The Next Managerial Leadership: Continuation of a Research Agenda

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Increasingly there is interest in moving beyond a focus simply on management and to recognition that leadership is more than a subset of management. Management is the process of administering and coordinating resources to ensure than an organization accomplishes its mission and goals. It has been long recognized that leadership is not limited to a management context. Still, within library and information science (LIS), with its managerial focus, there is a desire to examine the interconnection between *management* and *leadership*, and to apply what is learned to challenge the status quo. As early as 1950s, the term *managerial leadership* was coined but its definition was imprecise. "No defined of the phrase 'managerial leadership' has gained general acceptance. In fact, it is often referred to but left undefined" or merely equated to leadership theories and styles. [1]

This paper, which aligns with the program in managerial leadership in the information professions at Simmons College, [2] examines leadership with organizations (e.g., libraries). As such, managerial leadership encompasses an examination of leaders, followers, the interaction between the two groups, and leadership as a process whereby people influence others to develop, accept, and carry out a shared vision to guide future actions of the organization. As a result, that process is longitudinal and involves events (actions, impacts, and accomplishments), be they accomplishments or setbacks. There are shades of leadership, which means that leadership is not always positive. [3] Furthermore, this paper builds from the international research agenda that Candy Schwartz and I offered in 2008. [4]

LEADERSHIP

In addition to focusing on the shared vision, leadership is about giving people confidence to meet organizational expectations and serve as change agents. It also encourages them to seek, be given, and benefit from team coaching and mentoring aimed at enhancing their knowledge, skills, abilities, and effectiveness. The staff become both followers and leaders, and they collaborate with other institutional partners.

With so many libraries organized into teams or small groups and involved in managing change; with new staff members expected to work together to plan, implement, administ4er, and evaluate services; and with libraries forging partnerships at the institutional, local, and other levels, librarians are becoming increasingly interested in leadership theories, styles, traits, roles, and development. For instance, there is much interest in transformational leadership and emotional intelligence, which helps leaders move beyond basic "people skills" to understanding how one's own reactions and feelings impact how one is perceived by others. Leaders and managers need to understand their own emotions and recognize and understand the feelings of those around them. Leaders are more successful when they pay attention to their social interactions with others in the workplace and the impact they as leaders have on those around them. It is also important for leaders to understand the impact that others' emotions have on them. When leaders are aware of the emotional side of the workplace, they are better able to create a working environment that encourages excellence. [5]

Despite this general understanding of leadership, Peter Northouse points out that leadership has "many different meanings," as is evident when people "finish the sentence 'Leadership is ….'" [6] Their responses might ignore social influence or add new elements. They might also associate leadership with religion, politics, military figures, and other contexts. Each of these areas actually produce separate leadership theories that have been long investigated.

CONTEXT

Even though this paper focuses on topics (Figure 1) and methodologies (next section), it is important to remember that methodologies do not drive research. Research, which engages in problem solving, is shaped by the reflective inquiry, in particular the problem statement, objectives, research questions, and hypotheses. These components, as well as the study procedures and data quality, comprise a framework in which each component is bonded to the others through, what David R. Krathwohl calls, a "chain-of-reasoning." That "chain is only as strong as its weakest link;" "all links … should be build to about the same strength;" "as the work load is picked up by the first link [the problem statement] and passed to successive links, the work load—and therefore the nature of each link—is determined by the previous links;" and "where several links together join those above and blow them, there may be trade-offs to compensate for weaknesses. [8] It is beyond the scope of this paper, however, to present and relate the entire chain-of-reasoning.

THE PREVALENT METHDOLOGIES RESEARCH AGENDA

Figure 1, which focuses on people (leaders and followers) expands on the depiction presented in the recent article by Schwartz and me.

NOTES

1. See Peter Hernon, "Leadership in Academic Libraries Is No Fad," in *Making a Difference: Leadership and Academic Libraries*, edited by Peter Hernon and Nancy Rossiter (Westport, CT: Libraries Unlimited, 2007), p. 253.

2. Simmons College, Graduate School of Library and Information Science, Managerial Leadership in the Information Professions (Boston, MA). See http://www.simmons.edu/gslis/academics/programs/doctoral/phdmlip/

3. There is an emerging literature on bad, negative, or destructive leadership. See, for instance, Barbara Kellerman, *Bad Leadership: What Is It, How Does It Happen, and Why It Matters* (Boston: Harvard Business School Press, 2004).

4. Peter Hernon and Candy Schwartz, "Leadership: Developing a Research Agenda for Academic Libraries," *Library & Information Science Research* 30, no. 4 (December 2008): 243-249.

5. Peter Hernon, Joan Giesecke, and Camila A. Alire, *Academic Librarians as Emotionally Intelligent Leaders* (Westport, CT: Libraries Unlimited, 2008), pp. 8-9.

6. Peter G. Northouse, *Leadership: Theory and Practice*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2007), p. 2.

7. Hernon and Schwartz, "Leadership," p. 247.

8. David R. Krathwohl, *Social and Behavioral Science Research: A New Framework for Conceptualizing, Implementing, and Evaluating Research Studies* (San Francisco: Jossey-Bass, 1985), p. 52. For an extended discussion of problem statements, see Peter Hernon, *Statistics: A Component of the Research Process* (Norwood, NJ: Ablex, 1994), pp. 8-13; Peter Hernon and Candy Schwartz, "What Is a Problem Statement?" *Library & Information Science Research*, 29 (2007): 307-309.