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Millennials among the Professional Workforce in Academic Libraries: Their Perspective on Leadership

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Abstract

This study explores possible leadership perceptions of Millennials working in academic libraries, specifically their definition, the attributes they associate with leadership, whether they want to assume formal leadership roles, whether they perceive themselves as leaders, and whether they perceive leadership opportunities within their organizations and LIS professional associations. An online survey was utilized to gather the responses and the study participants comprised of Millennials (born 1982 or after) currently working full-time in libraries that were a member of the Committee on Institutional Cooperation (CIC), a consortium of the Big Ten universities and the University of Chicago in 2011–12.

Keywords: Leadership, Millennials, Academic, Leaders, Perceptions, Management

It is not uncommon today for the workforce in academic libraries, be it professional or non-professional, to consist of three generations: the Baby Boomers (born 1943–1960) (Howe & Strauss, 2000), approximately 80 million in general population size; Generation X (born 1961–1981) (Howe & Strauss, 2000), a population less than half of the Boomers; and the Millennial Generation (also referred to as Echo Boomers, Next Gen, and Generation Y, born 1982–2002) (Howe & Strauss, 2000), whose general population number of 88 million plus exceeds all other generations. In a few instances, the workforce might also include the Traditionalist or Silent (or GI) Generation (born 1925–1942) (Howe & Strauss, 2000). While the generation definitions described previously were delineated by Howe & Strauss, it is also not uncommon to see a disparity, or blurred lines, in the exact years used to identify generations as well as the generation span. For example, Twenge (2006 & 2010), a psychologist who researches extensively generational differences and the Millennial generation, defines Millennials as those born after 1982 in some work and those born in the 1970s, 1980s and 1990s in another; the Boomers as those born 1946–1964; and Generation X as those born 1965–1981. A Census Bureau (2011) study “The Older Population 2010” defines Boomers as also born from 1946 to 1964. Another research article for the Joint Center for Housing Studies at Harvard by Masnick (2012) defines Generation X as 1965–1984. In comparison, Zemke, Raines, and Filipczak (2000) defines Boomers as 1943–1960, Gen Xers as 1960–1980, and Millennials as anyone born 1980 and after, while Beck (2001) defines Gen Xers as 1963–1977. Similar to one but still different from Twenge’s definitions, Lancaster and Stillman (2002) state that Boomers are 1946–1964, Gen Xers are 1965–1980, and Millennials are 1981–1999. The length of a generational unit typically spans from 15 years to as many as 24 years depending on which definition is utilized and mirrors the dispar-

ity of defined generations discussed previously (Foot, 1998; Hicks and Hicks, 1999; Lancaster and Stillman, 2002; Martin and Tulgan, 2001; Meredith et al., 2002; Strauss and Howe, 1991; Tapscott, 1998; Zemke et al., 2000). Some of Twenge’s (2006) research is based on a thirty year span and on the other end of the spectrum there are research proponents for shortening the span to 10 years due to today’s rapidly changing world.

As Baby Boomers and the remaining Traditionalists retire, they often vacate positions as managers and assigned leaders (Nort-house, 2007). The first quarter of 2013 found 16 Association of Research Libraries (ARL) institutions either in the midst of conducting a library dean search, announcing a library dean recruitment, or announcing an impending retirement. If new hires are included, the number jumps to over 20, and if non-ARL colleges and universities are included, the number jumps significantly again. This does not include associate dean, director, or mid-management positions with open, active recruitments within academic libraries. Millennials possess the sheer numbers to eventually fill these vacated management slots (Howe & Strauss, 2000). While they have not yet assumed managerial or formal leadership positions to the extent that Generation X has, there will be increased opportunities as well as expectations that Millennials will become managerial leaders and fill the void created by the retirement of Traditionalists and Baby Boomers.

Despite all of the writings on leadership that now appear in the literature of library and information science (LIS), no studies have probed the perceptions of Millennials working in academic libraries about their definition of leadership, the attributes they associate with leadership, whether they want to assume formal leadership roles, whether they perceive themselves as leaders, and whether they perceive leadership opportunities within their organizations and LIS professional associations.

The findings from this study may provide insight, understanding, and possible direction for libraries facing increasing retirements and having a need to fill the subsequent leadership vacancies. The findings may also provide background information for those interested in attracting members of the next workforce, and those developing leadership programs geared to Millennials as well as the library managers seeking to motivate and engage these individuals. In addition, the insights will assist managers in cultivating and helping Millennials to develop their awareness, knowledge, and skill set related to managerial leadership.

Literature review

Social sciences researchers have examined the leadership preferences of Millennials, the differences between Millennials and other generations, and the management preferences and practices of Millennials in the general workforce. The leadership literature has compared Millennials to other generations in terms of perspectives or leadership theories, or identifying values or organizations commitment, or what Millennials want to see in their leaders. Many of the studies have used traditional methods for gathering the information such as face-to-face interviews, phone interviews, and written surveys.

Gage (2005) compared the leadership perceptions of the Traditionalist and the Millennial generations in selected Midwestern towns. She explored leadership theories to examine how each generation answered her questions and determined that followership (part of many theories) and servant leadership stood out for both the Millennials and Traditionalists in her study. Influence, a component of leadership, plays a role for both leaders and followers. Gage determined that for Millennials and Traditionalists, neither group was necessarily seeking either a role as leader or follower in their quest to work with others. For example, Gage found that Traditionalists simply did what needed to be done. Millennials, on the other hand, value relationships and it is these relationships that motivate them to become involved. The involvement component, becoming active, from both generations is what creates influence and is based on their willingness to get involved despite differing reasons for the involvement. Hence, leadership is formed from the one relationship that incorporates both leaders and followers (Gage, 2005).

Kaiser (2005), who examined the organizational values and commitment of the four generations employed at one community college, found that Boomers and those in Generation X have a higher organizational commitment than do Traditionalists or Millennials. For Millennials, this translates into adaptability and a willingness to change jobs if the current organization does not meet their needs. Kaiser points out that the Millennials' commitment to the organization centers on three aspects: (1) their degree of belief and acceptance of organizational goals and values; (2) their willingness to exert effort on behalf of the organization; and (3) their desire to continue employment within the organization.

Stratman (2007) asked twenty Mexican American youths born between 1983 and 1987 about the attributes they associate with leadership, and the leadership attributes they prefer from leaders within the workplace. He found that they value the relationships with their leaders while expecting there to be a friendship component in the relationship. Teamwork evolved as an important aspect of how participants wanted tasks to be assigned. When making these selections, Millennials felt it was important to choose the individuals best equipped or suited to complete tasks based on skill set as opposed to tenure or seniority.

Dulin (2008), who studied leadership preferences of Millennials through a mixed methods methodology, discovered that, while they are extremely high-tech, they manage their relationships with others, thereby practicing a component of emotional intelligence. Emotional intelligence is a leadership theory that describes an ability to perceive, assess, and manage the emotions of one's self,

and of others. The initial focus groups facilitated by Dulin revealed five themes: competency, self-management, communication, interpersonal relations, and management of others (Table 1). The Leadership Preference Inventory that Dulin used was developed based on the five focus group themes that emerged in an attempt to validate the themes. Dulin's study found that while Millennials as a whole may be very high tech, they very much want relationships with high touch, preferring leaders who can act comfortably as mentors (Dulin, 2008).

Dulin's study demonstrated important findings unique to Millennials and mirrors other research. For example, work-life balance is critical to Millennials and, unlike previous generations, this cohort is unwilling to sacrifice personal pursuits for any type of professional success. The Millennials value their personal lives, families, and hobbies over the desire for control, recognition, or responsibility through managerial leadership positions (Mosley, 2005, Twenge, 2010 and Wilcox and Harrell, 2009). The formal bureaucracies in which open communication, collaboration and teamwork are non-existent will not meet the needs of Millennials serving on teams where they expect open communication (Howe & Strauss, 2000).

To summarize the key attributes for Millennials identified in the research body: they place great importance on achieving work-life balance; are accustomed to working in groups or team; engage in multi-tasking, and use multiple technologies in their daily lives; (Espinoza et al., 2011, Foltz, 2010, Lippincott, 2010 and Murray, 2011) have success in securing resources (e.g., funds and technology); have an ability to build partnerships and working relationships; are committed to professional development; and support for work/life balance (Young, Herson, & Powell, 2006). Turning to the perspective of library directors, they expect their replacements to be committed to service, results oriented, effective communicators, and able to delegate authority (Herson, Powell, & Young, 2003).

Procedures

The Committee on Institutional Cooperation (CIC), a consortium of the Big Ten universities and the University of Chicago, consisted of 13 academic institutions at the time the study was conducted, and it served as the study population. During the fall, 2011, the investigator contacted administrators at each university library to determine the number of Millennials currently on staff. The 11 responding libraries reported a total of 164 individuals; one library did not reply and the other declined to disclose the information.

The majority of responding officers stipulated that the library would distribute the survey to those eligible to participate and to let these individuals decide whether to participate. If there was no such stipulation, the investigator contacted the libraries for the names of participants so she could invite their participation in the study. The stipulation was agreeable to the investigator and data collection began April, 2012, after the Simmons Institutional Review Board granted approval.

Once participants were confirmed as willing to participate and signed consent forms received, the survey web link was distributed as an e-mail message either to the CIC officer or sent directly to individuals depending on library and participant preference. A modified version of Dulin's Leadership Preference Survey was administered through FluidSurvey. FluidSurvey is an affordable, easy-to-use online survey software tool for creating, managing, and analyzing research derived from online surveys. Dulin's set of attributes listed in the instrument was modified and the final two questions were rewritten for greater clarity. The revised set of attributes corresponds to the general ones listed in Northouse (2007). For example, questions not supporting Northouse's leadership attributes were deleted, and additional questions were added. The methodology selected recognizes that Millennials are continually online and operate with immediacy.

Before distribution of the survey in April, the investigator asked her cohort in the Simmons College doctoral program, Managerial Leadership in the Information Professions, to review the data collection instrument for critical comments. The pre-test of this group revealed some items needing revision (e.g., correcting a link). Lastly, the researcher's Simmons College PhD advisor reviewed the instrument, requesting some additional changes, including changing the scale from five- to ten-points.

For those failing to complete the survey, a follow-up reminder e-mail message was sent two weeks after receipt of the signed consent form. Another reminder was sent one week before the due date, if necessary. A final reminder e-mail message was sent the day before the identified completion date.

Findings

Table 2 indicates the distribution of Millennials among the libraries and these individuals include those in the professional and paraprofessional workforce. They are library faculty, managerial professionals, and/or library staff/specialists depending on the institution. No student workers were included. Of the 164 Millennial invited to participate, survey responses were obtained from 49 individuals. One did not meet the criteria (born 1982 or after) and was purged for a response rate of 29.2% (48 individuals).

The age range of 27–29 years old and born 1982–1984 encompassed 64.5% of the respondent population. Of the forty-eight respondents, 70.8% were female. Race and ethnicity revealed respondents to be predominantly of White or Caucasian descent, with only one each of Asian descent and of American Indian/Alaska Native descent. A total of 70.8% of the respondents possessed a bachelor's degree, 58.3% earned a master's degree in LIS, and 16.6% selected "Other". Seven respondents hold master's degrees in another discipline, and one had a PhD degree. In terms of employment categories, 35.4% work in library assistant positions, 12.5% in professional/managerial positions, 31.2% in librarian/faculty positions, and 20.8 in library staff positions.

Leadership defined

When asked to define leadership, 22 (45.8%) individuals defined it without using any of the 11 attribute terms provided (see Table 3). In addition, 14 (63.6%) defined leadership using a leadership perspective while 8 (36.4%) using a management perspective such as "Ability to get things done, take charge". Of the remaining individuals defining leadership, a frequency count revealed, when compared to the leadership attributes from the list provided, that 41.6% identified leadership with "group/teamwork," and 25% used vision in their definition (see Table 4).

When respondents selected attributes from the list provided, "communication" was selected by 47 (97.9%) of the respondents, with "respect" chosen by 41 (85.4%) of the respondents, followed by "vision" with 38 (79.1%), "influence" preferred by 36 (75.0%), "trust" elected by 33 (68.7%), "integrity" designated by 31 (64.5), 30 (62.5%) selected "group/teamwork", "honesty" chosen by 29 (60.4%), "innovation" identified by 26 (54.1%), "passion" with 21 (43.7%), and 19 (39.5%) opted for "challenge" (Table 5).

A closer examination of the relationship between the word frequencies of the first two survey questions reveals a significant Spearman's correlation of 0.708 (p -value = 0.0148) (Table 6) indicating that a word with a relatively high count on one question would tend to also have a relatively high count on the second question.

Table 1. Millennials' leadership preferences (Dulin).

Five core themes depicting leadership preferences of Millennials

- 1.) Interpersonal relations
- 2.) Competency
- 3.) Self management
- 4.) Management of others
- 5.) Communication

Table 2. CIC member institutions and number of Millennials on library staff.

| Institution | Number of Millennials employed | Number of Millennials who responded to survey |
|--|--------------------------------|---|
| University of Chicago | — ^a | 9 |
| University of Illinois at Urbana-Champaign | 12 | 2 |
| Indiana University | 13 | 4 |
| University of Iowa | 2 | 6 |
| University of Michigan | 55 | 6 |
| Michigan State University | 14 | 2 |
| University of Minnesota | — ^a | 2 |
| University of Nebraska-Lincoln | 10 | 5 |
| Northwestern University | 22 | 3 |
| Ohio State University | — ^a | 1 |
| Pennsylvania State University | 26 | 2 |
| Purdue University | 6 | 4 |
| University of Wisconsin-Madison | 4 | 3 |
| Total: | 164 | 49 |

a. These particular institutions did not respond with requested information.

Leadership statements

Respondents indicated, on a Lickert scale of 1 to 10, which of the 27 leadership statements they considered least important to most important (Table 7). The leadership statement respondents rated as most important were:

- A leader considers the impact of his/her decision on employees (9.000000 mean);
 - A leader works well with others (8.9791667 mean);
 - A leader communicates clear expectations (8.9375000 mean);
 - A leader treats everyone with respect (8.9166667 mean); and
 - A leader recognizes that there is more than one way to do a job (8.8333333 mean).
- At the other spectrum, rated as least important statements were:
- Influence is an important component of leadership (7.3333333 mean);
 - A leader controls his/her emotions (6.7708333 mean);
 - A leader has a good sense of humor (6.7708333 mean);
 - A leader communicates with passion (6.5833333 mean); and
 - A leader does not take risks (2.9791667 mean).

Table 3. Millennials defined leadership in their own words.

| Definition |
|--|
| Collaborative act of guidance, direction and action |
| Ability to inspire to achieve goal |
| Assertive and willing to complete the work to finish |
| A person who can make things happen |
| Ability to get things done, take charge |
| Taking the initiative, convincing actionable plans |
| Leadership is both a quality and an action/process |
| Leadership is the art of bringing others in new directions |
| Leadership is coaching & providing knowledge/resources |
| Leadership is the ability to enact change |
| Leadership is the ability to guide, affect change, and make decisions |
| Leadership is ability to empower, inspire, and guide others to accomplish results |
| Leadership is taking responsibility to take risks and initiate change |
| Leadership is the ability to achieve goals with the assistance of others |
| Leadership is the quality someone has to give others the confidence to follow that person |
| Leadership is defined by dedication, integrity, creativity, humility, openness, vision for the future, positivity, humor, respect, and communication |
| Influencing and helping others achieve goals |
| Leadership is the ability to encourage others to follow your orders |
| Leadership is ability to organize and achieve common goal |

Table 4. Millennials defined leadership in their own words using leadership attributes.

| Traits | # | % |
|----------------|----|------|
| Group/teamwork | 20 | 41.6 |
| Vision | 12 | 25.0 |
| Influence | 7 | 14.5 |
| Respect | 6 | 12.5 |
| Communication | 4 | 8.3 |
| Integrity | 3 | 6.2 |
| Trust | 3 | 6.2 |
| Passion | 2 | 4.1 |
| Honesty | 2 | 4.1 |
| Innovation | 1 | 2.0 |
| Challenge | 0 | 0.0 |
| Other | 22 | 45.8 |

Examining the leadership statements according to position held using the Kruskal–Wallis test revealed no difference in perceptions of those who were library faculty/managerial professionals from those who were library staff/administrative/technical support with the exception of statements #1.) A leader treats everyone with respect; #12.) Leaders have vision, as well as the ability to articulate and achieve that vision; and #27.) A leader recognizes that there is more than one way to do a job. Leadership statements #1 and #27 were also rated by respondents as part of the top five most important statements (see above).

Leadership perceived

Next, respondents indicated whether they consider themselves a leader, their perceptions of leadership opportunities within their current organization or the professional associations of which they are a member, and whether they, if not currently in a leadership position, would like to assume a leadership position either in their organization or the professional associations they belong to.

Figure 1 illustrates how respondents answered the five questions. Thirty-four (70.8%) of the respondents consider themselves a leader compared to 14 (29.1%) who do not consider themselves a leader. In response to whether they perceive barriers exist in assuming leadership roles in their organizations, half indicated that barriers existed and the other half did not believe so. The majority, 39 (81.2%) do not perceive barriers exist in assuming leadership roles in the professional organizations of which they were members compared to nine (18.7%) who did perceive barriers exist in assuming leadership roles.

Discussion

A frequency count of leadership attributes referenced by Millennials when defining leadership in their own words revealed that group/teamwork was the top leadership attribute. This is consistent with research and general literature on Millennials as this group is “team oriented,” and reflects their role in academic libraries where more than half work as either library assistants or librarians/faculty as opposed to leadership positions. They worked in

Table 5. Millennials identified leadership traits from list provided.

| Traits | # | % |
|----------------|----|------|
| Communication | 47 | 97.9 |
| Respect | 41 | 85.4 |
| Vision | 38 | 79.1 |
| Influence | 36 | 75.0 |
| Trust | 33 | 68.7 |
| Integrity | 31 | 64.5 |
| Group/teamwork | 30 | 62.5 |
| Honesty | 29 | 60.4 |
| Innovation | 26 | 54.1 |
| Passion | 21 | 43.7 |
| Challenge | 19 | 39.5 |
| Other | 11 | 22.9 |

Table 6. Spearman’s correlation.

| Variable | N | Mean | Std Dev | Median | Minimum | Maximum |
|----------------------------------|----|----------|---------|-----------|----------|----------|
| Own term | 11 | 5.45455 | 5.87135 | 3.00000 | 0 | 20.00000 |
| List term | 11 | 31.90909 | 8.36008 | 31.00000 | 19.00000 | 47.00000 |
| Correlation coefficients, N = 11 | | | | | | |
| Prob > r under HO: Rho = 0 Own | | | | | | |
| | | Own term | | List term | | |
| Own term | | 1.00000 | | | 0.70777 | |
| | | | | | 0.0148 | |
| List term | | 0.70777 | 1 | | .00000 | |
| | | 0.0148 | | | | |

groups and teams throughout their lives in both academic and extracurricular activities from wearing school uniforms to playing in team sports (Buchanan, 2010; Downing, 2006; Emeagwali, 2011; Howe and Strauss, 2000; Moore and Wells, 2009; Murray, 2011). Further evaluation of the definitions also revealed that many individuals utilized terms associated with management in their responses as opposed to leadership terms. Vision and influence were the next attributes identified when Millennials define leadership in their own words. When respondents again elaborated in their own words whether they consider themselves a leader, group/teamwork and Communication emerged as top attributes.

The frequency count when respondents identified attributes associated with leadership from the list provided on the survey indicated that communication, respect, and vision were the top attributes identified. While the order may have changed slightly between the lists in terms of responses, if an attribute had a relatively high count on one question, it also had a relatively high count

Table 7. Mean and standard deviations for leadership statements.

| Leadership statement | Mean | SD | N |
|---|-----------|-----------|----|
| A leader considers the impact of his/her decisions on employees | 9.0000000 | 1.1669199 | 48 |
| A leader works well with others | 8.9791667 | 1.2797869 | 48 |
| A leader communicates clear expectations | 8.9375000 | 1.1560433 | 48 |
| A leader treats everyone with respect | 8.9166667 | 1.2174849 | 48 |
| A leader recognizes that there is more than one way to do a job | 8.8333333 | 1.1172408 | 48 |
| A leader is a good listener | 8.7916667 | 1.1290805 | 48 |
| A leader is approachable | 8.6875000 | 1.5731287 | 48 |
| A leader has thorough knowledge of the organization | 8.6458333 | 1.1758127 | 48 |
| A leader is trustworthy | 8.6458333 | 1.3603752 | 48 |
| A leader provides encouragement | 8.6250000 | 1.2484032 | 48 |
| A leader provides constructive feedback | 8.6250000 | 1.4821635 | 48 |
| A leader models ethical behavior | 8.5625000 | 1.4277828 | 48 |
| Leaders have vision, as well as the ability to articulate and achieve that vision | 8.5000000 | 1.3208637 | 48 |
| A leader inspires others to follow | 8.4791667 | 1.5157272 | 48 |
| A leader communicates with confidence | 8.3750000 | 1.3148093 | 48 |
| Leaders have a positive attitude | 8.2083333 | 1.7978514 | 48 |
| A leader is a problem-solver | 7.8333333 | 1.5619591 | 48 |
| A leader describes a compelling image of what the future could be | 7.8333333 | 1.6155275 | 48 |
| A leader values diversity | 7.8333333 | 1.8373586 | 48 |
| A leader is not afraid to fail | 7.7500000 | 1.4946714 | 48 |
| A leader places the good of organization /team over the individual | 7.5416667 | 1.7253841 | 48 |
| Leadership is a life-long process | 7.5416667 | 2.6008046 | 48 |
| Influence is an important component of leadership | 7.3333333 | 1.9821902 | 48 |
| A leader controls his/her emotions | 6.7708333 | 1.8593019 | 48 |
| A leader has a good sense of humor | 6.7708333 | 2.0236851 | 48 |
| A leader communicates with passion | 6.5833333 | 2.2675634 | 48 |
| A leader does not take risks | 2.9791667 | 1.6175840 | 48 |

S.D. = Standard Deviation; N = Number of respondents

on the next question. Like Dulin's study, participants in this study indicated that communication and interpersonal relationships were extremely important.

The general literature on Millennials seems to indicate that this group is more compassionate and community service/civic minded than other generations (Baggott, 2009; Buchanan, 2010), and this researcher expected to find more leadership attributes associated with compassion or empathy in the frequency counts. However, only two individuals used attributes such as "compassion" or "empathy" in their definitions. This small number supports the findings of Twenge, Freeman, and Campbell (2012) which states that while the Millennials were required to do community service during school, it is not an attribute that is widely adopted by the Millennials outside of school requirements.

For the generation that is considered "hyper connected" or "always on", quality face-to-face time, relationships and personal connections appear to be extremely important to the Millennials (Behrstock-Sherratt and Coggshall, 2010; Coley, 2009; Dulin, 2008). Immediate feedback is a component of face-to-face interaction, and the Millennials experienced immediate feedback since their preschool days (Howe & Strauss, 2000). Again, the frequency counts did not reveal that many of the Millennials valued these attributes enough to mention them in their definitions of leadership. However, communication is an important component of the above mentioned attributes, and communication was identified as a top attribute as noted earlier (Dulin, 2008; Young et al., 2006).

A scan of research on Generation Xers shows some similarities with Millennials in terms of "desire for a nurturing environment, teamwork, mentoring, open and frequent communication" and provide somewhat of a central theme for the two cohorts while recognizing that these two cohorts' attributes identified as most desirable are significantly different from the attributes identified as most desirable by academic library directors (Young et al., 2006). For instance, only a small percentage (17.5) of the Gen-X attributes were ranked as highly by library directors as they were ranked by Gen-Xers (Young et al., 2006).

The respondents provided similar answers to the questions about their interest in leadership. Both males and females responded positively to the questions of whether they consider themselves a leader, and if not in a leadership position, would they like to assume such a position in their library. When asked about whether barriers exist in their organization or the professional organizations they belong to—there was a difference in the responses. It appears that more respondents (50%) perceived barriers exist in assuming leadership roles in their organizations compared to only 18% of respondents who perceived that barriers exist in assuming leadership in their professional organizations.

Areas for future research include expanding the study to include all of the academic Association of Research Libraries institutions or to include the next tier of college and university libraries within the United States to verify that the results are consistent across public and private institutions as well as across geographic regions. Another area for research potentially includes examining management courses in library schools to determine if the curriculum addresses the changing view of leadership and the role Millennials will play in organizations. Furthermore, the evaluation of the effectiveness of changes in leadership training for preparing Millennials for leadership positions based on these findings would be useful to human resources managers and trainers.

Conclusion

The leadership attributes which Millennials indicated as most important (i.e., group/teamwork, communication, respect, vision, and influence) are aspects of leadership that should be reviewed as current administrators prepare and plan professional development programming for future leadership opportunities that will most likely be filled by Millennials. Traditional leadership programming emphasizing individual skills may be less effective for today's Millennials. Incorporating "leadership development programs focused on next-generation leadership skills: collaboration, cross-cultural dialogue, team leadership and service leadership" should be the basis of creating new training models (Baggott, 2009). Specifically, development opportunities for Millennials to prepare them for leadership roles should include developing effective teams, advance communications skills, and instilling positive organizational values such as respect for others. This study may provide guidance to hiring supervisors in looking for people with leadership skills to understand that the Millennials' comfort areas are teamwork, respect, and communication. This may mean that supervisors as a result, need to redesign positions to take advantage of the teamwork interests and skills while also providing Millennials with more support on the other leadership attributes that they might not be as skilled in.

Results from research conducted by Mackenzie and Smith (2009) related to management education for library directors suggests that there is no agreement from the library profession on how to prepare future librarians for leadership and managerial roles. Despite this disagreement, current training opportunities do exist through programs such as San Jose State University's Executive MLIS program (Blumenstein, 2005) or Simmons College's Managerial Leadership for the Information Professions (Hernon & Schwartz, 2008).



Figure 1. Leadership opportunities perceived by Millennials.

And finally, differences are identified in Millennials' leadership attributes when compared to those identified by current ARL directors, as pointed out in Young et al. (2006). For example, Millennials identified building working relationships with others as important while ARL directors, in comparison, identified it as only mildly important (a 3 on a scale of 1 to 10 with 10 being most important). This information lends credence to the importance of considering and incorporating the preferences of the up and coming generations as the next round of leadership.

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