



# What Makes a Leader? An Exploratory Study of Academic Library Employees' Perceptions

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Leo S. Lo, Melissa N. Mallon, and Jason Coleman

**abstract:** Leaders come from all areas of an academic library; however, certain factors contribute to leadership development. A 24-question survey was conducted with 459 respondents reporting personal characteristics, perceived level of job engagement, and quality of their library's vision statement. The results reveal that self-identified leaders tend to be older and have more experience; many also hold formal leadership positions. These leaders are more likely to know their library's vision statement and have a much more positive impression of it than nonleaders do, and they are more engaged in their jobs than others in the library. The findings underscore the importance of cultivating leadership at all levels within an academic library and purposefully engaging staff in the strategic planning process.

## Introduction

The past several decades have seen numerous articles and books published about leadership in academic libraries. Although much of this literature has addressed attributes, histories, or activities of those in formal leadership positions, several publications from the past two decades have taken a broader view and examined leadership as a skill or trait that can operate in many roles.<sup>1</sup> One finding is that the ability to be visionary is vital to success as a leader.<sup>2</sup> However, little or no literature addresses the relationship between employee self-identification as a leader and either job engagement or perceptions of the library's strategic vision. Given the extensive interest in understanding what can foster leadership traits among librarians, the researchers seek to uncover correlations between self-identification as a leader and both job engagement and perception of a library's strategic vision.<sup>3</sup> Any correlations discovered could lead to future studies designed to examine which factors are causal.

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In this paper, the researchers describe their study to investigate the relationships between people's attitudes about their organization's vision, their self-perception as a leader, and feelings of engagement in their job.<sup>4</sup> The study sought to answer the following research questions:

1. What are the general characteristics of library employees who consider themselves leaders in their organizations?
2. What is the relationship between the degree to which people perceive themselves as leaders and their judgment of the quality of their organization's vision?
3. How does a person's self-reported job engagement relate to their self-perception as a leader?

### Literature Review

A large number of the baby boomer generation of librarians will retire in the coming years, and there may not be enough graduates of library programs to take their places.<sup>5</sup> Many librarians who plan to leave the workforce have reached management or leadership positions, which makes replacing them even more difficult as newer librarians have not had the time to develop the necessary qualifications for those positions. One option the library profession has taken is to develop the next generation of leaders via library leadership institutes. Studies have shown that these institutes help their participants gain valuable skills and experience in becoming leaders.<sup>6</sup> Darja Miscenko, Hannes Guenter, and David Day propose that "leadership skills are inherently related to observed changes in leader identity."<sup>7</sup> Francis Amagoh suggests that leadership development is crucial for advancing strategic initiatives and engendering stronger organizational performance among employees. Fostering this development beyond formal leadership roles is crucial for many aspects of the strategic planning process, including organizational visioning: "The essential roles of effective organizational leaders include establishing and reinforcing values and purpose, developing a vision and the strategies necessary to achieve the vision, [and] building the community necessary to implement the strategies."<sup>8</sup>

Although many leaders hold leadership positions, such as director or department head, many do not. Donald Riggs observes that managers regularly "work within defined bounds of known quantities, using well established techniques to accomplish predetermined ends." In contrast, however, "Leaders maintain an understanding of what the mission and goals of an organization are and how these can be fulfilled."<sup>9</sup> While

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overlap certainly occurs, these characterizations hint that leaders (when compared to formal managers) tend to think outside established boundaries to fulfill the vision and mission of the organization. This contrast in approach to advancing the organiza-

tional vision has implications for promoting library leaders across all levels. Discussing the vision at all ranks of leadership is also necessary; Mohammad Aslam declares that the connection with the organization's strategic vision and goals should be recognized and communicated by leaders of all standings, both informal and formal.<sup>10</sup>

A vision statement provides a direction for the organization. In a study on the quality of the vision statement and the performance of hospitals, there were marginal positive correlations between the two.<sup>11</sup> Robert Shipley and John Michela observe that “a vision should instill positive attitudes toward the vision, as a basis of motivation to promote the vision.”<sup>12</sup> In another study, Sooksan Kantabutra found a positive but indirect correlation between vision content and vision alignment with employee satisfaction.<sup>13</sup> Mark Griffin, Sharon Parker, and Claire Mason concluded that motivation operates even when there is ambiguity in a vision statement, as long as the document is inspiring: “A compelling vision motivates employees who have the openness and confidence to do so to be more adaptive and proactive, respectively.”<sup>14</sup>

An organization’s vision statement can go a long way to bond and connect leaders (both informal and formal) within that organization. C. Dean Pielstick asserted that shared vision is “the most common distinguishing characteristic with leadership overall.”<sup>15</sup> Pielstick goes on to note that the leader “does not impose, but may initiate, the vision. Shared vision derives from shared needs, values, beliefs and purposes(s) of the leader and the followers.”<sup>16</sup> Communicating and clearly articulating this statement of what the organization hopes to achieve is an important task for leaders, particularly if they hope to align the organization’s goals and activities with that statement. A clear and shared vision is crucial to employees’ perception of their leader as an authentic guide worth following.<sup>17</sup>

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## Methodology

A 24-item survey was developed to answer the research questions. For the survey, see Appendix A.

### Participants

To reach a range of academic library employees, the survey was distributed to eight professional library e-mail lists (for the list, see Appendix B). The invitation included an explanation of the survey, a statement of the goal of the project, and a hyperlink to the survey. The survey, which was administered through Qualtrics, included a consent form and 24 questions consisting of a mix of multiple-choice, yes/no, and open-ended questions. Upon completing the survey, participants received a message thanking them for their time. The survey was active between March 1 and March 15, 2016. There were 459 respondents who reported personal characteristics, perceived level of job engagement, their colleagues’ level of job engagement, and the quality of their library’s vision statement.

To protect respondents’ identities, all responses were anonymous. The survey instrument was approved by the Institutional Review Boards of the University of Alabama in Tuscaloosa, Kansas State University in Manhattan, and Vanderbilt University in Nashville, Tennessee, the researchers’ institutions at the time of survey distribution.



## Survey Design

The survey questionnaire begins with two screening questions that require respondents to indicate whether they are over 21 years of age and the type of library where they work. Respondents who are under 21, do not work at an academic library, or both are directed to a thank-you message and the end of the survey.

The research design of this study is nonexperimental. It seeks to examine the correlational relationships of library employees' self-identification as leaders and how they view their job engagement, as well as their perceptions of their libraries' organizational vision statements. An additional aim of the survey is to explore library employees' personal vision statements (if they have any) of their own careers and to study how aligned their actions are with their visions. These data and results will be presented in a separate paper.

## Results

A screening question asks respondents to indicate whether they work in an academic library or not. Four hundred fifty individuals responded. Respondents who selected "no" ( $n = 14$ ) were directed to the end of the survey. The remaining respondents, 97 percent ( $n = 436$ ), selected "yes" and continued to the rest of the questions.

### Demographic Data

Of the 364 respondents who indicated their gender, 20 percent were male ( $n = 72$ ) and 80 percent were female ( $n = 292$ ). This distribution mirrors the gender ratio of the overall library profession.<sup>18</sup>

Of 366 respondents who reported their age, only about 1 percent were 25 years old or under ( $n = 5$ ). About 36 percent were between 26 and 40 years old ( $n = 132$ ), 40 percent between 41 and 55 years old ( $n = 147$ ), and 19 percent between 56 and 65 years old ( $n = 68$ ). About 4 percent were 66 years old or over ( $n = 14$ ). This distribution of respondents' ages is shown in Figure 1.

The largest number of respondents (38 percent,  $n = 139$ ) worked in libraries with 66 or more employees, with the next largest group holding jobs in libraries with 6 to 20 employees (23 percent,  $n = 84$ ). The distribution is shown in Figure 2. About a third of the 365 respondents (33 percent,  $n = 122$ ) reported that they had worked at their current library for more than 10 years. The second largest group were new employees who had only held their jobs for 1 to 3 years (23 percent,  $n = 83$ ). The distribution is shown in Figure 3.

### Vision Statements

More than half of the respondents (50 percent,  $n = 213$ ) said that their library had an up-to-date vision statement, while some (16 percent,  $n = 66$ ) were not sure. The majority knew what their library's vision statement was, and some were involved in its creation. About 26 percent only "kind of" knew their library's vision statement, and about 8 percent did not know it at all.

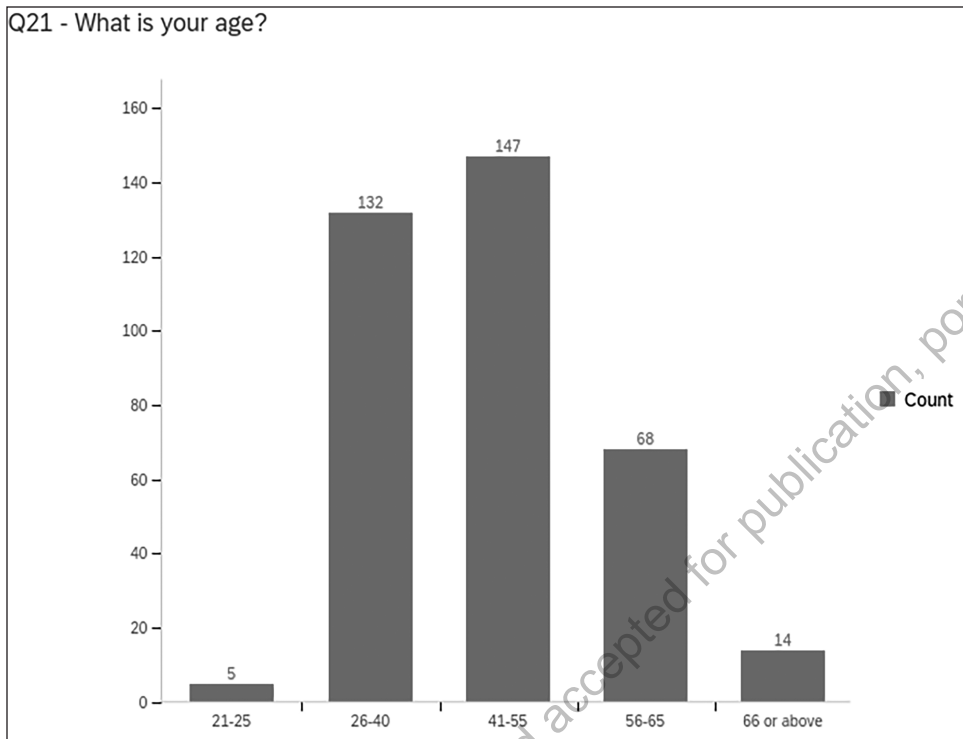


Figure 1. The distribution of ages among respondents to the survey regarding leadership, job engagement, and vision statements at their libraries.

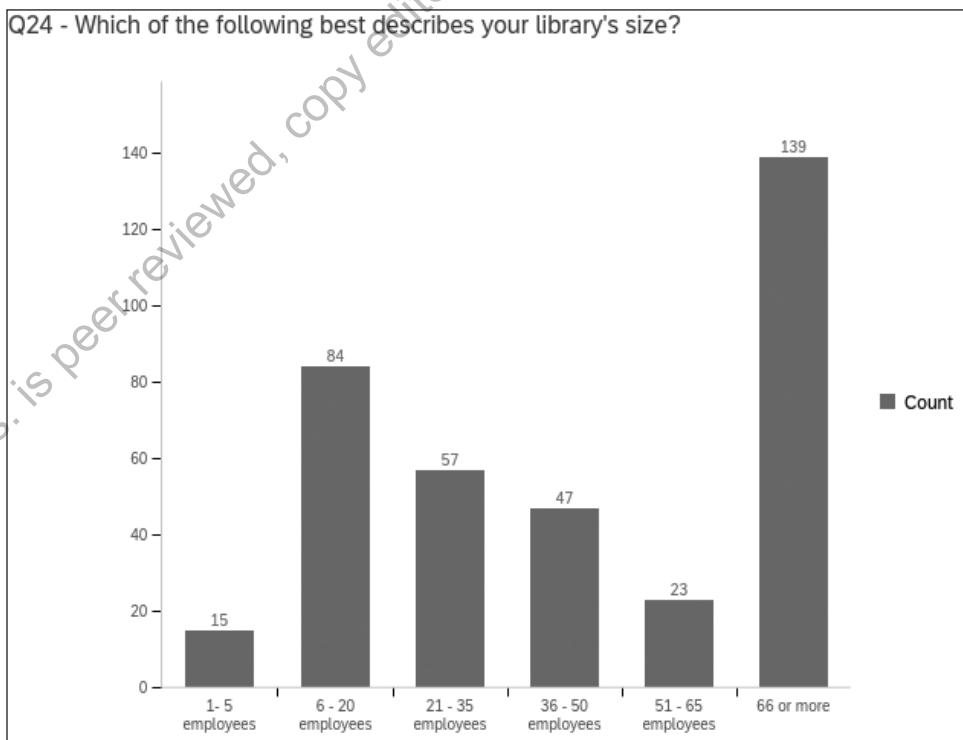


Figure 2. The size of libraries where survey respondents work.

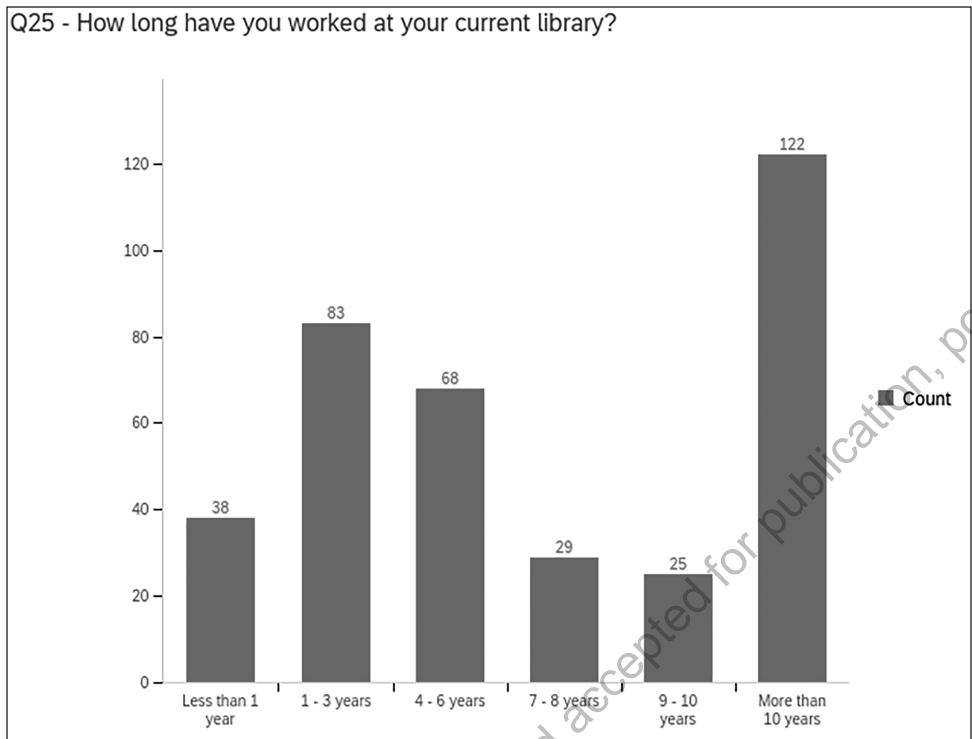


Figure 3. The length of time for which survey respondents have worked at their current library.

More than half the respondents (51 percent) either strongly agreed or agreed that their library's vision statement was well articulated, whereas only 8 percent strongly disagreed or disagreed. Close to half the respondents (46 percent) thought that their library's vision statement was communicated to the library employees. However, only a little more than one-third (35 percent) of the respondents either strongly agreed or agreed that their library's vision statement was inspiring, and 32 percent strongly agreed or agreed that the statement influenced their professional decisions. On the other hand, most respondents thought that their library's actions were very aligned (32 percent) or somewhat aligned (49 percent) with its strategic vision, and about half the respondents believed that a vision statement was extremely important (16 percent) or very important (32 percent) to an organization.

**Leadership Data**

The survey asked respondents if they considered themselves leaders in their organizations. Of 433 respondents, about 44 percent ( $n = 191$ ) answered "yes"; 39 percent ( $n = 168$ ) answered "kind of"; and 17 percent ( $n = 74$ ) responded "no." The distribution is shown in Figure 4.

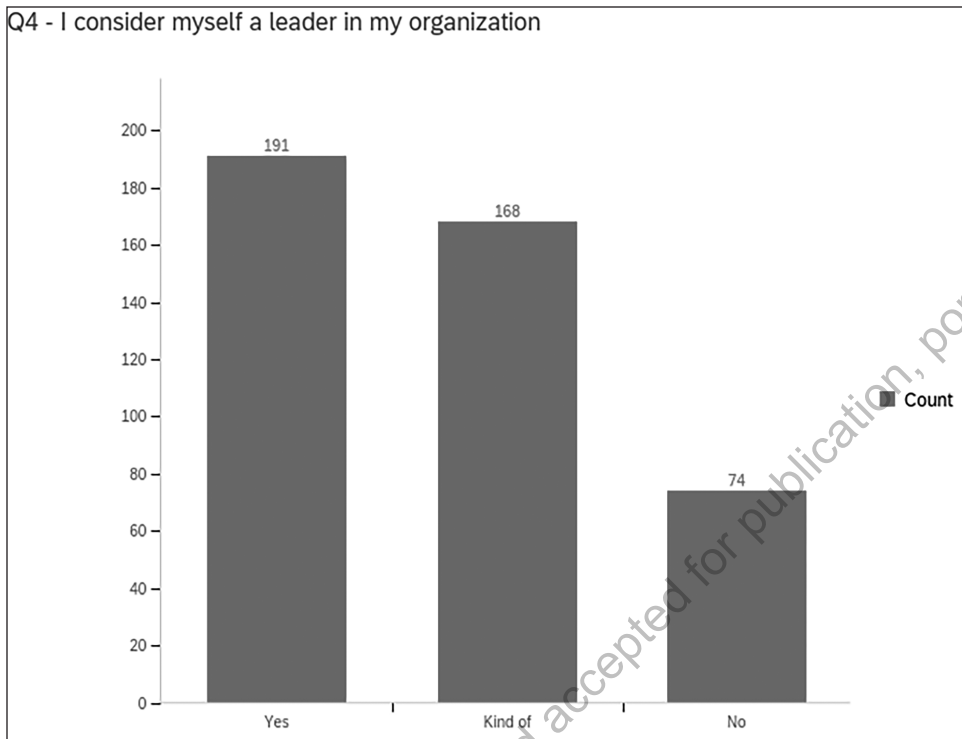


Figure 4. Survey respondents' answers when asked if they consider themselves leaders at their libraries.

The survey identified respondents' current positions at their libraries. Of the 433 individuals who responded to this question, 47 percent ( $n = 205$ ) indicated that they were in "professional level" positions, which was by far the largest group, followed by "department head level" (26 percent,  $n = 114$ ), "dean/director level" (10 percent,  $n = 44$ ), and "associate/assistant dean/director level" (10 percent,  $n = 43$ ). A small percentage, 4 percent ( $n = 16$ ), answered "paraprofessional level." The distribution is shown in Figure 5.

### Engagement Data

Respondents were asked about how much they agreed or disagreed with statements about their job engagement. About 43 percent ( $n = 157$ ) strongly agreed and 32 percent ( $n = 119$ ) agreed with the statement "I am highly engaged in my job." Only about 3 percent selected "disagree" or "strongly disagree." For the statement "I look forward to going to work every morning," close to half the respondents (48 percent) chose "agree" or "strongly agree." The distributions are shown in Figures 6 and 7.

Fewer respondents saw their colleagues in their libraries as highly engaged; only 16 percent ( $n = 58$ ) strongly agreed and 29 percent ( $n = 106$ ) agreed that their coworkers were highly engaged. Fewer than half the participants (42 percent) either strongly agreed or agreed that their libraries were heading in the right strategic direction.

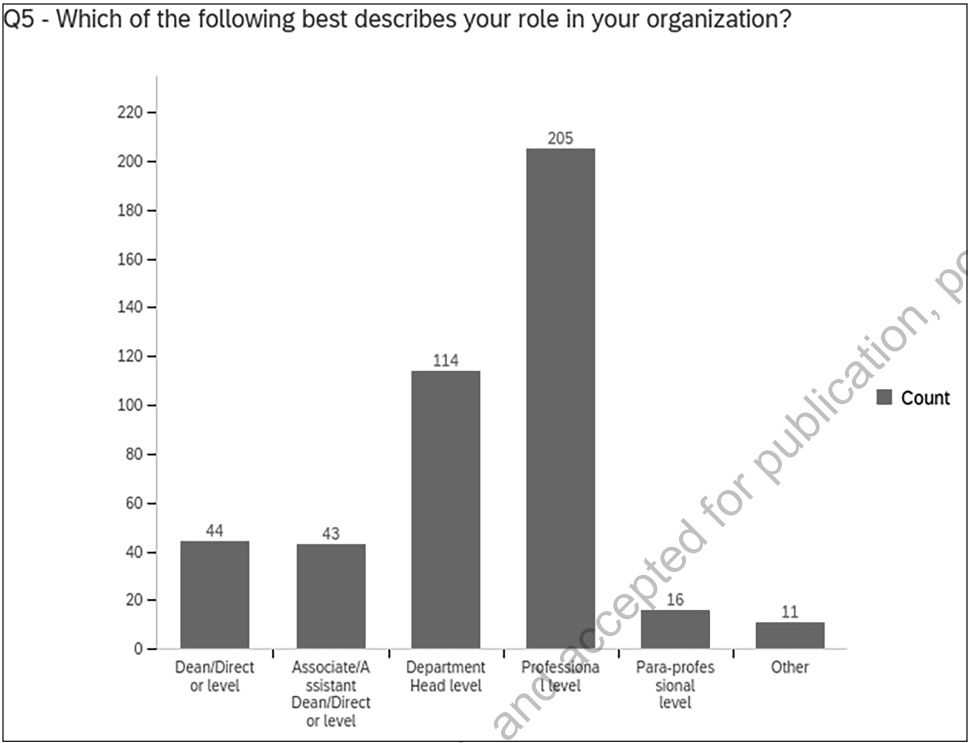


Figure 5. Survey respondents' roles at their libraries.

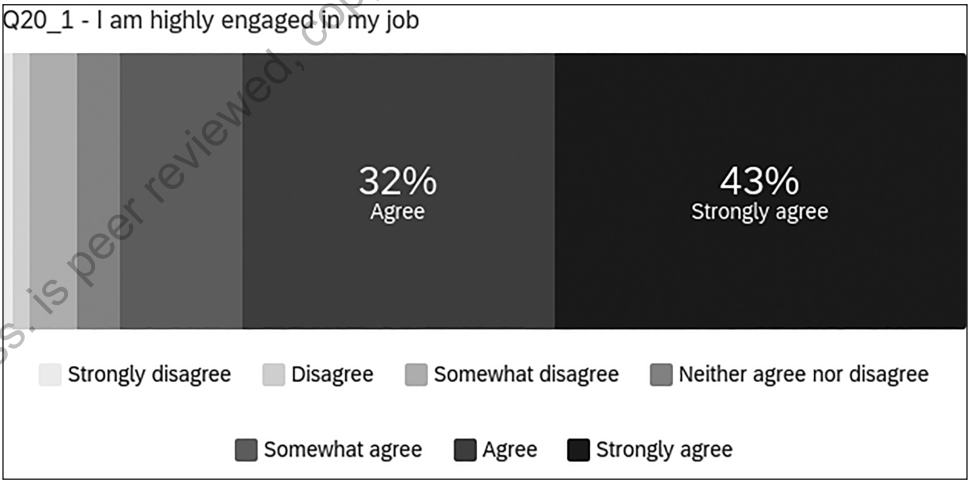


Figure 6. Survey respondents' answers when asked if they agree or disagree with the statement "I am highly engaged in my job."



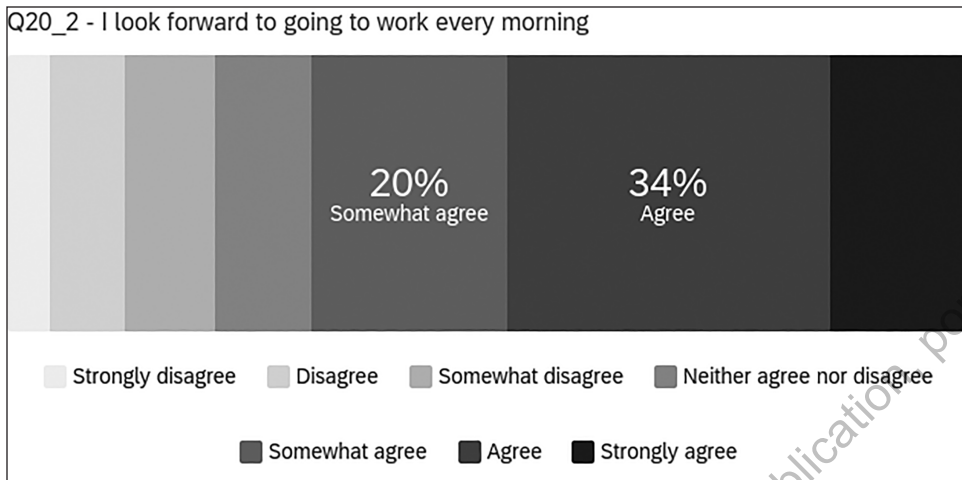


Figure 7. Survey respondents' answers when asked if they agree or disagree with the statement "I look forward to going to work every morning."

## Analysis of Data and Discussions

### Employees Who Consider Themselves Leaders

Research question 1: What are the general characteristics of library employees who consider themselves leaders in their organizations?

The researchers were interested in exploring the relationships between the respondents' official positions and how they perceived their leadership roles in their organizations. Unsurprisingly, almost all respondents (98 percent) in dean or director level roles saw themselves as leaders. One dean or director level respondent only "kind of" self-identified as a leader within the organization. No respondents from the levels of dean or director, assistant or associate dean or director, or department head denied considering themselves leaders, although some at the department head level were less certain, with about 36 percent of them selecting "kind of" as their answer. Chi-square statistical tests show that there are statistically significant relationships ( $\chi^2(10, N = 433) = 0.00, p = .05$ ) between the respondents' positions within the library and whether they consider themselves leaders within their organizations. Given that more than 80 percent of those respondents who saw themselves as leaders held department head or higher ranks in their organizations, clearly those who have formal leadership responsibilities tend to consider themselves leaders. More than 90 percent of those who did not consider themselves leaders worked at the professional level or below.

An interesting finding came from respondents who held jobs at the professional level, as some of them had formal supervisory responsibilities (22 percent) and some did not (78 percent). Of those who had supervisory duties, only 11 percent did not consider themselves leaders, while for those who had no managerial responsibilities, the percentage rose to 23 percent. Formal supervisory duties likely had some impact on the respondents' perception of their leadership roles.



Chi-square statistical tests show that there is a statistically significant relationship ( $\chi^2 (8, N = 366) = 0.00, p = .05$ ) between the respondents' age and whether they consider themselves a leader within their organization. Respondents who answered "yes" when

**Respondents who answered "yes" when asked if they considered themselves leaders skewed older, with more than 70 percent of them 41 years or older.**

asked if they considered themselves leaders skewed older, with more than 70 percent of them 41 years or older. On the other hand, respondents who answered "no" skewed younger, with more than 53 percent of them 40 years or younger. One possible explanation could be that older respondents have more leadership opportunities and therefore more leadership experience than younger respondents.

About 78 percent of the male respondents considered themselves leaders (49 percent answered "yes"; 31 percent "kind of"), while about 83 percent of the female respondents did so (43 percent "yes"; 41 percent "kind of"). A higher percentage of White or Caucasian respondents (47 percent,  $n = 149$ ) saw themselves as leaders than did Hispanic (27 percent,  $n = 4$ ), Asian (13 percent,  $n = 1$ ), and Black or African American (14 percent,  $n = 1$ ) respondents. However, only two of the nonwhite or non-Caucasian respondents held department head or higher ranks. Therefore, the certainty in the respondents' self-perception might have more to do with their positions than their ethnicities.

Research question 2: What is the relationship between the degree to which people perceive themselves as leaders and their judgment of the quality of their organization's vision?

Of those who consider themselves a leader in their organization, 19 percent strongly agreed and 29 percent agreed that their library's vision statement was inspiring. There were sizable drops for those who only "kind of" considered themselves leaders, as only 2 percent strongly agreed that their library's vision statement motivated them. Among those who did not consider themselves leaders, only 6 percent strongly agreed and 6 percent agreed that their library's vision statement was inspiring. Respondents who identified themselves as leaders would much more likely have a positive view of their organization's vision statement.

Of those who considered themselves leaders, about 41 percent ( $n = 48$ ) believed that their library's actions were "very aligned" with its vision statement. For those who only "kind of" saw themselves as leaders, the percentage dropped to 25 percent ( $n = 21$ ), with a further decrease to 16 percent ( $n = 5$ ) for those who did not see themselves as leaders. When asked if their library's vision statement influenced their professional decisions, close to half of the self-identified leaders either strongly agreed (21 percent,  $n = 25$ ) or agreed (25 percent,  $n = 29$ ). The percentages dropped significantly for those who only "kind of" considered themselves leaders ("strongly agreed," 2 percent,  $n = 2$ ; "agreed," 15 percent,  $n = 13$ ) and those who did not consider themselves leaders ("strongly agreed," 6 percent,  $n = 2$ ; "agreed," 6 percent,  $n = 2$ ). About 38 percent of the nonleaders strongly disagreed (19 percent,  $n = 6$ ) or disagreed (19 percent,  $n = 6$ ) with the statement. These findings indicate that there might be relationships between the degrees of self-perception of leadership and how the respondents view their organization's vision,



as well as how those visions affect people's actions. One possible explanation is that for employees to feel a sense of leadership within an organization, they may also need a sense of ownership of the library's vision. That could happen if the organization's and the employee's own visions aligned, or if the employee was involved in the creation of the organization's vision.

The researchers found that of the 70 respondents who reported themselves heavily involved in the creation of their library's vision statement, almost three-quarters identified as leaders (74 percent,  $n = 52$ ). Only 6 percent ( $n = 4$ ) answered "no," they did not consider themselves leaders, with 20 percent ( $n = 14$ ) responding "kind of." Unsurprisingly, given their involvement in the creation of their library's vision statement, about 75 percent ( $n = 50$ ) of them thought that the declaration was well articulated. More than half of them (52 percent,  $n = 35$ ) reported that their library's vision influenced their professional decisions, an even higher percentage than that of the self-identified leaders group. This finding supports the explanation that an employee's involvement in the creation of the organization's vision is an important factor in a feeling of ownership of the vision, which leads to a sense of leadership within the organization.

About 51 percent of those who reported knowing their library's vision statement strongly agreed that they were highly engaged in their job. Among those who indicated that they kind of knew or did not know what their library's vision statement was, about 29 percent strongly agreed that they were highly engaged in their job. Chi-square statistical tests show that there is a statistically significant relationship ( $\chi^2 (49, N = 216) = 0.01$ ,  $p = .05$ ) between employee engagement and how inspiring they felt their organization's vision statement was.

Research question 3: How does a person's self-reported job engagement relate to their self-perception as a leader?

Overall, about 75 percent of all respondents declared that they were highly engaged in their job ("strongly agree," 43 percent,  $n = 157$ ; "agree," 32 percent,  $n = 119$ ). Among the self-identified leaders, the percentage goes up to 89 percent ( $n = 145$ ). For those who did not consider themselves leaders, it drops to 55 percent ( $n = 34$ ). In fact, chi-square statistical tests show statistically significant relationships ( $\chi^2 (14, N = 367) = 0.00$ ,  $p = .05$ ) between whether respondents considered themselves leaders within their organization and how engaged they are at their jobs. According to a Gallup study that has tracked employee engagement in the United States since 2000, the highest level recorded of employees who felt engaged in their jobs was 38 percent.<sup>19</sup> In that light, the respondents in this study show unusually high levels of job engagement. The librarianship profession may have more engaged employees, but a more plausible explanation is self-selection bias in the response rate. Most respondents who chose to participate in this study were engaged professionals who actively read the various professional e-mail lists, saw the call for participation, and took the initiative to complete the survey.

Chi-square tests show that there is a statistically significant relationship ( $\chi^2 (14, N = 367) = 0.00$ ,  $p = .05$ ) between whether respondents consider themselves a leader within their organization and how much they look forward to going to work each morning. Only 6 percent ( $n = 4$ ) of the nonleaders and 8 percent ( $n = 11$ ) of those who "kind of" considered themselves leaders strongly agreed that they looked forward to work every day, but for the self-identified leaders, the percentage rose to 24 percent ( $n = 39$ ). This



finding shows that a respondent's conviction of leadership is correlated with how much pleasure they feel about work. Feeling like a leader could positively impact the sense of motivation or enjoyment of going to work, but further exploration would be required to better understand the relationship.

The self-perception of leadership was related to how the respondents viewed their library colleagues' job engagement. The self-identified leaders not only were more engaged themselves but also rated their colleagues' job engagement higher than the nonleaders did. About 23 percent ( $n = 37$ ) of the self-identified leaders strongly agreed that their colleagues were highly engaged, but only about 8 percent ( $n = 5$ ) of the nonleaders felt the same way. One possible explanation is that self-identified leaders tend to work with people who are also inspired or engaged and minimize their collaboration with those who have different attitudes. The same explanation could be applied to the nonleaders or those who are not highly engaged themselves—they usually collaborate with people who have the same attitudes toward their job. Or it could be a perception issue—people who are engaged and feel that they are leading might inflate others' engagement levels in their minds. Another explanation could be that highly engaged people happen to work in inspiring organizations, with leadership that promotes employee engagement better than those in other organizations with low engagement.

### Limitations

There are several potential limitations to this study. First, the data were self-reported. Second, the researchers employed a purposive sampling technique to target a specific sample of the population—that is, academic librarians who subscribe to and actively read professional e-mail lists. As a nonprobability sample, it is open to selection bias and error. The researchers did not define the term *leader* to the respondents; therefore, the accuracy of the answers depends on each individual's interpretation of the term. In academic libraries, it is common for librarians and staff to be involved in committees and teams. The leadership of such teams and committees differs from the more formal, positional, or supervisory roles on which this survey focused. One potential limitation would be the lack of opportunity for respondents to share their views on these less formal leadership roles. Finally, although the respondents' race or ethnicity and gender demographics closely aligned with the demographics of the profession, the samples for the different ethnicities were too small to draw any meaningful conclusions regarding that aspect.

### Conclusions and Future Directions

This study reveals that self-identified leaders tend to be older, have more experience, and hold formal leadership positions. These self-identified leaders more likely know their library's vision statement and have a much more positive impression of it than nonleaders do. They will also more likely self-report themselves engaged in their jobs than will nonleaders. These findings underscore the importance of cultivating leadership at all levels within an academic library, particularly with new professionals. The data for this study were collected in 2016, and a number of leadership training programs have



emerged since then. While this study did not look at formal leadership training, there may be some connection between such training and the development of library leaders. Many academic library leadership programs focus on veteran professionals; however, investing in leadership training for librarians early in their careers would likely yield a more engaged staff.

This study also indicates that senior library administrators would do well to involve staff at all levels in the strategic planning process. The survey data indicate that formal leaders are more invested in their library's vision statement; one possible reason is that they, along with other senior leaders (usually those holding management positions) helped craft that statement. Though this particular point was not examined in the study, future research could explore academic library strategic planning and whether a more inclusive process might contribute to the cultivation of leaders at all levels within a library's organization.

Another area of interest for future research is an expansion on the connection between employee engagement, self-perception of leadership, and the organizational vision statement. Based on the findings, there are some implications for practice. If a sense of leadership and job engagement are correlated, then it would be worthwhile for organizations to explore how to increase their employees' sense of leadership. Although formal supervisory roles tend to give a sense of leadership, organizations could also explore the informal leadership roles, such as committee or team leadership, and evaluate changes in engagement. Creating opportunities for mentorship, especially involving the strategic planning process, can also help cultivate future library leaders.

Additional data points on scales of employee engagement aligned with positive feelings toward the content of the vision statement could provide direction for library leaders crafting or revising their library's vision or mission statements. For the next step in this study, the researchers intend to construct a conceptual framework to analyze academic library mission and vision statements to identify themes or aspects of the statements that promote employee engagement and leadership tendencies.

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## Appendix A

### Leadership Vision Survey

#### Q1 Leadership Vision in Academic Libraries Survey

Overview: Leo Lo, principal investigator from the University of Alabama, is conducting a study called Leadership Vision Survey. Along with coinvestigators Jason Coleman (Kansas State University) and Melissa Mallon (Vanderbilt University), [he seeks] to learn more about the impact of leadership vision on employee engagement in academic libraries.

Taking part in this study involves completing a Web survey that will take about 15 minutes.

Benefits/risks: There will be no direct benefits to you (or describe benefit or incentives). The findings will be useful to the library profession for developing management training for employees and users. The chief risk is that some of the questions may make you uncomfortable. You may skip any questions you do not want to answer.

Confidentiality: We will protect your confidentiality by not collecting your name. Only the investigators will have access to the data. Only summarized data will be presented at meetings or in publications.

If you have questions about this study, please contact Leo Lo at the University of Alabama. If you have questions about your rights as a research participant. Contact [the university compliance officer] at [phone number] or toll-free at [phone number]. If you have complaints or concerns about this study, file them through the University of Alabama IRB outreach website at [website URL]. Also, if you participate, you are encouraged to complete the short Survey for Research Participants online at this website. This helps University of Alabama improve its protection of human research participants. YOUR PARTICIPATION IS COMPLETELY VOLUNTARY. You are free not to participate or stop participating any time before you submit your answers. If you understand the statements above, are at least 21 years old, and freely consent to be in this study, click on the >> button to begin.

#### Q2 Are you 21 years old or older?

- o Yes (1)
- o No (2)

*Skip To: End of Survey If Are you 21 years old or older? = No*

#### Q3 Do you work in an academic library?

- o Yes (1)
- o No (2)

*Skip To: End of Survey If Do you work in an academic library? = No*

#### Q4 I consider myself a leader in my organization

- o Yes
- o Kind of
- o No





Q5 Which of the following best describes your role in your organization?

- o Dean/director level
- o Associate/assistant dean/director level
- o Department head level
- o Professional level
- o Paraprofessional level
- o Other \_\_\_\_\_

Q6 To what extent do you agree or disagree with the following statements

Strongly disagree (1) Disagree (2) Somewhat disagree (3) Neither agree nor disagree (4)

Somewhat agree (5) Agree (6) Strongly agree (7) NA (8)

- My supervisor conveys a strong sense of vision to me.
- I convey a strong sense of vision to others in my library.

Which of the following best describes your role in your organization? = Department head level

Or Which of the following best describes your role in your organization? = Professional level

Or Which of the following best describes your role in your organization? = Paraprofessional level

- My library's senior leadership conveys a strong sense of vision to me.

Which of the following best describes your role in your organization? = Dean/director level

Or Which of the following best describes your role in your organization? = Associate/assistant dean/director level

- My university's senior leadership conveys a strong sense of vision to me.

Q7 To your knowledge, does your library have an up-to-date VISION STATEMENT?

- o Yes
- o Maybe
- o No

*Display This Question:*

*If To your knowledge, does your library have an up-to-date VISION STATEMENT? = Yes*

*Or To your knowledge, does your library have an up-to-date VISION STATEMENT? = Maybe*

Q8 Do you know what your library's vision statement is?

- o Yes
- o Yes, I was heavily involved in the creation of my library's vision statement
- o Kind of
- o No



*Display This Question:*

*If Do you know what your library's vision statement is? = Yes*

*Or Do you know what your library's vision statement is? = Yes, I was heavily involved in the creation of my library's vision statement*

*Or Do you know what your library's vision statement is? = Kind of*

Q9 To what extent do you agree or disagree with the following statements?

Strongly disagree (1) Disagree (2) Somewhat disagree (3) Neither agree nor disagree (4)

Somewhat agree (5) Agree (6) Strongly agree (7) NA (8)

- My library's vision statement is well articulated.
- My library's vision statement is inspiring.
- My library's vision statement influences my professional decisions.
- My library's vision statement is communicated to the library employees.
- My library's vision statement is communicated to the university community.

*Display This Question:*

*If Do you know what your library's vision statement is? = Yes*

*Or Do you know what your library's vision statement is? = Yes, I was heavily involved in the creation of my library's vision statement*

*Or Do you know what your library's vision statement is? = Kind of*

Q10 How aligned are your library's actions with its vision statement?

- Very aligned
- Somewhat aligned
- Neither aligned nor unaligned
- Somewhat unaligned
- Very unaligned

Q11 How important is a vision statement to an organization?

- Not at all important
- Slightly important
- Important
- Very important
- Extremely important

*Display This Question:*

*If How important is a vision statement to an organization? = Not at all important*

*Or How important is a vision statement to an organization? = Slightly important*

*Or How important is a vision statement to an organization? = Important*





*Or How important is a vision statement to an organization? = Very important*

*Or How important is a vision statement to an organization? = Extremely important*

Q12 Please explain your response to the question "How important is a vision statement to an organization?"

Q13 Do you formally supervise anyone?

- o Yes
- o No

*Display This Question:*

*If Do you formally supervise anyone? = Yes*

Q14 Do you have a written down vision statement for the unit / people you manage?

- o Yes
- o Kind of
- o No

*Display This Question:*

*If Do you have a written down vision statement for the unit/people you manage? = Yes*

*Or Do you have a written down vision statement for the unit/people you manage? = Kind of*

Q15 How satisfied are you with your vision statement for the unit / people you manage?

- o Extremely satisfied
- o Satisfied
- o Slightly satisfied
- o Neither satisfied nor dissatisfied
- o Slightly dissatisfied
- o Dissatisfied
- o Extremely dissatisfied

Q16 Do YOU have an up-to-date personal vision statement for your career?

- o Yes
- o Kind of
- o No

*Display This Question:*

*If Do YOU have an up-to-date personal vision statement for your career? = Yes*

*Or Do YOU have an up-to-date personal vision statement for your career? = Kind of*

Q17 What is your personal vision statement for your career?



*Display This Question:*

*If Do YOU have an up-to-date personal vision statement for your career? = Yes*

*Or Do YOU have an up-to-date personal vision statement for your career? = Kind of*

Q18 How aligned are your actions with your personal vision statement?

- ☐ Very aligned
- ☐ Somewhat aligned
- ☐ Neither aligned nor unaligned
- ☐ Somewhat unaligned
- ☐ Very unaligned

Q19 We are almost done!

Q20 To what extent do you agree or disagree with the following statements?

Strongly disagree (1) Disagree (2) Somewhat disagree (3) Neither agree nor disagree (4) Somewhat agree (5) Agree (6) Strongly agree (7) NA (8)

- ☐ I am highly engaged in my job.
- ☐ I look forward to going to work every morning.
- ☐ I volunteer to participate in ad hoc meetings or initiatives beyond what is required.
- ☐ The colleagues in my department are highly engaged in their jobs.
- ☐ The colleagues in my library are engaged in their jobs.
- ☐ I believe my library as an organization is heading in the right strategic direction.
- ☐ The colleagues (who are not in my department) that I collaborate with the most are highly engaged in their jobs.

Q21 What is your age?

- ☐ 21–25
- ☐ 26–40
- ☐ 41–55
- ☐ 56–65
- ☐ 66 or above

Q22 What is your gender?

- ☐ Male
- ☐ Female
- ☐ Other \_\_\_\_\_

Q23 What is your ethnicity?

- ☐ Black or African American
- ☐ Native American
- ☐ Asian or Pacific Islander
- ☐ Hispanic
- ☐ White/Caucasian
- ☐ Other \_\_\_\_\_



Q24 Which of the following best describes your library's size?

- o 1–5 employees
- o 6–20 employees
- o 21–35 employees
- o 36–50 employees
- o 51–65 employees
- o 66 or more

Q25 How long have you worked at your current library?

- o Less than 1 year
- o 1–3 years
- o 4–6 years
- o 7–8 years
- o 9–10 years
- o More than 10 years

*End of Block: Default Question Block*

## Appendix B

### Survey Distribution Venues

- [lita-l@lists.ala.org](mailto:lita-l@lists.ala.org)
- [nmrt-l@lists.ala.org](mailto:nmrt-l@lists.ala.org)
- [large-psd@lists.ala.org](mailto:large-psd@lists.ala.org)
- [scholcomm@lists.ala.org](mailto:scholcomm@lists.ala.org)
- [acr-igts@lists.ala.org](mailto:acr-igts@lists.ala.org)
- [acrl-rig@lists.ala.org](mailto:acrl-rig@lists.ala.org)
- [collib-l@lists.ala.org](mailto:collib-l@lists.ala.org)
- [lama-mmdg@lists.ala.org](mailto:lama-mmdg@lists.ala.org)

### Notes

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