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## **ETHNIC DIVERSITY AND PREFERRED LEADERSHIP ATTRIBUTES: A QUANTITATIVE ANALYSIS WITH SECONDARY USE OF QUALITATIVE DATA**

*Maha Kumaran, Keith Walker, and Samson Wakibi*

### **ABSTRACT**

The broad diversity and leadership landscape in the Canadian academic librarianship was assessed using a survey. The survey was designed using REDCap. It was piloted, translated into French, tested again, and electronically distributed via REDCap to English and French-speaking librarians across Canadian academic institutions. This paper represents a secondary analysis of collected data to determine whether the ethnic backgrounds of librarians have any influence on what they view as the most or least essential attributes in a leader. Secondary use of data means using data for a different purpose (from what it was collected for), sometimes by the same researcher to answer an additional or a new research question. Findings show a statistical significance between diversity and the leadership attribute “inspiring.” This study encourages future library leadership education curriculum, training programs, and diversity residency programs to include “how to inspire” in cross-cultural and ethnic minority leadership contexts.

### **KEYWORDS:**

diversity, leadership attributes, Canadian academic librarianship, secondary use of data, supra analysis.

### **INTRODUCTION**

There is scant literature in library leadership from the ethnic diversity perspectives (Epps, 2008; Kumaran, 2012, Le, 2016ab); Whitehead, 2017). There is no literature assessing the confluence of ethnic backgrounds of librarians and their views on the most and least important leadership attributes. Understanding the influence of ethnic diversity in desired leadership attributes may help redefine leadership in librarianship through synergistic and inclusive processes. This study informs the design and constructs for the library leadership education curriculum, leadership training, and diversity residency programs through the ethnic lens, which, in turn, may draw ethnically diverse librarians into leadership positions and help leaders in cross-cultural settings. Having ethnically diverse librarians in leadership positions demonstrates inclusive practices and may help institutions mobilize new perspectives through the ethnicity lens.

The research question that guided the secondary analysis of this paper was, “Does the ethnic background of librarians influence their views on the most and least important leadership attributes?” Data from two survey questions were used to find answers to this question. One question asked respondents’ ethnocultural background (Question 8), and another question asked them to rate leaders’ attributes as Extremely important, Somewhat important or Not important (Question 25).

## LITERATURE REVIEW

The literature review for this paper encompasses a review of three topics in the context of librarianship: library leadership, leadership attributes, and various aspects of diversity. Attributes are qualities or characteristics considered to belong or to be inherent in a person or thing. For this paper, attributes are competencies and personal characteristics required to function as a leader, and these skills, attributes, and competencies are used interchangeably in the literature. While some may possess these attributes naturally, each can also be learned and enhanced through professional development.

### LIBRARY LEADERSHIP

The literature on library leadership is growing in some areas, including leadership-training programs. There is a literature review of leadership in librarianship (Phillips, 2014), articles on leadership during times of change and restructuring (O'Connor, 2014; Riggs, 1997) and administration education in library programs through gendered practices (Neigel, 2015). There are articles on leadership competencies for hiring librarians and library leaders (Hicks and Given, 2013), lack of leadership programs tailored to diverse librarians (Hines, 2019), and the importance of building leaders from within (Camille and Westbrook, 2013; Galbraith et al. 2012).

Library leadership training often focuses on “transformational leadership” practices, a leadership model that “involves the “ability to inspire and motivate followers” (Jones and Rudd, 2008). Transformational leaders focus on “inspiring” while transactional leaders maintain the status quo or offer rewards to encourage performance (Greer et al., 2001). Jones and Rudd (2008) found that academic program leaders had more transformational leadership styles than transactional or laissez-faire leadership styles. Weiner (2003) noted that female directors exhibited a higher level of transformational leadership behaviours. Greer et al. (2001) also found that “women tend to practice

transformational leadership more than men” (132).

In librarianship, DeLong (2009) found that most of her survey respondents who defined leadership in their own words identified their definitions with the concept or theory of transformational leadership. One of the interview respondents from the Presidential Task Force on Library Education stated that graduates of LIS programs “are not acceptable unless they know the concepts behind, issues relating to, and methods for, principled transformational leadership” (Hicks and Given, 2013, 13). Weiner (2003) noted that female directors exhibited a higher level of transformational leadership behaviours. Again, note that Greer et al. found transformational leadership more common among female leaders (see above).

However, in a later study on leaders in agricultural academic programs, Jones and Rudd (2008) found men to have transformational leadership styles more than their female counterparts. It should be noted that this study had fewer female respondents (n=13) than male respondents (43), and females scored lower than males in all leadership styles. Transformational leadership is also desired and promoted in nursing (Robbins, 2020). In educational settings, transformational school leadership positively affects teachers’ “commitment satisfaction, perceived leadership effectiveness...pedagogical or instructional quality” (Sun et al., 2017, p.3). The differences in these studies may indicate the differences in female-dominated versus male-dominated professions and leadership styles.

There is literature on ethnic diversity, library leadership, or both concepts (Epps, 2008; Jefferson and Fehrmann, 2016; Kumaran, 2012; Le 2016ab). One study found that African-American library leaders might “need additional attributes or more of certain attributes” (270) to be successful as leaders. In their rapid literature review on African-American academic librarians, Jefferson and Fehrmann (2016) found four themes: diversity, recruitment, retention, and racism. They noted that librarianship has more

work to do in all these areas. Le (2016a) explored Asian American academic library leaders' successes through a web-based survey focusing on education, mentorship, leadership challenges, and leadership development for future Asian American librarians. Using the same web-based survey results, Le (2016a) also determined that Asian-American librarians aspire towards leadership positions. Participants in her study had mentors and felt encouraged to aim for leadership positions. They also had a career plan that included ideas to implement advocacy for other Asian American librarians. Racial minority librarians are often negatively stereotyped as passive and not-risk takers (Le, 2016b) or hard workers but not leaders (Sy et al., 2017) that their path to leadership becomes circuitous and slower than their White counterparts (Cook and Glass, 2015).

#### **ATTRIBUTES**

The library profession has competency expectations for its professionals. The Canadian Association of Research Libraries (CARL, September 2020) and the American Library Association (ALA, January 2009) provide guidelines on many librarian competencies, including leadership attributes. Library literature mentions many attributes as desired or required to perform effectively as leaders (Hernon et al., 2003). These attributes may also vary depending on circumstances. For example, when speaking of mentoring new leaders, Weiner (2003) observed that mentors look for specific essential attributes in mentees, such as having people skills, being visionary, energetic, and self-directed. Another study (Harris-Keith, 2015) noted a significant relationship between leadership skill development and the academic library department where a librarian works. Therefore, the attributes one develops may depend on the department where the librarian works and exposure to experience. For example, a librarian working in the collections department may have the opportunity to learn and practice negotiation and budgeting skills. In contrast, an information technology librarian may learn to become

competent in project management. Epps' (2008) study focused on African-American leaders and identified the top five desired female leaders' attributes. The attributes were "change focused," "embraces change," "enabler and facilitator," "energetic," "visionary," and "educator." Respondents from this study also believed that "African-American women might need additional attributes or more of certain attributes in order to overcome negative stereotypes and to successfully navigate hostile work environments" (267). The additional attributes recommended were that African-American librarians be secure about their identity, be perceptive and conscientious leaders, and have sharp negotiating and persuading skills.

#### **OTHER TYPES OF DIVERSITY**

Other types of diversity deserve mention here as some attributes are associated with diversity dimensions, such as gender or abilities. Library literature shows that gender parities in leadership roles are changing towards being positive. One study by Moran et al. (2009) established that in the United States, since affirmative action and equal employment opportunities for women came into place, women in academic libraries have advanced and fare better compared to other female colleagues on campuses. In their literature review, Moran et al. (2009) identified differences in salary levels between entry-level men and women in libraries, found that women leaders were more common in small to medium academic libraries, while men headed large academic libraries and noted that "disparities between male and female faculty in schools of library and information science" (219). In their study reviewing leadership in ARL and Carnegie Libraries, Moran et al. (2009) found that "women still have not achieved parity; the percentage of women holding director's positions is still lower than the overall percentage of women working in academic libraries" (222). However, there is an increase of women in leadership positions, particularly in the upper levels of academic library administration. De Long (2009) confirmed this in her study by

observing an increase in women in senior administrative positions since the 1990s. She noted that the number of female leaders was disproportionate to the representation of women in libraries.

Cooke (2005) wrote to justify the need for LGBT librarians' groups. Wexelbaum (2010) noted concerns facing the LGBTIQ community of librarians and library students. She begins with the difficulties gathering data towards actual representation and highlights that various definitions of diversity do not always include LGBTIQ communities. In her book, Wexelbaum (2010) cites Kester (1997) as noting that "straight librarians of colour were more likely to express homophobic thoughts or behaviours in the workplace than white librarians" (287). As of 2009, Wexelbaum noted that only "four state library associations and one regional library association include a specific LGBTIQ roundtable or interest group." In addition to the above, Wexelbaum (2010) affirmed a few more points:

- library school programs do not address the career development of these librarians
- libraries do not include LGBTIQ component in their diversity training
- new LGBTIQ graduates are not always sure of the type of library they prefer for employment
- discrimination against them continues
- they do not always get the protection they need at work and fear job security, and,
- more LGBTIQ librarians do not come "out" for some of the above reasons.

Schneider (2016) spoke of the underrepresentation of LGBT library leaders, but this is likely in the context where sexual identity is a stigma and how disclosure can be complicated. She asserted the need for leaders to be skilled and strategic about their sexual identity disclosure, so it does not impact their leadership experience, yet notes that "it is only a matter of

time when work domains such as librarianship see emerging transgender professionals" (728).

A handful of studies focus on disabled populations (Kumbier and Starkey, 2016; Oud, 2019; Schomberg, 2018). Kumbier and Starkey (2016) approached this subject from an access perspective – the importance of access to libraries for all disabled persons, including librarians and library patrons, and urges the profession to examine the power relations at work that have caused barriers to access for a person with disabilities, as lack of access leads to inequity. They use "access" to mean "professional ethics of accessibility, justice, and collaboration" (471).

Oud's (2019) qualitative study, where she interviewed academic librarians with disabilities, highlights the work experiences of academic librarians with disabilities and clarifies that positive attitudes towards disabilities do "not correspond with disability-positive behaviours or structures" (189). Another recent article from *College & Research Libraries* is on "invisible disabilities" and focuses on the stigma surrounding librarians and their mental health (Burns and Green 2019). Their abilities and the stigma around it may cause burnout, anxiety, and stress that would have little room for developing and nourishing leadership attributes.

The literature on diversity in librarianship shows that although libraries are making an effort, lack of diversity is still an issue with underrepresentation from those with disabilities. Moreover, little is known on whether ethnic diversity plays a role in how leadership attributes are valued.

That is, whether the ethnic background of a librarian determines which leadership attributes are valued higher than others.

## **METHOD**

The original project aspired to determine diversity in the Canadian academic landscape. An electronic survey questionnaire using REDCap was designed and distributed to Canadian academic librarians. REDCap is the acronym for Research Electronic Data Capture. It was

originally created by Vanderbilt University and is a secure web application for creating and managing surveys. Note that the REDCap software is now maintained and distributed through the REDCap consortium (see: <https://projectredcap.org/>). The original research gathered data for a large project focused on diversity and leadership in Canadian academic librarianship. This paper focuses on responses to two specific questions from the survey – questions about respondents’ ethnic backgrounds and their rating of the importance of leadership attributes as Extremely important, Somewhat important or Not important. As such, this paper makes secondary use of the data. Secondary use of data in this context simply means using data for a different purpose (from what it was collected for), often by the same researcher to answer an additional or a new research question.

## **POPULATION**

The original research focused on Canadian academic librarians working in college and university libraries. A total of 1649 email addresses of English Canadian librarians and 169 French Canadian librarians were gathered from institutional websites and entered into REDCap (February – April 2018). The project sampled a nationally representative population of Canadian academic librarians. (See Figure 1: “Ethnocultural Background” at the conclusion of this article.)

## **DATA INSTRUMENT**

An electronic survey questionnaire was designed using REDCap. The University maintains REDCap, and the data is held on the institutional server. Since the survey topic necessitated requesting highly personal and sensitive information such as gender and sexual orientation, REDCap was the most secure tool to collect and store data. The survey questionnaire had nine parts. The first part provided the researchers’ names, explained the objectives of the research, included a confidentiality statement, and invited participants to respond to the survey. Following the Tri-Council Policy (Cohen et al., 2017) guidelines (189), this part also clearly

stated the participants’ right to withdrawal from the survey. Part two had demographic questions on gender, ethnic background, age, sexual orientation, education level, place of work, current title and position, minority status, and Canadian residency status.

Part three asked respondents to list their top three best jobs (in libraries or elsewhere) and explain why they considered these their best jobs. Part four had questions about their current jobs, and part five enquired about short and long-term goals for their library career (to determine leadership interests).

Part six had general leadership questions and included a ranking of leadership attributes. Leadership attributes were chosen from a combination of resources, including CARL (September 2020), ALA (January 2009), and Campbell (2018). Twelve leadership attributes were provided in the questionnaire, and respondents were asked to rank them using a 3-point Likert scale. The three rankings were Extremely Important, Somewhat Important, and Not Important. The attributes were Confidence, Being Approachable, Patience, Open-mindedness, Honesty, Ability to Communicate, Being Committed, Positive Attitude, A Willingness to Admit Mistakes and Make Amends, Intuitive, Inspiring, and Being Ethical. Responses on these attributes were gathered as ordinal data.

Part seven, eight, and nine focused on library-specific leadership questions, their opinions on diversity in their libraries, and an open-ended section to share their thoughts on moving beyond statements and towards practicing diversity. After submitting the survey, respondents were directed to another survey to provide their contact information for a draw to win a \$50 Amazon gift card.

## **INSTRUMENT VALIDITY AND RELIABILITY**

The survey was conducted in both official Canadian languages English and French. In January 2018, the survey instrument was first designed and created in English and field-tested

with three English-speaking Canadian academic librarians for construct and content validity. There were minor recommendations on grammar and terminology. After addressing these recommendations, the survey was translated to French. Two French-speaking colleagues tested the French version (March 2018) and reported an error in the survey logic. After correction of this error, the French survey was ready for distribution in April 2018.

### **SURVEY DISTRIBUTION**

The English (Appendix A) and French (Appendix B) surveys were distributed to Canadian academic librarians via REDCap on 2 May 2018. The survey was to stay open for three weeks. However, three separate communications to the principal author requested an extension to allow respondents to complete the survey. Therefore, the survey closed on 4 June 2018. To secure the highest possible return rate, three reminders (Dillman, 2009; Schirmer, 2009) to be sent at regular intervals were preset in REDCap.

One hundred and eighty-three of the English emails and 41 of the French emails did not go through. It is possible that this failure was either due to errors in the email addresses entered or because librarians' emails were not up-to-date.

### **RESPONSES AND DATA COLLECTION**

A total of 225 English and 41 French responses were received, for a 14% completion rate. For the English survey, 27 respondents did not provide any demographic information and had incomplete information under other sections, and 22 respondents only provided demographic information. Since these responses did not have substantive information for meaningful analysis, these were not included in the analysis. There were 176 English responses to include in the analysis. For the French Survey, 31 respondents provided the necessary information to complete a meaningful analysis. The analysis for the sabbatical project and this subsequent study was derived from a total of 207 responses.

Data was gathered for the following question: What is your ethnic background? The

nine ethnic categories provided as options under this question were derived from Statistics Canada (2015). Respondents were given the option of choosing "other" if they did not believe they belonged to the listed categories and were invited to provide additional information about their ethnicity. Ethnic responses were gathered as nominal data.

### **DATA ANALYSIS**

Data collected through REDCap was exported into SPSS data analysis software version 24 and Microsoft Excel. For this paper, a supra analysis of data was conducted on responses to ethnic backgrounds and leadership attributes. Heaton (2008) defines supra analysis as a situation where "the aim and focus of the secondary study transcend those of the original research" (p. 35). The original sabbatical project was designed to assess the diversity and leadership landscape of Canadian academic librarianship. It was not designed to determine whether a correlation existed between ethnic backgrounds and leadership attribute choices.

This paper's data analysis began with the null hypothesis that there is no significant relationship between the self-identified ethnic background of librarians and their views on leadership attributes. "Caucasian," "Non-Caucasian," and "Other" are the three major ethnic categories. The respondents' ethnic backgrounds were the independent variable, and this was measured against their ranking of leadership attributes, the dependent variable. Both variables were assessed for assumptions of statistical tests. Since there were more than 2 X 2 rows and columns (three levels of ethnic diversity and three levels of attributes), Cramer's V (Morgan et al., 2013, 96, Table 6.2) was applied to determine the strengths of association between leadership attributes and ethnic backgrounds. For example, in Table 1, for the "approachable" attribute, there were three levels of ethnic backgrounds and three levels of rankings for leadership attributes. Although the leadership attributes were ordinal data, they were treated as nominal data to use Cramer's V (which was the

most suitable analytical test) and determine the strength of the association between the two variables. All the results were considered statistically significant at  $\alpha=0.05$  level. (See Table 1: “Cross-tabulation for ‘approachable’ attribute” at the conclusion of this article.)

## RESULTS

Data summarized in Table 2 shows the number of participants in each category, including missing responses. The “other” responses for the ethnic question were “Jewish,” “Canadian of British/Irish ancestry,” and “North African.” One of the respondents did not like the terms White or Caucasian “as they belong[s] to an obsolete and offensive system of racial classification.” (See Table 2: “Descriptive statistics for ethnic background” at the conclusion of this article.)

The next two tables show the Mode (in numbers) for the ranks of the twelve leadership attributes. These tables capture the most valued and least valued leadership attributes. Table 3.2 shows that Intuitive was considered somewhat important by most participants. Both tables show that the rest of the attributes were considered extremely important by most participants. (See Table 3.1: “Mode for six leadership attributes (in numbers)” and Table 3.2: “Mode for six leadership attributes (in numbers)” at the conclusion of this article.)

Table 4 displays the cross-tabulation numbers and percentages of respondents from different ethnic backgrounds and their ranking of all the leadership attributes. The number of responses for each ranking by each ethnic group should be read horizontally. For example, 36 non-Caucasians, ranked “approachable” as “extremely important,” five ranked it as “somewhat important,” and none of them thought it was “not important.” Similarly, 122 Caucasians ranked Approachable as “extremely important,” 33 thought it was “somewhat important,” and one did not think it was important. All three librarians who classified themselves as “other” ranked “approachability” as an “extremely important” attribute. (See Table 4: “Cross-tabulation of all

leadership attributes against ethnic diversity” which continues across two pages at the conclusion of this article.)

The totals for the three ethnic groups of the three ranks and the three ranking categories should be read vertically—for example, 161 librarians considered approachable as an “extremely important” attribute. Thirty-eight of them thought it was somewhat important. Moreover, one respondent did not think of it as important. Forty-one (41) non-Caucasians, 156 Caucasians, and three respondents classified themselves as “other,” for a total of 200 responded to this question.

When Cramer’s V statistic was applied, “inspiring” was the only leadership attribute with a statistically significant association to non-Caucasians (Table 5). This association (0.048) is smaller than the typical effect size ( $\alpha=0.05$ ). Therefore, based on Cramer’s V analysis, respondents’ ethnic background does not influence what they consider to be the most or the least important leadership attributes. Therefore, any associations or influence that observed are only by chance. Ethnic backgrounds did not have a statistically significant association with other leadership attributes. Based on Tables 4 and 5, non-Caucasians consider “inspiring” as an “extremely important” attribute. The “other” respondents (100%) are more likely than the Caucasians and the non-Caucasians, to rank inspiring as “extremely important.” Caucasians are more likely than the other two groups to rank inspiring as “somewhat important” and “not important.” (See Table 5: “Cramer’s V Results for Inspiring” at the conclusion of this article.)

## DISCUSSION

The results provided are from a representative of the population that responded to the questionnaire. The statistical analysis revealed an observed association between “inspiring” as a leadership attribute and the ethnic backgrounds of librarians. There were no other statistically significant observable associations. There could be many reasons why only “inspiring” was statistically significant.

One reason why “inspiring” was significant could be that “when viewed through the lens of CRT [critical race theory], academic libraries still fall short of their intention to be spaces of empowerment and growth for marginalized community members, especially people of color” (Brook et al. 2015). It is possible that ethnic minorities feel the need to be inspired (by their Caucasian leaders) with positive associations and meaningful work to belong in the profession. In contrast, Caucasian librarians may feel confident about their ability to inspire others. Hines’s (2019) observation on leadership programs supports this view of minorities wanting to be inspired. She found that library leadership programs often “reinforce the status quo” (2) and “perpetuate the biased discourse and power structures inherent in society and do not address issues affecting our changing profession, particularly those of gender and racial diversity” (2).

Reinforcing Caucasian stereotypes of “squeaky wheels” into leadership positions, leaving negative stereotyping unchallenged, and ignoring the quiet, not-so-self promoting ethnically diverse librarians does not enable minority librarians to aspire leadership positions.

Unfortunately, aggressive nature, charisma, and visibility are critical factors either implicitly or explicitly used to assess leadership abilities (Thatchenkery, 3 March 2021). Hines (2019) insists that more must be done towards developing racially diverse librarian leaders. Library leadership programs and library literature leadership lack the necessary discussions regarding inclusivity. The few ethnic minority librarians embedded in this culture may be indoctrinated into understanding and practicing library leadership in homogenized ways.

Since the original project was not designed to evaluate the strength of association between ethnic backgrounds and leadership attributes, certain attributes specific to ethnic librarianship were not included in the questionnaire. For example, critical reflection is an essential attribute in the context of cultural

intelligence. Such critical reflection requires an ability “to promote effective patterns of intercultural interactions and behaviours” (Pacquiao, 2018, 310) and the ability to “negotiate between similarities and differences across cultures” (Pacquiao, 2018, 310). Another essential attribute in this context might be “empathy.” This attribute allows one to develop a “deep understanding of another’s point of view and experiences that may be different from their own (Pacquiao, 2018, 310). As Epps (2008) found, the ability to negotiate and persuade others are also important attributes to include in this context. In transformational leadership environments such as libraries, leaders must negotiate and persuade, both of which can be done by influencing employees’ positive moods (Tsai et al., 2009).

As Figure 1 and Table 2 show, the majority of the respondents are Caucasian. Although impossible to know, a higher level of Caucasian presence and participation may have skewed the observable associations. Racial and ethnic minority librarians are often stereotyped as passive who are not seen as capable of inspiring. Through such stereotyping, librarians assign certain attributes as important or needed to become leaders, leading to a shared definition of leadership or identity of a leader that does not include multiple identities or a range of cognitive diversity inclusive of racial and ethnic perspectives.

Brook et al. (2015) observed that academic libraries are still largely monoculturalistic, where the majority of librarians are Caucasians. Another reason why there was no significant statistic between ethnicity and attributes could be one’s institutional vision. The alignment of one’s institutional vision and strategic plans may also impact one’s choice of attributes. Another critical component is the individual’s personality, and their understanding of who they are will impact their methods of creating and understanding their institutions’ vision and strategic plans. Hence,

individual personalities are also an important factor in the choice of attributes.

Although other attributes were not statistically significant, it should be noted that there was a considerable difference in the ranking of “positive attitude” as an attribute. It was rated as “extremely important” by non-Caucasians (70.7%) compared to Caucasians (55%). “Positive attitude” was closely followed by “intuitive,” where almost 44% of non-Caucasians ranked it as “extremely important” compared to 34% of non-Caucasians. Open-mindedness was ranked equally by Caucasians and non-Caucasians alike and had absolutely no significance, statistically or by chance. Tables 3.1 and 3.2 show that all of the attributes, except Intuitive, were extremely important. Results in these tables may also indicate the importance of these attributes, even though there is no observable association. The original survey was 35-40 minutes long, and respondents may have experienced survey fatigue. The survey did not include trap questions that may have helped identify respondents’ satisficing behaviour (Liu and Wronski, 2018).

What do the results mean for future leaders? Inspiring others may be an essential attribute. Librarians working towards leadership should understand the importance of developing or enhancing their ability to inspire others. As Weiner (2003) predicated, “it is difficult to learn how to inspire others” (8), so he recommends starting with understanding the common goals of those who are led. Through this understanding, and by showing how they can relate to others, leaders can inspire trust, which is an important step towards “creat[ing] a sense of cohesion” (13) in workplaces. One of the main tools of transformational leaders is “inspirational motivation,” which begins “with a shared motivation of the organization” (Martin, 2016, 270). However, inspiring others requires self-confidence. Weiner (2003) suggests developing self-confidence through practice by participation in projects.

Current leadership could focus on identifying diverse librarians and provide them with the mentorship and support needed to lead various committees through which librarians can develop self-confidence and build the ability to inspire others. Since each individual and each social group has their idiosyncrasies, library leaders should learn to welcome each person as a “whole” – who they are as individuals, the influences of their intersectionalities, culture, and other multilogical perspectives, all of which shapes individual’s understanding or realization of their institution’s vision, values, and behaviours of their colleagues. Creating leadership workshops where all persons are included as a “whole” and can envision themselves as future leaders will create an inclusive climate.

Librarians interested in leadership should seek opportunities to chair or lead committees or projects both within and outside their libraries. Leading projects within their libraries will enable them to understand library employees’ goals and practice the art of creating cohesion, as stated by Weiner (2003). Participating in provincial and national library committees and projects will expose them to librarianship goals in general, expose them to librarians from other institutions interested in the same or similar projects and connect them with like-minded peers.

Therefore, library organizations should support this engagement by offering financial support and work release time. Experience gained from associations or conference committees external to their libraries may also provide them with a vision of Canadian librarianship as a whole, which they may be able to use towards inspiring their library colleagues. However, in libraries where change is a constant, it is also important to remember that “inspiring a shared vision” is only one of the five leadership behaviours (Kouzes and Posner, 2014). Librarians interested in leadership should also be mindful of other behaviours that they need to learn and practice, such as modelling the way, challenging the process, enabling others to act,

and encouraging the heart (Kouzes and Posner, 2014). Future leadership programs may want to define “inspiring” in a diverse cultural context in libraries through social constructionist methods and redesign their curriculum to meet the needs of diverse librarians interested in transformational leadership practices. Such collaborative construction of methods and designs would require awareness and understanding of inclusivity, understanding the effects of long-term social exclusion of minority groups to minority individuals and the profession, open conversations about biases and prejudices, discussion on accepting different types of leadership models beyond transformational leadership, mentoring new librarians interested in leadership, and, more importantly, supporting them in assuming and staying in these positions.

#### **LIMITATIONS**

The secondary analysis was also a limitation for this study. Since this was a secondary analysis, qualitative data had to be adapted into different data types to check for statistical significance. For example, leadership attributes gathered as ordinal data were treated as nominal data to assess statistical significance. Definitions of attributes were not provided in the questionnaire. It was left up to the respondent to understand, interpret from their own experiences and perspectives, and rank them as they saw fit. Respondents may have found “inspiring” the catch-all phrase that denotes the inclusion of multiple attributes provided in the survey. Although difficult to predict, it is possible that had specific definitions been provided for each of the attributes in the questionnaire, respondents may have ranked them differently.

The context of individual libraries where the respondents work may have also contributed to how attributes were ranked. Greer et al. (2001) reported a correlation between transformational leaders as “inspiring” and transactional leaders maintaining the current situation or offering rewards to encourage performance. The same study also noted that more female leaders practiced transformational leadership than male

leaders. This may be because female leaders are more likely to consider developing others’ self-development. Hines (2019) noted that many library leadership development programs situate themselves as ones that create transformational leaders who can build teams, motivate, and challenge their followers. It is possible that respondents in this study were exposed to such leadership programs or are aware of this discourse, which may have influenced their choice of an attribute.

#### **FURTHER RECOMMENDATIONS**

A significant limitation of this study was that this is a secondary supra analysis. It is recommended that future researchers design an exclusively quantitative study that focuses on finding associations (or lack thereof) between ethnic backgrounds and leadership attributes. Such a study should provide room for gathering types of data and conducting different types of statistical analysis. It is also recommended that future studies define each of the leadership attributes and include some of the attributes that are deemed as necessary in the context of diversity - attributes such as critical reflection, empathy, negotiation, and ability to persuade. In this study, other major statistical tests could not be conducted due to the small number of participants in some groups of variables. A study with more participants may yield different results. For a future qualitative study designed on this topic, it is recommended that the study be in-depth with in-person interviews and focus groups that might reveal more information about participant’s choices towards their ranking choices of these attributes. A study that evaluates gender diversity and choice of leadership attributes is also recommended. Another recommendation is to engage in a study on diversity residency programs and leadership learning in these programs.

#### **CONCLUSION**

This paper intended to assess the influence of ethnic backgrounds on the choice of leadership attributes among Canadian academic librarians. A quantitative examination of data

revealed a statistically significant relationship between “inspiring” as a leadership attribute and the ethnic backgrounds of librarians, thus providing valuable insight into what diverse librarians value as an essential attribute. Being able to inspire comes through learning and professional practice opportunities at work. Therefore, library administrators may want to identify and provide opportunities and mentorship to diverse librarians to practice their ability to inspire. The study also encourages redesigning leadership programs in the context of diversity. The survey results could serve as useful information in redesigning library leadership programs in a diverse context. If leadership programs continue to focus on transformational leadership, it is important to build and design content where all librarians can learn how to inspire in cross-cultural settings.

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**APPENDIX A (ENGLISH)**

1. What is your ethnocultural background?
  - a. Aboriginal (e.g., First Nations, Metis, Inuit)
  - b. Black (e.g., African, African American, African Canadian, Caribbean)
  - c. East Asian (e.g., Chinese, Japanese, Korean, Polynesian)
  - d. South Asian (e.g., Indian, Pakistani, Sri Lankan, Bangladeshi)
  - e. Southeast Asian (e.g., Burmese, Cambodian, Filipino, Laotian, Malaysian, Thai, Vietnamese)
  - f. West Asian (e.g., Arabian, Armenian, Iranian, Israeli, Lebanese, Palestinian, Syrian, Turkish)
  - g. Latin American (e.g., Mexican, Indigenous Central and South American)
  - h. White/Caucasian
  - i. Mixed origin (please specify) (insert box)
  - j. If your identity is different from those listed above, please specify, (insert box)
  
2. In your opinion, what are some of the most important attributes a leader **MUST** have – please rate them as most extremely important, somewhat important, or not important.

Extremely important

Somewhat important

Not important

Confidence

Being approachable

Patience

Open-minded

Ability to communicate clearly

Honesty

Committed

Positive attitude

Willingness to admit mistakes and make amends

Intuitive

Inspiring

Ethical

## APPENDIX B (FRENCH)

1. Quelle est votre origine ethnoculturelle?
  - a. Autochtone (p. ex. Premières Nations, Métis, et Inuits, etc.)
  - b. Noire (p. ex. africaine, afro-américaine, afro-canadienne, caraïbe)
  - c. Asiatique orientale (p. ex. chinoise, japonaise, coréenne, polynésienne)
  - d. Sud-asiatique (p. ex. indienne, pakistanaise, sri-lankaise, bangladaise)
  - e. Asiatique du Sud-Est (p. ex. birmane, cambodgienne, philippine, laotienne, malaisienne, thaïlandaise, vietnamienne)
  - f. Asiatique occidentale (p. ex. arabe, arménienne, iranienne, israélienne, libanaise, palestinienne, syrienne, turque)
  - g. Latino-américaine (p. ex. mexicaine, autochtone, centraméricaine et sud-américaine)
  - h. Blanche/Caucasienne
  - i. Origine mixte
  - j. Autre Veuillez préciser Veuillez préciser \_\_\_\_\_
  
2. Selon vous, quelles sont les caractéristiques importantes que DOIT posséder une personne leader - veuillez les classer ci-dessous comme étant extrêmement importante, assez importante ou pas importante

Extrêmement importante    Assez importante    Pas importante

Confiance

Être accessible

Patience

Ouverture d'esprit

Honnêteté

Habilité à communiquer clairement

Engagement

Attitude positive

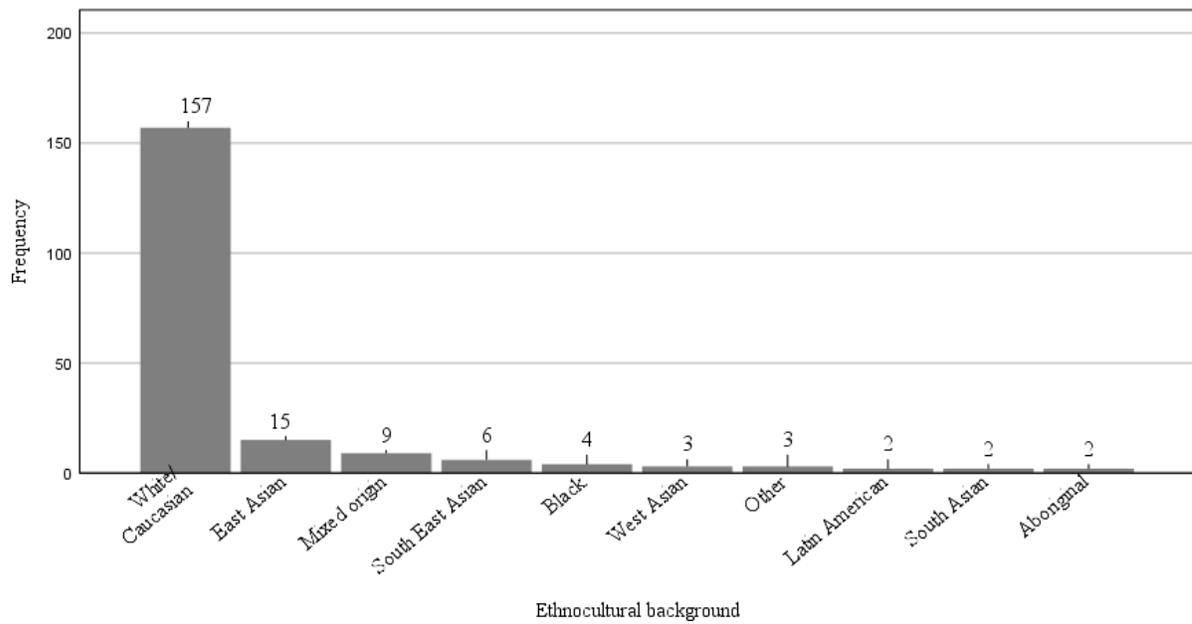
Volonté d'admettre ses erreurs et de faire des corrections

Intuitive

Inspirante

Éthique

**FIGURE 1 DEMOGRAPHICS**



**TABLE 1. CROSS-TABULATION FOR “APPROACHABLE” ATTRIBUTE**

Ethnic Background	Extremely Important	Somewhat Important	Not Important	Total
Non-Caucasians	36 (87.8%)	5 (12.2%)	-	41
Caucasians	122 (78.2%)	33 (21.2%)	1 (0.6%)	156
Other	3 (100%)	-	-	3

*Note:* One Caucasian respondent did not consider Approachable as important. There were three respondents under the “other” ethnic background category.

**TABLE 2. DESCRIPTIVE STATISTICS FOR ETHNIC BACKGROUND**

Ethnicity		Frequency	Valid Percent
	Aboriginal	2	1.0
	Black	4	2.0
	East Asian	15	7.4
	South Asian	2	1.0
	South East Asian	6	3.0
	West Asian	3	1.5
	Latin American	2	1.0
	White/ Caucasian	157	77.3
	Mixed origin	9	4.4
	Other	3	1.5
Total		203	100

**TABLE 3.1. MODE FOR SIX LEADERSHIP ATTRIBUTES (IN NUMBERS)**

Attributes	Confidence	Approachable	Patience	Open Minded	Honest	Communication
Valid	200	202	202	202	202	202
Missing	7	5	5	5	5	5
Mode	1.00	1.00	1.00	1.00	1.00	1.00

*Note:* In Mode, 1 denotes “extremely important,” and 2 means “somewhat important.”

**TABLE 3.2. MODE FOR SIX LEADERSHIP ATTRIBUTES (IN NUMBERS)**

Attributes	Committed	Positive Attitude	Admits Mistakes and Makes Amends	Intuitive	Inspiring	Ethical
Valid	201	201	202	201	202	198
Missing	6	6	5	6	5	9
Mode	1.00	1.00	1.00	2.00	1.00	1.00

*Note:* In Mode, 1 denotes “extremely important,” and 2 denotes “somewhat important.”

**TABLE 4. CROSS-TABULATION OF ALL LEADERSHIP ATTRIBUTES AGAINST ETHNIC DIVERSITY**

		Number (Percentage)			
Attributes	Ethnic Diversity	Extremely Important	Somewhat Important	Not Important	Total
Approachability	Non-Caucasians	36(87.8%)	5(12.2%)	-	41
	Caucasians	122(78.2%)	33(21.2%)	1(0.6%)	156
	Other	3(100.0%)	-	-	3
	Total	161	38	1	200
Confidence	Non-Caucasians	26(63.4%)	15(36.6%)	-	41
	Caucasians	86(55.8%)	68(44.2%)	-	154
	Other	2(66.7%)	1(33.3%)	-	3
	Total	114	84	-	198
Patience	Non-Caucasians	29(70.7%)	12(29.3%)	-	41
	Caucasians	101(64.7%)	51(32.7%)	4(2.6%)	156
	Other	2(66.7%)	1(33.3%)	0	3
	Total	132	64	4	200
Open-minded	Non-Caucasians	36(87.8%)	5(12.2%)	-	41
	Caucasians	137(87.8%)	19(12.2%)	-	156
	Other	2(66.7%)	1(33.3%)	-	3
	Total	175	25	-	200
Honesty	Non-Caucasians	37(90.2%)	4(9.8%)	-	41
	Caucasians	138(88.5%)	17(10.9%)	1(0.6%)	156
	Other	3(100.0%)	-	-	3
	Total	178	21	1	200
Communicates clearly	Non-Caucasians	39(95.1%)	2(4.9%)	-	41
	Caucasians	145(92.9%)	11(7.1%)	-	156
	Other	2(66.7%)	1(33.3%)	-	3
	Total	186	14	-	200

Committed	Non-Caucasians	31(75.6%)	10(24.4%)	-	41
	Caucasians	115(74.2%)	40(25.8%)	-	155
	Other	2(66.7%)	1(33.3%)	-	3
	Total	148	51	-	199
Positive Attitude	Non-Caucasians	29(70.7%)	12(29.3%)	-	41
	Caucasians	86(55.5%)	64(41.3%)	5(3.2%)	155
	Other	2(66.7%)	1(33.3%)	-	3
	Total	117	77	5	199
Admits Mistakes and Makes Amends	Non-Caucasians	31(75.6%)	10(24.4%)	-	41
	Caucasians	132(84.6%)	23(14.7%)	1(0.6%)	156
	Other	2(66.7%)	1(33.3%)	-	3
	Total	165	34	1	200
Intuitive	Non-Caucasians	18(43.9%)	20(48.8%)	3(7.3%)	41
	Caucasians	52(33.5%)	90(58.1%)	13(8.4%)	155
	Other	1(33.3%)	2(66.7%)	-	3
	Total	71	112	16	199
Inspiring	Non-Caucasians	27(65.9%)	14(34.1%)	-	41
	Caucasians	71(45.5%)	76(48.7%)	9(5.8%)	156
	Other	3(100.0%)	-	-	3
	Total	101	90	9	200
Ethical	Non-Caucasians	37(94.9%)	2(5.1%)	-	39
	Caucasians	140(90.9%)	14(9.1%)	-	154
	Other	3(100.0%)	-	-	3
	Total	180	16	-	196

**TABLE 5. CRAMER'S V RESULTS FOR INSPIRING**

Nominal X Nominal	Statistic Used	Value	Approximate Significance
Inspiring X Non-Caucasians	Cramer's V	.16	.048