University Library Directors in the Association of Research Libraries: The Next Generation, Part Two

Peter Hernon, Ronald R. Powell, and Arthur P. Young

Using the Delphi technique, this paper continues to develop a set of attributes that ARL directors of today and the near future (next ten years) will need to possess. The research reported here drew upon the viewpoints of both directors and their immediate deputies. The questions remaining are: How does the list of attributes change in other organizational settings? and Where can each attribute best be acquired?

Throughout much of American higher education, there is growing concern over the number of individuals approaching retirement age and the "graying of the professorate." Librarianship is not exempt from this trend. Fewer people are entering the profession, and the number of those entering does not offset the number of retirements or those otherwise leaving the profession.[1] In such an environment, many people are concerned about the next generation of library directors—those in the Association of Research Libraries (ARL) as well as in other institutions— that will replace the directors who will retire in the next several years. The challenge of replacing retiring directors is increased by the rather small size of the pool of academic librarians qualified to be directors of large academic research libraries and by the fact that a number of qualified librarians are not interested in becoming directors of such libraries.

The two preceding points beg at least one question: What are the ideal attributes for the director of a large academic research library or, for that matter, any other type of library? For purposes of this two-part study, the research problem was limited to attributes for directors of ARL libraries.[2] What are the currently desirable attributes, and which ones will be important in the next decade? Attributes were defined so as to include abilities, skills, knowledge, and personal characteristics.

The basic reason for conducting the research was to acquire information that will help the profession to face the challenges of recruiting and retaining successful directors of ARL and similar libraries. More specifically, this and the previous study were designed to generate a list of attributes useful to those agencies providing educational programs and leadership institutes, to those librarians serving as mentors for future directors, and to those individuals aspiring to the directorships of large academic research libraries.

Peter Hernon is a Professor in the Graduate School of Library and Information Science at Simmons College; e-mail: peter.hernon@simmons.edu. Ronald R. Powell is a Professor in the Library and Information Science Program at Wayne State University; e-mail: ad5328@wayne.edu. Arthur P. Young is the Dean of University Libraries at Northern Illinois University; e-mail: ayoung@niu.edu

The first part of this study used multiple methods of data collection. To develop an initial list of attributes, the authors reviewed the relevant published literature and analyzed the classified job announcements for ARL directors in six years of *College & Research Libraries News*. This list then was used as the basis for fifteen face-to-face interviews and four telephone interviews conducted with directors of ARL libraries between November 1999 and July 2000. The open-ended interview questions explored the directors' views on the pool of candidates for future ARL directorships; desirable backgrounds, experiences, and credentials for current and future directors; and knowledge and skills that current and future directors should possess. Analysis of the answers to the interview questions resulted in a list of 121 desirable attributes categorized as abilities, skills, individual traits, and areas of knowledge. The attributes were numerous and diverse, but some of the common themes were that the director should be externally focused, visionary, articulate, an effective advocate on behalf of the library, and flexible. Several directors also emphasized the importance of an optimal match between the director and his or her university.

As was noted, the initial study generated a long list of desirable attributes. Thus, a follow-up study was deemed necessary to reduce the size of the list and, more important, to identify the most important attributes. Also, the authors took this opportunity to gain a new perspective on the list—that of assistant, associate, and deputy university library directors (AULs) at institutions that were not included in the first study. This new perspective was thought to be useful, in part, because (1) assistant and associate librarians were those most identified by directors as being likely candidates for future directorships and (2) these individuals observe and interact with the directors on a daily basis.

This article reviews related literature not discussed in the first part of the study and describes the Delphi methods used to review and refine the initial list of 121 attributes. The intent was not to make detailed or statistically valid comparisons between the lists produced by both the directors and the AULs. Rather, the authors wanted to produce, as comprehensively as possible, a final list of attributes. (If readers can identify any other key attributes, please share them with the authors.)

Current Profile

Between January 1, 2000, and September 1, 2001, twenty-five directorships of ARL university libraries became vacant, due primarily to retirements (15, or 60%) and resignations (7, or 28%); the other three (12%) involved a terminal sabbatical and reassignment. Of the twenty-five, ten became available in the year 2000, fourteen the next year, and one is scheduled for the summer of 2002. Moreover, eleven positions (44%) remain unfilled.[3] The other fourteen positions were filled as follows:

• Six directors came from non-ARL university libraries (either as director or AUL).

• Two moved laterally from other ARL directorships.

• Two were AULs at an ARL library.

• One was an AUL at the institution from which she gained the directorship.

• One came from a national library outside the United States.

• One was a member of the journalism faculty.

• One was formerly a senior administrator in a major academic library association and had previous ARL experience.

Clearly, there are multiple career paths to ARL directorships.

Literature Review

There have been few substantial empirical studies of research library leadership. Patha Suwannarat, a doctoral student, studied twenty-nine directors of ARL university libraries and evaluated them from the perspective of 146 subordinates. This investigation was conducted within the framework of Bernard M. Bass's Model of Transformational Leadership (TL), which

is the process by which leaders motivate followers to do more than they originally expected to do. Suwannarat also examined three factors associated with TL:

• contingent reward, which involves an exchange between what needs to be done and the appropriate rewards;

• management by exception (active), which signifies searching for irregularities and mistakes;

• management by exception (passive), which means allowing the status quo to exist.

Library directors considered themselves to convey TL behaviors (idealized influences, inspirational leadership, and intellectual stimulation) and one transactional behavior (contingent reward) at a significantly higher level than did the assessment of their subordinates. Male directors exhibited higher levels of one transactional behavior (management by exception) than female directors. Conversely, female directors were perceived to exhibit higher levels of TL behaviors (attributed charisma, inspirational leadership, and intellectual stimulation). Library directors generally found themselves at a higher level of leadership development and ability than did their subordinates, a common outcome of leadership studies.[4]

Paul H. Mosher, vice provost and director of libraries at the University of Pennsylvania, characterized the position of university library director as one that has gone through various stages of change: "the 'keeper', evolving to the 'professor-librarian'" (up to 1928), "the collection or 'bookman-librarian" (1928–1970), "the organization man (or woman) or 'scientific' librarian" (1970–1985), and "the provocative or 'networked' librarian: the 'change agent'… on the university stage" (1985–present). The director has become a "teacher, philosopher of values, instigator, innovator, and provocative administrator." Mosher saw the director as having the following set of skills: "technical, human-organizational (team and network-building, negotiational), conceptual and innovative-entrepreneurial."[5]

Terry Metz, Head of Information Technology at Carleton College Library, notes that:

Leading a transformational process and managing a fluid and chaotic transition period requires skills different from those useful for ensuring continuity in a stable, predictable environment. Today, effective library leadership requires an extraordinary ability to maintain a delicate and continually shifting balance in the management of technical, financial, and human resources to serve the academic mission of our colleges and universities.[6]

Complicating matters, "leaders must make judicious decisions that blend the strengths of the past, the demands of the present, and the uncertainty of the future, and they must do so continually—often within an organizational environment designed to support the past."[7]

Clearly, "successful library leaders" will need to demonstrate "a blend of bold leadership, informed risk-taking, widespread consultation, and consensus building. They … will need keen analytical powers, abundant common sense, vibrant creativity, reasoned judgment, and a passionate commitment to the mission and goals of higher education. [The ability to walk on water or part the seas wouldn't hurt either!]." Metz concluded: "to develop this new leader is an enormous challenge."[8]

Sarah M. Pritchard, university librarian at the University of California, Santa Barbara, and Steve Marquardt, dean of libraries at South Dakota State University, observed that:

the standard suite of qualifications listed in vacancy notices includes skills in management, leadership, planning, budget, communication,

collaborative decision making, staff development, fund raising, knowledge of trends in technology and higher education, and of course 'vision.' Additional qualities important to the director are the following:

• energy and dedication to the job even if it is a hard one
• a service orientation, which includes a sense that they like people
• political skills, including an awareness of a series of interlocking structures and mechanisms (e.g., management and politics and finances within the library, across campus, the consortia, etc.)
• awareness of the library as part of broader campus academic and planning initiatives, and of trends in higher education
• knowledge of the 'big picture' issues in higher education and libraries, but more importantly, ability to explain how those affect the specifics of service on the campus
• creativity in solving problems and seizing opportunities.[9]

Evan St. Lifer, executive editor of *Library Journal*, offered the same observation that others authors have made, namely, "that research librarians are older than most other librarians and are aging quickly… . Further, as of 1998, 91 percent of ARL directors were 50 or older, indicating many will retire in the next seven to 12 years."[10] Such data reinforce the importance of identifying the essential attributes that an ARL director should have and of determining how best to ensure that the next generation of directors possesses them.

Survey of ARL Directors

Twenty-six ARL university directors were invited to participate in a Delphi study. Twenty of them (76.9%) agreed, including twelve who participated in the first part of the study. The remaining eight were selected to provide greater geo-graphical balance to the responses. In January 2001, the twenty directors were sent a questionnaire listing the 121 attributes in three categories: managerial attributes, personal attributes, and general areas of knowledge. They were asked to add and/or delete attributes and to move any that they believed better belonged under a different heading. Next, they were asked to assign a value of 1 to 10 to each attribute, with 1 indicating "no importance for the next 10 years," 5 reflecting "moderate importance for the next 10 years," and 10 suggesting "maximum importance for the next 10 years." They

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A couple of directors recommended eliminating "builds consensus in carrying out strategic directions" from the category of "leading" because, as they commented, leaders do not always build consensus.

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could assign the same value to more than one attribute. The value assigned should represent the attribute's individual importance to a successful ARL director, not its value relative to the other attributes.

Six of the directors wrote comments on the questionnaire; most typically, they noted that it was difficult to assign a numerical value to each attribute because all of the attributes were important. However, one wrote that managing and shaping change was "by far, the most critical attribute." Another director noted that "many areas can be delegated. The director needs to know something about many areas. He or she does not need in-depth knowledge of all areas. Knowledge of trends in higher education, technology, teaching and learning theory, and younger generations is important." Regarding functioning in a political environment, she split her vote: "10 points for women, and 5 points for men." A final comment worthy of note was "this is depressing," in reference to the number of important attributes that new directors need to master.

Based on their comments, some attributes were dropped from the list as re-

dundant, some were moved to other categories, and others were added to the list. Next, for each attribute, the mean was calculated and the attributes within a group were ranked by the mean (from highest to lowest). The top rated attributes (those with a mean of at least 9.0) were:

- managing
    —maintains a productive work environment (9.4)
        —is results oriented (9.2)
        —is committed to service (9.1)
- leading
    —is able to function in a political environment (9.5)
        —manages/shapes change (9.4)
        —builds a shared vision for the library (9.4)
        —builds relationships (9.4)
        —thinks "outside the box" (in new and creative ways applicable to the problem) (9.4)
        —is an advocate for the library (9.3)
        —engages in fund-raising and donor relations (9.0)
- planning
    —sets priorities (9.5)
- dealing with others (personal characteristics)
    —has credibility (with faculty and upper administration) (9.7)
        —is evenhanded (9.3)
        —is self-confident (9.1)
- individual traits (general)
    —is comfortable with ambiguity (9.7)
        —is committed to job and profession (9.7)
        —is able to handle stress (9.6)
        —is honest (9.4)
        —is energetic (9.3)
        —is intelligent (9.1)
- individual traits (leadership)
    —has good judgment (9.4)
        —is innovative (9.4)
        —articulates direction for the library (9.4)
        —is enthusiastic (9.1)
        —has organizational agility (9.1)

Only two of the "general areas of knowledge" rated a mean greater than 9; both "scholarly communication" and "trends in higher education" achieved 9.1.

The ranked list was returned to the participants to (1) see if they wanted to change any of the rankings and (2) determine the mean and ranking of new attributes (ones identified in the first round). Sixteen of the twenty directors (80%) participated in this round. Based on their responses, the mean score for the new attributes was calculated; none was greater than 8.4. Based on their comments, the list was further refined; some attributes were rewritten and their position shifted within a category. The attributes for "fiscal expertise" (analytical creativity, business acumen, knowledge of managerial finance, and skilled with numbers/budgets), under "Personal Characteristics," were dropped because respondents complained that the terms needed clarification. Instead, the respondents recommended that "knowledge of financial management" be added to the "general areas of knowledge." Several respondents noted that a separate heading for "fiscal expertise" was unnecessary if the library has a "good financial officer/manager." One director noted that his scoring of "changes/shapes the library's culture" would have to take into account whether this was a one-time or an ongoing effort.

A couple of directors recommended eliminating "builds consensus in carrying out strategic directions" from the category of "leading" because, as they commented, leaders do not always build consensus. It was noted that "reallocate financial resources to effect change in library services" was an activity and not an attribute; thus, it was dropped from the list. Furthermore, a number of the respondents objected to any attribute referring to a love of libraries, librarians, people, or learning. As one director commented, "Ugh—love of books just as bad." They also asked for the elimination of the following attributes:

- uses different decision-making styles depending on the situation;
- senses problems when working with staff;
- balances "access to" and "ownership of" resources;
- is not compelled to please everyone all of the time;

- is tolerant of ceremony;
- likes to spend a lot of time traveling.

Anyway, none of these attributes had a mean score higher than 7.6. Finally, the respondents recommended a shift in the ranking of some attributes.

For the next round, all twenty directors received the list of 89 attributes and 19 general areas of knowledge and were asked if that list was complete and if every attribute was in proper order from most to least important for the next decade. If they answered in the affirmative, they were asked to approve the list (see figure 1). With two exceptions they did so; these individuals wanted some shifting in the position of an attribute within and across categories. Nevertheless, they did not identify any attributes to add to the list.

Seven attributes (figure 1) have lesser importance because they produced a mean of less than 8, and none of the directors shifted them to a higher place within a category. Expressed differently, except for these attributes, the directors considered the list of attributes to have high importance.

Survey of Assistant/Associate/Deputy Directors

To gain another perspective on the emerging list of attributes, the authors repeated the use of the Delphi technique, but this time with senior administrators (those holding the position of assistant, associate, and deputy director) at university libraries holding ARL membership. Because no complete, up-to-date list of these individuals exists, it was necessary to create one by checking the *American Library Directory*, both print and online versions, as well as the home page of each library.[11] Given the complexity of generating the list and in tracing the reporting lines at each institution, it was decided to continue the use of a nonprobability sample in which one person, regardless of position title, was selected from a given institution. However, the institutions represented were not the same ones used in the director survey because the authors did not want the directors to influence any of the respondents. Twenty-nine individuals were selected; their institutions provided geographic balance in North America. Nineteen AULs (65.5%) participated.[12]

In April 2001, the participants were sent the same data collection instrument that the directors received for the second round. Because the authors wanted to continue to develop and refine the emerging list of attributes, they did not start anew with in-person and telephone interviews to create a separate list generated by this group. Furthermore, the participants' responses were recorded on the form used with the directors to ensure that the one list received additional scrutiny. Any revisions, deletions, or additions they suggested were accepted.

Some AULs commented that all of the attributes were critical and thus it was difficult to assign a value other than 10 to an item. Nonetheless, they did so. Based on their responses, the authors calculated the mean for each response and reordered the attributes from most to least important within a category. The top rated attributes (those with a mean of at least 9.0) were:

- managing
  —makes tough decisions (9.0)
- leading
  —is an advocate for the library (9.8)
  —manages/shapes change (9.2)
  —is able to function in a political environment (9.1)
  —engages in fund-raising and donor relations (9.0)
- planning
  —sets priorities (9.3)
- dealing with others
  —treats people with dignity/respect (9.7)
  —is articulate (good oral/written/presentation skills) (9.6)
  —has credibility (trustworthiness and follow-through) (9.6)
  —has a sense of humor (9.2)
  —has good interpersonal/people skills (9.1)
  —has a sense of perspective (9.1)
  —is a good listener (9.1)

FIGURE 1
Present and Future Attributes: Perspective of ARL Directors*

Managerial Attributes

Managing

   is committed to service
   is results oriented
   communicates effectively with staff
   delegates authority
   maintains a productive work environment
   makes tough decisions
   promotes professional growth in staff
   manages fiscal resources/budgets
   nurtures the development of new programs and services/refines existing ones as
      needed
   develops various sources of funds (grants, gifts, contracts, fee-based services)
   is committed to staff diversity
   ensures that planned action is implemented and evaluated
   facilitates the group process**
   resolves conflicts**

Leading

   builds a shared vision for the library
   manages/shapes change
   is able to function in a political environment
   develops a campus visibility
   is an advocate for the library
   thinks "outside the box" (in new and creative ways applicable to the problem)
   builds consensus in carrying out strategic directions
   leads and participates in consortia and cooperative endeavors
   is collaborative
   engages in fund-raising and donor relations
   is entrepreneurial
   brings issues of broad importance to the university community, fostering wide
      discussion and action, when appropriate
   demonstrates effective networking skills
   keeps the library focused on its mission
   changes/shapes the library's culture
   develops and fosters partnerships with groups and organizations on/off campus
   leads in a shared decision-making environment

Planning

   sets priorities
   plans for life cycles of information technologies and services
   responds to needs of various constituencies
   creates and implements systems that assess the library's value to its users
   creates an environment that fosters accountability

FIGURE 1
Present and Future Attributes: Perspective of ARL Directors* (cont.)

Personal Characteristics

Dealing with Others
    has credibility (trustworthiness and follow-through)
    is evenhanded
    is self-confident
    is accessible
    treats people with dignity/respect
    is articulate (good oral/written/presentation skills)
    has a sense of perspective
    is diplomatic
    is open-minded
    is a good listener
    is able to compromise
    has a sense of humor
    has good interpersonal/people skills
    is approachable
    keeps commitments
    enjoys being in groups

Individual Traits (General)
    is committed to a set of values (integrity)
    is able to handle stress
    works on multiple tasks simultaneously
    is comfortable with ambiguity
    is committed to job and profession
    has good values/ethics
    has self-awareness of strengths and weaknesses
    is honest
    is energetic
    is resilient
    is intelligent
    analyzes and solves problems
    has variety of work experiences
    "thinks on one's feet"—"wings it"
    is intuitive
    has broad knowledge of issues
    is able to ask the "right" question

Individual Traits (Leadership)
    is change focused
    exercises good judgment
    articulates direction for the library
    inspires trust
    is innovative
    has organizational agility
    is persuasive
    has reasonable risk-taking skills
    is optimistic

FIGURE 1
Present and Future Attributes: Perspective of ARL Directors* (cont.)

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    understands that one does not have all of the answers
    has political skills
    is enthusiastic
    is an enabler and facilitator
    is willing to learn from mistakes
    takes initiative
    has team-building skills
    is willing to explain decisions

General Areas of Knowledge

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scholarly communication	outcomes assessment
understands the complex environment in which the library functions	user expectations/information needs
	intellectual property rights
knowledge of financial management	management issues
facilities planning (including remote storage and multi-use buildings)	community's view of the library
	public relations
digital libraries	information delivery systems**
trends in higher education	publishing industry**
information technology	resource-sharing**
collection management and development (e.g., all formats, preservation, and acquisitions)	information literacy**
	teaching and learning theory**

*The attributes within a category are ranked from most to least important for the next ten years. However, there was not unanimous agreement on the precise order of each attribute.
**The mean score for round two was less than 8, and the subsequent round did not produce a higher ranking within the category. Thus, the attribute has lesser importance.

- individual traits (general)
  —is honest (9.5)
  —is intelligent (9.4)
  —is committed to a set of values (integrity) (9.3)
  —is able to handle stress (9.1)
  —is comfortable with ambiguity (9.1)
- individual traits (leadership)
  —inspires trust (9.4)
  —articulates direction for the library (9.2)
  —has organizational agility (9.2)
  —has good judgment (9.2)
  —is committed to learning from mistakes (9.1)
  —has team-building skills (9.0)

Only two "general areas of knowledge" received a mean score of more than 9: "trends in higher education" (9.4) and "user expectations/information needs" (9.1). A couple of the respondents pointed out that some of the attributes (e.g., maintain a productive work environment and keep the library focused on its mission) required the support and follow-through of others in the organization.

As with the directors' survey, the authors returned the list of attributes to the AULs and asked them to review the mean scores. They could move an attribute elsewhere on the list and were asked to rate attributes that emerged from the previous round on the same ten-point scale. Based on their comments, the authors produced and distributed (in late July) a final instrument for their approval. They did not all agree on the precise order of the attributes but concurred that the list was complete (see figure 2).

Final Set of Attributes

Because the AULs identified some new

FIGURE 2
Present and Future Attributes: Perspective of Assistant Directors*

Managerial Attributes

Managing
     makes tough decisions
     communicates effectively with staff
     manages fiscal resources/budgets
     is committed to service
     delegates authority
     is results oriented
     ensures that planned action is implemented and evaluated
     promotes professional growth in staff
     nurtures the development of new programs and services/refines existing ones as
       needed
     maintains a productive work environment
     resolves conflicts
     is committed to staff diversity
     develops various sources of funds (grants, gifts, contracts, fee-based services)**
     facilitates the group process**

Leading
     is an advocate for the library
     develops a campus visibility for the library
     is able to function in a political environment
     builds a shared vision for the library
     manages/shapes change
     keeps the library focused on its mission
     engages in fund-raising and donor relations
     brings issues of broad importance to the university community, fostering wide
       discussion and action, when appropriate
     builds consensus in carrying out strategic directions
     leads in a shared decision-making environment
     is entrepreneurial
     develops and fosters partnerships with groups and organizations on/off campus
     changes/shapes the library's culture
     thinks "outside the box" (in new and creative ways applicable to the problem)
     leads and participates in consortia and cooperative endeavors
     demonstrates effective networking skills

Planning
     sets priorities
     creates and implements systems that assess the library's value to its users
     creates an environment that fosters accountability **
     plans for life cycles of information technologies and services**
     responds to needs of various constituencies**

FIGURE 2
Present and Future Attributes: Perspective of Assistant Directors* (cont.)

Personal Characteristics

Dealing with Others

treats people with dignity/respect
has credibility (trustworthiness, keeps commitments, and follow-through)
is articulate (good oral/written/presentation skills)
is a good listener
has a sense of humor
has good interpersonal/people skills
has sense of perspective
is evenhanded
is self-confident
is diplomatic
is open-minded
is able to compromise
is accessible
is able to work effectively in groups**

Individual Traits (General)

is honest
is intelligent
is able to handle stress
is committed to a set of values (integrity)
is comfortable with ambiguity
is energetic
is intuitive
has self-awareness of strengths and weaknesses
is resilient
has broad knowledge of issues
is committed to job and profession
analyzes and solves problems
works on multiple tasks simultaneously
"thinks on one's feet"—"wings it"
is able to ask the "right" question for the problem/issue at hand
has a variety of work experiences**

Individual Traits (Leadership)

inspires trust
articulates direction for the library
exercises good judgment
has organizational agility
is committed to learning from mistakes
is an enabler and facilitator
is persuasive
has team-building skills
has reasonable risk-taking skills
is innovative
understands that one does not have all of the answers

FIGURE 2
Present and Future Attributes: Perspective of Assistant Directors* (cont.)

takes initiative (when appropriate)
is enthusiastic
is change focused (if change is needed)
is committed to explaining decisions
is optimistic

General Areas of Knowledge

trends in higher education	information delivery systems
management issues	resource-sharing
user expectations/information needs	information literacy
digital libraries	intellectual property rights**
public relations	knowledge of financial management**
scholarly communication	publishing industry**
community's view of the library	teaching and learning theory**
information technology	service quality measurement**
outcomes (and accreditation) assessment	

*The attributes within a category are ranked from most to least important for the next ten years.
However, there was not unanimous agreement on the precise order of each attribute.
**The mean score for round two was less than 8, and the subsequent round did not produce a higher
ranking within the category. Thus, the attribute has lesser importance.

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attributes, in August, the authors sent the directors a fourth iteration of the list, asking them to rate the new attributes and to review their collective work. Figure 3 represents the final set of attributes that they endorsed; however, there were still disagreements on the precise order of the 105 attributes, twenty-three of which fall into the category "general areas of knowledge."

To take another look at how the attributes might be logically grouped and prioritized, they were subjected to concept-mapping, which is (1) a technique for representing meaningful relationships between concepts, (2) the creation of a conceptual representation of ideas in the form of a picture or map with interrelationships between them clearly articulated, and (3) the development of mental models that include flowcharts and relational diagrams.[13]

To bring a fresh perspective to the process of identifying conceptual clusters for the attributes, thirty master's-level students in a course on academic libraries were asked to review the complete list of 105 attributes arranged in random order without groupings and headings and then to identify groups or major concepts that would include those individual attributes. The twelve groups they identified are, in no particular order, as follows:

- personal qualities;
- job skills;
- leadership;
- people skills;
- creativity;
- education/training;
- knowledge bases;
- administrative skills;
- communication skills;
- library knowledge;
- knowledge of the higher education environment; and
- knowledge of information technology.

Consistent with the process of concept mapping, the students created a relational diagram to illustrate the logical relationships among the twelve groups or major concepts. That concept map, which is reported in figure 4, was intended to indicate that personal qualities and leadership traits are the most important groups of

FIGURE 3
Combined List of Attributes Reviewed by the Directors*

Managerial Attributes

Managing
        is committed to service
        is results oriented
        communicates effectively with staff
        delegates authority
        facilitates a productive work environment
        is willing to make tough decisions
        promotes professional growth in staff
        manages fiscal resources/budgets
        engages in fund-raising and donor relations
        nurtures the development of new programs and services/refines existing ones as
            needed
        develops various sources of funds (grants, gifts, contracts, fee-based services)
        is committed to staff diversity
        ensures that planned action is implemented and evaluated
        facilitates the group process**
        resolves conflicts**

Leading
        builds a shared vision for the library
        manages/shapes change
        is able to function in a political environment
        develops a campus visibility for the library
        is an advocate for librarians' role in higher education
        thinks "outside the box" (in new and creative ways applicable to the problem)
        builds consensus in carrying out strategic directions
        leads and participates in consortia and cooperative endeavors
        is collaborative
        is entrepreneurial
        brings issues of broad importance to the university community, fostering wide
            discussion and action, when appropriate
        demonstrates effective networking skills
        keeps the library focused on its mission
        changes/shapes the library's culture
        develops and fosters partnerships with groups and organizations on/off campus
        leads in a shared decision-making environment

Planning
        sets priorities
        plans for life cycles of information technologies and services
        responds to needs of various constituencies
        creates and implements systems that assess the library's value to its users
        creates an environment that fosters accountability

FIGURE 3
Combined List of Attributes Reviewed by the Directors* (cont.)

Personal Characteristics

Dealing with Others
>   has credibility (trustworthiness, keeps commitments, and follow-through)
>   is evenhanded
>   is self-confident
>   is accessible
>   treats people with dignity/respect
>   is able to work effectively in groups
>   is articulate (good oral/written/presentation skills)
>   has a sense of perspective
>   is diplomatic
>   is open-minded
>   is a good listener
>   is able to compromise
>   has a sense of humor
>   has good interpersonal/people skills

Individual Traits (General)
>   is committed to a set of values (integrity)
>   is able to handle stress
>   works on multiple tasks simultaneously
>   is comfortable with ambiguity
>   is committed to job and profession
>   has self-awareness of strengths and weaknesses
>   is honest
>   is energetic
>   is resilient
>   is intelligent
>   analyzes and solves problems
>   has a variety of work experiences
>   is able to "think on one's feet"—"wing it"
>   is intuitive
>   has broad knowledge of issues
>   is able to ask the "right" question

Individual Traits (Leadership)
>   is change focused
>   exercises good judgment
>   articulates direction for the library
>   inspires trust
>   is innovative
>   has organizational agility
>   is persuasive
>   has reasonable risk-taking skills
>   is optimistic
>   understands that one does not have all of the answers
>   is enthusiastic

FIGURE 3
Combined List of Attributes Reviewed by the Directors* (cont.)

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is an enabler and facilitator
is committed to learning from mistakes
takes initiative
has team-building skills
is committed to explaining decisions

General Areas of Knowledge

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scholarly communication
understands the complex environment in which the library functions
knowledge of financial management
facilities planning (including remote storage and multi-use buildings)
digital libraries
planning (strategic, long-term)
trends in higher education
information technology
collection management and development (e.g., all formats, preservation, and acquisitions)
outcomes (and accreditation) assessment
user expectations/information needs
intellectual property rights
management issues
fund-raising
community's view of the library
public relations
service quality measurement**
goals (educational, research, and service) of the parent institution**
information delivery systems**
publishing industry**
resource-sharing**
information literacy**
teaching and learning theory**

*The attributes within a category are ranked from most to least important for the next ten years.
However, there was not unanimous agreement on the precise order of each attribute.
**The mean score for round two was less than 8, and the subsequent rounds did not produce a
higher ranking within the category. Thus, the attribute has lesser importance.

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attributes for successful ARL directors and that education/training tends to have the most links to other major groups of attributes. However, the logical connection between education and training, and personal qualities might be questioned.

Composite View of the Director of the Present and Near Future

Although neither the directors nor the AULs agreed on the exact order of the attributes within categories and semantic observations about how a category was defined, they did concur that the list was complete. Both groups view the director as visionary, a campus leader, and someone engaged in planning and the setting of priorities. Some AULs highlighted internal management and their role in helping the director manage the organization and set priorities. A review of the mean scores shows that, for instance, in the category of "managing," the directors emphasized their role of maintaining a "productive work environment," being "results oriented," and having a "commit-

FIGURE 4
Logical Relationships among Major Concepts
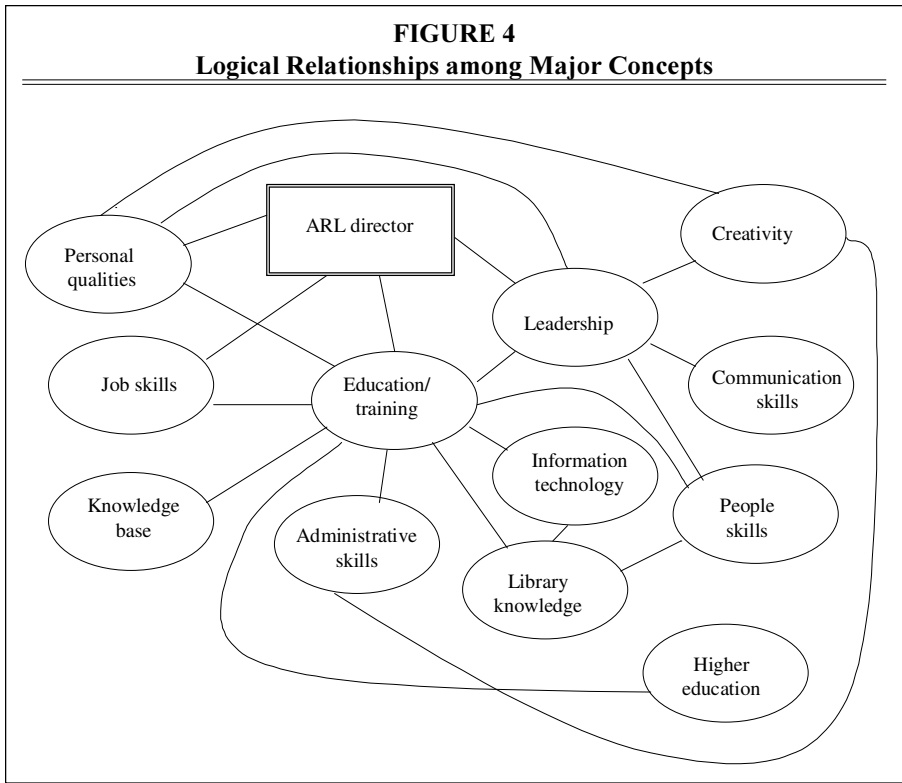
ment to service," whereas the AULs identified making "tough decisions." Other responses from some AULs reinforced those attributes that involved team-building and interaction with them so that they can meet their responsibilities. Clearly, when directors are involved internally, it tends to be at a broader level, unless there are personnel issues to address. Both groups noted the pressures of the position and the ability of an individual to cope with them.

Based on the attributes identified by both groups and the unsolicited comments they made, the director of the present and near future will continue to play an extensive role outside the library, serve as a change agent (when necessary), and rely on a team for internal management. The director is both manager and leader. As educator A. J. Anderson explained, managers maximize "the output of the organization through administrative implementation. To achieve this, they

undertake the function of planning, organizing, leading, and controlling." He characterized "the leading aspect of management as the process of influencing others to attain group, organizational, and societal goals. The central attribute is 'social influence'." He also observed that "leadership skills development requires investment into difficult areas like people skills, personal development, and an unending mental flexibility to tolerate extrarational and emotional human complexity."[14]

James G. Neal, vice president for information services and university librarian at Columbia University, has identified seven historical relationships between faculty and library:

• servant relationship (responding to "faculty demands without an opportunity to influence expectations and without mutual respect");

• stranger relationship (both groups coexist but do not work together);

• parallel relationship (faculty and library activities do not intersect, … library collections and services are underutilized, and … faculty's information needs are satisfied from other sources");

• friend relationship (both parties cooperate and are "mutually supportive more out of tradition than intense dependence");

• partner relationship ("mutual dependence" between the two and "a shared commitment to improving the quality of both the library and the university");

• customer relationship ("a market relationship with a recognition of the consumer and broker nature of the interaction"); and

• team or knowledge management relationship (a "fuller integration of interests and activities and higher levels of personal investment in collaboration").[15] Other relationships focus on interaction with numerous units and beyond campus for the advancement of research and development, management of fiscal resources, and competition. Clearly, the number and diversity of attributes identified in this two-part study underscore the complexity of the position and the ability to work effectively with various groups external and internal to the library to achieve its mission, and assume different relationships within the university and the profession.

Conclusion

The list of attributes (in figure 3) would undoubtedly benefit from additional refinement and application to other populations—directors of community college, four-year college, university (outside ARL), and public libraries. It is the authors' intent to examine these other populations and see how the list of attributes remains the same and changes. Ultimately, the question Where can each attribute be best acquired? must be addressed. Clearly, educational programs, including leadership institutes, might stake out those attributes they can provide. At the same time, mentoring programs might do the same.

There is considerable literature on the topic of leadership institutes, mentoring programs, and in-house approaches to leadership training. Murray Hiebert and Bruce Klatt's *Encyclopedia of Leadership* is an excellent resource for information on topics such as tools for strategic thinking, designing productive processes, problem-solving techniques, initiating leading teams and groups, optimizing meetings, and much more.[16] There is much to be learned in Robert M. Fulmer and Marshall Goldsmith's *Leadership Investment*, which explains how major corporations achieve strategic advantage through leadership development.[17] Anyone contemplating in-house management programs should consult William J. Rothwell and H. C. Kazanas's *Building In-house Leadership and Management Development Programs*.[18]

The profession should monitor efforts to translate the attributes into learning outcomes and to create accountability in the educational programs. At the same time, funding organizations ought to be persuaded of their obligation to assist efforts to produce library directors with the prerequisite expertise and attributes. Everyone has an interest in seeing the profession guided by capable leaders serving in managerial positions.

This study has attempted to identify key leadership attributes and recognizes the importance of matching them to learning outcomes. It also should be recognized that individual attributes and the associated learning environment are but one major component in a more complex mosaic. At some point, leadership attributes must be matched against the requirements of the hiring agency and its expectations. And because the expectations and requirements of managerial settings may reasonably differ, there may not be one set of uniformly desired leadership attributes. Some attributes may be more valued than others, and some may not be considered valuable at all. Thus, it is unlikely that any set of leadership attributes may be identified as a fixed set that fits all organizational contexts. Perhaps in the future the profession will

have the knowledge and tools to assess individual leadership capabilities and match them with institutional expectations.

Notes

1. James M. Matarazzo, "Guest Editorial: Library Human Resources: The Y2K Plus 10 Challenge," *Journal of Academic Librarianship* 26 (July 2000): 223–24. See also Stanley Wilder, *The Age Demographics of Academic Librarians: A Profession Apart* (Washington, D.C.: Association of Research Libraries, 1995).

2. Peter Hernon, Ronald R. Powell, and Arthur P. Young, "Association of Research Libraries: The Next Generation, Part One," *College & Research Libraries* 62 (Mar. 2001): 116–45.

3. Data were supplied by the ARL (Aug. 27, 2001).

4. Patha Suwannarat, "Library Leadership in Research University Libraries" (Ph.D. diss., Peabody College for Teachers of Vanderbilt Univ., 1994).

5. Paul H. Mosher, "The Research Library Director: From Keeper to Agent-Provocateur," in *Advances in Library Administration and Organization,* vol. 18, ed. Edward D. Garten and Delmus E. Williams (New York: JAI, 2001), 307, 313, 315.

6. Terry Metz, "Wanted: Library Leaders for a Discontinuous Future," *Library Issues* 21, no. 3 (Jan. 2001): 2–3.

7. Ibid., 3.

8. Ibid.

9. Sarah M. Pritchard and Steve Marquardt, "Looking for Director Goodboss: How to Recruit a Head Librarian," *Library Issues* 21 (Sept. 2000): 2.

10. Evan St. Lifer, "The Boomer Brain Drain: The Last of a Generation?" *Library Journal* 125, no. 8 (May 2000): 41.

11. The authors wish to thank Linda Watkins, library science librarian at Simmons College, and her staff for producing the list.

12. For the sake of reporting, respondents are referred to as assistant librarians. This term includes assistant, associate, and deputy librarians.

13. Ross J. Todd and Joyce Kirk, "Concept Mapping in Information Sciences," *Education for Information* 13 (1995): 333–47.

14. A. J. Anderson, internal and unpublished documentation for the doctoral program, Simmons College, Boston, 2001.

15. James G. Neal, "The Entrepreneurial Imperative: Advancing from Incremental to Radical Change in the Academic Library," *Portal* 1 (Jan. 2001): 9.

16. Murray Hiebert and Bruce Klatt, *The Encyclopedia of Leadership: A Practical Guide to Popular Leadership Theories and Techniques* (New York: McGraw-Hill, 2001).

17. Robert M. Fulmer and Marshall Goldsmith, *The Leadership Investment: How the World's Best Organizations Gain Strategic Advantage through Leadership Development* (New York: American Management Association, 2001).

18. William J. Rothwell and H. C. Kazanas, *Building In-house Leadership and Management Development Programs: Their Creation, Management, and Continuous Improvement* (Westport, Conn.: Quorum, 1999).