promotion implied a confidence and an ability to get on with the new job of manager, with little or no guidance as to what might be different."⁹⁵ The result is a long period of adjustment with a tendency for new managers to carry on working as they had before, doing the jobs for which they had been professionally educated, and passing by the managerial aspects of their new positions.

93 Mech, 1989.

94 Bridget Lawson, "Training and Development in Public Library Management," *Information and Library Manager*, 7(4) 1988: 88.

95 Ibid.

For the up and coming, this survey indicated three primary components of training and development as being desirable either for part of a leadership/management course or as part of a certification. The first is serving as an apprentice. Sheldon (1992) suggested offering the availability of providing internships (apprenticeships). Participants' skills can be refined and tested under the auspices of a practitioner who is in a leadership position with the opportunity to interact with leaders in the library and information science field.⁹⁶

The second component is the use of learning teams. While the overall picture of leadership/management training and development may be sketchy, there is a growing interest in this activity. New ways of working that focus on the team rather than the individual have resulted in a number of team development programs.

Ward (1995) points out that the hierarchical structures in organizations have been flattened making staff progression less easy. "Progress means getting wider experience and making horizontal moves."⁹⁷ Some public libraries are experimenting with matrix models and these flatter hierarchies as a mechanism to encourage leadership development through the use of self-managing work groups. By increasing the use of coordinator titles or superimposing a committee structure over the hierarchy, varied degrees of authority are being distributed. "This opening-up of the organization underscores the individual's responsibility to the library as a whole and creates opportunities for potential leaders throughout the organization to build networks."⁹⁸ Peters (1987) also agreed but calls it the "destruction of the hierarchy."⁹⁹ He

96 Sheldon.

97 Ward, 1995: 5.

98 Patricia Iannuzzi, "Leadership Development and Organizational Maturity," In *Developing Library Staff for the 21st Century*, Hawthorn Press, 1992: 22.

99 Tom Peters, *Thriving on Chaos: Handbook for the Management Revolution*, Hew York: HarperCollins, 1987: 637-638.

surmised that this pyramid must be accompanied by a level of training, information sharing, and empowerment in general.

The third component suggested for use in training and development is attendance at Institutes. In addition to the renowned Snowbird, there are other selected examples given in the literature. One example is Transition Into Management (TIM). First conceived in 1988 and funded with federal Library Services and Construction Act grant money, this successful week-long seminar had been implemented by the California State Library. It was designed to increase confidence, develop leadership attitudes and skills, and to encourage networking with the overriding goal of identifying promising entry-level librarians of all ethnic backgrounds and encourage them to move into positions of leadership. By 1998 three seminars had been implemented.

A second example is the Texas Accelerated Library Leaders (TALL) Texans Leadership Development Institute. The TALL Texans provides leadership training for the Texas Library Association (TLA) membership by offering an annual Leadership Development Institute for librarians and laypersons. Established in 1994 the annual institute provides a five-day, intensive learning experience for the Institute participants. The intent is to foster leadership capabilities, define leadership development activities for TLA members, and to foster cultural diversity in library leadership. The participants of the TALL Texans Leadership Institute are generally mid-career library and information science practitioners (degreed and non-degreed) who are currently employed in the field and have at least five years experience in library and/or information science. Library laypersons with at least three years of service to the library community are also eligible.

The last example provided in this study is the set of programs sponsored by the Center for Creative Leadership (CCL). A research-based facility, it also offers specialized leadership programs in partnership with nonprofit associations at a subsidized cost at various locations around the United States in addition to online courses. Three major concerns are identified: 1) managing rapid and substantive change, 2) dealing with diversity of people and views, and 3) learning how to think globally. The CCL's LeaderLab was introduced as a program focusing on the issues facing the leaders of the future rather than exclusively resting on past assumptions.

2.2.9. Continuing education

The literature shows that given the pace of change in the field, aspiring managers need to make a commitment to lifelong learning. "The only job security lies in being more talented tomorrow than you are today."¹⁰⁰ One major concern indicated in the survey in these literature resources is how continuing education is taking place relative to sponsorship (funding and organization) and accountability (evaluation and follow-up).

The Department of Library and Information Studies at Loughborough University began a research study to examine participation in continuing education and training activities of professional librarians and information scientists in the academic and public sectors in the UK. The 873 professionals responded that 44 percent of the activities they attended had been at the decision/request of the organization. In addition, twenty-six Chief Officers were sent a questionnaire referring to the administration of these continuing education programs. The results

¹⁰⁰ Tom Peters and Nancy Austin, *A Passion for Excellence: The Leadership Difference*, London: Collins, 1985.

indicated that of the twenty-two responses, a budget had been set for these programs, eleven systems have a training policy, and only four retain an appraisal scheme.¹⁰¹

A second concern noted in the literature is whether the continuing education process, particularly for managers, is or should be voluntary or mandatory. An example of a voluntary program is one by The Library Association of the UK which in 1992 initiated a continuing professional development scheme offering activities to librarians to encourage career development. The Library Association CPD scheme is not mandatory and as such, constitutes a personal activity. Over eighty continuing professional development workshops are offered every year ranging from IT and technical skills to management and promotion.

This same Library Association also provides “Turning Points- Moving into Management,” a learning support toolkit for the continuing professional development of library and information graduates. Called a “Toolkit,” it is produced as an experimental package as part of the LISTEN Project, with support from the Department for Education and Employment (DfEE) and is intended to assist fairly new, and not-so-new, graduate library and information workers in reviewing their knowledge, skills, competencies, qualities, and abilities at some *Turning Point* in their career, particularly when moving into leadership/ management.

One last concern listed in the literature is the delivery method of the formal education courses. Traditional training methods hamper in-service training opportunities because of the geographically dispersed public library staff. However, the emerging technologies are now being used to deliver continuing education programs to managers regardless of physical location (Johnson, 1999).

101 Helen Lewins, Jennifer MacDougall and Gwyneth Tseng, “Public Librarians and Their Continuing Education,” *Public Library Journal* 6(2), 1991: 44.

In much of the reviewed business literature, formal education has been synonymously used with training and development so the applicability indicated by the survey in the above section applies to continuing education as well. However, some researchers do distinguish between the two.

One team of researchers in particular (Reingold et al., 1999) suggests that the major driving force for executive education is technology. In addition, they recognize that not only does IT drive formal executive education, but it is also revolutionizing the way that executive education is delivered. Companies that either send individuals to attend class on a campus (i.e., professional certification programs, university degrees, graduate school, etc.) or educate in-house now have the online option. The companies surveyed by *Business Week*, as reported by Reingold et al., (1999), are consistent in naming the subjects they want their executives to learn how to become a leader, how to act entrepreneurially, and how to deal with the internet.¹⁰²

Given the pace of change in the field, aspiring leader/managers need to make a commitment to lifelong learning. “The only job security lies in being more talented tomorrow than you are today.”¹⁰³

2.3. Context to Middle-level Public Library Managers

For any organization to be successful in its mission and in achieving its objectives, important elements include “the achievement of productivity through good leadership, and the effective management of people, together with their commitment to and involvement with the

102 Jennifer Reingold, Mica Schneider, and Kerry Capell, “Learning to Lead,” *Business Week* 10/18/99 Issue 3651: 76-80.

103 Peters and Austin.

organization.”¹⁰⁴ According to Mintzberg (1975) there is no job more vital to our society than that of the leader/manager. “It is the manager who determines whether our institutions serve us well or whether they squander our talents and resources.”¹⁰⁵

Throughout the 1980’s and up to the present, library management is established as an important area of study in the major indexes and databases and as something distinct from the traditional concerns of librarianship (Barter, 1994).¹⁰⁶ Bailey describes it as “an area of a professional librarian’s career that cannot be ignored.... a creative activity of motivating people to work together to implement the libraries’ missions and objectives.”¹⁰⁷

The role of the public library manager today needs to incorporate individuals who “can operate cost-effective and cost-efficient services, are receptive to new ideas and are familiar with the legal and ethical issues surrounding information provision. They are sensitive to the political environment with the organization, can adapt their service to the changing needs of the organization, and can continually demonstrate the value of the information service to the achievement of the organization’s goals.”¹⁰⁸

Because of the recognized resurgence of leadership renewal, middle-level public library managers aspiring to become directors are involved in acknowledging changes. These changes are major elements that have and are occurring in the career development process beginning with their own current roles.

104 J. Mugyabuso, F. Lwehabura and Doris S. Matovelo, “Effective Library Management: Issues for Managers and Subordinates,” *New Library World*, 2000, 101(1158): 263.

105 H. Mintzberg, “The Manager’s Job- Folklore and Fact,” *Harvard Business Review*, July-August, 1975: 61.

106 Richard R. Barter, “In Search of Excellence in Libraries,” *Library Management* 15(8), 1994: 4-15.

107 Martha J. Bailey, *Supervisory and Middle Managers in Libraries*, Metuchen, N.J.: Scarecrow Press, 1982: 7.

108 Johnson, 323.

McAnally and Downs (1973) offered a list of the pressures which alter the role of the library leader/manager: the information explosion, the expansion of technology, the high rate of inflation, the new theories of management, the growing atmosphere of conflict present in many organizations, and the increasing stress placed on the directors.¹⁰⁹ Albritton and Shaughnessy (1990) recalled Bone's 1981 article¹¹⁰ to illustrate that all of these issues are faced by administrators in all types of libraries, and that although time has elapsed, these pressures still remain with administrators in some form.

In addition, Giesecke (2001) concluded that "the traditional hierarchical bureaucracy is no longer correct so that even ... the tried and true rules of management don't work anymore. Middle level leader/managers are expected to be a manager of professional librarians who themselves are a form of manager, and to negotiate with rather than order staff to complete tasks in order to accomplish organizational goals."¹¹¹

Many of the interpersonal and organizational skills that made leader/managers successful in the past remain important for modern ones to emulate. However, those leaders/managers in the twenty-first-century organizations require a broadening of skills and talents to lead new types of organizations. (Stueart and Moran 2000)¹¹²

There are two factors that have a major impact on creating changes in the practice of leadership/management by the public library middle level manager. The first is the demands of the changing workplace and the second is a restructured career progression path.

109 Arthur M. McAnally and Robert B. Downs, "The Changing Role of Directors of University Libraries," *College and Research Libraries*, March 1973: 103-125.

110 Larry Earl Bone, "The Leadership Connection." In *Developing Leadership Skills: A Source Book for Librarians*, Albritton, Rosie L. and Thomas W. Shaughnessy, eds. Englewood, CO: Libraries Unlimited, Inc. 1990: 28.

111 Giesecke, 7

112 Stueart and Moran, 350.

“One of the most consistent debates in understanding leadership is whether leaders create change or change creates leaders. Whatever the answer to that debate may be, there can be little doubt that American’s larger public libraries are indeed undergoing great change.”¹¹³ Predominantly indicated in the survey of current research literature are changes that are driven by 1) the working environment, 2) the organizational culture, 3) external conditions/trends and 4) the changing role itself for the middle-level leader/manager.

Within the working environment, there are two major elements that are major considerations for the leader/manager. In today’s employment environment downsizing or “rightsizing”¹¹⁴ has become commonplace and has occurred so frequently in the last ten years that it has become acknowledged as an organizational necessity(Sicker, 2002). The current buzzword *restructuring* is often a euphemism for layoffs. (Wessel, 1993.)¹¹⁵ Unlike past trends where mostly blue-collar jobs were cut, the American Management Association Survey on Downsizing reports that 54.6 percent of the jobs cut are supervisory, middle management, and professional/technical positions.¹¹⁶ As a result, “there is a greater degree of job insecurity in the current employment environment, regardless of position or status with an organization than at any time in the post-World War II era.”¹¹⁷

The second consideration relating to the working environment is the flattening of the organization. The removal of layers and flattening of organizational structures is seen to raise a number of challenges for the middle manager. Mentioned in the Section 1.3 of this study

113 Donald J. Sager, “The Warrior/Philosopher: Leadership in the Large Public Library,” In *Library Leadership: Visualizing the Future*, Phoenix: Oryz Press, 1982: 34.

114 Martin Sicker, *The Political Economy of Work in the 21st Century: Implications for an Aging American Workforce*, Westport, CT: Quorum Books, 2002: 55.

115 David Wessel, “The Outlook: Is it Jobless Growth, or Just Slow Growth?” *The Wall Street Journal* (E), November 1, 1993: A1.

116 American Management Association, “Downsizing: Down but not Out,” *Management Review* 82 (12), 1993: 6.

117 Wessel, A1.

Thomas and Dunkerley (1999) illustrate this by their conclusion that middle managers are working harder, longer, with wider roles and greater responsibilities. Many leader/managers expect rewards in the form of career progression, yet organizations are significantly downsizing and delayering their organizations. Thus, as hierarchical layers are stripped away, so are the thoughts of traditional career progressions, particularly in a governmental (civil service) infrastructure. (Thomas and Dunkerley 1999).¹¹⁸

Not only has the existence of new technology altered the culture of the organization, but the rapidity of technological change created the shift of responsibility for decisions. The reality is that managers spend most of their working lives in interdisciplinary and interfunctional teams interacting with people who may have totally different working styles (i.e., LIS and IT). And the effectiveness of a team depends on how well these different managerial preferences are accepted and integrated in the group decision-making processes. Because organizations today are restructuring and having to respond to new environmental challenges, one team member can no longer have all of the answers. “The careers of both professionals and managers are inextricably bound with those of others”¹¹⁹ thus making team management a viable tool for assisting with career development.

Elkin (1994)¹²⁰ quotes the Fielden Report (1993) indicating that in order to meet the challenges of the future “new forms of team working will be needed. If individuals have this

118 Ibid.

119 Rod Davies, “Integrating and Organizations: an Introduction to Team Management Systems for Career Professionals,” *Librarian Career Development* 3(3), 1995: 5.

120 Judith Elkin, “The Role of LIS Schools and Departments in Continuing Professional Development,” *Librarian Career Development* 2(4), 1994: 22.

teamwork, they are more willing to come up with the creative, positive ideas for managing change.”¹²¹

The third factor creating change in the practice of management is a direct result of external conditions and trends. Pressures such as the drive for improved efficiency, the new consumerism [i.e., quality and quantity of services, value for money (Griffiths and King, 1994)]¹²² the changing market, reorganizations and restructuring, legislative changes, and new technology require further examination of the management techniques applied by the middle-level manager. In addition, public libraries face challenges and are asking employees to do more with less without the ability to promise long-term employment as compensation. “The issue has become how an organization gets passion without promise, and devotion without dividends.”¹²³

Currently, because staffing and budgeting concerns have reduced the number of tiers in organizational structures, directors need to be more involved with day-to-day issues, which in turn create additional pressures for these managing leaders. Today, the role of the public library manager needs to incorporate individuals who “can operate cost-effective and cost-efficient services, are receptive to new ideas, are familiar with the legal and ethical issues surrounding information provision, are sensitive to the political environment with the organization, can adapt their service to the changing needs of the organization, and can continually demonstrate the value of the information service to the achievement of the organization’s goals.”¹²⁴

121 J. Fielden, *Supporting Expansion: A Report on Human Resource Management in Academic Libraries*, for the Joint Funding Councils’ Libraries Review Group, Northavon House, Bristol, 1993.

122 José-Marie Griffiths and Donald W. King, “Libraries: the Undiscovered National Resource,” In *The Value and Impact of Information*, Mary Feeny and Maureen G. Londo, eds., London: Bowker & Saur, 1994: 79-116.

123 Chip R. Bell, “The Mantle of Mentorship,” *Security Management*, January, 1998: 27.

124 Ian M. Johnson, “Catching the Tide: Environmental Pressures for an Emphasis on Management in the Library and Information Sciences Curriculum,” *Library Management*, 20(6), 1999: 323.

Even assuming that a leader/manager does want to progress up the administrative ladder, there are roadblocks in the way. Stueart and Moran (2002)¹²⁵ listed two of these roadblocks: libraries being and having been in a non-growth stage for a number of years and management plateauing which may be due to a lack of openings in the positions directly above the manager level. If there are positions that exist directly above the manager's level, these positions may be held by individuals who are only slightly older than the employee seeking the advancement and thus, not ready to retire. To the middle-level manager seeking advancement, the traditional career models appear to be superceded.

And once again because of organizational decentralization and delayering, few organizations can predict with any confidence the extent of services they will be providing five to ten years down the road and what the service level requirements will be (Sicker, 2002).¹²⁶ The message is that the career as it has been known "a series of upward moves with steadily increasing income, power, status, and security" is a thing of the past.¹²⁷

Because of this, the burden of career planning/management is being shifted from the organizational resource department to the manager alone. As quoted by Sicker, the word *career* within an organization has now become a *job to be done* that meets customers' needs and brings a return on investment to the shareholders.¹²⁸

McNeer (1985) found three predominant areas of suggested professional activity in her study: apprenticeships, professional/scholarly activity (experiences and contacts made in

125 Stueart and Moran.

126 Sicker, 72.

127 Douglas Hall and Associates, *The Career is Dead-Long Live the Career*, San Francisco: Jossey-Bass, 1996: 1.

128 Sicker, 72.

professional organizations), and personal initiative.¹²⁹ What the current literature suggests is that the managerial leader is finding additional new methods of professional advancement. By developing a diversification of skills and interests and adding professional qualifications the managers are increasing their own marketability. The DDI study (2004)¹³⁰ suggested that leadership development be a joint venture where leaders “take responsibility for their own development and organizations support them through the process.” In their survey, almost three-quarters of the leaders/managers polled indicated that they pursue development activities to make themselves more marketable for other jobs.

Leonard Sayles identified the type of change in management:¹³¹

- Everything has changed
- Customers are much more demanding, and are increasingly demanding customization
- Customer needs are in flux
- The market is more turbulent
- The new manager’s role is one of completely rethinking the past
- All the things that you’ve been told about managing are totally wrong

With this in mind, this study’s intent was to exploring the best path for the middle-level manager/leader aspiring to become a public library director in light of the above challenges. The career paths of current public library directors along with external factors and their strategies used are explored and their suggested best practices indicated. See Figure 2-12 below for a career development model created for this study.

129 Elizabeth J. McNeer, “The Mentoring Influence in the Careers of Women ARL Directors,” *Journal of Library Administration* 9 (2) 1988:29.

130 Bernthal et al, 2.

131 Sayles.

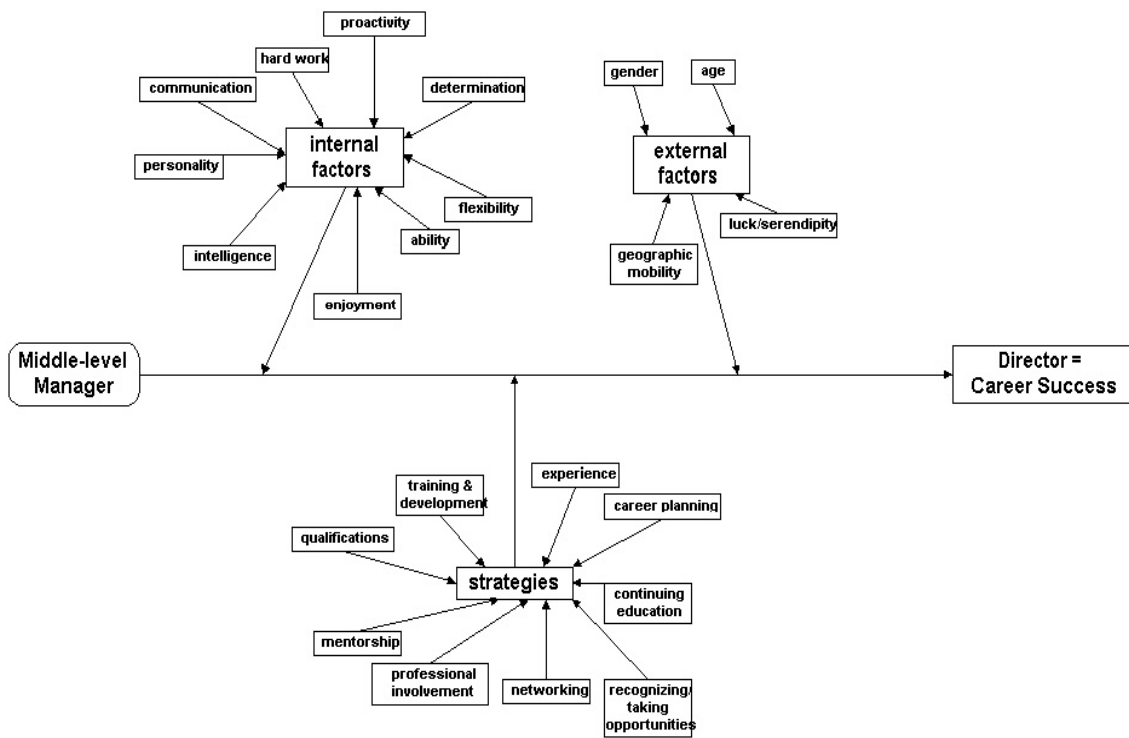


Figure 2-10. Career Development Model (Golden, 2005)

3. RESEARCH DESIGN AND METHODOLOGY

This study used elements of the quantitative approach to research by describing current conditions (survey research) and investigating relationships between and among the career development factors and strategies (correlational). However, elements of the qualitative approach are used specifically in the data collection and analysis of the open structured questions.

Development of this survey/investigative research design began with the construction of a data collection instrument (the questionnaire) appropriate to the five formulated research questions as mentioned in Chapter 1 Section 4:

1. What were the career paths of major library directors?
2. How do library directors rate the importance of individual external factors on their career success?
 - a. What are the relationships among the importance ratings of individual external factors?
3. How do library directors rate the influence of individual internal factors on their career success?
4. To what extent do library directors report using selected career development strategies to achieve career success?
 - a. How do library directors rate the influence of individual strategies on their success?
 - b. What are the relationships among the importance ratings of individual strategies?

- c. What are the relationships between importance ratings of individual external factors and the importance ratings of individual strategies?
5. Which career development strategies are recommended by library directors to assist middle-level managers in the successful pursuit of their careers as future library directors?

Advantages of using the questionnaire as the fundamental tool of survey research in this particular case and administering it online correspond to those advantages indicated by Busha and Harter (1980).¹³² This format:

1. Allows a wide range and distribution of the population.
2. Provides the opportunity for respondents to give frank, anonymous answers.
3. Permits a greater economy of effort.
4. Makes quantitative data easier to collect and analyze.
5. Facilitates the collection of large amounts of data in a short period of time. In this case the gathering of data encompassed two months (June and July).

The survey method of research used is characterized by applying the techniques of inquiry, again suggested by Busha and Harter, 1980:¹³³

- a) selecting individuals from a population: public library directors with a service area of 100,000 or more,
- b) questioning and examining these individuals using an online questionnaire to obtain information which can then shed light on the five main research questions,

¹³² Charles H. Busha and Stephen P. Harter, *Research Methods in Librarianship: Techniques and Interpretation*, New York: Academic Press, 1980.

¹³³ Ibid.

- c) analyzing data showing how/if pertinent variables (both factors and strategies) are related to the career development of library directors,
- d) exploring the possibility that the factors and strategies have been contributory factors to the career successes of public library directors, thus considered as vehicles for the middle-level manager in successful career developmental attempts.

The design of this study was instrumental in the investigation, examination and analysis of career paths of major library directors; their perceptions of the effect of internal and external factors on their career success; strategies which assisted in achieving career success and could contribute to a developmental tool for aspiring middle-level managers; the relationships among the importance ratings of the individual external factors; and the relationships among the importance ratings of individual strategies.

The study design was also loosely modeled upon the work of Jane Farmer and Fiona Campbell (1998).¹³⁴ Replicating their concept of the relationship of internal and external factors a new study was constructed with selected factors and potential influential strategies as acknowledged by public library directors as contributory to their successful career attainment.

3.1. Instrumentation

A self-developed questionnaire was constructed taking into account various questions from those presented by Farmer and Campbell (1998),¹³⁵ Chatman (1992)¹³⁶ and Greiner (1985)¹³⁷.

134 Farmer and Campbell.

135 Ibid.

136 Chatman.

137 Greiner, 279.

Questions from those studies were combined with self-constructed questions formulated in response to the five research questions specific to this study. With each question corresponding to one of the research questions presented (see below), a pilot study was performed to test whether the survey questions measured the identified career development strategies and factors indicated in the proposed research. With the use of the pilot study, both validity and reliability were established.

Rather than using all open-ended queries, the survey includes structured questions with a group of fixed responses as well as an unstructured format to enhance reliability (See Survey located in Appendix 3). The open-ended questions used are found to be an added benefit for the exploratory component of the investigative research process.

The survey instrument is designed to gather personal, educational, and professional data about the library directors. Section A: Career path concerns education, academic institutions, director experience (both inside and outside of the library field) and years of service. Section B: Factors contains questions that relate to both internal and external factors. Section C: Career strategies questions the existence/rating of selected career strategies. Section D: Career success concerns the strategies perceived to be most important to career development and additional strategies contributed by the public library directors. The last section, Section E: Context to middle level managers deals with additional strategies suggested for middle level managers according to priority level, and obstacles encountered by public library directors in career their progression.

The instrument was designed so that the questions presented directly in the survey relate to the areas researched in this study as they are listed by the research question below. Below is a list of the questions along with corresponding queries.

Research question 1: What were the career paths of major library directors?

- Queries A1 through A7: education, experience inside and outside of the library profession, and obstacles to career)
- Query C5: career break
- Query E2: career obstacles

Research question 2: How do library directors rate the importance of individual external factors on their career success?

2a. What are the relationships among the importance ratings of individual external factors?

- Queries B1-5: demographics, career moves, luck/serendipity
- Queries B6 and B7: influences of external factors on career success

Research question 3: How do library directors rate the influence of individual internal factors on their career success?

- Queries B6 and B7: influences if internal factors on career success

Research question 4: To what extent do library directors report using selected career strategies to achieve career success

4a. How do library directors rate the influence of individual strategies on their career success?

4b. What are the relationships among the importance ratings of individual strategies?

4c. What are the relationships between importance ratings of individual external factors and the importance ratings of individual strategies?

- Query C1: recognizing opportunities
- Queries C2, C3 and C4: career planning
- Queries C6 and C7: continuing education
- Query C8: training

- Queries C9, C10 and C11: mentoring
- Queries C12 and C13: networking
- Query C14: recognizing and taking opportunities
- Query C15: significance of strategies
- Query D 1: most important strategy
- Query D2: additional strategies

Research question 5: Which career strategies are recommended by library directors to assist middle-level managers in the successful pursuit of their careers as future library directors?

- Query E1: other recommended strategies

The intent of the survey was to use a simple web-based questionnaire containing structured groupings of questions and answers resulting in the production of enough information to examine not only the career development strategies used and recommended by the directors, but also the relationships among those selected variables as they relate to director career achievement. And because “the researcher is obliged to take appropriate measures to protect identities of those who agree to participate,”¹³⁸ the instrument does not include any personally identifying information. The final question does, however, request a name and e-mail contact in order to send the final report only if the subject chose to request a copy.

3.2. Population of the Study

The letter announcing the survey with an invitation to participate was sent to public library directors in the United States whose service area encompasses a population of 100,000 or more.

¹³⁸ Phyllis D. Coontz, “Ethics in Systematic Research,” In *Handbook of Research Methods in Public Administration*, Gerald Miller and Marcia Whicker, eds., New York: M. Dekker, 1999: 3-20.

This amounts to 390 directors, comprised of 240 females (61.54 percent) and 150 males (38.46 percent) who were identified and chosen from the *Public Library Data Service (PLDS) Service Report 2003* and the *American Library Directory 2003-2004* ed.

The study focused on directors of major public libraries because they are the recognized leaders in the field of public library management. Selecting directors based on their system's collection size and budget was not chosen as an alternative for use in this study because it would limit the population to 101 as opposed to the current 390. For purposes of this study, the 390 public library agencies in fifty-three states were identified by the PLDS. Participating libraries surveyed by the Public Library Association for the 2003 PLDS within the states of Vermont, Wyoming, North Dakota, New Hampshire or Maine, West Virginia, and Delaware were not identified as serving populations of 100,000 and as a result are not included.

There are two reasons why a census rather than a sample selection was chosen for this survey. As Powell (1997)¹³⁹ suggests, the variability of the population influences the sample size needed to achieve a given level of representativeness and the way in which the results are to be analyzed influences decisions on sample size.

3.3. Administration of the Survey

Since a web-based survey has been found to be an effective and economic tool for collecting research data (Costigan 1999),¹⁴⁰ it was the method selected for administering the study questionnaire to the identified population of library directors. The Computer- Assisted Survey

139 Ronald R. Powell, *Basic Research Methods for Librarians*, Greenwich, Connecticut: Ablex Publishing Corporation, 1997.

140 J. Costigan, "Forests, Trees and Internet Research," In *Doing Internet Research*, Steve Jones, ed. Thousand Oaks: Sage, 1999: xvii-xxiv.

Information Collection (CASIC) method (Saxon et al 2003)¹⁴¹ usually produces a short turn-around time for gathering information (Berge and Collins 1996;¹⁴² Schmidt, 1997)¹⁴³ as well as offering a means to efficiently survey a larger number of individuals (Schmidt, 1997).¹⁴⁴ E-mail and organizational addresses for each director were drawn from the *American Library Directory, 2003-2004*. A paper cover letter including the introduction, purpose, invitation, site address (http://visc.sis.pitt.edu/career_survey), and instructions for survey access was mailed on July 14, 2004 (See Appendix 6). The specifics of the Computer-Assisted Self-administered Questionnaire (CASQ) were described in the electronic version once the participant accesses the online site. Respondents were asked to complete the questionnaire within two weeks of receipt of the introductory letter; however, the survey remained online an additional week to capture delayed responses from three individuals who were on vacation. Participants were strongly encouraged to answer all the questions and submit the questionnaire on-line and were assured of anonymity in case there were concerns about privacy (Gunn, 2002).¹⁴⁵

For the best possible response, an email reminder was sent four days before the July 31, 2004 deadline. This notice was sent to the full population thanking the directors who had participated and reminding others of the importance of their input should they still decide to participate. By the time the second requests were e-mailed, 205 completed responses had been received. The second request resulted in the receipt of ten more responses for a total of two hundred fifteen completed surveys (55 percent), with 214 useable responses out of the total of

141 Diane Saxon, et al. "Collecting Data in the Information Age," *Research in Education* 69, May, 2003: 51-66.

142 Z.L. Berge and M.P. Collins, "IPCT Journal Readership Survey," *Journal of the American Society for Information Science* 47(9), 1996: 701-710.

143 W.C. Schmidt, "World-Wide Web Survey Research: Benefits, Potential Problems, and Solutions," *Behavior Research Methods, Instruments & Computers*, 1997, 29(2):274-279.

144 Ibid.

145 Holly Gunn, "Changing the Survey Process," *First Monday*, December 7(12), 2002, http://firstmonday.org/issues/issue7_12/gunn/index.html.

390 invited to participate. An additional eleven messages from seven females and four males were received by e-mail indicating regrets for not being able to respond. Reasons given included retirement, sabbatical leave, lack of involvement in the first PLD survey, too busy, on vacation, on extended/maternity leave, and death.

Before any contact was attempted with the directors, the Institutional Review Board (IRB) online certification was completed. A letter of exemption was obtained since this protocol is exempt from review under Federal Regulation 45 Section 46.101(b). (see Appendix 2). After the initial contact, additional IRB notification was not needed since no major changes emerged from the pilot study.

3.4. Pilot Study

To test the survey instrument for content and format reliability and validity, a pilot study was conducted in early June, 2004. In order for the pretest sample to be of an adequate size to permit generalizations to the population (Powell),¹⁴⁶ three male and three female directors whose library systems served a population of 100,000 and more were asked to complete the survey. Letters of request were sent to public library directors from Pennsylvania, Iowa, Texas, California, Montana, and Tennessee on June 10, 2004, with an expected response due date of June 21, 2004. The last four of the six responded. Even though they did not participate in the revised version of the survey, the four pilot responses are included in the final set of analyzed responses.

There were four main areas examined in the analysis of this pilot study. Based on feedback from the pilot participants, the analysis reveals that each of the items measured what they were intended to measure; all of the major definitions and phrases are understood; the

¹⁴⁶ Powell.

questions are interpreted by all of the respondents similarly; and each fixed-question response has an answer, with no questions routinely skipped. (Powell)¹⁴⁷. The questionnaire needed only minor adjustments (i.e. numbering of items, and/or order of the questions) which again, did not warrant any IRB notification.

3.5. Strengths of the Survey

The distinguishing characteristics of this survey included:

- the selection of library directors by population service area rather than collection size/budget in order to engage a greater number of possible respondents;
- efficiency of surveying by using an electronic questionnaire;
- the use of a combined open and closed-ended question format encouraging additional voluntary input;
- identification of perceived contributions of nine selected strategies to career development/advancement;
- identification of use, importance and recommendation of these strategies by the directors; and
- acknowledged existence of the perceived relationship of the external factors to career development.

3.6. Limitations of the Survey

Respondents to Sections D (Career success) and E (Context to middle level managers) were asked to answer three questions relating to a chart that was given previously in Section C (Career

¹⁴⁷ Ibid.

strategies). From a total of 189 that chose to attempt to answer those three questions, fourteen experienced technical difficulty. Since this is not reflected in the pilot study, the cause is attributed to either the link not showing as highlighted on their individual screens or the highlighted link being overlooked. In any case, the numbers involved are insignificant to the survey results.

3.7. Treatment of the Data

Measurable data was prepared, coded, and analyzed using SPSS with the assistance of Dr. Elaine Rubinstein, Office of Measurement and Evaluation of Teaching, Education Department at the University of Pittsburgh. Comments made in open-ended questions were grouped, coded according to similarities whenever possible, and presented in areas referenced by appropriate research query. Since the numbered responses were manageable and categories were evident, open-ended query analysis was performed using a computerized list allowing groupings.

This study used the Chi-square test of statistical significance to measure the strength of the relationships among the strategies. SPSS produced a variety of results, with one of the most relevant being the listing of the p-value. Results are noted as significant whenever the p-value is less than .05. Because the p-value indicates the probability that the observed association could occur strictly by chance, a small p-value serves as evidence that the observed association reflects a real relationship.

To facilitate analysis of the relationships among the importance ratings, correlations rather than cross-tabulations and chi-square tests of association were used because the ratings are on a continuous scale. Matrix correlations were used for Section B question 6 (internal and external factors) and Section C question 15 (career strategies) for which the respondents were to

rate each factor/strategy using a scale of one to ten with one as very low importance and ten as very high importance. The purpose of correlation analysis, as researched in the literature (i.e., Zweizig et al, 1996), was used here not for causation but to help confirm the relationship existence between the variables and whether or not they tend to occur together.¹⁴⁸

Each table given in the study showed the value of the particular correlation between variables given in the columns and variables within the rows. Since the possible range of the Pearson correlation coefficient is from 0 to 1 values of each pair of strategies and factors were calculated and thus the relationships assessed.

The results established the use of selected internal/external factors and strategies by public library directors in their careers; revealed the perceived importance of the internal/external factors and strategies; assisted in the analysis of whether the strategies can be suggested as a developmental tool for public library middle-level managers; and provided a basis for the assessment, formulation and development of a best practices document related to strategies recommended by the directors.

The results contributed to the encouragement of the public library middle level manager to assess if and how the recommended strategies can best fit into a personal career development plan. The results are also useful to public library administrators in their planning and implementation of leadership development for the middle level managers.

¹⁴⁸ Douglas Zweizig et al. *The Tell It! Manual: The Complete Program for Evaluating Library Performance*, Chicago: American Library Association, 1996: 148.

4. ANALYSIS AND INTERPRETATION OF THE DATA

This study involved the collection and analysis of a significant amount of data. Because of the amount of data, and for clarity and ease of understanding, the chapter is divided into two sections: Findings (data) and Discussion and Interpretation (analysis). An asterisk (*) followed by a numeral in the narrative indicates the existence of related charts and tables labeled as figures and located in Appendix 9 for the 4.2 section (Findings) and 4.3 (Analysis) sections.

4.1. Findings

The Findings sections discusses the data in the same order used by the online survey questionnaire, which is located in Appendix 3, and includes the following items:

- **Career path:** education, academic institutions, director experience (both inside and outside of the library field) and years of service.
- **Factors:** external factors, internal factors, and a descriptive statistical summary of both.
- **Career development strategies:** existence/rating of selected career development strategies.
- **Career success:** strategies perceived to be most important to career development and additional strategies contributed by the public library directors.
- **Context to middle level managers:** additional strategies suggested for middle level managers according to priority level; and obstacles encountered by public library directors in career their progression.

Each section begins with a summary of the results relevant to that topic. The results themselves are included on the pages directly following each summary. Each section also includes the tables relevant to the surveyed items. Representative responses to the open ended questions, unless otherwise indicated, are included in the appropriate areas, with the entire lists included in the appendices. The meaning of these narrative responses is made through categorization wherever possible.

4.1.1. Career Path

The highest degree earned by the majority of the public library directors is a Master's degree:

203 directors of 214 (94.9 percent)

3 directors achieved a doctorate: 1.4 percent

1 director holds a certificate in public administration as highest degree earned

7 hold a bachelor's degree as highest degree earned: 3.3 percent

25 directors are dual-mastered: 11.6 percent

17 directors report holding 23 advanced certificate/specialist degrees in a subject area

highest concentrations of bachelor's degrees earned are in the fields of English (20 percent) and history (19 percent)

205 library directors received their library degree from 59 academic institutions

Florida State University produced the highest number of degreed library directors: 12 (5.8 percent)

total years of directors' professional experience: 27.56

number of years as a public library director: 13.11

number of years of professional experience before becoming a director: 13.42

education is the predominant field of employment for those working outside the library field prior to being appointed as director

Of the 214 respondents, the highest degree earned by 203 (94.9 percent) of the public library directors is a Master's; three also earned doctorates. Seven directors hold a bachelor's degree as the highest degree earned, and one individual holds a certificate in public administration(* Figure 4-1).

One hundred and ninety-nine (93 percent) of the 214 responding have an earned masters in library/information science (*Figure 4-2). The additional twenty-nine hold a Masters degrees in public administration (15); business administration (4); history (3); English (2); and biology, education, diversity/psychology, teaching and Spanish (1 each). Twenty-five of these are dual-mastered degrees that are coupled with LIS. (*Figure 4.3).

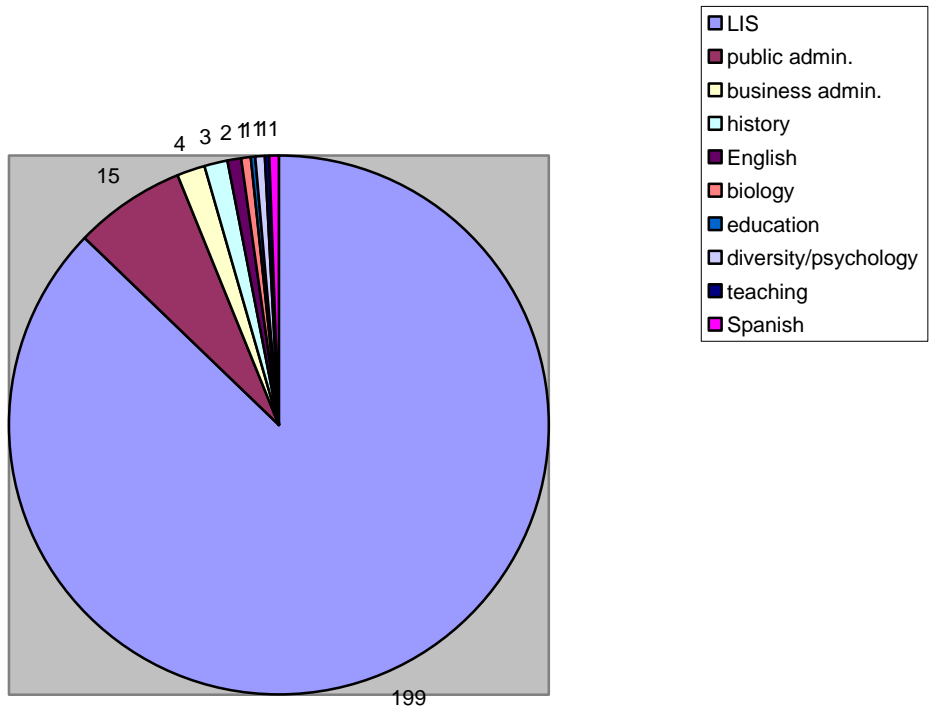


Figure 4-4. Masters Degree Fields

In addition to the Masters of Library/Information Science seventeen directors reported holding a total of twenty-five advanced certificate or specialist degrees in a subject area. (*Figures 4.5,4.6). There were eight certificates obtained in the library and information field. The additional seventeen were in the subject areas of archives, public administration, management, paper preservation, ethnography, human resources, learning disabilities/behavioral disorders; aging and vision loss, gerontology, and vocal music.

Other educational efforts included coursework and/or graduate study in the areas of law, nursing, and sign language as well as various management courses over the years. (*Figure 4.7) Two of the three doctorates are held in library/information science with the third in business administration (*Figures4.8, 4.9).

A greater amount of diversity in the degree fields was found in undergraduate majors. Pure sciences and business and government majors are least common (math, 2; biology, 1; environmental geosciences and geology, 1; public administration, 3; and government, 1). The highest concentration of bachelor's degrees earned was in the fields of English and history. English majors accounted for seventeen (20 percent) of the total eighty-four responses given, and when included as a double major totaled twenty-five (29.7 percent). History majors ran a close second producing sixteen (19 percent) of the total eighty-four responses given. The remainder undergraduate degrees represented are: education and psychology (both at 5), elementary education (3), journalism, political science, philosophy, anthropology, communication arts and Spanish (2 each), and music education, secondary education, home economics, classical languages, German literature, French, speech and theater, fine arts, related art, and liberal studies (1 each).

An undergraduate degree in social sciences (89.3 percent) was the majority field. Administration (i.e., public administration, government, political science) amounted to 6.0 percent of the total and 4.7 percent in the sciences.

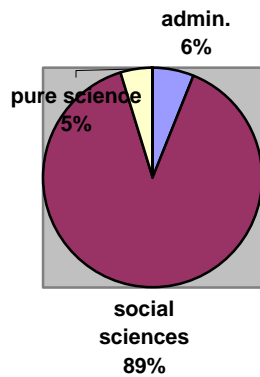


Figure 4-10. Undergraduate degree fields.

Academic Institutions

Two hundred and five public library directors received their library/information sciences degrees from fifty-nine academic institutions in thirty-two states and Canada. The table immediately following breaks them into regions within the United States and Canada.

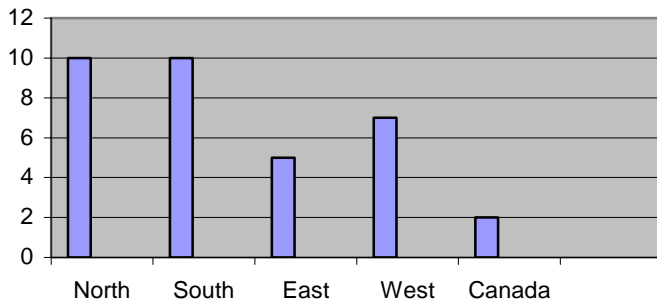


Figure 4-11. Regions of the U.S. where Masters Degrees received.

The top three reported attended institutions are Florida State University with twelve students (5.8 percent of the total number of participants), and both the University of Denver and the University of Wisconsin accounting for eleven each (5.4 percent). Pennsylvania produced the most colleges/universities by state attended even though the eastern region of the United States produced the least amount of colleges represented.

Figure *4.12 indicated in Appendix 8 indicates the schools given as a response in this survey with the numbers of graduates from each. In cases where more than one campus was listed, each site was listed as an individual site, but was tabulated as one institution.

The remainder of the survey regarding the Career Path of the directors was concerned with years of experience, number of years as a public library director and years/field of service prior to the directorship. The results given were obtained from 212 participants. From the findings in the survey, the **average**: a.) total years of professional experience is 27.56, b.) number of years as a public library director is 13.11, and c.) the number of years of professional experience before becoming a director is 13.42 (*Figures 4-13 A4,A5,A6).

Areas of employment outside of the library field prior to being hired as a public library director and listed by the eighty-two respondents clearly illustrated two major areas with a few other minor ones also indicated. See listing and figure 4-14 below.

- Education: thirty-two responses at 39 percent
- Business: twenty-seven respondents at 33 percent
- Government: seven respondents at 8.5 percent
- Marketing: five respondents at 6 percent
- Healthcare: three respondents at 3.6 percent
- Publishing, journalism and military: two respondents each at 2.4 percent

- Social work and computers: one respondent each at 1.2 percent

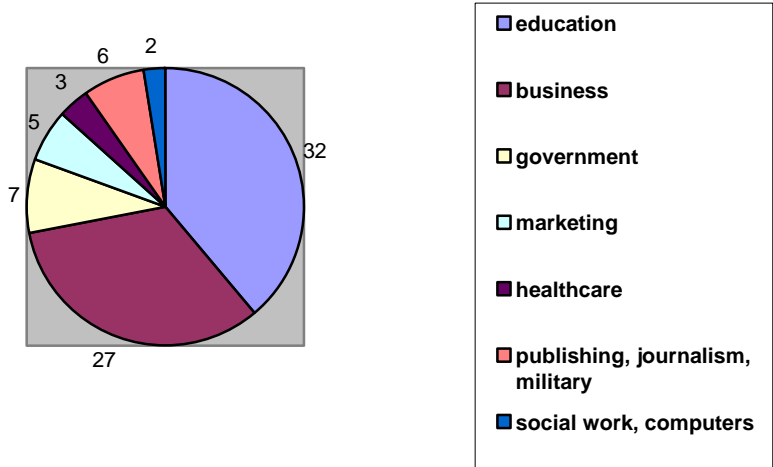


Figure 4-14. Employment areas outside of the library field prior to directorship.

4.1.2. Factors

136 women (66.3 percent) and 69 men (33.7 percent) responded to gender query

45.6 is the average age at which the participants became the director of the library in which they are currently employed

youngest reported: 22 years of age (1 director), oldest reported is 65 years of age (1 director);

most frequently reported age is 48 (17 directors: 8.2 percent)

66 percent say age was not a factor

3.92 is the average number of career moves within an institution

3 moves is the most frequently occurrence (41 directors; 20.3 percent)

2.51 is the average number of relocations to a new community

62 percent (127) of the directors believe that luck/serendipity factored into their career development

45 percent believe that luck/serendipity occurred in their early careers

hard work, ability, flexibility, determination, were perceived as having the highest significance in career development among the internal factors

geographic mobility was ranked as having the lowest of significance among the internal factors

Because external factors may work as influences on career success, they also are explored. The four selected external factors for this study were: **gender, age, geographic mobility, and luck/serendipity.**

A total of 205 respondents indicated their gender on the survey. Of these, 136 were women (66.3 percent), and 69 were men (33.7 percent). Directors who were sent the letter of introduction and invitation to complete the survey consist of 240 females (61.54 percent) and 150 males (38.46 percent) for a total of 390. A higher percentage response was received from female directors at 56.6 percent, from 136 women out of a possible 240. Whereas, sixty-nine male directors (46 percent) out of a possible 160 responded to the questionnaire. Of the combined total responses of 207, 136 (66.3 percent) were female directors and sixty-nine (33.7 percent) were males. (see also Figure * 4-16 in Appendix 9).

	Females	Males	Unanswered	Total
Letters sent	240	150		390
Response	136	69	2	207
Response Rate	56.6 %	46 %		53%

Figure 4-15. Survey Response.

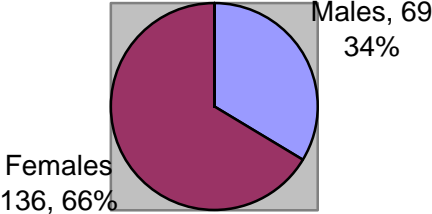


Figure 4-17. Respondents by gender.

Of the 207 responses concerning age, the average number of years at which the participants became the director of the library where they were currently employed was 45.6. The youngest was reported as being 22 years of age (1 director) and the oldest reported was 65 years of age (1 director). The most frequently reported age was 48 (17 directors, 8.2 percent) (*Figures 4-18, 4-18A, 4-19).

Relative to career moves and relocations, the data gathered illustrated that the average number of career moves within an institution is 3.92, with the most frequent occurring at three moves (frequency rate of 41) (*Figure 4-20).

Data also showed that the average number of relocations to a new community was 2.51 with the highest frequency of 43 at 0 times. The average number of moves within the same community was .71, with the highest frequency of 128 directors moving 0 times (*Figures 4-21, 4-22, 4-23).

As perceived by 205 surveyed subjects, 127 (62 percent) of the directors believed that luck/serendipity factored into their career development. (*Figure 44) Twenty-three respondents directly claimed being in the right place at the right time.

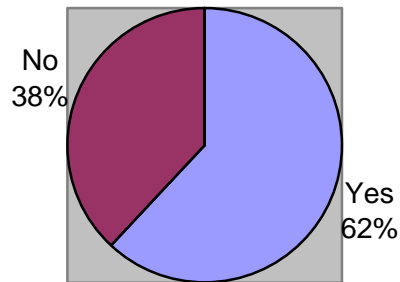


Figure 4-25. Serendipity as a success factor.

A few examples of perceived luck or serendipity are given here. The total list is included in Appendix 8 as Directors' Perceptions of Luck and Serendipity in Career Development.

- Initially, a librarian was leaving at age 62 to get married for the first time. I happened to apply for the job that very day that she announced her resignation.
- My family relocated for my husband's job. I applied for a PT job at local public library. I started work PT in August, went FT in October and when the Library Director decided to retire, applied for and received the director position in March.
- First 3 jobs were as Library Director in small towns. Career has evolved by "happenstance"; moved up without any real career development plan. Current job is the result of an unexpected retirement.
- I was in this community to put a daughter in school and visited the library. They learned I had a MLS and said they had a position. They interviewed me on the spot. I was dressed in a pair of blue jeans!

The Directors were asked as at what point in their careers did perceived luck/serendipity occur: early in career, mid-career or late in career. Figures * 4-26, 4-27, 4-28 given in Appendix 8 indicate that all three stages were indicated, but that the highest frequency rate occurred early in the directors' career.

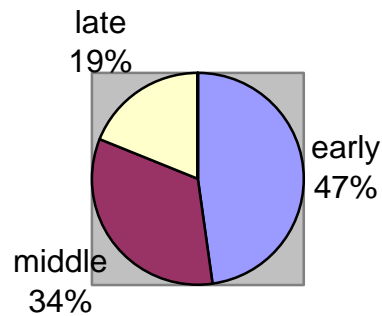


Figure 4-29. Career stage occurrences from the YES luck/serendipity respondents.

Because internal factors as well may influence career success, the following eight selected internal factors are considered: **ability, flexibility, determination, proactivity, hard work, personality, intelligence, enjoyment.** In the questionnaire, the directors were asked to rate the significance of each of the individual internal as well as external factors that influenced their personal career growth. Below is a summary comparison table indicating each factor and its rating. Using a scale of one to ten, the rating of one (1) illustrates lowest significance and ten (10) is of highest significance. The individual frequency ratings are accompanied by their percentages and are given as figures *4-31 through 4-38 in Appendix 8.

	ability	flexi- bility	deter- mination	pro- activity	hard work	person- ality	intell.	enjoy- ment
Rating								
1		1		1				3
2			1	3	1			
3		4	3	3	1	2	1	1
4		1	4	6		3	3	2
5	4	6	12	17	3	9	8	15
6	6	12	12	16	7	10	8	9
7	10	28	21	23	12	31	34	30
8	59	57	42	53	41	54	70	46
9	43	37	38	31	51	49	41	33
10	83	58	71	48	89	47	40	63
Total	205	204	204	201	205	105	205	202

Figure 4-30. Summary of factors and ratings.

The last two figures (4-39 and 4-40) of this section of factors indicates the perceived significance of both the external as well as the internal factors. Indicated by Figure 4-39 are the means and standard deviations for all factors in mean order from highest to lowest. Perceived to be the most significant of all of the eight internal factors (by mean) were hard work, having the ability to perform the duties of a director, determination and flexibility. According to the data collected the least significant internal factor was proactivity. Figure 4-40 includes a visual of the mean for the individual internal factors.

	N	Minimum	Maximum	Mean	Std. Deviation
B6.5 sig of hard work	205	2	10	8.89	1.350
B6.1 sig of ability	205	5	10	8.85	1.204
B6.3 sig of determination	204	2	10	8.30	1.796
B6.2 sig of flexibility	204	1	10	8.25	1.647
B6.6 sig of personality	205	3	10	8.21	1.531
B6.8 sig of enjoyment	202	1	10	8.16	1.844
B6.7 sig of intelligence	205	3	10	8.15	1.414
B6.4 sig of proactivity	201	1	10	7.79	1.977
B6.12 sig of geographic mobility	190	1	10	5.48	3.225
B6.9 sig of luck/serendipity	193	1	10	4.94	2.716
B6.10 sig of gender	189	1	10	3.28	2.301
B6.11 sig of age	188	1	10	3.18	2.078
Valid N (listwise)	172				

Figure 4-39. Means and Std. Devs. in order of means from highest to lowest.

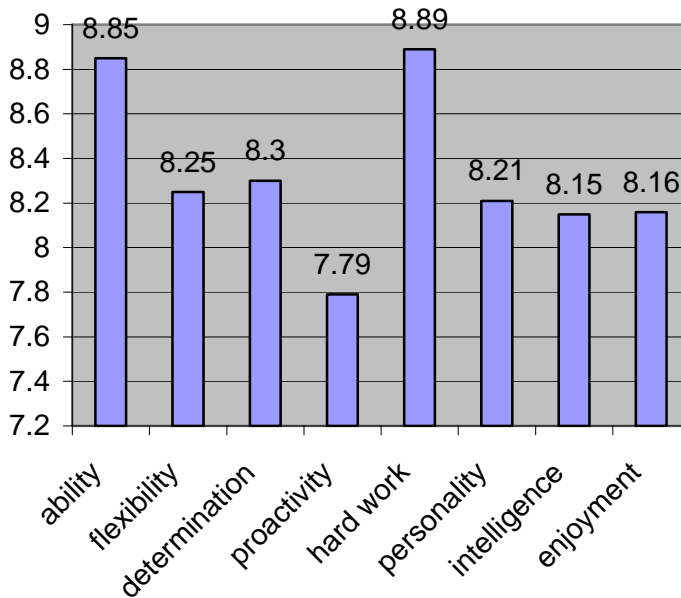


Figure 4-40. Mean significance rating for internal factors.

4.1.3. Career Development Strategies

In order to explore successful career development of the public library director, the following strategies were considered for study: **career planning, continuing education, training and development, mentorship, networking, professional involvement, recognizing/taking opportunities, qualifications, and experience.**

38 directors (18.8 percent) which is the highest ratio of 202 respondents first learned of the opening for their present position from a former library director recruiting a successor

99 directors (50.8 percent) did have a career plan; 96 (49.2 percent) did not

87 directors (43.5 percent) aspired to be an administrator when they entered the profession; 113 (56.5 percent) did not

changed library systems as a career choice that helped directors achieve their current position received the highest mean response of .63

career breaks were experienced by 66 (33.2 percent) of the total 199 directors; 20 each (30.3 percent) indicated that the break was planned

31 directors (50 percent) respond that the break was an advantage

19 directors (31 percent) respond that the break was a disadvantage

before assuming the position of public library director 155 (77.9 percent) had taken continuing education courses

62 (38.3 percent) perceive these courses to be very helpful to their career advancement

64 directors (84.1 percent) perceive training and development workshops/seminars to have helped with their career advancement

118 directors (61.1 percent) have had a mentor

39 directors (30.5 percent) say they could have achieved their current status without a mentor; 38 (29.7 percent) say they could not; 51 (39.8 percent) are undecided

106 directors (55.5 percent) presently are mentors

129 directors (66.5 percent) consider networking as a factor in their career advancement

53.5 percent say they networked with library directors

State Library Associations prove to have the highest number of participants listed of the professional associations: 173 of 202, 85.6 percent

128 directors (69.6 percent) say that one particular opportunity that made a difference in their career of the given strategies the strategy of having qualifications ranks the highest in perceived importance with a mean of 8.85 out of a possible high ranking of 10

Existence and significance of the career strategies: career planning, continuing education, training and development, mentorship, networking, professional involvement, recognizing/taking opportunities, qualifications and experience.

Verified by the data, the greatest number of the 202 public library director respondents first learned of the opening for their present position as director through sources other than those listed in this study. Listed by the term *other*, the open-ended forty-one responses are summarized into the categories below.

Other methods where the position information was first obtained/received came from internal sources (23) as the contact was positioned in the system already (five were in the position of assistant director at the time); political sources (10) i.e., state librarian, state website, city administrator, county judge and mayor's offices; interested community members (2); business contacts; and miscellaneous (5) which included personal friends, just visiting a site, by

accident, market awareness, and just sending out a resume. Frequency table *4.41 is located in Appendix 8.

The responses given to designated sources are indicated in summary Figure 4-42 below, also in the individual Figures *4-43 through 4-50 in Appendix 8. The highest scoring mean listed for job notification to these directors is former directors recruiting a successor. Noted also are the lowest two sources of position notification to the directors: professional association placement and library school referrals. Data given in Figure 4-52 by mean order ranking follows below as well.

	YES	NOT CHECKED
Announcement	37	165
Board of Trustees	16	186
Former director recruiting successor	38	164
Library school referral	1	201
Professional association Placement	1	201
Publication	36	166
Notification from associate	22	180
Recruiting firm	10	192

Figure 4-42. First hearing of opening for present position of library director.

	Mean	Std. Deviation
C1.9 Other	.24	.427
C1.3 Former director recruiting successor	.19	.392
C1.1 announcement	.18	.388
C1.6 Publication	.18	.384
C1.7 Notification from associate	.11	.312
C1.2 Board of Trustees	.08	.271
C1.8 Recruiting firm	.05	.217
C1.5 Professional association placement	.00	.070
C1.4 Library school referral	.00	.070
Valid N (listwise)		

Figure 4-51. Mean and std. deviation data for job resource.

Responding to the question as to whether or not those surveyed had a career plan before becoming a director, the collected data showed that of the 195 answering, ninety-nine (50.8 percent) did and ninety-six (49.2 percent) did not (* Figure 4-52). The main perceived benefits by the ninety-nine who did have a career plan were coded into the following categories: planning provides focus, helps to set goals, points the individual in one direction, and provides clarity.

There were sixty-two individuals who both indicate that they did not have a career plan and commented as to whether and how a career plan possibly could have helped them in their career path: twenty-four stated that it would have been of no help, seventeen made comments (see below), thirteen were not sure, and eight answers were not applicable.

Sample comments on how a career plan **could have** helped include the following:

- I would have not made one of my moves and instead spend another year or two in a previous position. A career plan would have helped me be more systematic in my goals and actions.
- I have taken different coursework or continuing education track.
- Would have allowed me to develop a broader range of skills which would have helped in my current position.
- I would have studied the administrative portion of my classes if I would have known I was going to be a director.
- Probably would have helped, but as a female, the concept of a career path was not thought about until the late 60's.
- Might have had more consistent upward mobility.
- I would have recognized my ability, and aspired to a directorship years earlier.
- I might have moved to another jurisdiction if I'd actually had a career plan. However, things turned out well without one.
- It might have given me more focus and direction.
- If I had a specific goal, then certainly a plan would have been helpful. In my case I simply enjoyed library work. I pursued the position of director only after I became convinced that I could do a better job than my predecessor.
- I found I was good at administration. If I had realized that earlier I might have gone into administration on the city level rather than the library dept level.
- I would have gotten my masters degree in Public Administration earlier in my career.

And those that felt that a career plan would **not** have helped have commented as follows:

- A career plan may have hampered my path. I have looked at the lifestyle and family factors in my decision making. I think that for me the pursuit of the "better deal" would have led me to jump into positions that may not have suited me as well.
- I surely would not hold the position I hold if I had formulated a plan and stuck to it.

Those current directors that had aspired to be an administrator when they entered the profession amounted to eighty-seven (43.5 percent) of the two hundred answering the question. One hundred and thirteen (56.5 percent) did not. See figure 4.53 below as well as Figure 4-54 in Appendix 8.

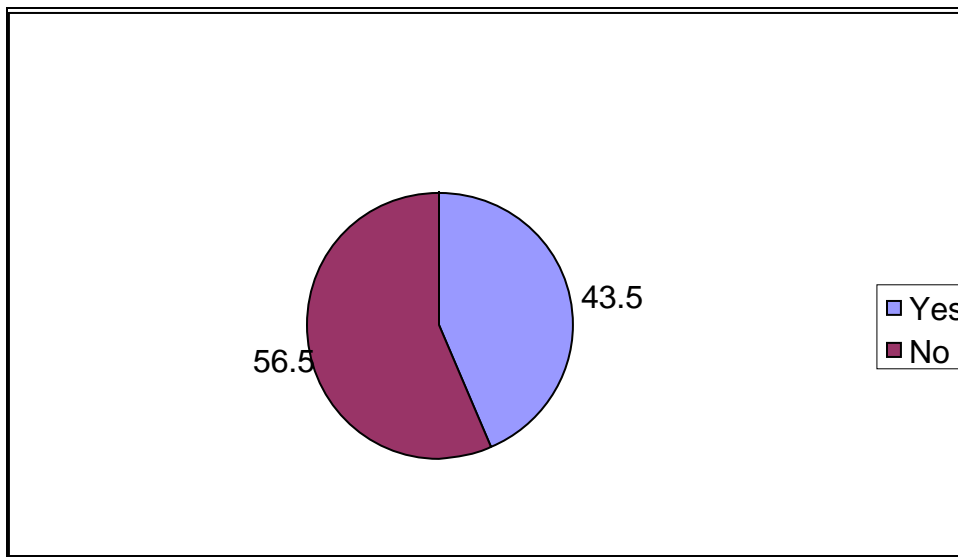


Figure 4-53. Aspiration to be an administrator when entering the profession.

Career choices

Two hundred and two respondents answered the question of what career choices helped them achieve their current position. The choices given are shown in the summary diagram, then in individual figures (*4-56 through 4-62) in Appendix 8 listing frequency order and percentages.

Choices presented to the respondents included changed library systems, acquired additional schooling/certification, chose a mentor, started entry level and progressed through same system, took lateral move, left another field to enter library arena, and other. Examining the data, changing library systems appeared to be a major career choice by assisting 26 percent of directors achieve their current position.

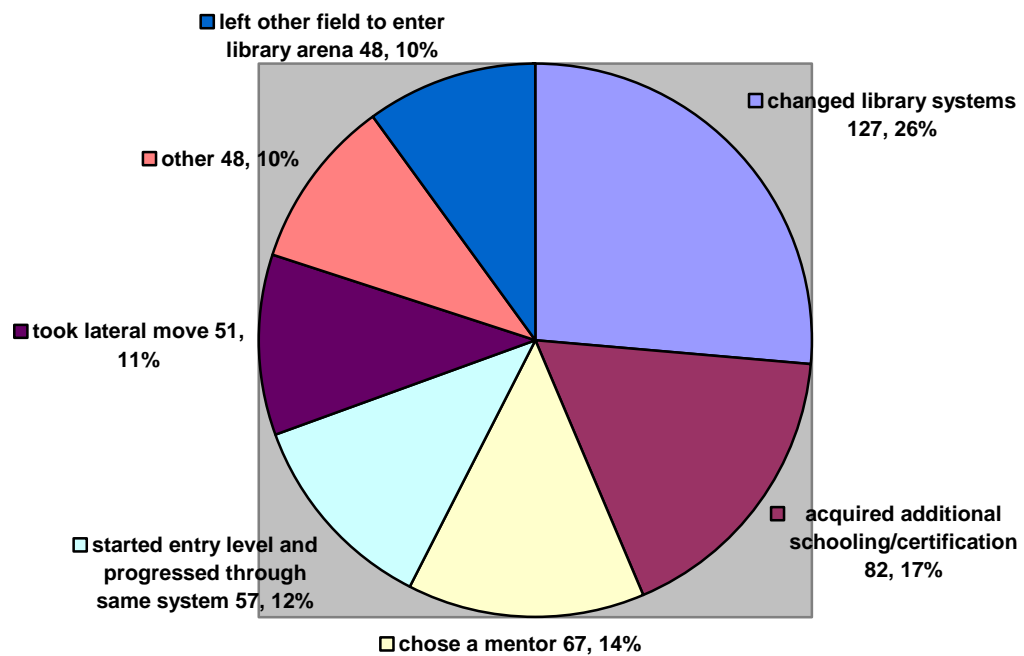


Figure 4-55. Percentage of career choices that aided with current position.

Included in the other choices indicated by the directors that were instrumental in achieving their current position were joining professional state and national associations and especially holding office (13 indications given), chosen *by* a mentor (6), willingness to relocate (5), having role models (3), being associate/assistant director first (3), having taken continuing education and management courses (2), having taken a position with less money to gain experience (2), having been coached (2), having taken chances (2), and each of the following was listed once (1): networking, building a reputation, working at a state library, having onsite experience, working hard, taking on unpopular assignments, having a business background, choosing a system for its benefits, learning the system and political structures, and choosing the best and brightest systems to work for.

Career break

Another distinct element tied into career planning is a career break, whether planned or not. These career breaks were experienced by sixty-six (33.2 percent) of the total 199 directors that chose to answer this question. Of these, twenty each indicate that the break was planned , with twenty stating the combination response of both yes and no. (*Figures 4-63, 4-63A)

Reasons given for the break were categorized into two major areas: career related (i.e., incompatibility with board, education, etc.) and family (personal) related such as child birth, spouse relocation, etc.) Job/career related breaks were taken by twenty-eight directors (42 percent) and family related breaks were taken by thirty eight (58 percent).

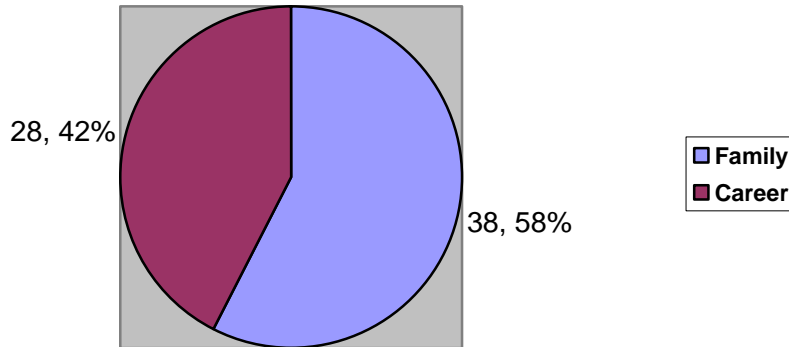


Figure 4-64. Reason for career break.

Twenty-five directors (38%) of the total sixty-six who had career breaks took those breaks as a result of motherhood. Of those twenty-five females twenty-one responded as to whether that particular break was an advantage, disadvantage or neutral to their career. The figure below shows that eight of the female directors thought taking time off for motherhood was a disadvantage to their career, six perceived the break to be an advantage, and seven were neutral.

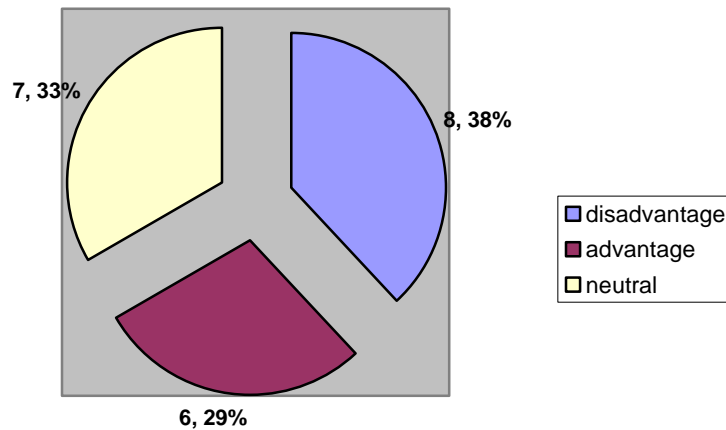


Figure 4-65. Perceived effect of motherhood on/by female directors.

Sixty-two directors overall chose to answer the question about whether the break was an advantage or a disadvantage to their careers. Thirty-one (50 percent) respond that the break was an advantage. Sample reasons given follow:

- This was the cause of my move to the library and of my return to school to get an MLS.
- It was an advantage because it pointed me back to working with smaller libraries where I am happier.
- Just gave me great life experiences which I think always helps.
- Learned new skills that were applicable upon returning to field after one year absence.
- I was able to move on to a situation that afforded me growth and greater service.

Nineteen (31 percent) responded that the break was a disadvantage. Sample reasons given follow:

- It was a disadvantage as I felt I had to run fast to catch up.
- I did not work for four years after the birth of my first child. This was definitely not advantageous to my career.
- Took a while to get back to speed especially with the explosion of technology into libraries.
- Short term disadvantage, but was able to recover easily.
- Disadvantage – took me longer than expected to find a position.

The remainder of the respondents answered as follows: neither yes nor no = 8 (13 percent), somewhat = 1 (1.6 percent), yes and no =1 (1.6 percent), no disadvantage = 1(1.6 percent), and somewhat = 1(1.6 percent).

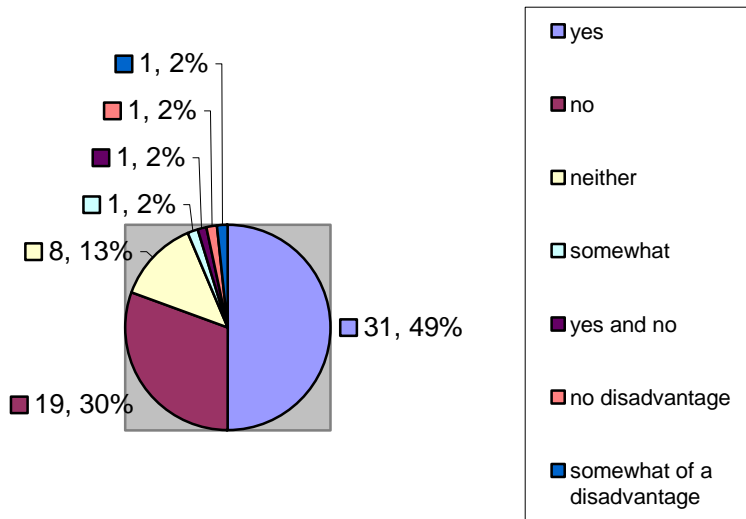


Figure 4-66. Was career break an advantage.

The remaining table of this section summarizes all of the above findings gathered relative to career breaks taken by public library directors. The majority of library directors who responded did not take a career break (66.8 percent). Those who did have a planned break (30.3 percent) perceived it to be an advantage to them (47 percent). Those who did have an unplanned career break did not consider it to be an advantage to their career (28.7 percent).

	Yes	No	Yes & No	Neither	Somewhat	No disadvantage	Somewhat of a disadvantage	Total
Career Break	66	133						199
Of those having a break was it planned	20	20	29					69
Of those having a break was it an advantage	31	19	1	8	1	1	1	62

Figure 4-67. Summary table of career breaks.

Before assuming the position of public library director 155 (77.9 percent) answered that they have taken continuing education courses. (*Figure 4-68)

Of the 162 that answered, sixty-two (38.3 percent) perceived these courses to be very helpful to their career advancement, eighty-nine (54.9 percent) thought that were somewhat helpful, and eleven (6.8 percent) indicated the courses were not helpful at all. (*Figure 4-69)

Concerning training and development workshops/seminars, 164 (84.1 percent) directors of the 195 that participated in workshop or seminars perceived them to have helped with their career advancement. Thirty-one (15.9 percent) indicated that the workshops/ seminars did not help (*Figure 4-70).

Subject areas related as being most beneficial are categorized into nine areas. Since the directors were asked to list of three of their own chosen subject areas in no particular order, all three of their choices are combined into a total list of 346 responses. The full list is included in Appendix 10. The codes and numbers of responses are listed in descending order with

leadership/management/supervision heading the list at 195 responses. The remaining categories were financial development (thirty-seven responses); planning and development (thirty-six responses); information technology (twenty-eight responses); human resource issues (twenty-two responses); legal issues (nine responses); personal analysis (eight responses); politics (seven responses); and marketing and public relations (four responses).

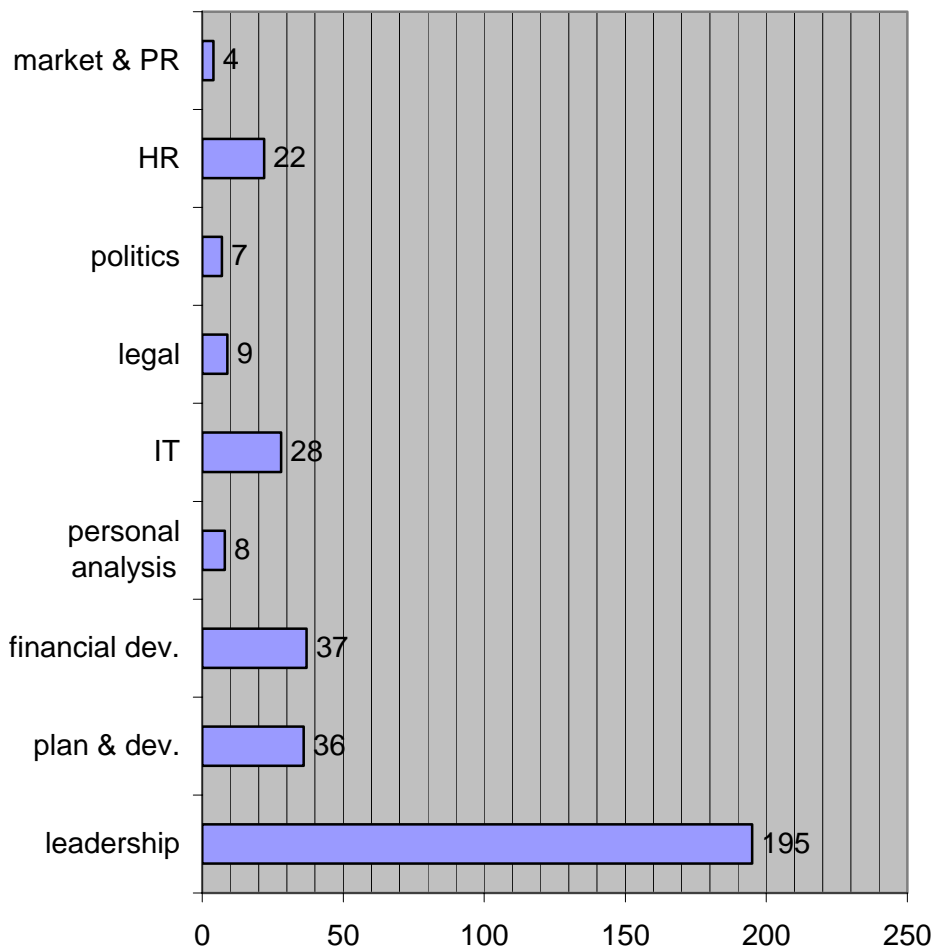


Figure 4-71. Training & development participation categories.

Of the 193 respondents to the question as to whether or not they have ever had a mentor, 118 (61.1 percent) answered that they have had one. Seventy-five (38.9 percent) replied that they had not (*Figure 4-72).

Among the 128 of those who answered the question as to whether they could have achieved their current status without a mentor, thirty-nine (30.5 percent) said that they thought they could, thirty-eight (29.7 percent) said they could not have achieved their current status without a mentor, and fifty-one (39.8 percent) were undecided(*Figure 4-73). At the time of this study, 106 directors (55.5 percent) of the 191 responding were mentors and eighty-five (44.5 percent) were not(*Figure 4-74).

When asked whether those surveyed considered networking as a factor in their career advancement, 129 (66.5 percent) of 194 answered that *yes* they do believe networking assisted with their career development. The remainder of the directors totaling sixty-five (33.5 percent) answered *no* (*Figure 4-75).

Those who did respond with the *yes* answer were then asked who they communicated with who assisted with their career climb. Of the 202 responding to this question, 53.5 percent said they communicated with library directors, 35.1 percent with friends, 49 percent with professionals within the organization, 32.7 with professionals outside of the organization, and 11.4 percent said they communicated with others. Listed as others (23 responses) for communication sources were: family, vendors, community members, trustees, former professors, civic/service club members, and “anyone I could find.” See *Figures 4-76 through 4-80 in Appendix 9 as well as Figure 4-81 below.

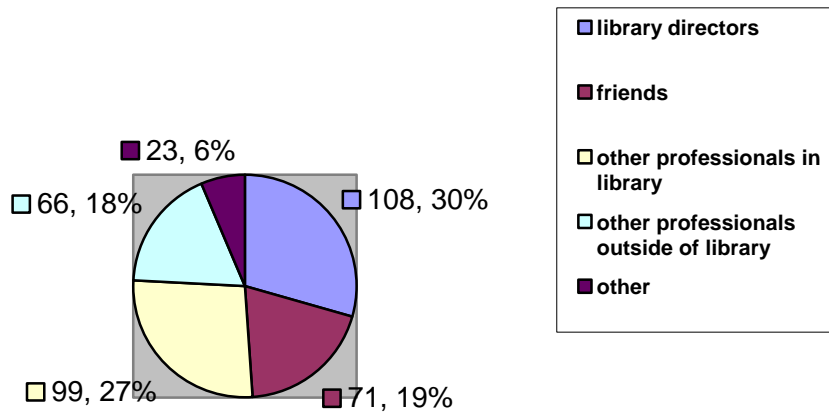


Figure 4-81. Communication resources assisting with career climb.

Following is Figure 4-82 which relates these same choices. However, rankings are given in the order of mean response with standard deviation values.

	Mean	Std. Deviation
C12.1.1 communicated with library directors	.53	.500
C12.1.3 communicated with professionals within organization	.49	.501
C12.1.2 communicated with friends	.35	.479
C12.1.4 communicated with professionals outside organization	.33	.470
C12.1.5 communicated with other	.11	.318

others		
Valid N (listwise)		

Figure 4-82. Mean and std. deviation for communication venues.

The strategy of networking within professional organizations elicited responses from 202 directors. A breakdown of the suggested organizations lists the American Library Association, Public Library Association, Urban Libraries Council, State Library Associations, and other professional organizations. Active participation in these organizations from the 202 directors indicated that the highest numbers of public library directors (173, 85.6 percent) hold a membership in a state library association. The American Library Association was next with 149 (73.8 percent) surveyed directors as members, followed by the Public Library Association at 135 (66.8 percent), the Urban Libraries Council at forty nine directors (24.3 percent) and membership in other professional organizations at forty four (21.8 percent). (*Figures 4-83 through 4-87 and 4-89). *Figure 4-89 indicates the professional organizations given in order of mean response and standard deviation.

The professional organizations listed as other and in which the directors were active participants are: Kiwanis, Rotary, Chamber of Commerce, Municipal Library Directors Association, SLA, local library associations (i.e., Mountain Plains Library Association, California County Librarians), REFORMA, SELA, regional library associations (SOLINET), PNLA, ACLU, OCLC, COSLA, BRLA, BRAG, public library directors/administrators’/management associations, library co-ops, Detroit Suburban Libraries, ASPA, local community boards, and the Canada Library Association/Ontario Library Association.

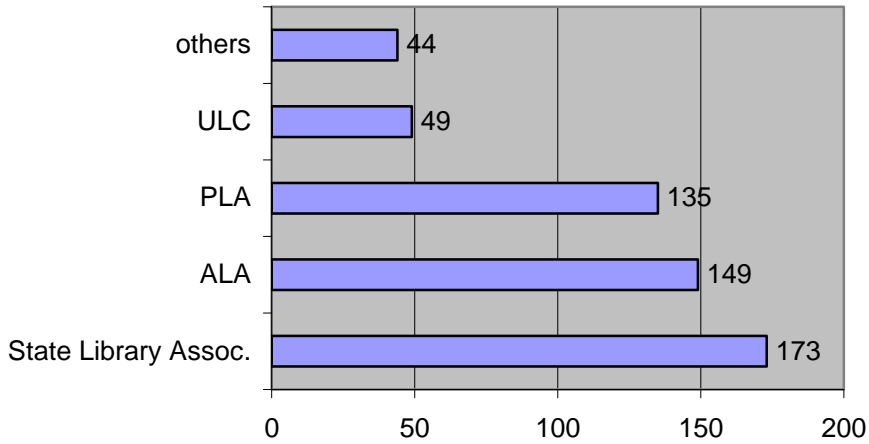


Figure 4-88. Numbers involved in professional organizations.

When asked if there was one particular opportunity that made a difference in their career, 184 directors answered the question. One hundred and twenty-eight (69.6 percent) said *yes* and fifty-six (30.4 percent) responded with *no*. Due to the high number of responses the full listing appears in Appendix 11. However, the comments given are coded into three categories of opportunities: career, personal and organizational.

For purposes of this study, career opportunities are defined as those that have occurred in the respondent's overall employment development. The responses given amounted to seventy-one of the total of 128 (55 percent). Personal opportunities apply to situations outside of the working environment that are individual to the respondent (i.e. family, etc.). Personal opportunities amounted to ten of the total 128(8 percent). Organizational opportunities applies to those opportunities occurring within the system that the respondent is employed. Respondents submitted a total of forty seven of these (37 percent.)

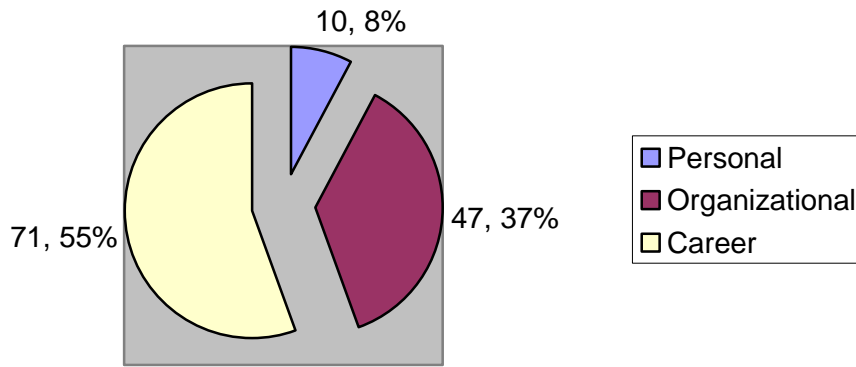


Figure 4-90. Categories of opportunities perceived to make a difference.

A sampling of career opportunities listed appears below:

Career

Going from a small town public library to head up a statewide project to develop an interlibrary loan code, and then working for the State Library agency as a library development consultant.

Upon graduation, took a job in a very small public library as assistant director. This move gave me the experience I needed to move to larger public libraries.

3 years in the private sector working for a vendor changed my attitude and provided insights that straight library work could not have provided.

Personal

Willingness to go wherever a position was located to continue up my career path. No geographical restrictions.

Chicago Public Library allowed me to pursue an advanced degree at the University of Chicago.

Relocating with my husband to a small community that did not have a medical library but was in the process of interviewing candidates for their public library was probably the "ah factor" moment for me.

Organizational

I moved from a branch management position to an assistant directorship because I knew I would do the job better than any external candidates. When the director at that time left; I was offered the opportunity to be the director by the Library Board.

Assistant Director position under my mentor became available. When she retired, I moved up.

I had the chance to work under a terrible boss. It made me work twice as hard. It also taught me a lot about how things should and should not be done, and reinforced my personal beliefs about the importance of integrity.

Both of these final two strategies (qualifications and experience) are discussed in Section 1 in Professional Career Data but are included here for further clarification. The results given were obtained from 212 participants. From the findings in the survey, the **average**: a.) total years of professional experience was 27.56, b.) number of years as a public library director was 13.11, and c.) the number of years of professional experience before becoming a director was 13.42 (See *Figure 4-91).

The final question in Section C of the survey (included in Appendix 3) requested the respondents to rate each of the career strategies listed by numbering how beneficial they were to their career advancement prior to assuming their current position. The strategies given were: qualifications, experience, professional involvement, networking, mentorship, recognizing/taking opportunities, career planning, training and development, and continuing education.

The directors were instructed to use the number one as very low importance and the number 10 as very high importance. Of the nine strategies, two of the strategies importance of qualifications and importance of recognizing opportunities were given an importance rating of no lower than 4.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	.5	.5	.5
	5	6	3.0	3.1	3.6
	6	5	2.5	2.6	6.2
	7	18	8.9	9.3	15.5
	8	42	20.8	21.6	37.1
	9	29	14.4	14.9	52.1
	10	93	46.0	47.9	100.0
	Total	194	96.0	100.0	
Missing	System	8	4.0		
Total		202	100.0		

Figure 4-92. Importance of qualifications.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	2	1.0	1.0	1.0
	5	7	3.5	3.7	4.7
	6	3	1.5	1.6	6.3
	7	11	5.4	5.8	12.0
	8	46	22.8	24.1	36.1
	9	39	19.3	20.4	56.5
	10	83	41.1	43.5	100.0
	Total	191	94.6	100.0	
Missing	System	11	5.4		
Total		202	100.0		

Figure 4-93. Importance of recognizing opportunities.

Based on the numbers given by the directors, the importance given to mentorship in terms of how beneficial it was to their career advancement ranked the lowest of all nine strategies. Checking the frequency table, 58.8 percent of the respondents assigned the mentoring process a 5 and below. (*Figure 4-94)

Noted on the remainder of the given strategies are the higher frequencies that were given an importance rating of seven to ten. Most noteworthy is the importance of experience, importance of networking, and the importance of training and development, which in each case was listed with a 50 percent and higher frequency in the 7 to 10 range of importance (*Figures 4-95 through 4-97).

Both of the strategies importance of professional involvement and the importance of continuing education showed a higher concentration of scores in the 5 to 8 range. The frequency number for professional involvement included 122 directors (64 percent), and continuing education included 112 (60 percent)(*Figures 4-98 and 4-99).

The strategy of the importance of career planning illustrates a score of five being the highest frequency percentage (19.6 percent). The directors appeared to be evenly divided giving 54.3 percent to a rating of five and below and a 45.6 percent to 6 and above (*Figure 4.100). Using the mean score of all of the career strategies listed above, the summary figures 4-101 and figures 4-102 and 4-103 appear below.

	Qualifications	Oppor.	Mentor	Experience	Networking	Train & develop.	Prof. involve.	Cont. education	Career planning
Ranking									
1			30	1	10	4	8	11	15
2			17	2	10	6	10	10	22
3			14	2	13	10	10	14	13
4	1	2	14	2	10	9	8	12	14
5	6	7	29	7	30	26	36	29	36
6	5	3	6	8	13	14	19	24	17
7	18	11	18	9	22	39	28	31	22
8	42	46	23	40	35	39	39	28	24

9	29	39	11	48	26	27	17	15	13
10	93	83	15	73	20	17	15	14	8
Total	194	191	177	192	189	191	190	188	184

Figure 4-101. Perceived importance of career strategies by frequency ranking.

	N	Minimum	Maximum	Mean	Std. Deviation
C15.1 importance of qualifications	194	4	10	8.85	1.382
C15.6 importance of recognizing opportunities	191	4	10	8.83	1.370
C15.2 importance of experience	192	1	10	8.58	1.747
C15.8 importance of training and development	191	1	10	6.77	2.228
C15.4 importance of networking	189	1	10	6.38	2.616
C15.3 importance of professional involvement	190	1	10	6.29	2.389
C15.9 importance of continuing education	188	1	10	5.99	2.469
C15.7 importance of career planning	184	1	10	5.32	2.576
C15.5 importance of mentorship	177	1	10	5.10	2.956
Valid N (listwise)	170				

Figure 4-102. Importance of career strategies in mean descending order.

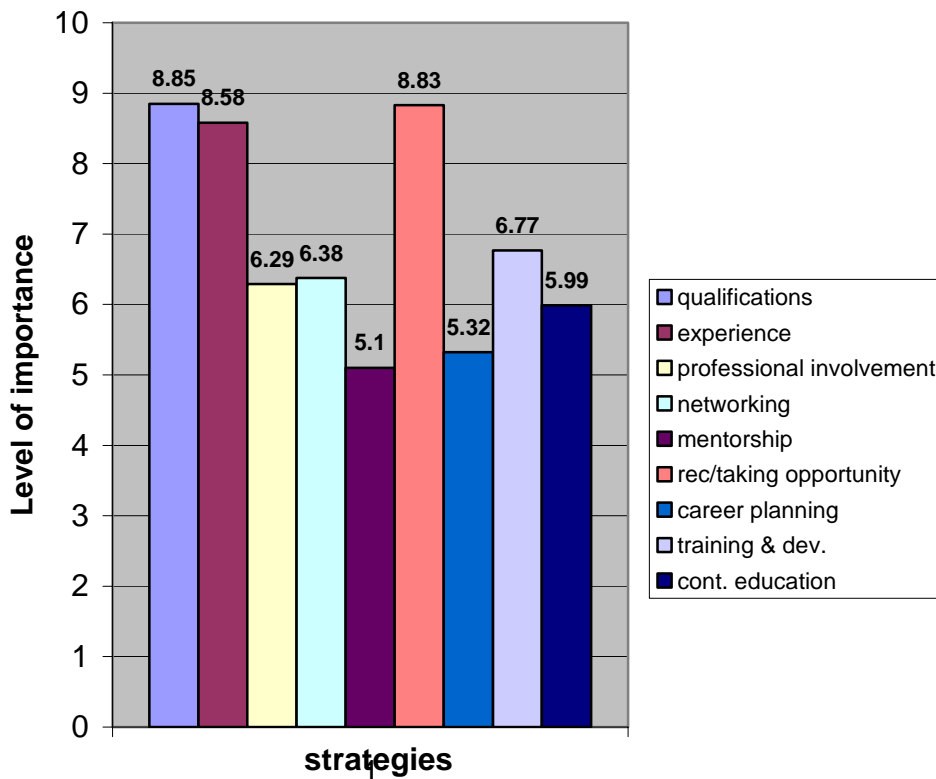


Figure 4-103. Mean rate of importance.

4.1.3. Career Success

Recognizing/taking opportunities is chosen as the most important career strategy at 32.1 percent of the total 171 valid submissions

training and development (2.3 percent) is of the least of importance

98 of 166 directors state that there are no additional strategies that have had an influence on their career success other than those mentioned; 68 state that there were

Relative to their past careers, the directors were asked to choose their most important strategy from the list of the nine indicated above (qualifications, experience, professional involvement, networking, mentorship, recognizing/taking opportunities, career planning, training and development, and continuing education.) They were also asked to indicate how and why the one that they had chosen was beneficial to their career success.

As illustrated in Figures 4-104a and 4.104b below, the collected data showed that recognizing/taking opportunities was chosen as the most important strategy at 32.1 percent of the total 171 valid submissions. Training and development (2.3 percent) was located at the very bottom of the list.

STRATEGY	FREQUENCY	PERCENTAGE
Qualifications	21	17
Qualifications & experience*	6	
Qualifications & professional involvement*	1	
Qualifications & taking opportunities*	1	
Experience	41	24.5
Experience & opportunity	1	
Professional involvement	3	2.9
Professional involvement & experience*	1	
Professional involvement & networking*	1	
Networking	13	7.6
Mentorship	8	4.6

Recognizing/taking opportunities	55	32.1
Career planning	7	4.1
Training and development	3	2.3
Training and development & continuing education*	1	
Continuing education	8	4.6

*Combination given by directors. Added into both categories.

Figure 4-104a. Strategy frequency rate and percentage of importance.

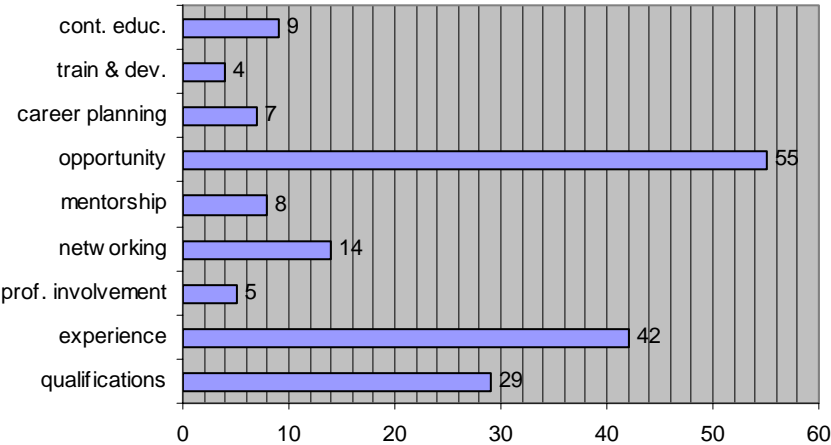


Figure 4-104b. Strategy frequency rate and percentage of importance.

In order to give context to the impact of the strategies on career development success and to avoid duplication of statements a representative sampling of reasons appear below. Given for how/why the individual career strategies were perceived as being the most important, samples of participants’ comments are given as follows:

Recognizing/taking opportunities

- I obtained my first executive level position by observing a weakness in the current administrative structure, proposing its reorganization, thereby creating a new senior position reporting to the director.
- Seeing opportunities to enter positive situations and to exit negative situations has been the key to my personal and professional growth.
- It makes one look at the job and try to do things in innovative and creative ways. If you succeed - that's great, if you don't you learn from what went wrong.
- I believe that being proactive and taking initiative sets an employee apart from others. Volunteering to take on new responsibility makes one a valued employee and gets them noticed.
- Being willing to take assignments others didn't want demonstrated my flexibility and willingness and brought me to the attention of those making decisions about appointments.
- It's my opinion that if you wait for something to fall into your lap, you could be sitting there for a long time. Taking opportunities also means making sacrifices, something not everyone chooses to do.
- I have accepted jobs in remote locations that afforded me opportunities I would not have been able to do so early in my career.
- It involved risk-taking, hard work, and focus. I didn't drop out when "the going got tough" with family, and personal issues. I went to school through morning sickness, and washed diapers in the bathtub in grad school.

- You must be able to take a long view and understand how one career move may lead to others. It helps to take underperforming organizations to new heights. Some will avoid such situations because they do not recognize the opportunity.

Experience

- I have had a broad range of experience, from collection development to winning elections, and this has made me attractive and credible.
- I was able to step into the role of director without a learning curve and with no disruption to the organization.
- Almost 30 years of progressive experience in a public library has been crucial in my advancement. I have always tried to do new things that further the advancement of the library in the community.
- Experience in the organization (including experience in the "parent" County organization) provided crucial material to support the interview and selection process for the director's position and to ease my transition into the position.
- Early challenges in smaller organizations provided seasoning for dealing with larger more complex organizations.
- I believe that employers tend to understand that past performance is a good indicator of future behavior. If successful past experience is highly evident this will be a major factor in hiring.

Qualifications

- Qualifications are the foundation on which a career has to be built. The other factors can influence trends, but without the firm foundation of a comprehensive library education it is difficult to successfully manage multiple competing library issues.
- When I began to feel fully competent (and a little bored) with the job I had, I began to assess what I could do next, and then to assess whether I had the skills to do that. I filled in the gaps with additional education.
- I was kept on during the library's closure because of my qualifications and as the only qualified librarian on staff when the library re-opened, I was appointed to the position.
- Qualifications were the most important--they are all encompassing since they include experience, education, community and professional involvement---all of the above, so to speak.
- I chose to serve on several task forces within our organization but outside the library. My qualifications became more obvious than those in higher administrative positions. I became recognized for my skills and knowledge of not just library operations

Networking

- My work was a known entity to my prospective employer. Though I had never done the exact work before, those professional relationships gave me an opportunity to interview.
- It was personal conversation and stimulation that helped me set goals, develop philosophies, problem solve and learn.
- Talking with my colleagues was critical part of helping me determine what opportunities I should take advantage of....

Mentorship

- Having a mentor with many years of experience and a strong network of contacts really made my transition to director much more manageable.
- Mentorship was the most important to me, personally and professionally. My mentor encouraged me to go to library school and management school, recommended me for promotions, and coached and supported me in all that I undertook.
- My mentor helped me through tough times and guided me through my career choices with seasoned and good advice.

Continuing Education

- Continuing education which for me was personal reading broadly in and out of the library literature. Harvard Business Review is a must.
- The Masters in Public Administration, which I earned while employed, changed my perspective on what I was doing and how public libraries fit into the context of the public sector dramatically; enhanced my skills in numerous areas.
- Continuing education kept me up to date in the field.

Career Planning

- Career planning impacted choice of undergraduate training, specialization of training in library school and interests and activities that provided additional depth of experience.

- I wanted to be a public library director, and was able to position myself to attain that goal.
- I was focused on this goal and worked toward it from the day I entered library school

Training and development

- Training and Development gave me the opportunity to broaden my learnings in both interpersonal and organizational skills.

Professional involvement

- Professional involvement gave me a perspective on the field as a whole and best practices....in addition to creating a network of contacts and resources.

The second part of Section D of the survey asked the directors whether there were any additional strategies that have had an influence on their career success that perhaps are omitted in the nine strategies listed above. Ninety-eight of 166 directors responded with *no* and sixty-eight responded with *yes*. From the sixty-eight answers in the positive, fifty-five were applicable to the question. Rather than include the detailed list here, a representative sampling is given.

As in the other open-ended questions, the results were coded. The categories of the additional strategies include the strategies that are intrinsic and those that are extrinsic.

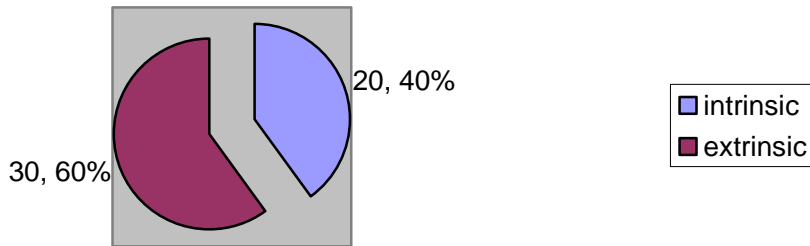


Figure 4-105. Categorized additional strategies director contributed.

A sampling of the two types is as follows:

Intrinsic

- A strong professional philosophy
- Being passionate about what you do and communicating that passion to others
- Guts and determination counted a lot
- Personal support system, i.e. my domestic partner
- Being conscientious; being honest, reliable, and trustworthy
- Enjoyment of life in general -- achieving a balance of work and play

Extrinsic

- Collaborations, building relationships & motivating skills at all levels
- Making good choices and making situations into good situations
- Work effectively with elected officials, serving in community leadership positions
- Learning what is expected and valued in directors

- Building trust and understanding among key stakeholders
- My willingness to try anything

4.1.4. Context to middle-level managers

Open-ended responses of additional suggested strategies are coded as career, organizational, and personal strategies

highest percentage overall of suggested 246 strategies are of a personal nature (38.6 percent)

40 directors (27 percent) indicate that they have encountered no obstacles in their progression to directorship; 105 (73 percent) answer that they had

In the final section of the online questionnaire (Section E) the public library directors were asked to list in decreasing priority order what additional strategies, other than those indicated in the survey already, they would advise public library middle level managers to use in their quest for career advancement. The responses were grouped into the categories of career strategies, organizational strategies, and personal strategies.

For this study, career strategies are those that are used in the respondent's overall employment development. Organizational applies to those strategies used within the operating structure where the respondent is employed. Personal strategies apply to situations outside of the working environment that are individual to the respondent (i.e. family, self, etc.).

Of the total of 246 additional strategies suggested, ninety-five suggestions (38.6 percent) were coded as personal strategies. There were eighty-four (34.2 percent) suggested career-related suggestions. And organizational amounts to sixty-seven (27.2 percent). See Figure 4-106 below for priority level breakdown.

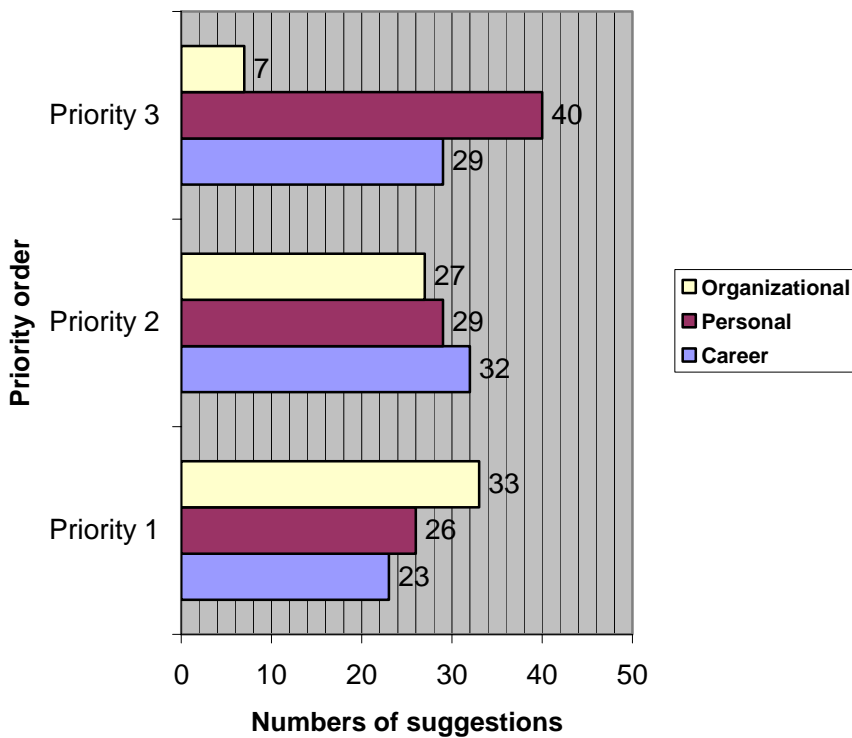


Figure 4-106. Priority level recommended strategies by categories.

A representative sampling of the recommended strategies are listed below. The entire lists of strategies in priority listings of first, second and third are included in Appendices 12, 13, 14.

First priority

Career: Become the position you desire... act like a senior person, dress like a senior person, go to lunch with the right people, learn how they talk, visualize yourself in the position. Others will then see you as fitting into the role you aspire to.

Organizational: Broad experience--don't just stay in one track (even if you stay in one library system), e.g. branch and central library, special assignments, move from branch to branch, etc.

Personal: Love what you do and understand the whys of your aspirations.

Second Priority

Career: Broaden your vision of the public library beyond that presented by librarians

Organizational: Keep current with technological changes.

Personal: Be positive - avoid victim behaviors.

Third Priority

Career: Do regular self-assessments of your own knowledge, skills and abilities.

Organizational: Be willing to pay your dues by working in a small/medium-sized library as their director.

Personal: Appreciate those things in life that transcend your career.

The final question to the directors from the survey asked them to indicate any obstacles they encountered in their progression to the directorship. Forty indicated that they had none, and 105 answered with comments. The obstacles were given as narrative responses, and were coded into the following categories:

- Administrative, Administrative – external conditions, Administrative – internal conditions, Administrative – supervisor (26)
- Age, Age/gender (9)
- Career decisions (4)
- Challenging interviews (4)
- Diversity (4)
- Gender (18)
- Job change (3)
- Lack of experience (9)
- Lack of opportunities (2)

- Mobility (3)
- Personal, Personal – education, Personal – family, Personal - physical attributes (11)
- Personal trait (10)
- Politics(2)

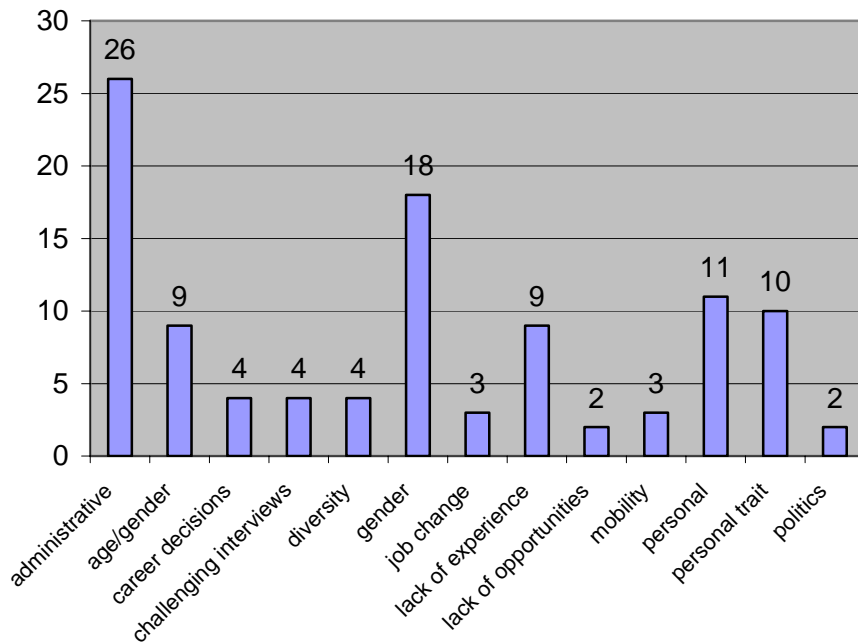


Figure 4-107. Obstacles encountered by directors.

The full list is included in Appendix 16, with a representative sampling indicated below.

Administrative

Still early but balancing staff expectations, public expectations with budget reality and political constraints.

Gee, I'm not sure how to answer this one. I guess I would say that the main reasons I didn't get jobs was because I wasn't the right fit or didn't have the right chemistry, or

because of assorted politics, political maneuvering.

Having one rule for all employees and making all employees accountable.

I didn't live in the city as I have animals and live in the country. For a short time the city manager said it was a problem that I didn't live in the city where the library was located.

Status Quo.

Administrative: external conditions

Outdated ideas and procedures--stereotypes (outside the profession).

Public libraries often fall under the supervision of the community services department in a cities organizational structure. Often the manager is from a recreation or parks background and may have a difficult time understanding.

Traditional library recruiters define success too narrowly. Look at any library ad at any level and you'll see that qualifications sought are written in terms of time (so many years of service) rather than accomplishments.

There is always competition from other individuals which is to be expected. Boards, funding bodies and local governance do not always understand library goals and missions.

Administrative: internal conditions

Longevity of the previous director.

Problematic Library Board members.

Longevity with the library at a time when City leadership was seeking someone open to new ideas, i.e., fear that a current employee would only continue with the status quo.

Too many to include here. Biggest obstacle was having a supervisor who didn't know how to lead. Frustration set in but I tried to be patient.

Tendency to hire local personnel.

The main obstacle was a higher administration, including Trustees, who felt real change could only be brought about by someone outside the system. This is the reason I was not encouraged to apply for the directorship when it was open.

Administrative: supervisor

I got my patrons and staff involved in campaigns to raise awareness and provide new services. Some superiors viewed me as a supporter of the library union against the administration. It took years before my supervisor accepted that I would support her.

I had a director that valued programs which would further her social aspirations rather than true service to our community so my true talents and qualifications were not shown to their best advantage.

I had a very bad boss for five years, who wouldn't let any of her professionals "grow." I was very bitter about that but learned how NOT to behave when I became a director. Also, most public libraries in California are suffering severe budget problems.

At one point I worked for a director who was extremely difficult to please, and who had a personal dislike for me.

Having an ignorant director who was threatened by my abilities.

Age

At this point, my age. I am ten years older than my colleagues in comparable positions

competing for the same jobs (major urban library directorship) because I started ten years later (previous career).

Comments about my age - some considered me too young for the positions I sought. One organization basically erased all my previous experience so it was like starting over as a new librarian although I had been in the field for many years.

Age-- while I don't consider age an obstacle, to some people you need to be older and wiser to hold the position.

The perception that I was too young for that degree of responsibility.

Age/gender

At the beginning, being a young woman - age/gender. I don't think that this is so prevalent today.

One Board member at the time of my promotion to Director objected to my youth and my gender, which was more allowable as a factor 27 years ago than it would be allowed to be today. Fortunately for me, the other Board members disagreed with him.

Career decisions

Deciding that management was right for me.

I didn't know I wanted to be a library director until I became interim director. If I had known that before I may have pursued a similar opportunity prior to this one.

The fact that becoming director was (until quite recently in my career) never part of the plan.

Challenging interviews

Sometimes there are unrealistic expectations for those applying for a particular job. You cannot, even with the best research, know all the ins and outs of the politics of a position or the local situation and how it impacts the library.

The competition for this position was intense. The only obstacle was that I had to have a strong work history that meant something to a diverse panel.

Being interviewed by decision makers who do not understand the field of librarianship.

Diversity

Certainly the fact that I am an African American female has its advantages and disadvantages but fortunately I was blessed with opportunities to interview with open-minded and business-minded HR representatives and Library search committees.

I have worked in 2 countries. U.S. libraries can be uncomfortable hiring someone who is not a citizen. This may be less important than the qualifications etc. Nevertheless, many libraries were willing to take that gamble including my current one.

Some reverse discrimination and resentment against white males in the industry is both endemic and understandable. Many have not earned their positions.

Gender

Bigotry and small mindedness of conservative rural library boards who view female librarians as genderless serfs and thought that they had a right to control the female's private life.

I am a petite woman. In my generation, the first barrier was the difficulty for a woman to

be considered for the director position. As I looked more mature with graying hair, the invitations to interview came more easily.

I think many older females rose to this level haphazardly. There was no conscious plan to become a director and no guidance that woman should make life plans also. That should be different in library school now, I hope.

I was the first woman to become a department head in our local government. There were those who thought a woman would not be able to handle budgeting, building maintenance problems, tough personnel issues, etc. It was the usual skepticism.

Some challenges based upon the good-ole`-boy network in County government.

Working in the South, I would have to say there is still a lot of male chauvinism. Men get ahead much faster than women even in a field predominantly dominated by women.

Job change

I had to "put in time" in each position I took as I progressed. This was sometimes frustrating but paid off in the end because I gained experience. I did not get every job I applied for and had to be willing to move out of my comfort zone.

The step from Assistant Director to Director was most challenging because of the change of arena, from the library itself to county and municipal government.

Staying in my first and only other location too long; I wanted to be a one location career person.....at least I thought I did! Going outside enhanced my total life tremendously!

Lack of experience

Lack of skills at personnel management. Confrontational behaviors when confrontation wasn't the best approach.

Attitudes that an MLS is a requirement and that a stated number of years of experience is a necessity. I have the MLS, but would be better prepared with an MBA or Public Policy or Public Administration degree. My Board took a chance on the lack of experience.

As I look back, I tried to advance too quickly without the requisite experience. As a result, I was turned down for 2 or 3 positions in larger libraries before I realized I needed to gain a greater depth of experience.

At first, gaining the confidence from a Board that they should hire someone without director experience. This generally means you need to start small and move to larger organizations.

In my first job as director, I had to overcome a bit of skepticism about my lack of library experience, but hard work and good communication skills helped. I was very fortunate in my current position to succeed a wonderful mentor who helped me prepare.

Lack of opportunities

Lack of opportunities locally. I moved my family four times and lived away from home and family two times for more than six months to take advantage of opportunities.

My progression was slowed by lack of opportunities. That is, I had to wait for suitable openings. The right jobs eventually presented themselves, but I had to patiently wait for them.

Mobility

Lack of mobility.

Until I was willing to re-locate, I was unable to get a first library directorship, due to competition and lack of library directorship experiences (esp. budgeting, labor negotiations). I have sometimes felt my age and youthful appearance worked against me.

Relocation. Coming to terms with the fact I would have to leave the state I grew up in and worked in and lived in all my life.

Personal

Personal relationships preventing relocation.

Time, money, and position availability.

Personal: education

Attending school full time was not an option, but the school I attended "catered" to the working person and my director helped with the work/class schedule. That was invaluable.

Not enough management education.

Personal: family

Family situation did not allow geographic moves that might have resulted in faster progression.

Finding time for family/quality of life has sometimes been a challenge.

I had a family by the time I made my second move and I had to work hard to have time for both my work and my family. I could not have done that without a very understanding husband who supported me in every decision and who took equal part in household work.

Pressures of family to not relocate.

Mostly the age old need to balance family and professional needs.

Personal: physical attributes

Physical attributes. I am a short woman. I am also very attractive. People have preconceived ideas about physical attributes of leaders that might not be consistent with these 2 qualities.

Physical attributes. I have a youthful appearance that makes me look younger; this and the perceived lack of experience delayed two receiving promotions.

Personal trait

Jealousy from other professionals who were not will to do the work. Competition is great among librarians, but let your efforts, rather than backbiting, speak for you.

Librarians seem to have a harder time with change in some instances.

Lack in self confidence and my ability to do the job...but I am doing it!

My own doubt in my ability to do the job; given that I had never considered directorship a career goal. My dislike of formality and the fact that I had a hard time taking myself seriously in the role of Director.

My own lack of interest in being a director.

Politics

Political naiveté.

The local political process at times.

4.2. Discussion and Interpretation

The second part of Chapter 4, Discussion and Interpretation, analyzes the findings relative to the sections indicated in the survey in the first part of the chapter : career path, internal and external factors, career strategies, career success and context to middle level managers. And, it relates them directly to each of the research questions posed in the study. It also summarizes and interprets additional findings, in particular the correlation of the relationships among the strategies, the correlation of the relationships among the external factors, and the correlation of the relationships between the external factors and the strategies.

The five research questions presented in the study are:

What were the career paths of directors of major public libraries?

How do library directors rate the importance of individual external factors on their career success?

- a. What are the relationships among the importance ratings of individual external factors?

How do library directors rate the influence of individual internal factors on their career success?

To what extent do library directors report using selected career development strategies to achieve career success?

How do library directors rate the influence of individual strategies on their career success?

What are the relationships among the importance ratings of individual strategies?

What are the relationships between importance ratings of individual external factors and the importance ratings of individual strategies?

Which career development strategies are recommended by library directors to assist middle level managers in the successful pursuit of their careers as future library directors?

4.2.1. Analysis of Research Question One

What were the career paths of directors of major public libraries?

Examining the educational track of their career paths, data indicated that most directors have an advanced degree in library science with a social sciences background. The doctoral degree did not appear to be a necessity. An acquired background in the field of public or business administration has also not shown to be a necessity but was a chosen preference for a dual masters' degree. The preference shown for the advanced certificate/specialist degree was in library/information science. All credentials received were from academic institutions within thirty-two of the States and two from Canada.

The directors were asked how relevant education is to what they are doing now. Of the 210 received, 27.6 percent gave the highest relevance (5) while 5.7 percent gave their education the lowest relevancy rating (1). See Figure 4-108.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	5.6	5.7	5.7
	2	34	15.9	16.2	21.9
	3	55	25.7	26.2	48.1
	4	51	23.8	24.3	72.4
	5	58	27.1	27.6	100.0
	Total	210	98.1	100.0	
Missing	0	1	.5		
	9	1	.5		
	System	2	.9		
	Total	4	1.9		
Total		214	100.0		

Figure 4-108. Relevance of education.

Concerning the relevancy of education to their current position, the mean is 3.52 thus falling above the middle scale value of 3.0. See Figure 4-109 below. It is therefore concluded that the majority of directors as a whole see their education as having a moderate to high degree of significance.

N	Valid	210
	Missing	4
Mean		3.52
Std. Deviation		1.215
Minimum		1
Maximum		5

Figure 4-109. Mean and std. deviation of relevance of education.

From the findings in the survey, the **mean** a.) total years of professional library experience was 27.56, b.) number of years as a public library director was 13.11, and c.) the number of years of professional experience before becoming a director was 13.42 (*Figures 4-110 and 4-111).

Examining professional library experience as part of the career path taken the data gathered indicated that 127 directors of 212 responses (59.9 percent) have between twenty-five and thirty-five years of experience. Those who have less than twenty five years of professional experience amount to sixty-six (31 percent) and over thirty-five years equal to nineteen or nine percent. Analysis of the data indicated that professional library experience is not always a necessity but that the majority of public library directors did have at least twenty-five years or more, which includes the years in their present position.

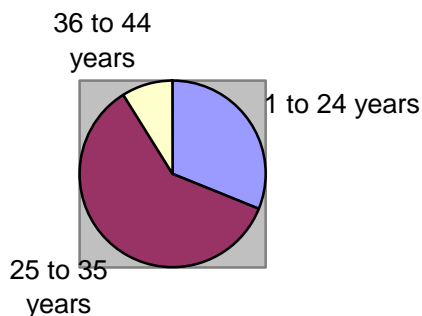


Figure 4-112. Years of professional library experience.

Survey data also showed that of the 212 directors, one person had been in the directorship for thirty-eight years, and three that had just begun under one year. The median thus falls at 11.25 years. The highest concentration of directors was at eight years (13 directors) followed by the 4-year level (12 directors), then ten years (11 directors). Indications showed that the majority of current directors had been in their position for at least 11.5 years or more (*Figure 4-113).

Already mentioned is the average number of years of professional experience before becoming a library director being 13.4. However, this amounts to .3 percent less than the mean

number of years of experience working as a public library director, indicating perhaps that most of the working experience was within the library field. The greatest number of public library directors (5.6 percent) reported having fourteen, fifteen and twenty years of professional experience in any field including library/information services before assuming their current position. Surprisingly, this same number of directors (5.6 percent) reported having less than one year of service at the professional level in any field before being appointed to the position of library director.

The analysis indicates that these 5.6 percent possibly could have entered the working field going right in the library/information science profession at a pretty substantial level of authority. The possibility then also exists that some of these directors could have assumed their position immediately out of library school.

(*Figure 4-114).

Analysis of the findings also indicated that education was the most common area (39.5 percent) of professional experience outside the library field before directors were appointed to their current positions. The business field was shown as second to education (33 percent) encompassing the areas of banking, retail, health care, and ranching, also band road manager, and doughnut icer. Holding true to the earlier indication in the survey social science undergraduate degree (89 percent), the majority of directors (39.5 percent) began their working experience in the social science fields.

In terms of choices made along their career path, Figure 4-115 below indicates the mean for each of the elements that are chosen by the directors in order to help them achieve their current position.

	Mean	Std. Deviation
C4.4 changed library systems	.63	.484
C4.2 acquired additional schooling/certification	.41	.492
C4.1 chose a mentor	.33	.472
C4.6 started entry level and progressed through same system	.28	.451
C4.3 took lateral move	.25	.436
C4.7 other	.24	.427
C4.5 left other field to enter library arena	.08	.271
Valid N (listwise)		

Figure 4-115. Mean and std. of career choices.

Referring to the Figure 4-115 above as well as the frequency tables for each of the choices given that are listed in Part A, it appears that the majority of respondents changed library systems in order to obtain the directorship (62.9 percent). A few possible considerations for this occurrence are 1) change in organizational culture and dynamics, 2) the organization’s lack of “growing their own,” 3) adapting new mission and goals and 4) better opportunities elsewhere. Additional schooling appears to have assisted 40.9 percent of the directors, and mentoring worked for 33.2 percent of them in their career path development.

Even though stories exist of individuals working their way through the same system and progressing to the top position, this choice was taken by only 28.2 percent of the directors and lateral moves were made by 25.2 percent. Those coming from other fields to assume the director’s position amount to 7.9 percent.

An analysis of the above then indicates that current directors find changing library systems appears to be an excellent career choice to assist in the development of their career path.

4.2.2. Analysis of Research Question Two

How do library directors rate the importance of individual external factors on their career success?

The four external factors examined in this study were age, gender, luck/serendipity, and geographic mobility. The directors were asked to indicate the significance of each in influencing their personal career growth.

In assigning a rating to the significance of age as an influence on personal career development, over half (112, 57.5 percent) of the total 189 directors assigned it as a 3 or lower. Again, the rating of 1 is the lowest, with 10 being the highest. Even though a few of the directors mention that being too young or too old was an obstacle in their career, age does not appear to be perceived overall as being a significant influence on career success (*Figure 4-116).

Relative to gender, public library directors as a group do not perceive gender to be of major significance in career development. On a significance scale of 1-10 with 1 being the lowest, 61.9 percent assign gender below the median significance number of 5 on a scale of 1 to 10 as to whether it was an influence on personal career growth. Although listed by some female directors as an obstacle to their career success, the overall indication is that their gender did somewhat influence, yet did not deter them from achieving the director's position. (*Figure 4-117).

Looking at the significance factor of luck/serendipity, on a scale of 1 to 10, public library directors most frequently (16.6 percent) assigned 0 the middle, or the 5 rating. Even though 62 percent believed that luck/serendipity factored into their career development only 42 percent believed that it is significant as an external influential career success factor. Of these one hundred twenty-seven, 45 percent believe that it occurred in their early careers. In addition, 31.9 percent believed that it occurred in the mid stages and 17.9 percent believed that it played a factor late in their career. (*Figure 4.118).

Of the 127 (62 percent) of the directors who believed that *luck/serendipity* factored into their career development, 123 responded with an explanation. These responses are grouped into two categories: 1) luck, which is defined for purposes of this study as being in the right place at the right time; and 2) serendipity, which is defined as finding something good accidentally. Considering the definitions given above, fifty-seven of the explanations given were due to luck, and sixty-six were serendipitous. An analysis of the data and the explanations given showed that both luck and serendipity are recognized as factors that exist in career development. See the following examples given by directors.

- *Luck*
 - I was in the right place as older professionals retired and was prepared to accept greater responsibility.
 - Being in the right place at the right time when entering the profession and then as each promotion/new job came open.
- *Serendipity*
 - Career burn out and frustration provided the impetus to apply for a new position. In this regard it was serendipitous.

- Librarianship was not my career choice – nursing was. I took a summer job in a medical library and from that point on I have worked in libraries.

Directors rate *geographic mobility* on a significance scale of one to ten with ten being the highest. Of the 190 responses to this question, the highest frequency rate occurs at one (lowest significance) with 21.1 percent. A little less than half (49.5 percent) rated geographic mobility as being a significant factor to career development by assigning a value of 6 or more. It can be assumed then that geographic mobility is very slightly less of a significant factor to the overall group of directors than not, keeping in mind however that the other 50.5 percent believe it to have little influence on career success(*Figure 4-119).

4.2.2.1. What are the relationships among the importance ratings of individual external factors?

Because the significance of the four external factors is rated on a continuous scale (1-10) correlations were used to analyze the relationships among the importance ratings. A correlation matrix of the relationships among the importance ratings of the external factors is indicated below.

	b6.9 sig of luck/serendipity	b6.10 sig of gender	b6.11 sig of age	b6.12 sig of geographic mobility
b6.9 sig of luck/serendipity	1 193			
b6.10 sig of gender	.118 184	1 189		

b6.11 sig of age	.023 184	.546(**) 185	1 188	
b6.12 sig of geographic mobility	-.208(**) 180	.090 180	.285(**) 180	1 190

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Figure 4-120. Correlation of relationships among importance ratings of external factors.

Examining Figure 4-120 above, the strongest relationship exists between the significance of *age* and the significance of *gender* with the value of .546 based on a respondent size of 185 respondents. The relationship of the significance of *age* and significance of *geographic mobility* may be considered as moderate with variety of significance levels of relationships found between all of the other factors.

4.2.3. Analysis of Research Question Three

How do library directors rate the influence of individual internal factors on their career success?

On the scale of one to ten with one being of very low significance and 10 being very high significance the ranking order based on the mean is as follows with the rating being significant for all with a 7.79 to 8.89. See internal factors B6.1 through B6.8 in figure below.

	N	Minimum	Maximum	Mean	Std. Deviation
B6.1 sig of ability	205	5	10	8.85	1.204
B6.2 sig of flexibility	204	1	10	8.25	1.647
B6.3 sig of determination	204	2	10	8.30	1.796
B6.4 sig of proactivity	201	1	10	7.79	1.977
B6.5 sig of hard work	205	2	10	8.89	1.350
B6.6 sig of personality	205	3	10	8.21	1.531
B6.7 sig of intelligence	205	3	10	8.15	1.414
B6.8 sig of enjoyment	202	1	10	8.16	1.844
B6.9 sig of luck/serendipity	193	1	10	4.94	2.716
B6.10 sig of gender	189	1	10	3.28	2.301
B6.11 sig of age	188	1	10	3.18	2.078
B6.12 sig of geographic mobility	190	1	10	5.48	3.225
Valid N (listwise)	172				

Figure 4-121. Descriptive Statistics/ significance of factors.

Note that although intelligence and proactivity are at the bottom of the list, they still hold significance rates of 8.15 and 7.79 respectively. Ranking order was given as 1) hard work, 2) ability, 3) determination, 4) flexibility, 5) personality, 6) enjoyment, 7) intelligence, and 8) proactivity.

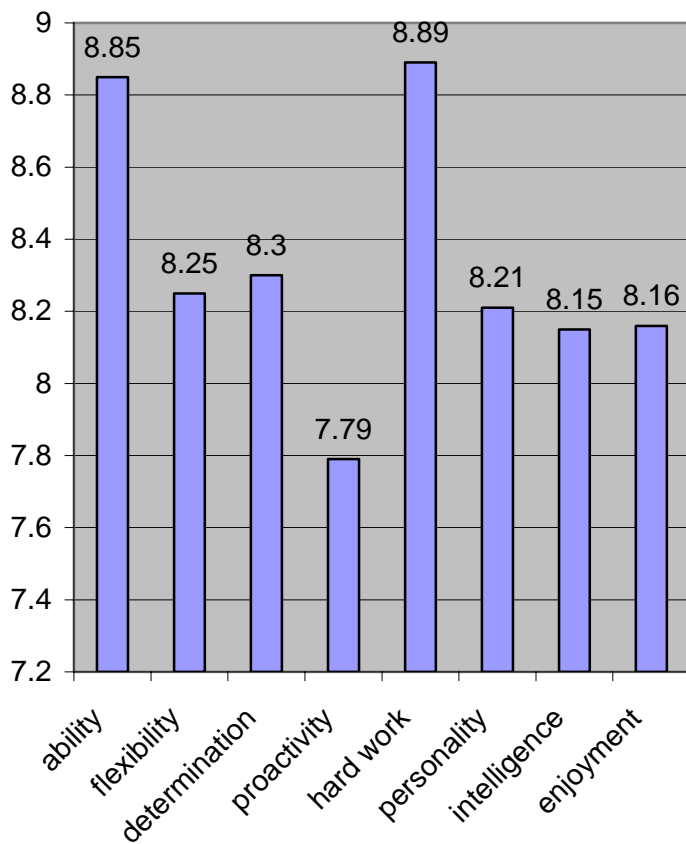


Figure 4-122. Mean significance rating for internal factors.

Repeated from the Findings section is the summary comparison table indicating each factor and its rating. Using a scale of one to ten, the rating of one (1) illustrates lowest significance, and ten (10) is of highest significance.

	ability	flexi- bility	deter- mination	pro- activity	hard work	person- ality	intell.	enjoy- ment
Rating								
1		1		1				3
2			1	3	1			

3		4	3	3	1	2	1	1
4		1	4	6		3	3	2
5	4	6	12	17	3	9	8	15
6	6	12	12	16	7	10	8	9
7	10	28	21	23	12	31	34	30
8	59	57	42	53	41	54	70	46
9	43	37	38	31	51	49	41	33
10	83	58	71	48	89	47	40	63
Total	205	204	204	201	205	105	205	202

Figure 4-124. Summary comparison table of factors and ratings.

Although not considered to be a research question for the study, a correlation was performed on the internal factors. This following matrix is submitted to show that relationships do exist among pairs of internal factors. Note that because the table shows correlations among variables within the same set (internal factors to internal factors), one half of the table is redundant and therefore the numbers are not entered into the upper triangle of the matrix.

Three of the strongest correlations seen in this table were between the pairs of significance of proactivity and determination (.530), significance of intelligence and ability (.457), and significance of intelligence and personality (.439). The weakest was the correlation of the significance of hard work and personality (.122). See Figure 4-123 below.

	b6.1 sig of ability	b6.2 sig of flexibility	b6.3 sig of determinati on	b6.4 sig of proactivity	b6.5 sig of hard work	b6.6 sig of personality	b6.7 sig of intelligence	b6.8 sig of enjoyment
b6.1 sig of ability	1 205							
b6.2 sig of	.331(**)	1						

flexibility	204	204						
b6.3 sig of determination	.291(**) 204	.293(**) 204	1 204					
b6.4 sig of proactivity	.321(**) 201	.255(**) 201	.530(**) 201	1 201				
b6.5 sig of hard work	.429(**) 204	.269(**) 204	.407(**) 204	.365(**) 201	1 205			
b6.6 sig of personality	.216(**) 204	.337(**) 204	.323(**) 204	.325(**) 201	.122 205	1 205		
b6.7 sig of intelligence	.457(**) 204	.320(**) 204	.314(**) 204	.310(**) 201	.386(**) 205	.439(**) 205	1 205	
b6.8 sig of enjoyment	.273(**) 202	.136 202	.233(**) 202	.326(**) 200	.306(**) 202	.238(**) 202	.265(**) 202	1 202

** Correlation is significant at the 0.01 level (2-tailed).

Correlation is significant at the 0.05 level (2-tailed).

Figure 4-123. Significance of internal factors.

4.2.4. Analysis of Research Question Four

To what extent do library directors report using selected career strategies to achieve career success?

Career planning: 50.8 percent YES

Responding to the question as to whether or not those surveyed had a career plan before becoming a director, the collected data shows that of the 195 answering, ninety-nine (50.8 percent) did and ninety-six (49.2 percent) did not.

Continuing education: 77.9 percent YES

Before assuming the position of public library director 155 (77.9 percent) answered that they have taken continuing education courses; forty-four (22.1 percent) did not.

Training and development: 96.5 percent YES

Concerning training and development workshops/seminars 195 (96.5 percent) participated in workshops or seminars, 164 (84.1 percent) directors of the total perceived them to have helped with their career advancement, while thirty-one (15.9 percent) indicated that the workshops/seminars did not help.

Mentoring: 61.1 percent YES

Of the 193 respondents to the question as to whether or not they have ever had a mentor, 118 (61.1 percent) answered that have had one. Seventy-five (38.9 percent) replied that they have not.

Networking: 66.5 percent YES

When asked whether those surveyed considered networking as a factor in their career advancement, 129 (66.5 percent) of 194 answered *yes* that they do believe networking assisted with their career development. The remainder of the directors which totaled sixty-five (33.5 percent) answered *no*.

Professional Involvement: 85.6 percent YES

Active participation in these organizations from the 202 directors is as follows: ALA =149 (73.8 percent) PLA= 135 (66.8 percent), ULC=49 (24.3 percent), State Library Associations=173 (85.6 percent), other =44 (21.8 percent).

Qualifications: 94.9 percent YES (Masters Degree)

Of the 214 respondents, the highest degree earned by 203 (94.9 percent) of the public library directors was a masters with three also achieving doctorates. There also existed seven directors with a bachelor's degree and one individual with a certificate in public administration as the highest degree earned. In addition to the Masters of Library/Information Science seventeen directors reported holding twenty-five advanced certificate or specialist degrees in a subject area.

Experience: 59.9 percent Yes (25-35 yrs.)

One hundred and twenty-seven directors of the 212 responses (59.9 percent) have between twenty-five and thirty-five years of experience. Those that have less than twenty-five years of professional experience amount to sixty-six (31 percent) and over thirty-five years equal to nineteen or 9 percent. From the findings in the survey, the **average:** a.) total years of professional experience was 27.56, b.) number of years as a public library director was 13.11, and c.) the number of years of professional experience before becoming a director was 13.42.

Recognizing/taking opportunities: 69.6 percent say YES

When asked if there was one particular opportunity that made a difference in their career, 184 directors answered the question. One hundred and twenty-eight (69.6 percent) said *yes* and fifty-six (30.4 percent) responded with a *no*.

Note that each one of the strategies listed above indicates only that public library directors used them and that the percentage of use ranges from 50.8 for career planning to 96.5 percent for training and development. Research question 4a illustrates how these directors rate what influence these strategies have on their career success.

4.2.4.1. How do library directors rate the influence of individual strategies on their career success?

Public library directors were asked to rate each of the following career strategies, indicating how beneficial each has been to their career advancement prior to assuming their current position: qualifications, experience, professional involvement, networking, mentorship, recognizing/taking opportunities, career planning, training and development, and continuing education.

In ranking order, the library directors rated the importance of the strategies as follows: 1) qualifications, 2) recognizing/taking opportunities, 3) experience, 4) training and development, 5) networking, 6) professional involvement, 7) continuing education, 8) career planning, and 9) mentorship. Again, although career planning and mentorship are at the bottom of the rating list, they still carry a moderate amount of importance since the scale of ranking is 1 to 10 and both fall above the 5.0 range.

A few possible reasons were offered by the directors themselves to indicate why career planning and mentoring are at the bottom of the strategy list. Sample comments are given: “Back then, we didn’t think about career planning;” and “I don’t quite know what is meant by having a mentor.....is a coach the same thing?” The mean rating is indicated in the figure 4-124 below followed by the summary frequency table.

	N	Minimum	Maximum	Mean	Std. Deviation
C15.1 importance of qualifications	194	4	10	8.85	1.382
C15.6 importance of recognizing opportunities	191	4	10	8.83	1.370
C15.2 importance of experience	192	1	10	8.58	1.747
C15.8 importance of training and development	191	1	10	6.77	2.228
C15.4 importance of networking	189	1	10	6.38	2.616
C15.3 importance of professional involvement	190	1	10	6.29	2.389
C15.9 importance of continuing education	188	1	10	5.99	2.469
C15.7 importance of career planning	184	1	10	5.32	2.576
C15.5 importance of mentorship	177	1	10	5.10	2.956
Valid N (listwise)	170				

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Figure 4-124. Mean rating of strategies.

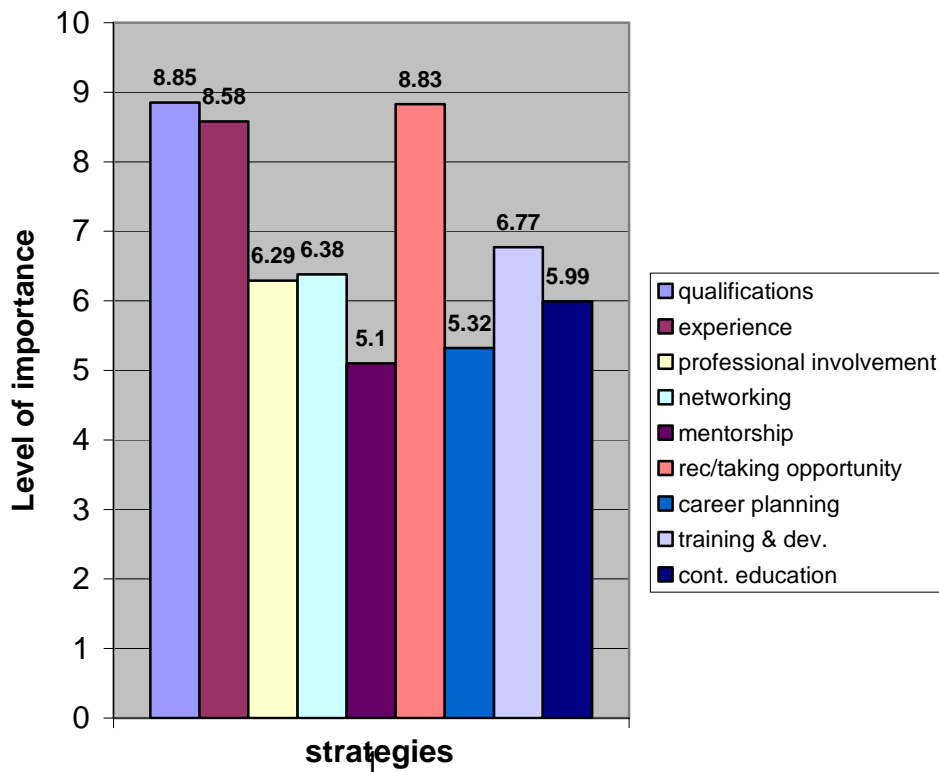


Figure 4-125. Mean rate of importance.

	Qualifications	Oppor.	Mentor	Experience	Networking	Train & develop.	Prof. involve.	Cont. education	Career planning
Ranking									
1			30	1	10	4	8	11	15
2			17	2	10	6	10	10	22
3			14	2	13	10	10	14	13
4	1	2	14	2	10	9	8	12	14
5	6	7	29	7	30	26	36	29	36

6	5	3	6	8	13	14	19	24	17
7	18	11	18	9	22	39	28	31	22
8	42	46	23	40	35	39	39	28	24
9	29	39	11	48	26	27	17	15	13
10	93	83	15	73	20	17	15	14	8
Total	194	191	177	192	189	191	190	188	184

Figure 4-126. Perceived importance of career strategies by frequency ranking.

4.2.4.2. What are the relationships among the importance ratings of individual strategies?

Because the significance of the nine career strategies was rated on a continuous scale (1-10) correlations were used to analyze the relationships among the importance ratings. This following matrix is submitted to show that there does exist relationships among pairs of individual strategies. Note that this correlational study does not establish causal relations between variables.

Because the table shows correlations among variables within the same set (strategies to strategies), one half of the table is redundant and therefore the numbers are not entered into the upper triangle of the matrix.

	C15.1 importance qualification	C15.2 importance exper.	C15.3 importance professional involvement	C15.4 importance networking	C15.5 importance mentorship	C15.6 importance recognizing opportunity	C15.7 importance of career planning	C15.8 importance training and developmt	C15.9 import. cont education
C15.1 import.	1								

of qualificat ion									
C15.2 import. of exper.	.344(**) 192	1							
C15.3 import. of prof. involve.	.081 190	.159(*) 190	1						
C15.4 import.of network.	-.023 189	.155(*) 189	.650(**) 188	1					
C15.5 import.of mentor.	.044 177	.089 177	.345(**) 176	.427(**) 176	1				
C15.6 import.of recog. Oppor.	.021 191	.104 191	.050 189	.232(**) 188	.265(**) 176	1			
C15.7 import.of	.029	.110	.208(**)	.249(**)	.218(**)	.263(**)	1		

career planning	184	184	184	183	173	183			
C15.8 import.of training & develop.	.194(**)	.212(**)	.196(**)	.263(**)	.117	.156(*)	.365(**)	1	
	191	191	189	189	177	190	184		
C15.9 import.of cont. education	.135	.070	.248(**)	.188(**)	.142	.154(*)	.281(**)	.693(**)	1
	188	188	187	187	174	187	182	188	

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Figure 4-127. Significance of career strategies.

In the table above, two asterisks to the right of the number indicate that the correlation was significant. The strongest correlation seen was between the importance of continuing education and the importance of training and development (.693). The next strongest was between the importance of networking and the importance of professional involvement (.650). The weakest relationship occurred between the importance of networking and qualifications (-.023).

Cross-tabulations showing the tests of association among the strategies were also calculated. Note that the cross-tabulations of the strategies included were ones that were found have a significant relationship by the information gathered. Variables found not to be highly correlated

were eliminated from further consideration in this research question, while variables that were highly correlated were used to prompt further examination. The following test of association among the strategies is among the following factors. Directors

- Acquired additional schooling/certification and left other field to enter the library arena
- Took lateral move and changed library systems
- Changed library systems and started entry level and progressed through same system
- Had a career plan and aspired to be an administrator upon entering the profession
- Had a career plan and perceived networking to be a factor
- Took continuing education courses and ever had a mentor
- Took continuing education courses and served as a mentor
- Took continuing education courses and perceived networking as a factor
- Ever had a mentor and now serves as a mentor
- Ever had mentor and perceived networking was a factor
- Ever had a mentor and having one opportunity that made the biggest difference
- Now serving as a mentor and perceived networking as a factor

Acquired additional schooling/certification and left other field to enter the library arena

The results indicate that from the 202 respondents, participants who left another field to enter the library arena were more likely to acquire additional schooling/certification than participants who did not leave another field to enter into the library work (68.8 percent of the former group acquired additional schooling compared to 38.2 percent of the latter group). The research does not ask whether the additional schooling/certification was a necessity, but rather verifies its existence. (*Figure 4-128).

There was significant association between acquiring additional schooling and leaving another field to enter the library arena shown by the results of the chi-square test of association. With this value being less than .05, the results indicated a p-value of .017 serving as evidence that the observed association reflected a real relationship between the two strategies. (*Figure 4-129).

Took lateral move and changed library systems

Results indicated that from the 202 participants who changed library systems were more likely to take a lateral move than participants who did not change library systems.(29.9 of the former group took a lateral move as compared to 17.3 percent of the latter group). Since the directors were not questioned as to why they changed library systems, one reason for speculation could include the possibility that the individual needed to move over and out to move up in another organization. (*Figure 4-130).

There was also a significant association between changing library systems and taking a lateral move. The results of the chi-square test of association indicated the p-value of .047, which is less than .05 and thus showed a real relationship existing between the values. (* Figure 4-131).

Changed library systems and started entry level and progressed through same system

The 202 participants who started at the entry level and progressed through the same system are less likely to change library systems than those who did not start at the entry level and progress through the same system. (26.3 percent of the former group changed library systems as compared to 77.2 percent of the latter group). No reason was given, yet one may speculate that

loyalty to the organization as well as retirement benefits could have been possible motivating factors to remain. (*Figure 4-132).

There was significant association between starting at entry level and progressing through the same system and changing library systems shown by the results of the chi-square test of association. Indicated was a significance with the p-value being .000. This p-value being less than .05 served as evidence that the observed association between starting at entry level and progressing through the same system and changing library systems reflected a real relationship. (*Figure 4-133).

Had a career plan and aspired to be an administrator upon entering the profession

Examining the next two strategies of having a career plan and aspiring to become an administrator upon entering the profession, of the 194 participants who aspired to become an administrator when entering the profession are more likely to have a career plan than those who did not aspire to become administrators. (64.3 percent of the former group had a career plan as compared to 40 percent of the latter group). These two strategies do appear to have a rather obvious connection even without the determination through the test of association of the cross-tabulation process. (*Figure 4-134). However, this significant association between directors aspiring to become administrators when entering the profession and the directors having a career plan does show a p-value of .001 in the Chi-Square tests showing a real relationship (*Figure 4-135.).

Had a career plan and networking was a factor

Results indicated that from 188 respondents, participants who consider networking to be a factor in career development are more likely to have a career plan than participants who do not consider networking to be a factor (55.1 percent of the former group are more likely to have a career plan as compared to 39.3 percent of the latter group.) This relationship illustrated that networking is considered a strategy in the career planning process. (*Figure 4-136).

Results also indicated a significance because the p-value is .043. With this value being less than .05, there was significant association between networking being a factor in career development and having a career plan. (*Figure 4-137).

Took continuing education courses and ever having a mentor

Participants who ever had a mentor, from the 192 respondents, were more likely to take continuing education than those who never had a mentor. (85.6 percent of the former group took continuing education courses as compared to 64.9 percent of the latter group.) The possibility exists that this could have been a result of the mentor's influence. A possibility also exists that because the mentor has taken these courses (see next strategy relationship) there is a perceived value and a suggestion passed on to the mentee. (*Figure 4-138).

The observed association between ever having a mentor and taking continuing education courses reflected a real relationship. Results of the chi-square test of association indicated a significance with the p-value being .001, which is less than .05.

Took continuing education courses and serving as a mentor

Participants who are now serving as a mentor, from the group of 190 respondents, are more likely to take continuing education than those who never have served as a mentor. (84

percent of the former group took continuing education courses as compared to 70.2 percent of the latter group.) Noteworthy here is that in both cases, a reputable number of directors have taken continuing education courses.

The possibility exists that within the mentoring process, the director (mentor) achieves self-awareness to increase education levels both for self-improvement as well as for the benefit of the mentoring relationship. (*Figure 4-140).

The observed association between directors now serving as mentors and taking continuing education courses reflected a real relationship. Results of the chi-square test of association indicated a significance with the p-value being .024, which is less than .05. (*Figure 4-141).

Took continuing education courses and networking was a factor

Results indicated that from the 193 participants who believe networking to be a factor are more likely to take continuing education courses than participants who do not believe networking was a factor in career development (85.2 percent of the former group took continuing education courses as compared to 61.6 percent of the latter group). One possible indication of this relationship points to the assumption that perhaps through networking, continuing education courses are discovered and the value(or not) is related. (*Figure 4-142).

The observed association between networking as a factor and taking continuing education courses reflected a real relationship. Results of the chi-square test of association showed evidence indicating a significance with the p-value being .000. (*Figure 4-143).

Ever having a mentor and now serving as a mentor

Results indicated that from the 190 respondents, participants who are now serving as a mentor are more likely to have had a mentor than participants who did not ever have a mentor

(78.3 percent of the former group are more likely to have a mentor as compared to 41.7 percent of the latter group.) This relationship illustrated that perhaps the value of mentoring is realized enough to continue the mentoring. The majority of those who are mentored will mentor. The analysis of this finding can have an impact on the creation of a formal mentoring process with the implications that not everyone can/should become a mentor. (*Figure 4-144).

There was significant association between serving as a mentor and ever having had a mentor. The next table reports the results of the chi-square test of association. The results indicated a significance with the p-value being .000, which is less than .05. (*Figure 4-145).

Ever having a mentor and networking was a factor

Results from 193 show that the participants who believe that networking is a factor in career development are more likely to ever have had a mentor than those who do not believe networking is a factor. (67.4 percent of the former group has had a mentor as compared to 48.4 percent of the latter group.) One possible assumption here is that through networking with other professionals, the mentoring process could have been indicated in the survey as a possible successful career development strategy. There was nothing in the data gathered, however, to be able to prove a causal relationship, only that a relationship exists between these two strategies. (*Figure 4-146).

The observed association between networking as a factor and ever having had a mentor reflected a real relationship. Results of the chi-square test of association indicated a significance with the p-value being .011. This p-value is less than .05 served as evidence that a real relationship exists.

Ever having a mentor and having one opportunity that made the biggest difference.

Results indicated that from the 183, participants who believe there was one opportunity that made the biggest difference in their career are more likely to have had a mentor than participants who do not believe that there was one opportunity that make the biggest difference in their career (67.2 percent of the former group have had a mentor as compared to 50.9 percent of the latter group). Although not specified as a causal relationship, mentoring could have been the venue through which the opportunity was recognized/presented and seized. In any case, a relationship exists between the two strategies. (*Figure 4-147).

The results of the chi-square test of association showed that there is a significant association between the directors believing there was one opportunity that made the biggest difference in their careers and ever having had a mentor. The results indicated a significance with the p-value being .037. (*Figure 4-148).

Now serving as a mentor and networking was a factor

In the final set of cross tabulations, the results indicated that from the 183 respondents, participants who believe that networking is a factor are more likely to be now serving as a mentor than participants who do not believe that networking was a factor in their career development (64.6 percent of the former group are more likely to be now serving as a mentor as compared to 37.5 percent of the latter group.) What possibly can be assumed here is that networking and mentoring both factor into the career development of directors and therefore could possibly be passed on to the protégé in the mentoring relationship. (*Figure 4-149).

The observed association between networking as a factor and now serving as a mentor reflected a real relationship. Results of the chi-square test of association indicated a significance with the

p-value being .000, being less than .05 which serves as evidence that a real relationship existed. (*Figure 4-150).

4.2.4.3. What are the relationships between importance ratings of individual external factors and the importance ratings of individual strategies?

Given the correlation matrix below, the strongest relationship exists between recognizing opportunities and geographic mobility (.286), indicating either that opportunities existed outside the library system which caused a move, or where the move occurred then the opportunity was then recognized. In either case, referring back to the significance figures in Section 2 b of the Analysis and Interpretation, 49.5 percent perceived geographic mobility to a significant factor giving it a rating of 6 to 10 (scale of 1 to 10 with one being the lowest).

Relating to Figure 4-151 below, mentorship and luck/serendipity (.238) and networking and geographic mobility (.236) proved to have the next strongest relationships between them. The weakest relationship occurred between professional involvement and luck/serendipity (-.002).

	c15.1 imp. of qual.	c15.2 imp. of exper.	c15.3 imp. of prof.invol ve.	c15.4 imp. of networking	c15.5 imp. of mentor.	c15.6 imp.of rec. oppor.	c15.7 imp. of career plan.	c15.8 imp. of train.& develop.	c15.9 imp. of cont. edu.
B6.9 sig of luck/ser.	-.053 183	-.168(*) 181	-.002 180	.018 179	.238(**) 170	.035 180	-.133 177	-.021 180	.020 177
B6.10 sig of	-.123	-.056	.024	.158(*)	.060	.061	.076	.025	.014

gender	178	176	175	174	165	175	172	175	173
B6.11 sig of	.054	.099	.047	.208(**)	.064	.124	.164(*)	.073	.101
age	177	175	174	173	164	174	171	174	171
B6.12 sig of	.041	.187(*)	.165(*)	.236(**)	.152	.286(**)	.154(*)	.179(*)	.202(**)
geographic.									
mobility	180	178	176	176	165	177	171	178	175

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Figure 4-151. Summary of significance of external factors.

4.2.5. Analysis of Research Question Five

Which career strategies are recommended by library directors to assist middle level managers in the successful pursuit of their careers as future library directors?

As shown in the table below, the collected data showed that recognizing/taking opportunities was chosen as the most important strategy at 32.1 percent of the total 171 valid submissions. Indicated above in research question 4, 69.6 percent of the responding directors believed recognizing/taking opportunities played a significant role in their career growth. Note that even though 96.5 percent participated in workshops or seminars and 164(84.1 percent) directors perceived them to have helped with their career advancement, training and development (2.3 percent) was located at the very bottom of the list as a recommended strategy.

STRATEGY	FREQUENCY	PERCENTAGE
Qualifications	21	17
Qualifications & experience*	6	
Qualifications & professional involvement*	1	

Qualifications & taking opportunities*	1	
Experience	41	24.5
Experience & opportunity	1	
Professional involvement	3	2.9
Professional involvement & experience*	1	
Professional involvement & networking*	1	
Networking	13	7.6
Mentorship	8	4.6
Recognizing/taking opportunities	55	32.1
Career planning	7	4.1
Training and development	3	2.3
Training and development & continuing education*	1	
Continuing education	8	4.6

*Combination given by directors. Added into both categories.

Figure 4-152. Frequency and percentage of director recommended career strategies.

The findings indicated that in addition to the “given” responses, the directors were asked to offer additional strategies that they would advise middle-level public managers to use in their quest for career advancement. The responses were grouped into the categories of career strategies (i.e., pick a career objective and work toward it); organizational strategies (i.e., study business trends and carry them out in the job); and personal strategies (i.e., critical self-evaluation.)

Of the total of 246 additional strategies suggested, ninety-five of them (38.6 percent) were coded as personal strategies. There were eighty-four (34.2 percent) suggested career-

related suggestions. And finally, organizational strategies amount to sixty-seven (27.2 percent). These results showed that according to this group of directors personal strategies took priority. The entire lists of strategies in priority listings of first, second and third are included in Appendix 13,14 and 15.

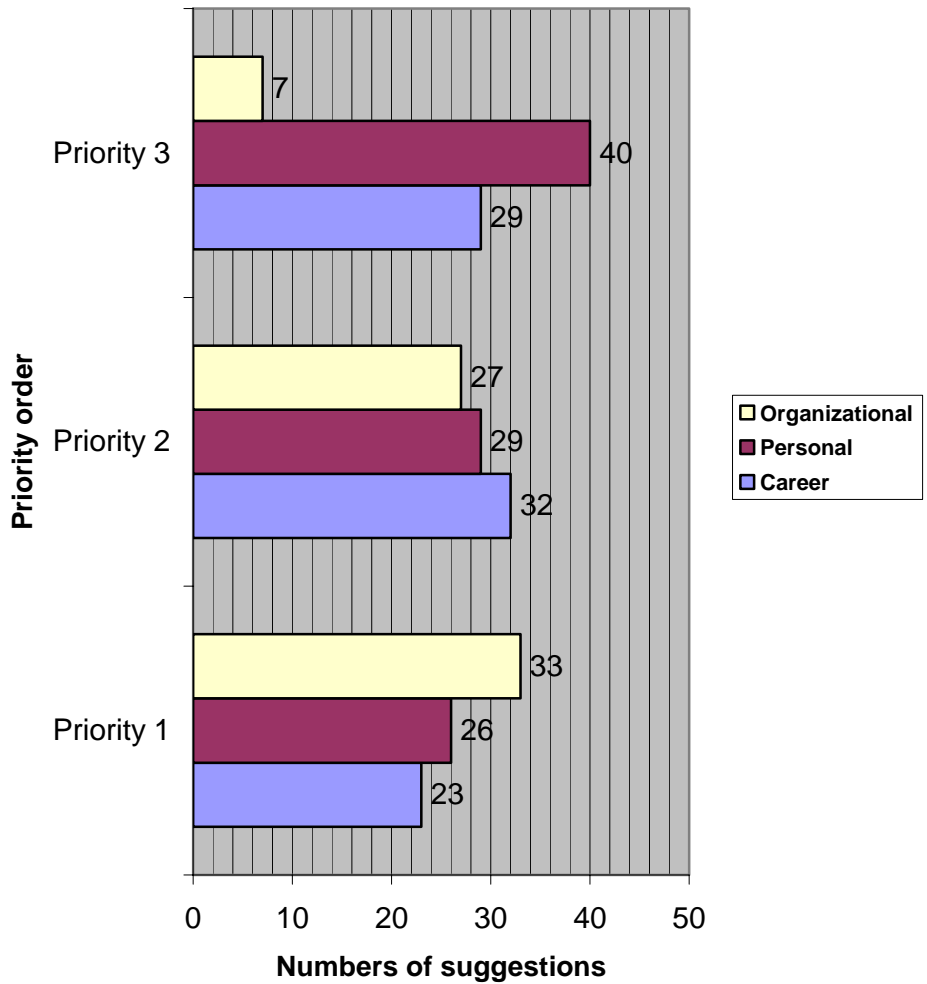


Figure 4-153. Priority level recommended strategies by categories.

5. SUMMARY AND CONCLUSION

5.1. Summary

Because the best path for middle-level managers aspiring to become public library directors is not known, the purpose of this study was to investigate selected factors and strategies that perceivably contribute to the leadership and successful career development of current public library directors. Career development strategies both used and recommended by the library directors were explored in order to provide a possible pathway for the middle level manager. More specifically, this study examined:

- 1) the career paths of major public library directors,
- 2) the significance of external factors and strategies in shaping the careers of a selected group of current public library directors,
- 3) obstacles incurred along the directors' career path, and
- 4) strategies the library directors recommended that middle level managers should apply to enhance their career development.

The results of each of the researched elements are shown in this summary. Because of how the question is phrased to the participant (open-ended or closed) comparisons cannot be made in all cases.

Career paths of major library directors

Three tables are provided in this section to offer comparative summaries relating to career paths of the public library directors: educational levels, aspirations to enter the

administrative field and age at which the participants became library directors. Others, such as mobility, career planning, professional membership, mobility, etc., are included in the following sections as factors and strategies.

The majority of directors in this study, 203 of 214 indicated that he or she holds an advanced degree in library science (94.9 percent). Illustrated by the figures below, studies have shown that at least seventy-nine percent of directors since 1985 hold an MLS or better. Research by Chatman (1992) reflects 37 of the 38 (97.3 percent) as reporting an MLS or better, Haycock and McCallum (1995) reflect 23 of 28 respondents (82.2 percent) with an MLS and Greiner (1985) with 249 (78 percent) holding an MLS or better. Conclusions evolved for these high numbers obviously stem from the fact that so many director positions require the Masters degree in Library Science, and not necessarily because the MLS degree was chosen over others.

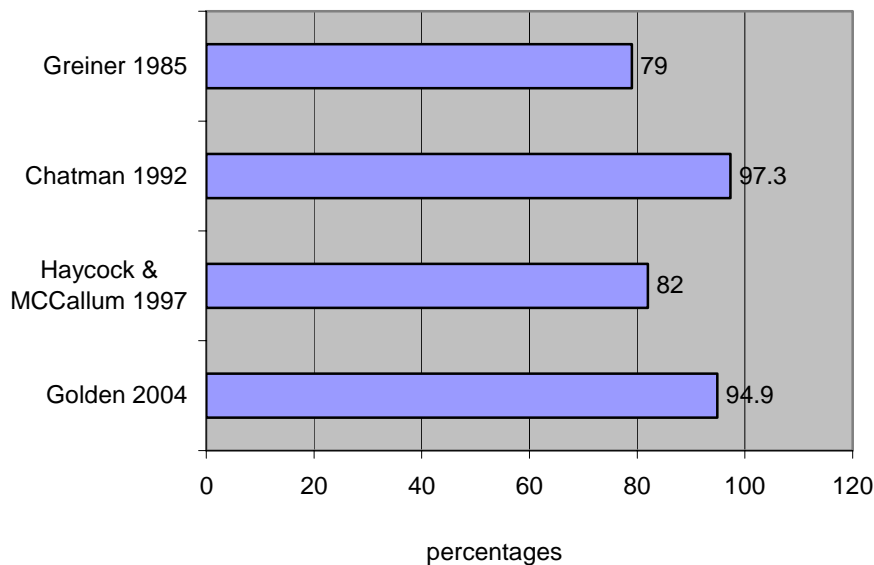


Figure 5-1. Percentage of directors with advanced Library Science Degrees (MLS or better).

As indicated in figure 5-2 studies showed that librarians had a downturn in their desire to become directors, then an upswing in again in the 2000's. This data (numbers/percentages of librarians aspiring to become administrators) cannot be generalized without further examination of additional studies. Thus it is noted as a recommendation for future study.

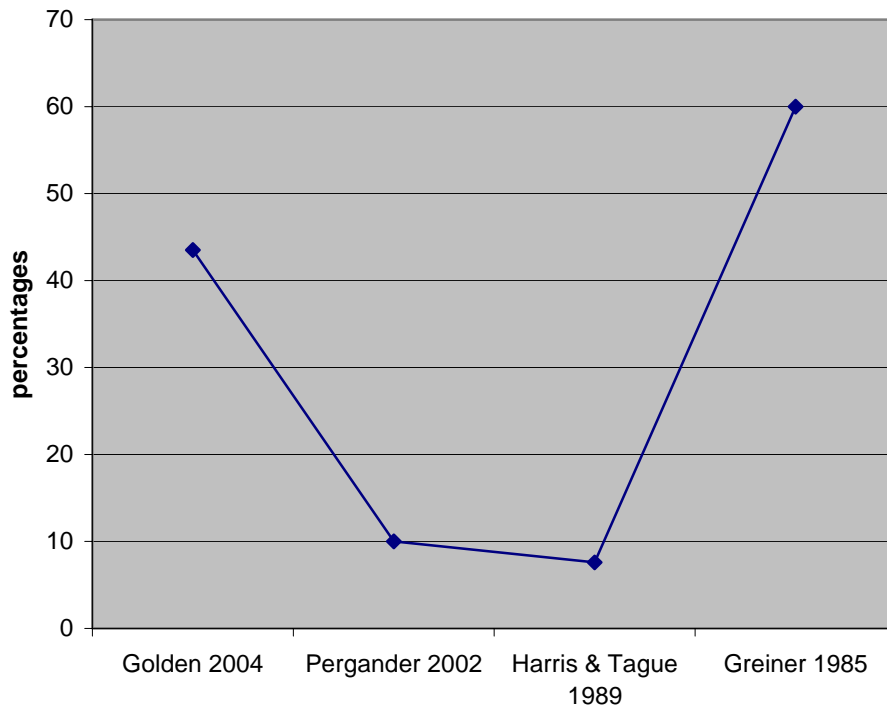


Figure 5-2. Percentages of librarians aspiring to become administrators.

In addition to aspirations and education, the age at which public library directors acquired their position illustrates another path taken. Comparing Greiner's study (1985) and this research (Golden, 2004) the currently surveyed directors appear to have acquired their position at a later point in their careers -specifically over the age of 44 - in comparison to 19 years ago.

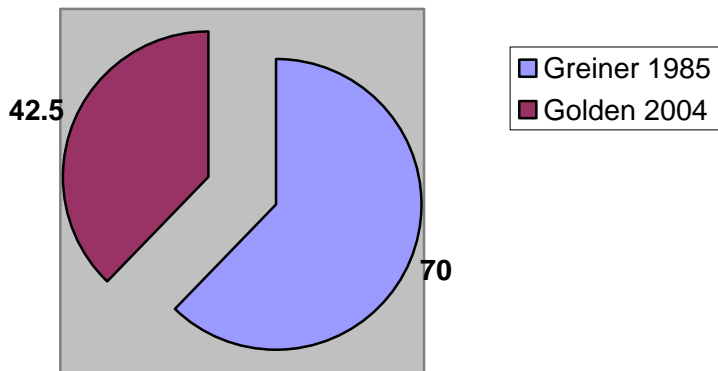


Figure 5-3. Age at becoming a director: 44 years or younger (shown in percentages).

Summarizing the career paths of library directors researched by this study then, three conclusions have been made: the majority of library directors obtained an MLS or higher; there appears to be a resurgence of those aspiring to become administrators, and librarians are becoming directors at a later age.

Significance of external factors and strategies in shaping the careers of a selected group of current public library directors

External Factors

In summarizing the significance of luck/serendipity, gender, age and geographic mobility, the one most indicated in the survey in the studies researched is geographic mobility.

Because of the structure of the question and the way it was posed to participants in the various studies, the table below indicates the summary results in a variety of topics/percentages. Yet, the indication perceived here is that a high percentage of directors did indeed move in order to enhance career development.

Study	Geog. moves to new community	# of geog. moves	Instit. moves	# of instit. moves	Moves within an institution	# of moves within an institution	Position to moves	# of pos. to pos. moves
Golden 2004	49.2%	1-3			42.3%	1-3		
Haycock & McCallum 1997	50 %	1 or less	60 %	5 or more			75%	5-7
Harris & Tague 1989		1.42 average		2.01 average				
McNeer 1985	100%	Moved to accept current position						

Figure 5-4. Summary of director geographic mobility: specific research studies.

There are two primary findings focusing on mobility found in this study. The first indicates that participants who changed library systems are more likely to take a lateral move than participants who did not change library systems. The second finding shows that participants who started at the entry level and progressed through the same system are less likely to change library systems than those who did not start at the entry level and progress through the same

system. Geographic mobility is perceived in this study as very slightly less of a significant factor to the overall group of directors than not.

The second external factor *age*, does not appear to be perceived overall as being a significant influence on director's career success. (see Figure 5-5)

Study	Age significance	Gender Significance
Greiner 1985	4%	10%
Harris & Tague 1989	n/a	8%
Farmer & Campbell 1998	0%	0%
Golden 2004	1% of highest significance	.5 % of highest significance

Figure 5-5. Age/gender factor significance in researched studies.

Gender did somewhat influence, yet was not a deterrent to, achieving the director's position. The strongest relationship exists between the significance of age and the significance of gender. This relationship illustrates that the directors who believed gender to be of a less significant factor in career development also believed age to be of a less significant factor.

To summarize the role of luck and serendipity, a variety of descriptions were used by the studies. Ferriero (1980) finds that 46 percent perceived luck to be of significance to their success; Greiner (1985) finds that timing/luck was a relevant factor in career progression; women were more likely than their male counterparts to acknowledge the role of serendipity in upward mobility (Harris and Tague1989);luck was ranked second along with experience as a factor affecting career success in Farmer & Campbell's 1998 study; and in this study, 62 percent of public library directors believed that luck/serendipity factored into their career development.

However, even though luck/serendipity factored into their career development (and early in the career) directors perceived it to be not a significant external influential career success factor as indicated in the Analysis and Interpretation of the data (Sec. 4.1, page 106).

Internal Factors

In the analysis and interpretation section by the public library directors as to the influence on career success the ranking order was as follows: 1) hard work, 2) ability, 3) determination, 4) flexibility, 5) personality, 6) enjoyment, 7) intelligence, and 8) proactivity. From the above list, Farmer & Campbell's (1998) results have shown ranking order for four of the same factors: 1) hard work, 2) ability 3) personality, and 4) determination. As indicated in the purpose of this study, no further research was planned for these factors.

Strategies

All of the directors applied the career strategies presented in this study to their own career development. Each strategy was used by at least 50 percent or more: *training and development* 96.5 percent, *qualifications* 94.9 percent,(Masters Degree), *professional Involvement* 85.6 percent, *continuing education* 77.9 percent, *recognizing/taking opportunities* 69.6 percent, *networking* 66.5 percent, *mentoring* 61.1 percent *experience* 59.9 percent (25-35 yrs.), and *career planning* was used by 50.8 percent.

Relative to the benchmarking studies, the following data was collected as a summary to be used as a centralized comparison point for the reader. Again, noted are the differences in the studies and the queried items.

Continuing education

- Haycock & McCallum 1997: 80 percent (16)
- Harris and Tague 1989 : 27 percent (7)

Activity in professional associations

- *National*
 - Haycock & McCallum 1997: 80 percent (23)
 - Chatman 1992: 100 percent (45)
 - Harris and Tague 1989: 27 percent (7)
 - Greiner 1985: 90 percent (288)
- *Local & State*
 - Harris and Tague 1989: 38 percent (10)
 - Greiner 1985: 93 percent (297) in state organization/50 percent (160) regional

Mentoring

- Haycock & McCallum 1997: 60 percent (17)
- Chatman 1992: 50 percent (23)
- Harris and Tague 1989: 46 percent (12)
- Greiner 1985 : 50+% (160)

Publishing

- Haycock & McCallum 1997: 39 percent (11)
- Chatman 1992: 63.1 percent (24)
- Harris and Tague 1989: 85 percent (22)

Strategy relationships

Comparison figure charts indicate the major relationship statements involving career strategies. No comparisons have been made between the results of this study and the other

studies, since the objectives of this dissertation are to establish only those results currently being assessed. Correlation statements *among* the strategies of career planning, continuing education, training and development, mentorship, networking, professional involvement, recognizing/taking opportunities, qualifications, and experience correlation statements are given to summarize data presented earlier in the findings and interpretation section.

Data presented can be summarized as follows: the strongest correlation seen is between the importance of continuing education and the importance of training and development (.693). The next strongest found is between the importance of networking and the importance of professional involvement (.650). The weakest relationship occurs between the importance of networking and qualifications (-.023).

Also critical to this study are the additional relationships found between significant strategies only presented by matrices in the findings and interpretation section. These relationships are presented to illustrate to the middle level manager which ones have occurred together most often by public library directors as indicated. By investigating the correlation of these factors and strategies, the value and role of the relationship has been established in accordance with research question 3b. They are listed as follows:

Relative to career planning

Participants who started at the entry level and progressed through the same system are less likely to change library systems than those who did not start at the entry level and progress through the same system;

Participants who aspired to become an administrator when entering the profession are more likely to have a career plan than those who did not aspire to become an administrator;

Participants who left another field to enter the library arena are more likely to acquire additional schooling/certification than participants who did not leave another field to enter into the library work; and

Participants who changed library systems are more likely to take a lateral move than participants who did not change library systems.

Relative to networking

Participants who consider networking to be a factor in career development are more likely to have a career plan than participants who do not consider networking to be a factor;

Participants who believe networking to be a factor are more likely to take continuing education courses than participants who do not believe networking was a factor in career development;

Participants who believe that networking is a factor in career development are more likely to ever have had a mentor than those who do not believe networking is a factor;

Participants who believe that networking is a factor are more likely to be now servicing as a mentor than participants who do not believe that networking was a factor in their career development; and

Participants who believe there was one opportunity that made the biggest difference in their career are more likely to have had a mentor than participants who do not believe that there was one opportunity that made the biggest difference in their career.

Relative to mentoring:

Participants who had a mentor are more likely to take continuing education courses than those who never had a mentor;

Participants who are *now serving as a mentor* are more likely to *take continuing education courses* than those who never have served as a mentor; and

Participants who are *now serving as a mentor* are more likely to *have had a mentor* than participants who did not ever have a mentor.

Obstacles

Administrative causes are shown to be the major reason for obstacles incurred along the directors' career paths. These tended to stem from those externally caused as well as those due to internal conditions. The following list presents the obstacles categorized by real numbers (frequencies).

- Administrative, Administrative – external conditions, Administrative – internal conditions, Administrative – supervisor (26)
- Age, Age/gender (9)
- Career decisions (4)
- Challenging interviews (4)
- Diversity (4)
- Gender (18)
- Job change (3)
- Lack of experience (9)
- Lack of opportunities (2)
- Mobility (3)
- Personal, Personal – education, Personal – family, Personal - physical attributes (11)
- Personal trait (10)

- Politics(2)

In the comparison studies regarding career obstacles, gender discrimination is indicated in the survey by Harris & Tague (1989). Gender is indicated in the survey by Haycock & McCallum (1997) where it reportedly played a role particularly in the number of years to the directorship. Greiner in 1985 also found that 44 percent (39) had encountered no obstacles to their career progression.

Strategies recommended

Library directors suggested strategies for middle-level managers to apply to enhance their career development. Strategies were rated both as recommended and as important. Those strategies that were recommended are those that the Directors suggest to the middle level managers to use. The important strategies are those which directors consider to have been of importance in their own career.

Directors were asked to rate the strategies. And as such the ranking order is also produced. The recommended strategies by the directors are given in decreasing priority order as follows: 1) recognizing/taking opportunities, 2) experience, 3) qualifications, 4) networking, 5) mentorship and continuing education, 7) career planning, 8) professional involvement, and 9) training and development.

In rank order the library directors rated the importance of the strategies as follows: 1) qualifications, 2) recognizing/taking opportunities, 3) experience, 4) training and development, 5) networking, 6) professional involvement, 7) continuing education, 8) career planning, and 9) mentorship.

Director Profiled

Based on the summarized data of the findings, if the mean numbers are actually applied to create the silhouette of a current public library director participant of this study, the profile would indicate a public library director, with an advanced degree in library science, who became a director at the later age of 45 or older, and whose career was not deterred by age or gender discrimination. This director has approximately 27.56 years of professional experience and has been a director for about 13.11 years. Along the career path, the director has moved 3.9 times within the working institution and has relocated 2.5 times to a new community.

Completing the profile based on highest frequency rate, this director had a career plan but did not aspire to become a library administrator. The current position was learned of through a former library director recruiting a successor.

This director has been mentored and is also mentoring. However, the belief is that the current career status could have been achieved without a mentor. He or she belongs to the state library organization primarily and then to the national association, and considers networking as a factor in career advancement particularly with library directors. Continuing education courses have been taken, and luck and serendipity did have a role in the career process as well.

This director believes that hard work, ability, and determination were three major internal factors affecting his/her career development, and that training and development, qualifications and professional involvement are the three top strategies that got him/her the current position. This director also recommends recognizing/taking opportunities, experience, and qualifications as the top three strategies. He or she has had one particular opportunity that made a difference in career development.

Strategies profiled

The investigation of strategies and factors in this study should provide the middle level managers with not only strategies used by the directors, but with the importance these strategies had in the career development of the directors. In addition to use and importance to their own careers, the priority rankings of these strategies are given by directors in an attempt to assist middle level managers with their career path.

Focusing on the main problem of this research, (recommended best path for middle level managers aspiring to become public library directors) a closer look at the summary strategy table listed below enables certain conclusions to be drawn. Statements are given immediately following Figures 5-6 and 5-7 below.

Rank	Use of strategies	Most important strategy	Beneficial strategy
1	Training & development	recognizing/taking opportunities	qualifications
2	qualifications	experience	recognizing/taking opportunities
3	professional involvement	qualifications	experience
4	continuing education	networking	training & development
5	recognizing/taking opportunities	continuing education	networking
5		mentorship	
6	networking		professional involvement
7	mentorship	career planning	continuing education
8	experience	professional involvement	career planning
9	career planning	training & development	mentorship

Figure 5-6. Rank-order strategies.

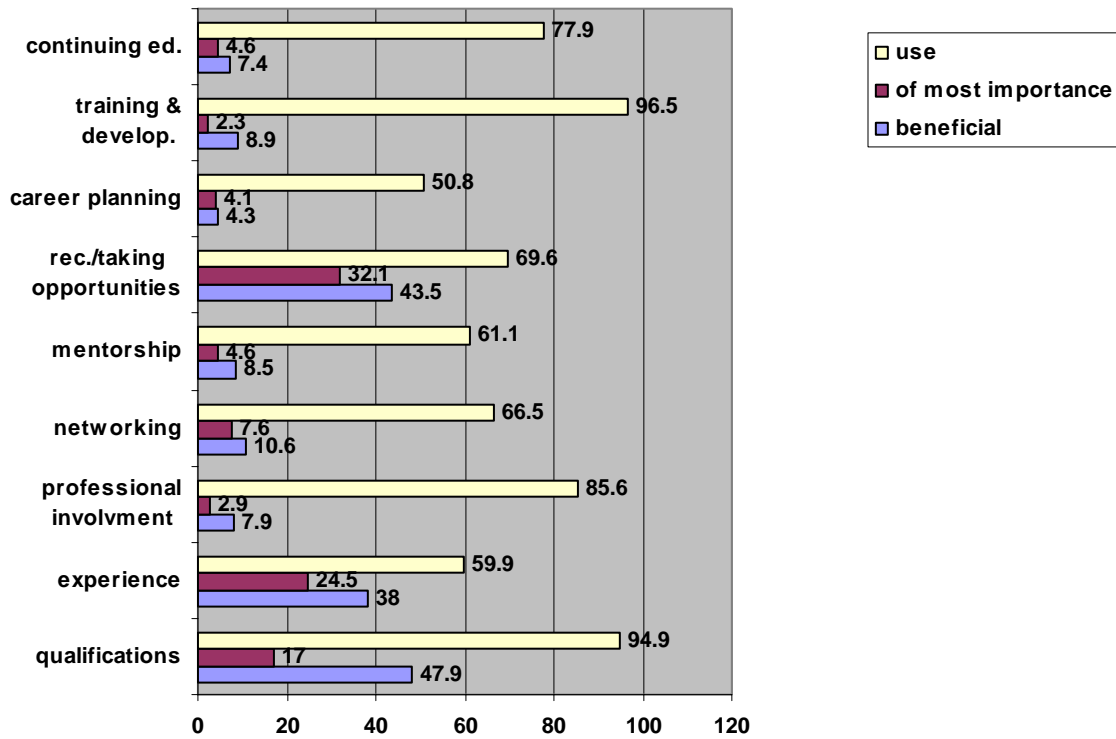


Figure 5-7. Frequency percent of strategies: use, impor. & beneficial.

A closer examination of figure 5.6 and figure 5.7 above further illustrates some key observations. The first observation is that the three strategies of *obtaining the necessary qualifications*, *recognizing/taking opportunities* and *experience* are all essential strategies (listed more than once

in the top three rankings). Note that the directors have used all three, gave them a high importance rating and recommended them for middle level managers. Neither *experience* nor *qualifications* are a surprise since many times they are a requirement of the position. *Recognizing/taking opportunities* is an obvious strategy as well; however, what is interesting is that it ranks number one as a recommendation of all of the nine selected strategies.

Observed also is that *mentorship* was ranked as a number 5 recommended strategy, particularly since the importance of it to the directors' own career development was ranked low (9). It may be concluded that with little recognizable use (7) in comparison to the other strategies, mentoring sustained very little importance. Or it may be the lack of recognition of the mentoring process. As one of the directors in the study revealed, "I learned a lot from individuals...by observing or through the opportunities they provided for me. I would not have called them mentors....but you have not clearly identified what you define as a mentor." Sheldon (1991) points out that the library leaders interviewed in her study said that "right out of library school, and very often while in school, they were advised, pushed, and offered positions...(implying mentorship)."¹⁴⁹ Perhaps the interest level can be elevated.

Data reflected in Figure 5-6 *Rank order strategies* and Figure 5-7 *Frequency percentages of strategies: use, importance and benefit* show that the directors have received a significant amount of *training and development* (# 1 ranking for use). As Hendry (1996) illustrated in the managerial literature, there is a need to train and develop "first-class library managers who will become the future directors of large multi-disciplinary departments, inside or outside the conventional framework of local government."¹⁵⁰

149 Sheldon, 53.

150 Hendry, 356.

But the directors give *training and development* an average ranking of importance (4) and also list it at the bottom of the recommended list (9). Perhaps this is due to a growing disenchantment with the conventional educational and training programs that are offered within their organizations. As Murray (2001) pointed out, “Often the content of these courses are aimed at the average person and an insult to an experienced professional.”¹⁵¹ In addition many times there is also no follow up nor is there any type of reinforcement by the supervisor.

Career planning is ranked low on use (9), importance (8), and recommended priority list (7). Perhaps the directors were agreeing with the belief of Myers (1995) that because the traditional career ladder has been destroyed by downsizing an individual may need alternative ways to get where they want to go with no fixed paths established.¹⁵²

Professional involvement is ranked as the third strategy for use, yet is lower in importance (6) and close to the bottom as a recommended strategy (8). This finding aligns with the findings of the study done by Harris and Tague (1989), who observed that the library directors responding to their study reported that participation in professional associations, publishing, or holding more advanced degrees did not seem to offer any quick routes to success. “Several of the directors had reached the top of their profession in spite of these factors that are often indicated in the survey as significant career development strategies in librarianship.”¹⁵³

Surprisingly, *networking* was ranked lower in use (6) than in importance ranking (5) and as a recommended strategy (4). Not shown by the directors’ ranking of use was a point indicated in the survey by Kouzes and Posner (1995) which found that the literature revealed all leaders

151 Margo Murray, *Beyond the Myths and Magic of Mentoring*, San Francisco: Jossey-Bass, 2001:23.

152 Myers, 25.

153 Harris and Tague, 129.

were already in a network of relationships by the very nature of the position.¹⁵⁴ However, by ranking *networking* as a #4 for recommendation purposes, it appears that the directors agree with Kotter (1982) who found in his study of general managers that “developing effective lateral relationships is one of the critical job challenges and a key predictor of job success.”¹⁵⁵

Given a moderate ranking by the directors for use, (4) *continuing education* is listed lower (7) in the importance ranking and again given a moderate ranking (5) as a recommended strategy. By not assigning the lowest of rankings, the directors fell into place with the literature that points out that given the pace of change in the field, aspiring managers need to make a commitment to lifelong learning. “The only job security lies in being more talented tomorrow than you are today.”¹⁵⁶

5.2. Conclusion

The conclusion to this dissertation presents the summary of contributions made by the study. It also provides a final statement on the results and points toward future work for researchers as well as practitioners in the library and information management field.

5.2.1. Contributions

Career development strategies both used and recommended by the library directors were explored in order to provide a possible pathway for the middle level manager. By examining the career paths of directors of major public libraries and the significance of career development external factors and strategies in shaping their careers, this study addressed all three areas and

154 Kouzes and Posner, 323.

155 Kotter, 50.

156 Peters and Austin.

produced a comparison of factor/strategy use vs. importance vs. suggested use. It is the outcome of this comparison that is a most important component of this study because of its applicability of use in the “real” world.

This study encourages the public library middle level manager to assess if and how the recommended strategies can best fit into a personal career development plan. By looking at the priority listing of recommendations, the manager is armed with the knowledge that *recognizing and taking an opportunity* possibly could be one of the most beneficial strategies to be applied to the pursuit of career success. In addition perhaps focusing on *continuing education* rather than *training and development* would prove to be more effective. These middle level managers are encouraged to examine the career path taken by the surveyed library directors to compare, contrast and evaluate their own career ladder in terms of *geographic mobility, changing library systems, taking lateral moves* and *career break* possibilities.

This study is also useful to public library administrators in their planning and implementation of leadership development for the middle level managers. As their surveyed colleagues have shown, the list of career strategy use, benefit and recommendations is a desirable tool for guidance in the creation of a successful career developmental pathway. What became evident while analyzing the data, as well as grouping the comments and recommendations, is that public library directors generally agree this study is important in showing public library middle-level managers how the directors achieved their positions (I very much like the way that this study is crafted - I think that it is vitally important that those of us in leadership positions share how we got here and what we've learned _ and that we can learn from all of our colleagues”). The directors also believe that this study can assist the middle level managers in filling the positions as the baby boomers retire (“Good to see this type of research. Who will lead our

libraries as the boomers retire? This is, in essence, asking who will take the challenge of ensuring and defining the future of the public library!”). The statements quoted here come from the last question on the survey (Comments and Suggestions) and give an added element of context to the perceived importance of the study. The full list is included in Appendix 17.

5.2.2. Final statement on results

This dissertation began as a proposal to question whether mentorship was the primary factor necessary to assist in leadership development for the public library middle level manager. However, the study expanded to include other strategies researched in the literature: training and development, qualifications, professional development, continuing education, recognizing and taking opportunities, networking, experience and career planning.

Findings of this study show that basing future symposia, training modules, and guidance to the middle level manager only on the mentoring process would have severely limited access to higher level priority recommended strategies. Mentoring is one of many, but certainly not the predominant one selected by the surveyed directors. Mentoring being heavily used by 61.1 percent of the directors, given a beneficial rating by 8.5 percent of the directors, yet recommended by only 4.6 percent tells the researcher as well as the practitioner that other strategies ought to be examined for use first – but only after a needs assessment of the targeted audience has been performed.

As there are additional strategies listed as high usage, of low benefit, and not highly recommended the need for future study in the field of library leadership and management exists. Selecting three of the most obvious of these strategies (*training and development, professional involvement and career planning*) the practitioner needs to examine what factors actually should

be applied when considering personal career success. Application of the recommended strategies first would be a priority as suggested by this study. For the researcher, among other challenges, the possibility presents itself to pursue the cause of the high use and low recommendations given.

5.2.3. Recommendations for future study

Resulting from this study there are issues that have presented themselves as avenues for further research. Recommended topics for future exploration are:

- 1) A study of gender differences with regard to the use, importance of, and the recommendations made for selected strategies. Figure 5-8 illustrates the indications showing the results of t-tests comparing the average importance ratings of females and males for the strategies and external factors.
- 2) Gender as it also relates to career planning. The directors who hold their positions now are products of the 1960's and 1970's. The idea behind this further research is drawn from a statement made by one of the directors who commented: "I liked the survey. But I think many of the females that graduated in the 60s/70s were not given information about planning their life concerning a career. Library school did not teach anything about managing people."
- 3) Both informal and formal methods of mentoring by and for public library directors. The need exists to explore the meanings of both types giving the directors a definition of the process clarifying the possible confusion with coaching or supervision. Very possibly during their entry into their current positions, formal/informal mentoring could have been only for those individuals considered by the administration as high flyers.

- 4) Follow up research on the middle-level managers' response to the strategies recommended to them in this study by the current library directors.
- 5) A further examination of various training and development components currently being developed between academic institutions and public libraries.
- 6) The further exploration as to whether or not an MLS is a desirable element for directors.
- 7) Additional research into whether there has there been a resurgence in the leadership aspirations of librarians? If so, what is the cause/effect?

	b.2 gender	N	Mean	Std. Deviation	t
b6.1 sig of ability	Female	135	9.04	1.212	3.05**
	Male	68	8.50	1.126	
b6.2 sig of flexibility	Female	134	8.38	1.671	1.33
	Male	68	8.06	1.525	
b6.3 sig of determination	Female	134	8.61	1.708	3.34**
	Male	68	7.75	1.790	
b6.4 sig of proactivity	Female	132	8.05	1.988	2.70**
	Male	67	7.25	1.886	
b6.5 sig of hard work	Female	135	9.09	1.206	2.98**
	Male	68	8.50	1.550	
b6.6 sig of personality	Female	135	8.33	1.564	1.56
	Male	68	7.97	1.466	
b6.7 sig of intelligence	Female	135	8.26	1.382	1.58
	Male	68	7.93	1.479	
b6.8 sig of enjoyment	Female	132	8.57	1.692	4.69**
	Male	68	7.34	1.890	
b6.9 sig of luck/serendipity	Female	128	4.98	2.754	0.64
	Male	63	4.71	2.536	
b6.10 sig of gender	Female	123	2.71	2.164	-4.97**

	Male	64	4.38	2.207	
b6.11 sig of age	Female	126	2.80	1.889	-3.77**
	Male	61	3.98	2.247	
b6.12 sig of geographic mobility	Female	125	5.48	3.323	0.06
	Male	65	5.48	3.052	
c15.1 importance of qualifications	Female	127	9.09	1.348	3.43**
	Male	66	8.39	1.346	
c15.2 importance of experience	Female	125	8.68	1.852	1.13
	Male	66	8.38	1.537	
c15.3 importance of professional involvement	Female	124	6.55	2.444	2.20*
	Male	65	5.75	2.201	
c15.4 importance of networking	Female	124	6.57	2.654	1.54
	Male	64	5.95	2.510	
c15.5 importance of mentorship	Female	118	5.45	2.940	2.36*
	Male	58	4.34	2.887	
c15.6 importance of recognizing opportunities	Female	124	9.04	1.192	2.85**
	Male	66	8.45	1.600	
c15.7 importance of career planning	Female	121	5.50	2.553	1.29
	Male	62	4.98	2.621	
c15.8 importance of training and development	Female	124	7.26	2.040	4.28**
	Male	66	5.86	2.313	
c15.9 importance of continuing education	Female	122	6.35	2.432	2.84**
	Male	65	5.29	2.422	

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Figure 5-8. Significances in strategies as they relate to gender differences.

APPENDIX A
IRS Application Exemption Form

IRB COVER SHEET: REQUEST FOR EXEMPT REVIEW
(Tests, Surveys, Interviews, or Observations of Public Behavior)

<input type="checkbox"/> NEW SUBMISSION <input type="checkbox"/> RESPONSE TO COMMENTS §46.101b(2) v. 080303	To be completed by IRB staff: IRB # _____ Date Received: _____ By: _____
Title of Study: The role and contribution of strategies and factors that contributed to the career successes of public library directors	
Principal Investigator: Last name: Golden First name: Janine Title: Ph.D. Student Department: Library and Information Sciences Pitt Faculty <input type="checkbox"/> ; Pitt/UPMC staff <input type="checkbox"/> ; Pitt student <input checked="" type="checkbox"/> ; Other: School: Arts & Sciences; <input type="checkbox"/> Business <input type="checkbox"/> ; Dental <input type="checkbox"/> ; Educ <input type="checkbox"/> ; Heath & Rehab Sci <input type="checkbox"/> ; Info Sci <input checked="" type="checkbox"/> ; Medicine <input type="checkbox"/> ; Nursing <input type="checkbox"/> ; Pharmacy <input type="checkbox"/> ; Pub Health <input type="checkbox"/> ; Social Work <input type="checkbox"/> ; LRDC <input type="checkbox"/> ; Other (specify): Office Address: 135 N. Bellefield Ave., IS Building, #604, Pittsburgh, PA 15260 Phone number: 412-683-7733 Fax number: 412-648-7001 E-mail address: jgd1249@aol.com	
Co-Investigators: If PI is student, list name of faculty sponsor or mentor who will take responsibility for the oversight of this research, and has signed the attached Faculty/Mentor assurance: Name: Dr. Jose-Marie Griffiths; E-mail: jmgriff@pitt.edu	
To whom should IRB correspondence be sent: PI? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> ; Other Name? Other Fax: _____ Other E-mail: _____	
Where will study take place? University of Pittsburgh <input type="checkbox"/> ; UPMC Oakland Campus <input type="checkbox"/> ; CHP <input type="checkbox"/> ; Magee <input type="checkbox"/> ; Other UPMC Hospitals <input type="checkbox"/> (specify): _____; Other (specify): online - web-based survey to public library directors serving a population of 100,000+ – U.S. <input checked="" type="checkbox"/> ; foreign <input type="checkbox"/> . *Is documentation attached authorizing conduct of research at non-Pitt/UPMC site? No <input type="checkbox"/> Yes <input type="checkbox"/>	
Approximate number of subjects to be studied: 390 Gender: Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Subjects' Age Range: 23 years-70 years Each subject's approximate time commitment: 20-30 min. Estimated duration of entire study: 3 months	
*Is a script attached that describes the study to the subject (if applicable) and includes basic elements of consent (e.g., risks and benefits, confidentiality of data, right to withdraw)? No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA <input type="checkbox"/>	
Source of Financial Support: Federal (e.g., NIH, NSF, CDC) <input type="checkbox"/> (name of agency): _____; Department of Education <input type="checkbox"/> ; Commercial Sponsor <input type="checkbox"/> name: _____; Other <input type="checkbox"/> name: _____; None <input checked="" type="checkbox"/>	
Does any research team member have a financial conflict of interest: No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> : If yes, (a) do they have an equity interest in the commercial sponsor that exceeds 5% or \$10,000? No <input type="checkbox"/> Yes <input type="checkbox"/> (b) do they receive payments from the commercial sponsor that are expected to exceed \$10,000/year? No <input type="checkbox"/> Yes <input type="checkbox"/> (c) do they possess a licensing agreement that may lead to revenue sharing from developing technology? No <input type="checkbox"/> Yes <input type="checkbox"/>	
Check type(s) of measures to be used: <input type="checkbox"/> Passive Observation of Public Behavior; <input type="checkbox"/> Educational Tests (cognitive, diagnostic, aptitude); <input checked="" type="checkbox"/> Survey; <input type="checkbox"/> Interview; <input type="checkbox"/> Other (Describe) * Have copies of all measures or questions been attached? No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> . If no, why not?	
Will subjects under 18 years of age be studied? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> ; If yes, to what extent will researchers interact with subjects?	
Will information be recorded anonymously (i.e., no subject identifiers recorded)? No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> ; If identifiers are recorded, provide justification:	
Will "sensitive information" be recorded that could damage subjects' reputation, employability or financial standing, or place them at risk for criminal or civil liability? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	

APPENDIX B

IRB Exemption Letter



University of Pittsburgh
Institutional Review Board

Exempt and Expedited Reviews
Christopher M. Ryan, Ph.D., Vice Chair

3500 Fifth Avenue
Suite 105
Pittsburgh, PA 15213
Phone: 412.383.1480
Fax: 412.383.1146
e-mail: irbexempt@msx.upmc.edu

TO: Janine Golden
FROM: Christopher M. Ryan, Ph.D., Vice Chair *Chris*
DATE: April 30, 2004

PROTOCOL: The Role and Contribution of Strategies and Factors that Contributed to the Career Successes of Public Library Directors

IRB Number: 0404203

The above-referenced protocol has been reviewed by the University of Pittsburgh Institutional Review Board. Based on the information provided in the IRB protocol, this project meets all the necessary criteria for an exemption, and is hereby designated as "exempt" under section 45 CFR 46.101(b)(2).

The regulations of the University of Pittsburgh IRB require that exempt protocols be re-reviewed every three years. If you wish to continue the research after that time, a new application must be submitted.

- If any modifications are made to this project, please submit an 'exempt modification' form to the IRB.
- Please advise the IRB when your project has been completed so that it may be officially terminated in the IRB database.
- This research study may be audited by the University of Pittsburgh Research Conduct and Compliance Office.

Approval Date: 04/29/2004
Renewal Date: 04/29/2007

CR:ky

APPENDIX C

Career Success Survey

**Career Success Survey
Questionnaire to Public Library Directors**

Section A. Career Path

1. What is your highest level of education attained? (check all that apply)
_____ Bachelor's Degree. List major _____
_____ Master's degree in library/information science
_____ Master's degree in subject area. List area _____
_____ Advanced certificate or specialist degree in library/information science
_____ Advanced certificate or specialist degree in a subject area. List area _____
_____ Doctorate in library/information science
_____ Doctorate in a subject area. List area _____
_____ Other (please specify) _____
2. In your opinion, how relevant was your education to what you are doing now?
Please assign a number below to indicate the relevance using a scale of 1 to 5 with
1 as very *low* relevance and 5 as very *high* relevance.
_____ Relevance number
3. If you received a library degree, please name the academic institution:

4. What is the total number of years, including the current year, of your professional
library experience?
_____ Number of years
5. How many years have you been in the position of Public Library Director?
_____ Number of years
6. How many years of service at the professional level in any field (following a Bachelor's,
Master's or Doctorate degree) did you work before you were appointed to the position of
library director?
_____ Number of years

7. If you worked outside of the library field before being appointed to the position of public library director, in what field(s) were you employed? (ex. business, education, social work, healthcare, etc.)

Section B. Internal/External Factors

1. At what age did you become the director of the library in which you are currently employed?

_____ Years old

2. What is your gender?

_____ Female _____ Male

3. Previous to achieving your position as library director:

a) How many **total** career moves have you made within institutions? (A *career move* is defined here as an action taken by an individual with regard to one's professional lifework. Implies a change of position, job, and/or title, and/or responsibilities.)

_____ Number of total career moves within institutions

b) How many times have you geographically relocated to a new community because of a career move?

_____ Number of geographical relocations to a new community

c) How many times have you moved from one institution to another within the same community?

_____ Number of moves from one institution to another within same community

4. Do you believe that luck/serendipity factored into your career development?

_____ Yes _____ No

If Yes, please explain: _____

5. If luck/serendipity did factor into your career development, at what stage did this occur? (check all that apply)

_____ early _____ middle _____ late

6. Both internal and external factors may work as influences on career success. In the table below please rate the significance of each individual factor in influencing your personal career growth on a scale from 1-10. NOTE: 1 is of very *low* significance, 10 is of very *high* significance.

Internal Factors	Significance (1-10)	External Factors	Significance (1-10)
Ability		Luck/serendipity	
Flexibility		Gender	
Determination		Age	
Proactivity		Geographic Mobility	
Hard Work			
Personality			
Intelligence			
Enjoyment			

7. Are there any additional factors (either internal or external) that have had an influence on your career success that were omitted in the question #6 table above?

Yes No

If Yes, please indicate them here: _____

Section C. Career Strategies

1. Where did you first learn of the opening for your present position as director? (check one)

Announcement

Board of Trustees

Former director recruiting successor

Library school referral

Professional association placement

Publication

Notification from associate

Recruiting firm

Other (Please specify) _____

2. Did you have a career plan before becoming a director? (A *career plan* is defined here as a design formulated for pursuing one's professional lifework. Plan may be altered as career progresses.)

Yes No

If Yes, how was career planning beneficial to your career success?

Please explain: _____

If No, how would a career plan have helped you in your career path?

3. When you entered the profession did you aspire to be a library administrator?

Yes No

4. What career choices did you make that helped you achieve your current position? (check all that apply)
- Chose a mentor
 Acquired additional formal schooling/certification
 Took a lateral move to position oneself for a career climb
 Changed library systems
 Left another field to enter into the library arena
 Started entry level and have progressed through the same system
 Other. Please specify: _____
5. Have you ever had any career break(s)? (A *career break* is defined here as a separation, interruption, interval or pause in the performance of one's professional lifework.)
- Yes No
 If Yes:
 a) Was it planned?
 Yes No Both yes and no
 b) What were the reasons for the break(s)? (please specify)

 c) Did it/they advantage or disadvantage your career? (please explain)

6. Have you taken continuing education courses prior to assuming your present position?
 Yes No
7. If you have taken continuing education courses how helpful were they to your career advancement? (Please check one)
 Very helpful Somewhat helpful Not at all helpful
8. Have there been training and development workshops/seminars that have helped you in your career advancement?
 If Yes, please list the subject areas that were most beneficial to you:
 1. _____
 2. _____
 3. _____
9. Have you ever had a mentor?
 Yes No
10. If you have/have had a mentor, do you believe you could have achieved your status without one?
 Yes No Undecided

11. Are you now serving as a mentor?

_____ Yes _____ No

12. Was networking a factor in your career advancement?

_____ Yes _____ No

If Yes, who did you communicate with that assisted with your career climb? (check all that apply)

_____ Library directors

_____ Friends

_____ Other professionals within the library organization

_____ Other professionals outside of the library organization

_____ Other (please specify): _____

13. In which professional organizations do you actively participate? (check all that apply):

_____ American Library Association

_____ Public Library Association

_____ Urban Libraries Council

_____ State library association

_____ Other (please specify) _____

14. Was there one particular opportunity in your career that made the biggest difference?

_____ Yes _____ No

If Yes, please explain: _____

15. Rate each of career strategies listed below by numbering how beneficial they were to your career advancement prior to assuming your current position. Please use the number 1(one) as very *low* importance and 10 (ten) as very *high* importance.

Career Strategy	Level of importance (1 to 10)
Qualifications	
Experience	
Professional Involvement	
Networking	
Mentorship	
Recognizing/ Taking opportunities	
Career Planning	
Training and Development	
Continuing Education	

Thank you. Your contribution to this study is greatly appreciated. If you would like a summary of the results, please add your name and address below. A summary of the resultant data will then be sent to you.

Name: _____

Address: _____

E-Mail: _____

Janine Golden
Doctoral Candidate
School of Information Sciences
University of Pittsburgh
jag149@pitt.edu

APPENDIX D
Pilot Study Letter

Janine Golden
515 South Aiken, #606
Pittsburgh, PA 15232

June 9, 2004

Dear Colleague,

My name is Janine Golden and I am a doctoral student at the University of Pittsburgh School of Information Sciences.

Currently I am working on my dissertation research and am in the stage of data collection. The purpose of my research study is to focus on selected career strategies and to investigate the role and value of selected factors that contributed to the successful career paths of public library directors. Library directors that qualify for the study include those directors with libraries/library systems serving a population of 100,000 or more and who participated in the Public Library Data Service 2003 Survey.

To assist me in this research process, would you please examine the online survey at http://visc.sis.pitt.edu/career_survey, complete the questionnaire, then evaluate the quality of it? There are 33 questions which should take no longer than 20 minutes of your time.

I am looking for comments and suggestions on the format, content, clarity and comprehensiveness of the instrument before it is sent to the full study population. There is space at the very end for your suggestions or you may e-mail me directly at jag149@pitt.edu. Your comments will be incorporated in the final useable version of the questionnaire.

There are no foreseeable risks associated with this project, nor are there any direct benefits to you other than to receive a summary of the report analysis (if you choose to request one). All responses are confidential, and results will be used only for scholarly research. Your participation is voluntary.

The timeline set permits a deadline of June 21, 2004. If you have questions please contact me at jag149@pitt.edu or by phone at 412-215-6980.

Thanking you in advance for your consideration, I look forward to your assistance.

Sincerely,

Janine Golden
PhD Candidate
School of Information Sciences
University of Pittsburgh, Pittsburgh, Pennsylvania

APPENDIX E

Heading for Pilot Study Online Pilot-Study

The purpose of this research study is to focus on selected career strategies and to investigate the role and value of selected factors that contributed to the successful career paths of public library directors.

To assist me in this research study process, would you please evaluate the quality of this survey by: 1) examining this survey, 2) completing all questions to the survey online, and then 3) commenting and making suggestions on the format, content, and comprehensiveness of this instrument. Your comments will be incorporated in the final useable version of the questionnaire.

Space is provided at the very end for your suggestions. As an option, you can also e-mail me directly with your comments at jag1249@pitt.edu.

Thank you for assisting me with this research study. Be assured that your entry will be summarized into the final report analysis. Again, all responses are confidential and the results will be used only for scholarly research.

PLEASE NOTE:

Survey must be completed at one sitting. You cannot return to data entered once the site is exited.

Deadline for submission: JUNE 21st.

APPENDIX F

Cover Letter to Directors for Online Survey

July 14, 2004

Dear Colleague,

My name is Janine Golden and I am a doctoral candidate at the University of Pittsburgh School of Information Sciences.

Currently I am working on my dissertation research and am in the stage of data collection. The purpose of my research study is to focus on selected career strategies and to investigate the role and value of selected factors that contributed to the successful career paths of public library directors. Library directors that qualify for the study include those directors with libraries/library systems serving a population of 100,000 or more and who participated in the Public Library Data Service 2003 Survey.

For that reason, I am asking you to complete a brief 20-minute online survey about what strategies and factors you perceive to have been most effective, as well as most challenging to you in your successful career development. There are no foreseeable risks associated with this project, nor are there any direct benefits to you other than to receive a summary of the report analysis (if you choose to request one). This is an entirely anonymous questionnaire, and so your responses will not be identifiable in any way. However, if you do wish to receive a copy of the results, you'll need to complete the last question with your name, address and e-mail. All responses are confidential, and results will be used only for scholarly research. Your participation is voluntary.

To facilitate the collection of data as well as to insure the accuracy of collection, the questionnaire is provided to you via the site http://visc.sis.pitt.edu/career_survey.

*Please note that there is an underscore (_) located between the words career and survey in that site address.

The timeline set permits a deadline of **July 31, 2004** which will give you two weeks to complete the survey. If you have questions or if additional time is needed, please contact me at jag149@pitt.edu or 412-215-6980.

Thanking you in advance for your consideration, I look forward to your participation.

Sincerely,

Janine Golden
PhD Candidate
School of Information Sciences
University of Pittsburgh
Pittsburgh, Pennsylvania

APPENDIX G

Heading for Online Survey

The purpose of this research study is to focus on selected career strategies and to investigate the role and value of selected factors that contributed to the successful career paths of public library directors.

To assist me in this research, would you please complete all questions to the survey online? Be assured that your entry will be summarized into the final report analysis. Again, all responses are confidential and the results will be used only for scholarly research. If you wish to receive a copy of the results, you'll need to complete the last question with your name, address and e-mail.

Space is provided at the very end for your suggestions. As an option, you can also e-mail me directly with your comments at jag149@pitt.edu.

PLEASE NOTE:

- 1) Deadline for submission: July 31, 2004.
- 2) Survey must be completed at one sitting since you cannot return to data submitted once the site is exited. (Approximate time to complete: 20 minutes)
- 3) It is not possible to go back to a previous screen once you have advanced forward.

Questions? Please contact me at jag149@pitt.edu or 412-215-6980.

Thank you for assisting me with this research study.

Janine Golden
PhD Candidate and Teaching Fellow
DLIS
University of Pittsburgh

APPENDIX H

Directors' Perceptions of Luck and Serendipity on Career Development

- My husband was in a serious work related accident and needed to be in rehabilitation for 2 1/2 years. I looked for a director position to pay expenses.
- At the beginning of my career and with my most recent job change, being available at the right time were critical to being able to make good changes in my career. This last move especially falls into this category.
- I got into the library field "by accident". I was working at an academic library and was asked if I would consider going to library school in order to advance. I agreed.
- Hearing of the right jobs at the right times, meeting people who have been kind and helpful.
- Initially, a librarian was leaving at age 62 to get married for the first time. I happened to apply for the job that very day that she announced her resignation.
- I started out working as a law librarian (although I also had a concentration in public librarianship). I met my husband while in graduate school and he lived in the area we currently lived in. When we were ready to get married, it was whoever found a job.
- In both ways, positive and negative. I had a horrendous experience with a very poor manager and moved 300 miles into my first management job. In addition, a decision to try the private sector resulted in the opportunity to work as a product manager and se
- Sometimes it was being in the right place at the right time. I got the chance to work in Europe because of working at a university. I became a library director after I was assistant director and the director retired.
- I was in the right place at the right time.
- When I needed a change, one always came along. Although I tend to regard the opportunities as the result of a higher power, not blind luck
- I was in a rapidly growing system prior to becoming a director. I got to move up rapidly and to grow with a young system.
- I was in the right place as older professionals retired and was prepared to accept greater responsibility.
- Participated in a conference where I worked with my predecessor. He called later and suggested I apply for the position he was vacating
- I came to the Library just before the baby-boomers and, therefore, always had a bit more seniority and escaped the lay-offs in 1975. I was also lucky to have wonderful mentors, one in particular.
- First job as director of small public library was not an intentional choice -

interviewed for practice and was offered the job. That library expanded, transitioned from City Library to Library District.

- My family relocated for my husband's job. I applied for a PT job at local public library. I started work PT in August, went FT in October and when the Library Director decided to retire, applied for and received the director position in March.
- I was in a position visible to the Board at the time the Director's position became available. This helped in their consideration of me for the position.
- Twice I was in an institution where the library director retired. At one I became the acting Director and at another I applied for and got the directorship.
- First 3 jobs were as Library Director in small towns. Career has evolved by "happenstance"; moved up without any real career development plan. Current job is the result of an unexpected retirement.
- I took a position in a small library system and planned to move on to a larger one but because the area was experiencing such growth I became Director of a large system without a move.
- My highest ambition when I started working in libraries was to be a children's librarian or the head of a children services staff. I became a director through a whole series of serendipity driven circumstances.
- First professional position afforded opportunity to be mentored by experienced, practical manager
- Happened to be visiting my wife's relatives in East Tennessee after receiving my Bachelor's degree and decided to look at the Graduate Library program at University of Tennessee. I liked what I saw and signed up on the spot.
- Completed academic undergraduate credentials for teaching in secondary schools. Decided that was the wrong career path. Concurrently, had been working in a part-time capacity at local library and found career opportunities more to my liking.
- I was lucky to have worked under two outstanding library leaders along the way.
- The position I presently hold was turned down by 4 previous candidates. I had no interest then, and wasn't aware of this at all.
- Early on, I was fortunate to have a manager/mentor who encouraged and motivated me to continue applying for higher level positions within the organization. Later, I was appointed to an interim management team after the resignation of the library director.
- Probably serendipity--I made moves that seemed to call for me.
- I was trained as a biomedical librarian, and expected one day to be the Director of a Biomedical library. However, I worked in a public library while attending graduate school, and found no biomedical jobs available when I graduated with my Masters Degree.
- I do believe that there is an element of luck, or of "being in the right place at the right time". for example, it was while working for an automation

vendor that a library director job opened in a city I was very interested in working for.

- I had worked as a clerk at the public library for 2 years, then at a Junior College as a clerk for 2 years. The month, I received the MLS, a position for Children`s Librarian opened and I was hired. It seemed to be fortuitous that a job came open when it did.
- A position as Children`s Librarian came open a month before I received my MLS degree. My community has few librarian positions available.
- Director position became available in a community close to where I was working, so I was able to bring to bear my knowledge of the area when I applied.
- The old Director retired, I was in the right place at the right time. Also in my career, I happened to be employed by a library system at the time of its greatest expansion, thus allowing me more opportunities for advancement and skill development.
- Positions opening up at the "right" time
- Seemed to be at the right place at the right time
- Availability of the right job in a geographic area I needed to move to when I needed to move.
- I was appointed as Interim Director for 5 years before being made permanent. I was never asked if I wanted the job, and I did not aspire to be a director.
- Being in the right place at the right time when entering the profession and then as each promotion/new job came open.
- First professional position created opportunity for strong mentorship by a local librarian.
- I was working on the County Administrative Officer`s staff. I was released due to organization layoffs. Because the CAO knew the County Library needed a budget/human resources staff person, I was recommended to the County Librarian. I then worked my way up.
- You must be in the right place at the right time.
- I see it more as a desire on my part to MAKE opportunities and/or recognize them when they show up. I guess I could say I`m lucky to have that philosophy or that I put myself in the right place at the right time.
- Being at the right place at the right time
- If you mean, knowing the right people at the right time--yes
- Librarianship was not my career choice - nursing was. I took a summer job in a medical library and from that point on I have worked in libraries. I relocated to Austin to work in a medical library and attend graduate school.
- I was in this community to put a daughter in school and visited the library. They learned I had a MLS and said they had a position. They interviewed me on the spot. I was dressed in a pair of blue jeans!
- I would not have even applied for my present position if a friend had not told me about it.
- I was very young and wanted to return to my home town. The Library

- Director had just retired and they were searching for a new one.
- In my first library job while attending college, I asked a question at the circulation desk while checking out a book. I explained that I wanted to become a librarian. The clerk asked me if I was interested in a position in the Serials Department. I was.
 - I did not intend to become a library director. A group of women "nominated" me for the job to the Mayor.
 - I had chosen a different career in public administration. While attending college, I needed a second part-time job and was hired as a page at the public library. I realized very soon after that I wanted to work in libraries.
 - After graduating from UC Berkeley with a degree in psychology and expecting to become a clinical psychologist, I got a full time job as a paraprofessional in a city library. While there I decided to abandon psychology as a career and go to library school.
 - I was hired as Assistant Librarian, and the Head Librarian retired within 3 years. At that time, hiring was done by the Library Board, not City Human Resources. I was a known quantity, albeit young, but my track record was proven.
 - I was encouraged to consider a return to this institution & to administration. Had I not left for a time I probably myself probably would not have pursued library administration--would have remained in frontline public service!
 - Being at the right place at the right time is very important - having the right role models, people leaving and opening up areas for promotion, etc.
 - My first director job at 24 yrs. of age was at a county library system that often time had hired MLS right out of school. I had worked at another county library system as reference librarian so they thought I had some experience with a county system.
 - Most of my upward mobility was facilitated by people recruiting me for jobs... primarily people I knew through professional associations, computer networks, etc.
The fact that I am a librarian at all is purely serendipitous.
 - Not so much luck as personal life choices such as marriage, divorce, etc. Also, what was learned on one job provided entree into the next.
 - Changes in my personal life necessitated moves that ultimately had a beneficial effect on my career.
 - Promotion to Senior was possible because of widespread retirement of Librarians in late 1970s. I also worked in a large system that had many opportunities for transfer and advancement.
 - There were no teaching jobs when I graduated with my Bachelor`s degree. I took a temporary job with the library under the CETA program, applied for an opening for a permanent position about three months later and shortly after that started working on my degree.
 - Right position at the right time
 - I sold my business and wanted to relax, so I applied for a bookmobile driver job. From there it was up the ladder.

- Being in the right place at the right time is often a matter of luck or serendipity
- Serendipity is a fact of life.
- Took job as shelver for the summer. I was working construction and thought it would be an easy couple of hours work at the library.
- Breadth of scope of 1st MLS job - in newly created Community Services position - unusual range of experience for new librarian - followed by unanticipated resignation of Director. In achieving current position - a combination of timing.
- I have not approached my career path with any particular goal other than to be content/happy and earn a decent living. During my career, various opportunities have presented themselves to me, and I have acted upon them. For example, my current position.
- Mentors and people who believed in me
- Former applicant for director`s position turned down job offer, opening the opportunity for me to apply for the second round.
- One is dependent on the positions that come open
- I got my first library job by interviewing in my wife`s hometown on Christmas Eve Day and was able to qualify for a paraprofessional position funded by the CETA program. My original intent had been to move back to CA and go to graduate school as soon as possible.
- Being in the right place (mentally, in terms of my readiness to take on certain challenges). Boards hire people with credentials but they must also see a personal "fit". Some times it`s there and sometimes it isn`t.
- The Library Director noticed me, saw my ambition and my ability and provided me with opportunities to grow.
- Retirement of director.
- Career burn out and frustration provided the impetus to apply for a new position. In this regard it was serendipitous; I was the right person for the job, and stayed in it 10 years.
- I became a library director very early in my career when the city/public library I worked for fired the library director. I was reference librarian at the time, and I was appointed acting library director and then appointed to the position of library director.
- In my first director`s job, I had almost NO administrative experience and no public library experience. However, the library board was desperate (I was their third choice)and I was available. I truly was in the right place at the right time.
- Connections made at ALA resulted in a job offer I would not have pursued otherwise. Timing is always significant in making career moves.
- Inside this institution, being in the right place at the time an opening occurred certainly helped.
- I was in the right place/right time/with right skills following a financial scandal.
- The nine years I spend in the Savings and Loan and Banking fields made me a much stronger administrator. I started working outside the library

field because no one would hire me as a librarian. I did not have any library experience.

- Our actions in response to life's left turns enable growth, but don't hinder the periodic randomness of those events. I had no intention of becoming a library director until circumstances required my reconsideration.
- When ready to become Assistant Library System Director, position where fiancée was geographically near became available. Without this option, probably would have stayed in a Commuter Relationship!! My first job, as a YA Librarian, was very "lucky".
- I began in children's, but due to staff cutbacks, I was asked to move to reference. The library director practically forced me to apply for the assistant director's position when the long time incumbent retired. When the director retired, I was appointed
- I started working in the library, found that I loved it, and knew there was more to it than just checking out books or cataloging them, which is what I did. My directors also encouraged me to attend school and worked with me in scheduling work/classes.
- My first job in library science was for a regional planning agency where I had previous experience before entering the field. This allowing me to start at a high level in the profession.
- Appointment is always somewhat of a crap-shoot, but accomplishments and development primarily drove placement.
- Luck may not be the right word--I believe that I saw opportunities and seized them. These were things that were not part of my job description, but opportunities to grow and develop.
- Position at the library where I am now director opened up almost simultaneously to my graduation from library school.
- My predecessor's behavior, my availability, fortuitous County administration
- Had a wonderful mentor in the Field of Librarianship at the beginning of my career.
- Advancement in position due to willingness to take on a new position that had problems associated with it
- Right place, right time; knowing people is critical
- I had every intention to become a high school speech and drama teacher. I joined the Peace Corps and when I returned, newly married, I took a job at the local public library while I finished my BA---the rest is history for me
- * leadership opportunities in jobs I held
 - * getting good jobs that helped me
 - * finding out about my current job and deciding to interview
- I was first hired as a professional librarian under a grant. When the grant ended a permanent job opened up. I was interim library director when the City planned to do a national search for a new director.
- Being in the right place at the right time, when there is a chance for career development is my idea of luck.
- I was on the leading cusp of the baby boomers, things got a lot more

- crowded for those born later.
- I was lucky enough to find a mentor who led me in the direction of librarianship. I have since had other wonderful mentors who have helped me advance my career.
 - Luck always plays a role. Competence is critical to success in the delivery of service but opportunities to display ability are often random.
 - Early in my career I worked for a reference librarian who gave me every opportunity to expand my skills and responsibilities. Some years later I was fortunate to have an advocate on the board of trustees, although this was unknown to me at the time.
 - Right place / right time / right job - all matter of good fortune as well as hard work.
 - Being in the right place at the right time. My City was growing fast in the early 1970`s and provided opportunities for younger professionals.
 - I was "in position" when the previous library director was let go.
 - I was "in position" when the previous library director was terminated.
 - My first full-time librarian position gave me the opportunity to work with a director that was an excellent mentor. I was pushed into management duties very quickly and enjoyed the challenge.
 - Found good mentors; was in the right place at the right time; found openings in areas where I wanted to go.
 - Being in the right places at the right times
 - As my husband worked on advanced degrees, the Library was always hiring. After working at paraprofessional jobs, I felt that I could do the work that the Librarians were doing and get paid more. So I returned to school when my husband completed his Ph.D.
 - I am never sure what caused me to be interested in the position or why someone hired me?
 - Unexpected opening in my particular skill
 - Previous director was let go; I was "in position."
 - My career development was largely unplanned. Sometimes I moved to new communities for personal reasons and positions became available. I was not selected for some positions which seemed very interesting.
 - I have been fortunate to have colleagues who mentored me along in my first position, which was a Directorship.
 - The coincidence of a vacancy of interest at a time one is seeking a position always has an element of chance.
 - Opportunities to apply for positions I was interested in presented themselves at a good time in my career.
 - Happened to live in community with an ALA-accredit

APPENDIX I

Figures Listed in Chapter 4 Findings and Analysis

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00 bachelors	7	3.3	3.3	3.3
2.00 certificate	1	.5	.5	3.7
3.00 masters	203	94.9	94.9	98.6
4.00 doctorate	3	1.4	1.4	100.0
Total	214	100.0	100.0	

Figure 4-1. Highest degree earned.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0 no	15	7.0	7.0	7.0
1 yes	199	93.0	93.0	100.0
Total	214	100.0	100.0	

Figure 4-2. Master's in library/info science.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0 no	185	86.4	86.4	86.4
1 yes	29	13.6	13.6	100.0
Total	214	100.0	100.0	

Figure 4-3. Master's in subject area.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 no	206	96.3	96.3	96.3
	1 yes	8	3.7	3.7	100.0
	Total	214	100.0	100.0	

Figure 4-5. Certificate in library/info science.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 no	197	92.1	92.1	92.1
	1 yes	17	7.9	7.9	100.0
	Total	214	100.0	100.0	

Figure 4-6. Certificate in subject area.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 no	195	91.1	91.1	91.1
	1 yes	19	8.9	8.9	100.0
	Total	214	100.0	100.0	

Figure 4-7. Other degree.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 no	212	99.1	99.1	99.1
	1 yes	2	.9	.9	100.0
	Total	214	100.0	100.0	

Figure 4-8. Doctorate in library/info science

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 no	213	99.5	99.5	99.5
	1 yes	1	.5	.5	100.0
	Total	214	100.0	100.0	

Figure 4-9. Doctorate in subject area.

Institution	Number of Masters' degrees earned
Brigham Young University	3
Case Western Reserve University	4
Catholic University of America	3
Clarion University of Pennsylvania	1
Clark Atlanta University	1
Columbia University	2
Drexel University	2
East Carolina University	1
Emory University	6
Emporia State University	4
Florida State University	12
Indiana University	
Bloomington	1
Indianapolis	2
Iowa	1
Kent State University	3
Louisiana State University	4
Marywood College	1
Missouri University	1
North Carolina Central University	1
North Texas State University	3
currently University of North Texas	6
Northern Illinois University	1
Queens College	1

Rosary College	1
Rutgers University	5
San Jose State	2
Simmons College	4
South Carolina State College	1
State University of New York (SUNY)	
Albany	2
Buffalo	3
Geneseo	2
Syracuse University	1
Texas Women's University	3
University of Alabama	1
University of Arizona	8
University of California	
Berkeley	3
Los Angeles	3
University of Chicago	1
University of Denver	11
University of Hawaii	1
University of Illinois	5
University of Iowa	7
University of Kentucky	7
University of Maryland	4
University of Michigan	8
University of Minnesota	1
University of Missouri – Columbia	1
University of North Carolina	
Chapel Hill	5
Greensboro	1
University of Oklahoma	2
University of Oregon	3
University of Pittsburgh	4
University of Rhode Island	3
University of South Carolina	3
University of South Florida	2

University of Southern California	4
University of Southern Mississippi	1
University of Tennessee	2
University of Texas	4
University of Toronto	1
University of Washington	6
University of Western Ontario	1
University of Wisconsin	
Madison	9
Milwaukee	2
Wayne State University	1
Western Michigan University	2

Figure 4-12. Schools where directors earned Masters' degrees.

	A4 total years professional experience	A5 years as public library director	A6 years prof exp before becoming director
N	212	212	212
Valid			
Missing	2	2	2
Mean	27.56	13.11	13.42
Median	29.00	11.25	14.00
Mode	31	8	0 ^a
Std. Deviation	7.339	9.288	8.726
Minimum	2	0	0
Maximum	44	38	35

a. Multiple modes exist. The smallest value is shown

Figure 4-13. Director experience.



Figure 4-13A4. Director experience.



Figure 4-13A5. Director experience.

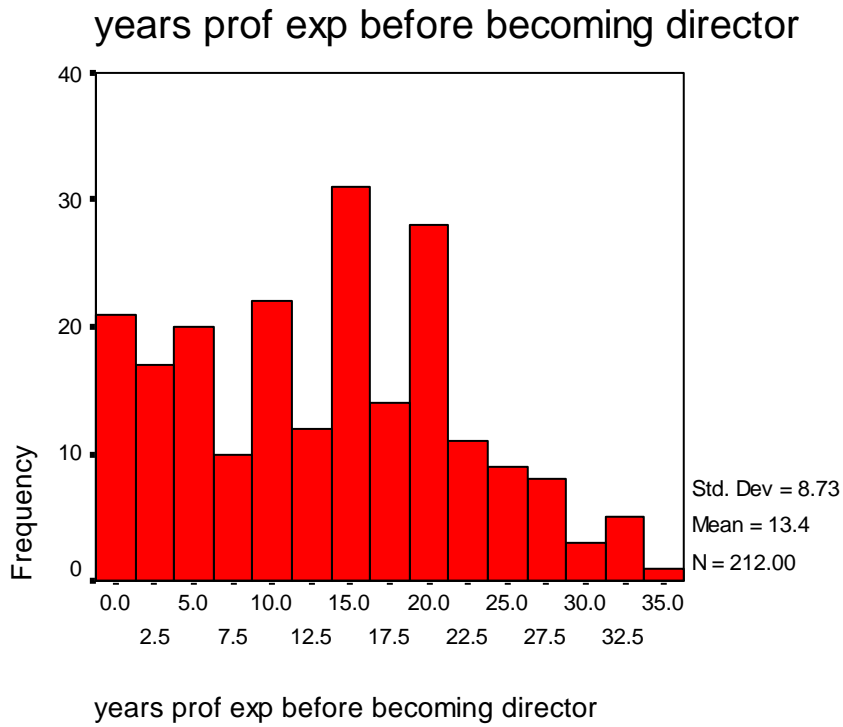


Figure 4-13A6. Director experience.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	136	65.7	66.3	66.3
	Male	69	33.3	33.7	100.0
	Total	205	99.0	100.0	
Missing		2	1.0		
Total		207	100.0		

Figure 4-16. Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 22.00	1	.5	.5	.5
24.00	1	.5	.5	1.0
28.00	2	1.0	1.0	1.9
29.00	4	1.9	1.9	3.9
30.00	1	.5	.5	4.3
31.00	2	1.0	1.0	5.3
32.00	4	1.9	1.9	7.2
33.00	2	1.0	1.0	8.2
34.00	2	1.0	1.0	9.2
36.00	7	3.4	3.4	12.6
37.00	2	1.0	1.0	13.5
38.00	11	5.3	5.3	18.8
39.00	5	2.4	2.4	21.3
40.00	9	4.3	4.3	25.6
41.00	3	1.4	1.4	27.1
42.00	8	3.9	3.9	30.9
43.00	12	5.8	5.8	36.7
44.00	12	5.8	5.8	42.5
45.00	13	6.3	6.3	48.8
46.00	6	2.9	2.9	51.7
47.00	9	4.3	4.3	56.0
48.00	17	8.2	8.2	64.3
49.00	11	5.3	5.3	69.6
50.00	9	4.3	4.3	73.9
51.00	9	4.3	4.3	78.3
52.00	6	2.9	2.9	81.2
53.00	2	1.0	1.0	82.1
54.00	8	3.9	3.9	86.0
55.00	7	3.4	3.4	89.4
56.00	10	4.8	4.8	94.2
57.00	2	1.0	1.0	95.2
58.00	4	1.9	1.9	97.1
60.00	2	1.0	1.0	98.1
61.00	1	.5	.5	98.6
62.00	1	.5	.5	99.0
64.00	1	.5	.5	99.5
65.00	1	.5	.5	100.0
Total	207	100.0	100.0	

Figure 4-18. Age became director current library.

N	Valid	207
	Missing	0
Mean		45.5797
Median		46.0000
Mode		48.00
Std. Deviation		7.87168
Minimum		22.00
Maximum		65.00

Figure 4-19. Age became director current lib.

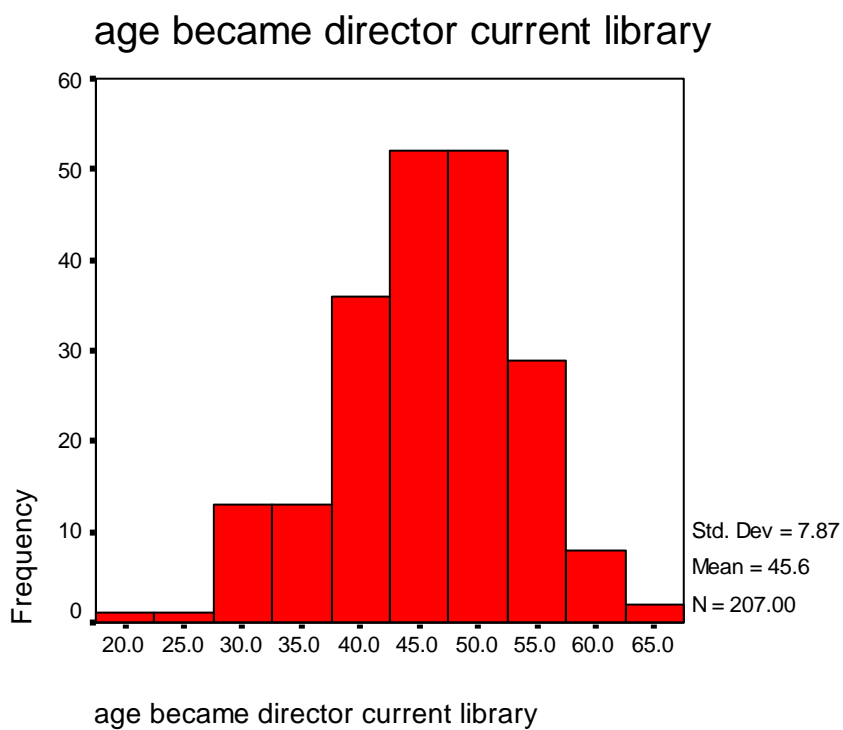


Figure 4-19A. Age became director current lib.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	19	9.2	9.5	9.5
	1.00	19	9.2	9.5	18.9
	2.00	25	12.1	12.4	31.3
	3.00	41	19.8	20.4	51.7
	4.00	25	12.1	12.4	64.2
	5.00	22	10.6	10.9	75.1
	6.00	13	6.3	6.5	81.6
	7.00	17	8.2	8.5	90.0
	8.00	8	3.9	4.0	94.0
	9.00	6	2.9	3.0	97.0
	10.00	3	1.4	1.5	98.5
	12.00	1	.5	.5	99.0
	13.00	1	.5	.5	99.5
	16.00	1	.5	.5	100.0
		Total	201	97.1	100.0
Missing	System	6	2.9		
Total		207	100.0		

Figure 4-20. Total career moves within institutions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	43	20.8	21.1	21.1
	1.00	32	15.5	15.7	36.8
	2.00	32	15.5	15.7	52.5
	3.00	36	17.4	17.6	70.1
	4.00	28	13.5	13.7	83.8
	5.00	16	7.7	7.8	91.7
	6.00	9	4.3	4.4	96.1
	7.00	4	1.9	2.0	98.0
	8.00	2	1.0	1.0	99.0
	9.00	1	.5	.5	99.5
	10.00	1	.5	.5	100.0
	Total	204	98.6	100.0	
Missing	System	3	1.4		
Total		207	100.0		

Figure 4-21. Number of relocations to new community.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	128	61.8	65.0	65.0
	1.00	28	13.5	14.2	79.2
	2.00	24	11.6	12.2	91.4
	3.00	12	5.8	6.1	97.5
	4.00	1	.5	.5	98.0
	5.00	3	1.4	1.5	99.5
	9.00	1	.5	.5	100.0
	Total	197	95.2	100.0	
Missing	System	10	4.8		
Total		207	100.0		

Figure 4-22. Number of moves within same community.

		B3.1 total career moves within institutions	B3.2 number of relocations to new community	B3.3 number of moves within same community
N	Valid	201	204	197
	Missing	6	3	10
Mean		3.9204	2.5147	.7107
Std. Deviation		2.75384	2.07133	1.24644
Minimum		.00	.00	.00
Maximum		16.00	10.00	9.00

Figure 4-23. Statistics of moves.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	78	37.7	38.0	38.0
	yes	127	61.4	62.0	100.0
	Total	205	99.0	100.0	
Missing		2	1.0		
Total		207	100.0		

Figure 4-24. Was luck/serendipity a factor?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	early	94	45.4	45.4	45.4
	no	113	54.6	54.6	100.0
	Total	207	100.0	100.0	

Figure 4-26. Luck played a role early in career.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	middle	66	31.9	31.9	31.9
	no	141	68.1	68.1	100.0
	Total	207	100.0	100.0	

Figure 4-27. Luck played a role in mid career.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	late	37	17.9	17.9	17.9
	no	170	82.1	82.1	100.0
	Total	207	100.0	100.0	

Figure 4-28. Luck played a role late in career.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	4	1.9	2.0	2.0
	6	6	2.9	2.9	4.9
	7	10	4.8	4.9	9.8
	8	59	28.5	28.8	38.5
	9	43	20.8	21.0	59.5
	10	83	40.1	40.5	100.0
	Total	205	99.0	100.0	
Missing	System	2	1.0		
Total		207	100.0		

Figure 4-31. Significance of ability.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.5	.5	.5
	3	4	1.9	2.0	2.5
	4	1	.5	.5	2.9
	5	6	2.9	2.9	5.9
	6	12	5.8	5.9	11.8
	7	28	13.5	13.7	25.5
	8	57	27.5	27.9	53.4
	9	37	17.9	18.1	71.6
	10	58	28.0	28.4	100.0
	Total	204	98.6	100.0	
Missing	System	3	1.4		
Total		207	100.0		

Figure 4-32. Significance of flexibility.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.5	.5	.5
	3	3	1.4	1.5	2.0
	4	4	1.9	2.0	3.9
	5	12	5.8	5.9	9.8
	6	12	5.8	5.9	15.7
	7	21	10.1	10.3	26.0
	8	42	20.3	20.6	46.6
	9	38	18.4	18.6	65.2
	10	71	34.3	34.8	100.0
	Total	204	98.6	100.0	
Missing	System	3	1.4		
Total		207	100.0		

Figure 4-33. Significance of determination.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.5	.5	.5
	2	3	1.4	1.5	2.0
	3	3	1.4	1.5	3.5
	4	6	2.9	3.0	6.5
	5	17	8.2	8.5	14.9
	6	16	7.7	8.0	22.9
	7	23	11.1	11.4	34.3
	8	53	25.6	26.4	60.7
	9	31	15.0	15.4	76.1
	10	48	23.2	23.9	100.0
	Total	201	97.1	100.0	
Missing	System	6	2.9		
Total		207	100.0		

Figure 4-34. Significance of proactivity.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.5	.5	.5
	3	1	.5	.5	1.0
	5	3	1.4	1.5	2.4
	6	7	3.4	3.4	5.9
	7	12	5.8	5.9	11.7
	8	41	19.8	20.0	31.7
	9	51	24.6	24.9	56.6
	10	89	43.0	43.4	100.0
	Total	205	99.0	100.0	
Missing	System	2	1.0		
Total		207	100.0		

Figure 4-35. Significance of hard work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	1.0	1.0	1.0
	4	3	1.4	1.5	2.4
	5	9	4.3	4.4	6.8
	6	10	4.8	4.9	11.7
	7	31	15.0	15.1	26.8
	8	54	26.1	26.3	53.2
	9	49	23.7	23.9	77.1
	10	47	22.7	22.9	100.0
	Total	205	99.0	100.0	
Missing	System	2	1.0		
Total		207	100.0		

Figure 4-36. Significance of personality.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	.5	.5	.5
	4	3	1.4	1.5	2.0
	5	8	3.9	3.9	5.9
	6	8	3.9	3.9	9.8
	7	34	16.4	16.6	26.3
	8	70	33.8	34.1	60.5
	9	41	19.8	20.0	80.5
	10	40	19.3	19.5	100.0
	Total	205	99.0	100.0	
Missing	System	2	1.0		
Total		207	100.0		

Figure 4-37. Significance of intelligence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	1.4	1.5	1.5
	3	1	.5	.5	2.0
	4	2	1.0	1.0	3.0
	5	15	7.2	7.4	10.4
	6	9	4.3	4.5	14.9
	7	30	14.5	14.9	29.7
	8	46	22.2	22.8	52.5
	9	33	15.9	16.3	68.8
	10	1	.5	.5	69.3
	10	62	30.0	30.7	100.0
	Total	202	97.6	100.0	
Missing	System	5	2.4		
Total		207	100.0		

Figure 4-38. Significance of enjoyment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 not checked	154	76.2	76.2	76.2
	1 checked	48	23.8	23.8	100.0
	Total	202	100.0	100.0	

Figure 4-41. Other.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 not checked	165	81.7	81.7	81.7
	1 checked	37	18.3	18.3	100.0
	Total	202	100.0	100.0	

Figure 4-43. Announcement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 not checked	186	92.1	92.1	92.1
	1 checked	16	7.9	7.9	100.0
	Total	202	100.0	100.0	

Figure 4-44. Board of Trustees.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 not checked	164	81.2	81.2	81.2
	1 checked	38	18.8	18.8	100.0
	Total	202	100.0	100.0	

Figure 4-45. Former director recruiting successor.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 not checked	201	99.5	99.5	99.5
	1 checked	1	.5	.5	100.0
	Total	202	100.0	100.0	

Figure 4-46. Library school referral.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 not checked	201	99.5	99.5	99.5
	1 checked	1	.5	.5	100.0
	Total	202	100.0	100.0	

Figure 4-47. Professional association placement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 not checked	166	82.2	82.2	82.2
	1 checked	36	17.8	17.8	100.0
	Total	202	100.0	100.0	

Figure 4-48. Publication.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 not checked	180	89.1	89.1	89.1
	1 checked	22	10.9	10.9	100.0
	Total	202	100.0	100.0	

Figure 4-49. Notification from associate.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 not checked	192	95.0	95.0	95.0
	1 checked	10	5.0	5.0	100.0
	Total	202	100.0	100.0	

Figure 4-50. Recruiting firm.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	96	47.5	49.2	49.2
	yes	99	49.0	50.8	100.0
	Total	195	96.5	100.0	
Missing		7	3.5		
Total		202	100.0		

Figure 4-52. Had career plan.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	113	55.9	56.5	56.5
yes	87	43.1	43.5	100.0
Total	200	99.0	100.0	
Missing	2	1.0		
Total	202	100.0		

Figure 4-54. Aspiration to be admin. when entered profession.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0 not checked	135	66.8	66.8	66.8
1 checked	67	33.2	33.2	100.0
Total	202	100.0	100.0	

Figure 4-56. Chose a mentor.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0 not checked	120	59.4	59.4	59.4
1 checked	82	40.6	40.6	100.0
Total	202	100.0	100.0	

Figure 4-57. Acquired additional schooling/certification.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0 not checked	151	74.8	74.8	74.8
1 checked	51	25.2	25.2	100.0
Total	202	100.0	100.0	

Figure 4-58. Took lateral move.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 not checked	75	37.1	37.1	37.1
	1 checked	127	62.9	62.9	100.0
	Total	202	100.0	100.0	

Figure 4-59. Changed library systems.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 not checked	186	92.1	92.1	92.1
	1 checked	16	7.9	7.9	100.0
	Total	202	100.0	100.0	

Figure 4-60. Left other field to enter library arena.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 not checked	145	71.8	71.8	71.8
	1 checked	57	28.2	28.2	100.0
	Total	202	100.0	100.0	

Figure 4-61. Started entry level and progressed through same system.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 not checked	154	76.2	76.2	76.2
	1 checked	48	23.8	23.8	100.0
	Total	202	100.0	100.0	

Figure 4-62. Other.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	133	65.8	66.8	66.8
	yes	66	32.7	33.2	100.0
	Total	199	98.5	100.0	
Missing		3	1.5		
Total		202	100.0		

Figure 4-63. Had career breaks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	20	9.9	29.0	29.0
	2 no	20	9.9	29.0	58.0
	3 both yes and no	29	14.4	42.0	100.0
	Total	69	34.2	100.0	
Missing	System	133	65.8		
Total		202	100.0		

Figure 4-63A. Combined data- was break planned.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	44	21.8	22.1	22.1
	yes	155	76.7	77.9	100.0
	Total	199	98.5	100.0	
Missing		3	1.5		
Total		202	100.0		

Figure 4-68. Took continuing education courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very helpful	62	30.7	38.3	38.3
	2 somewhat helpful	89	44.1	54.9	93.2
	3 not at all helpful	11	5.4	6.8	100.0
	Total	162	80.2	100.0	
Missing	System	40	19.8		
Total		202	100.0		

Figure 4-69. How helpful were the courses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	31	15.3	15.9	15.9
	yes	164	81.2	84.1	100.0
	Total	195	96.5	100.0	
Missing		7	3.5		
Total		202	100.0		

Figure 4-70. Have workshops or seminars helped.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	75	37.1	38.9	38.9
	yes	118	58.4	61.1	100.0
	Total	193	95.5	100.0	
Missing		9	4.5		
Total		202	100.0		

Figure 4-72. Ever had mentor.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	38	18.8	29.7	29.7
	Undecide	51	25.2	39.8	69.5
	Yes	39	19.3	30.5	100.0
	Total	128	63.4	100.0	
Missing		74	36.6		
Total		202	100.0		

Figure 4-73. Could you have achieved status without mentor.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	85	42.1	44.5	44.5
	yes	106	52.5	55.5	100.0
	Total	191	94.6	100.0	
Missing		11	5.4		
Total		202	100.0		

Figure 4-74. Now serving as mentor.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	65	32.2	33.5	33.5
	yes	129	63.9	66.5	100.0
	Total	194	96.0	100.0	
Missing		8	4.0		
Total		202	100.0		

Figure 4-75. Was networking a factor.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 not checked	94	46.5	46.5	46.5
	1 checked	108	53.5	53.5	100.0
	Total	202	100.0	100.0	

Figure 4-76. Communicated with library directors.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 not checked	131	64.9	64.9	64.9
	1 checked	71	35.1	35.1	100.0
	Total	202	100.0	100.0	

Figure 4-77. Communicated with friends.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 not checked	103	51.0	51.0	51.0
	1 checked	99	49.0	49.0	100.0
	Total	202	100.0	100.0	

Figure 4-78. Communicated with professionals within organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 not checked	136	67.3	67.3	67.3
	1 checked	66	32.7	32.7	100.0
	Total	202	100.0	100.0	

Figure 4-79. Communicated with professionals outside organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 not checked	179	88.6	88.6	88.6
	1 checked	23	11.4	11.4	100.0
	Total	202	100.0	100.0	

Figure 4-80. Communicated with others.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 not checked	53	26.2	26.2	26.2
	1 checked	149	73.8	73.8	100.0
	Total	202	100.0	100.0	

Figure 4-83. In American Library Association.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 not checked	67	33.2	33.2	33.2
	1 checked	135	66.8	66.8	100.0
	Total	202	100.0	100.0	

Figure 4-84. In Public Library Association.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 not checked	153	75.7	75.7	75.7
	1 checked	49	24.3	24.3	100.0
	Total	202	100.0	100.0	

Figure 4-85. In Urban Libraries Council.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0 not checked	29	14.4	14.4	14.4
1 checked	173	85.6	85.6	100.0
Total	202	100.0	100.0	

Figure 4-86. In State Library Association.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0 not checked	158	78.2	78.2	78.2
1 checked	44	21.8	21.8	100.0
Total	202	100.0	100.0	

Figure 4-87. In other professional organization.

	Mean	Std. Deviation
C13.4 in State Library Association	.86	.352
C13.1 in American Library Association	.74	.441
C13.2 in Public Library Association	.67	.472
C13.3 in Urban Libraries Council	.24	.430
C13.5 in other professional organization	.22	.414
Valid N (listwise)		

Figure 4-89. Mean and std. deviation of professional organization involvement.

		A4 total years professional experience	A5 years as public library director	A6 years prof exp before becoming director
N	Valid	212	212	212
	Missing	2	2	2
Mean		27.56	13.11	13.42
Median		29.00	11.25	14.00
Mode		31	8	0 ^a
Std. Deviation		7.339	9.288	8.726
Minimum		2	0	0
Maximum		44	38	35

a. Multiple modes exist. The smallest value is shown

Figure 4-91. Mean and std. deviation of professional experience.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	30	14.9	16.9	16.9
	2	17	8.4	9.6	26.6
	3	14	6.9	7.9	34.5
	4	14	6.9	7.9	42.4
	5	29	14.4	16.4	58.8
	6	6	3.0	3.4	62.1
	7	18	8.9	10.2	72.3
	8	23	11.4	13.0	85.3
	9	11	5.4	6.2	91.5
	10	15	7.4	8.5	100.0
Total		177	87.6	100.0	
Missing	0	12	5.9		
	System	13	6.4		
	Total	25	12.4		
Total		202	100.0		

Figure 4.94. Importance of mentorship.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.5	.5	.5
	2	2	1.0	1.0	1.6
	3	2	1.0	1.0	2.6
	4	2	1.0	1.0	3.6
	5	7	3.5	3.6	7.3
	6	8	4.0	4.2	11.5
	7	9	4.5	4.7	16.1
	8	40	19.8	20.8	37.0
	9	48	23.8	25.0	62.0
	10	73	36.1	38.0	100.0
	Total	192	95.0	100.0	
Missing	System	10	5.0		
Total		202	100.0		

Figure 4-95. Importance of experience.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	5.0	5.3	5.3
	2	10	5.0	5.3	10.6
	3	13	6.4	6.9	17.5
	4	10	5.0	5.3	22.8
	5	30	14.9	15.9	38.6
	6	13	6.4	6.9	45.5
	7	22	10.9	11.6	57.1
	8	35	17.3	18.5	75.7
	9	26	12.9	13.8	89.4
	10	20	9.9	10.6	100.0
	Total	189	93.6	100.0	
Missing	0	2	1.0		
	System	11	5.4		
	Total	13	6.4		
Total		202	100.0		

Figure 4-96. Importance of networking.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	2.0	2.1	2.1
	2	6	3.0	3.1	5.2
	3	10	5.0	5.2	10.5
	4	9	4.5	4.7	15.2
	5	26	12.9	13.6	28.8
	6	14	6.9	7.3	36.1
	7	39	19.3	20.4	56.5
	8	39	19.3	20.4	77.0
	9	27	13.4	14.1	91.1
	10	17	8.4	8.9	100.0
	Total	191	94.6	100.0	
Missing	0	1	.5		
	System	10	5.0		
	Total	11	5.4		
Total		202	100.0		

Figure 4-97. Importance of training and development.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	4.0	4.2	4.2
	2	10	5.0	5.3	9.5
	3	10	5.0	5.3	14.7
	4	8	4.0	4.2	18.9
	5	36	17.8	18.9	37.9
	6	19	9.4	10.0	47.9
	7	28	13.9	14.7	62.6
	8	39	19.3	20.5	83.2
	9	17	8.4	8.9	92.1
	10	15	7.4	7.9	100.0
	Total	190	94.1	100.0	
Missing	0	1	.5		
	System	11	5.4		
	Total	12	5.9		
Total		202	100.0		

Figure 4-98. Importance of professional involvement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	5.4	5.9	5.9
	2	10	5.0	5.3	11.2
	3	14	6.9	7.4	18.6
	4	12	5.9	6.4	25.0
	5	29	14.4	15.4	40.4
	6	24	11.9	12.8	53.2
	7	31	15.3	16.5	69.7
	8	28	13.9	14.9	84.6
	9	15	7.4	8.0	92.6
	10	14	6.9	7.4	100.0
	Total	188	93.1	100.0	
Missing	0	2	1.0		
	System	12	5.9		
	Total	14	6.9		
Total		202	100.0		

Figure 4-99. Importance of continuing education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	7.4	8.2	8.2
	2	22	10.9	12.0	20.1
	3	13	6.4	7.1	27.2
	4	14	6.9	7.6	34.8
	5	36	17.8	19.6	54.3
	6	17	8.4	9.2	63.6
	7	22	10.9	12.0	75.5
	8	24	11.9	13.0	88.6
	9	13	6.4	7.1	95.7
	10	8	4.0	4.3	100.0
	Total	184	91.1	100.0	
Missing	0	5	2.5		
	System	13	6.4		
	Total	18	8.9		
Total		202	100.0		

Figure 4-100. Importance of career planning.

		A4 total years professional experience	A5 years as public library director	A6 years prof exp before becoming director
N	Valid	212	212	212
	Missing	2	2	2
Mean		27.56	13.11	13.42
Median		29.00	11.25	14.00
Mode		31	8	0 ^a
Std. Deviation		7.339	9.288	8.726
Minimum		2	0	0
Maximum		44	38	35

a. Multiple modes exist. The smallest value is shown

4.110. Mean and std. of experience.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.5	.5	.5
	3	1	.5	.5	.9
	7	2	.9	.9	1.9
	8	1	.5	.5	2.4
	10	1	.5	.5	2.8
	11	2	.9	.9	3.8
	12	1	.5	.5	4.2
	14	1	.5	.5	4.7
	15	3	1.4	1.4	6.1
	16	5	2.3	2.4	8.5
	18	6	2.8	2.8	11.3
	19	1	.5	.5	11.8
	20	11	5.1	5.2	17.0
	21	4	1.9	1.9	18.9
	22	5	2.3	2.4	21.2
	23	7	3.3	3.3	24.5
	24	14	6.5	6.6	31.1
	25	8	3.7	3.8	34.9
	26	5	2.3	2.4	37.3
	27	12	5.6	5.7	42.9
	28	13	6.1	6.1	49.1
	29	10	4.7	4.7	53.8
	30	12	5.6	5.7	59.4
	31	18	8.4	8.5	67.9
	32	13	6.1	6.1	74.1
	33	16	7.5	7.5	81.6
	34	10	4.7	4.7	86.3
	35	10	4.7	4.7	91.0
	36	4	1.9	1.9	92.9
	37	4	1.9	1.9	94.8
	38	5	2.3	2.4	97.2
	40	1	.5	.5	97.6
	41	2	.9	.9	98.6
	43	1	.5	.5	99.1
	44	2	.9	.9	100.0
	Total	212	99.1	100.0	
Missing	System	2	.9		
Total		214	100.0		

4.111 Total years professional experience.

4.113 Years as public library director

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	2	.9	.9	.9
	.50	1	.5	.5	1.4
	1.00	9	4.2	4.2	5.7
	1.50	2	.9	.9	6.6
	2.00	8	3.7	3.8	10.4
	2.50	2	.9	.9	11.3
	3.00	8	3.7	3.8	15.1
	3.50	2	.9	.9	16.0
	4.00	12	5.6	5.7	21.7
	5.00	10	4.7	4.7	26.4
	6.00	7	3.3	3.3	29.7
	7.00	7	3.3	3.3	33.0
	8.00	13	6.1	6.1	39.2
	9.00	4	1.9	1.9	41.0
	10.00	11	5.1	5.2	46.2
	10.50	2	.9	.9	47.2
	11.00	6	2.8	2.8	50.0
	11.50	1	.5	.5	50.5
	12.00	4	1.9	1.9	52.4
	13.00	9	4.2	4.2	56.6
	13.50	2	.9	.9	57.5
	14.00	10	4.7	4.7	62.3
	15.00	10	4.7	4.7	67.0
	15.50	1	.5	.5	67.5
	16.00	5	2.3	2.4	69.8
	17.00	8	3.7	3.8	73.6
	18.00	3	1.4	1.4	75.0
	19.00	2	.9	.9	75.9
	20.00	3	1.4	1.4	77.4
	21.00	3	1.4	1.4	78.8
	22.00	2	.9	.9	79.7
	23.00	4	1.9	1.9	81.6
	24.00	8	3.7	3.8	85.4
	25.00	4	1.9	1.9	87.3
	26.00	3	1.4	1.4	88.7
	27.00	2	.9	.9	89.6
	28.00	3	1.4	1.4	91.0
	29.00	4	1.9	1.9	92.9
	30.00	5	2.3	2.4	95.3
	31.00	2	.9	.9	96.2
	32.00	2	.9	.9	97.2
	33.00	1	.5	.5	97.6
	34.00	1	.5	.5	98.1
	35.00	2	.9	.9	99.1
	37.00	1	.5	.5	99.5
	38.00	1	.5	.5	100.0
	Total	212	99.1	100.0	
Missing	System	2	.9		
Total		214	100.0		

4.114 Years prof exp before becoming director.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	12	5.6	5.7	5.7
	1.00	9	4.2	4.2	9.9
	2.00	9	4.2	4.2	14.2
	2.50	1	.5	.5	14.6
	3.00	7	3.3	3.3	17.9
	4.00	6	2.8	2.8	20.8
	4.50	1	.5	.5	21.2
	5.00	7	3.3	3.3	24.5
	6.00	6	2.8	2.8	27.4
	7.00	5	2.3	2.4	29.7
	8.00	5	2.3	2.4	32.1
	9.00	9	4.2	4.2	36.3
	10.00	3	1.4	1.4	37.7
	11.00	10	4.7	4.7	42.5
	12.00	3	1.4	1.4	43.9
	13.00	9	4.2	4.2	48.1
	14.00	12	5.6	5.7	53.8
	15.00	12	5.6	5.7	59.4
	16.00	7	3.3	3.3	62.7
	16.50	1	.5	.5	63.2
	17.00	8	3.7	3.8	67.0
	18.00	5	2.3	2.4	69.3
	19.00	4	1.9	1.9	71.2
	19.50	1	.5	.5	71.7
	20.00	12	5.6	5.7	77.4
	20.50	2	.9	.9	78.3
	21.00	9	4.2	4.2	82.5
	22.00	5	2.3	2.4	84.9
	23.00	6	2.8	2.8	87.7
	24.00	3	1.4	1.4	89.2
	25.00	5	2.3	2.4	91.5
	26.00	1	.5	.5	92.0
	27.00	6	2.8	2.8	94.8
	27.50	1	.5	.5	95.3
	28.00	1	.5	.5	95.8
	30.00	1	.5	.5	96.2
	31.00	2	.9	.9	97.2
	32.00	2	.9	.9	98.1
	33.00	2	.9	.9	99.1
	33.50	1	.5	.5	99.5
	34.50	1	.5	.5	100.0
	Total	212	99.1	100.0	
Missing	System	2	.9		
Total		214	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	63	30.4	33.5	33.5
	2	24	11.6	12.8	46.3
	3	21	10.1	11.2	57.4
	4	16	7.7	8.5	66.0
	5	43	20.8	22.9	88.8
	6	10	4.8	5.3	94.1
	7	7	3.4	3.7	97.9
	8	2	1.0	1.1	98.9
	10	2	1.0	1.1	100.0
	Total	188	90.8	100.0	
Missing	0	14	6.8		
	System	5	2.4		
	Total	19	9.2		
Total		207	100.0		

4.116 Significance of age.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	71	34.3	37.6	37.6
	2	20	9.7	10.6	48.1
	3	21	10.1	11.1	59.3
	4	5	2.4	2.6	61.9
	5	37	17.9	19.6	81.5
	6	15	7.2	7.9	89.4
	7	13	6.3	6.9	96.3
	8	5	2.4	2.6	98.9
	9	1	.5	.5	99.5
	10	1	.5	.5	100.0
Total	189	91.3	100.0		
Missing	0	13	6.3		
	System	5	2.4		
	Total	18	8.7		
Total		207	100.0		

Figure 4-117. Significance of gender.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	31	15.0	16.1	16.1
	2	16	7.7	8.3	24.4
	3	19	9.2	9.8	34.2
	4	14	6.8	7.3	41.5
	5	32	15.5	16.6	58.0
	6	17	8.2	8.8	66.8
	7	24	11.6	12.4	79.3
	8	21	10.1	10.9	90.2
	9	10	4.8	5.2	95.3
	10	9	4.3	4.7	100.0
	Total	193	93.2	100.0	
Missing	0	7	3.4		
	System	7	3.4		
	Total	14	6.8		
Total		207	100.0		

Figure 4-118. Significance of luck/serendipity.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	40	19.3	21.1	21.1
	2	10	4.8	5.3	26.3
	3	14	6.8	7.4	33.7
	4	10	4.8	5.3	38.9
	5	22	10.6	11.6	50.5
	6	5	2.4	2.6	53.2
	7	17	8.2	8.9	62.1
	8	30	14.5	15.8	77.9
	9	20	9.7	10.5	88.4
	10	22	10.6	11.6	100.0
	Total	190	91.8	100.0	
Missing	0	12	5.8		
	System	5	2.4		
	Total	17	8.2		
Total		207	100.0		

4.119 Significance of geographic mobility.

			C4.5 left other field to enter library arena		Total
			0 not checked	1 checked	Column Totals
C4.2 acquired additional schooling/certification	0 not checked	Count	115	5	120
		% within C4.2 acquired additional schooling/certification	95.8%	4.2%	100.0%
		% within C4.5 left other field to enter library arena	61.8%	31.3%	59.4%
	1 checked	Count	71	11	82
		% within C4.2 acquired additional schooling/certification	86.6%	13.4%	100.0%
		% within C4.5 left other field to enter library arena	38.2%	68.8%	40.6%
Row Totals		Count	186	16	202
		% within C4.2 acquired additional schooling/certification	92.1%	7.9%	100.0%
		% within C4.5 left other field to enter library arena	100.0%	100.0%	100.0%

Figure 4-128. Cross tabulation of additional schooling and left other field.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.712(b)	1	.017		
Continuity Correction(a)	4.515	1	.034		
Likelihood Ratio	5.623	1	.018		
Fisher's Exact Test				.031	.017
Linear-by-Linear Association	5.684	1	.017		
N of Valid Cases	202				

Chi-square=5.712(b), p<.05.

Figure 4-129. Chi-Square Tests of additional schooling and left other field.

			C4.4 changed library systems		Total
			0 not checked	1 checked	
C4.3 took lateral move	0 not checked	Count	62	89	151
		% within C4.3 took lateral move	41.1%	58.9%	100.0%
		% within C4.4 changed library systems	82.7%	70.1%	74.8%
	1 checked	Count	13	38	51
		% within C4.3 took lateral move	25.5%	74.5%	100.0%
		% within C4.4 changed library systems	17.3%	29.9%	25.2%
Total		Count	75	127	202
		% within C4.3 took lateral move	37.1%	62.9%	100.0%
		% within C4.4 changed library systems	100.0%	100.0%	100.0%

Figure 4-130. Cross tabulation of took lateral move and changed library systems.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.959(b)	1	.047		
Continuity Correction(a)	3.320	1	.068		
Likelihood Ratio	4.116	1	.042		
Fisher's Exact Test				.065	.033
Linear-by-Linear Association	3.939	1	.047		
N of Valid Cases	202				

Chi-square=3.959(b), p<.05

Figure 4-131. Chi-Square Test of taking lateral move and changing library systems.

			C4.6 started entry level and progressed through same system		
			0 not checked	1 checked	Total
C4.4 changed library systems	0 not checked	Count	33	42	75
		% within C4.4 changed library systems	44.0%	56.0%	100.0%
	1 checked	% within C4.6 started entry level and progressed through same system	22.8%	73.7%	37.1%
		Count	112	15	127
Total	0 not checked	% within C4.4 changed library systems	88.2%	11.8%	100.0%
		% within C4.6 started entry level and progressed through same system	77.2%	26.3%	62.9%
	1 checked	Count	145	57	202
		% within C4.4 changed library systems	71.8%	28.2%	100.0%
Total	% within C4.6 started entry level and progressed through same system	100.0%	100.0%	100.0%	

Figure 4-132. Cross tabulation of taking lateral move and changing library systems.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	45.457(b)	1	.000		
Continuity Correction(a)	43.302	1	.000		
Likelihood Ratio	45.252	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	45.232	1	.000		
N of Valid Cases	202				

Chi-square=45.457(b), p<.05

4.133. Chi-Square Test of starting at entry level/progressing and changing lib. Systems.

			C3 Aspiration to be admin. when entered prof.		
			no	yes	Total
C2 Had career plan?	no	Count	66	30	96
		% within C2 Had career plan?	68.8%	31.3%	100.0%
	% within C3 Aspiration to be admin. when entered prof.?	60.0%	35.7%	49.5%	
	yes	Count	44	54	98
	% within C2 Had career plan?	44.9%	55.1%	100.0%	
	% within C3 Aspiration to be admin. when entered prof.?	40.0%	64.3%	50.5%	
Total		Count	110	84	194
		% within C2 Had career plan?	56.7%	43.3%	100.0%
		% within C3 Aspiration to be admin. when entered prof.?	100.0%	100.0%	100.0%

Figure 4-134. Cross tabulation of having a career plan and aspiring to be administrator when entering profession

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	11.238(b)	1	.001		
Continuity Correction(a)	10.287	1	.001		
Likelihood Ratio	11.363	1	.001		
Fisher's Exact Test				.001	.001
N of Valid Cases	194				

Chi-square=11.238(b), p<.05.

Figure 4-135. Chi-Square Tests of having a career plan and aspiring to be admin. when entering profession.

			C12 Was networking a factor?		Total
			no	yes	
C2 Had career plan?	no	Count	37	57	94
		% within C2 Had career plan?	39.4%	60.6%	100.0%
	% within C12 Was networking factor?	60.7%	44.9%	50.0%	
	yes	Count	24	70	94
	% within C2 Had career plan?	25.5%	74.5%	100.0%	
	% within C12 Was networking factor?	39.3%	55.1%	50.0%	
Total		Count	61	127	188
		% within C2 Had career plan?	32.4%	67.6%	100.0%
		% within C12 Was networking factor?	100.0%	100.0%	100.0%

Figure 4-136. Cross tabulation of career plan and networking.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.101(b)	1	.043		
Continuity Correction(a)	3.495	1	.062		
Likelihood Ratio	4.125	1	.042		
Fisher's Exact Test				.061	.031
N of Valid Cases	188				

Chi-square=4.101(b), p<.05.

Figure 4-137. Chi-Square Tests of career plan and networking.

			C9 Ever had mentor?		Total
			no	yes	
C6 Took continuing education courses?	no	Count	26	17	43
		% within C6 Took continuing education courses?	60.5%	39.5%	100.0%
	yes	% within C9 Ever had mentor?	35.1%	14.4%	22.4%
		Count	48	101	149
	% within C6 Took continuing education courses?	32.2%	67.8%	100.0%	
	% within C9 Ever had mentor?	64.9%	85.6%	77.6%	
Total		Count	74	118	192
		% within C6 Took continuing education courses?	38.5%	61.5%	100.0%
		% within C9 Ever had mentor?	100.0%	100.0%	100.0%

Figure 4-138. Cross tabulation of taking continuing education courses and ever having a mentor.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	11.243(b)	1	.001		
Continuity Correction(a)	10.082	1	.001		
Likelihood Ratio	10.996	1	.001		
Fisher's Exact Test				.001	.001
N of Valid Cases	192				

Chi-square=11.243(b), p<.05.

Figure 4-139. Chi-Square Tests of taking continuing education courses and ever having a mentor.

			C11 Now serving as mentor?		Total
			no	yes	
C6 Took continuing education courses?	no	Count	25	17	42
		% within C6 Took continuing education courses?	59.5%	40.5%	100.0%
		% within C11 Now serving as mentor?	29.8%	16.0%	22.1%
	yes	Count	59	89	148
		% within C6 Took continuing education courses?	39.9%	60.1%	100.0%
		% within C11 Now serving as mentor?	70.2%	84.0%	77.9%
Total	Count	84	106	190	
	% within C6 Took continuing education courses?	44.2%	55.8%	100.0%	
	% within C11 Now serving as mentor?	100.0%	100.0%	100.0%	

Figure 4-140. Cross tab. of taking continuing ed. courses & serving as a mentor.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.126 ^b	1	.024		
Continuity Correction ^a	4.360	1	.037		
Likelihood Ratio	5.103	1	.024		
Fisher's Exact Test				.034	.019
N of Valid Cases	190				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.57.

Chi-square=5.126(b), p<.05.

Figure 4-141. Chi-Square Tests of taking cont. ed. courses & serving as a mentor.

			C12 Was networking a factor?		Total
			no	yes	
C6 Took continuing education courses?	no	Count	25	19	44
		% within C6 Took continuing education courses?	56.8%	43.2%	100.0%
		% within C12 Was networking a factor?	38.5%	14.8%	22.8%
	yes	Count	40	109	149
		% within C6 Took continuing education courses?	26.8%	73.2%	100.0%
		% within C12 Was networking a factor?	61.5%	85.2%	77.2%
Total		Count	65	128	193
		% within C6 Took continuing education courses?	33.7%	66.3%	100.0%
		% within C12 Was networking a factor?	100.0%	100.0%	100.0%

Figure 4-142. Cross tabulation of continuing education courses & networking.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	13.662 ^b	1	.000		
Continuity Correction ^a	12.353	1	.000		
Likelihood Ratio	13.080	1	.000		
Fisher's Exact Test				.000	.000
N of Valid Cases	193				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.82.

Chi-square=13.662(b), p<.05.

Figure 4-143. Chi-Square tests of continuing education courses & networking.

			C11 Now serving as mentor?		Total
			no	yes	
C9 Ever had mentor?	no	Count	49	23	72
		% within C9 Ever had mentor?	68.1%	31.9%	100.0%
		% within C11 Now serving as mentor?	58.3%	21.7%	37.9%
	yes	Count	35	83	118
		% within C9 Ever had mentor?	29.7%	70.3%	100.0%
		% within C11 Now serving as mentor?	41.7%	78.3%	62.1%
Total	Count	84	106	190	
	% within C9 Ever had mentor?	44.2%	55.8%	100.0%	
	% within C11 Now serving as mentor?	100.0%	100.0%	100.0%	

Figure 4-144. Cross tabulation of ever having a mentor/now serving as one.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	26.725 ^b	1	.000		
Continuity Correction ^a	25.191	1	.000		
Likelihood Ratio	27.154	1	.000		
Fisher's Exact Test				.000	.000
N of Valid Cases	190				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 31.83.

Chi-square=26.725(b), p<.05.

4.145 Chi-Square tests of ever having a mentor and now serving as mentor.

			C12 Was networking a factor?		Total
			no	yes	
C9 Ever had mentor?	no	Count	33	42	75
		% within C9 Ever had mentor?	44.0%	56.0%	100.0%
		% within C12 Was networking a factor?	51.6%	32.6%	38.9%
	yes	Count	31	87	118
		% within C9 Ever had mentor?	26.3%	73.7%	100.0%
		% within C12 Was networking a factor?	48.4%	67.4%	61.1%
Total	Count	64	129	193	
	% within C9 Ever had mentor?	33.2%	66.8%	100.0%	
	% within C12 Was networking a factor?	100.0%	100.0%	100.0%	

Figure 4-146 Cross tabulation of ever having a mentor and networking.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.503 ^b	1	.011		
Continuity Correction ^a	5.727	1	.017		
Likelihood Ratio	6.434	1	.011		
Fisher's Exact Test				.012	.009
N of Valid Cases	193				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 24.87.

Chi-square=6.503(b), p<.05.

Figure 4-146 Chi-Square tests of ever having a mentor and networking.

			C14 Was there one opportunity that made biggest difference?		Total
			no	yes	
C9 Ever had mentor?	no	Count	27	42	69
		% within C9 Ever had mentor?	39.1%	60.9%	100.0%
		% within C14 Was there one opportunity that made biggest difference?	49.1%	32.8%	37.7%
	yes	Count	28	86	114
		% within C9 Ever had mentor?	24.6%	75.4%	100.0%
		% within C14 Was there one opportunity that made biggest difference?	50.9%	67.2%	62.3%
Total		Count	55	128	183
		% within C9 Ever had mentor?	30.1%	69.9%	100.0%
		% within C14 Was there one opportunity that made biggest difference?	100.0%	100.0%	100.0%

Figure 4-147. Cross tab. ever having a mentor & having 1 oppor. that made diff.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.340 ^b	1	.037		
Continuity Correction ^a	3.675	1	.055		
Likelihood Ratio	4.276	1	.039		
Fisher's Exact Test				.046	.028
N of Valid Cases	183				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 20.74.

Chi-square=4.340(b), p<.05.

Figure 4.148. Ch-Square tests ever having a mentor & having 1 oppor. that made diff.

			C12 Was networking a factor?		Total
			no	yes	
C11 Now serving as mentor?	no	Count	40	45	85
		% within C11 Now serving as mentor?	47.1%	52.9%	100.0%
		% within C12 Was networking a factor?	62.5%	35.4%	44.5%
	yes	Count	24	82	106
		% within C11 Now serving as mentor?	22.6%	77.4%	100.0%
		% within C12 Was networking a factor?	37.5%	64.6%	55.5%
Total	Count	64	127	191	
	% within C11 Now serving as mentor?	33.5%	66.5%	100.0%	
	% within C12 Was networking a factor?	100.0%	100.0%	100.0%	

Figure 4-149. Cross tabulation of serving as a mentor and networking,

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	12.623 ^b	1	.000		
Continuity Correction ^a	11.551	1	.001		
Likelihood Ratio	12.667	1	.000		
Fisher's Exact Test				.001	.000
N of Valid Cases	191				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 28.48.

Chi-square=12.623(b), p<.05.

Figure 4-150 Chi-Square tests of serving as a mentor and networking.

APPENDIX J

Training and Development Subjects Taken by Directors

SUBJECT/WORKSHOP TITLE	Number of responses per subject listed
	42
management	37
leadership training & development	19
supervision	13
human resource management	12
financial development (management and planning)	12
personnel management	11
fund development	8
grant management	7
administration	7
public manager certification	7
computer technology	7
personnel	6
planning	6
time management	5
automation	5
communication	5
customer Service	5
public administration	5
technology	4
building (design & construction)	4
computer science	4
long range planning	4
marketing	4
public relations	4

team development	4
advocacy	3
computer skills	3
	3
conflict negotiation/resolution	
diversity	3
employment law	3
	3
governmental operations	
legal issues	3
library construction	3
personnel law	3
strategic planning	3
accounting	2
	2
administration/management	
	2
Center for Creative Leadership	
	2
certified public manager	
computer applications	2
	2
facilities design & construction	
hiring and firing	2
intellectual freedom	2
law	2
Myers Briggs	2
organization	2
	2
organizational development	
	2
personnel administration	
public policy	2
	2
statistics/analysis	
	1
affective communication	
ALA Conferences	1
	1
am certified by state library	
board development	1
business management	1
career development	1
	1
community analysis/planning	

community stewardship	1
courses focusing on people skills ("EQ")	1
creativity workshops	1
creative thinking.	1
	1
dealing with difficult people	
decision-making	1
	1
design development review	
	1
effective communication	
	1
executive city management	
	1
executive management seminars	
facilitating	1
futuring and visioning	1
general management	1
	1
global leadership training	
H.R. Seminars	1
	1
Harvard Ex Education at the Business School	
	1
how to speak to the media--Arch Lustberg	
image polishing	1
	1
info technology courses	
inspiration	1
Interpersonal analysis	1
	1
interpersonal relationships	
labor law	1
	1
Leadership Birmingham	
Leadership Maryland	1
	1
leadership/management	
	1
leadership; dealing effectively with people	
	1
legal issues for government employees	
library administration	1
library buildings	1

library law	1
	1
Library Leadership Institute	
library management	1
library science	1
	1
Lou Tice`s INVESTMENT IN EXCELLENCE training (i.e. Dale Carnegie training)	
	1
management of large groups	
	1
management training week	
	1
management/leadership	
management/personnel	1
managerial economics	1
	1
massage and reiki studies and certifications	
	1
middle management and advanced management	
national conferences	1
networking	1
networks	1
new director seminars	1
	1
operating in a political environment	
organizational culture	1
outcomes assessment	1
	1
Pacific Institute Investment in Excellence Course	
people skills	1
	1
personnel and supervision	
planning for results	1
	1
planning library buildings	
planning workshops	1
	1
planning, outcomes assessment	
political action	1

	1
political planning-UC-Davis	
politics	1
problem solving	1
program evaluation	1
program management	1
	1
Project Corporate Leadership	
project management	1
psychology	1
	1
public money management	
public policy analysis	1
public speaking	1
records management	1
running a referendum	1
sensitivity training	1
servant leadership	1
	1
Seven Habits of Highly Successful People Course	
state conferences	1
state rules	1
technology in libraries	1
technology planning	1
technology training	1
technology update	1
top level management	1
volunteer management	1
	1
working with different personalities	

APPENDIX K

Opportunities that Made a Difference

- Willing to relocate.
- Being appointed an acting director.
- Going from a small town public library to head up a statewide project to develop an interlibrary loan code, and then working for the State Library agency as a library development consultant.
- Getting my first library director position within 3 years of graduation...in my hometown.
- I was appointed Director at an early age (28) at a library where I had started as Children's Librarian.
- Serendipity.
- My first job as director allowed me to gain that experience so that I could advance to larger libraries.
- Upon graduation, took a job in a very small public library as assistant director. This move gave me the experience I needed to move to larger public libraries.
- 3 years in the private sector working for a vendor changed my attitude and provided insights that straight library work could not have provided.
- Getting divorced forced me to seek higher-paying position and sent me to administration.
- Associate director of a midsized public library. I was just 3 years out of school, and this enabled me to tackle a complex system, with extraordinary mentorship support.
- Applying for and receiving a job that gave me an advantage over my peers.
- Becoming a branch manager. It showed trust and respect and let me be creative.
- I had the opportunity to work for a state library agency as a consultant and become familiar with dozens of library administrators from whom I learned a great deal about the practical aspects of running a public library.
- A move to my present position - though not qualified.
- Being chosen to take on two temporary assignments that turned into permanent ones.
- I had a high position at the state library. When a new administrator came in, he made it apparent he wanted to chose his own staff which pushed me into looking for another job
- The election process to form a library district. Library elections became my specialty
- I explained earlier that I was in the right place and had already shown myself to be a reliable and productive employee, valuable to the organization, when the

director decided to retire.

- I took a new position as an assistant to the director without really knowing what it involved. I created that position and it gave me visibility to the administration and Board. It also taught me what I needed to know to run a library.
- Served on 3 conference planning committees (ALA, Calif. Lib. Assoc., & REFORMA).
- Willingness to go wherever a position was located to continue up my career path. No geographical restrictions.
- Second job was as library director in small town; have progressed from there.
- I moved from a branch management position to an assistant directorship because I knew I would do the job better than any external candidates. When the director at that time left; I was offered the opportunity to be the director by the Library Board.
- First public library director job - the system was planning a new main library and I was given great latitude in working with the architects in designing it, particularly the interior and choosing furnishings.
- While I was branch manager, the library director resigned.
- I was passed over for an executive promotion at the first library I worked at and was subsequently told by the director that I was not capable of excelling or achieving at an executive level.
- Assistant Director position under my mentor became available. When she retired, I moved up.
- I had the chance to work under a terrible boss. It made me work twice as hard. It also taught me a lot about how things should and should not be done, and reinforced my personal beliefs about the importance of integrity.
- Political action at the state level.
- Awarded a Title IIb fellowship to attend Simmons Doctoral Program while Director of the Jones Library in Amherst, MA.
- Appointment to interim management team for the library system.
- Serving as a Library Director. This opportunity was really presented to me by the Library staff, supported by the Library Board and County Executive and Legislative offices.
- First position after grad school was in another country as a volunteer with a NGO. For years, subsequent positions were relatively easy.
- Working with the previous Library Director, my mentor, for so many years.
- When I took my first job as a library director, I had only vendor experience and very little direct library employment in my background - the fact that the City I took a job with was willing to give me a chance was very important.
- I had passed over an opportunity to become director 3 years prior to becoming director. I felt that I was not ready at that time, but when the next opportunity came, I was ready for a change.
- Given opportunity to become the Business Manager of the library in which I worked. This gave me the credentials to compete for my current job.
- When I joined a library system that expanded greatly during my employment there. Because of the rapid growth, if you showed any promise or potential, the opportunity to grow was given you. The more you produced or succeeded the more responsibility.
- With a rapid change of directors, I was offered the opportunity to function in an interim capacity. This look into the world of an administrator was exciting and led me to apply when the position was opened up to competition. This was a decisive move.
- Director resigned suddenly, I was assistant director and was named interim director, then got the job.
- Taking on a challenge that most professionals didn't want.

- My current job.
- I was the only professional librarian who remained in the area and on staff when the library closed for 7 months.
- My library director died suddenly and I had no budgetary or management experience. I was named acting director by the board.
- Leadership of committee updating state public library standards.
- Major building project which included a capital campaign.
- My 3rd position within one large library. I had been in 1 direct public service and 2 "assistant to" positions. The 4th position was as a director of a specialized service and facility within the organization.
- Chicago Public Library allowed me to pursue an advanced degree at the University of Chicago.
- Relocating with my husband to a small community that did not have a medical library but was in the process of interviewing candidates for their public library was probably the "ah factor" moment for me.
- I was very visible in the city and I knew the city manager very well when the director position became available. He was quick to give me the job.
- The Mayor was ready to select a new city librarian and someone in his office pushed for me to be that person.
- The former library director and assistant director were in retirement mode long before actually retiring. Frustrated with the situation, I had begun applying for other positions when the director announced that she was retiring.
- Being considered for and, ultimately, given my first director's job and being competitive for that job, I believe, by being almost finished with a Master's in Public Admin. program.
- The previous Head Librarian retired.
- Leadership Development training in Cleveland
- I served as Interim Director for 14 months after the resignation of the Director. After the Board had conducted a national search, they asked me to become the Library Director. I had not applied for the position.
- 1. Meeting and working with Lawrence Clark Powell.
- 2. Moving to CA to become Deputy Director in 1990.
- Not only being PLA president but doing all the committees to get there and getting to know everyone on the library front but also being appointed to key boards in the community by others who saw my potential.
- My first move from staff to "management" as assistant director. It was a move I never planned or anticipated but it put my on the road to where I am now.
- Agreeing to manage a department that had seemed unmanageable.
- I got a job, quite by accident, in a library which was the site of one of the first federally funded outreach projects in the country (Venice, CA in 1970).
- The introduction of the automated system in 1981 gave me an opportunity to get in at the ground floor. I agreed to write the training manual and do the training for circulation staff in a 23 branch system. This was the best preparation I can imagine.
- Starting to work in a library when there were no teaching jobs.
- Move from one part of the country to another to take a position.
- Promotion of the former director to Deputy City Manager.
- The opportunity to move to a large urban library system.
- I became director of a university library upon the retirement of the director. I had been a librarian for 3 years: one year full time and two years part time.
- My recent move was caused by being turned down for an internal promotion. Being turned down gave the determination to look outside my own organization for opportunities and, in doing so, I have found my dream job.
- My final move to the current district.

- Willingness to move out of state to take a new position at a relatively young age.
- First library directorship.
- The job offered (1984) in the Bay Area that provided me with the opportunity to leave Los Angeles, as well as to grow professionally.
- Being named Library Journal Librarian of the Year
- Being offered a directorship that I didn't apply for to restart a branch campus library after a four year closure. I had worked only 18 months with the parent institution when the job "fell in my lap" and I was only 29.
- Six years into my career, moved from a national agency into a senior management position at a public library serving 300,000+ people. CEO hired me on a lot of "Can acquire the skills...." otherwise, in each case, opportunities have presented themselves.
- An opportunity to serve in an Acting Library Director in my first library prepared me to serve as a Director in another organization.
- Change from school librarianship to public.
- Leaving my "first" position after 16 years was my big start. If I could do that successfully, I realized I was a) a risk taker, and b) employable.
- The City Manager of one city I worked for assigned me to work on several multi-departmental projects. This gave me the opportunity to be a leader beyond the library within that local government structure, and showed me what other leaders contended with.
- It was moving from academic library work to public library work and the ability to work for a library where I had the possibility to do it all.
- In one of my first management positions, I became a Branch manager and then promoted to an area manager. This position was eliminated, and it caused me to seriously consider a library director's position.
- In moving from position as Reference Librarian to Head of Adult Services I was able to learn skills of managing a group of people.
- My first public library job with the best trustee in the State, who also became my mentor.
- I was given the opportunity to come in and lead a staff and system out of a financial scandal.
- Being recruited for the Directorship of this organization offered an opportunity for service and achievement that went far beyond what I had thought would be possible.
- Relocation. Willingness to relocate to move up.
- Moving from academic to public librarianship.
- Becoming acting director so that I had an opportunity to discover that I liked being director before I had to make a more permanent commitment.
- The move to supervisor.
- My first job.
- First move between systems to position with great potential and increase in responsibility / span of control.
- Position of serving as Executive Assistant to the Director allowed me to learn many things that I needed to be a successful director.
- Moved from Headquarters Librarian to Assistant Director at the time the system was expanding through the addition of a new branch.
- Changing Library Systems to work for a rapidly growing suburban city.
- Accepting my first directorship
- Moving to another library system.
- Yes, when I came back from SJS after 3 summers, the Library Director promoted me immediately to a Library Administrator's position in the System.
- Presidency of my state association.

- When the previous library director left, that presented an unexpected opportunity.
- Snowbird Leadership Institute was extremely helpful in library career development.
- When I moved from a small public library in Pennsylvania to a medium sized library in New Jersey.
- Deciding to leave academic libraries for public libraries after two years. Taking a significant cut in pay to do so. Also deciding to move from a small county director position to larger urban public library system as associate director.
- I was required to make a lateral move to oversee Human Resources for the Library District rather than managing 1 branch supervisors. This taught me the legal requirements for library employment.
- After 15 years in school libraries, I became the Associate City Librarian for a moderately-sized community with responsibilities for oversight of children services, reference, technical services and circulation.
- When the position of director became available, my mentor who was then the assistant library director stepped aside and recommended me for the job. I had just earned my MPA and was ready to accept a position in an1 library system.
- My appointment as district consultant/assistant director placed me in a favorable position to pursue the job of director.
- The opportunity to become director at age 29. I was assistant director when the former director became an assistant City Manager.
- Oversaw a public/board planning process that changed direction of the library.
- Opportunities I had to manage in the library pointed me toward obtaining a directorship.
- My first full time professional position.
- I was able to go to library school while working full time in the library.
- Moving to another library system for promotional opportunity after 25 years at the previous system--a difficult but correct decision.
- Became a director early, without too much regard for location. No 1 experience qualifies you better to become a director in a larger setting than having been one in a smaller organization.
- Moving from a primarily technical role in the organization to a more `generic` role was probably the largest factor.
- Construction program; been involved with constructing 15 buildings.
- Actually the situation where I resigned due to board chair conflict provided good seasoning for later administrative challenges - in retrospect a valuable experience.
- I was recruited to take a director's job of a mediocre system; others were not interested in the job. We have since moved from mediocre to outstanding.
- The opportunity to lead a strategic planning process for the library I worked in.
- I was fortunate to be hired as an automation librarian early in my career. Helping the staff move to an online environment was a wonderful job. I took a voluntary downgrade to return to public service in an administrative capacity.
- Previous director was promoted to another position in department and a new director was not hired for over a year. I shared "director" duties with a colleague. This gave me the chance to get some great experience prior to the selection process.
- To work at a library in a university town that actively recruited bright people and allowed them to do what they could do best. Though the Director was never a "mentor", he set an example for people in the organization that I will carry with me forever.
- As a Community Librarian, I was fortunate to be a part of a building program

for my branch. I learned a lot from that experience and became totally involved to the point that the Associate Director allowed me to most of the day-to-day management.

- The retirement of my predecessor, who recommended my appointment to the City Manager.
- I made the leap from a small/midlevel public director.
- Employment at state library agency for three years.
- My second directorship in Contra Costa County.

APPENDIX L

Additional Strategies: Director Contributed

- A strong professional philosophy
- A strong understanding of other government agencies and the internal politics of a City government institution
- A true passion for what you are doing; Pride in the contribution you bring to each community

- Accomplishments

- Always be able to express yourself about the value of libraries.

- Attitude

- Being a team player

- Being more of a community team player

- Being passionate about what you do and communicating that passion to others -
- Books- guiding to better self, career and thinking -being challenged by what is read. :)

- Building trust and understanding among key stakeholders
- Clear sense of what I love to do and what is needed... dedication to the mission of libraries...

- Collaborations, building relationships & motivating skills at all levels

- Commitment to public service
 - Community involvement in various groups;
 - Learning how to work successfully with volunteer organizations.
 - Also bilingual and somewhat bicultural.

- Creativity and ability to articulate new ideas

- Didn't assume what the "normal" roles had to be and worked out relationships based on what was needed

- Divorcing my first husband, and marrying someone who was supportive of my career
- Doing my job well
- Don't burn bridges..
- Driven to achieve and able to multitask quite well; ability to project self confidence
- Enjoyment of life in general -- achieving a balance of work and play
- Executive coaching
- Getting involved in the community in which I work
- Guts and determination counted a lot.
- Hard work & devotion (2)
- Having a supportive family
- Hire the best and support their development
- Integrity
- Knowledge, research, investigate people, place and situation prior to actively seeking or accepting
- Leadership and involvement in community organizations
- Learning what is expected and valued in directors.
- Lifelong commitment to customer satisfaction
- Making good choices and making situations into good situations.
- My willingness to try anything
- Partner - with other professionals, with government entities, with community lea
- Persistence
- Personal support system, i.e. my domestic partner

- Positive relationships with their staff
- Practice interviewing. Being connected to the community and understanding the political climate.
- Relationship building through dialogue and conversation.
- Support of co-workers
- The willingness to move to different systems in different states.
- There needs to be a philosophy of service to others. This is the foundation of our profession as information seekers, managers, and disseminators. Without the desire to serve we cannot realize our full potential as managers of service organizations.
- Willingness to take risks. (2)
- Passion about the importance of public libraries.
- Work effectively with elected officials, served in community leadership positions
- Working hard every day.
Being conscientious.
Being honest, reliable, and trustworthy.
- Writing and publication

APPENDIX M

First Priority Recommendations Made by Directors for Middle-Level Managers

"Do it all".
Balanced life.
Be a problem solver.
Be committed to learning and listening.
Be flexible. (2)
Be passionate.
Be positive and proactive.
Be professional at your job.
Be willing to do almost anything in the library, including even cleaning the toilets if necessary. Don't be a "prima donna."
Be willing to relocate. (3)
Become knowledgeable, informed and involved in the community.
Become skilled at public speaking.
Become the position you desire... act like a senior person, dress like a senior person, go to lunch with the right people, learn how they talk, visualize yourself in the position. Others will then see you as fitting into the role you aspire to.
Breadth of training,
Broad experience--don't just stay in one track (even if you stay in one library system), e.g. branch and central library, special assignments, move from branch to branch, etc.
Budgeting. (2)
Communication Skills. (2)
Community involvement. (7)
Community networking.
Critical self-evaluation.
Demonstrate willingness to take on the hard/complicated projects.
Determination.
Emotional intelligence.
Experience.

Explore fundraising.
Fiscal Management
Flexibility/adaptability. (3)
Get along with their supervisors and coworkers.
Get involved.
Get involved with state and local library organizations.
Good supervisors to model.
Have a view of the "big" picture, not just one dept. or branch.
Honesty.
Identify and tackle a well conceived project at which you are the lead staff.
Initiative. (2)
Involvement in local community. Really become a member of the community. Volunteer. Far more important in my mind than involvement in professional organizations.
Job variety w/in the library.
Join a Service Club.
Keep learning.
Keep up to date with technology and not only as it relates to libraries.
Keep up with the literature.
Keep your eye on the target.
Learn about other government agencies.
Learn all you can from your current job and volunteer to do extra assignments and do them well; in other words get noticed for your competence.
Learn fiscal management.
Learn from mistakes.
Learn what directors really do and what they need to know.
Library knowledge.
Look at management models outside library science.
Look for a market niche and start your own business.
Love what you do and understand the whys of your aspirations.
Maintain a sense of humor.
Maintain good health.
Make yourself available and indispensable.
Make yourself marketable.
Management knowledge.
Mobility. (8)
People skills.
Persistence.
Personal presentation skills.
Personality.
Plumbing experience.
Preparation--be thorough.
Professional image.
Professional reading.
Public speaking ability.

Read broadly.
Read widely.
Recognize & appreciate everyone's contributions.
Risk taking as a positive force.
Self Confidence/Assertiveness.
Self-development/introspection/analysis.
Special project involvement within local library.
Study business trends and carry them out in the job.
Take advantage of the organizational/ operational learning opportunities at the mid management level.
Take all the administration workshops that can be worked in. FLSA, FMLA, personnel law, etc. are crucial to understand.
Take initiative.
Take on a variety of task in a variety of areas to get experience.
Take on responsibility for projects beyond your regular assignments.
Take opportunities to manage projects, and lead major initiatives.
Take risks.
Talk with colleagues.
Think strategically.
Trust building in addition to networking.
Understand the mission of the library and administration priorities. what can you do to help?
Visualize success.
Volunteer in the community- a city or university or professional association.
Volunteer to lead projects, or teams.
Work Ethic.

APPENDIX N

Second Priority Recommendations Made by Directors for Middle-Level Managers

Ability to accept change.
Ability to get along with wide variety of individuals.
Ability to think on one's feet.
Affirm success.
Allow subordinates to develop.
Always treat coworkers with respect.
Attend board meetings.
Be a good listener.
Be confident in your abilities.
Be dependable - accomplish what you say you are going to accomplish in established timeframes.
Be fair in dealing with all levels of staff.
Be flexible, be a learner, encourage others to be the same.
Be positive - avoid victim behaviors.
Be willing to share credit.
Be willing to take a cut in pay to achieve your goal.
Be willing to take positions which may be facing financial challenges.
Being a change agent.
Broad knowledge of the field.
Broaden your vision of the public library beyond that presented by librarians.
Build a vocabulary of management concepts.
Community volunteerism to enhance skills related to library of interest and to increase local network.
Cooperate.
Creativity.
Dedication to work for others.
Develop grant ideas.
Develop problem solving skills.
Develop soft skills.
Educate yourself.
Establish a reputation as someone who can overcome obstacles and get things done.
Find a way to make what you love a part of your job.
Find opportunities to learn those things on the job.
Focus more on people than process.
Focus on goals.
For public libraries, be involved in your community to show you can be a player at the local level.
Get good at multitasking.
Get involved in the legislative process when significant funding decisions that affect libraries are made.
Get to know the city department heads.
Go outside of the profession for some of your career development education.
Grant management.
Have a good sense of humor.
Have an easy-going relationship with your staff.
Improving "people" skills.
Invest in yourself as a human being-your integrity, values define the kind of director you are.
Involvement in local politics/governance/planning. 282
Keep current with technological changes.
Leadership development opportunities.
Learn.

APPENDIX O

Third Priority Recommendations Made by Directors for Middle-Level Managers

A willing heart.
Ability to inspire yourself and others.
Ability to multi-task.
Ability to re-locate.
Appreciate those things in life that transcend your career.
Be a person of high integrity so that people realize that you are always telling them the truth.
Be forward thinking and demonstrate it.
Be kind.
Be open and welcome change.
Be professional.
Be visible in the community.
Be willing to pay your dues by working in a small/medium-sized library as their director.
Be willing to step in and take a leadership role.
Being proactive.
Believe in the importance of what you do, especially making your "community" a better place.
Build a reputation of competence.
Community service.
Consult people you admire and respect.
Develop good personal skills, speaking/writing, etc.
Diplomacy.
Do regular self-assessments of your own knowledge, skills and abilities.
Do what you love or love what you do.
Don't aspire to perfection; settle for excellence.
Don't expect to rise to the top of an organization from inside.
Dress for the job you want.
Educate yourself, about your community, about other people's needs and wants; participate.
Enjoying people.
Figure out the politics -- both within your organization and in your library's larger environment.
Establish effective relationships.
Find arenas where you can discuss your philosophy of librarianship and deal with library issues.
Flexibility & adaptability. (2)

Good planning skills.
Have fun - You really should enjoy what you do or else look for a job in another area.
Help others.
Identify key players & become part of that group.
If you want to move up or change jobs, be on the hunt for your replacement.
Interdisciplinary engagement.
Join Toastmasters.
Know what is going on in your community.
Learn decision making skills
Learn how to interview well. View the interview process as theater. It's ok to be nervous but answer questions clearly and concisely. Do your homework. Ask tough questions of your own. (2)
Learn how to write and do public speaking.
Learn to practice effective project management.
Learn to think like a director: assess needs, plan ahead, ask to try new things, be a leader.
Learn to trust your instincts and your staff; they will seldom let you down.
Length of tenure.
Local political savvy and knowledge of organizational behavior.
Look beyond library science theory for solutions and for ideas for services.
Make your quest obvious to those in management who.
Master the skills of writing and math. Always be the one who writes up the meeting or the policy, that's how to control the outcome. Most people at the table with you will be intimidated by numbers so mastering them will set you apart.
Political acumen. (2)
Public speaking. (3)
Remember to say thank you.
Remember to take care of business with tact and respect.
Respect for the institution.
Share the credit.
Strong communications skills and ability to sell!
Superb interpersonal skills.
Supervise.
Take chances.
Taking leadership roles.
Understand how your government entity operates.
Volunteer for new projects and more responsibilities.(3)
Watch the "good" and "bad" managers in the organization and learn from them both.
Will success.
Willing to make a change.
Willingness to do the work and to sacrifice.
Work along side your employees.

APPENDIX P

Obstacles Encountered by Public Library Directors in Their Career Progressions

- Age and perception of a lack of experience based on titles. I often found that people would be interviewed for a director position based on the fact that they were listed as a Director or Deputy Director, regardless of the size of the institution.
- At this point, my age. I am ten years older than my colleagues in comparable positions competing for the same jobs (major urban library directorship) because I started ten years later (previous career). I don't think gender has been a negative factor.
- Comments about my age - some considered me too young for the positions I sought. One organization basically erased all my previous experience so it was like starting over as a new librarian although I had been in the field for many years.
- My age
- Very few; may have had some issues with age.
- Age-- while I don't consider age an obstacle, to some people you need to be older and wiser to hold the position.
- At the beginning, being a young woman - age/gender. I don't think that this is so prevalent today.
- One Board member at the time of my promotion to Director objected to my youth and my gender, which was more allowable as a factor 27 years ago than it would be allowed to be today. Fortunately for me, the other Board members disagreed with him.
- All the usual ones, budgets, personnel issues, family priorities. Maybe a better question would be "what has been your greatest challenge in becoming a director and how have you approached it?" For me the answer to that would be overcoming the prejudice.
- As I look back, I tried to advance too quickly without the requisite experience. As a result, I was turned down for 2 or 3 positions in larger libraries before I realized I needed to gain a greater depth of experience.
- At first, gaining the confidence from a Board that they should hire someone without director experience. This generally means you need to start small and move to larger organizations.
- At one point I worked for a director who was extremely difficult to please, and who had a personal dislike for me.
- Attending school full time was not an option, but the school I attended "catered" to the working person and my director helped with the work/class schedule. That was invaluable.
- Attitudes that an MLS is a requirement and that a stated number of years of experience is a necessity. I have the MLS, but would be better prepared with an MBA or Public Policy or Public Administration degree. My Board took a chance on the lack of experience.
- Because of the variety of jobs I had, Boards of Trustees didn't see me as good director material...even though I had been director of a library network. Once I served as an assistant director, the Board saw my potential as a director.
- Being interviewed by decision makers who do not understand the field of librarianship.
- Certainly the fact that I am an African American female has its advantages and disadvantages but fortunately I was blessed with opportunities to interview with open-minded and business-minded HR representatives and Library search committees.
- Coming to terms with the fact I would have to leave the state I grew up in and worked in

and lived in all my life.

- Deciding that management was right for me.
- Did not set out to be a director.
- Family situation did not allow geographic moves that might have resulted in faster progression.
- Finding time for family/quality of life has sometimes been a challenge.
- Gee, I'm not sure how to answer this one. I guess I would say that the main reasons I didn't get jobs was because I wasn't the right fit or didn't have the right chemistry, or because of assorted politics, political maneuvering.
- "Good old boy network"--but not a major problem.
- 25 years ago being female was not an asset.
- Being a woman.
- Being a woman. If I were a man, I'd have been a director years ago because it would have been assumed that I was competent to do the work rather than having to prove it.
- Bigotry and small mindedness of conservative rural library boards who view female librarians as genderless serfs and thought that they had a right to control the female's private life.
- Gender has been an issue. I know of at least one job that I did not get because they didn't think a woman could do the job. Although my family relocated twice because of jobs that I took, mobility has also been an issue.
- I am a petite woman. In my generation, the first barrier was the difficulty for a woman to be considered for the director position. As I looked more mature with graying hair, the invitations to interview came more easily.
- I believe that women in the profession have to work harder and longer before they are able to step into a directorship.
- I do believe gender is still a factor in selection of directors. I also find it interesting that a directorship is the one position in a library hired by non-library people, a Board.
- I think many older females rose to this level haphazardly. There was no conscious plan to become a director and no guidance that woman should make life plans also. That should be different in library school now, I hope.
- I was the first woman to become a department head in our local government. There were those who thought a woman would not be able to handle budgeting, building maintenance problems, tough personnel issues, etc.
- Some challenges based upon the good-ole`-boy network in County government.
- While I was a candidate for my 2nd director's job I heard there was some discussion that I could not be a member of Rotary (they had not yet admitted women to membership).
- Working in the South, I would have to say there is still a lot of male chauvinism. Men get ahead much faster than women even in a field predominantly dominated by women.
- Glass ceiling within an institution I worked at 15+ years.
- Having an ignorant director who was threatened by my abilities.
- Having one rule for all employees and making all employees accountable.
- I didn't know I wanted to be a library director until I became interim director. If I had known that before I may have pursued a similar opportunity prior to this one.
- I didn't live in the city as I have animals and live in the country. For a short time the city manager said it was a problem that I didn't live in the city where the library was located.
- I don't think I have had a lot of obstacles once I gained experience and got my first directorship. The major obstacles I have faced have been having to explain being forced out of one position after years of service.
- I got my patrons and staff involved in campaigns to raise awareness and provide new services. Some superiors viewed me as a supporter of the library union against the administration. It took years before my supervisor accepted that I would support her.
- I had a director that valued programs which would further her social aspirations rather than true service to our community so my true talents and qualifications were not shown to their best advantage.

- I had a family by the time I made my second move and I had to work hard to have time for both my work and my family. I could not have done that without a very understanding husband who supported me in every decision and who took equal part in household work.
- I had a very bad boss for five years, who wouldn't let any of her professionals "grow." I was very bitter about that but learned how NOT to behave when I became a director. Also, most public libraries in California are suffering severe budget problems.
- I had to "put in time" in each position I took as I progressed. This was sometimes frustrating but paid off in the end because I gained experience. I did not get every job I applied for and had to be willing to move out of my comfort zone.
- I have worked in 2 countries. U.S. libraries can be uncomfortable hiring someone who is not a citizen. This may be less important than the qualifications etc. Nevertheless, many libraries were willing to take that gamble including my current one.
- I thought that the librarians who had worked in the system for "forever" would have a better chance at the director's position, but they were viewed as not progressive, energetic, or forward thinking because they had remained in one place/position for too long.
- I worked 10 years in library non-profit cooperatives. Because they were small, I did not develop the personnel management skills to move higher. I went back to branch management and once I had the experience on my resume, this position opened up.
- I've always been a director in my four jobs--starting from a small library and progressing to larger systems.
- Being an internal candidate.
- Jealousy from other professionals who were not will to do the work. Competition is great among librarians, but let your efforts, rather than backbiting, speak for you. Another obstacle I encountered was `running too fast`.
- Jealousy. Not wanting "others" to succeed.
- Lack in self confidence and my ability to do the job...but I am doing it!
- Lack of experience as a director.
- Lack of experienced In my first job as director, I had to overcome a bit of skepticism about my lack of library experience, but hard work and good communication skills helped. I was very fortunate in my current position to succeed with a wonderful mentor who helped me prepare.
- Lack of mobility.
- Lack of opportunities locally. I moved my family four times and lived away from home and family two times for more than six months to take advantage of opportunities.
- Lack of skills at personnel management. Confrontational behaviors when confrontation wasn't the best approach.
- Lesson learned early: Relationships get things done...it is frequently who you know and how that person relates to you that can make the difference. Also: Maintain integrity, honesty and grace in all that you do.
- Librarians seem to have a harder time with change in some instances.
- Longevity of the previous director. Problematic Library Board members.
- Longevity with the library at a time when City leadership was seeking someone open to new ideas, i.e., fear that a current employee would only continue with the status quo.
- mostly the age old need to balance family and professional needs.
- My major obstacle was self-doubt about my abilities to be a director.
- My own doubt in my ability to do the job; given that I had never considered directorship a career goal. My dislike of formality and the fact that I had a hard time taking me seriously in the role of Director.
- My own lack of interest in being a director.
- My own limited assessment of what I could do.
- My own personal reluctance.

- My progression was slowed by lack of opportunities. That is, I had to wait for suitable openings. The right jobs eventually presented themselves, but I had to patiently wait for them.
- Not enough management education.
- Occasionally had to deal with superiors who had supervisory problems, but that was educational and helpful to my own development.
- Often directorship experience is a requirement to become a director.
- Outdated ideas and procedures--stereotypes (outside the profession).
- Personal relationships preventing relocation.
- I am a short woman. I am also very attractive. People have preconceived ideas about physical attributes of leaders that might not be consistent with these 2 qualities.
- I have a youthful appearance that makes me look younger; this and the perceived lack of experience delayed two receiving promotions.
- Political naiveté.
- Pressures of family to not relocate. Being viewed as too young for some of the positions for which I applied.
- Public libraries often fall under the supervision of the community services department in a cities organizational structure. Often the manager is from a recreation or parks background and may have a difficult time understanding and hence advocating.
- My race and gender.
- Some reverse discrimination and resentment against white males in the industry is both endemic and understandable. Many have not earned their positions.
- Sexism and directors who were threatened by my abilities. Prejudice about women and power.
- Sexism is alive and well in public management, not only in the appointment process but in the ability to be effective, once in the position.
- Sexism; low pay compared to males.
- Since I became Director by working my way up the ladder internally, it is sometimes difficult to deal with employees who were once on the same level as me.
- Sometimes had to learn the hard way - by experience - and that can be painful.
- Sometimes there are unrealistic expectations for those applying for a particular job. You cannot, even with the best research, know all the ins and outs of the politics of a position or the local situation and how it impacts the library.
- Status Quo.
- Staying in my first and only other location too long; I wanted to be a one location career person.....at least I thought I did! Going outside enhanced my total life tremendously!
- Still early but balancing staff expectations, public expectations with budget reality and political constraints.
- Tendency to hire local personnel
- The competition for this position was intense. The only obstacle was that I had to have a strong work history that meant something to a diverse panel.
- The fact that becoming director was (until quite recently in my career) never part of the plan.
- The local political process at times; the fear of and resistance to change on the part of some staff members from time to time and fear of taking risks and being on the cutting edge of library services.
- The main obstacle was a higher administration, including Trustees, who felt real change could only be brought about by someone outside the system. This is the reason I was not encouraged to apply for the directorship.
- The perception that I was too young for that degree of responsibility.
- The step from Assistant Director to Director was most challenging because of the change of arena, from the library itself to county and municipal government.

- There is always competition from other individuals which is to be expected. Boards, funding bodies and local governance do not always understand library goals and missions.
- Time, money, and position availability.
- Too many to include here. Biggest obstacle was having a supervisor who didn't know how to lead. Frustration set in but I tried to be patient.
- Took the right person to hire me a deputy director. After that, directorship fell into place.
- Traditional library recruiters define success too narrowly. Look at any library ad at any level and you'll see that qualifications sought are written in terms of time (so many years of service) rather than accomplishments.
- Uncertainty that I could be successful at a higher level.
- Until I was willing to re-locate, I was unable to get a first library directorship, due to competition and lack of library directorship experiences (esp. budgeting, labor negotiations). I have sometimes felt my age and youthful appearance worked against me.

APPENDIX Q

Additional Optional Comments and Suggestions from the Survey Given by the Directors

This appears to be a good survey and was fun to complete.

I did like the way the tab caused the cursor to move from internal factors to external.

I think librarianship is a fabulous profession and I work very hard to recruit from my staff and the general public.

Although I did not start out to be a librarian, it has been a terrific career choice for me.

This profession would be greatly served by finding a way for people to come to library director positions without going back to the bottom and working their way up. I did that after running a \$2million business.

This is a subject that interests me greatly and I would love to see the results of your work.

This survey did take a lot longer than I thought it would. I think it took me over 30 minutes and I am a fast typer.

Good to see this type of research. Who will lead our libraries as the boomers retire? This is, in essence, asking who will take the challenge of ensuring and defining the future of the public library!

This was an interesting survey.

Good survey and much needed.

Had fun doing this! Not as boring as some surveys! Would like to learn of the outcomes of this research and know what motivated the researcher to this subject! Much of the art of librarianship is the art of understanding people.

Very interesting survey. Good luck on the outcome and I would like to see the results.

I learned a lot from individuals...by observing or through the opportunities they provided for me. I would not have called them mentors....but you have not clearly identified what you define as a mentor.

Thank you for asking me to participate. The site seems well designed and was easily navigated.

I went back and re-submitted the section on mid-level managers since for some reason, the survey skipped ahead while I was completing it.

Last two sections of questions didn't allow a review of section c so I was unable to respond.

Would have been helpful to have the items listed in #15 repeated on the next page. Very interesting. Good luck!

Excellent questions.

Thanks--much better than having to complete a paper survey. This was well designed and easy to follow. Good luck with your project!

Good Luck!

Excellent questions and interesting topic. Good luck.

This is an interesting survey and one that is blessedly easy to fill out. Thanks!

Interesting project. We have several managers who are ready to transition to a director position. I have asked myself a variation of the same questions as I evaluate what we need to do to support their growth and progress.

Interesting study; I look forward to seeing the results. If you are looking for more in-depth information on a career based on "dumb luck", feel free to contact me!

This seems to be a well thought out survey. I would be interested in seeing what others say.

It may have been helpful to be able to return to the items in question 15, since you referred to them in subsequent questions which were on another page.

This was a very interesting survey. Good luck with your project.

Very good survey design. I hope it gets you what you need for your research. By the way, my only real mentor went on to get her PhD at Pitt School of Information Sciences.

Need to find a way to scroll back if you want respondents to refer to a previous question.

I very much like the way that this study is crafted - I think that it is vitally important that those of us in leadership positions share how we got here and what we've learned - and that we can learn from all of our colleagues.

The inability to go back in this survey is a REAL problem. Hitting the enter key by mistake and I was booted out of a section before I could finish. I would think this would produce a bias (or at least skewing) of some kind. Validity becomes an issue.

Interesting survey. I look forward to the final results.

I will be interested to see how this comes out. I think you will find that there are as many paths as there are directors and each one is a little different.

Good luck with your research.

I liked the survey. But I think many of the females that graduated in the 60`s/70`s were not given information about planning their life concerning a career. Library school did not teach anything about managing people.

I really enjoyed filling this out! Sometimes we all get so busy that we don't have or take the time for professional self reflection. Too bad!

My survey is probably not very helpful to you in that I have been Library Director here for 38 years and that is the only job that I have ever had. Offers have come from other places but I never wanted to leave.

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