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A phenomenological study exploring the leadership development experiences of academic research library leaders

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A PHENOMENOLOGICAL STUDY EXPLORING THE

LEADERSHIP DEVELOPMENT EXPERIENCES OF

ACADEMIC RESEARCH LIBRARY LEADERS

by

Beth McNeil

A DISSERTATION

Presented to the Faculty of

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In Partial Fulfillment of Requirements

For the Degree of Doctor of Philosophy

Major: Human Sciences

(Leadership Studies)

Under the Supervision of Professor Gina S. Matkin

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July, 2015

A PHENOMENOLOGICAL STUDY EXPLORING THE

LEADERSHIP DEVELOPMENT EXPERIENCES

OF ACADEMIC RESEARCH LIBRARY LEADERS

Beth McNeil, Ph.D.

University of Nebraska, 2015

Advisor: Gina S. Matkin

This phenomenological study describes the leadership development experiences of academic librarians currently working in leadership roles in academic research libraries to discover their experiences of being a library leader and to explore how they describe their own leadership development. Study participants identified as having experienced positive leadership development experiences during their careers as academic research library leaders and were, at the time of this study, employed and actively working in leadership positions reporting directly to the head of their academic research library. The goal of this exploration was to understand what the academic library leaders had experienced, with regard to leadership development, and in what context, and to learn how they make sense out of those leadership development experiences. Understanding academic library leaders' developmental experiences, and the meaning they make from those experiences, can shed light on the relative merits of different types of experiences, and in what context, to help inform future emphases in academic library leader developmental programming. Findings from this study indicate

that positive leadership development is a combination of people and experiences; supportive people who provide opportunities, offer direction, and lead by example, combined with practical on-the-job real life work experience, and purposeful development through workshops, institutes, fellowships and other leadership development opportunities.

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CHAPTER ONE

INTRODUCTION

I've learned that people will forget what you said, people will even forget what you did, but people will never forget how you made them feel. –Maya Angelou

Twenty-first century universities and their libraries face unprecedented change, in teaching, learning, research, and scholarship. The change is constant, rapid, and unpredictable. For libraries on research university campuses, this means finding new approaches to meet to the traditional roles that academic research libraries have always played in the acquisition of, access to, instruction in, and preservation of information, by providing books, journals, and access to information resources in support of the teaching, learning, and research missions of universities. The changes have also provided opportunities for libraries and librarians to take on new roles on campus. As predicted in 2007 (Hufford, 2007), academic research libraries today see increased emphasis on digitization of collections, preserving digital archives, and improving methods of data storage and retrieval; intellectual property and ownership has become more complicated; new requests for technology-related services are constant and expensive; open access to federally funded research is mandated; distance learning has become an important effort on many campuses; and faster and greater access to services is a commonly held expectation of students and faculty.

In addition to continuing successfully with the traditional and foundational roles of an academic research library, repositioning an academic research library to meet new needs on campus, in the areas of teaching and research, requires library leaders to think differently about the role of the academic research library and how to lead it in a constantly changing higher education environment.

At the same time, the aging of the profession, particularly of leaders in the field, has been the focus of several studies (Wilder, 2003; Hernon, Powell, and Young, 2001, 2002, and 2003). During the 1960s librarians joined the academic library workforce in record numbers to meet the increased demand for enrollment in higher education at that time (Moran, Marshall, & Rathbun-Grubb, 2010). By the beginning of the twenty first century, these baby boomer librarians were retiring. Wilder noted that the general demographic trends of academic librarianship were mirrored in the demographics of ARL directors and upper level administrators (2003). By 2000, just five percent of Association of Research Libraries (ARL) member directors were under age fifty. In 2015, 11 ARL directors have been in their current position more than fifteen years and 19 current directors have been ARL member representatives for more than ten years (ARL, 2015).

The Association of Research Libraries (ARL) is a nonprofit organization of 125 research libraries at comprehensive, research institutions in the US and Canada that share similar research missions, aspirations, and achievements (ARL, 214). Each of the ARL libraries is headed by one individual, with titles such as director, dean, university librarian, or chief librarian, acting as the top administrator, and all ARL member libraries

have assistant or associate deans or directors (ARL, 2014). From January 2005 to September 1, 2014 there were 105 turnovers in the top administrative positions among the Association of Research Libraries member libraries. Many of these turnovers were due to retirements. The changing nature of the work of academic librarians and the aging academic librarian population (Wilder, 1996; Gordon, 2006), have resulted in an increased interest in and concern for the future of leadership for academic research libraries.

The leadership development process in general remains rather vague and unknown, with research in this area fairly new compared to the much longer history of leadership theories (Day, Fleenor, Atwater, Sturm, & McKee, 2014; Avolio, 2007; Day & O'Connor, 2003). Leadership development for academic librarians can include mentoring, 'learning leadership' on the job, and development programs. One aspect of the leadership development process generally assumed to be positive is participation in formal leadership development programs. In 2013, 39 formal library leadership training opportunities were offered in the United States, up slightly from 2004, when 31 predominately U.S.-based leadership development programs for librarians were thought to be in existence (Skinner, 2014; Mason &Wetherbee, 2004). Of these programs, some are directed at early to mid-career professionals, to those working in public libraries, to health science librarians, to librarians from diverse backgrounds or underrepresented groups, Canadian and Australian librarians, and, most pertinent to this study, some programs are for academic librarians in administrative roles at the assistant or associate or director or dean level.

Purpose of this Study

The purpose of this study is to describe the leadership development experiences of academic research library leaders. A phenomenological design will be used to answer the central research question, which is: how do library leaders in academic research libraries in North America describe their leadership development experiences? What did they experience, with regard to leadership development, and in what context? How do they make sense out of these experiences?

Little is known about the perceptions of academic library leaders of their own overall leadership development, of their perceptions of the impact of their participation in formal academic library leadership development programs, as well as the impact of other aspects of leadership development. Until recently most of the articles and other publications written on library leadership development programs had been informal reports or announcements of programs, and little research-based assessment of library leadership development or leadership development programs existed (Anderson, 1984). In 2009, a special issue of *The Journal of Library Administration* was devoted to leadership development programs for academic and special librarians, and included several articles on major programs at that time (Neely, 2009; Lipscomb, Martin & Peay, 2009; Bedard, 2009; Parker, 2009; Webster & Jones, 2009; German, Owen, Parchuck & Sandore, 2009; Cromer, 2009; Bunnett, Allee, Dorsch, Rios & Stewart, 2009; and Weiner, Breivik, Clark & Caboni, 2009). The 2009 articles discuss a variety of well-known and respected library leadership development programs, including the Peabody

Institute, ACRL Harvard Leadership Institute, and the Association of Research Libraries

Leadership Fellows program.

This qualitative study examines the leadership development experiences of

successful academic research library leaders, all of whom have participated in at least one

of the formal leadership development programs specifically for academic librarians, who

are currently working in leadership positions of associate or assistant dean or associate or

assistant director roles, to discover their leadership development experiences, and to learn

how they describe their leadership development. The purpose of this phenomenological

study was to describe the leadership development experiences of leaders in academic

research libraries.

Definition of Terms

It is important to define key terms used in this study. Also included here are

acronyms from the field of library and information science and their explanations. For

the purpose of this research study of academic research library leaders' leadership

development, the following terms are defined as:

ACRL – Association of College and Research Libraries is the largest division of

the American Library Association, focused on academic library and information

professionals.

ALA – American Library Association. The ALA is the oldest and largest library

association in the world, with a mission to provide leadership to enhance learning and

ensure access to information for all.

ARL – Association of Research Libraries. Established in 1932 by the directors from major university and research libraries, membership now includes 125 libraries at comprehensive, research institutions in the United States and Canada, which share similar research missions, aspirations, and achievements (Association of Research Libraries, 2104, para 1).

ARL LCDP – Association of Research Libraries Leadership and Career Development Program. The ARL LCDP is an 18-month program designed for mid-career librarians from traditionally underrepresented minority groups for leadership roles in ARL libraries.

ARL LF – Association of Research Libraries Leadership Fellows. Individuals who have participated in the Association of Research Libraries Leadership Fellowship program. The ARL LF program is an executive leadership program designed and sponsored by ARL member libraries that offers opportunity for development of future senior-level leaders in large research libraries and archives. The program was previously named Association of Research Libraries Research Libraries Leadership Fellows program.

Academic Libraries – ODLIS, the Online Dictionary for Library and Information Science (http://www.abc-clio.com/ODLIS/odlis_A.aspx) defines an academic library as: "A library that is an integral part of a college, university, or other institution of postsecondary education, administered to meet the information and research needs of its students, faculty, and staff."

Dean, director, and university librarian – typically the position titles for the administrators of academic libraries in North America. Sometimes University Librarian or Chief Librarian is the title used for the head. For the purpose of this study leader will be the term used and will include individuals working at the assistant dean, assistant director, associate dean, or associate director level.

Librarians - individuals working in academic libraries who have earned a masters degree, sometimes described as an MLS or MLIS degree, in library and information science.

Leadership – There are many definitions of leadership. The one thing that all of them have in common is that leadership is about some type of influence. For this study, I will follow the direction of Hughes, Ginnett, and Curphy (1995) and will use a definition by Roach and Behling (1984), who define leadership simply as "the process of influencing an organized group toward accomplishing its goals."

Leaders – individuals who exercise leadership, i.e.: influence others to accomplish goals. In this study, leaders are academic library administrators in positions of associate dean, associate director, assistant dean, or assistant director in academic libraries.

Leadership development –informal and formal educational and/or instructional opportunities or activities that enhance the leadership qualities of individuals

Leadership development programs or institutes – formal programs designed specifically to develop leadership skills, sponsored by a professional organization or higher education institution, often where participants are selected through a competitive

process. Leadership development institutes may take place sporadically over several months or through intense programming for one or more weeks.

Academic Librarian Leadership development programs – formal programs, workshops, and opportunities for engagement around issues related to leadership development of librarians working in academic libraries, often where participants are selected through a competitive process.

Phenomenology – The qualitative research design I have chosen for this study is phenomenology. Creswell (2007) stated that "The basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence" (p.58). Moustakas (1994), in his work, Phenomenological Research Methods, distinguished phenomenological research design from other qualitative methods.

> Phenomenology is the first method of knowledge because it begins with "things themselves"; it is also the final court of appeal. Phenomenology, step by step, attempts to eliminate everything that represents a prejudgment, setting aside presuppositions, and reaching a transcendental state of freshness and openness, a readiness to see in an unfettered way, not threatened by customs, beliefs, and prejudices of normal science, by the habits of the natural world or by knowledge based on unreflected everyday experience (p. 41).

UCLA Senior Fellows – University of California at Los Angeles Senior Fellows. The UCLA Senior Fellows program is an intense three-week residential leadership development program, sponsored by UCLA's Department of Information Sciences, for senior level academic librarians.

Delimitations and Limitations

Qualitative research is not intended to be generalizable (Creswell, 2007). There are hundreds of research library administrators in the United States and many ways to develop leadership skills, including through participation in one of several academic library leadership development programs. This study focused on leaders currently working in academic research libraries in positions of assistant or associate dean/director, who had experienced positive leadership development and had participated in at least one formal leadership development program. The sample was drawn from that subset of the academic library profession.

Significance of the Study

This study is important for several reasons. The academic research library community needs individuals prepared and ready to lead in the twenty-first century. Formal leadership development programs have been perceived by leaders in the field of academic librarianship to be an important aspect of an academic library leader's development. A 1984 study suggests that participation in formal leadership development programs led to more positions of leadership in professional associations and faster movement into leadership positions at libraries (Anderson, 1984). This phenomenological study contributes to a greater understanding of the leadership experiences of participants, including their perceptions of the impact of the formal leadership development program(s) on their professional careers. Through these leaders' rich descriptions of the meaning of positive leadership development others in the field of

academic librarianship, for example practicing librarians, library leaders, and library association leadership may consider their own leadership development and that of their employees and members.

CHAPTER TWO

LITERATURE REVIEW

Nothing ever becomes real till it is experienced. --John Keats

What makes a librarian a leader? How do life and career experiences effect leadership development of leaders in libraries? The phenomenon includes a number of constructs. Leadership may evolve from experience on the job, observing role models over time, interactions with mentors, and experiences in formal leadership development programs.

For the literature review, I reviewed the literature of leadership and academic libraries and leadership development programs specifically for librarians. The section on leadership in academic libraries is a summary of the literature in the field of library and information science specifically related to the characteristics of, qualities of, or competencies of library leaders published in studies in the past three decades. The section on leadership development programs discusses programs in place for the leadership development of academic librarians.

The purpose of this literature review is to provide a general overview of both leadership and leadership development related to academic librarians. The review is not intended to make assumptions about what the findings of this study will be, but rather to inform the study and its readers generally about the current conditions to provide a foundation from which to better understand this study.

Leadership Theory

In the twentieth and twenty-first centuries, leadership has been a popular topic in management and in other fields. Leadership theories first appeared in the library and information science literature in the late 1980s (Mason & Wetherbee, 2004). In the literature of the library and information science field particular leadership theories are sometimes mentioned, although most often in the context of research and scholarship calling for more study on a particular topic related to the future of academic libraries. In the early 21st century Riggs questioned why more had not been written about leadership in libraries and suggested that librarians must pay more attention to leadership development to avoid a future crisis in leadership in libraries (2001). Weiner (2003) posited that while transformational versus transactional leadership has begun to be studied in library settings, other leadership theories or models have not. Lynch (2004) noted trait approach, skills approach, style approach, and situational or contingency approach, and proposes that study around team-based structures may emerge as library organizational structures change.

Academic Librarians and Leadership

The qualities, competencies, attributes or traits needed for successful academic librarians in all types of roles in library organizations have been described in many publications over the past two decades (Giesecke & McNeil, 1999; McNeil, 2002; ALA, 2005; Abels, Jones, Latham, and Magnoni, 2003). Numerous library and information science-related studies have examined leadership skills for librarians (Hernon, Powell, & Young, 2003; Riggs, 1982; Sheldon, 1991; Venetis, 2008; Woodsworth & von Wahlde,

1988). Much of the library and information science scholarship on leadership has

resulted in lists of leadership attributes, competencies, behaviors, and skills. Some of the

listed skills may more accurately be described as management skills rather than

demonstrations of leadership, but Riggs noted that libraries need competent managers as

well as leaders and used Bennis' distinctions between managers and leaders as support

for his argument that libraries are well-managed but currently under-led (Riggs, 2001;

Bennis, 1989).

Anderson (1984) studied career characteristics of academic librarians, comparing

Senior Fellows with a control group of Association of College and Research Libraries

(ACRL) members, and discovered that academic library leaders who were Senior Fellows

started their careers earlier, published more, made more presentations and taught more,

and moved positions more often than peers, creating their own 'leadership image' in the

way they conducted their careers. Rooks (1994) confirmed three major qualities

identified as required of a director in an earlier study had grown increasingly important:

flexibility, adaptability, and a willingness to accept change as a way of life; a stable

temperament and the ability to maintain an emotion balance under constant tensions; and

endurance.

Mech (1996) reported stories of librarians' leadership roles evolving as they take

on new opportunities on their campuses illustrates how the profession of librarianship is

changing, and stresses the need for individual responsibility to recognize the changing

environment, seek out new learning opportunities, and willingness to take on leadership

roles.

In a series of publications in the early 21st century, Hernon, Powell, and Young (2001, 2002, and 2003) described leadership qualities important for library directors and also individual or personal leadership traits, in two articles that appeared in *College & Research Libraries* in 2001 and 2002. A first study reviewed job position announcements appearing in *College & Research Libraries* and resulted in six areas for attributes desired in job successful candidates: leadership, planning, abilities, skills, individual traits, and areas of knowledge; Hernon et al also interviewed library directors as part of the study, who identified attributes which could be grouped into four primary areas, or meta-competencies, of abilities, skills, individual traits, and areas of knowledge (Hernon, Powell, & Young, 2001). In a follow up article, the same authors grouped attributes of future directors of member institutions of the Association of Research Libraries into three major areas: managerial attributes, including managing, leading, and planning; personal characteristics, including dealing with others, individual traits (general), and individual traits (leadership); and general areas of knowledge (Hernon, Powell, & Young, 2002).

Weiner (2003) provided a comprehensive literature review of the publications on characteristics and leadership styles of academic library leaders and directors from 1980 to 2003, and included sections on recruitment, potential and career development; roles and responsibilities; and characteristics and management styles.

Some studies focused on specific roles of leaders and included competencies needed for these responsibilities. For example, leadership competencies necessary for informed decision-making, particularly around research methods and statistical analysis,

was investigated through a review of citation patterns (Williams & Winston, 2003); leadership competencies and marketing in the graduate school curriculum (Winston & Hazlin, 2003); competencies related to development and fundraising that are necessary for a library leader (Winston & Dunkley, 2002). Wang and Su (2006) discussed the importance of cultural intelligence or cultural quotient (CQ) for academic library leaders, in addition to emotional intelligence or emotional quotient (EQ) and analytical intelligence or analytical quotient (IQ).

Ammons-Stephens, Cole, Jenkins-Gibbs, Riehle, and Weare (2009), members of the 2008 class of the American Library Association's Emerging Leaders Program, proposed a model for core leadership competencies for librarians based on four central meta-competencies: cognitive ability, vision, interpersonal effectiveness, and managerial effectiveness, and within these four identified a total of seventeen broad competencies. The seventeen broad competencies were: problem solving, decision making, reflective thinking, global thinking, creative/innovative, forward thinking, culturally competent, accountability, team building, development, inspirational/motivational, communication skills, manage change, resource management, strategic planning, collaboration, and flexibility/adaptability. A first central category, or meta-competency, of personal attributes was originally considered for the leadership competency model, but this fifth category, not focused on behaviors like the first four, was eventually not included in the model. The personal attributes noted included principled/ethical, honest, humble, gracious, and teachable, are similar to attributes listed in other articles on library leadership such as by Hernon, Powell, & Young (2001, 2002, 2003).

Leadership Development Programs and Academic Librarians

In 2013 nearly 40 leadership programs for librarians were offered (Skinner & Krabbenhoeft, 2014). The first U.S.-based formal, residential leadership training opportunities for academic librarians began in the 1980s with the University of California at Los Angeles (UCLA) Senior Fellows Program in 1982 and the Snowbird Institute in 1989. The UCLA Senior Fellows program is an intensive three-week residential professional development program for 15 senior level academic librarians, held biennially in August on the campus of the University of California at Los Angeles. Programming includes guest speakers, lectures, field trips, and small group study sessions on management, strategic thinking, and practical and theoretical approaches to the issues confronting academic institutions and their libraries (http://is.gseis.ucla.edu/programs/senior-fellows-program). The Snowbird Institute, a six-day institute for 30 librarians in the first five years of their careers, took place annually in Snowbird, Utah, from 1990 to 1998. Primary emphasis for Snowbird Institute was leadership styles, setting vision, creativity, and risk-taking (Mason & Wetherbee, 2004).

Fellowship programs, distinguished from the residential model by their longer-term programming commitment, began in the 1990s. The Association of Research Libraries (ARL) Leadership and Career Development program began in 1997 to prepare mid-career librarians from traditionally under-represented racial and ethnic minority groups to take on increasingly challenging leadership roles in research libraries. The ARL LCDP continues and has had 146 participants, in eight iterations since 1997. One

hundred and eleven, or 76%, of the LCDP graduates are women. One LCDP graduate

has become an ARL director, and 13 have served as directors in non-ARL libraries, since

participating in the ARL LCDP (M. A. Puente, personal communication, August 22,

2014). In 2004, ARL launched a new fellowship, the Leadership Fellows program, to

develop senior-level research library leaders (ARL, 2014). The Leadership Fellows

program has just completed its fifth cohort. Through participation in the ARL Leadership

Fellows, research library leaders will:

- extend their professional skill and experience base, enabling more effective leadership in a major research library;
- engage the major challenges and pressures currently facing research libraries in concert with some of the major library leaders who are shaping contemporary responses to these challenges;
- better understand the dynamics and politics of campus life in several of the leading research libraries of North America;
- create a network of colleagues to discuss and debate the critical issues and current trends facing research libraries;
- explore the use of innovative and entrepreneurial techniques needed to support the future direction of research libraries; and
- develop a clearer understanding of what it takes to be a successful research library director. (http://www.arl.org)

Of the four Leadership Fellows cohorts since 2004, not counting the cohort just

completed, 88 fellows have completed the program and one left the program midway as

she was appointed an ARL director. Of the 89 participants in the first four cohorts 46, or

51.6%, have been women. Of the 89, five have been from traditionally underrepresented

racial and ethnic minority groups (M.A. Puente, personal communication, August 22,

2014).

Summary

In the past ten years there have been 105 vacancies in the top leadership positions in the 125 biggest academic research libraries in North America, all members of the Association of Research Libraries. Nineteen of the 105 vacancies, or 18%, were filled by sitting directors at other ARL institutions; 11 of the 105 vacancies, or 10.4%, were filled by internal candidates or associate/assistant/deputy directors from the same institution (M. A. Puente, personal communication, August 22, 2014). At the time of this writing there are eight searches for Association of Research Libraries top leadership positions currently underway. Understanding more about the constructs of leadership development and the leadership development experiences of leaders in academic libraries may be helpful for the future of leadership in academic research libraries.

Useful informational reports on programs have been written on library leadership development programs, including the ACRL/Harvard Leadership Institute (Kalin, 2008; Saunders, 1999), the UCLA Senior Fellows Program (Horrell, 2001; Rumble and MacEwen, 2008), and the Snowbird Leadership Institute (Neely & Winston, 1999), but little research-based assessment has been done on librarian leadership development. Anderson (1984) investigated career profiles of academic librarians and found evidence that leaders showed a 'distinctive career pattern' compared to a control group of librarians, and that participants in the Senior Fellows program were twice as visible and twice as mobile, and three times more likely to take positions in leadership. In 2009, several articles were published in a special issue of *The Journal of Library Administration* that report on a variety of well-known and respected library leadership

development programs, including the Peabody Institute, ACRL Harvard Leadership Institute, and the Association of Research Libraries' Research Libraries Leadership Fellowship program (Neely, 2009; Lipscomb, Martin, & Peay, 2009; Bedard, 2009; Parker, 2009; Webster & Jones, 2009; German, Owen, Parchuck & Sandore, 2009; Cromer, 2009; Bunnett, Allee, Dorsch, Rios, & Stewart, 2009; and Weiner, Breivik, Clark & Caboni, 2009). Another study, on the Senior Fellows program, one of the oldest academic library leadership development programs still in existence, reports on aspects of the Senior Fellows program that eleven past participants reported on as most valuable, the impact on their personal development, and the support received from faculty and cohort group members (Rumble & MacEwen, 2008). None of these studies specifically describe the overall leadership development experiences of academic librarians in top leadership positions from the participating librarians' perspective.

This phenomenological study describes the leadership development experiences of academic librarians currently working in leadership roles in an academic research library to discover their experiences of being a library leader and to explore how they describe their own leadership development.

CHAPTER THREE

METHODOLOGY

Knowing is not enough; we must apply. Willing is not enough; we must do.
–Johann Wolfgang von Goethe

This study seeks to describe the leadership development experiences of academic library administrators. I used a qualitative research methodology to collect data in order to answer this question of leaders' experiences, or the "essence of human experience" (Creswell, 2007), in the process of their leadership development.

Qualitative Methodology

Qualitative research focuses on interpretation of phenomena in its natural setting, to make sense in terms of the meanings people bring to the setting (Denzin & Lincoln, 1984; Creswell, 2007). In reviewing reasons Creswell (2007) suggests for when qualitative research methodology should be used I believe a qualitative approach is appropriate for my study, where I am interested in exploring the leadership development experiences of academic research library administrators. For example, I perceive an issue, leadership development, that needs to be explored; I am seeking a complex and detailed understanding of the issue, leadership development of academic research library administrators; I want to empower participants, the administrators, to tell their stories unencumbered by power relationship between researcher and participant that sometimes exist in research; I want participants to collaborate with me during data analysis and

interpretation; I want to understand the context in which participants address the issue of leadership development; and finally, I will use qualitative research design because quantitative measures and statistical analysis do not fit the question, leadership development of academic research library administrators, in which I am interested.

Creswell (2007) describes five common qualitative traditions: narrative, grounded theory, ethnography, case study, and phenomenology, as illustrated in Table 1 on page 24.

In narrative research a researcher explores the life of an individual and narrative study is best used when it is necessary to tell the stories of an individual's experiences. Ultimately, narrative research develops a narrative about the stories that make up an individual's life. Because I am interested particularly in describing the leadership development experiences of several academic library leaders, rather than the overall experiences of a single academic library leader, I have not chosen a narrative research approach for this study.

The focus for the grounded theory approach is to develop a theory grounded in the data discovered. As in a phenomenological study, interviews are the primary method of data collection and all participants in the study will have similar experiences, but unlike phenomenology, in grounded theory the researcher develops a theory of the experience based on the data gathered from a large number of participants (Creswell, 2007). Because I am interested in the meaning of a particular experience - that of the leadership development of academic library leaders - and not in developing a theory of leadership

development based on the participants' experiences, a grounded theory study is not appropriate for my study.

In ethnography the focus is most often on a larger group of individuals who share a culture and where the researcher examines the "shared patterns of behavior, beliefs, and language (Creswell, 2007, p. 68) of the group. There are many forms of ethnographic research, as illustrated in Table 1. For my study ethnography is not an appropriate tradition because my participants, while all members of a profession are not all located in the same library and do not interact regularly, or in some cases at all, to develop the shared patterns needed in an ethnographic study. In addition, I do not have the necessary grounding in cultural anthropology noted by Creswell (2007).

Case study research involves in-depth study of an issue through cases, one or more, within the same setting or context. Recent research has discussed whether case study is a research methodology or a choice for what to study (Stake, 2005; Denzin & Lincoln, 2005), and Creswell defines it as "a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases), over time, through detailed, in-depth data collection involving multiple sources of information (2007, p. 73). Because I am most interested in developing an exhaustive description of the phenomenon of leadership development, and not in describing the particular situations, or cases, of my study participants, I have not selected a case study approach for my study.

In phenomenology, a description of the essence of the experience of the phenomenon becomes a phenomenology. I have chosen phenomenology for my study of the leadership development experiences of academic library leaders. In my study, the phenomenon is leadership development and therefore the essence of leadership development experienced will become the phenomenology. In this study I reduced the academic library leaders' individual experiences of leadership development to a description of the universal essences, what van Manen (1990) describes as a "grasp of the very nature of the thing (p. 177).

The description of the universal essence includes what the academic library leaders experienced and how they experienced it, and through the significant statements, meanings of those statements, themes of the meanings, to develop an exhaustive description of the phenomenon of leadership development (Moustakas, 1994).

Table 1: *Qualitative Research Traditions*

Tradition	Types of Tradition	Unit	Origin discipline(s)	Purpose
Narrative	Biography, autobiography, life history, oral history	Traditional, a single individual	Humanities and social sciences, including anthropology, literature, history, psychology, and sociology	To explore the life of the individual
Phenomenology	Hermeneutical, transcendental. Describing what all participants have in common as they experience a phenomenon	Several individuals	Psychology and philosophy	To understand the essence of the experience
Grounded Theory	Systematic, constructivist. To generate or discover a theory	Several individuals' experiences	Sociology	To develop a theory grounded in data from the field
Ethnography	Confessional, life history, auto-ethnography, feminist ethnography, ethnographic novels, realist ethnography, critical ethnography	Entire cultural group	Anthropology and sociology	To describe and interpret a culture-sharing group
Case Study	Single instrumental case study, collective case study, intrinsic case study	One issue, through one or more cases in a bounded system	Human and social sciences, and applied areas, i.e.: evaluation research	To develop an in depth description of a case or cases

Adapted from Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed). Thousand Oaks, CA: Sage

Phenomenological Inquiry

I employed a phenomenological design to answer my study's central research question: how do library leaders in North American academic research libraries describe their leadership development experiences? A phenomenological study, which is designed to describe experiences and the contexts of those experiences, is the qualitative approach I chose to use for this study of the leadership development experiences of academic research library leaders because it is the qualitative method best suited to my research question: a phenomenological study describes the meaning for several individuals of their lived experiences of a concept or a phenomenon Creswell, 2007). Phenomenology was selected due to my desire to describe the 'essence' of the phenomenon, the experiences of leadership development, shared by participants and to surface what participants may have in common in their leadership development (Creswell, 2007). Phenomenological inquiry holds the assumption that there is an essence or essences to shared experience (Patton, 2002). With phenomenology, the purpose is to reduce individual experiences with the phenomenon, in this study the leadership development experiences of academic research library administrators, to a description of the universal essence of the phenomenon (van Manen, 1990). What did they experience, with regard to leadership development, and in what context, or how, did they experience leadership development?

In phenomenology, researchers have outlined specific, structured methods of analysis (Moustakas, 1994; Creswell, 2007). Table 2 outlines the procedural steps in phenomenology and how I mapped these steps in my study.

Table 2

Procedures in Phenomenology

1. Determining approach	I selected phenomenology as approach for describing leadership development experiences of academic research library administrators
2. Determining phenomenon	Common experiences of leadership development for academic research library administrators
3. Recognizing philosophical assumptions	I was guided by a social constructivist worldview because the study will focus on the participants' views, voices, and their multiple realities. I will attempt to bracket my own experiences and at the same time remain reflective, fully present, and engaged (Moustakas, 1994).
4. Determine individuals who have experienced the phenomenon	I identified 14 academic research library administrators to participate
5. Collect the data	I followed Moustakas' recommendation of two broad questions, to describe experiences and to describe the contexts of those experiences (1994)
6. Analyze the data	I analyzed the data from the interviews with 14 participants (Creswell, 2007)
7. Write description of participants' experiences	I described the themes or "meanings" that emerge.
8. Write composite or 'essence' of the phenomenon	I synthesized the above descriptions.

 Adapted from Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed). Thousand Oaks, CA: Sage

Origins of Phenomenology

The Oxford English Dictionary notes the term phenomenology was mentioned as early as 1797 in the Encyclopedia Britannica entry on philosophy. Early twentieth century phenomenological research continued to have strong philosophical underpinnings, drawing from philosophy, psychology, and education, based on the writings of the German mathematician Edmund Husserl, 1859-1938 (Creswell, 2007). In 2015 the Oxford English Dictionary defines phenomenology as:

> A method or procedure, originally developed by the German philosopher Edmund Husserl (1859–1938), which involves the setting aside of presuppositions about a phenomenon as an empirical object and about the mental acts concerned with experiencing it, in order to achieve an intuition of its pure essence; the characteristic theories underlying or resulting from the use of such a method. In more recent use: any of various philosophical methods or theories (often influenced by the work of Husserl and his followers) which emphasize the importance of analyzing the structure of conscious subjective experience (http://www.oed.com.ezproxy.lib.purdue.edu/)

In 1928, Husserl wrote an invited article on phenomenology for the fourteenth edition of the Encyclopedia Britannica, where he hoped to explain what "his new phenomenology was all about" (Kockelmans, 1994, p. ix). Husserl, with influence of Descartes, developed the concept of Epoche, which "requires the elimination of suppositions and the raising of knowledge above every possible doubt" (Moustakas, 1994, p. 26). Both Descartes and Husserl "recognized the crucial value of returning to the self to discover the nature and meaning of things as they appear and in their essence" (Moustakas, 1994, p. 26).

While Husserl's ideas were considered abstract during his life, and different philosophical arguments for the use of phenomenology have been made since his death in

1938, the philosophical arguments themselves rest on common ground: the study of lived experiences (Creswell, 2007), that the experiences are conscious experiences (van Manen), 1990), and the development of descriptions, not explanations or analyses, of the essences of these experiences (Creswell, 2007). Stewart and Mickunas (1990) emphasize four philosophical perspectives of phenomenology: Return to traditional tasks of philosophy, a philosophy without presuppositions, the intentionality of consciousness, and the refusal of the subject-object dichotomy (Creswell, 2007).

Today, phenomenology is popular in social, human, and health science disciplines, including nursing, sociology, education, and psychology (Creswell, 2007; Moustakas, 1994).

Philosophical Assumptions and Worldview

Creswell (2007) notes that scholars' paradigms or worldviews are part of the discussion of their research. This study was guided by a constructivist paradigm because I relied as much as possible on the participants' unique views of their leadership development situation (Creswell, 2007; Hatch 2002). In a constructivist worldview I can acknowledge as the researcher my own background and how it shapes my interpretation in the study, and as the study progressed I continued to develop my own knowledge and self-awareness as Moustakas suggests researchers do as they begin to more fully understand the phenomenon (1994). My own work as a leader in an academic research library drives my interest in the experiences of my study participants. The focus of this

study was on the participants' views, voices and their multiple realities, and so a social constructivist worldview is appropriate.

Participants

Careful attention to selecting participants for this study was important. Creswell (1994), states "the idea of qualitative research is to purposefully select informants . . . that will best answer the research question" (p. 148). In my study I used criterion sampling. It was not necessary to narrow the sample through maximum variation sampling as the number of respondents was not too large. For this study, fourteen fit within the range of appropriate participant numbers for a phenomenological study.

This study engaged willing participants from the member libraries of the Association of Research Libraries (ARL), who are working in leadership positions reporting to the head of the library, for example: assistant deans, associate deans, assistant directors, and associate directors, at the time of this study, and who have participated at some point in their career in leadership development.

Sampling method

With criterion sampling all subjects meet some criterion, which in my study was their leadership position in an academic research library, their participation in leadership development, and their self-identification as having had positive leadership development experiences. Participants were identified by their positions through ARL library organization charts and solicited for participation through email. A copy of the email script is located in Appendix B. The email included a description of this study and

requested that those willing to participate complete a confidential questionnaire. The

questionnaire included demographic questions (e.g.: gender, race/ethnicity, age) and

academic/research library leadership experience (e.g.: years in current position, etc.) and

about leadership development experiences (e.g.: institutes, fellowships, and other

programs in which they might have participated and the year(s) of participation).

Interview participants were selected based on four criteria: first, they confirmed

they were working in the position of assistant or associate dean or director at an academic

research library. Second, in order to be included in this study participants must have

participated in at least one selective formal leadership development program, institute, or

fellowship targeted to academic librarians. Third, participants identified as having had

positive leadership development experiences. Fourth, participants demonstrated

willingness to participate in this study through responding to the email solicitation

(Richards and Morse, 2007; Bodgan & Biklen 2003; Gravetter & Wallnau (2009).

It was not necessary to narrow the sample by maximum variation sampling due to

too large a number of respondents. Variation was present in geographic location, gender,

private and public universities, and years in position. With just one African American

respondent it was not possible to achieve variation in ethnic/racial diversity.

Research Questions

Creswell (2007) wrote that lived experiences are the direct experiences and

perspectives the participants have with the central phenomenon. Moustakas (1994)

declared two primary questions in phenomenological research, about experiences and the

context for the experiences. The central question for this study was: How do library leaders in North American research libraries describe their leadership development experiences? What did they experience, with regard to leadership development, and in what context, or how, did they experience leadership development?

Data Collection

I obtained approval through the University of Nebraska-Lincoln's Institutional Review Board to conduct this study. I contacted participants via email to solicit their participation. A copy of the informed consent form is located in Appendix A. A copy of the email invitation is located in Appendix B.

In qualitative design, a researcher uses certain techniques to collect data (Creswell, 2007). For this study, I collected data through pre-interview surveys, interviews, and observations.

Pre-interview surveys. Each participant completed a pre-interview survey. A copy of the pre-interview survey is located in Appendix C. I anticipated that the pre-interview survey would provide me with additional information about the participant, such as time in current position, years in field, number of administrative positions held, and participation in formal leadership development programs to ensure that I described my sample accurately and that I was getting 'maximum variation' in my sample (Creswell, 2007). As noted previously, maximum variation was achieved except in racial/ethnic diversity.

Interviews. As the primary source for data collection in phenomenology, the interviews provided the most data for the study (Creswell, 2007). Semi-structured interviews were conducted for this study. An interview protocol was developed and is located in Appendix D, and, consistent with semi-structured interview techniques, was used to guide but not restrict the interviews. The questions and the protocol were informed by both the tradition of phenomenology and lessons learned from a case study conducted as part of a qualitative research design course. I conducted the interview by phone. Interviews were anticipated to last approximately 60-75 minutes, although none lasted more than 60 minutes, and were audio-recorded with participants' permission. Prior to the interview participants were asked to complete a brief pre-interview questionnaire.

Observations. In phenomenological research, the researchers' own reflections are a part of the research process (Polkinghorne, 1989). Prior to the interviews I had not noted my own reactions as part of the research process for this study. Once IRB was approved I began to collect my reflections on the process of the interviews and the participants to document my experiences as a researcher with the participants.

Data Analysis

Phenomenology, in contrast to other qualitative traditions, has a fairly structured method of analysis, as advanced by Moustakas, (1994). Creswell described a simplified version of the Moustakas' Steick-Colaizzi-Keen modification (2007). In this approach, the researcher:

1. describes his or her own personal experiences with the phenomenon ,

2. develops a list of significant statements,

3. groups the significant statements into larger units of information ("meaning units" or themes),

4. writes descriptions of what participants experienced with the phenomenon (textural description) and includes verbatim examples,

5. writes description of how the experiences happened (structural description),

6. and writes a composite description of the phenomenon including both textural and structural descriptions (the essence of the experience – the what and how).

I followed this modified method, as described above and by Creswell (2007). I organized and prepared the data for transcription. The audio recordings and transcripts were stored on my personal laptop with a back-up on my home workstation, both password protected. I analyzed transcripts by hand and coded manually.

For the second step I developed a list of significant statements, treating each as having equal worth, and then in the third step grouped the statements into larger themes or 'meaning units'. I used "in vivo" codes, using participants' actual words, when possible.

In the third step, interview transcripts were each initially analyzed individually, then sorted into one file and analyzed again, for the purpose of surfacing any additional themes or 'meaning units'.

For the fourth step I wrote a description of what the participants experienced with the phenomenon, the textural descriptions, and included verbatim examples. In the fifth step I wrote the description of how the experienced happened, or the structural descriptions. And finally, I wrote the composite description, which became the 'essence' of the experience.   A discussion of the findings is found in Chapter Five.

Validation Strategies

Creswell (2013) recommends engaging in at least two validation procedures when conducting qualitative research. This study will use several validation procedures, including triangulation of interviews, pre-survey, and observations; member checking; thick and rich descriptions; and peer review for validation.

Triangulation. Denzin (1978) noted four types of triangulation, data triangulation, investigator triangulation, theory triangulation, and methodological triangulation. I used methodological triangulation, gathering data by more than one method, although primarily through interviews; my observations and pre-interview surveys were used for cross checking to increase credibility and validity. In the interview transcripts I looked for common statements among participants.

Member checking. Member checks were done post-interview and analysis for verification and to establish credibility. Follow-up questions, asked for clarification purposes, were used in the member checks to confirm intent of information in transcripts from study participants (Neuman, 2006).

Thick, Rich Description. I used participants' own words as much as possible in my findings section, to include as much detail, context, emotion as possible to enable the reader to more fully understand the experiences of the participants with the phenomenon (Denzin, 1989; Creswell, 2007).

Peer Review. I worked with a colleague at Purdue University to review my research. I had discussed my study with him throughout the past year, during discussions of his own qualitative research. After he agreed to serve as peer reviewer we met formally to familiarize him with the purpose of the study and the overall research question. He then reviewed two of the transcripts which I had coded for themes. To maintain confidentiality, I removed all identifying names of individuals and institutions from the transcripts prior to his review. We then met twice, first to discuss my process and coding procedures and then again to discuss the themes that emerged. A copy of the peer review form is located in Appendix E (Matkin, 2014, personal communication).

By conducting these four procedures for validation, I ensured my study was well grounded and well supported, terms Creswell uses when describing Polkinghorne's notion of validation (Creswell, 2007; Polkinghorne, 1989).

Ethical Considerations

All participants were treated in accordance with the University of Nebraska Institutional Review Board (IRB). Although no known risks were associated with this study, there are several considerations. Confidentiality throughout the process and

anonymity, through pseudonyms, was used to protect participants' identifies. All participants were assured of anonymity in the initial contact invitation to participate; reminded during the follow up contact to schedule the interview that the interview would be audio-taped, transcribed verbatim, and that their anonymity would be assured; and reminded again at the beginning and conclusion of the interview. To ensure the anonymity of participants, identifying characteristics such as their names, names of universities where they currently work or have worked in the past, and other proper names they mentioned during the interviews were removed or changed in situations where removal would hinder presentation of the results, as suggested by Richards and Morse (2007).

Role of Researcher

Husserl uses epoche, a Greek word meaning "to refrain from judgment, to abstain from or stay away from the everyday, ordinary way of perceiving things", to explain how in phenomenological research a researcher must put aside his or her own understanding, to become free from suppositions (Moustakas, 1994, p 85). As Creswell (2007) notes, the ability of a researcher to bracket one's own lived experiences and biases is key when conducting phenomenological research.

My role in this research study is based on my personal experience as a leader in academic libraries. I have been in leadership positions in university libraries for almost two decades. During my career I have participated in several leadership development

programs for academic librarians, including the Snowbird Leadership program, the
ACRL Harvard program, the UCLA Senior Fellows program, and the ARL Leadership
Fellows program. With each new experience I continue to grow and develop as a leader.
My beliefs about leadership and my methods and strategies for leading have changed
over the years. I am interested in leadership development for academic librarians and the
developmental paths taken by librarians into leadership roles.

As I began my study I was conscious of my experiences as a library leader, and
aware of my potential bias and the need to bracket my own perspectives (Moustakas,
1994). I engaged in bracketing or suspense of my beliefs about the leadership
development experience for academic librarians, as much as possible during the
interviews and data analysis (Moustakas, 1994; Creswell, 2007).

Pilot Study

Previously I conducted a case study research project as part of the requirements of
a qualitative research methods course for my doctoral program. The central research
question for that study was: how do academic librarians describe participation in the
UCLA Senior Fellows leadership development program. Semi-structured interviews,
lasting 45-60 minutes, were conducted with five participants. Three main themes
emerged from the coding of the transcripts: uniqueness of the program,
personal/professional development, and supportive relationships. A strong sub-theme
emerged in the uniqueness of the program theme, regarding concern for the future of the
program. In both themes of uniqueness of the program and personal/professional

development coding surfaced two similar and related areas: content/curriculum and experts/visiting faculty.

While this case study focused specifically on the five participants' experiences in one leadership development program, the UCLA Senior Fellows program, all participants elected voluntarily to reveal information about other leadership development programs and other developmental experiences they had experienced during their careers as part of their responses, leading me to consider the broader question of leadership development experiences of academic library leaders (McNeil, 2010).

CHAPTER FOUR

FINDINGS

If opportunity doesn't knock, build a door. –Milton Berle

This study focused on 14 participants, all of whom shared positive leadership development experiences they had experienced during their careers as academic research library leaders and were, at the time of their interview, employed and actively working in leadership positions reporting directly to the head of their academic research library. Participants came from a variety of backgrounds and experiences, some having spent their entire professional life in academic libraries while others were experiencing second careers in academic research libraries. At the time of this study participants ranged in age from 41 to 59, had between 15 to 34 years in the field of librarianship and self-identified as having been in academic library leadership positions for seven to 30 years. In these roles they led units or departments in academic research libraries and had been in their current positions for between one to 19 years.

All 14 participants mentioned formal leadership development programs, institutes, and fellowships as important to their overall leadership development. Twelve had participated in Association of Research Libraries (ARL) leadership programs, with 11 of those as ARL Leadership Fellows and one in the ARL Leadership and Career Development Program (LCDP). Five had participated in the University of California Los Angeles (UCLA) Senior Fellows Program. Three had participated in both an ARL leadership program and the UCLA Senior Fellows Program. Participants noted having

participated in at least six other formal leadership development programs, institutes, or fellowships. Through these participants and their rich descriptions of their experiences as leaders I was able to discover a more complete meaning of the phenomenon of leadership development for academic research library leaders.

Table 3
Participant demographics

Pseudonym	Gender	Institution	Years in field	Years as leader
Adam	Male	Private, East coast	23	13
Bella	Female	Public, West coast	29	22
Caitrin	Female	Public, South	34	30
Damon	Male	Private, East coast	26	21
Evan	Male	Public, Southwest	20	17
Fiona	Female	Public, West coast	23	22
Gina	Female	Public, Midwest	17	8
Hannah	Female	Public, Midwest	21	7
Ivan	Male	Public, South	24	20
Jack	Male	Public, East coast	32	20
Karl	Male	Public, South	15	14
Laura	Female	Public, Midwest	22	12
Mary	Female	Public, Midwest	25	18
Nora	Female	Public, West coast	27	17

All participants were frank, candid, and animated during their interviews. In some cases participants became emotional while describing very personal experiences they had had. All participants had many leadership development experiences to share. The purpose of the study was to explore positive leadership development experiences and participants were invited to participate based on their willingness to identify as having

positive leadership development experiences. Unsolicited, they also provided some

indication in their stories about less-than-positive experiences they had had, most usually

with a supervisor, at some point in their careers. Without exception, these less-than-

positive experiences were described as learning experiences.

Five themes emerged from the data to describe the phenomenon of leadership

development experiences: Personal Growth Experiences, Support and Influence,

Exposure, Personal Responsibility, and Recognition of Leadership. Subthemes emerged

for four of the themes. Table 4 shows the five themes related to leadership development

experiences and their subthemes.

Table 4

Leadership Development Experiences Themes and Related Subthemes

Theme	Related Subtheme
Personal Growth Experiences	*Childhood and Early Experiences*
	On-the-Job Experiences
Support and Influence	*Mentors*
Exposure	*Formal Leadership Development Programs*
Personal Responsibility	*Mentoring*
Recognition	

The five themes, and related subthemes, include some overlap, or connections and

intersections, which are presented throughout the findings in this chapter and discussed

further in chapter 5.

Personal Growth Experiences

When I asked participants to tell me the story of the first time they thought of

themselves as a leader immediate responses were mixed. Some participants gasped or

laughed and shared they were not anticipating that question and needed a few seconds to collect their thoughts, and then described childhood experiences; times when they were recognized by an authority figure, for example a teacher or from a professional association, for their leadership; and early job experience, in college or in paraprofessional or staff positions in libraries while they were in graduate school. These participants assumed I also wanted an example from their careers and went on to provide those stories, as well.

Childhood and early experiences. The construct childhood and early experiences emerged as a subtheme of personal growth experiences. Childhood leadership experiences included involvement with girl scouting, being selected for the school safety patrol, playing point guard on an elementary school basketball team, being the oldest sibling in a large family, recognition on a 4th grade report card for leadership, and as a young adult leading a moving crew for a start-up moving company as a summer job during college. As a Girl Scout, which she described as a 'defining element' of her childhood, Fiona discovered she liked working with groups, coming to consensus on which things to work on, letting everyone have say, and then moving people toward a common goal. Later, in high school, she used the same skills to form a community theater group. She said, "I'm not sure I thought of it necessarily as being a leader as much as I was willing to take on these kinds of projects and work with other people. That has definitely been true for a long time." Gina described being selected for the 5th grade patrol as her first experience as a leader. She said, "I thought it was great [to be

selected] because even then I knew everybody didn't do it. Only a certain select people got to take that responsibility." She had been encouraged to apply for the patrol position and after it began she realized quickly that she did not like doing it, but she continued in the role. Ivan told me he played a lot of sports as child and his earliest memory of being a leader was probably his 3rd grade basketball team. He said,

> I was the point guard on my team, sort of running the team, and I would say I was probably a sort of a mediocre leader in terms of, I mean, I was good, but when I was that age I could be harder on people who weren't as good, so I sort of have memories of that.

Mary reported reading comments from her teacher on a grade school report card, and said, "I was in 4th grade, I think, and a teacher wrote on my report card a comment to my parents, mentioning my leadership potential or skills or aptitude or something like that." She shared that it had surprised her, and made such an impact that she had remembered it. Hannah mentioned that she was the oldest child in her family and often expected to be a leader and set a good example for the other children, and while she resisted this role at home with her family, she, like Fiona, was a Girl Scout and liked organizing a community around an activity to achieve a goal. Hannah also shared examples of other times in high school and her youth group, and said:

> I could see opportunities to get a group to make a decision around the topic and I liked doing that. I think that teachers and parents and church leaders and staff who recognized that in me and kind of encouraged it. They never said, "oh, you're going to be a leader," but they did say things like "you see what you did there, that was an important thing to do" or "you see what you did there, that's a sign of success" and so they encouraged me to develop in that way.

Participants also mentioned times early in their careers when they realized they were in leadership roles, even though they were in entry-level or early positions. Adam explained that in his first position he was working with a new area in the library, and that was the first time he felt like a leader, although he did not recognize it at the time. Bella described her many early temporary professional positions, all managing people and projects, as the first time she thought of herself as a leader. Damon, Jack, Evan, Karl, Laura, and Nora all described times in their professional careers in libraries, when they were leading groups of people or handling challenging personnel situations, as the first time they thought of themselves as a leader. Caitrin defined the first time she felt like she was a leader in the context of how her current director runs the library. The director's style and approach, along with the collegial atmosphere among Caitrin's colleagues, creates an environment in which Caitrin knows she is and can be a leader.

On-the-job development. The construct, practical on-the-job experiences emerged as a subtheme of personal growth experiences. Participants were universal in agreement that on-the-job experiences were instrumental in their own growth as leaders. During my phone calls with these library leaders I heard many details about their careers in libraries, from earliest positions to their current roles. Hannah stated,

> So, for me, I feel like leadership development for me is very much trial and error, in the moment, experiment with it, learn from it, once you've done something you know, take a moment to reflect and then keep moving on and trying things out.

She went on to share that she did not think her development path was the correct way, and said, "when I think of how our leaders should develop, I would never think that that's

[her way] a very successful way of doing it. I would say you've got to read stuff and

you've got to take an MBA, you've got to have mentors." She laughed then, and said, "I

guess my way is working ok."

Nora told me the story of a time when she mandated a change in scheduling for a

service desk, without discussing it with any of the stakeholders beforehand, and the

ensuing anger and frustration of her employees. What had seemed like a simple solution

to an obvious problem backfired, and ultimately she realized that she was "trying to fix

this problem without actually stating what the problem was," and when the affected

individuals proposed an alternative solution she agreed. She said,

> In that moment being able to adjust my own thinking and listen carefully to what
> was being said to me, made me feel like a true leader, like its ok if I'm wrong
> from time to time. It's so important to be flexible, to see someone else's point of
> view, and to give the idea of the group a try before deciding my idea is absolutely
> right.

> For Karl, on-the-job experiences were also important to his development. When

describing an early career experience he tackled because coworkers did not want to do it,

he said,

> They were all older and primarily focused on instruction and reference, they
> didn't really want to do any of the planning or leadership, that was kind of the
> dark side of things, they just didn't wanted to go there and so they asked me if I
> would do the planning for it and coordinate the movers and all that stuff, and they
> thought that it would be a good experience for me so I jumped in and did it and it
> turned out pretty well.

> Participants shared that often organizational structure changes in their libraries

resulted in changes to their positions, where they took on additional responsibilities as a

result of colleagues leaving the library, ultimately gaining them more on-the-job experiences. Laura stated about her position, "It's grown, evolved, changed, morphed. There's no department at my library that I haven't been the administrator for, you know." For Laura, additional responsibilities contributed to her growth and development as a library leader. The same was true for Fiona, who shared that becoming an associate dean, her current role, was a very big change from her previous position. Over the past several years Fiona has had shifting duties and areas of responsibility due to vacancies in the libraries at her large university, moving from five associate deans to just two in a short period of time. She stated that there were a lot of initiatives underway at the time and that leadership of the initiatives needed to be divided up. She enjoyed this time period, even though she was very busy, because "it was a lot easier to get things done and no need to negotiate," but it did mean that she had more areas to cover. She described the whole experience as "diving into the deep end" and admitted to learning much about herself and her own style during that time.

Participants mentioned needing to gain on-the job skills quickly as their roles evolved. Adam described a time of much change, when "there were plates on sticks that were spinning and you had to keep them from falling down," and that he had to be "really conscious of, mindful of, the fact that [he] needed to polish some skills quick," due to the evolving nature of his job.

For Nora, experience as a supervisor in a variety of positions and her personal development or growth in those roles has been a big part of her development as a leader. She described it this way:

> To be able to face people's upsets and unhappiness, their disagreement with me and not take that personally has been such an important aspect of my ability to really lead well. There were other things that were especially important to me but honestly, partly because it was such a failing of mine, like I just did not know how to be in an effective conflict with another person. Because I was so terrified of it, and I was so bad at it.

She described a similar developmental experience from her time in nursing school, when she was learning to give someone an injection and was reluctant to do it because she knew it was going to hurt. She said, "Learning how to do that quickly and effectively made my nursing career much happier. It was a similar thing." Other participants also touched on learning to face difficult situations head-on and learn to do them well as important developmental experiences in their careers. Similarly, Laura recommended delivering bad news to employees quickly and not on Fridays.

Participants also mentioned learning from their colleagues in their current position, other associate deans or associate directors. Bella, who has worked at the same library, in a variety of roles, for several years mentioned that she continues to learn as people come in and out of the organization, stressing that she has learned that people are different and said, "so, I'm seeing different perspective, different styles, and continue to learn." In addition to learning from colleagues through observation, participants also mentioned having close working relationships with colleagues and that they relied on colleagues for advice, as well as to share the administrative or leadership load.

One participant described an impactful time in his career, when he had a challenging supervisor with whom he had a less-than-ideal relationship, as a great learning opportunity. He said, 'in way that led to true independence where you were on your own and nobody is really watching and yet we had to make the place work." Caitrin described a time when she was offered a position she did not expect to get because she did not feel she had the experience for it. She said,

> I got that job. That job, right away, put me in a role of being a supervisor of a couple of permanent staff, as well as students, and including a couple of problem employee situations. So right away, I kind of was dealing with managing people.

Caitrin said her experiences in that role shaped her development as a supervisor and leader for many years. Table 5 shows the participant theme personal growth and selected significant statements related to the theme.

Table 5

Theme: Personal Growth

Theme	Significant statements related to the theme
Personal Growth	"I'm not sure I thought of it necessarily as being a leader as much as I was willing to take on these kinds of projects and work with other people. That has definitely been true for a long time."
	"I thought it was great [to be selected] because even then I knew everybody didn't do it. Only a certain select people got to take that responsibility."
	"I could see opportunities to get a group to make a decision around the topic and I liked doing that. I think that teachers and parents and church leaders and staff who recognized that in me and kind of encouraged it."
	"So, I'm seeing different perspective, different styles, and continue to learn."
	"I got that job. That job, right away, put me in a role of being a supervisor."

The theme personal growth, with the subthemes of childhood and early experiences and on-the-job influences, has some overlap with theme support and influence, when personal growth experiences are initiated or driven by supportive individuals in the lives of the study participants.

Support and Influence

All participants mentioned individuals who had been instrumental in their leadership development and who had influenced them during their career. Mentioned often were current and past supervisors, as well as colleagues working in similar roles, as noted in the previous section with on-the-job development. In some cases participants had remained in contact with influential individuals over many years of their careers. Damon stated,

> I have been lucky that at the right moments in life where I say, you know, I just need to jump to the next level, somebody has been there to catch me and help me to go through that that transition.

Similarly, Laura said, "I think one of the things that I've been very, very fortunate in is from the time before I became a librarian, I had people who were watching my career." Participants noted that these individuals often encouraged them in their professional growth and leadership development, served as sounding boards, and also provided praise and recognition for major successes.

Hannah told a story of a former colleague and supervisor, who now heads a major research library, and said,

What he did for me was to help me be able to put in context sort of, if you want to make a difference here is how you could make it. He let me do a lot of trial and error.

Adam also described a mentor who was "very encouraging of me trying things," and who "made it very easy to build things and try things." Participants acknowledged that these influential individuals were busy people and participants were appreciative when these individuals find time to talk with them. Adam stated, "This is somebody I am quite comfortable talking with about things in confidence and who, even though this person is very busy, finds time when I need to catch up with him."

Participants noted how working with strong leaders early in their careers influenced their decisions to remain in the field and on their career paths. Adam said,

I certainly wouldn't have carried on in the profession, I suspect, if my first mentor hadn't been so terrific, he gave me space and one of the things that I learned from him was that you can often get very good results from somebody who is enthusiastic and relatively smart, if you give them some direction and give them space.

Gina noted that she learned early in her career that it is important to have someone you can trust to give you good information. She talked about her relationship with an early supervisor who has since retired who she described as "the number one most influential person career-wise". Gina said, "I was a big fan of hers and she was very helpful and gave me so much advice. She was very patient." Although this individual has retired, Gina would reach out to her if she really needed some information. Gina said, "If I really had to, I'd hate to bother her, but if I needed some information I would call her, like, right now." Gina went on to say that she feels she could also reach

out to her most recent former supervisor, now a retired dean of libraries, even though they were not personally close, "to get her advice on certain things and I would get honest information to help me make decisions."

Some participants mentioned former supervisors and colleagues reaching out to them after their formal work relationships had ended to ask them to consider coming back to work with them. Jack related the story of an early supervisor he had when he was working as a library staff person who reached out to him years later and from a distance to encourage him to apply for a position in which she thought he might be interested. He said,

> She actually helped me get started in the library world and gave me opportunity to do things because she saw that I was interested in things outside the scope of my LTA [library technical assistant] level position and she gave me the permission to do those things and, you know, I talked to her about career progression and things like that. And then she was the one who hired me later on. So I kind of maintained that relationship and she was very much a mentor, would give me guidance on which way to go and what she felt that it was important and all of that. So she was very influential. She saw that I was interested in those things and really tried to nurture me through out.

Jack's experience is not dissimilar from experiences mentioned by other participants, including Evan, who described what he had learned from a colleague with whom he had worked long ago. He said,

> She was very helpful in giving feedback and something I learned from her that I still remember is one of my own personal development issues that I had to work on is I have a tendency to assume everyone knows the same stuff I know. That we're all starting at the same baseline here. She was very helpful in helping me understand that certainly in those leadership roles, people did not have the same

baseline in understanding and access to information that I had. That's been something that I've continued to remember and try to be sensitive to.

Some participants mentioned having 'strong female' influences throughout their library careers. Data from the Association of Research Libraries 2014-15 salary survey indicate that 59% of the associate and assistant deans and directors working in ARL libraries are female. Laura, after describing her current dean as "very caring and sharing colleague who has given tremendous advice," continued to list several names all of whom were women who had been influential, and after a slight pause reflected, "It's interesting that most of the wonderful deans I have had have been female." After describing one particularly supportive female mentor Jack went on to say,

> And that was kind of a pattern. Typically these strong female administrators have taken a shine to me and have recognized something in me, usually tried to help me along and tried to mentor me. I usually work with more females in general than males but it's usually been some strong female administrator that has helped me to figure out which way to go, to talk about things that are important.

Laura described similar experiences, where supervisors from her past have reached out to her to encourage her to apply for new positions. In her case, however, these individuals were encouraging her to apply for the positions they were about to vacate. A supervisor from early in her career said to her, "I'm changing career focus. I'm going to [a new role in same institution]. Why don't you apply [for my position]?" Laura applied, was offered and accepted the position. A similar circumstance led Laura to her current role as associate dean. The incumbent, whom she had worked for previously called her and said, "I'm going off to be the dean [at state university]. I think you should consider applying for my job." Laura said, "And so I did. And here I am."

Similarly, Nora had been encouraged to apply for her current position by a member of her

leadership development program cohort, who was in a leadership position at the same

institution. She said,

> [He] gave me a call and said, "Hey, you should really consider this, we'd really
> love to have you, please think about applying." And so I did, I applied probably
> because I really like [colleague]. He's really great to work with and I thought it
> will be just, honestly, be fun to work with him. I never thought [location city]
> would be the place that I would ever end up.

> Looking back on her career Bella noted that she has worked for some people that

were great mentors, who offered encouragement and support, by saying things like "here

are some programs you should attend" and "here's a great opportunity for your next

career step." Bella stated that while she has always looked for the opportunities that will

help her to continue to grow and develop as a leader, her mentors were really the focus

that put her on the path to leadership. Of these former supervisors who are now her

mentors she said:

> They have very different perspectives and are different kinds of people. [First
> one] is the university librarian at [a major research library]. She was my first
> supervisor in a management position, and it was her style that was really attracted
> me to how she led the department at the time. She never came out and said do it
> this way, or don't do this, or do that. It was really mentoring by role modeling,
> and she was just incredible at it. You wanted to grow up, and be her, basically.
> She is still a great mentor to me, when I apply for jobs, or when I'm looking at
> what should I do next, she is someone I go to always on, can I just talk to you
> about this and what do you think. She is very analytical, but also very human in
> her approach. It's not all about reaching the end. It's about the balance. So she
> has been amazing in that, the whole person approach.

> And [second one] my other mentor was another AUL, who was actually the
> deputy university librarian here at [same research library where Bella works].

> She has since retired and I have lunch with her once a month, still. Fortunately, she is still in the area. She was a more kind of nut and bolts: here is how you deal with it. What she taught me most was really the politics of the campus, and who you needed to know, what kind of meeting you should go to, how you represent the library, how to deal with people. Unlike [first mentor], she is more matter of fact, and so it's like when you go to her with a personnel issue, she should say, "Well, here is what you tell them, here is how you deal with them." I didn't always follow her advice but she really provided a sounding board and I could say now I see where I want to go.

Bella remains in touch with both of these individuals, even though the second has retired. Both were originally supervisors of Bella and have remained connected and supportive since moving on, providing an example of the intersection between support and influence and on-the-job personal growth experiences. Bella noted she appreciates that they had both worked with her earlier and know her, and that they bring different perspectives and approaches. She then mentioned a third mentor, someone from another similar institution with a similar career path, with whom she has been friends for 20+ year. They have never had a reporting relationship. Bella described this third mentor as,

> Another one who has been very critical to helping me to determine where to go next, how to do my job. What issues I should be looking at. But more on a larger system wide level than individually in my own institution.

Bella continues to meet with this mentor at annual conferences to talk about what is happening at work and in life.

Participants praised their current leaders (deans or directors) for their support and influence. Caitrin said, "I'm just going to give a lot of credit to my director. She is very invested in her associate directors having as much exposure to leadership and as many opportunities as she can provide." Hannah noted the thoughtful approach her director

takes when Hannah asks questions about next career steps and what they might look like

and what she ought to consider. She said, "Being able to understand the broader

university dynamics is something that I'm really learning from her." Evan described his

current dean as a "major influence" in his leadership development, and stated,

> I think that the opportunities that she's given me and the mentoring and the
> encouragement to develop and to take on new challenges was absolutely
> instrumental in keeping me here. If she had not assumed those roles and done
> some of those things, I think I'd probably [significant pause] when I came here I
> wasn't planning on being here more than three or four years.

> While all participants noted influential individuals to their library careers, other

influences mentioned included colleagues, parents and grandparents, and individuals

outside the library profession. Gina stated that she thought she had, in many ways, more

influences outside of the work place. She said:

> So, as a coach I learned a lot that I bring to work every day because in coaching a
> lot of what you do is motivating people and inspiring people. That's what
> coaching is and then try to get the best out of your team. So my training as a
> basketball coach working with everyone from 6-year olds to 17-year olds has
> been really beneficial to me because I've had some very good mentors. One
> woman, in particular, taught me how to coach, taught me how to manage as a
> game, how to manage people, how to think on your toes, how to prepare for
> games. That was really critical to helping me be a better leader because when
> you're out there and your team is not doing well and you call a time-out, you
> better have something to say. I remember the first time I called the time out and I
> was just, "I don't even know what I'm, what do I say to this group?"

For Gina, what she learned from a strong influence during her coaching days continues to

resonate today in her professional life. In coaching and in library leadership, "you have

to be able to explain. You have to give them reasons to not do what they're doing. That's what leadership is."

Mentors. The construct of mentors emerged as a subtheme of support and influence. The term mentor proved to be a complicated word for some of the participants. When prompting for information about individuals who had been influences in their careers, I asked the questions, "who was influential to your leadership development? What situations or people stand out for you?" I did not use the word mentor. Some participants immediately used mentor and mentoring as terms in their descriptions of relationships with particular influential individuals. The terms mentor, influencer, supervisor, leader seemed to be used seamlessly and interchangeably by some of the participants. Three participants, who had many examples of people who had been incredibly supportive and influential for them, stated that they did not have mentors, at least not in the formal sense. Ivan described himself as "not a huge process person" and explained that he did not know a lot about formal mentoring, but from what he understood about formal mentoring sort of relationships, there is an agreed upon set of ground rules and sometimes even contracts, rights and responsibilities, and documents to be signed. He described this as, "more mechanical than anything" and suggested he prefers when "a relationship kind of develops and evolves and there is a chemistry there." He had already described relationships he has currently with three individuals he considers to be influential and when I followed up to ask about them, he replied:

I guess I would describe all three of them as mentors, but not in any sort of text book sense of the word, right, there has never been a formal agreement, we don't have regular phone calls or any of that kind of stuff, but they all three have had huge influences on my career and with all three of them I can and will call or consult and talk with them. So, I guess I can call them mentors. Yeah, I will. They're my mentors.

Hannah agreed that individuals had been influential for her development, but said,

"I don't think I have any really enduring, what you would call, 'mentor relationships,' but

I certainly have been…well, [pause] mentored, I guess. No, I'm not sure that I really can

even say that." She went on to explain.

So this is a sort of a personal thing but I think I'm [pause] unmentorable. I think people [pause] there have been many people who would be potential mentors in my life and I don't reach out to them the way I should and I don't [pause] when they reach out to me I don't usually react and grab that opportunity. I look back later and I think, oh gosh, I should have taken that extra time; I should have taken that extra moment. So when people ask me, "who are your mentors?, I'm like, "I don't think I have any mentors." But when you asked it the way you asked it, clearly I have people who have played key roles in my leadership development. I think of the people I mentioned already, [early supervisor] stands out most as mentor. Mostly because he was willing to get into it with me and sort of, the dirty work of working with a young whippersnapper, you know he worked with me when I was difficult, he worked with me when I was growing, he worked with me when I was grown, that sort of thing.

She continued,

I think some of those Association of Research Libraries trainers, like DeEtta Jones and maybe a little bit earlier on Maureen Sullivan, were influential for me. They know who I am, I know who they are, but I don't call them up on the phone for advice, things like that.

Fiona stated that she could not think of an example of somebody that she thought of as an

on-going mentor, although during our conversation she had mentioned individuals that

had been influential at various points in his career. While she was working as a graduate

student her supervisor provided a "really fabulous first introduction to the profession," and "was one of those really balanced people." Later in her career, Fiona worked for a supervisor with a "management style that was hands off" but "he made sure he knew what was going on and he made really inspirational comments." She appreciated that his inclusive style and his sense of humor, and later published with him when she was "relatively new to the library and that was a great way of, you know, modeling."

While most of the experiences with influential individuals mentioned had been positive, participants did offer some negative examples. Laura described an academic research library leader who by most accounts she considered as "an example of a really great university librarian who sometimes did clueless things, too." She said, "He had great ideas but just went about them in the wrong way. Like abolishing the [major unit] department. Three minutes after telling the head of [the major unit]." Nora, after speaking at length and in glowing terms about the supportive actions of her current dean, went on to describe some of her earlier supervisors.

> Those were tough people to work for. There is this wonderful Khalil Gibran quote, it goes something like this: "I have learned silence from the talkative, toleration from the intolerant, and kindness from the unkind; yet, I am ungrateful to those teachers". I think those three women, in their mentoring of me, taught me a lot about leadership in an opposite sort of way.

Damon described a supervisor early in his career as "the opposite of a mentor." Damon and others in the unit did not like how she supervised the department and felt that she did not value her employees. He said, "It was kind of a struggle to get her into the office at all and a struggle to get her to listen to issues." Damon noted, though, that the

experience "led to true independence where you were on your own and nobody is really watching and yet we had to make the place work."   For Damon, working for this leader was an impactful learning experience.

All participants valued having individuals who are or have been influential to their development during their careers and acknowledged that some of the relationships are long-term and on-going and some are more situational, sometimes related to the place one is in his or her career.   Jack noted,

> It's kind of an adjustment, I think, when you make the jump from being a middle manager within the same organization to executive leadership team. There's a transition there and in the beginning, I think it's a little hard to figure out who, know how, who do you talk to about things now because you're now on the other side.

Table 6
Theme: Support and Influence

Theme	Significant statements related to the theme
Support/Influence	*"I have been lucky that at the right moments in life where I say, you know, I just need to jump to the next level, somebody has been there to catch me and help me to go through that that transition."*
	"I think one of the things that I've been very, very fortunate in is from the time before I became a librarian, I had people who were watching my career."
	"...clearly I have people who have played key roles in my leadership development."
	"...What he did for me was to help me be able to put in context sort of, if you want to make a difference here is how you could make it. He let me do a lot of trial and error."
	"You know, especially, my current boss [dean at a major research university library]. Holy cow, is she fabulous!
	"...it didn't really matter if I screwed up. He always encouraged me."

Table 6 shows the participant theme support and influences and selected significant statements related to the theme.

Supportive individuals surface as important in the next theme exposure, where participants described being exposed to influential individuals through opportunities provided to them by their current leader or supervisor and through participation in formal leadership development programming, often due to the encouragement and support of their supervisor and institution.   A related subtheme, mentoring, comes up in the personal responsibility theme, discussed later in this chapter.

Exposure

Participants mentioned exposure as pivotal to their leadership development experiences. Exposure to new experiences within the libraries where they worked, exposure to library leaders and campus leaders, and exposure to leaders in the field of academic research libraries were all mentioned.

Taking on interim roles due to vacancies was noted as increasing exposure. Caitrin described serving for six or eight months as interim when her library had a vacancy, and said, "That was a good piece of exposure to another side of the organization and some responsibilities." Ivan noted that he been in an interim role for more than two years when he was appointed permanently, saying he had "stuck it out" because he really wanted to have the additional experience.

Damon looked back to an earlier position in a large academic research library and described the dean, the leader of the library, as "great at floating through like a dean does,

saying hi as she walks by the circulation desk and the reference desk and checking in from a distance every month or so," where he was working as a department head. He shared how surprised but delighted he was when she opened up her management team to two department heads, of which he was one. He believed this was unusual, that it is usually just associate deans and the dean. He said, "I was able to sit at the table with ten other people and really talk about problems and issues at the library that had nothing to do with my department, but they still wanted me to contribute." To Damon, this exposure was "priceless" and "instrumental" to his leadership development.

Participants shared times from early in their careers when someone, usually at the dean or director or associate dean or director level, invited them into a conversation or meeting on a particular subject. The said, "I had never gone above to the next level and had a non-problem related conversation with somebody and so that was nice," and "I don't think I had even been in an office with a couch before. They always had a desk, and maybe chairs and tables, but never a couch. So that was a very different environment for me." Damon shared a story of a time he was given responsibility for all aspects of [a major renovation project]. He said,

> So I was sitting there with the dean and a few of the AULs and a couple of other department heads and the construction crew and the facilities leaders on campus and contractors and it was just bigger than my department. It was big, it was campus, everyone was watching it and I enjoyed that quite a bit.

Participants mentioned the increase in exposure they noticed as they began to report to individuals higher up in the library. At one point fairly early in his career Adam reported

to the deputy director due to the new and experimental project he was leading. He

described this reporting structure as a "great luxury" and that it provided him with the

opportunity and "license to do a lot of things". Early in his career, Jack worked with an

assistant dean who invited him to sit in on licensing and contract negotiations with

vendors in her office, even though he did not report to her. He shared how valuable that

experience was, how useful it had turned out to be, and that he particularly valued that

she had asked him participate. Ivan, who has worked at several large academic research

libraries during his career, credits the exposure that came from moving around as a

positive in his own development. However, he says:

> I don't tell this to people who are really talented because we don't want them to leave, but…they don't have to have their whole career here at [large state university]. I don't say this to them because I don't want them to leave, but I do think there is a lot of value in at least spending time in at least one other organization and experience another organizational cultures. I have been, except for one position at [large academic research library] where I was there not very long but it had a lot of impact on me, I have spent at least three years in different research library organizations and that exposure has really been very beneficial for me.

Formal Leadership Development Programs. The construct, formal leadership

development programs, emerged as a subtheme of exposure. All participants noted that a

primary benefit of participation in formal leadership development programs and institutes

was exposure to campus leaders and a broader perspective on issues campuses face today.

Adam described his experience with the Association of Research Libraries (ARL)

Leadership Fellows program as the "most formal program" he had been through and said

that it had broadened his view. He believed that the program is intended to prepare

interested individuals to become directors, but found it also useful for "those of us who

aren't necessarily director bound" and said, "It gives a lot of exposure to what's going on in different organizations and different ways that directors have of accomplishing their roles." Hannah, who participated in both an Association of Research Libraries leadership program and the University of California Los Angeles (UCLA) Senior Fellows noted that the programs are similar and participants are exposed to leaders in the field and in both programs you join a cohort of other "developing leaders" who you can learn from and who you can reach out to later. She considered her cohort from both programs to be important and ongoing contributors to her broadened perspective. Evan agrees and describes his cohort as "a tremendous source of peer learning."

Damon described his experience with the Frye Institute as "pivotal" and said it made him realize, "I'm not working for the library I'm working for the university." Prior to attending he felt he had been focused just on the library or the department and the project in front of him, and after attending he had a much better "understanding of the whole machine of a higher education institution." The experience helped him to see how his work and the work of the library fit into the overall campus goals and organization. Damon also participated in the Association of Research Libraries Leadership Fellows program and described that experience as also very meaningful because he and the fellows were treated as colleagues by the directors and deans with whom they met. He described it this way:

> They were looking at you as if you already were the director or these are things you will need to know as a director. So in that way it was almost like those

conversations you might have with your parents about when you were in college, there is no expectation that it would be anything but that.

Damon felt that because the deans and directors treated the leadership fellows as peers he and his cohort gained access to the very personal aspects of what it is like to be the dean or director of a major academic research library. Damon said,

> And so you felt a little more like a peer, you saw much more open personalities, people were more candid, we had directors cry, we were sitting at their table at restaurants and talking with them about their career paths and the issues that they are having and just meeting so many different directors and seeing how they lead differently. How different their problems were and how similar they were and then how they approach them all, very different personalities, very different approaches, but they all worked and so it helps to flatten out any anxiety that people might have [about becoming a director] that they are a good enough speaker or they are not a good fund raiser or they are whatever they concerns might be. And, the thing I think I really got out of that is that I wasn't sure I even wanted to be a director.

For Gina, participation in the Association of Research Libraries Leadership and Career Development Program (LCDP) was her first exposure to deans outside of the ones where she had worked, and with whom she had had little interaction. At the time she participated in LCDP she was in a middle-manager role but not yet at the associate dean or associate director level. At that time in her career, the LCDP gave her exposure to deans from many institutions, at a much greater level than she had had in the institutions where she was working or had worked previously. She said, "I never sat down and talked to these library deans until I got to the LCDP. It was really helpful to hear them talk about their work." She said that participating in the ARL LCDP program made the idea of considering leadership roles in libraries finally 'click' for her.

Participants also noted that participating in the formal leadership development programs brought another type of exposure in that they were now on all the lists that recruiters use when trying to fill top leadership positions in academic research libraries. Participants expressed mild frustration with this repeated contact, but also noted that participation in these formal leadership development programs, either from recruiter contacts or the deans and directors they had met while participating, had led to new opportunities and career progression for many in the programs cohorts.

Table 7 shows the participant theme exposure and selected significant statements related to the theme.

Table 7
Theme: Exposure

Theme	Significant statements related to the theme
Exposure	"…a good piece of exposure to another side of the organization"
	"…really talk about problems and issues at the library that had nothing to do with my department, but they still wanted me to contribute."
	"They were looking at you as if you already were the director or these are things you will need to know as a director… there is no expectation that it would be anything but that. And so you felt a little more like a peer."
	"And, the thing I think I really got out of that is that I wasn't sure I even wanted to be a director."

Exposure intersects with support and influence, through the roles that mentors, supervisors, and other colleagues play in broadening the experiences and people connections of study participants.

Personal Responsibility

Participants universally expressed that they hold themselves responsible for their own leadership development, no matter how much support, mentoring, guidance, and influence they receive from others. This sense of personal responsibility ranges from putting oneself out there, literally and figuratively, to mentoring those who come after you. When discussing their own mentoring participants also mentioned, unsolicited, stories about whom they currently mentor or that they know they ought to be doing more mentoring then they are currently.

Thinking about his own experiences, Karl suggested that recognizing that leaders in your institution are not mind readers is important because they may not realize you have an interest in doing something. He said, "that's a thing that I would always try to tell anyone that I mentor, you know, you got to put it out there and let people know that you're interested in those things otherwise they don't think about you." He credited a former dean with whom he had worked as the one who helped him to see this, as she put him in positions where he gained the confidence to talk with individuals, like herself, about things in which he was interested. Ivan told me that he realized in his first job out of graduate school that he wanted to be a manager or an administrator and after moving to a new position he let his supervisors know that and that helped him to get some different opportunities where he was working. He said,

> I've sort of always known I wanted to it, I let people know without being pushy that I was interested and I had some, I think, natural capabilities and then I was

fortunate enough to end up in situations where I could learn a lot and have opportunities.

Jack noted that putting yourself out there means that you gain experiences that then help you become a better mentor. He said, "I am much better at looking out for opportunities for our staff here to engage in various sort of management and leadership training than I suspect I would have been if I hadn't had these experience myself."

Both Laura and Adam mentioned that leaders need to make sure that they are doing mindful listening. Adam said, "I really had to learn to be much more mindful about communicating." And Gina noted that it is important to not treat everyone the same, and to recognize when someone does not yet have the skills but "has heart" and take care to "not to write those folks off." Being mindful of potential is an important leadership skill.

Fiona said she tries to take initiative whenever she can, even if she is not sure about it or knows what she is doing, and she encourages others to do the same. It is Fiona's opinion that "fortune favors the bold." Ivan agrees with Fiona, as evidenced in this story Ivan told me:

> I tell you this story not to be melodramatic or anything but, so my dad died about, wow, it has been 8 years or so since he died. When he passed away the song that he asked us to play at his funeral is a song called I hope you dance. I have to tell you, yeah, [sung] by Lee Ann Womack, who is like a country music star. I couldn't believe it, I didn't know that he liked the song and I had never really heard of the song. When I was a kid he liked Three Dog Night and Creedence Clearwater Revival. Anyway, the point of it is, and maybe I am overthinking it, but I have two older brothers, so there are the three of us, I think it [the song] was one last message or lesson to us, essentially the short of it is to get out there and

dance. I think she is singing to her children, like put yourself out there, do it right, try, don't sit in the chair in the corner of the wall. All three of us [brothers] have innately probably had that reticence in us, my brothers and I, we all had that hesitation about putting ourselves out there. So obviously it makes me a little emotional talking about it now.

Ivan went on to relate this story to his professional life and leadership path, saying:

You have got to put yourself out there. If you want to be a leader you have got to give it a shot. I have been really lucky, but part of it is I put myself out there in some ways, not in an obnoxious way and but I have given it a shot and I have tried. So, I have always tried to remember this last message from my dad, which is to give it a shot, put yourself out there, right. I was interim in this job for two years and I really wanted it so I stuck with it and when it came up I applied. Yeah, anyway, so you have got to put yourself out there. You have got to make it known in a subtle way, but you have got to make it known that you want to do this and you have got to put yourself out there and work hard and sort of go after it. People are not just going to give you leadership opportunities.

For Gina, maintaining her integrity continues to be an important personal

responsibility. As in the experience she relayed about being in 5th grade, when she

realized the student patrol job was not fun, she also realized there was no way to get out

of it. She said,

I knew enough that when you have an honor and responsibility you need to do it whether or not it's fun or not. Because I remember telling my mom, "This is not fun. I rather be doing something else than standing at a cross walk or standing at a school bus." She said, "You're not quitting. You're going to do this because your teacher selected you to do it. She selected you and she thinks you can do it and you can't let her down."

Now, in Gina's current organization they are focused on change management, giving

people reason to change, how to communicate with people effectively when you are

making changes, and also focused on integrity and following through with what you

communicate you are going to do. She noted that to maintain your integrity as a leader, "You have to do what you say you're going to do." In her organization, she says:

> We always talk about integrity, integrity, integrity and this right at the end of the day, it always comes to integrity. You either have it or you don't. And if you jeopardize that, and if you keep on saying you'll do things that you don't, no one is going to follow you. No one cares what kind of a leader you are.

Bella is currently mentoring one of the other participants from a leadership development program in which she was also a participant. Bella describes being able to talk to this person about where she is going and then to give back to her, advise her on her career and recruitment and different positions and how to deal with situation, as having "been really rewarding." Damon describes being a mentor to someone who was working with him in a previous job. Damon says, "With some issues and things going on she's been emailing me quite a lot, like several times week in the last couple of months." Damon is mentoring her during a time of great change in her career. Laura shared that her experiences with "having people care about me and my career and giving me a start has really helped me become a leader who pays attention to others and their careers, and tries to foster them and give back." Laura is grateful to her mentors and feels a sense of responsibility for mentoring others.

Nora noted that she finds people, overall, fascinating and that's what brings joy to her job. She felt responsibility for the success of people she works with, and stated:

> I think just being truly curious about how the people see the world, how they see themselves in it, how they manage their world, and their life and how they think that through, I just find that fascinating and that's what keeps me truly engaged in

wanting to ensure the success of those people who are working with me. And really be a force of good in the world, I think that's really important to me, and I do that no matter what job I'm doing, by being truly interested and curious about how people see themselves in the world that they live in.

Evan mentors one of his department heads who is now very serious about wanting to move to an associate dean position. He talks to her about that every once in a while and she brings him the position announcements of the positions she's interested in and he talks to her about them. He related that sometimes he has information about the organizations she's looking at or knows people there so he can tell her something about it. Sometimes they discuss what the associate dean position entails and how that's going to be different than being a department head. Karl described a time when he invited a junior colleague to coffee to discuss why the colleague had declined chairing a committee. Karl explained to me that he had never chatted informally with the colleague, but during the discussion was able to discern that there had been a misunderstanding and resolved it right there. Karl then took advantage of the situation and began talking with the junior colleague about his aspirations and where he wanted to go, etc. Karl said,

> I put it out there that if he had any interest in leadership to go for [a program] and he was saying that he thought he [didn't qualify] and I said, "no, you're ready to go. Apply, do it, get it done early, so that you can go on to other opportunities."

Karl went on to state that he is becoming more natural at mentoring, although it is outside his natural comfort zone, and he continues to look for informal opportunities to reach out to librarians at his library. He shared that he thinks it is an expectation and responsibility

when you get to the senior level that you do try to grow people from within and that has

been a focus for him throughout his career.

Table 8 shows the participant theme personal responsibility and selected

significant statements related to the theme.

Table 8
Theme: Personal Responsibility

Theme	Significant statements related to the theme
Responsibility	"…you got to put it out there and let people know that you're interested"
	"Fortune favors the bold."
	"…give it a shot, put yourself out there"
	"I put it out there that if he had any interest in leadership to… Apply, do it, get it done"
	"You have to do what you say you're going to do."
	"…having people care about me and my career and giving me a start has really helped me become a leader who pays attention to others and their careers."

Feeling personally responsible for others, through mentoring and supervisory

responsibilities in participants' current roles, has some intersections with exposure and

support and influence. Their recognition of the benefits of their own positive experiences

leads to recognition of the responsibility for mentoring others and to identification of

positive opportunities for those they mentor. Personal responsibility also intersects with

personal growth experiences, along the lines of the "fortune favors the bold" example

stated by one of the participants. Taking responsibility for one's own development

surfaced as an important aspect of study participants' leadership development.

Recognition of Leadership

Participants, currently leaders in their libraries, told me about their career paths.

Some shared that there was not always a plan they were following and that at times their

successes felt more like good luck than recognition for a job well done or success. Some

expressed occasionally feeling surprised at their success or surprised that they are

perceived as leaders. I interpreted all instances of the stories and descriptions of this

incredulity and bafflement as honest and genuine feelings about themselves. Damon

expressed a similar sentiment to other participants when he told me:

> I'm sometimes surprised that I'm here, sometimes, especially when people say,
> "well why don't you apply for this job or that job." I'm like, "well, I'm glad that
> you think that I could do that." I'm not really sure that I'm, well, I know that I'm
> not ready to leave this one because there is just so much more that I need to learn.
> And then there are days where you say, yes, I can do that job, a director or
> something, but I just don't want to, versus days that you ask yourself, am I even
> ready to do the job that I'm in?

Nora, thinking back on her career, described her very first interview after graduate

school, and her doubts about being invited to the interview in the first place, not to

mention doubts about getting the position. She told this story.

> This was my very first interview, I was flown out to Washington DC and I was
> kind of just laughing the whole way, because I really, I was like there is just no
> way that I'm ever going to get this job, so I'm just going to have a great time and
> enjoy this day, because this is pretty cool. So there I am, and I'm early and it's
> DC and it was actually much colder than I had anticipated, so I was standing at
> the front door of this amazing building shivering, not realizing that there was a
> back door that I could easily have gotten in to. But in any case there I was at the
> front door, the front door didn't open till 8 and I'm staring at the gold letters of

[national library] and I'm like, this is it. This is as good as it gets. I am never going to see this door again.

As it turned out, Nora was offered the position, accepted it and worked there for several years. For Damon, an early leadership experience felt not quite legitimate. He said,

I think probably, though, the first leadership position I was in was that very first job I had when they dumped [project] on me, but I didn't feel like it was right, I didn't feel like I was ready for it, it felt very odd being, what, 22 years old and supervising people who were 50 to 60 years old, it felt like I was acting.

He went on to then tell me about what he considered the first real leadership role he had, when he was charged with planning and managing a major renovation project. Although his early "not real" project experience was similar in nature to this renovation project he considered the later one, when he was more established, as more legitimate.

For Mary, her 4th grade report card, where a teacher clearly recognized her leadership potential and noted it in a comment to her parents, prompted Mary to tell me, "I remember being surprised, like, really? Leadership was not a word I had associated with myself."

Both Ivan and Gina had been encouraged by older siblings to get jobs at the library as undergraduate students and told that it was pretty easy to succeed at these jobs: show up on time, do the work well. Gina and Hannah both resisted librarianship as a career after working in libraries in high school and during their undergraduate studies. In both cases, a teacher or librarian saw something in them and encouraged them to consider a career in libraries, but they ignored that encouragement and tried another field first.

Their initial impressions of library work, based on student worker positions, had led them

into other areas.

Ivan recounted a story from his 5th grade year, when his teacher complimented

him for being brave during a class project. He said, "I've always been sucker for that

kind of feedback," but mentioned that was maybe when he really knew he had leadership

ability. He could step back and see the big picture, and try to organize people towards a

common goal right or better sort of outcome.

Table 9 shows the participant theme recognition and selected significant

statements related to the theme.

Table 9
Theme: Recognition

Theme	Significant statements related to the theme
Recognition	*"I'm sometimes surprised that I'm here…"*
	"…this is it. This is as good as it gets. I am never going to see this door again."
	"it didn't feel like it was right, I didn't feel like I was ready for it, it felt very odd being, what, 22 years old and supervising people who were 50 to 60 years old, it felt like I was acting."
	"I remember being surprised, like, really? Leadership was not a word I had associated with myself."
	"…I've always been sucker for that kind of feedback,"

Recognition of their leadership, or potential for leadership, by others, including parents,

teachers, supervisors, or other influential people is a valued, but perhaps slightly

uncomfortable, feeling for study participants. The intersections between the people who provide support and/or influence and the recognition they provide is an uneasy intersection for many of the participants in this study.

Summary

Academic research library leaders who participated in this study suggested that leadership development experiences consisted of the following themes: Personal Growth, Support and Influences, Exposure, Personal Responsibility, and Recognition of Leadership. Subthemes included childhood and early experiences and on-the-job experiences in the theme personal growth; mentors in the theme support and influence; formal leadership development programming in the theme exposure; and mentoring in the theme personal responsibility. Overlap among themes was common. Both Creswell (2007) and Moustakas (1994) described phenomenological study as concluding with a composite textural and structural description of the participants, then merging the descriptions to form the essence, invariant structure of the phenomenon.

Textural Description

Textural description is a discussion of the "what" of the phenomenon experienced (Creswell, 2007). In this study, academic research library leaders experienced leadership development in several ways. Through connections with others, including supportive supervisors, co-workers and colleagues, and mentors and leaders in the library field, participants developed their leadership experiences and skills.

Participants experienced leadership development when presented with opportunities to take charge of a situation or group and mobilize others to action. For

participants, successfully organizing others toward a shared goal provided leadership

development. Fiona said,

> I think in all kinds of positions I have had with different types of organizations throughout my life I've often felt willing to be on a leadership group or board or with a project and so I like that sense of being able to shape something.

> They experienced leadership development working for supportive deans and

directors who were leaders in their libraries and in the field of academic librarianship,

and who modeled exceptional leader behavior. Nora said,

> I've had several women who were my bosses, who have been fabulous, who were interested in my success. You know, especially, my current boss [dean at a major research university library]. Holy cow, is she fabulous! She is constantly saying, "Hey, have you thought about publishing on that," or "you should really give a presentation on that topic."

At the end of her interview, Nora said to me, "I am so happy here and working for the

amazing woman that I get to work with. I wish you could use her name and say how

fabulous she is." These supportive supervisors provided opportunities and resources for

leadership development and gave participants latitude and space to learn and grow in

their leadership. Adam described an early career supervisor giving him freedom to try

things and said that, "it didn't really matter if I screwed up. He always encouraged me."

They experienced leadership development in relationships with other leaders in

the academic research library field, whom they had worked for or with in previous roles

or met through professional association committee work. Bella said, when describing a

former supervisor with whom she has had a long-term mentoring relationship, "You

wanted to grow up, and be her, basically. She is still a great mentor to me." These

supportive mentoring relationships, sometimes short-term and sometimes ongoing over

several years, provided meaningful developmental experiences for the participants. Damon described the support he has felt throughout his career, from a number of supervisors and colleagues, "I have been lucky that at the right moments in life where I say, you know, I just need to jump to the next level, somebody has been there to catch me and help me to go through that transition."

Finally, participants experienced leadership development as their perspectives broadened with each new professional and personal experience. Terms such as "exposure," "intensive," and "incredible opportunity" were often used to describe participation in the formal leadership development programs. Bella said, "What I got most out of the Harvard program, was really the concept of reframing and looking at situations from different perspectives." Caitrin mentioned that after experiencing a variety of management and leadership training opportunities through her career she had come to realize that:

> It isn't just a little side line. It's not like, I'm really a reference librarian and this management supervision stuff is just another add on, a bother, something I don't really have to learn about. I think when I came to understand…that management was a discipline and…I had a certain approach. It was something I could be conscious of. It was something that I might not always want to overuse, my own style. That was all really eye opening for me.

Karl jokingly described his career as one of the "utility outfielder," stating "they put me where they need me." He noted that by being willing and interested in the variety of experiences it allowed him to try new things and that this had been a big benefit to his career as well as his development.

Structural Description

Structural description is the "how" it happened, a discussion of the context or setting in which the phenomenon happened (Creswell, 2007). The "how" in this study included through taking on new roles or responsibilities, participation in childhood clubs and sports, and formal leadership development programs, institutes, and fellowships.

Participants in this study experienced leadership development when taking new positions, adding responsibilities or projects to their current positions, tackling difficult projects or tasks in their jobs, and working through difficult personnel situations. All 14 participants noted examples of development 'on-the-job' as their careers progressed. Laura noted the many roles she has held at her current library, not to mention at previous institutions. Adam, Mary, and Nora mentioned the need they had had to develop their supervisory skills and gain experience to manage tricky personnel issues.

Participants in this study experienced leadership development as participants in formal leadership development programs, through the intense experiences and exposure the programs provided. Having university library deans, provosts, and presidents devote time on busy schedules to meet with formal program participant cohorts to discuss big picture issues on campuses was impactful for all participants. Library deans sharing personal stories about work-life balance and other real-life issues of leaders was developmental for participants. Participants also experienced leadership development in unexpected ways, through opportunities they had not planned for or in situations which did not turn out as expected, such as when Laura received a major career achievement award from a professional association and when Nora interviewed for the position she

was certain she would not get. Leadership development also took place when participants observed leader behavior that they did not value, as Nora, Laura, and Damon mentioned when describing past supervisors.

Essence

The essence is the culmination of a phenomenological study, a composite look at the textural and structural descriptions (Creswell, 2007). For leaders in academic research libraries who participated in this study, the essence of leadership development was a combination of supportive people, interesting and varied work, and taking personal responsibility for their development. Study participants experienced leadership development when they were supported or influenced by a respected leader, had opportunities to lead others in accomplishing a goal, and received recognition for their accomplishments.

Participants in this study told stories of their experiences as leaders, where they observed a situation, discovered a need or problem to tackle, engaged others to help them with it, took a risk, and accomplished the task. Their narratives included mention of many individuals who had been influential, mostly for the better, to the story and often included reflection on what the participant learned from the situation. Through their stories participants were able to convey their own positive leadership development experiences.

These experiences changed them as leaders, broadened their perspectives and helped them to grow and develop their leadership in the academic research library community. Meaning I believe we can derive from the data of this phenomenological

study is that personal relationships and early experiences, both in childhood and early career, were formative experiences for the participants. The relationship experiences, as reported by my fourteen participants, were crucial to their leadership development. Through personal relationships with mentors, supervisors, colleagues, cohort members, and other leaders in ARL member libraries my participants changed and developed as leaders, becoming better mentors themselves and better leaders in their roles in academic research libraries.

Chapter Five
Discussion

Tell me and I forget, teach me and I may remember, involve me and I learn.

–Benjamin Franklin

The purpose of this study was to describe the positive leadership development experiences of academic research library leaders. While the history of leadership theory goes back more than a century, research on leadership development is much more recent (Day, Fleenor, Atwater, Sturm & McKee, 2014; Avolio, Reichard, Hannah, and Walumbwa, 2009). The constructs of leadership development, leadership qualities, leadership competencies, and leadership attributes and traits of academic librarians have been reported in the professional literature. Yet not much is known about the perceptions of library leaders themselves of their own leadership development. Today's higher education environment demands that leaders in academic research libraries flexibly and readily adapt to the constant, rapid, and unpredictable changes happening in research and scholarship, in teaching and learning, to lead their libraries to meet the needs of the research university. And, to successfully do so academic research library leaders must be cognizant of the need to continually develop as leaders.

Researcher's Reflections

I have always loved a good story, whether I am myself reading or listening to a storyteller. In fact, I took a 3-credit-hour storytelling class as part of my first graduate program in library and information science. The ability to tell a good story and the skills

to plan a storytelling program are important aspects of children's librarianship. I knew when I took the storytelling class that I was probably going to work in academic libraries and not likely to find myself telling stories to college students. I really just wanted to take that class so I could listen to classmates tell their stories.

Fast forward twenty years. When I began coursework in the doctoral program I had initially intended to study formal leadership development programs and institutes for academic library leaders and their impact on participants' leadership development for my dissertation. At that time I had been a participant myself in two of the established and well-regarded leadership development programs for academic libraries and had found both experiences to be meaningful but very different. As I made way through the doctoral program I began to reconsider my research question, until it evolved finally into a central research question of: how do library leaders in academic research libraries in North America describe their leadership development experiences? What did they experience, with regard to leadership development, and in what context? How do they make sense out of these experiences? I was confident about my decision to take a phenomenological approach to my research, because phenomenology was the most appropriate qualitative tradition to use with my research question around library leaders' leadership development. A phenomenological study describes the meaning for several individuals of their lived experiences of a concept or a phenomenon (Creswell, 2007). The work I had done for my earlier pilot case study project, including conducting interviews and analyzing the data, had been intellectually rewarding and interesting. I realized at that project's conclusion how much I had enjoyed the interview process and my interactions

with the participants, so for my dissertation study I selected phenomenology because I wanted to describe the 'essence' of the phenomenon, the experiences of leadership development, shared by participants and to surface what participants may have in common in their leadership development (Creswell, 2007).

Following good qualitative researcher practice I faithfully and purposefully devoted time to the process of bracketing my own experiences. But, I do love a story and it turns out that I have trouble not jumping in to empathize or to share a similar story. I did not anticipate with this study was how challenging it would be for me to just let my participants tell their stories and not interrupt to agree or share about my own similar experiences. To be non-reactive, as Creswell (2013) suggests, was difficult. As a library leader myself, I have had many positive leadership development experiences and some quite similar to those shared by my study participants. I had anticipated that, and prepared myself. What I had not expected, though, was to want to share back with the participants, to mention how much I had loved being a Girl Scout or that I was a pretty good point guard on my 5th grade basketball team or experiences from my first position in a university library, and just how hard it would be to stop myself.

In order to remain objective, I set aside my own perspective and focused instead on my participants. This became easier to do as I conducted more interviews and gained more experience. After the second interview, when I had finished writing down my observations about the experience, I took some time to jot down notes about my own related experiences. While this is probably not good qualitative research practice, it did allow me to get it out of my system, so to speak, but also helped me to maintain the

bracketing process and future interviews went more smoothly. It was easier to be non-reactive because I knew I had an outlet for my personal reactions, separate from the research study, immediately following the interview. Only after transcribing and analyzing all of the interview data and grouping significant statements into themes did I revisit my post-interview personal experience notes.

Discussion of Findings

During interviews for this study participants told me their stories of leadership experiences and helped to describe the meaning of the construct of leadership development with their rich descriptions. Comments about supportive influences included, "…a big part of my own leadership development was based on my relationship with my boss here," and "[mentor] gave me all sorts of opportunities for participation," as well as, "I've worked with some organizational development consultants….who were very important in helping me understand leadership in the organization, and helping me develop my skills and my thinking about leadership." As participants described their careers they said things like, "I could see the library from different vantage points…it was during an interesting time where the technologies were really shaping on how research could be done in new ways and it was that that inspired me," and "it was a really interesting and unique time at this organization," and "…so I applied for it because it would give kind of a generalized experience, where you could affect change across a wider variety of the aspects of the organization, not just cataloging," about the varied opportunities they had experienced. "I got that position and…they kept rewarding me

with more work and responsibility and stuff so I became assistant, then associate director, which were titles basically created for me," and "I felt keenly the responsibility of …," and, "I did want to have some kind of greater responsibility," and "I realized it [my leadership development] was important especially as I got more responsibility, and more people who I was responsible for, that I wasn't quite so clueless about my own drivers."

Five themes emerged from the participants' stories: personal growth, support and influence, exposure, personal responsibility, and recognition.

Theme 1: Personal growth experiences. Participants in this study shared stories and details of their personal leadership development from childhood through their careers. Two subthemes emerged from the personal growth experiences theme: early experiences and on-the-job experiences. The construct of early experiences included examples when study participants described times they led groups to achieve a common goal, for example in scouting or sports. While discussion of the antecedents of leadership of famous individuals in history is reported in the literature, until recently little research on developmental psychological aspects of leaders had been conducted (Popper and Amit, 2009). Sternberg (2008) discussed the development and application of a variety of skills starting at a young age. A 2011 research study which examined leadership potential and the direct and indirect effects of adolescent personality and intelligence on adult leadership potential found a specific developmental pathway to adult leadership potential across the first three decades of life (Guerin, Oliver, Gottfried, Gottfried, Reichard, and Riggs, 2011). That same year Gottfried, Gottfried, Reichard, Guerin, Oliver, and Riggio (2011) reported on their study of how motivation from childhood

through adolescence relates to motivation to lead in adulthood and found that "adults with a greater enjoyment of leadership per se, and who are motivated to lead without regard to external consequences, were significant more intrinsically motivated from childhood through adolescence."

The subtheme on-the-job experiences described by this study's participants included many descriptions of things learned on-the-job, throughout their careers. Learning on the job is an established construct for leadership and managerial development (Yip and Wilson, 2010). Job variety as a positive experience surfaced as part of the on-the-job experiences shared by participants. Participants valued the opportunities for variety in the positions they had held throughout their career, and described times when they had many opportunities to play a variety of roles with statements such as, "I like to jokingly say I'm the utility infielder…they put me where they'll need," and "...it's [her position] grown, evolved, changed, morphed. There's no academic department that I haven't been the administrator for," as particularly developmental. Day described leadership as a "complex interaction between people and their social and organizational environments" and suggested correlating time in position with performance cannot describe the full effect of experience (2014, p.65). Similarly, Betten and Kennedy (1990) studied work history and work experiences versus time in job with a similar conclusion. The descriptions by the participants in my study of the varied and variety of experiences they have had, in some cases over not that much time in their career or in a particular position, are similar to the results of those studies.

Theme 2: Support and influence. Participants' stories about supportive supervisors being the reason they stayed at the same library, included comments such as, "The support, the leadership that I'm getting from my current supervisor is key to retaining me in this organization," and "Honestly, I love it here. It's fantastic. I'm so glad I made the move," combined with examples participants shared of specific projects they had tackled at the request of their leaders support research that has suggested that personal growth and developmental opportunities lead to organizational commitment (Freund & Carmeli, 2003).

Overlap is apparent in themes of support and personal growth experiences. One participant described his experiences this way:

> When she recruited me here, I had initially declined the offer and she spent an hour and a half with me one evening, persuading me that I should come to work for her. She talked me into it. She said, "I promise you, I will give you opportunities you will not get anywhere else." She really was very committed to living up to that. It was certainly my experience in the years that I've been here, that she was committed to giving me opportunities I probably wouldn't have had elsewhere.

Research has shown the benefits of mentoring related to role modeling and offering support and encouragement (Phillips-Jones, 1982; Kaufmann, Harrel, Milam, Woolverton, and Miller, 1986), which supports the descriptions of roles played by mentors who were mentioned by participants in this study who described mentors as "mentoring by role modeling," and "very analytical, but also very human in her approach." Scandura and Landau (1996) described positive learning environments as facilitators of high quality relationships in leader-member dyads and Galli and Muller-

Stewens (2012) discussed leadership development practices as important for social capital practices such as mentoring, similar to the relationships with mentors that were described in my study.

Horrell, describing his own experience in the Senior Fellows program and as a library leader, observed that for ongoing education of a library leader a network of colleagues ties together all other leadership development, including "coursework, professional reading, or 'on the job' experience" (2001, p.8). Participants in this study had many favorable comments about their cohort members from formal leadership development programs, as well as colleagues in the academic library field and coworkers working with them at their institutions. They said, "the relationships that I built at UCLA [UCLA Senior Fellows program] and LCDP [Association of Research Libraries' Leadership and Career Development Program] were just so critical," and "when you have a problem ….you can reach out to that group and say, hey, anybody else having trouble with…?" and "I had a really wonderful, phenomenal group of people in my cohort, a number of which I talk to on occasion and get advice from or share ideas with, things like that."

Colleagues working in the same institution and in similar roles are also a source of support and influence for participants in this study. One stated,

> I have always said that that's what I love about my group of ADs [associate deans] here, because I would actually go to my colleagues, as well. I don't want to paint this picture too rosy but I've got like the best of all worlds here.

Another described three colleagues at her institution whose varied backgrounds and

experiences provide a strong source of support to her. She said,

> I'm working with [colleague] who has seen library directors and ADs [associate
> directors] come and go and operate together in the world and make a lot of
> difference and make a lot of mistakes. She also worked at the [another ARL
> university library] where she had a different kind of experience, and so as I think
> about leadership growth in this profession in particular, her opinion is really
> valuable to me. I'm working with [colleague] who started out [at another ARL
> university library] and has relationships with university library leaders all over.
> Our [another colleague] came to us out of the commercial sector and so she thinks
> the world should work a different way and quite often we get into conversations
> about like, so why does things work in academia the way they do and if we want
> this organization to be more efficient, stream lined and accountable then we
> should be thinking this way, and that's really helpful to me as I think about the
> skills I need to move from an associate director position to director position.

In support and influence theme there is overlap with the third theme of exposure,

as demonstrated above with colleagues, where the experience of working with a

colleague from another background, "came to us out of the commercial sector" brings a

another perspective, "she thinks the world should work a different way," to the work of

the academic research library.

Theme 3: Exposure. Research has indicated that exposure to role models

support development (Davidson, 2004). In the theme exposure participants all mentioned

being exposed to leaders in the field and in higher education, on-the-job on their

campuses and through formal leadership development programs. Of the UCLA Senior

Fellows program, one participant said,

> The biggest thing for me is that it reminded me of stuff that I just had been doing.
> Not any of it was really new. But it's that reminder, of the public speaking,
> feedback, visioning. All those different things are so important. I think the most
> important thing [about UCLA Senior Fellows] is just the networking and being

introduced to people from different institutions and leaders that you would never, otherwise, have exposure to.

About the Association of Research Libraries Leadership and Career Development

Program (LCDP) another stated,

LCDP was very impactful because it taught me I could do it. I could be a dean, and there aren't a lot of back deans out there, but I could still be one. I remember [leadership program director] saying he would love to go to ARL meetings and see more brown, yellow, and red faces.

When study participants described their interactions during the Association of

Research Libraries (ARL) Leadership Fellows program with ARL leaders, influential

individuals who are the directors or deans leading the major research university libraries

in North America, the terms they used were "open," "genuine," and "trusting." These

leaders opened themselves up to prospective future leaders, sharing the very personal

stories of their experiences in their leadership roles in a very trusting and revealing way,

leading to increased exposure for my participants as well as an intense and supportive

mentoring experience. The terms used to describe those interactions mirror terms used

by Avolio and Gardner who described authentic leadership as creating "open, transparent,

trusting and genuine relationships, which in part may be shaped and impacted by planned

interventions such as training" (2005, p.322).

A 1984 study determined that participants in the UCLA Senior Fellows Program

were "twice as visible, nearly twice as mobile, and three times more likely to assume

management and leadership positions" than were a control group of academic librarians

(Anderson, p.331). The issue of mobility and leadership turns up in the internal conflict

described by one of my study's participants, where he described wanting to retain

excellent librarians at his institution while at the same time recognizing how his own career had benefitted from the additional exposure of moving up and on to new positions at other libraries.

The overlap in the themes exposure and support and influence, is particularly noticeable in examples in sub themes of mentors, mentoring, and formal leadership development programs.

Theme 4: Personal responsibility.

When describing her library's recent training efforts around change management, one participant stressed integrity and the importance for leaders of doing what they say they will do. This example of authentic leadership is how she and the other leaders in her library are enacting a major organizational change effort through their motivation, as leaders, to act with authentically and legitimately (Michie & Gooty, 2005; Eagly, 2005). Authentic leadership involves positive role modeling and can lead to higher levels of trust in the leader, workplace engagement and well-being, and sustained performance (Gardner, Avolio, Luthans, May, & Walumba, 2005; Ilies, Morgeson, & Nahrgang, 2005). Participants also described next steps for their careers in terms that suggest they have learned from their experiences, working with supervisors and mentors, participation in developmental programs and the exposure to other leaders and a broadening perspective about leadership the experienced, and have a better idea of what is best for them to do next. Knowing oneself and being true to oneself are essential qualities of authentic leadership (Luthans & Avolio, 2003).

Successful leaders recognize their own areas for growth and take personal responsibility to address these areas (George & McLean, 2007). Participants in the study described being responsible for their own development, with statements like, "By stepping forward and putting that idea forward, I was seen as a leader," and "I felt like a leader and then that led to future leadership roles," and "I had to be really be conscious of mindful of the fact that I needed some skills," and "Frankly if I hadn't had that experience I wouldn't be an associate director today, so there you go." This sense of responsibility for their self-development is related to the work orientation, mastery orientation, and career-growth orientation described by Boyce, Zacarro, and Wisecarver (2010).

Participants also suggested they feel some responsibility for the development of others through mentoring and in their supervisory roles. Phrases used included, "paying it forward," and "become a leader who pays attention to others and their careers," and "it's our job to be extremely supportive." These comments, plus the importance of integrity of leaders are examples of the theme of personal responsibility which surfaced in my study, are confirmed by research on authentic leadership and behavioral integrity as related to follower organizational commitment (Leroy, Palanski, & Simons, 2012).

Theme 5: Recognition. The academic library leaders in this study valued being recognized for their contributions and successes in their life experiences and in the workplace, so much so that some of the stories they told me are decades-old but were very fresh in their memories. My study participants mentioned childhood experiences when they had been praised for their behavior or performance, with phrases like "I've

always been sucker for that kind of feedback," and for their leadership ability, ""I remember being surprised…Leadership was not a word I had associated with myself," which provide examples similar to what was described from situational leadership theory with explicit focus (Clark, 2011). In their professional careers participants noted being given new projects and areas of responsibility as recognition for their good work, where respect for accomplishments is implicit and demonstrates the competence in task achievement (Bass, 1985; Yukl, 1981; Clarke, 2011). The description one participant shared about being a 'utility infielder,' the baseball player who can play any position, is an example of the recognition of his ability to take on new roles successfully. For participants in this study the recognition or respect they received for leadership behaviors served as a reward and motivator. This result is supported by research that has been done on recognition and its impact in the studies of motivation, transactional leadership, and transformation leadership. Praise for work well done, as suggested by Bass (1985) is an example of contingent reward behavior. The literature on workplace motivation includes research that suggests that people can be motivated by extrinsic rewards (Leonard, Beauvoais, and Scholl, 1999).   In their review of transformation leadership research Rafferty and Griffin identified personal recognition as a sub-dimension of transformation leadership and defined it as, "the provision of rewards such as praise and acknowledgement of effort for achievement of specified goals" (2004, p.334).

Making Meaning

In qualitative research, participants and researcher are often seen as "co-researchers." As such, the findings are not simply a descriptive analysis, but in fact allow the researcher to share her own perspectives and experiences. Even though I attempted to bracket my own experiences with leadership development, I am part of the world that I have described in this study. The filter I bring from my own experiences cannot completely by removed. Sharing the descriptions of the phenomenon in this study provided a first order analysis of this data. My own interpretation of the meaning of these lived experiences provides a second order analysis that brings additional meaning to the findings.

As a member of the academic research library community, I have observed and experienced both formal and information leadership development. The words of these 14 participants often mirrored my own experiences or those of others I supervised or works with. My own interpretation of this data is that the personal relationships and early experiences, both in childhood and early career, planted the seeds of leadership in my fourteen participants. These early experiences seemed to be at least as influential in their positive leadership development experiences as did participation in formal leadership development programs. Through personal relationships with people who encouraged them, saw them as leaders, and helped them see themselves that way, my participants changed and developed as leaders.

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Visual Depiction of Leadership Development

For the participants in my study, the themes of personal growth, support and influence, exposure, personal responsibility, and recognition surfaced as significant aspects of their development as leaders. As noted above there were overlaps among the themes and sub themes in my study. These overlaps are apparent in the connections and intersections between the themes, from personal growth intersecting with support and influence, support and influence overlapping with exposure, exposure connecting to personal growth experiences, and personal responsibility overlapping with personal growth. Like the intersecting and overlapping words that complete a crossword puzzle, leaders develop and positive leadership development occurs when these intersections or connections happen. Figure 1 offers a visual depiction of the positive leadership development experienced by academic research library leaders.

Figure 1: Leadership Development: Connections, Intersections, and Overlaps
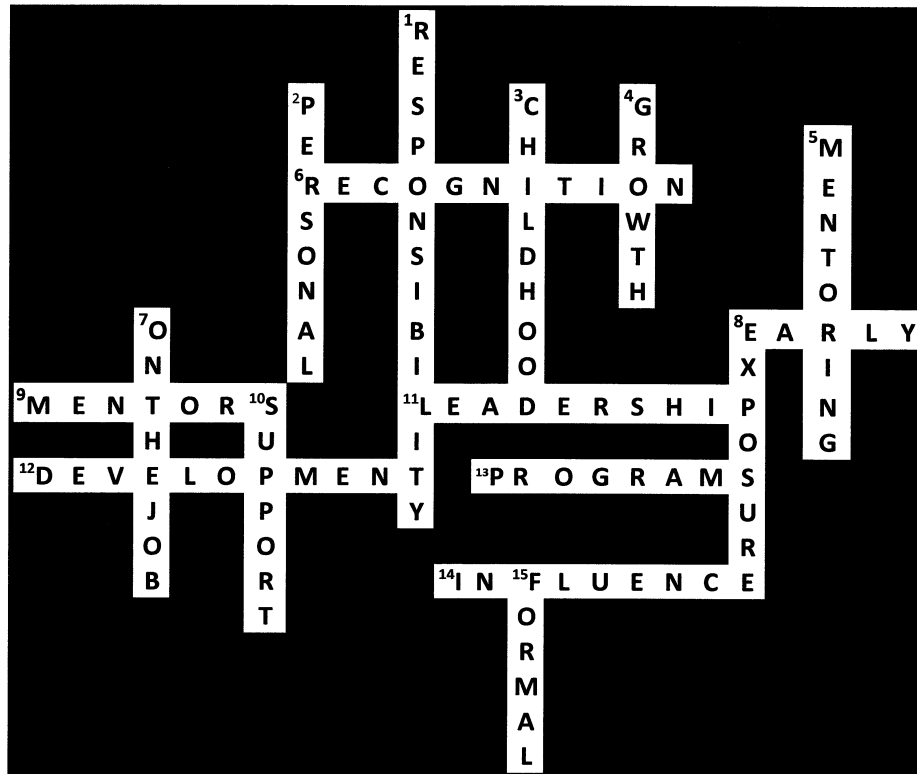
Across

6 Praise

8 Occuring near the beginning of 12 Across

9 A trusted individual who provides guidance

11 Process of influencing an organized group toward accomplishing its goals (Roach & Behling, 1984)

12 Growth, progress, the act of developing

13 possibly an institute, fellowship, or workshop leading to 11 Across

14 exert power or _____, possibly by 9 Across or through 5 Down

Down

1 Duty, obligation

2 Me, my, mine, or _____ space

3 Early years, when 11 Across + 12 Across may happen

4 Developing, nurting, the process of ….

5 The activity of 9 Across

7 At work. Sometimes 12 Across and 5 Down take place there

8 Often a result of actions by 9 Across and 15 Down + 13 Across

10 Sometimes provided by 9 Across, often while 7 Down, and may result in 14 Across

15 Opposite of Casual, form of 11 Across + 12 Across, through 13 Across

Significance of Findings

This study is significant for several reasons. While the research on leadership and academic libraries has covered constructs of leadership development, leadership qualities, leadership competencies, and leadership attributes and traits needed by academic librarians, the experiences of academic research library leaders, as described themselves, their perceptions of their own leadership development, give scholars a new construct to explore as they relate to future leaders and leadership needed in academic research libraries (Riggs, 1982; Woodsworth & von Wahlde,,1988; Sheldon, 1991; Giesecke & McNeil, 1999; McNeil, 2002; ALA, 2005; Abels, Jones, Latham, and Magnoni, 2003; Hernon, Powell, & Young, 2003; Venetis, 2008).

In my study all the leaders I spoke with had participated, at some point in their career, in a formal leadership development institute, fellowship, or program targeted to academic librarians. Formal leadership development programs have been perceived by leaders in the field of academic librarianship to be an important aspect of an academic library leader's development, supporting a 1984 study which suggested that participation in formal leadership development programs led to more positions of leadership in professional associations and faster movement into leadership positions (Anderson, 1984). This study confirms that participants perceive their participation in a formal program or institute to be impactful to their leadership development and that being 'named' as a participant in these formal programs led to nominations for other leadership positions. This study contributes to a greater understanding of the positive developmental experiences for these academic research library leaders and knowing more

about these positive experiences may be of interest to academic librarians interested in furthering their own leadership development and to experienced academic library leaders in administrative or supervisory roles or mentoring relationships seeking to assist librarians whom they lead and mentor.

Implications

All participants in this study have participated in at least one formal leadership development program over the course of their career and several had participated in two or more. For my participants the experiences these programs afforded them, particularly the exposure to leaders in the field and in higher education, were for the most part considered valuable. One participant told me that she was now purposeful in seeking out a new formal developmental opportunity every few years because she realized during her second formal opportunity that she needed both the mental space and time for reflection as well as the reminders of what she had learned previously during her earlier formal programs.

Timing during career and cohort cohesion were two aspects of the formal leadership development programs mentioned that might warrant further consideration by organizers of formal programs. Two of my subjects, both of whom had participated in two formal programs, had very positive things to say about the programs but also mentioned that they wished they had attended one of the programs earlier in their career. In both of these cases these individuals have been in their current position for a number of years and noted they had already developed on-the-job and through other programming the skills that the ill-timed program offered. For my participants, cohort

cohesion, when it worked or clicked, was described as a powerful part of their formal program participation. Participants described catching up with their cohort for a meal and conversation at various annual conferences, group email lists, and developing very close relationships with individual members of their cohort. For participants who stressed the beneficial aspects of getting to know their cohort(s) at programs both the UCLA Senior Fellows and ARL Leadership Fellows programs were noted where the cohort experience was particularly meaningful to their development. I believes this suggests that program intent, content, audience, and type of program, for example residential or fellowship, are important variables to consider for programming planning and participant decision-making regarding participation.

For participants in this study, formal leadership development programing and participation is important. As established programs change, evolve, or discontinue, it is important to consider some sort of leadership development, particularly related to time for reflection and renewal.

For all participants, supportive individuals have been strong influences in their careers and leadership development. It is clear that for the participants in my study mentors and mentoring-type relationships have been important to their development. Some participants mentioned having mentors almost immediately in our conversation, others described individuals with whom they have strong, sustained support relationships but did not use the word mentor to describe the experiences. Regardless of terms used these supporting relationships were described in much detail.

The findings of this study may prove valuable for current leaders in the field of academic research libraries who are concerned with the future of the field and struggle to identify librarians interested in moving into leadership roles in their organizations. Deans and directors of academic libraries may find this study valuable as they consider succession planning. Mentoring relationships and formal program participation were valuable for the participants in this study, and may be worth considering as deans and directors identify funding for participation by individuals in their organizations in leadership development opportunities, both formal and informal.

The findings may be of interest to professional and membership associations, for example the American Library Association (ALA), the Association of College and Research Libraries (ACRL), and the Association of Research Libraries (ARL), which currently offer developmental opportunities ranging from virtual webinar programs to one-day workshops to several-months-long fellowships to intense week(s)-long onsite experiences. Leaders of formal academic librarian leadership development programs, more typically the fellowships and residential programs which are more expensive and time-consuming efforts, may find this study valuable as they consider the value and sustainability of the programs currently administered.

The findings may be of use to educators in the graduate schools of library and information science, who are asked by practitioners to help educate and train future leaders. And, finally, social science researchers considering leadership development may find this study of interest.

Limitations

Participants in this study were all working in leadership positions in Association of Research Libraries (ARL) member libraries in the United States at the time of the study and had all participated in at least one formal leadership development program, institute, or fellowship during their career. Participants from other types of academic libraries or from other countries might reveal different themes, as well as might leaders who have not had formal leadership development experiences. This study consisted of a good mix of participants by gender, six men and eight women, who self-identified as having held leadership positions in academic libraries for 7 to 30 years. There was less variation in age, with participants ranging in age from 41 to 59, which may be explained by the level of their positions in academic research libraries, with support of research suggesting that it takes 10 years or 10,000 hours to become an expert in a field (Ericcson & Charness, 1994). Of the 14 participants, 13 are white and one is African-American. More variety in age and race/ethnicity might offer alternate themes.

This qualitative research study cannot be generalized beyond the 14 participating academic research library leaders, although the study attempted to reveal participants' shared experience with leadership development, the particular phenomenon studied.

Future Research

Future qualitative studies into leadership development of academic library leaders are needed. Qualitative studies might focus on the themes that surfaced in this study: personal growth experiences, support and influence, exposure, personal responsibility, and recognition, as they relate to other librarian populations such as mid-career managers,

'emerging leaders' as identified by American Library Association, or librarians from underrepresented groups, for example. A study from the academic research library perspective on Scandura and Lankau's (1996) work in the area of gender and race in leader-member exchange (LMX) quality could be of interest to the profession as mentoring initiatives or programs are developed. Study into perceptions of barriers to moving up to leader roles for librarians from underrepresented groups could be of interest. Further study of the subtheme of early leadership experiences of current academic research library leaders, from their childhoods to early career experiences, would contribute to the literature around the antecedents of leadership as well as literature of academic libraries leadership. Sternberg describes the development of wisdom, intelligence, and creativity, in early experiences, which might be worth investigating in the early work experiences of academic research librarians (2008). Research into the subthemes of practical on-the-job experiences and formal leadership development programs may be of interest to leaders considering developmental needs of and opportunities for the librarians working in their organizations. The question of gender and mentors warrants further investigation. Why did some participants in my study mention gender, noting strong female leaders, as their mentors? Do female leaders mentor differently, more or less often, than male leaders? I believe this finding is interesting and deserves further investigation.

Summary and Conclusion

The purpose of my study was to describe the positive leadership development experiences of academic research library leaders. I used a phenomenological design to

answer the central research question, which was: how do library leaders in academic

research libraries in North America describe their leadership development experiences?

What did they experience, with regard to leadership development, and in what context?

How do they make sense out of these experiences?

Five themes emerged from the interview data that describe the phenomenon of the

library leaders' leadership development experiences: personal growth experiences,

support and influence, exposure, personal responsibility, and recognition of leadership.

Subthemes emerged for four of the themes. Table 4 shows the five themes related to

leadership development experiences and their subthemes. Overlaps, intersections, and

connections were readily apparent in the themes and are represented visually in Figure 1.

Participants' stories of their leadership development were very similar in content,

if not in delivery. Some walked me through their careers and mentioned influential

individuals and important events along the way, others described specific events and

important people in order of magnitude of importance rather than chronologically. My

open-ended questions allowed them to take any path to their tale, and they did so. One

participant, Damon, described his own leadership development representation and

concluded with the following:

> It's [own leadership development] hard to quantify. I think it's just been a very
> natural growth. I have gone to management classes and I have read some books
> and actually I have gone to workshops and things like that, and different
> leadership institutions and each one has certainly given me information and I have
> grown through them. But it's really probably experience and mentorship,
> watching what people do around me that I either agree with or disagree with and
> then make a conscious effort to model myself off that person or the opposite and

then having the work recognized. So, it's hard to say, there wasn't any plan, I guess, there wasn't anything that I was expecting, it just sort of happened and so I don't know how to describe it except to say just that.

Damon's statement touches on all five themes and provides a fairly accurate, if not succinct, representation of the other participants' stories.

Adam described the benefits of having throughout his career a variety of developmental experiences, and said:

….one of the benefits of being, I think, exposed to library leadership and business leadership isn't just that you learn more about yourself, and hopefully in doing so, have better success in the various settings you operate in. I think one side benefit is to realize that it [leadership development] wasn't a search for perfection, the aim wasn't to negate all of your bad habits, it was to understand them, and more importantly, work out which one you simply couldn't do anything about. And make sure you can be in a setting where you can compensate for those by surrounding yourself with the right people. But one of the other benefits is that you become a better mentor yourself, so I am much better at looking out for opportunities for our staff here to engage in various sort of management and leadership training than I suspect I would have been if I hadn't had these experiences myself.

Additional discussion and research are needed in the academic and research library community around the concept of positive leadership development. This research may help the library associations and graduate schools of library and information science to create new or further develop existing programs, institutes, fellowships, and graduate-level coursework on leadership development for library leaders. As a library leader I am compelled to ask myself about the practical things we in the field of academic research libraries might take away from this study. Relationships with supportive individuals have been very influential for my study participants, leading me to consider whether enhancing

our mentoring efforts would help the field to recruit more leaders. Exposure, to more

people, opportunities, etc., was also quite powerful, and so I ask, how can library leaders

broaden the perspectives and experiences of librarians on their campuses? Formal

leadership development programs are resource-intensive, but clearly impactful. Is there a

more cost effective way to provide the same experiences?

Near the end of the final interview for this study, in response to my question

asking if she had shared everything she thought might be relevant with regard to her own

leadership development, Nora said:

> I think one of the things maybe I haven't mentioned is, how much I enjoy people.
> I find people overall fascinating and I think that's what brings joy to my job.
> Despite the difficulties, I think just being truly curious about how the people see
> the world, how they see themselves in it, how they manage their world, and their
> life and how they think that through, I just find that fascinating and that's what
> keeps me truly engaged in wanting to ensure the success of those people who are
> working with me. And really be a force of good in the world. I think that's really
> important to me, and I do that no matter what job I'm doing, by being truly
> interested and curious about how people see themselves in the world that they live
> in.

She went on to say:

> I am so happy here…and working for the amazing woman that I get to work with,
> I wish she could use her name and say how fabulous she is, but in any case, she
> has plans to retire in the next five or six years, and at that point, I need to make
> some decisions. And some of that might be based on whether or not I apply for
> the dean position. At that point, I may be ready to do that or I might be interested
> in moving somewhere else. Moving into a dean position, I think, would be an
> exciting next step. But I'm not interested in doing that until my current boss
> leaves. I'm too happy to mess with it.

For Nora and the other participants in my study, positive leadership development

results from a combination of people and experiences: supportive people who provide

opportunities, offer support and direction, and influence and lead by example, combined with practical on-the-job real life experience and purposeful development through workshops, institutes, fellowships and other leadership development opportunities. Positive leadership development for academic research library leaders deserves further study and research, for the benefit of leaders themselves as well as for the organizations in which they lead and the universities in which they serve.

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Appendix A: Informed Consent Form

UNIVERSITY OF Nebraska Lincoln

INSTITUTE OF AGRICULTURE AND NATURAL RESOURCES
DEPARTMENT OF AGRICULTURAL LEADERSHIP,
EDUCATION AND COMMUNICATION

INFORMED CONSENT FORM

Title of Project:
A Phenomenological Study Exploring the Leadership Development Experiences of
Academic Research Library Leaders

Purpose of the Research:
This research project explores the leadership development experiences of
administrators in academic research libraries. You must be 19 years of age or older to
participate. You are invited to participate in this study because you are currently
working in a leadership position in an academic research library.

Procedures:
Participation in this study will include completion of a brief demographic
questionnaire. The demographic questionnaire will be sent by e-mail to you with a
request that you complete the questionnaire and return it via e-mail to the researcher.
Participation in this study will require approximately 60-75 minutes of your time for a
one-on-one interview to discuss your leadership development experiences. The
interview will be audio-taped with your permission and will be conducted by
telephone.

Benefits:
There are no direct benefits to you as a research participant.

Risks and/or Discomforts:
There are no known risks or discomforts associated with this research.

Confidentiality:
Any information obtained during this study that could identify you will be kept strictly
confidential. The data will be password-protected on the investigator's computer and in
a locked cabinet in the investigator's office and will only be seen by the researcher
during the study. The information obtained in this study may be published in scientific
journals or presented at scientific meetings but the data will be reported as aggregated
data.

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Compensation:
You will receive no compensation for participating in this project.

Opportunity to Ask Questions:
You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. Or you may contact the investigator(s) at the phone numbers below. Please contact the University of Nebraska-Lincoln Institutional Review Board at (402) 472-6965 to voice concerns about the research or if you have any questions about your rights as a research participant.

Freedom to Withdraw:
Participation in this study is voluntary. Your consent confirms that you have decided to participate having read and understood the information presented.

By signing below, you are confirming that you have decided to participate having read and understood the information presented. You will be given a copy of this form to keep.

___ I grant permission to be audiotaped.

___ I do not grant permission to be audiotaped.

Signature of Participant

_____(signature) _____(date)

Name and Phone number of investigator(s)

Beth McNeil, M.S., Principal Investigator	Cell (219) 669-3525; Office: (765) 494-2900
Gina Matkin, PhD., Secondary Investigator	Office (402) 472-4454

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Appendix B: E-mail Invitation to Participate

E-mail Invitation to participate

Hello, [participant name],

I am studying the positive leadership development experiences of academic library leaders who are currently working as assistant or associate deans/directors for my dissertation. I'm writing now to ask if you would be willing to participate in my study and if selected allow me to interview you on this topic. If so, please reply to this message by March 6 to indicate your interest in participating.

If you indicate interest in participating I will send you a brief pre-interview demographic questionnaire and request that you return it to me prior to scheduling an interview. The interview will take approximately 60-75 minutes and will be audio-taped. Interviews will be transcribed and analyzed, and reported on in my dissertation and subsequent publications. Participants and the institutions where they work will be given pseudonyms. All records will be confidential. The data gathered will be reported in my dissertation and possibly included in future publications and presentations. Every effort will be made to keep participants identity anonymous.

Thank you for considering participating in my research project. I would appreciate your response by March 6, 2015. Interviews will be conducted by phone during March. Your assistance in completing the interview will greatly strengthen my data collection efforts. Thank you in advance.

Participation is voluntary and there are no known risks associated with this research. You are free to decide not to participate in this study. You can also withdraw at any time without harming your relationship with the researchers or the University of Nebraska-Lincoln. However, if you have any questions as to your rights in filling out this survey, you may contact the University Nebraska-Lincoln Institutional Review Board at 402-472-6965. Please feel free to contact me by phone at 219-669-3525 or by email to memcneil@purdue.edu or mcneil.m.e@gmail.com if you have questions or concerns.

Thank you in advance,   Beth McNeil
Graduate Student, PhD Human Science, Leadership Studies focus,
University of Nebraska-Lincoln
Phone: 219-669-3525   email: mcneil.m.e@gmail.com

Gina S. Matkin, PhD
Secondary Investigator
Agricultural Leadership, Education, and Communication
University of Nebraska-Lincoln
Phone: 765-472-4454   email: gmatkin1@unl.edu

IRB Approval #20150215095 EX

Appendix C: Pre-Interview Questionnaire

Pre-Interview Questionnaire

Pre-Interview Demographic Questionnaire for: A Phenomenological Study Exploring the Leadership Development Experiences of Academic Research Library Leaders

Name   Date
Age. In what year were you born?
Race. Please specify:
☐ American Indian or Alaska Native
☐ Asian
☐ Black or African American
☐ Native Hawaiian or Other Pacific Islander
☐ White
☐ Prefer not to answer

Ethnicity. Please specify:
☐ Hispanic or Latino
☐ Not Hispanic or Latino

Gender. Please specify:
☐ Female
☐ Male
☐ Prefer not to answer

Degrees attained:
Years of experience in field of librarianship:
Years of experience in leadership roles in academic libraries:
Years in current position:

Participation in formal leadership development programs
Please check all that apply and note year of participation:

☐ ACRL/Harvard Leadership Institute
☐ ARL Leadership and Career Development Program (LCDP)
☐ ARL Leadership Fellows
☐ Frye Institute
☐ Northern Exposure to Leadership Institute (NELI)
☐ Peabody
☐ Snowbird Leadership Institute
☐ UCLA Senior Fellows Program
☐ Other:
☐ Other:
Please return to Beth McNeil, memcneil@purdue.edu

Appendix D: Sample Interview Protocol

Sample Interview Protocol

Title: A Phenomenological Study Exploring the Leadership Development Experiences of Academic Research Library Administrators

Date:
Participant Assigned Pseudonym:
Interview Location: via telephone

My dissertation research involves exploring academic research library leaders' beliefs about their own leadership development. The interview will take approximately 60-90 minutes and will audiotape it. In the final study you will be given a pseudonym. Do you have any questions before we begin?

Question	Notes
Tell me the story of the first time you thought you were a leader?	
You've been __(title)___ at __(Library/Univ)__ since *(year)_*. Tell me about a little about your career. How did you choose librarianship? And why did you decide to become a leader?	
Thinking back please tell me about your own leadership development. Please tell me everything you can about your own leadership development experiences.	

Prompting questions, **if necessary**, to elicit more information: Are there experiences that were particularly impactful? How so? Who was influential to your leadership development? What situations or people stand out for you? You participated in __(name of leadership development program)_. Please describe that experience. What role, if any, do you think participation (in above program) played in your development as a leader? Have you shared everything you think might be relevant with regard to your own leadership development?	

Thank you for taking time to participate in this interview and study. Your answers will be transcribed verbatim, as will the other interviews I am conducting. Your confidentiality will be maintained in the summary of my findings. If you are interested in seeing a copy of the results, or have any questions, please let me know. Thank you again.

Record my observations and thoughts about the interview.

Appendix E: Peer Review Form

PURDUE
U N I V E R S I T Y   LIBRARIES

Peer Review of Qualitative Study

The following is a summary of my peer review completed on a qualitative research study undertaken by Beth McNeil, a doctoral candidate at the University of Nebraska-Lincoln. The central question explored in this research study was presented as, "how do library leaders in academic research libraries in North America describe their leadership development experiences?"

Review steps completed by this reviewer:

Became familiar with the purpose of the study and the overall research question.

Reviewed sample interview transcripts, and met with the researcher to verify coding.

Examined the thematic analysis and the researcher interpretations, and verified that they were consistent with the sample transcripts reviewed.

Following review of these documents, I met with the researcher to discuss my assessment of the status of her study, including coding procedures and thematic findings. From this review, I consider this study to be well-designed and thorough, and that the coding procedure accurately represents the study participants' experiences. From my review of the process employed in this study, the study appears to have been conducted in an ethical manner using procedures and protocols reflective of vigorous qualitative study.

Paul J. Bracke   Date
Peer Reviewer