Experiences that Motivated Academic Librarians to Choose Management: A Narrative Inquiry Approach.

A Dissertation submitted
to the Graduate School
Valdosta State University

in partial fulfillment of requirements
for the degree of

DOCTOR OF EDUCATION

in Leadership

in the Department of Leadership, Technology and Workforce Development
of the Dewar College of Education and Human Services

October 2024

Timothy Franklin Daniels

M.L.I.S, University of North Carolina at Greensboro, 1999
B.S. History, Appalachian State University, 1996

© Copyright 2024 Timothy Franklin Daniels

All Rights Reserved

This dissertation, "Experiences that Motivated Academic Librarians to Choose Management: A Narrative Inquiry Approach" by Tim Daniels, is approved by:

Dissertation Committee Chair

DocuSigned by:

Jamie L. Workman, Ph.D.
Associate Professor of Higher Education Leadership

Committee Member

DocuSigned by:
Nicole Alemanne

Nicole Alemanne, Ph.D.
Associate Professor of Library and Information Studies

DocuSigned by:
Linda Most

Linda Most, Ph.D.
Associate Professor of Library and Information Studies

Associate Provost for Graduate Studies and Research

Becky K. da Cruz, Ph.D., J.D.
Professor of Criminal Justice

Defense Date October 16, 2024

FAIR USE

This thesis is protected by the Copyright Laws of the United States (Public Law 94-553, revised in 1976). Consistent with fair use as defined in the Copyright Laws, brief quotations from this material are allowed with proper acknowledgement. Use of the material for financial gain without the author's expressed written permission is not allowed.

DUPLICATION

I authorize the Head of Interlibrary Loan or the Head of Archives at the Odum Library at Valdosta State University to arrange for duplication of this thesis for educational or scholarly purposes when so requested by a library user. The duplication shall be at the user's expense.

Signature

I refuse permission for this thesis to be duplicated in whole or in part.

Signature _____

ABSTRACT

Many Library and Information Science program students state that they are not interested in management positions. Many would prefer to focus on a subject specialty or technical services. When students are interested in management, there is no clear course of study. To understand what motivated some librarians to choose to become managers, and what motivates them to keep being managers, I used a narrative inquiry approach to collect the experiences and stories of librarians who are currently managers at academic libraries in the southeastern United States. The research question I used as a framework for my study was: What experiences motivate academic librarians to become managers?

Six librarians participated in my study. The participants were purposefully selected because they were current managers below the rank of dean at an academic library in the southeastern United States. The data were collected using a semi-structured interview process designed to gather experiences that could be shaped into a narrative that conveyed each participant's stories in a meaningful way to the teller and the reader.

The analysis of the data resulted in four themes: (1) parental influence, (2) management/leadership, (3) management education, professional development, and (4) managerial motivation. These findings have implications for current and future managers, those tasked with educating managers, and those who need to hire and support managers at academic libraries.

TABLE OF CONTENTS

Chapter 1 INTRODUCTION....1

Background....1

Problem Statement....3

Significance of the Study....5

Purpose and Scope....6

Conceptual Framework....7

Theoretical Framework....7

Research Question....9

Limitations and Delimitations....10

Definition of Terms....10

Conclusion....10

Chapter 2 LITERATURE REVIEW....12

The Role of the Academic Library....12

Brief History of the Academic Library....14

History of Management in Academic Libraries....17

Librarian as Manager....20

Leadership and Management....22

Conclusion....24

Chapter 3 METHODOLOGY 25
Research Design 25
Participants and Setting 27
Data Management 28
Data Collection 28
Data Analysis 30
Data Presentation 31
Trustworthiness 31
Insider Researcher 32
Ethics 34
Conclusion 35
Chapter 4 NARRATIVE PROFILES 36
Participants Profile 36
Jane 37
Monk 43
Scout 46
Erin 49
Leana 53
Abigail 57
Major Themes 60

Parental Influence 60

Management and Leadership 61

Management Education/Professional Development 62

Managerial Motivation 63

Summary 64

Chapter Five FINDINGS 65

Overview 65

Key Findings 66

Discussion 67

Career Resilience 68

Career Insight 68

Career Identity 69

Management/Leadership 70

Management Education 70

Implications for Practice 71

Recommendations for Future Studies 72

Limitations 73

Conclusion 74

REFERENCES 75

APPENDIX A: Protocol Exemption Report 85

APPENDIX B: Participant Consent Statement.....87

ACKNOWLEDGEMENT

My heartfelt thanks to my committee, Dr. Jamie Workman, Dr. Nicole Alemanne, and Dr. Linda Most. As my chair, Dr. Workman provided great encouragement, insight, and practicality. I greatly appreciate Dr. Workman's willingness to understand that students have a life outside the classroom. I will be forever grateful to Dr. Workman for inviting me to join her Dissertation Dive In group. As librarians, both Dr. Alemanne and Dr. Most brought an extra level of insight into the reading of my dissertation that made my work better.

I would also like to thank my Dissertation Dive In group. This group is made up of dissertation writers who are at all stages of the writing process. As a group, we shared insights, stories, and support. It is helpful to have people who are excellent at serving as "that" and "run-on sentence" police. I want to thank Dr. KJB, who was about six months ahead of me in the program and was always willing to let me know what to expect and offer examples.

Lastly, I thank my family for putting up with my reading and writing and diverted attention. Special thanks to my wife, Kate, who is also a librarian and a much better writer than I will ever be. She provided editorial support and an expert eye. Kate, I finally have a degree up on you after thirty years. It is time to catch up.

Chapter 1

INTRODUCTION

Background

As a non-traditional undergraduate at Appalachian State University, I allowed myself the luxury of taking classes that did not fit into my major, Public History, or my minor, Computer Information Systems. In doing this, I ended up collecting a second minor in English. One of the English classes I took was a class on folklore. Before college, I was always interested in stories, and origin stories in particular. The folklore class focused on the stories of the Appalachian region and how those stories are collected. I appreciated the way the professor explained the process for collecting stories and his instruction on how to work with the person sharing the story. The professor taught us even though the person sharing the story might not have the same level of education as us or the same standard of living, they were still people who were sharing something very personal to themselves and should be treated with respect.

During my undergraduate years, I also took a student job at the Appalachian Cultural Museum. The museum was a part of the university, and the director, Dr. Charles Watkins, taught in the public history program. I worked with and took classes from Dr. Watkins and learned how objects can be used to tell stories. Along with this, I was also introduced to the oral traditions of Appalachian folk tales through programs offered by the museum. While working at the museum, I had the opportunity to work with a

graduate student to develop, design, and install all of the exhibits for a museum focused on the story of the town of Valle Crucis, North Carolina. Between my classes and work experiences, I developed a great appreciation for the art of collecting and telling stories.

Before entering the university and after graduation, I often found myself in management positions. I worked in retail and food services; generally starting in front-line positions but quickly moving up. Before finishing library school, I was offered a position as a branch manager for a county library system with a reputation for moving people up and not hiring at the management level from outside the ranks. While in this position, I had several professional development opportunities, including a week-long leadership institute and several management classes. The leadership institute, organized by the North Carolina Library Association, brought together librarians from academic, public, and special libraries. Upon arrival, we were assigned cabins and roommates we did not know, and the programming began. Most of the work consisted of small group projects. During my time at the leadership institute, I formed relationships that have lasted throughout my career. Some of these relationships led to opportunities to develop and present management and leadership classes to librarians throughout the Southeastern United States. During my time as a trainer and speaker, I enjoyed talking with participants and hearing the stories of their management and leadership experiences and stories of how they became managers. Through the stories I collected, I shaped my teaching materials and became a stronger trainer, manager, and leader.

I combined my interest in stories, management, and leadership by conducting a qualitative study into the experiences of mid-career academic library managers. My research also provides interested readers access to the stories and experiences of

individuals who have become managers through conscious decisions, accidents, or happenstance.

Problem Statement

Academic librarians in management positions are aging. In a study conducted for the Association of Research Libraries (ARL), Wilder (2018) reported 24% (an increase from 9% in 1986) of the ARL population is over 60, indicating a large number of librarians will retire soon. This wave of retirements will create a need for librarians motivated to fill vacant leadership and management positions. Emerging managers must be identified to have these librarians in place, and training needs to begin now.

Some might expect librarians to receive management training in their master's degree programs (commonly known as library school). Gant (2017) stated one of the failings of leadership and management education in library schools is the lack of an agreed-upon curriculum. Each school covers the material in its own manner. Gant reported many library school faculty do not feel qualified to teach management and suggests one solution could be to have students take management classes from the business school.

Holley (2015) noted less than 25% of the students in his library management class indicated they were interested in becoming leaders or managers. Many would prefer to be subject specialists, collection development experts, or provide public service. Even for those students who are interested in management, there is no clear path. Gant (2017) stated library schools should develop classes to provide students with the tools to make critical decisions related to emerging technology, risk assessment, how people manage technology, and the assessment of technological services. This solution might not prove

successful; Gant reported that some students feel management classes are too general and not focused on managing libraries.

Beyond the classroom, Jantti and Greenhalgh (2012) conducted a study to determine why internal leadership development was unsuccessful at their library. Overall, Jantti and Greenhalgh noticed library faculty and staff had little to no motivation or interest in career advancement. Jantti and Greenhalgh explained library faculty and staff at their library perceived slight to no benefit in moving to leadership positions. Jantti and Greenhalgh also discovered the lack of interest in faculty promotion was due to a limited understanding of library administrator roles. Gordon (2006) noted early career librarians were reluctant to move into leadership and administration positions, and for those interested, leadership development opportunities are not easy to find. Wisniewski (2019) discovered high cost, low interest, and perceived lack of skills on the part of participants are several reasons only 3% of United States universities have leadership programs supporting the development of emerging leaders.

A need for management and leadership development for all levels of academic library employees exists (Auster & Chan, 2004; Davis & Lundstrom, 2011; Kendrick et al., 2013). This lack of available training creates a knowledge vacuum. Limited access to training does not provide library employees with an opportunity to understand the nature of management and leadership and to determine if they are interested in developing their skills. Kendrick et al. discovered library staff without a master's degree in library science also have limited opportunities to develop their management skills. Harris-Keith (2016) and Rooney (2010) explained most administrative and leadership development programs for librarians are only available to academic librarians who currently hold leadership

positions, even though it is beneficial for librarians to prepare for management before moving into positions that require them to lead.

In order to fill vacant leadership and management positions, early career academic librarians need to be exposed to the stories and experiences of mid-career leaders and administrators: what motivated them to advance their careers, how they overcame barriers, developed their skills, and found a work-life balance. Collecting these stories and experiences remains essential to fill a gap in the literature and serve as potential examples to future librarians.

Significance of the Study

In a constantly changing environment, academic libraries need trained administrators and leaders who can work both in the library and across campus to communicate the library's mission. For academic libraries to have access to a group of motivated and trained individuals to fill administrative and leadership roles, they must engage and develop these individuals as they enter the profession. Unfortunately, there are several critical barriers to attracting potential managers and leaders.

Schreiner and Pope (2011) reported 40% of study participants felt library schools were not providing adequate management training, and Gant (2017) determined a need for a well-defined management curriculum in library schools. Hodge et al. (2021) concluded early career academic librarians do not have a well-defined path to management positions. Kendrick et al. (2013) found a lack of organized and available professional development options for academic librarians.

Purpose and Scope

The purpose of this qualitative study was to identify what motivated certain individuals to decide to become academic librarians, what motivated those individuals to choose to become managers, and what professional development experiences supported that decision in the context of career motivation. The study collected and examined the stories and experiences of academic librarians who are currently in management positions to add to the body of knowledge and to provide context for pathways for motivated potential managers.

Clandinin and Connelly (2004) put forward narrative inquiry as an effective way to understand experience. The shared stories and experiences from mid-level academic library administrators will provide conversation starting points to early career academic librarians, academic library administrators, and library school administrators. The study added collected narratives and experiences to a body of literature where little exists. The study provides library school administration with a starting point for a conversation on developing a comprehensive management curriculum. The study can also be used by library administration as a starting point for a plan to engage and develop potential managers.

This study provided a holistic view into the motivations and perceptions of mid-level academic library managers and shows how and why those librarians overcame barriers, developed their skills, found a work-life balance, and became managers. Access to these stories provides early to mid-career academic librarians who might be resistant or uninterested in pursuing career advancement with examples of career paths of successful mid-career managers in academic libraries. The study also explored participants' future

goals and how they plan to achieve those goals. This aspect of the study will give early-career academic librarians some insight into career development planning.

The scope of the study was limited to the experiences and perceptions of mid-level administrators in academic libraries — particularly department heads, assistant deans, or associate deans in academic libraries in the southeastern United States. The data collected included early life experiences, undergraduate experiences, and library school or career-related experiences that lead to the participants becoming managers and leaders and how the participants understand those experiences. The collected data also includes the participants' perceptions of their career path and what led them to become managers or leaders.

Conceptual Framework

Ravitch and Riggan (2017) described a conceptual framework as something that serves as an argument to justify research on a specific topic area of study. Maxwell (2013) stated, “Separating your research from other aspects of your life cuts you off from a major source of insight, hypotheses, and validity checks” (p. 45). My interest in this topic stems from my personal experience as a manager and leader in academic libraries and my role as a trainer of potential managers and leaders in academic libraries.

Theoretical Framework

London and Noe (1997) explained that London originally developed Career Motivation Theory in 1983 in response to research by Howard and Bray (1981) on why early career managers chose not to take on leadership and administrative roles. According to London and Noe, the theory comprises three areas of focus: career resilience, career insight, and career identity. Career Resilience relates to change and the ability to use

feedback, learning, and skill development to adapt to positive and negative change. The primary characteristics of resilience are self-reliance, a drive for achievement, and the willingness to take risks (London, 1983): Career Insight relates to insight about yourself, your profession, and how to apply those insights to your career goals. The primary characteristics of insight are using your knowledge of yourself, your organization, and your profession to establish clear career goals and knowing how your strengths and weaknesses can contribute to your success (London, 1983). According to London (1983) Career Identity is how much a person uses their profession to define themselves and how they use identity to shape their career paths. The primary characteristics of Career Identity are how vital organizational and professional involvement is to someone and how driven they are to achieve career advancement, including leadership positions and workplace accolades.

London's (1983) theory provided a process for studying "the relationships among the situation and career motivation variables proposed in the model and tested in subsequent research helped establish guidelines for creating an environment that supports and encourages career motivation" (p. 62). Resilience, identity, and insight as they are described by London in relation to career motivation, will be used in the study to define the lens through which the participant's experiences and motivations are viewed.

Complementary to London's (1983) Career Motivation Theory, Tucker (2008) found that librarians interested in career growth should focus on professional development, leadership, management training, and mentoring. Overall, Tucker's theory encompasses the complete career path, and the actions for development he recommends are also included in the elements of London's theory.

In researching motivational theories, Agah et al. (2020) explained Abraham Maslow's belief that the motivation to meet basic, psychological, and self-fulfillment needs drive our actions. Maslow's needs are usually presented in a triangle, and motivation occurs as each need is met going from the bottom of the scale-up. Another motivational theory is Alderfer's Existence, Relatedness, and Growth Theory (ERG). Agah et al. described Alderfer's ERG Theory as three levels of need: existence, relatedness, and growth. Alderfer's theory differs from Maslow's since not all needs must be met to obtain the next level.

London's (1983) career motivation theory is different from Maslow's and Alderfer's motivation theories as it was developed specifically to study career decisions. In contrast, Maslow's and Alderfer's theories are more general. London's theory provides a process for exploring "the relationships among the situation and career motivation variables proposed in the model and tested in subsequent research helped establish guidelines for creating an environment that supports and encourages career motivation" (London & Noe, 1997, p. 62).

Overall, the structure of London's Career Motivation Theory is more suitable for this study. By collecting participants' stories and experiences and examining them through the lens of resilience, insight, and identity, the reader will gain insight into the participants' experiences that influenced their career paths and impacted their decisions.

Research Question

The following research question was used to guide this study of the career motivations of mid-career academic librarians in management positions in the southeastern United States.

RQ1: *What experiences motivate academic librarians to become managers?*

Limitations and Delimitations

I have my own ideas, beliefs, experiences, and stories related to my topic of study. I will work to mitigate my biases by keeping in mind Maxwell's (2013) question, "how might I be wrong?" (p. 121). Maxwell also reminds us that the "researcher is the instrument of the research" (p. 45). As the primary instrument of the research, I will maintain an awareness of my biases but not to the extent that it interferes with the study. I used a modified Siedman's (2019) interview strategy which create enough "rich data" as described by Maxwell, to provide a validity check (p. 126). Along with the rich data, I followed Creswell and Creswell's (2018) advice to make clear any biases I have. I also employed peer debriefing as described by Creswell and Creswell to give the participants the opportunity to review their stories.

I strove to mitigate the impact my experiences, views, and familiarity had on my study. I also worked to lessen the impact of any shared understanding I had with my contributors on the study.

Definition of Terms

ALA-The American Library Association

Library School – An ALA-accredited master's degree program offered by a college or university.

MLS – master's in library science

Conclusion

Researchers have found that early to mid-career academic librarians have little to no motivation or interest in moving into leadership or administrative positions because

they perceive little to no value in career advancement. For those interested, it is difficult to find leadership development opportunities. (Gordon 2006; Jantti and Greenhalgh, 2012) Also, current literature has very little narrative inquiry into the experiences of people in administrative and leadership positions in academic libraries. Hodge, et al. (2021) stated, “While individual librarians have anecdotally explained their paths to management on blogs and in other informal forums, little formal research on this topic has been conducted” (p. 530). These combined facts show the need and value of a qualitative study in the form of narrative inquiry to collect and present the experiences of mid-career academic librarians who have chosen to become managers and leaders. As these stories are read, I hope my research findings will act as a starting point for conversation among library school faculty, academic library deans, and academic librarians on how best to provide a more direct career path to management for new and early career librarians.

Chapter 2

LITERATURE REVIEW

This literature review will focus on the academic librarian as a manager and why a librarian chooses to go into management. The review will be divided into several sections to display a complete picture. Section one will briefly explore the role the library plays in higher education. Section two will cover the development and history of the academic library. Section three will contain a review of the literature on academic library management. Section four will be an overview of the theory of why someone might be motivated to become a manager and explore the limited literature on the motivations of librarians to become managers in an academic library. Section five will cover the literature on the topic of the differences and similarities between leadership and management.

The Role of the Academic Library

The academic library plays a role in the success of a university campus. It is a hub for knowledge, research, and information (Oakleaf, 2010). Academic libraries provide students, faculty, and staff with a wide range of services and materials that support research. These materials include print books and journals, as well as electronic resources such as databases, e-books, and online journals. The library also provides access to government documents, maps, and archival collections. The academic library also supports research and scholarship by providing research assistance, instruction, and access to specialized research tools (Ducas et al., 2020).

In addition to providing access to resources and supporting research, the academic library also plays an essential role in fostering a sense of community on campus. The library is often a central gathering place for students, faculty, and staff, providing a space for collaboration and interaction (Kelly & Kortegast, 2018). Along with acting as a community gathering place, the academic library is also seen as a safe space. According to Campen et al. (2022), “A safe space is a space where LGBT+ students feel safe and comfortable enough to express themselves in terms of their gender and sexual identity” (p. 42). In some cases, universities have spaces designated as safe, whereas other universities do not. Research conducted by Campen et al. indicated that LGBT+ students felt that the academic library provided a safe space where students who identify with marginalized communities feel safe.

In some cases, the academic library also plays a role in promoting and preserving the intellectual heritage of the institution. In recent years the academic library has served as the institution's repository for scholarly materials produced by students, faculty, and staff, including theses, dissertations, pre-prints and post-prints of articles, and datasets (Lewis 2016; Saini, 2018). The library also collects and preserves rare and unique materials, such as manuscripts, archives, and special collections. This helps to ensure that the institution's intellectual heritage is preserved for future generations (Saini, 2018).

The academic library is important to the success of a college campus. It provides access to a wide range of resources and services, supports research and scholarship, fosters a sense of community, and promotes and preserves the intellectual heritage of the institution. The academic library is an essential part of the college experience and is critical to the academic success of students, faculty, and staff.

Brief History of the Academic Library

Jones (1989) and Weiner (2005) explained that the growth of the academic library throughout history is closely associated with the development of higher education. From the earliest days of the colonial period, many universities had some form of a library. Jones (1989) and Weiner (2005) discussed the history of the collection at Harvard. The university's first president donated the Harvard library's initial holdings of 300 volumes and by 1800 the library held fewer than 13,00 volumes. As described by Jones (1989), Kaser (1980), and Weiner (2005), colleges and universities of the colonial period had similar small collections.

Harris (1995), Jones (1989), Kaser (1980), and Weiner (2005) describe the use of library materials during the colonial period as being seen as less critical by faculty who preferred to focus on a single text supported by lecture. This classical method of education would continue at American colleges and universities until later in the 1800s. According to Jones (1989) and Weiner (2005), library materials were restricted because these libraries are only open during certain hours each day. Kaser (1980) noted that many subject-oriented student groups began developing their own books collections to increase access, availability, and quality. These student society collections would grow and by 1829 would, in some cases, contain more books than the actual university library (Kaser, 1980).

Jones (1989) and Weiner (2005) pointed to the Morrill Acts of 1862 and 1890 as tipping points for American higher education and the libraries maintained by colleges and universities. The passing of the Morrill Acts was driven by a perceived need, by federal and state governments, for a workforce with an understanding of agriculture, business,

and engineering. Government officials believed that providing land for colleges and universities where these skills could be taught was important to the development of the country (Harris, 1995; Shiflett, 1981). Both Morrill Acts were instrumental in the shift of the focus of higher education from religion and the classics to more practical education in agriculture and science. Another influence that impacted the academic library was the founding of the Johns Hopkins University in 1876. Unlike other universities in the United States, Johns Hopkins would follow the example of German universities, where research was valued over rhetoric (Jones, 1989). The concept of a research-based university combined with the requirements of the Morrill Acts led other universities in the United States to follow Johns Hopkins's example (Jones, 1989). This shift to a more research-oriented institution of higher education also led to the view of the library as an essential part of the organization where funds, professional librarians, and expanded collections are necessary to support a research focus (Harris, 1995; Jones, 1989; Shiflett, 1981).

As Jones (1989) and Weiner (2005) discussed, the status change that came with an increase in the libraries' importance and actual dollars for collections led to a change in the way academic libraries were managed. During the early colonial period, academic libraries were managed by teaching faculty interested in books and ephemera or who were junior in rank and therefore assigned the duty (Weiner, 2005). As the image of academic libraries changed, professional librarians were needed. The American Library Association was founded in 1876, and in 1887 the first degree-granting library schools were opened, including "Melville Dewey's library school at Columbia, followed by library schools at Pratt, Drexel, and others" (Weiner, 2005, p 4.).

During his life Melvil Dewey played a major role in the advancement of libraries. He developed the Dewey Decimal Classification System which revolutionized how libraries were organized. Beyond this he advocated for the development of library schools and championed the concept that librarianship was a distinct profession. While head librarian at Columbia he hired six college educated women to work in the library. Dewey felt that these women, know as the "Wellesley Half Dozen", would come to the job knowing the best literature and understand what made a book the best literature. However, Dewey's selection of these women was also driven by a business sense as they could be hired for half the salary a man would require. It has come to light that Dewey was a predator and his treatment of women was abhorrent (Wiegand, 1996).

Jones (1989) and Weiner (2005) pointed out that women led many library schools. This, combined with the fact that women with library degrees were also directors and managers of academic libraries, raised women's reputation in higher education. According to Jones (1989) and Weiner (2005) academic libraries began to embody their reputation as the heart of the campus as the 20th century dawned and the operation of the academic library became more complex. As library collections grew, there was a need to group and classify materials by subject. Many universities also saw the need to create specialized libraries, such as law and medicine, apart from the main library (Jones, 1989).

The professional role of the librarian was also growing. In 1932 and 1938, the Association of Research Libraries and the Association of College and Research Libraries were founded, respectively (Jones, 1989). Weiner (2005) discussed the impact of WWII on the academic librarian and the library profession. According to Jones and Weiner, WWII caused a shortage of academic librarians, thereby emphasizing the complexities of

the modern academic library. One response to the increase in the complexity of operating an academic library was to shift the degree offered in library schools from a bachelor's to a master's (Jones, 1989).

According to Bonner (1986) the United States government became aware of the importance of managing research, collecting, organizing intelligence, and supporting higher education. This awareness, combined with the GI Bill of Rights, created an influx of funding and an increase in enrollment in U.S. colleges and universities (Bonner, 1986; Clarke, 1998). The GI Bill of Rights provided returning service men and women with funding for college, health insurance, and housing. The increased enrollment, combined with a push for student self-guided learning, served to increase the role of the academic librarian and of librarians more generally. This trend of government support for higher education continued through the 1950s and 1960s. This investment, combined with technological advances, changed how the academic library was organized, what services were provided to students, and how those services were provided (Jones, 1989). Along with the changes in service, size, personnel, and collections, the management of libraries also changed and developed.

History of Management in Academic Libraries

Academic library management refers to organizing and administering libraries as part of a college or university (Evans & Greenwell, 2020). The management of academic libraries has undergone significant evolution over the years, from the management of books to the current system of managing print and electronic resources, systems, and data sets created by researchers. Besides managing resources and systems, library managers are also tasked with managing faculty, staff, and processes (Evans & Greenwell, 2020).

Before the early 1900s, academic libraries were managed by academic faculty and staff responsible for protecting the collection and providing access to students (Weiner, 2005). During this period, acquiring and cataloging print materials was a time-consuming process. With limited resources, the academic faculty member in charge of the library monitored the budget and carefully selected the materials that were added to the collection (Weiner, 2005). With the creation of the American Library Association in 1876, and later the Association of College and Research Libraries in 1940, the role of caretaker of academic libraries was passed to trained professionals. As part of the profession, librarians began to incorporate management strategies into their daily routines (Jones, 1989).

Evans (1983) stated that the history of management theory could be subdivided into four distinct movements, "prescientific, scientific-management, human relations, and synthesis" (Evans, 1983, p. 40). During the prescientific period (before 1880), managers used force to get maximum effort from those who were managed. The end of the prescientific era was heralded by the beginning of the industrial revolution. Scientific management focuses on organizing the work of different groups with the goal of producing a physical item or service (Evans, 1983; Moniz, 2010). The human relations movement came out of a direct response to the over-emphasis on productivity engendered by complete adherence to scientific management theories that did not consider the worker. The human relations theory focuses on understanding and managing social and psychological factors. This theory was developed by Elton Mayo, who conducted a series of experiments at the Hawthorne Works plant in Chicago. The experiments showed that social and psychological factors, such as the work environment and relationships between

workers and their supervisors, significantly impacted employee motivation and productivity (Evans, 1983). The synthesis movement looked to combine scientific management, human relations, and other emerging management movements and theories into a "balanced" management strategy that creates an environment where people are supported and encouraged to do their best work (Evans, 1983, p. 46).

The systems theory, which emerged in the 1950s and 1960s, proposed that organizations are complex systems comprising interrelated parts. This theory was developed by scholars such as Kenneth Boulding, Ludwig von Bertalanffy, and James Grier Miller, who argued that managers need to take a holistic approach to management and consider the interrelationships between elements of the organization. The development of other theories, such as Total Quality Management, Excellence, and Learning Organization, continues to emerge as people attempt to improve production and service (Evans & Greenwell, 2020; Koizumi, 2017; Moniz, 2010). The 1960s also brought computerized library systems that revolutionized and added complexities to academic library operations. Library automation also led to the development of information retrieval systems such as databases and online catalogs, providing librarians with tools to manage diverse collections more efficiently (Moran, 1984). The changes in technology that began in the 1960s continue to benefit academic libraries with faster search times, efficient circulation of materials, and inventory management control.

The tremendous growth of higher education institutions, increased library budgets, and technological advancements, combined with management theories, changed the role of academic librarians and the management of libraries (Moran, 1984). Libraries transitioned from custodial institutions to spaces where faculty and students had access to

research materials and knowledgeable librarians to help navigate the collection. Librarians were also forced to become more administrative in their focus.

Librarian as Manager

Management as a practice began slowly in academic libraries. Even though academic research libraries increasingly embraced management theories following the end of World War II, these institutions need to catch up in applying general business theories (Haas, 1979; Koizumi, 2017). This pattern can also be found in library literature as it relates to management. Howard, writing in 1940, stated that little information on management could be found in the library literature. In Howard's study, he equated the term management with the term "administrative" (p. 314) since the library literature of the time made the same distinction. The role of the administrator was separate from the day-to-day work of the library. Library administration could "include all types of activity, ranging from the government of the library to typing letters or licking stamps" (p. 314). It is also noted that a range of library employees from the highest to the lowest level could perform these tasks. In a later study, Young (2006) conducted a review of the journal *Library Quarterly* for the period 1931-2004 and found that fewer than 150 articles had been published on the topic of library management or administration.

As part of the research for *Inherent Strategies in Library Management,* Koizumi (2017) conducted a citation analysis of a textbook used in library school management classes. He stated that he chose that particular textbook, in part, because it was a part of the "*Library and Information Science* text series" it had several favorable reviews from MLIS students, and the textbook had several authors (Koizumi, 2017, p. 14). Koizumi found that over eight editions, the book's authors used citations for articles related to

commercial business management rather than not-for-profit or library management techniques.

During the early half of the 19th century, those assigned to manage libraries were not librarians. These people tended to be academics, researchers, or in some cases, interested parties. Most library workers during this time were self-trained or trained by the most senior academics working there (Davis, 1976; Jones, 1989; Weiner, 2005). The establishment of library schools in the United States helped formalize the training of librarians and the development of library science programs worldwide. The first library school was opened in 1887 at Columbia University and provided an undergraduate degree. The first graduate degree program would not open until 1928 at the University of Chicago (Downs, 1968; Wiegand, 1989). As the number of library schools increased and the curriculum developed, management was slowly introduced as a topic. In 1972 the American Library Association (ALA) also developed an accreditation process for library schools in America (Davis, 1976). Today most professional positions in North American libraries require a master's degree from an ALA-accredited program.

Mackenzie and Smith (2008) conducted a study of management education in ALA-accredited library schools. They found that 43.8% of library schools did not offer any courses on management, and of the 56.2% that did, 54.2% only offered one management class. In a later study, Mackenzie and College (2009) discovered most library school management curricula focused on outward-facing topics such as “marketing” and “public relations” and not on internal human resources (p. 58). Several library school instructors who teach management as a topic have noted that many of their students would rather avoid the role of a manager in a library setting. Many of the

students are focused on their area of interest, some are not interested in the human resources aspects of management, and some are not interested in the responsibility that comes with management (Holley, 2015; Katopol, 2016). With the lack of interest in management, one question is, what motivates those librarians that go into management?

Luzius (2005) reported that 69% of academic librarians had worked in some type of library before they decided to attend library school. Further, those surveyed indicated that they chose academic libraries because they felt they would be successful at the work and enjoyed the university environment. In some cases, librarians who become managers do not choose to become managers. These academic librarians move slowly into management by collecting responsibilities as their careers proceed or get assigned management roles due to skill or proximity (Gordon, 2006). Hoadley et al. (1985) posited that librarians are motivated to go into management by increased salary, job security, and added authority. Beyond this, Kenney (2015) suggested an emerging manager might be looking for a challenge or a change. Some library school students who are not interested in management initially but go on to become managers' report, "In some cases, they are asked to apply. In others, they decide that they would rather be the manager than be managed by someone that they don't like" (Holley, 2015, p. 12). Holley also reported that these reluctant managers find the work rewarding.

Leadership and Management

The distinction between leadership and management has been discussed and theorized for years in educational and organizational atmospheres. Although both are vital to the success of any organization, they are two very different methods of leading people and accomplishing goals. Zaleznik (1977) wrote a paper that challenged the view

at the time that the roles of managers and leaders were similar. Zaleznik argued that the roles of managers and leaders required two different types of professionals with different personalities.

Bennis and Nanus (1985) and Zaleznik (1977) argued that while management or manager and leadership or leaders are often used interchangeably, they have distinct organizational roles. However, these roles are dynamic and evolve with the changing needs of organizations. According to Portz (2014) management is the process of planning, organizing, and controlling resources, tasks, and processes to accomplish specific organizational goals. Managers ensure efficiency, ever-improving processes, and time management. Order, consistency, and stability are all they care about in an organization.

Leaders, on the other hand, do quite the opposite. They inspire, influence, and lead individuals or teams to a shared vision or goal. Zaleznik (1977) defines a leader as someone who sets direction, motivates, and inspires others, and stimulates innovation and change. Managers like to control and organize; leaders tend to be more comfortable with ambiguity. When people talk about leaders, they always talk about how they are more concerned with the people and the vision than the process and how they inspire and direct change in the organization. Further, Yukl (2013) emphasizes the leader's role in “motivating” and “inspiring” followers. Then, managers assign tasks and ensure the process is followed with efficiency and control (Nanjiru et al.,2016).

But the line between leadership and management is sometimes defined by organizational culture or policy. Good managers are usually influential leaders; things run, and goals are met. On the other hand, some managers can be true leaders who inspire

and motivate their people to do better. The perfect situation would be for a leader to maneuver through both the "why" (vision) and "how" (execution) of organizational success (Northouse, 2016, p. 16). As Gardner (1990) stated when discussing leadership literature, "…leaders generally end looking like a cross between Napoleon and the Pied Piper, and managers look like unimaginative clods" (p. 3).

Much of the current literature on management and leadership still seems to blur the lines between the two (Kotterman, 2006). Ruben et al. (2017) argued that managers need leadership skills and that leaders tend to have some management responsibilities. In discussing similarities, Kotter (1990) stated, "They both involve deciding what needs to be done, creating networks of people and relationships that can accomplish an agenda, and then trying to ensure that those people get the job done" (p. 5). Gardner (1990) refers to this "hybrid" leader/manager, unlike some managers, who have leadership qualities but still do the tedious tasks of management. It is important for all teachers and administrators to realize the distinctions and correlations between leadership and management, for they are the ones who will be expected to propel the organization in the right direction.

Conclusion

There is very little in the literature regarding why seemingly reluctant librarians would be motivated to go into management (Hodge et al., 2021). Further, there is limited qualitative research on the experiences of academic library managers. This gap in the literature leaves an opportunity to explore the experiences of practicing library managers. The next chapter will present the methodology for the research.

Chapter 3

METHODOLOGY

This section offers a detailed explanation of how the study was conducted so that the reader can understand the rationale for the research design and methods. A qualitative research design with a narrative inquiry approach was used. The data for the study was collected using semi-structured interviews. The interviews were recorded, transcribed, and analyzed. This section will also cover the study's limitations, trustworthiness, the potential for researcher bias, and how the collected data will be managed.

Research Design

This qualitative study aimed to identify what motivates specific individuals to become academic librarians, what motivates those individuals to choose to become managers, and what experiences supported that decision in the context of career motivation. The study collected and examined the stories and experiences of academic librarians currently in management positions to add to the body of knowledge and provide context for motivated potential managers. My study's central question is: *What experiences motivate academic librarians to become managers?*

In defining qualitative research, Strauss and Corbin (1998) stated "It can refer to research about persons' lives, lived experience, behaviors, emotions, and feelings as well as about organizational functioning, social movements, cultural phenomena, and interactions between nations" (p. 11). Further, Maxwell (2013) described qualitative

research as flexible and concerned with the participant's individual experiences. Creswell and Creswell (2018) posited that qualitative research has two main branches: narrative and phenomenological. Narrative research explores individual stories, whereas phenomenological study focuses on a specific event, group, or case. I am interested in what motivates people, their stories, experiences, and their vision of the future. This interest made me want to use a narrative research methodology.

Narrative inquiry is one of the strategies qualitative researchers use to collect meaningful data. Kim (2016) explained that narrative inquiry could be used to "invite readers to a sphere of possible contact with a developing, incomplete and evolving situation, allowing them to re-think and re-evaluate their own views, prejudices, and experiences" (p. 235). Merriam & Greiner (2019) stated that stories are crucial to understanding why and how people choose to do something. A narrative inquiry research design was used in this qualitative study. Kim (2016) and Patton (2015) explained that narrative inquiry is based on understanding and analyzing stories and experiences shared by research participants. Recently, Clandinin (2023) stated "…narrative inquiry is a way of understanding and inquiring into experience. It is nothing more and nothing less" (p. 4). The participants' stories were gathered using a modified Siedman interview strategy. I conducted interviews with each participant. The interview process gave participants a framework to establish context, reconstruct details, and reflect on their experiences (Siedman, 2019). According to Clandinin and Connelly (2004) the researcher's experiences can shape narrative inquiry as its nature is autobiographical leading to researcher bias.

Participants and Setting

Participants in this qualitative study were selected from mid-level (division head, department head, assistant, or associate dean) managers in academic libraries in the southeastern United States. The potential pool of participants is over 200 individuals. Seidman (2019) did not give a specific number of individuals to be interviewed, stating that all research projects differ. According to Kim (2016), there is no rule regarding the number of participants in a narrative study, but 6-10 is considered a normal sample size. For this study, I will be employing purposeful sampling. Patton (2015) discussed the difference in sampling between quantitative and qualitative research. Patton explained that in qualitative research, random sampling was critical for bias-free data collection. Conversely, in qualitative research, purposeful sampling is the most efficient method for selecting participants who have experienced what the researcher is studying and can provide in-depth and detailed information (Patton, 2015; Creswell & Creswell, 2018; Creswell & Poth, 2013). Using a modified version of Seidman's approach, one semi-structured interview with five to six collaborators provides comprehensive data to answer the research questions fully and credibly (Siedman, 2019).

Participants were selected from public and private universities of various Carnegie Classifications. The Carnegie Classification of Institutions of Higher Education is a framework for classifying colleges and universities in the United States. It was created in 1970 by the Carnegie Foundation for the Advancement of Teaching and is now managed by the American Council on Education. The framework is updated every three years to reflect changes in higher education. The Carnegie Classification is based on six

dimensions, size, scope of academic offerings, level of research activity, student selectivity, and mission and focus (American Council on Education, 2023).

Contact information for potential participants was collected from faculty directories of academic libraries in the southeastern United States, and a list was created. When the possible participants were identified and contact information gathered, they were contacted via email to determine interest. The e-mail contained information about the study and the data-gathering process. Once participants were identified interviews were scheduled. Participants gave verbal consent at the beginning of their individual interviews.

Data Management

I stored my files in encrypted cloud-based data storage to protect my participants' data and identity. I housed any printed materials and backup copies of the data in my office, protected by two locked doors. I assign each participant coded identification and have not discussed details with anyone.

Data Collection

Data collection began after the participants were selected and agreed to the interview. One 60 to 90-minute semi-structured interview was conducted with each participant. The semi-structured interviews gathered the participant's history as a frame for their experiences then collected the participant’s lived experience. During the interview the participants were asked to reflect and make meaning of their experiences (Siedman, 2019). The study participants included mid-level managers, particularly department heads, assistant deans, or associate deans in academic libraries in the

southeastern United States. IRB approval was given by Valdosta State University to conduct these interviews (see Appendix A).

The semi-structured interviews were scheduled with each participant. Roulston (2022) explained that a semi-structured interview is a research method that uses a set of pre-determined open-ended questions that allow the researcher to explore the participant's response with follow-up questions. The semi-structured interview is one of the most used interview methods used in narrative inquiry as it allows the researcher the flexibility to "guide" the interview (Kim, 2016, p. 163). My initial open-ended questions were designed to probe into what experiences led the participants to become librarians and what motivated them to pursue management. I also explored their professional development experiences and their future career plans.

The window for data collection was four to five months to interview all participants and to complete each interview scheduled with one participant before moving on to the next. As recommended by Siedman (2019), the interview was scheduled for 60 to 90 minutes in length. The interviews occurred via video conferencing (WebEx and Zoom) due to limited resources. The interviews were conducted one week apart. The interviews were recorded, the initial transcription was produced by the video conferencing software and later reviewed by the researcher, and finally coded. I kept in mind the practice of the bricoleur "…who uses whatever tools and materials are at hand to complete a project" (Maxwell, 2013, p. 42). I also kept in mind Siedman's (2019) advice, "It is almost always better to conduct an interview under less-than-ideal conditions than not to conduct one at all" (p. 25). After the data was collected, I used Microsoft Word and Microsoft Excel to conduct the data analysis. The transcripts were

copied into Microsoft Word and coded using the tools in the "Review" menu. The codes and relevant quotes were then transferred to Microsoft Excel for review.

Data Analysis

The data was gathered during a series of interviews. According to Saldaña (2016), researchers should code their interviews and memos as soon as possible after each interview has been conducted. Saldaña also encouraged new researchers to code all collected data. Charmaz (2014) described coding thusly "Coding is the pivotal link between collecting data and developing an emergent theory to explain these data. Through coding, you define what is happening in the data and begin to grapple with what it means" (p. 113). The study used an initial (also known as open) coding strategy. Strauss and Corbin (1998) described open coding as the initial data stage of analysis. Strauss and Corbin encourage researchers to remain flexible and open to unexpected insights, which lead to richer data. They explained that during the open coding process, the researcher labels the data, compares it with other data, and looks for patterns. After the first round of coding researchers refine their codes and develop themes.

After the first round of coding, I revisited the transcripts and my initial codes and began to focus on recurring themes, Charmaz (2014) described this process as "focused coding" and goes on to say "Focused coding requires decisions about which initial codes make the most sense to categorize your data incisively and completely. It also can involve coding your initial codes" (p. 138). Through multiple rounds of this process, I identified four themes in the data. The themes are Parental Influence, Management and Leadership, Management Education, and Managerial Motivation.

Data Presentation

Part of my presentation strategy included a "rich, thick description" to offer details about the participant's settings (Creswell & Creswell, 2018, p. 200). As suggested by Creswell and Creswell, I provided context and various viewpoints from the perspective of the participants and the researcher. Patton (2015) offered several approaches for reporting data. For this study, I will used a storytelling approach to present the stories of the study participants. I applied McCormack's (2004) storying stories approach to presenting my data. Storying stories is a method of research where a researcher seeks out personal experiences through interviews and then generates stories from those experiences (Ford, 2020; McCormack, 2004).

Trustworthiness

In their pioneering work, Guba and Lincoln (1985) posited that trustworthiness is critical for the acceptance of a researcher's findings in qualitative research. Further, they identified the elements of trustworthiness as credibility, dependability, confirmability, and transferability. Stahl and King (2020) explained that credibility, as it pertains to trustworthiness, attempts to answer the question, "How congruent are the findings with reality?" (p. 26) Stahl and King also brought up the idea that in qualitative research, the reality is created through a partnership between the reported research and the reader. They also discussed the concept that "…unlike quantitative research…" the reader's reaction to qualitative research varies and, therefore, cannot be replicated (Stahl & King, 2020, p. 26). Stahl and King go on to discuss the concept of transferability. They stated that qualitative research is only transferable when the research provides enough description to be compared to a similar situation. Dependability supplies the "trust in

trustworthy" (Stahl & King, 2020, p. 27). This trust is established through the process of soliciting feedback from the researcher's peers throughout the study. The element of confirmability is described by Stahl and King as "…getting as close to objective reality as qualitative research can get" and is only applicable to some forms of qualitative research, such as "emergent design positivism" (p. 28). To create trust in my research, I solicited participant feedback.

As a qualitative research approach, Narrative Inquiry involves collecting and analyzing personal stories and experiences through interviews. Siedman (2019) asked, "Whose meaning is it that an interview brings forth and that a researcher reports in a presentation, article, or book?" (p. 27). Undoubtedly, as a mid-career manager in an academic library, I brought some biases to my study. I also brought reactivity which Maxwell (2013) identified as "the influence of the researcher on the setting or individuals studied" (Maxwell, 2013, p. 124). Other limitations of this study are limited generalizability, the possibility that participants may not relate their complete stories, and limited transferability due to the narrow scope. The trade-off is access to a rich data source whose story can inform the decisions of other librarians.

Insider Researcher

My experiences as a mid-level administrator in an academic library were part of my interest in conducting this study and shaped how the study was conducted. As a librarian who is also a manager, I conducted my research as an insider. Insider research is a type of research in which the researcher is a member of the group or community being studied. Le Gallais (2008) stated, "The insider researcher has, as a member of the 'in-group,' access to its past and present histories." (p. 146). Researching as an insider can be

a valuable approach to research, as it can give the researcher a deeper understanding of the group's culture, values, and beliefs. Additionally, insider researchers may have easier access to participants and data and may be more likely to be trusted by participants (Jenkins, 2000; Viskovic & Robson, 2001).

Being an inside researcher comes with many benefits, including a deeper understanding of the group being studied and a firsthand understanding of the group's culture, values, and beliefs. It allows the researcher to develop more accurate and insightful interpretations of the collected data (Jenkins, 2000; Viskovic & Robson, 2001). The insider researchers familiar with the group and potential existing relationships may provide an avenue to potential participants that outsider researchers do not have (Jenkins, 2000; Viskovic & Robson, 2001).

Being an insider researcher can engender greater trust from participants, who may feel more comfortable sharing information with someone they feel is sympathetic to their experiences. Conversely, some participants may be more reticent to share experiences because the researcher is a part of their community. As an insider researcher it was critical that I conveyed to the participants how their anonymity and privacy were to be protected. There are also some potential challenges associated with insider research. Insider researchers may be biased in their interpretation of the data and may have difficulty maintaining objectivity. Additionally, insider researchers may be subject to pressure from group members to conform to their expectations. Overall, insider research can be a valuable approach to research. (Schutz, 1976; Brannick and Coghlan, 2007)

As an insider, I have my own ideas, beliefs, experiences, and stories related to my study. I worked to mitigate my biases by keeping in mind Maxwell's (2013) question,

"How might I be wrong?" (p. 121). Maxwell also reminds us that the "researcher is the instrument of the research" (p. 45). As the primary instrument of the research, I maintained an awareness of my biases but not to the extent that it interfered with the study. The interview created enough "rich data" as described by Maxwell, to provide a validity check (p. 126). Along with collecting the rich data, I also followed Creswell and Creswell's (2018) advice to make clear any biases I have (p. 201). I strove to mitigate the impact my experiences, views, and familiarity had on my study. I also worked to lessen the impact any shared understanding I have with my contributors had on the study.

Ethics

Creswell and Poth (2013) reminded us that ethical behavior is essential during all phases of the research process. Clandinin (2023) stated that researchers have an ethical responsibility to their participants during and after research. Clandinin also posited that as researchers, we are creating a shared environment with our participants and that this environment is "…filled with uncertainties, perplexities, complexities, and tensions" and that "No one leaves a narrative inquiry unchanged" (p. 137). Merriam and Tisdell (2016) stated that even though ethical researchers should consider participants' voluntary participation, informed consent, anonymity, and confidentiality and be aware of the researchers' potential for harm, they must also maintain situational awareness during their research. I read a statement provided by Valdosta State University's IRB department before each interview (see Appendix B). The statement explained the research and how I planned to keep their information confidential and protect their identities. The statement also explained the participants' rights.

Conclusion

The purpose of this chapter is to describe the overall course and logistics of my research. I consulted current articles and research while designing this qualitative study using narrative inquiry to collect and relate the experiences of mid-level managers in academic libraries.

Chapter 4

NARRATIVE PROFILES

The participants in this study provided details of their lives, recounted experiences, and reflected on past and current motivations for choosing to be managers. My process included using semi-structured interview questions designed to encourage the participants to share their stories and insights. In some cases, participants shared and reflected without much guidance from the interview questions, whereas in other instances, the interview process provided a scaffolding for their stories. The interview process was designed to answer this research question: What experiences motivate academic librarians to become managers?

Participants Profile

For this research, six participants were selected using snowball and purposive sampling techniques. Five of the participants self-identified as female, and one as male. Two self-identified as African-American and four as White. All the participants held master's degrees in library science. Two of the participants had additional master's degrees, one had a Doctor of Pharmacy (Pharm.D.), and one had a PhD. The participants were assigned randomly generated pseudonyms.

Jane

I met with Jane via WebEx, a video conferencing software. She presented a relaxed demeanor and seemed comfortable with the interview process. We began by talking about what she wanted to be as a child. Jane stated,

> I first wanted to be a secretary. I wanted to sit in a room and work on a computer. That's as weird as it sounds as a kid. So, a weird thing I do remember because my mom did customer service, and she went to an office. I wanted to work in an office. That's what I wanted to do.

Jane recalled that as a child, she spent time at the local public library,

> We went to the public library all the time. There was a little brick building in downtown, and we went there. And then, yeah, in elementary school, we went to the library frequently, and I remember they had this tiered pit that you'd sit around for Storytime.

After high school, Jane decided she wanted to go to college to study film, even though her high school guidance counselor told her that film studies were not a good career choice. As part of her path, Jane decided to take advantage of local scholarships and complete many of her general education requirements at a local university, transferring to an out-of-state college to complete her undergraduate degree in Visual and Media Studies.

After completing her undergraduate degree, Jane worked for a video company specializing in law. In this position, she filmed depositions, scanned and organized evidence, and presented the evidence in court. Jane stayed at this job for ten years but became disillusioned with the company's management over time. She began to think

about changing jobs. She recalled thinking, “Being a librarian would be great. I wanted to go because I liked organizing things, and I liked being able to find stuff, which has kind of been my whole life.”

Jane enrolled in an MLIS program without ever having worked in a library. She continued to work in her current job during most of her time in the MLIS program but eventually left to work in an academic library while finishing her degree. Jane is unique among my participants: she remained at her initial academic library, moving up the ranks. She started as a staff member, became a library faculty member after completing her degree, and then moved into management.

While in library school, Jane took the required management class. She recalled that the classes focused on specific types of libraries, such as public, academic, or special, and might have included management topics. In discussing the management class, she stated, “I don't really remember there being much management of people, more of processes.” She also said,

> I remember I had a lot of group projects, which is good because you have to work with other people.” Jane recalled the most practical part of the management class: “I remember having to write a strategic plan, and I still, to this day, have difficulty writing strategic plans. However, I don't remember it discouraging me. I just remember having a lot of reading and writing the strategic plan as part of it.

As Jane grew in her job, she was given more responsibility. Her university offered her several continuing education opportunities. She recalled completing a four-course series on management. In Jane’s words, the four-course series covered “what a manager would need to know. It covered FMLA, the procurement process, and all that stuff. It also

had a small amount of dealing with people." Later, she completed a nine-course series designed for management development. Of the nine-course series, Jane said, "The classes covered process improvement, project management, dealing with change, dealing with difficult people, and things like that." As we discussed the classes and what she found most helpful, Jane stated, "Dealing with change, helping people deal with change, and just being communicative, I think that has helped the most." Jane also reads several management books a year and follows professional journals. Along with reading she also looks for and attends management webinars and logs into the annual meeting of the Conference of Academic Library Management (CALM).

We discussed Jane's experiences with managers and what she expected from a manager. She recounted a story of a manager that she found to be ineffective. The manager in Jane's story was, in Jane's words, "a micromanager." For example, Jane explained that this person exhibited the need to direct every employee's action but was also unable to keep track of what they had asked specific employees to do. In Jane's interview she stated,

> They would tell you to do something, then forget they told you to do something. So, you'd have to constantly document or send an email after you'd meet them. This is a review of what I am going to do or what you have asked for. And they were bad with technology. They always wanted stuff printed out on paper, and then they'd give you notes on paper instead of in an email. I felt like I ended up having to manage her to try just to function.

Conversely, Jane has also had good experiences with managers in the past. She prefers a manager who "tells you what they need and lets you go do it." Admittedly, Jane

self-identifies as someone who works well with this type of management. Jane also acknowledges that not everyone works well with the kind of manager she prefers and stated, “I've had an employee who really did need validation or check-ins constantly. So, it's almost like a micromanager, but that's what they needed. I don't need that.” Jane describes her positive experiences with a manager by saying she prefers “someone who's collaborative, who takes your suggestions, will let you communicate.” She knows that managers “Can't always tell everything.” But feels that “If a manager tells me they cannot tell me that stuff is going on, that's better than not telling me anything.” As a manager, Jane uses her experiences and training to inform how she manages people.

Jane’s first professional position did not initially include managing people, only processes. Jane described the day she was told that she would be managing people in addition to the process,

> That kind of got thrown in my lap. I didn't have a choice. One day, I got an email, “Come see the dean. This is what we're doing.” And I freaked out. I will not lie. I actually went that day and talked to the director of the Center for University Learning, who was doing the management course. And I was like, this is what's going on. I don't think I can do this. And he told me that you would not be invited to the table if they didn't want you there or didn't think you needed to be there. And I kind of took that to heart as my mantra for that little bit. And I just went with it. And I mean, I knew I could, you know, in the long run, I knew I could do it. I don't know how I knew I could do it.

Much of Jane’s management experience includes working with entry-level staff, and one of her favorite things about management is helping people grow. She explained,

"I like when people are able to learn or have more confidence in themselves. I like the empowerment part. I like giving people the realization that they have the skills and the ability to do something." She also stated another reason she likes being in management is, "to know what is going on…you may not have that much influence on what's going to change but, at least, you know the direction that it's going."

In Jane's past and current role, a large percentage of her people are entry level staff. Jane feels that it is important to have a "scaffolding" in place that provides a structure for success. Jane has developed a training schedule that includes giving new staff a series of projects that increase in complexity and scope thereby building the staff person's confidence and abilities. As a part of the process Jane gives the staff person input into how a project is completed giving them a sense of "ownership and empowerment." Jane conducts monthly check in meetings with each of her direct reports as a way to keep open lines of communication.

Management can also be challenging. Jane pointed to budgeting and "HR issues" as two areas that she does not enjoy doing. Jane could not recall budgeting being covered in her library school management class or in any of her subsequent professional development. Along with budgeting Jane finds that one of the challenges of being a middle manager is communications. Jane identified the ability to "manage up and manage down" as critical to a manager's success. This type of communication is a skill set that "has to be developed and probably should be taught." Jane said. It is important to know how much and what information can be shared and what information needs to be managed or as Jane put it, "Knowing what to communicate and how to communicate it."

As Jane explained it to one of her staff, “I am trying to keep the crazy from coming down to you. I will tell you when I can tell you.”

Our conversation turned to the topic of the differences between being a manager and being a leader. When I asked Jane if she felt that as a manager, she was also expected to be a leader she said “yes” and went on to add “I think they kind of go hand in hand. I mean, I know there's a difference managers get things done and leaders inspire people and get people to move in a direction willingly.”

I asked Jane what advice she had about management for people entering library school she said,

> Even if you don't think you want to go into management, there is a chance that you're going into management. Because unfortunately, at least within academic librarianship, I feel there's a wall unless you make that jump [into management]. Not that you can't do great things at that wall, you can become an expert in whatever you're interested in. And you can become a leader within that area without being a manager. Not to sound ominous but management seems to find you.

Currently, Jane has moved to an interim assistant director role and is waiting on some organizational restructuring to know if her position will become permanent. When I asked her what motivated her to move into this position, she stated, “I want the unit to succeed.” Jane is a motivated manager and a leader at her organization and plans to pursue a doctorate.

Monk

Monk did not have a career he was interested in as a child. He recalled his parents reading to him and asking about the different careers in the books. Later in his adolescence, he recalled becoming interested in science, writing, and science fiction. Monk stated, “My parents gave me support and a realistic, grounded approach. They knew at some point I needed to make money, et cetera, and that led me into my first career in science.”

Unlike my other participants, Monk has two different undergraduate experiences. His first degree was a science-based degree. He recalled his first experience as being “pretty typical of what you might experience in college life.” He attended a large public university, lived on campus, and was focused on his education. He went on to get a Doctorate in Pharmacy (Pharm D.) and began to practice in his discipline. After a few years of working, he stated that he had “become disillusioned with the industry and decided to return to school.” Monk decided to pursue his other interests and began to work on an English degree with a plan to go into medical writing.

His second undergraduate experience was different from his first. He was a non-traditional student who was older, had a degree, and lived off campus. He also took a job in the campus library as a library assistant. While working in the library, Monk said he began to realize that he “liked the way the library is set up, you know, there was important stuff to do, but, you know, you weren't going to end up hurting anyone if you didn't do it, right.” As a library assistant, he “started learning more about Library science and finally decided to go to library school.” Monk continued working as a library assistant while in library school.

When asked about formal management training, Monk stated that he took a few classes on managing medical businesses while working on his first degree but nothing while working on his English degree. While working on his library degree, Monk took the required management course but stated, “Management was never in my sights at that point. I never once thought I would end up in management. It is not that I had any real dislike for it, I didn't feel like I was right for it.”

After finishing library school, Monk worked as a library assistant for a while longer and eventually, through his network, found a professional position at another university. After a few years in his original position, he had the opportunity to move into a management position. Monk was able to leverage an outside interest and, in his words, “by being in the right place at the right time.” We discussed what motivated him to move into management, he said, “I felt that I had gone as far as I could with my original position.” The new position allowed him to combine his interest in technology with a library management position, and as he stated, “I’ll be honest, I get paid more.” When we talked about what he likes most about being in management, he mentioned,

> I get to be involved with what goes on in the library. I'm more informed. Before, I never knew what was going on. I felt like I was finding out things at the last minute or after they had happened. Some of that was me just doing my own thing, but also, there was just a leadership team here in the library that made all the decisions, and then once they made the decisions, it took a while for them to circulate. I am actually involved in the decision-making, and that has been the most rewarding part of it, just knowing what's going on. Now, the challenge is for me to find ways to communicate with my folks so they don't feel like they're in

the position that I was in before. It's hard to do, but I feel like I have an obligation to the folks who work with me and for me, and I had to make sure that they have what they need to do well and succeed.

We discussed Monk's management experience. After receiving his Pharm D. he worked as a professional pharmacist and in that position, he had to manage staff. He did not find this particularly rewarding. After leaving the pharmacy he worked as a frontline manager at a bookstore. After he moved into an electronic resources librarian position he started to pay attention to his manager, noticing how she did her job and what management techniques she used.

Monk has taken advantage of management training opportunities offered by his current university. He feels that his dean is supportive of the managers that report to her, and she gives them professional development opportunities. Monk also takes advantage of webinars, journals, and books to sharpen his management skills.

When I asked him if managers were expected to be leaders at his university Monk stated "Yes, it is a clear expectation and is actually written and verbal not just from my dean, but also from upper administration." In Monk's view, managers deal with tangible operations and leaders are more "about personality and non-tangible stuff." For his part Monk tries to lead by doing and being active on campus and in the profession.

Currently, Monk enjoys his position. He participates in a state-wide initiative to migrate to a new integrated library management system. When asked if he was interested in moving up, he stated, "I guess at this point, I am open to it. I like where I'm at, I enjoy this job, and I guess I'm just going to take it one day at a time and see what happens because that just seems to be the way it goes."

Scout

As a child, Scout had several career aspirations, including marine biologist, architect, and lawyer. When she entered college, Scout began as a business major but quickly realized that she did not want to go into business. She changed her major to history and focused on teaching, but she recalled,

> It was sometime around my junior year that I realized I didn't want to be a teacher. And I thought, I don't think I want to be a lawyer either and there's not a lot of stuff beyond that for a BA in history. So, I started thinking about libraries.

We discussed why she decided library school might be a good career path. She had several experiences that led to this decision. She worked shelving books while she was in high school and she stated, “My mom worked in the public library as a circulation assistant since I was about 12 years old and I was familiar with libraries from the back end that way.” She also shared,

> I know it is a cliché, but I was a big reader. It is funny now because you know how people are. They come up to us and say, Oh, it must be great reading all day. And you're like, I haven't read a book in six months. I don't have time. Yeah. So, I thought about libraries because I saw that back end, and it's a lot more than just checking out books for people.

During library school, Scout focused on reference and instruction and thought she would work as a reference and instruction librarian and “change library instruction for the entire world.” She took management and leadership classes while in library school. We talked about her experiences in both classes and what she recalled,

> I think the leadership class, which was ironically called information leadership, was more about leadership in the field, that you don't have to be in a management position to be a leader. So, they kind of broke those up into two separate tracks.

I asked if she planned on going into management, and she said, “I knew I had a 40-year career ahead of me and I knew that I probably wouldn't and didn't want to stay in the same thing forever I knew would progress into management.” She had some retail management experience and knew that it was something she could do and was interested in doing.

While in library school, she worked as a part-time reference librarian at a public library. I asked why she switched from public to academic, she said, “I thought I was going to end up in academia. I didn't see much of a path in public libraries. I will say this, “academics are just as political, but public libraries are cesspools of politics and communities.” After finishing library school, she took a job at a small academic library. Of her time there, Scout said,

> It was such a small library. Everybody wore many hats. And I had the opportunity to dabble in a lot of different things and see what was going on. And even though I was quite young, you know, I was given, well, basically, the instruction program at that point, and I ran it. So, I had that experience. I also got to work in technical services.

After several years at her first academic library, Scout decided that she needed to change jobs and was interested in pursuing management. We discussed what motivated her to make the move,

> I thought, you know it's now or never. You have to look for your opportunities. I needed to move up in my career at that point. I did want a management position, and I wanted it specifically in technical services. Also, to be quite honest, part of it was money. We hadn't had a raise in years, and so I wanted a raise. So, there was that. When it came to management, I thought I had something to offer.

While discussing what she enjoyed about being a manager, she said, “Well, it'll probably ruin my reputation, but I do like helping people develop and grow.” Further, she went on to say,

> Managing is challenging, but it is rewarding. I think a lot of people in our roles need to know what's going on. Yeah, because, you know, there are some people who don't. Some librarians are happy to come in and teach their classes, sit at the desk, and go home. That's not me at all, and I'm pretty sure it's not you, either.

Over her career Scout has taken advantage of several professional development opportunities. She attends conferences and looks for webinars related to her job role and management. Several years ago, the dean of her current library established a leadership development program. The program had a diverse curriculum including communications, emotional intelligence, and working with difficult people. The participants also had the opportunity to take continuing education classes from the university’s well regarded business school. Scout also follows professional and business journals and reads the occasional management book.

Scout and I discussed the differences between management and leadership. She believes that there is a difference between the two roles but to be an effective manager a person needs to exhibit leadership qualities. As she put it,

> It is possible to do that [be a manager and not a leader] in our industry but I don't think it is worthy of us to do that. I think that being a manager without being a leader is doing your direct reports, the people who report to you; I think it's doing them a disservice. And sometimes that turns into bitterness. So, as I see it you can be a leader in libraries without being a manager, but I think it's more problematic to be a manager and not be a leader.

Currently, Scout's organization is going through changes, and there are opportunities for her department to grow. She is working with higher-level managers to plan for expanding her department. I asked her about moving up to a different position she said,

> Not at this time. I like what I do. I like technical services. I like the operational aspects of technical services. Whether it's an e-book, a print book, a serial, an e-journal, or a database, you get stuff done at the end of the day, and you can see the output, and that's very fulfilling for me personally.

Erin

As a child, Erin recalled "I admired my pediatrician, and their office was personable and felt comfortable." This feeling led Erin to want to be a pediatrician, she believed that this profession would be her "way to give back and help improve the lives of babies, children, and young people." She kept this focus through high school and into her undergraduate experience.

During her time as an undergraduate she had two experiences that impacted her decision to practice medicine. As a pre-med student Erin had to take organic chemistry and as she put it, "to be honest organic chemistry got me." Also, during her junior year

Erin had the opportunity to spend a day shadowing her former pediatrician. The day started well, they were in the office she remembered so fondly, she recalled working with the children "was fun and interesting." Later in the day Erin and the pediatrician went to do rounds at a local hospital and needed to give a baby a blood transfusion, Erin remembered, "that was it after that, I was like, no I am not going to be able to do this." After that day she switched her major to Environmental Studies.

During her undergraduate years Erin accepted a work study position at the university library. Along with her interest in medicine Erin brought technical skills to her library job. During several summer camps Erin learned computer programming and how to work with the Microsoft disk operating system also known as MS-DOS. Erin's technical skills were particularly helpful as the university library was in the process of migrating to its first automated system.

After her undergraduate graduation the university librarian worked with Erin and created a full-time position in the library. Erin worked at the library and recalled, "I had been in the position for a few years and the university librarian came to me and asked if I wanted to go to library school." Erin enjoyed library work and felt that she could make a difference in people's lives by being a librarian, so she decided to go to library school. During her time in library school Erin began to think about ways to combine her interest in medicine and her emerging skills as a librarian. She completed an internship in a hospital library where she thought "yeah, this is really what I want to do. I enjoy this area of librarianship."

Erin worked as a systems librarian for several years after finishing library school until she was offered a newly created position as a hospital librarian. She worked as a

hospital librarian at several hospitals. She recalled, “Those hospitals were sort of academic because they were both teaching hospitals and I worked with residents, physicians, and medical students. But I missed that academic environment, and so that's why I wanted to go back.” She was able to find a librarian position at a medical library that was a part of a large university with a hospital.

While in library school Erin took the required management and leadership class. Erin’s experience as a manager began while she was working in the library at the university where she completed her undergraduate degree “I would manage, I would hire student and full- time workers. I also managed them because my boss didn't want to deal with them.” She began to learn management by watching other managers and leaders and she remembered thinking “I can do that.”

Over time Erin has attended several management and leadership training programs. One from the National Library of Medicine provided online courses and discussions about leadership and management in higher education. Along with the online component she was also assigned a mentor. Not only did the mentor provide one-on-one advice and guidance but Erin had the opportunity to travel to her mentor’s university and shadow them for two one-week sessions during the one-year program. Of the experience Erin said,

> It was that exposure that was the most valuable, I wouldn't get any other way. You know you can't get into the door of these types of people without being in that type of program. Just the exposure, being able to ask them questions about how they got to where they are and just having them giving me advice about how

to lead people, how to manage people, how to be respectful, how that mutual respect and trust works at that level was great.

Along with this experience Erin has participated in professional development programs offered by the institutions where she has worked. She also looks for relevant webinars and reads professional and business-related publications when she has the opportunity.

Erin has developed a strong view of management and leadership over her career. A guiding question for her has been "how do you manage and lead, if you don't connect with people." She sees herself as a "servant leader" she stated,

> You can't be in your own zone and just doing what you need to do. You have to also make sure that you're checking on your people and spending that social time getting to know them, understand them, and learn the different personalities. Once you really know your people you know how to address them and how to direct work. This is important because everyone's not gonna do it the way I do it.

We also discussed management styles. Erin has worked for several different types of managers. One of her first managers was very non-confrontational and depended on her to manage other staff but he was very supportive of her and gave her opportunities. She has worked with managers who she saw as "exceptional role models" who supported her but who also helped her think critically about opportunities and career growth. When I asked her about her management style she said,

> I'm not a micromanager, I don't believe in micromanaging people. Also, I always let people use their natural talents and gifts to contribute to the team. We all have different ways that we do things, but I think that everyone has a unique way that

they can contribute to the success of the team and the work that you're trying to do, and that's what I've always done in my management roles.

The expectation at Erin's university is that managers manage, and leaders lead. The corporate structure is set in a way that individuals in established leadership roles have little to no management responsibilities. However, it is also acceptable for managers to exhibit leadership qualities and those individuals can be selected to move into advanced roles.

Erin is currently an assistant dean but is interested in moving up. She also discussed moving into other areas of academic leadership and management. She believes that academic librarians have the skills to move into other administrative roles across higher education. She is currently exploring opportunities.

Leana

Leana is the only participant in my study who wanted to be a librarian at an early age. As she put it, "This is gonna sound crazy, okay, and I've told this story many times, including to the person who currently holds this position, I wanted to be the Librarian of Congress growing up." She attributes this to her older brother and parents recognizing early on that she had an interest in reading and learning. When she was very young her brother would come home from school and show her what he had learned that day. Later her parents realized that she was following along as they were reading to her and began to encourage her to learn to read well before she entered elementary school.

During her high school years Leana began to explore the role of librarian of congress and found "They were just older white men and I'm like, well, I will be older someday, but I'll never be a white man." With this discovery her career aspirations

changed. She chose political science as an undergraduate major with an eye to becoming a lawyer. This choice was motivated by her parents. She explained,

> As a child, you had to explain it to me. And my parents allowed me to ask a lot of questions that probably most parents wouldn't allow you to ask. My dad was just like you should be an attorney. You like to question things. You like to get to the bottom of it. You should be an attorney. So that's where that came from, but that was like my second, that was the second career option.

While working on her political science degree she focused on public administration because she wanted to "Understand how systems worked." She also worked part-time at the main branch of the local public library. During her last semester of her undergraduate studies however she decided the law school was not something she wanted to pursue as she stated,

> I was planning on going to law school and then I was like, nope, this isn't what I want to do. I started exploring the grad programs and it just so happened I was working in the university library and the school had an MLIS program and I was like, I'm doing this. This is my career.

Leana is also unique among my participants in that she knew she wanted to go into management. As a part of her degree program, she took a concentration in Leadership and Management. She knew early on she wanted to be a manager when I asked her about this she said,

> I think naturally I'm a decision maker and a problem solver. And I just know me, I was never gonna not be a leader. I always tell people if you want to have a measurable impact on people you need to be where policy and decisions are

made; you must be at that table. Fueling the fact that as a minority and as a woman, it was even more important to me. Because oftentimes the policy and decisions that are made don't necessarily benefit all classes of people.

Leana found the classes offered in her concentration to be valuable. She describes one management class,

> Not only did they focus on people, but they also focused on skill set. I remember taking this one class on financial planning and to this day that class sticks with me because I have yet to hear anyone else say they were able to take a class like that in their graduate program.

Along with her MLIS Leana has a Ph. D. in Information Science as well as an MBA. She went straight into the Ph. D. program after finishing her MLIS. This is not something that she recommends to anyone "In her view people should work in the field for a few years and then decide if they want to go on for a Ph. D. or an Ed. D."

While finishing her Ph. D. Leana was working as the head of a special collections department at an academic library. A few years after finishing her degree she began to look for a job that had more "impact." She was offered a supervisory role at a presidential library. She stayed at the presidential library for a while and moved to a large academic library. I asked her about changing jobs, and she stated: "Sometimes you have to go to grow. I know that I'm not a person who's going to be anywhere for 30 years."

One of Leana's motivations to stay in management is the ability to have an impact on the people she manages. She wants to help people grow, learn, and succeed. She also encourages her people to speak up and advocate for themselves "You have to advocate for yourself because, you know, if you're doing the work, people don't know you're

burning out." One experience that informed Leana's management philosophy happened early in her career. She was working for a manager who,

> Gave me that opportunity to really showcase my talent and my knowledge and really gave me professional guidance. That was the first time in my career where I experienced someone who was actually guiding me even if it meant that one day I was going to move on.

Leana stated that she gets great career satisfaction, "Anytime someone said, you know what, I want to go and get my library degree."

Not all of Leana's influences were positive; she had positions where her former managers did not give her or anyone else the support they needed. She stated, "There are certain things that I didn't get that I needed as I was growing in my career. My leadership is inspired by the lack of leadership I've had before."

We were discussing professional development and like my other participants Leana reads, she keeps up with current business books and journals. *The Harvard Business Review* is one of her favorite publications. She also follows how politics influence educational policy development. She actively searches for training opportunities, however she feels that "A lot of the programs are geared towards people who are already in a management position. Not necessarily those who want to become managers and leaders." She also talks to people, "Building a community and talking to people, that's been my main form of professional development." She takes every opportunity to ask people in higher education how they achieved their positions, what they are interested in and for any advice they might have to offer her.

Leana has an interesting perspective on the question of whether managers and leaders are different. She agrees that each has their own function and that at her current university managers are expected to be leaders, but she sees management as a part of her leadership responsibilities. It is her job to lead and manage the department managers that report to her.

Leana is well supported in her current position and lists her current library as one of her favorite places to work. However, she is still interested in moving up. She might not be actively searching for a new position, but she is maintaining an awareness of any opportunities that might come along. She is also open to moving out of libraries and into higher education administration.

Abigail

As a child Abigail remembered wanting to do something in science. She also recalled going to the local public library and her parents supporting her interest in reading and learning.

While working through her undergraduate degree, Abigail decided that she wanted to be a lawyer. Unfortunately, that did not work out and she decided to go to paralegal school. During this period, she found an internship with a private investigation firm. Abigail described a project she had while working her internship,

> I compiled a library of articles for them on what was legal as private investigators, you know what they could record and, and where they could be, and what kind of questions they could ask and legal precedent so that they knew how to stay within the parameters of the law, that was cool project.

This project would later contribute to her interest in working in a library.

After finishing her paralegal program Abigail took a job with an insurance company. While working for the insurance company she decided that while not interested in the legal aspects of the job she excelled at working in the “Small legal library. Updating research materials and searching for information in Westlaw (a database often used for legal research).” She also “Enjoyed records management.” She did not like working for lawyers.

Abigail began looking into other career options. Her mother who worked at a university was reading through the Chronicle of Higher Education and noticed that there were a number of librarian positions advertised. Abigail’s mother also noticed that many of these librarian positions required a second master’s degree. As it happened the university where she worked had a master’s degree program that offered a dual degree in history and library science. She shard this information with Abigail who shared,

> The program was in my hometown, and I could go and get a history degree in addition to the library degree, and I'd have a job and maybe be able to keep going with school if I wanted to do a PH D. and eventually teach which I had thought about.

With that decision made Abigail began to tell her friends that she was moving back home and pursuing a library degree. She recalled “It's one of those things where, when I told people I was going to library school, they're all like, yeah of course you are, and I was like, well, why didn't anyone tell me this.” At this point Abigail began working on both degrees.

During her program Abigail took one management class. She stated that the class was valuable because the instructor was “a practicing manager who used real world

examples to explain management concepts, telling stories, and providing anecdotal evidence of how management really works. I have put more of that into practice than anything else." Near the end of her program, she began to look for a job and found a position at an academic library that hired her before she finished her degree. Keeping the job was contingent on finishing her MLIS.

Abigail's first library job was at a small academic library where she had the opportunity to participate in all areas of librarianship. Here she developed an interest in archives and digital preservation. After a few years at her initial library job Abigail moved on to a larger university library. Her manager at her new job helped shape one of her management philosophies. This manager felt that it was important for Abigail "to know how to do everything" and she tries to give her staff the opportunity to learn as much about the operations of their department and the library as possible.

Abigail also shows great resilience. She was hired to start a new department at a research library at a large university. She was tasked with building the department, hiring staff, working with staff and librarians who worked in other departments and building support for her new department across campus. After several successful years Abigail and her manager began to have different views on the direction of the department, and she eventually left that position and went into a different area of librarianship.

While building the new department Abigail had the opportunity to experience a blending of the roles of manager and leader. In her role as leader, she formed a vision and then was responsible for communicating that vision is a way that motivated individuals across the library and the university to follow her lead. She was also responsible for the day-to-day management of her department and the people who reported to her.

Abigail views management as an opportunity to mentor and support the growth of the people she manages. She wants to know what areas of the job her people are interested in. Her management philosophy is best stated in her own words from a conversation with a young librarian,

> My job here is to make it so that you can take my job if I leave and you are the next in-line, you should be able to move into this position or one like it. You should be growing towards that if that's what you want. If all you want to be, is just a librarian at this level and never move up, let's get you to be the best one of those you can be, but let's work together to get you to management if that's what you want.

Abigail has taken advantage of continuing education opportunities over the years. She participated in workshops and certificate programs offered by the various institutions where she worked. She also attends conferences, reads management publications and attends webinars.

She is open to moving up in her organization and sees the importance of managing across the campus. Over the course of her career, she has participated on several cross-campus committees and worked on building a community outside the library. Since our interview she has become the dean of libraries at her university.

Major Themes

Parental Influence

Many of my participants felt that it was important to mention in their interviews an instance where their parents had some impact on their development. In the case of Jane, she recalled wanting to “Be like my mom who worked in an office.” Scout, who

manages technical services at an academic library shared “My mom worked in a public library as a circulation assistant since I was about 12 years old, so I was familiar with libraries from the back end.” Abigail recalled that her mom, who worked at a university, was looking at job advertisements in the Chronicle of Higher Education and noticed there was a need for librarians. She also noticed that many of these librarian jobs required a second master’s degree and knew that the library science program at her university offered a dual master’s program in history and library science. Attending this program helped shape Abigail’s career.

Management and Leadership

All my participants are managers, and they all also happen to be leaders. During our discussions we talked about the concept of managers who are leaders and of leaders who are also managers. The literature on the concept of management and leadership being two distinct functions is mixed. Some experts will say managers cannot be leaders and that leaders cannot be managers. Whereas other experts will say the opposite. In the experience of my participants some managers are expected to be leaders but not all leaders are managers. For instance, in Monk’s organization there is “A clear expectation, it is actually written and verbal not just from library management, but also from upper administration from the campus.”

Jane believes that in academic libraries the lines between managers and leaders are crossed Jane saying “More and more, as we go, the lines between managers and leaders are getting blurred.” Scout posited that even though “It is possible to do that [just be a manager] in our industry at this time, but I don't think it is worthy of us to do that.”

And later she said, “I think that being a manager without being a leader is doing your direct reports, the people who report to you; I think it's doing them a disservice.”

Management Education/Professional Development

For most of my participants their library science programs only offered one management class, and that class did not make much of an impact. Jane’s most impactful experiences in her management class was,

> Having to write a strategic plan, I still, to this day, have a difficulty writing strategic plans. But I don't remember it discouraging me. I just remember it having a lot of reading. And I do remember writing the strategic plan as part of it. I don't really remember there much being management of people, more of processes.

Monk had a similar experience. Abigail had a more positive experience. She recalled that her management professor was a practicing manager who taught the class using “real-world stories and experiences.” Unlike any of my other participants Leana’s library school program offered her the opportunity to focus on management. She took classes on management, leadership, and financial planning and has found them to be important in her career.

Beyond library school all my participants have worked to develop their management skills. Each participant has taken advantage of management related professional development opportunities. All their respective universities offer multi-day multi session classes designed to educate managers not only on university expectations and rules but also on management in general.

All participants also practice self-paced professional development. They all indicated that they read several management books each year and keep up with management trends by reading both library related management journals and general management publications such as Harvard Business Review and MIT Sloan Management Review. Leana also pointed out that she, "talks to people who are in positions I want to be in. I had a lot of informal mentors and a lot of informal training."

Managerial Motivation

My participants were motivated to take on a management role. Several have been managers for years and a few are less experienced but all of them plan to stay in management. Further they all are open to adding more managerial responsibilities to their workload. What motivates them to stay in management? The financial benefits are one factor, the power and influence, and having some self-determination is a motivator. But there is more to it than the perks. Scout put it succinctly when she said "Well, it'll probably ruin my reputation, but I do like helping people." My participants all had some version of liking to help people. Erin stated "I enjoy seeing people grow and learn. I like to provide opportunities for people to contribute and collaborate." For Jane it is "Helping people grow. I like when people learn or have more confidence in themselves. I like the empowerment part. I like giving people the realization that they have the skills and the ability to do something."

Abigail described one of her motivations as,

> The fact that we have sent four or five students off into the world to go to Library School. They saw something in what we do here and how we do it and hopefully

some of that is a reflection on the, the leadership and, and management that I built here.

In looking toward, a future where she leads and manages managers Leana stated "My leadership is inspired by the lack of leadership I've had before. It's really about impact. And it just so happens that your impact is going to come as you being a dean or vice provost or provost or president, you know, things of that nature because you have more insight and a lot more influence on policy. I'm the leader, I need to make sure people have the conducive environment to be able to manage."

Summary

This chapter provides access to the stories and experiences of the participants as they develop and become academic librarians and managers. Some of their life stories and why they went to library school are shared. The chapter also includes insights into why the participants became managers and what encourages them to remain managers. Further, it includes their strategies to maintain and enhance their management skills. Also included are the four major themes that emerged from the interviews: parental influence, management/leadership, management education, professional development, and managerial motivation.

Chapter Five

FINDINGS

Overview

This chapter includes an overview of my methodology, a restatement of my research questions, and my research findings. A narrative inquiry research design was used. Kim (2016) and Patton (2015) explained that narrative inquiry is based on understanding and analyzing stories and experiences shared by research participants. Merriam (2019) stated that stories are crucial to understanding why and how people choose to do something. The research participants were selected using purposeful selection and the snowball method. They are all academic librarians selected from diverse institutions in the southeastern United States. The participants are currently managers below the dean level. Data was collected using Webex and Zoom. Each interview was recorded and transcribed. Each transcript was reviewed and converted into a Microsoft Word document.

The participants' stories were gathered using a modified Siedman interview strategy. I conducted one semi-structured interview with each participant. The interview process was designed to give participants a framework to establish context, reconstruct

details, and reflect on their experiences (Siedman, 2019). This study used a holistic coding strategy, which Saldaña (2016) describes as first-level coding. Saldaña recommends holistic coding to first-time researchers and points out that the data will be coded at a general level and need additional treatment. In holistic coding, data is coded with general terms. I used the Microsoft Word review feature to color code and tag interview transcripts. The coding then proceeded to the second cycle, where I used Microsoft Excel to group the codes and assign themes. This process is also referred to as pattern coding. (Saldaña, 2016)

Key Findings

My research question was: What experiences motivate academic librarians to become managers? In the case of my participants, several experiences motivated them to become managers. One of the most basic motivations was pay. Most of my participants mentioned pay or money as one contributing factor in their decision to take on the role of manager. Jane stated on management and pay, “At least in our library, that is how you move up in the pay scale. I mean, we've got rank, which does give us a pay bump or two, but not as much as if you go into management.” Pay was not the only motivator; one participant also realized that, throughout a long career, moving into management was an opportunity to grow and do something different. In library school, Scout recalled thinking, “I had a 40-year career ahead of me, and I knew I didn't want to stay in the same position forever. I knew I would progress into management.”

All my participants shared that one motivator for going into management was that they liked to know what was happening in the library and felt that being in management gave them access to communications that non-management librarians and staff did not

have. In Jane's words, “I just like knowing what's going on.” Monk has included his need for information in his management philosophy. He shared, “Now the challenge for me is to find ways to communicate with my folks so they don't feel like they're in that position that I was in.”

Abigail and Erin were motivated by a need to “be in charge.” Abigail shared,

> I do not know. I'm one of those like, controlling people who likes to make decisions and, and have things their way, so being able to affect change and make things better for the people that work with me and make things go smoothly.

Leana stated, “I just simply did not like the decisions that were being made. And I always tell people if you want to have a measurable impact on people. You need to be where policy and decisions are made.”

A finding that also emerged was the participants' reasons for staying in management. All participants shared that they found satisfaction in helping their staff succeed. This is accomplished in many ways including mentoring, providing access to professional development, sharing career insights, and scaffolding work assignments in a way that contributes to the person's success.

Discussion

My theoretical framework is from an article in which London and Noe (1997) explained that London originally developed his Career Motivation Theory in 1983. London created his theory in response to research by Howard and Bray on why early career managers were choosing to avoid taking on leadership and administrative roles. According to London and Noe, the theory focuses on career resilience, career insight, and career identity.

Career Resilience

In this framework, the primary characteristics of resilience are self-reliance, a drive for achievement, and a willingness to take risks (London, 1983). Managers exhibit resilience by using feedback, learning, and skill development to adapt to positive and negative change. All the participants appeared to be adept at managing professional change. Jane and Monk adapted to management positions even though neither was looking for a management position. Abigail showed resilience when a position she was recruited for and was successful at for several years soured due to a difference in vision with a supervisor. Instead of giving up or changing professions, Abigail was able to shift to a different area of librarianship and build a successful career that resulted in a promotion to an academic library dean position.

Career Insight

The primary characteristics of insight are using knowledge of yourself and your profession to establish clear career goals and knowing how your strengths and weaknesses can contribute to career success (London, 1983). This framework element is most evident when discussing with the participants what motivated them to be managers and what motivated them to remain managers. Abigail and Erin said they each desired to be "in charge." They wanted control over their work environments, and this insight was a factor in their decision to pursue management.

All participants knew that communication and how information was communicated to them and the people around them were important. Jane and Monk expressed how important it was to them to communicate with the management they reported to and to the people who reported to them. In addition, all participants revealed

that they care deeply and derive satisfaction from the success and growth of the people who report to them.

Career Identity

According to London (1983), identity is how a person uses their profession to define themselves and how they use identity to shape their career paths. The primary characteristics of identity are how vital organizational and professional involvement is to someone and how driven they are to achieve career advancement, including leadership positions and workplace accolades. Very little of this component was evident in the interviews with the participants. All the participants are involved in service across their campuses, state library organizations, and, in some cases, national library organizations. However, none of them discussed the importance of this service to their professional identity.

Related to career identity Ettarh (2018) discussed the concept of "vocational awe [which] refers to the set of ideas, values, and assumptions librarians have about themselves and the profession that results in beliefs that libraries as institutions are inherently good and sacred, and therefore beyond critique" (para 3). Ettarh explained that vocational awe contributes, among other things, to burnout, under-compensation, and job creep. Even though I did not look for vocational awe in my research, a study of the impact of this concept on academic library managers could prove to be a valuable addition to the literature.

London and Noe's work proved to be a practical initial framework for this research. All the participants showed career resilience and career insight. Career identity

was not as evident. One reason for this might be attributed to the fact most of the participants appeared to have a strong self-identity and work-life balance.

Management/Leadership

The management and leadership literature is full of thinkers such as Bennis and Nanus (1985) and Zaleznik (1977), who say managers and leaders are separate and should always be seen as separate. Conversely, thinkers such as Gardner (1990), Mintzberg (2013), and Northhouse (2016) posit that there is a place in today's world for a hybrid position that combines the operational skills of a manager with the vision of a leader.

Library literature has little discussion of the concept of the manager as a leader. However, Do and Nuth (2020) examined middle managers working in technical services units of academic libraries and explored how they viewed themselves as leaders. Their study indicated a need for more research on how middle managers could be more effective leaders.

My research differed from Do and Nuth in that it included managers who worked in all areas of academic libraries and focused on motivation. Nonetheless, my research revealed that my participants believe there is a difference between managers and leaders. Many of their organizations expect managers to exhibit leadership qualities. Further, many echoed Scout when she stated, “I think it is more problematic to be a manager and not be a leader.”

Management Education

Gant (2017) and Holley (2015) pointed to the limitations of management education in library schools today. This view is echoed in the experiences of many of my

participants. In most cases, the participants felt that their MLIS programs needed to better prepare them for management; the class content was limited or focused on management skills. Conversely, Leana shared that her library school effectively prepared her for management and offered a concentration in management and classes that included budgeting. Abigail's one management class had a positive impact on her, but that was due to the professor's instructional method and not the curriculum.

Wong (2017) pointed out the need for academic librarians to manage their professional development. He recommended a mix of learning while doing, taking official training classes, and developing a professional development plan. My research showed that all the study participants followed a path like Wong describes to maintain and develop their management skills.

It is important for library schools to graduate students who understand the duties of a library manager, regardless of the students' plans regarding management. It is also incumbent on librarians to be responsible for their own professional development and to take advantage of opportunities when they arise.

Implications for Practice

The goal of this study was to provide insight into what motivated the participants to choose to become managers in academic libraries. These findings have the potential to reveal some of the factors that motivated academic librarians who may not have been inclined to take on management responsibilities to become managers.

Further, the experiences and stories shared by the study participants have the potential to guide other librarians in their decision-making process.

According to Mintzberg (2013) successful and motivated managers are an asset to any organization. Understanding what motivates librarians to become managers and what motivates them to continue to be managers can provide senior-level administrators with insights to support current and emerging managers. Support can be demonstrated in several ways, including continuing education, ensuring that their managers know what resources are available on campus, knowing what resources are available through state and national library associations, and providing support to take advantage of these opportunities. Senior managers could also explore mentorship opportunities for new managers and librarians interested in management. The themes I discovered from my research can be helpful to hiring managers for the recruitment and retention of entry-level librarian managers in academic libraries.

These findings can also benefit MLIS students. Knowing what motivates other librarians to become managers before they finish their program of study can give MLIS students the opportunity to make decisions on courses and internships. Only one of the six participants recalled having more than one management class in their MLIS program. Graduate programs for librarians should provide multiple opportunities for students to study what library managers do and to understand the benefits of choosing to become managers.

Recommendations for Future Studies

I designed this study to better understand why some academic librarians were motivated to become managers. Further research could build on my findings by studying public library managers. Studying this group might provide insight into the motivations

of public librarians who have chosen to go into management. Additional insight might be collected by using a mixed methods strategy to provide generalizable data.

Additionally, an examination of the current state of management education in library schools is needed. Such a study could provide a starting point for management education to create a suggested curriculum for MLIS management classes. Building on the work of Wong (2021), more research into the strategies library managers use to educate themselves and develop their management skills would be helpful to senior managers who are responsible for supporting managers.

A study of the intersection of management and leadership is also called for. Much has been written on this topic in the business world (Bennis & Nanus, 2007; Kotter, 1990; Kotterman, 2006; Zaleznski, 1977). However, there is a gap in the library literature on managers as leaders in academic libraries.

Limitations

The study's design limited the pool of participants to academic librarians who were practicing managers at academic libraries across the southeast. The study's design also limited the participants to librarians below the rank of dean or director. This study was a narrative inquiry, and the participant pool was selected and purposeful. A study limitation emerged through the selection process as only one of my participants was male. This gender limitation impacts applicability and transferability. I recommend that future studies broaden their potential candidate pools. By their nature, qualitative studies are limited because they are not generalizable.

Conclusion

The purpose of this study was to understand, *What motivated a group of academic librarians to become managers* and further what keeps them interested in being managers. Through the interview process and data analysis, Scout, Monk, Abagail, Erin, Jane, and Leana's stories provided insight into the experiences of practicing managers. Four themes emerged that provided an understanding of their passion for management beyond financial incentives. Each participant felt a sense of fulfillment when nurturing and mentoring library staff and faculty who reported to them directly and those in their orbits.

Their experiences can be used to improve the recruitment of new managers and the retention of those already in management. Beyond this the research points to the importance of management education beginning with the MLIS program and continuing through a librarian's career.

REFERENCES

Agah, N. N., Kaniuka, T., & Chitiga, M. (2020). Examining motivation theory in higher education among tenured and non-tenured faculty: Scholarly activity and academic rank. *International Journal of Educational Administration and Policy Studies*, *12*(2), 77–100. https://doi.org/10.5897/IJEAPS2020.0644

American Council on Education. (2023). *Basic Classification.* https://carnegieclassifications.acenet.edu/carnegie-classification/classification-methodology/basic-classification/

Auster, E., & Chan, D. C. (2004). Reference librarians and keeping up-to-date: A question of priorities. *Reference & User Services Quarterly*, *44*(1), 57-66.

Bennis, W., & Nanus, B. (1985). *Leaders: The strategies for taking charge.* Harper & Row.

Bonner, T. (1986). The unintended revolution. Change *18*(5), 44-51. https://www.jstor.org/stable/40177578

Brannick, T., & Coghlan, D. (2007). In defense of being "native": The case for insider academic research. *Organizational Research Methods*, *10*(1), 59–74. https://doi.org/10.1177/1094428106289253

Campen, R., Workman, J. L., & Archibald, J. G. (2022). In search of safety: A case study of LGBT+ college students' perception of safe spaces at a rural university. *Georgia Journal of College Student Affairs*, *38*(1), 37–58. https://doi.org/10.20429/gcpa.2022.380103

Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.). Sage.

Clandinin, D. J. (2023). *Engaging in narrative inquiry* (2nd ed.). Routledge.

Clandinin, D. J., & Connelly, F. M. (2004). *Narrative inquiry: Experience and story in qualitative research.* John Wiley & Sons.

Clark, D. A. (1998). "The two Joes meet. Joe college, Joe veteran": The G. I. Bill, College education, and postwar American culture. *History of Education Quarterly*, *38*(2), 165. https://doi.org/10.2307/369985

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications, Inc.

Creswell, J. W., & Poth, C.N. (2013). *Qualitative inquiry and research design: Choosing among the five approaches* (4th ed.). SAGE Publications, Inc.

Davis, D. G. (1976). Education for librarianship. *Library Trends, 25*, 276-296.

Davis, E., & Lundstrom, K. (2011). Creating effective staff development committees: A case study. *New Library World*, *112*(7/8), 334-346. doi:10.1108/03074801111150468

Do, D. T., & Nuth, A. (2020). Academic library middle managers as leaders: In their own words. *Journal of Library Administration, 60*(1), 41–70.

Downs, R. B. (1968). Status of academic librarians in retrospect. *College & Research Libraries*, *29*(4), 253–258. https://doi.org/10.5860/crl_29_04_253

Ducas, A., Michaud-Oystryk, N., & Speare, M. (2020). Reinventing ourselves: New and emerging roles of academic librarians in Canadian research- intensive universities. *College & Research Libraries*, *81*(1). 43-65.

Ettarh, F. (2018). Vocational awe and librarianship: The lies we tell ourselves. *In the Library with the Lead Pipe*. https://www.inthelibrarywiththeleadpipe.org/2018/vocational-awe/

Evans, G. E. (1983). *Management techniques for librarians* (2nd ed.). Academic Press.

Evans, G.E., & Greenwell, S. (2020). Management basics for information professionals (4th ed.). ALA Neal Schuman.

Ford, E. (2020). Tell me your story: Narrative inquiry in LIS research. *College & Research Libraries*, *81*(2), 235-247. https://doi.org/10.5860/crl.81.2.235

Gant, J. P. (2017) Is Management the "tower of babel" for library and information science programs? *Journal of Library Administration, 57*(5), 585-597. DOI:10.1080/01930826.2017.1340762

Gardner, J. W. (1990). *On leadership*. The Free Press.

Gordon, R. S. (2006). *The NextGen librarian's survival guide*. Information Today.

Guba, E. G., & Lincoln, Y. A. S. (1985). *Naturalistic inquiry*. SAGE Publications, Inc.

Haas, W. J. (1979). Managing our academic libraries: Ways and means. *College & Research Libraries*, *40*(2), 109–119. https://doi.org/10.5860/crl_40_02_109

Harris, M. H. (1995). *History of libraries in the western world* (4th ed.). Scarecrow Press.

Harris-Keith, C. S. (2016). What academic library leadership lacks: Leadership skills directors are least likely to develop, and which positions offer development opportunity. *The Journal of Academic Librarianship*, *42*(4), 313-318. doi:10.1016/j.acalib.2016.06.005

Hoadley, I, B., Creth, S., & White, H.S. (1985). Reactions to defining the academic librarian. *College and Research Libraries, 46*(6), 469-471.

Hodge, M., Spoor., N, & Sheehan, C. (2021). Qualities of academic librarians who advance into middle management: An exploratory factor analysis. *Journal of Library Administration*, *61*(5), 530-549. DOI: 10.1080/01930826.2021.1924531

Holley, R. P. (2015). Why don't library science students want to become managers? *Journal of Library Administration, 55*(5), p425-434. http://dx.doi.org/10.1080/01930826.2015.104728

Howard, A., & Bray, D. W. (1981). Today's young managers: They can do it, but will they? *Wharton Magazine, 5*(4), 23-28.

Howard, P. (1940). The functions of library management. *The Library Quarterly*, *10*(3), 313–349. https://doi.org/10.1086/614779

Jantti, M., & Greenhalgh, N. (2012). Leadership competencies: A reference point for development and evaluation. *Library Management, 33*(6), 421-428. http://dx.doi.org/10.1108/01435121211266249

Jenkins, R. (2000). Categorization: Identity, social process, and epistemology. *Current Sociology*, *43*(3), 7–25.

Jones, A.P. (1989). The history and development of libraries in American higher education. *College and Research Libraries News, 50*(7), 561-564. DOI https://doi.org/10.5860/crln.50.7.561

Kaser, D. (1980). *A book for a sixpence: The circulating library in America*. Beta Phi Mu.

Katopol, P. (2016). Putting up roadblocks on your path toward management. *Library Leadership & Management (Online)*, *30*(4),1-5.

Kelly, B. T., & Kortegast, C. A. (Eds.). (2018). *Engaging images for research, pedagogy,*

and practice: Utilizing visuals to understand and promote student development. Stylus Publishing.

Kendrick, K. D., Leaver, E., & Tritt, D. (2013). Link up the sticks: Access and barriers to professional development for small and rural academic librarians. *Codex, 2*(3), 38-77. http://journal.acrlla.org/index.php/codex/article/view/78

Kenney, B. (2015). So, you want to be a library director? Six tips to help you make the jump to a successful library directorship. *Publishers Weekly*, *262*(20), 24-25.

Kim, J. H. (2016). *Understanding narrative inquiry.* SAGE Publications, Inc.

Kotter, J. P. (1990). *A force for change: How leadership differs from management.* Free Press.

Kotterman, J. (2006). Leadership versus management: What's the difference? *The Journal for Quality and Participation, 29*(2), 13-17. https://www.proquest.com/scholarly-journals/leadership-versus-management-whats-difference/docview/219091679/se-2

Koizumi, M. (2017). *Inherent strategies in library management*. Chandos Publishing.

Lewis, D.W. (2016). *Reimagining the academic library*. Rowman & Littlefield.

Le Gallais, T. (2008). Wherever I go there I am: Reflections on reflexivity and the research stance. *Reflective Practice*, *9*(2), 145–155. https://doi.org/10.1080/14623940802005475

London, M. (1983). Toward a theory of career motivation. *Academy of Management Review*, *8*(4), 620-630. https://doi.org/10.2307/258263

London, M, & Noe, A, R. (1997) London's career motivation theory: An update on measurement and research. *Journal of Career Assessment* 5(1), 61-80. DOI: 10.1177/106907279700500105

Luzius, J.R. (2005). *The career choice of academic librarians: A study of motivational factors and demographics*. (Publication No. 3173500) [Doctoral dissertation, Auburn University]. ProQuest Dissertation & Theses Global.

Mackenzie, M. L., & College, D. (2009). Management education for library directors: Are graduate library programs providing future library directors with the skills and knowledge they will need? *Journal of Education for Library and Information Science*, *50*(3), 129–142.

Mackenzie, M. L., & Smith, J. P. (2008). An exploratory study of libraries and their managers: Management education for leaders of non-traditional businesses. *Proceedings of the American Society for Information Science and Technology*, *44*(1), 1–15. https://doi.org/10.1002/meet.145044027

Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). SAGE Publications, Inc.

McCormack, C. (2004). Storying stories: A narrative approach to in-depth interview conversations. *International Journal of Social Research Methodology*, *7*(3), 219–236. https://doi.org/10.1080/13645570210166382

Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: Examples for discussion and analysis.* Jossey-Bass.

Merriam, B.S, & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey Bass.

Mintzberg, H. (2013). *Simply managing: What managers do—and can do better.* Berrett-Koehler Publishers.

Moniz, R. (2010). *Practical and effective management of libraries: Integrating case studies, general management theory and self-understanding*. Chandos.

Moran, B. B. (1984). *Academic libraries: the changing knowledge centers of colleges and universities*. Association for the Study of Higher Education.

Nanjiru, D., Nyariki, D. M., & Wanjiru, F. (2016). The distinction between leadership and management: A review of relevant literature. *International Journal of Economics, Commerce and Management, 4*(3), 1-9.

Northouse, P. G. (2016). *Leadership, theory and practice (7th ed.).* Sage Publications Inc.

Oakleaf, M. J. (2010). *The value of academic libraries: A comprehensive research review and report*. Association of College and Research Libraries, American Library Association. www.acrl.ala.org/value

Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). SAGE Publications, Inc.

Portz, S. (2014). Project management. *Technology and Engineering Teacher, 73*(7), 19-23.

Ravitch, S. M. & Riggan. J. M. (2017). *Reason and rigor: How conceptual frameworks guide research* (2nd ed.). SAGE Publications, Inc.

Rooney, M. P. (2010). The current state of middle management preparation, training, and development in academic libraries. *Journal of Academic Librarianship*, *36*(5), 383-393. https://doi.org/10.1016/j.acalib.2010.06.002

Roulston, K. (2022). *Interviewing: A guide to theory and practice.* SAGE Publications, Inc.

Ruben, B. D., De Lisi, R., & Gigliotti, R. A. (2017). *A guide for leaders in higher education: Core concepts, competencies, and tools*. Stylus Publishing.

Saini, O. P. (2018). *Understanding the role of institutional repository in digital preservation in academic libraries: A review of literature*. Library Philosophy and Practice (e-journal). 1904. https://digitalcommons.unl.edu/libphilprac/1904

Saldaña, J. (2016). *The coding manual for qualitative researchers*. SAGE Publications, Inc.

Schreiner, S. A., & Pope, B. M. (2011). Management training in library school: Do graduate programs prepare an individual for real world demands? *Endnotes*, *2*(1), 1–16.

Schutz, A. (1976). *The stranger*. In G. Bowker, & J. Carrier (Eds.), *Race and ethnic relations.* Hutchison.

Seidman, I. (2019). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (5th ed.). Teachers College Press.

Shiflett, O. L. (1981). *Origins of American academic librarianship*. Ablex Publishing.

Stahl, N. A., & King, J. R. (2020). Understanding and using trustworthiness in qualitative research. *Journal of Developmental Education*, *44*(1), 26-28.

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd ed.). SAGE.

Tucker, J. C. (2008). Development of midcareer librarians. *Journal of Business &*

Finance Librarianship, 13(3), 241-248. https://digitalscholarship.unlv.edu/lib_articles/18

Viskovic, A., & Robson, J. (2001). Community and identity: Experiences and dilemmas of vocational teachers in post-school contexts. *Journal of In-Service Education*, *27*(2), 221–236.

Weiner, S. G. (2005) The history of academic libraries in the United States: A review of the literature. *Library Philosophy and Practice* (e-journal). 58. https://digitalcommons.unl.edu/libphilprac/58

Wilder, S. (2018). Selected demographic trends in the ARL professional population. *Research Library Issues, Association of Research Libraries*, 295. https://publications.arl.org/rli295/

Wiegand, W. A. (1989). Libraries at times of cultural change. *Libraries & Culture, 24*(1), 99-109.

Wiegand, W. A. (1996). *Irrepressible reformer: A biography of Melvil Dewey*. ALA Editions.

Wisniewski, M. A. (2019). Leadership development for academic chairs: Programs for promoting competence in higher education. *Journal of Continuing Higher Education, 67*(1), 48–51. http://dx.doi.org/10.1080/07377363.2019.1642718

Wong, G. K. W. (2017). Leadership and leadership development in academic libraries: A review." *Library Management 38*(23), 53–66. DOI 10.1108/LM-09-2016-0075

Wong, G.K.W. (2021). Taking leadership development into your own hands: A perspective for academic librarians. *Journal of Academic Librarianship 47*(1), 1-4. https://doi.org/10.1016/j.acalib.2020.102301

Young, A. P. (2006). Library Quarterly management literature, 1931–2004. *The Library Quarterly*, *76*(1), 58–80. https://doi.org/10.1086/504345

Yukl, G. A. (2013) *Leadership in organizations (8th ed)*, Prentice-Hall.

Zaleznik, A. (1977). Managers and leaders: Are they different? *Harvard Business Review 55*, 67-78.

APPENDIX A:

Protocol Exemption Report

Appendix A: Protocol Exemption Report

Institutional Review Board (IRB)
for the Protection of Human Research Participants

PROTOCOL EXEMPTION REPORT

Protocol Number: 04440-2023 **Responsible Researcher:** Tim Daniels

Supervising Faculty: Dr. Jamie Workman **Co-Investigator:** n/a

Project Title: *Experiences that Motivated Academic Librarians to Choose Leadership and Administration: A Narrative Inquiry Approach.*

INSTITUTIONAL REVIEW BOARD DETERMINATION:

This research protocol is exempt from Institutional Review Board (IRB) oversight under 45 CFR 46.101(b) of the federal regulations, category 2. If the nature of the research changes such that exemption criteria no longer apply, please consult with the IRB Administrator (irb@valdosta.edu) before continuing your research study.

ADDITIONAL COMMENTS:

- *Exempt protocol guidelines **permit** the recording of interview sessions provided recordings are made to create an accurate transcript. Exempt guidelines **prohibit** the collection, storage, and/or sharing of recordings. Upon creation of the transcript, the recorded interview session must be deleted immediately from recording and storage devices.*
- *In keeping with established consent guidelines, interview recordings must include the researcher reading aloud the **consent statement**, confirming participant understanding, and establishing the participant's willingness to take part in the interview. Participants must be provided with a copy of the research statement.*
- *To ensure confidentiality of participants, pseudonym lists must be kept in a separate secure file from corresponding name lists, email addresses, etc.*
- *Upon completion of the approved study, collected data must be securely maintained and **accessible only by the researcher** for a minimum of 3 years. At the end of the required time, collected data must be permanently destroyed.*

☒ ***Please submit any documents you revise to the IRB Administrator at tmwright@valdosta.edu to ensure an updated record of your exemption.***

Elizabeth W. Olphie *09.28.2023*

Elizabeth W. Olphie, IRB Administrator Date

Thank you for submitting an IRB application.
Please direct questions to irb@valdosta.edu or 229-259-5045.

Revised: 06.02.16

APPENDIX B:

Participant Consent Statement

Appendix B: Participant Consent Statement

You are being asked to participate in an interview as part of a research study entitled **"Experiences that Motivated Academic Librarians to Choose Management: A Narrative Inquiry Approach**," which is being conducted by **Tim Daniels,** a ***student*** at Valdosta State University. The purpose of the study is to identify what motivated specific individuals to become academic librarians, what motivated those individuals to become managers, and what professional development experiences supported that decision in the context of career motivation. The study proposes to collect and examine the stories and experiences of academic librarians currently in management positions to add to the body of knowledge and provide context for pathways for potential managers. You will receive no direct benefits from participating in this research study. However, your responses may help us learn more about why some academic librarians have chosen to be managers. There are no foreseeable risks involved in participating in this study other than those encountered in day-to-day life. Participation should take approximately 60-90 minutes**.** The interview will be audio-recorded to capture your concerns, opinions, and ideas. Once the interview recording has been transcribed, the recording will be deleted from the recording devices. **This research study and your participation will be kept confidential.** Your identifiable information will be replaced with a pseudonym in publications or presentations**.** No one, including the researcher, will associate your responses with your identity. Your participation is voluntary. You may choose not to participate, to stop responding, or to skip questions you do not want to answer. You must be at least 18 years of age to participate in this study. Your participation in the interview serves as your voluntary agreement to participate in this research project and your certification that you are 18 years of age or older.

Questions regarding the purpose or procedures of the research should be directed to Tim Daniels at tfdaniels@valdosta.edu. This study has been exempted from Institutional Review Board (IRB) review in accordance with Federal regulations. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-253-2947 or irb@valdosta.edu.