



LEADING

LIBRARIES

HOW TO CREATE
A SERVICE
CULTURE

WYOMA VAN DUINKERKEN
WENDI ARANT KASPAR

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Wyoma vanDuinkerken and Wendi Arant Kaspar

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PREFACE

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While writing this book, we struggled with a very fundamental concept: leadership. It has given us pause at every turn. Perhaps it is because nomenclature and detail have always been important to our profession. We know this to be true because when we first started discussing the concept of this book with the American Library Association (ALA), the working title was actually *Managing People in Libraries: Creating and Sustaining Servant Leadership in Service Organizations*, a title that spoke very much to the model and the values that we wanted to convey. However, while ALA was interested in the concept and thought that it would have appeal, there were questions about the use of the word *servant*—not concerns that we were using servant leadership as a lens to look at management in our profession, but rather the apprehension that the use of the word “servant” would be distasteful to the audience, particularly those readers who would be interested in reading a book about leadership.

Perhaps the term *leadership* has confounded us because it seems always to be contingent upon a position of authority or, in other words, management titles, and what is discussed in this book makes no such assumption. Certainly, those in positions of authority have more opportunities to lead and certainly more responsibility. As Voltaire is reputed to have said, “With great power comes great responsibility.” Strangely, a leader, particularly a leader who places service above all, is practically the antithesis of the traditional authoritarian model in libraries. More than that, there is a pervasive argument about whether a true leader seeks power (or authority or control) or has a more altruistic purpose. Many leadership theories have taken one side or the other of this argument, explicitly or by assumption. That said, if service is at the core of librarianship (and there may be arguments against that as the profession evolves), then it should also be at the core of leadership in libraries.

We have searched through leadership books and management articles, philosophical treatises and political documents, even dictionaries and thesauri, searching for a word that would convey the essence of leadership without the presumption of some sort of hierarchy. *Entrepreneur* was an attractive term, particularly in view of its recent popularity in library literature. Advocate, champion, activist, frontier, guide, advisor, visionary, pioneer, revolutionary, and many more words were all considered and rejected because of the political connotations that many of these terms have assumed.

So, we will stick to the term *leadership*. That said, we want it understood that we are not talking about the standard definition of leadership.

The title of this book was chosen very deliberately. We wanted to explore leading in libraries—not leadership in terms of being a leader (largely assumed by position authority) but the act of leading—with a focus on what it means to lead, the acts and behaviors that manifest and how they are derived from individual interactions with others and how they impact a larger organization.

This book is not precisely a how-to, although it will provide some examples and cases along with some reflective exercises and tools so that those who are so inclined can see how a commitment to service manifests in action. The service orientation is fundamental. Many management books and indeed many managers prescribe certain behaviors that are leadership behaviors or management best practices, but there is no commitment, no sincerity behind those actions. What we are discussing goes beyond leading with intention; it is leading with meaning.

Included in this volume are tools for exercising service leadership skills and modeling service leadership behavior. A service commitment is mandatory; otherwise, the efforts lack sincerity and are just going through the motions. As Robert Greenleaf said, “technique without the attitude is phoney.”¹

NOTE

1. Robert K. Greenleaf, *The Servant Leader Within: A Transformative Path* (Mahwah, NJ: Robert K. Greenleaf Center, 2003), 46.

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We would like to thank our husbands and children for their patience and support as we researched and wrote this book. We also want to thank our colleagues for inspiring us to write about the importance of service leadership in libraries.

All characters appearing in this work are fictitious. Any resemblance to real persons, living or dead, is purely coincidental.

INTRODUCTION

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LEADING LIBRARIES: SERVICE LEADERSHIP IN A SERVICE ORGANIZATION

Introducing and extending a service leadership model into an organization's cultural values and practices can be challenging. Not only does an individual have to be committed to service, but she must be able to communicate that value and the attendant vision to the stakeholders and then follow through with this vision, leading by example. However, for an individual to be a true service leader, she needs to embody the values of service leadership.

Libraries typify a service organization. They are models of public service in that their mission is to serve their patrons, be they faculty and students at a university or at an elementary or high school, citizens of a municipality, officials and employers of a government entity, or stakeholders in a private enterprise. Although libraries are attentive to their clientele, they have struggled to adopt this service value in their internal operations and may not model it for their colleagues and staff.

The foundation of the service leadership model in this book rests on five concepts: conscientiousness, rapport building, encouragement and accountability, innovation, and sustainability. These concepts are formalized or developed through two approaches that embed these values into the policies and processes of the organization: strategy formalizes innovation and strategic thinking and modeling reinforces all five values in the management processes and systems. The importance of these elements of service leadership will be highlighted briefly below, and each will be covered in more depth in a chapter dedicated to that concept.

Conscientiousness

Conscientiousness requires that service is a fundamental motivator. It could also be called character, integrity, or self-awareness. To be conscientious is to encourage an individual to be attentive to who they are and what they believe in. This self-awareness reveals their beliefs and disbeliefs, making them aware of their true values. Service leadership is typified by ethical people who strive to be trustworthy, credible, and committed to their values.

Being conscientious harkens back to Burns' transformational leadership theory and the underlying belief in moral leadership. However, moral leadership relies

on the relationship between the leader and the followers, assuming that leaders are conscientious by taking responsibility for their actions while considering the “the fundamental wants and needs, aspirations, and values of the followers.”¹ A transforming leadership “ultimately becomes *moral* in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus it has a transforming effect on both.”² However, service leadership reaches beyond the individual leader with positional authority and is based on the belief that all individuals can be service leaders if they are conscientious.

Chapter 3 will examine the following:

- contemplation and self-reflection;
- awareness;
- consideration and inspiration;
- honesty and integrity;
- authenticity and trust;
- values and decision-making;
- ethical leadership: altruism and service; and
- professional ethics.

Building Rapport

The way in which service leaders build rapport with their colleagues, employees, and customers or patrons is through communication—not just verbal communication but listening as well. As discussed in chapter four, listening is a key aspect of communication and is widely recognized as crucial to any organization. Despite this recognition, most literature examining the development of leaders focuses on the transmitting aspect of communication, such as talking or presenting, in which the leader speaks and the employee listens, which is crucial for the development of leaders. However, this assumes that communication is unidirectional and that the person with positional authority should be delivering the message. Service leaders, on the other hand, understand that two-way communication is fundamental to being a successful leader because it builds rapport with employees and patron, more effectively meeting their needs through the acknowledgment that people are valued and respected for their knowledge, beliefs, and concerns.³

But listening also goes beyond what is said, reaches even to what a person is not saying, in a couple of ways. First, a service leader can practice listening by observing an employee or patron’s body language, including their eye and facial expressions, and voice fluctuations. This is often considered by some as listening for feelings. Second, a service leader can consider what is missing from the communication: Are there topics that are avoided or things that are specifically not

said—the elephant in the room? Such topics are usually significant, if difficult, and very indicative about the climate in an organization. Communication is the foundation of rapport, building a shared understanding and personal investment.

In addition to elaborating on rapport, chapter 4 will examine the intricacies around communicating effectively and building a service leadership organization, including listening to others, encouraging open conversation and moral dialogue, and communicating concern.

Balancing Encouragement and Accountability

The third element of service leadership is to be encouraging to employees and colleagues while holding them and oneself accountable. Encouragement and accountability are really two sides of the same coin. One of the easiest ways for service leaders to encourage their employees is by delegating authority and empowering them to take charge and be leaders themselves. This demonstrates both encouragement and the opportunity for accountability. Leban and Stone believe that if a leader ties these motivators to the overall goals of the organization, then the leader will lay the foundation for a network of support throughout the organization.⁴

Procedural and social justice issues are another way in which service leaders can motivate and encourage their employees to succeed within the organization, holding their management team and themselves accountable. Creating a working environment that is harassment-free, bullying-free, and safe will create a positive work environment where morale is high and retention is high. Although there are federal and state laws as well as organizational rules calling for employers to have this kind of working environment, not all rules and laws are followed. Employees who believe that the leaders of their institution are lacking in procedural and social justice endure an environment of discontent and overall job dissatisfaction.

Chapter 5 will also address the following areas in depth and their implications for service leadership: influence, personal accountability as a library leader, emotional intelligence, empowerment, and social and procedural justice.

Innovation and Evolving Service

Libraries are facing change at an alarming rate; instead of slowing down it is increasing, driven by technology, economics, competing priorities and more. Libraries can approach change in one of two ways: They can drive the change or they can let it drive them. In many instances, the response is more reactive than proactive. Employees are often told how to fix a problem instead of being encouraged to address possible issues before they become problems. Employees understand that the organization that they work for has a culture that punishes instead

of praises individual initiative. In an environment in which employees lack the motivation to be innovative, change management becomes impossible because the employees will continue to look up the organizational ladder for permission to change or seek a position in a different organization that will recognize their potential contribution. In the literature as early as the 1880s, James recognized that leaders need help and that their talents didn't always fit with the situation.⁵ Davis and Luthans, behavioral theorists, furthered this belief by supporting the idea that a "leader's behavior serves as a discriminative stimulus . . . or cue . . . to evoke the subordinate's task behavior."⁶

Leaders today need their employees to be proactive and show initiative, collaborate smoothly with others, take responsibility for their own professional development, and to be committed to high quality performance standards. Thus employees are needed who feel energetic and dedicated, and who are absorbed by their work. In other words, organizations need engaged workers.⁷

In the context of libraries and the change that they constantly face, chapter 6 will also explore:

- creativity, vision, and innovation;
- change management and strategic thinking; and
- challenging the process and risk taking.

Incorporating innovation into the culture can be done by encouraging strategic thinking throughout the organization and applying an inclusive and ongoing strategic-planning process.

STRATEGIC PLANNING: THE PRACTICE OF INNOVATION AND STRATEGIC THINKING

Building on innovation and strategic thinking, strategic planning is the practice or normalization of those values. It is also one of those activities that is generally organization-wide, although it can be done on a micro level within an organization. As stated above, it has traditionally been the managers' responsibility, in conjunction with their employees, to develop a strategic plan for their organization. However, creating a strategic plan is not enough; the organization needs not only to communicate this plan but also to follow through with it. The reason for this is that everyone throughout the organization knows what its values and mission are and also how the day-to-day business should be done.⁸

Following through on values is also critical for a leader. Leaders can do this by modeling the behavior that they value. If, for example, the leader says that he believes his employees should take risks but he is cautious and does not take risks,

his behavior will speak volumes to the employee. As a result, employees will not take risks because they do not feel that the leader truly believes in risk taking.

A service leader, on the other hand, motivates employees to get involved in their organization, stressing the importance of strategic planning and how crucial their input is to the organization's future success. Employees, after all, are the lifeblood of any organization, and without them the organization would not exist. Without their expert knowledge and their day-to-day understanding of how the work actually gets done, the organization not only would stand still but fall apart. A service leader recognizes that the future of the library rests on the employees' talents and that by engaging them in the planning, they will become more invested in the outcome.

Chapter 7 will address the practices involved in strategic planning and following through, including the following:

- attributes of strategic plan;
- designing the strategic plan;
- crisis management;
- strengths, weaknesses, opportunities, threats;
- developing strategies; and
- assessing the library strategic plan.

SUSTAINING SERVICE AS A VALUE

Creating a service leadership organizational model is not a one-time endeavor; it must be nourished and developed so that it can continue to grow and become engrained in every corner of the organization. In order to sustain the service leadership model, leaders need to recognize that each employee is unique and holds fundamental beliefs and values that affect how they do their jobs. After recognizing these differences, leaders should acknowledge that employees need to be able to grow through professional development activities so that they can develop their strengths and work on their weaknesses. It is important for leaders throughout the organization to encourage professional development, not only for their employees' career development but also for succession planning and innovation for the organization. Ultimately, what the organization needs to create is a learning environment where people are mentored so that they can advance not only in the organization but in their careers.

To encourage a climate of learning, each individual working for the institution must become a steward, committed to everyone who works there. For Bradford and Cohen, the leader needs to be more than just a hero; he needs to be someone who develops his employees in order to build a successful team.⁹

Chapter 8 will discuss how to create a culture of purpose and service that is sustainable and effective, including the following:

- defining the purpose and vision;
- advocating service leadership;
- building an environment of trust;
- performance;
- development and mentoring;
- assessment and feedback;
- systematizing innovation and change; and
- building community, stewardship, and sustaining.

FORMALIZING SERVICE LEADERSHIP IN LIBRARIES: EMBEDDING PROCESSES AND POLICIES

While chapter 8 discusses building a service organization, chapter 9 is concerned with the codification of those values, the policies and procedures that provide the framework. These aspects may be overlooked, considered as less important, but formally documenting procedures and systems in a way that is aligned with values send a clear message. For example, articulating individual or programmatic goals consistent with values and evaluating and rewarding them accordingly will reinforce those values.

Modeling or sustaining the values in the organization is generally also an organization-wide effort requiring buy-in from a high level. However, like strategic planning, it can be done effectively at the unit, project, or service level. Sustaining the culture of service leadership requires more than just espousing its values and pointing to a philosophy document; it necessitates embedding the values within the activities and systems of the organization. In other words, the policies and procedures should reinforce the efforts that the organization wishes to model—in this case, that service in whatever form it takes is superlative. For example, it is a truism that people do what they are rewarded for, and in a service organization, the rewards are likely to be intangible though no less important in signaling what is valued and reinforcing desirable behavior. Efforts around merit pay and raises, must go through the hierarchy. However, rewards of a more intrinsic nature can be identified and conferred at any level in the organization.

Chapter 9 will examine how to systematize and model service values in an organization, including the following:

- recruitment and selection;
- learning and personnel development;
- performance evaluation;

- rewards and compensation;
- accountability and termination; and
- leadership development and succession planning.

SERVICE LEADERSHIP IN LIBRARIES

Chapter 10 will focus on service leadership as an organizational value, how that manifests in its mission and activities and how it is perceived by patrons, both internal and external, including the following:

- employee as the patron;
- patron perception of the service culture;
- service quality; and
- organizational culture.

It will also discuss the environment of change in libraries and the necessity of being responsive and staying relevant. The mission of libraries is centered on their mission and providing what their patrons need: the ability to provide effective service is critical.

NOTES

1. James MacGregor Burns, *Leadership* (New York, NY: Harper & Row, 1978), 4.
2. *Ibid.*, 20.
3. Fons Trompenaars and Ed Voerman, *Servant-Leadership Across Cultures* (New York, NY: McGraw Hill, 2010); Robert K. Greenleaf, *Servant Leadership: A Journey into the Nature of Legitimate Power & Greatness* (Mahwah, NJ: Paulist, 1977); James M. Kouzes and Barry Z. Posner, *The Leadership Challenge*, 3rd ed. (San Francisco, CA: Jossey-Bass, 2002).
4. Bill Leban and Romuald Stone, *Managing Organizational Change*, 2nd ed. (Hoboken, NJ: John Wiley, 2008), 136.
5. William James, "Great Men, Great Thoughts and Their Environment," *Atlantic Monthly* 46 (1880): 441–459.
6. Tim R. Davis and Fred Luthans, "Leadership Reexamined: A Behavioral Approach," *Academy of Management Review* 4, no. 2 (1979): 237–248, 239.
7. Arnold Bakker and Wilmar Schaufeli, "Positive Organizational Behavior: Engaged Employees in Flourishing Organizations," *Journal of Organizational Behavior* 29, no. 2 (2008): 147–54.
8. Svafa Grönfeldt and Judith Strother, *Service Leadership: The Quest for Competitive Advantage* (Thousand Oaks, CA: Sage Publication, 2006), 105.
9. David L. Bradford and Allan R. Cohen, "The Postheroic Leader," *Training and Development Journal* 38, no. 1 (1984): 40–49.

CHAPTER 1

LEADERSHIP THEORIES

Traditional and Transformational

Management is efficiency in climbing the ladder of success;
leadership determines whether the ladder is leaning against the right wall.

—Stephen R. Covey¹

As librarians, we see the deluge of literature on management and leadership, whether scholarly, practical, or popular, that is published year after year. There is usually one book title that is on everyone's lips (whether or not it is on their minds is another matter) for a few months. It may even be inculcated into organizational training so that everyone can be indoctrinated into the new routine and the latest jargon until the next management fad comes along to replace it. Often the advice passed on is nothing new or innovative; it's merely framed in a new context for an emerging situation or with new buzzwords.

That said, there are a number of seminal works on leadership that are universal in perspective and provide a critical foundation upon which this book is built. While the ideas and models they present are diverse and may seem to be mutually exclusive or even, at times, conflicting, facets of them complement each other and provide value in framing the service leadership model and discussion of its implications for libraries.

MANAGEMENT VS. LEADERSHIP

Leadership has a multitude of definitions, both in the various literatures and in practice, framed by personal experience, by relationships, and by individuals known through experience, the media, or history. This is quite aside from the distinctions between management and leadership, which are sometimes—and quite incorrectly—used synonymously. Management is often defined through a specific title, office, or position of authority and those who have held them. In this way, the manager or administrator is called a leader, someone who directs subordinates with the authority invested in the position. Managers are either promoted or

hired; status is bestowed as a king is crowned. Leadership may be confused with an authoritarian model focusing on the power distance between leader and follower: as with a king, a president, or a general and their subjects.

As a result of this confusion, it is necessary to understand the difference between a manager and a leader and why this difference is significant. It is also important to stress that good managers can also be good leaders and that many leaders were at one time managers. The director of an organization—the library for our purposes—is by no means the only leader, although it is not uncommon for leadership to be recognized only in those with a management title. However, a manager and a leader are definitely not the same; each has its own distinct roles, which may be mutually exclusive, and in light of the leadership issues that libraries have and will continue to face, a distinction must be made.

Warren Bennis, widely regarded as a pioneer of the contemporary field of leadership studies, compares the attributes of a manager and a leader to highlight the difference between the two:

- The manager administers; the leader innovates.
- The manager is a copy; the leader is the original.
- The manager maintains; the leader develops.
- The manager focuses on systems and structure; the leader focuses on people.
- The manager relies on control; the leader inspires trust.
- The manager has a short-range view; the leader has a long-range perspective.
- The manager asks how and when; the leader asks what and why.
- The manager has his or her eye always on the bottom line; the leader's eye is on the horizon.
- The manager imitates; the leader originates.
- The manager accepts the status quo; the leader challenges it.
- The manager does things right; the leader does the right thing.²

What Bennis stresses in his comparison is that a manager tends to control the situation by focusing attention on the process of completing a task which was defined externally or handed down by the leader (or that person at the top of the organizational chart). Leaders, on the other hand, project the vision of a library's mission and how this mission may be achieved, carrying this message to everyone connected to the library. Without leaders, the library would be adrift without a strategy, and without managers, the strategic plan could not be implemented. As a result, libraries are increasingly facing a crisis of effective leadership in which managers are trying to lead without either the skills or vision to be effective leaders. Think back to people with positional authority

in your library; were they visionaries or micromanagers and taskmasters? If you answered the latter, then you have a manager in a leadership position, and as a result, the typical leadership in your library may tend to be hierarchical, task-based, and archaic.

Leadership can also be observed at an organizational level. This is often defined by the success of a company, measured by stock value or sales in dollars (or yen, lira, etc.). IBM, Ritz-Carlton, Southwest Airlines, Apple, and Starbucks may have been considered leaders in their field at any specific time. In these business environments, the leadership values have been adopted by the organization and become part of its culture. In this way, the organization is peopled by leaders and tends to stand out in its field. Metrics used in a corporate environment are less relevant to service organizations, particularly those with a public or educational mission such as libraries. However, there are ways to measure success; they just tend to be less tangible and short term.

WHAT IS LEADERSHIP?

This book will look at leadership in terms of the capacity to lead, using the significance of “to guide on a way, especially by *going in advance*.”³ In this case, advance means being the first to do something, a pioneer. It is as essential a component of leadership as guiding others to follow a path, and perhaps more so, because so much significance is placed on choosing the direction and the modeling of certain behaviors. We are focusing on leadership in terms of forging a new path, rather than following the one that has gone before or doing what is expected by others. It assumes that an individual has strength of purpose and vision to go forward regardless of whether one is leading the pack or following those in authority; in fact, it requires that a leader challenge the status quo and seek the less-traveled path. It looks at leadership in the larger context, not merely at the local organization or department.

This flies in the face of the traditional perception, asserted by Emmanuel Gobillot in *Follow the Leader*, that having followers is the necessary definition of leadership.⁴ Certainly, he goes on to indicate that great leaders have great followers and describes what that looks like. This is a traditional view of leadership, and it raises the chicken-or-egg dilemma: If a leader is defined by his or her followers (and just by having followers), then how does one become a leader except by having followers? In addition, we are not looking at positional authority as an indicator of leadership; in many cases, that is also a case of follow the leader, with middle and even upper management doing what the individual at the top of the pyramid wants or what they think he or she wants. This is NOT the view of leadership discussed here. To illustrate what leading is, according to this book,

we provide a couple of examples. Joseph Nye discusses the process of *Time* magazine's editorial board choosing the most important person of the century:

They narrowed the list to Churchill, Franklin D. Roosevelt, Mahatma Gandhi and Albert Einstein. They picked Einstein as the person whose extraordinary creativity had the greatest impact on the age, but, unlike the others, Einstein was not a leader . . . He had spent a lifetime flaunting authority and going his own way and regarded it as ironic that he should become an authority.⁵

Nye's use of *leader* and *authority* seems, on the surface, to undermine the argument. However, it illustrates a fundamental aspect of leadership that we are trying to emphasize: leadership is making those decisions, those actions that are true to the individual's purpose, and doing so at times in spite of expectations and traditional roles. The second example is more recent, more relevant, and less prepossessing: Admiral McRaven was recently selected as president of the University of Texas (UT) System. Prior to this distinction, he gave a commencement speech that has gone viral because it speaks to purpose in living and leading. He illustrated UT's slogan, "What Starts Here Changes the World," with lessons from his own life, in fact from his U.S. Navy SEALs training. He emphasizes the significance of service and that leadership in service sometimes requires that an individual make the right decision in times of hardship and in the absence of either followers or leaders.⁶

LEADERSHIP THEORIES

There are as many definitions for the term *leadership* as there are leadership theories.⁷ The question of what makes a leader has been explored for centuries, and the plethora of meanings and theories is largely due to the increased interest in leaders and leadership over the past 200 years and how leadership is often conflated with power. Treatises on and definitions of leadership show up in nearly every discipline but are largely concentrated in public administration or political science, military history, management, psychology, and sociology. Early theorists, such as Thomas Carlyle and Francis Galton, limited their focus on the leader's traits and how these were different from those they lead, contributing to the corpus of leadership theories known as "Great Man" theories. Gradually leadership theorists, such as Hersey, Blanchard, Bird, and Mann, began to cast a wider net in their research to include an array of variables such as task, relationship, and behavioral elements that affect a leader's ability to be successful. These theories differed from many contemporary leadership theories, such as Service Leadership, because they divorced the leader's traits from

the situation. They argued that the leader's individual traits were not persistent over time, and as a result, individuals could be effective leaders in a certain situation but not in others.

Theories on leadership have evolved, largely varying in where they postulate leadership comes from. Many traditional leadership theories focus on the leader as a singular figure and her actions while leading. The great man theories and trait theories both address leadership in terms of the inherent qualities of the leader. Behavioral theories are more focused on the actions of the leader, which are easier to discern and define than traits. Contingency theory, or situational leadership, is based on the perspective that the leader modifies her style or actions in response to the situation. Participative and transactional leadership still assume a hierarchical relationship, but the interaction between leader and follower is defined by specific expectations for each role, with the power residing with the leader. Although the early leadership theories divorced the leader's traits from the situation, their focus remained on the person who had positional authority. However, they lacked an examination of the relationship between leader and follower and what, if any, leadership role the follower had. One such leadership theory style that took into consideration upward feedback for decision-making was participative theory, more commonly called shared leadership theory. This theory, which grew out of the human relations movement of the 1920s, encouraged employees to voice their opinions and be a part of the decision-making process. It was hoped that this participative input would improve the employees' and leaders' perceptions of each other while helping both to understand the overall organization. It was also hoped that this participative input would help employees feel more pertinent and loyal not only to the decision but also to the organization. In spite of this participatory advancement, in libraries as in all other organizations, this input could backfire when employees either perceived that their director was paying lip service to their opinions but had already made a decision or that their voice was not being heard. This adverse reaction can have damning effects on the morale of the organization and could create a change-resistant organizational culture.

This book will examine the theories that focus on the relationship between the leader and the follower in a more collaborative and equitable way—leadership without assuming power distance, authority, or subordination.

Leadership can be viewed from a number of different perspectives. Northouse, for example, discusses the various perspectives on leadership as a trait, ability, skill, behavior (focus on action), and relationship (leaders are focused on the performance of the group and its members).⁸

Northouse eloquently explains these five perspectives in detail:

- “Defining leadership as a trait means that each individual brings to the table certain inherent qualities that influence the way he or she leads. Some leaders are confident, some are decisive, and still others are outgo-

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