

# RETHINKING LEADERSHIP ROLES FOR THE ACADEMIC LIBRARY: THE ATTITUDES OF LIBRARY STAFF TOWARDS A LEADERSHIP-DRIVEN ACADEMIC INFORMATION SERVICE ENTERPRISE

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## ABSTRACT

Present-day business enterprises engage all staff members in leadership roles so as to ensure the sustainability of such an enterprise. A leadership-driven enterprise focuses on both the operational leadership structures, which address urgent leadership roles, and other leadership structures which are essential for the sustainability of the enterprise. In the past, some leadership roles were often neglected since the focus fell mostly on the performance of urgent leadership roles pertaining to operational output. This article reports on the results of an investigation into the attitude of staff towards a shared leadership model in terms of its value to the academic information service enterprise, the satisfaction gained by staff performing voluntary leadership roles that do not form part of their job description and the value experienced by these staff members.

**Keywords:** Academic libraries, Academic library development, Academic library management, Leadership framework, Leadership roles, Learning organisation, Academic Information Service Enterprise

## 1. INTRODUCTION

Since their foundation, academic libraries in South Africa, as an integral part of higher education, have developed considerably in terms of growth and functioning. This can be ascribed to the fact that libraries often must respond to challenges enforced on them by the political, economic, social and demographic environment in which they function. Libraries also have to respond to changes in the values, vision, mission and policies of the institution that they serve. These alterations often impact on the world of learning and lead to a growth in student numbers. Coupled with external change drivers relating to technological developments, greater demands are placed on information professionals by learners, teaching staff and researchers. Information professionals are often required to respond to all these demands simultaneously (Brulls 2004:1).

For quite some time a significant growth in staff numbers has been noted at academic libraries worldwide, increasing salary and operational budgets. Concepts such as customer care, service orientation, high-quality products and cost benefit analysis have shifted the academic library directly into the business environment and are generally accepted as central to such a library's functioning. Therefore an appropriate business model and financial principles have become essential in the academic library environment. Based on these facts, as well as on a consideration of the comprehensive plan required to operate its business, it is clear that the academic library falls within the business environment and should be regarded as an academic information service enterprise (Hayes & Brown 1994:413; Orenstein 2002:83).

Owing to the nature of its business and the continuous growth in student numbers in South Africa from a selected few hundred in 1956 to hundreds of thousands in the new millennium (Haffajee 2000:61), the academic information service enterprise is compelled to rethink the ways in which it operates and optimizes its human resources.

The Unisa Library, a large academic information service enterprise, comprises over 2.4 million library items, including 335 000 journal titles, an electronic reserve of almost 15 000 items and 6 000 Internet journals and resources (Unisa 2006:2). It serves the University of South Africa, which is the largest University in Southern Africa and one of the top 10 mega Universities in the world, with more than 200 000 students in 2005 (Unisa 2006:2).

This academic information service enterprise in general has consequently embarked on business process re-engineering to redesign its business processes, because of the extent of the environmental changes and the level of complexity in the change experienced. The size of this enterprise, the numbers of its student body, pressure to ensure service delivery and relevance

to the customer, as well as a need for library sustainability, left no option but to redesign its processes. Significant key success factors in implementing this radical change included staff involvement from the beginning and the adoption of a change management programme, because staff should understand change within their organization, their buy-in should be obtained and organizational and human barriers should be addressed in order for them to embrace such change (Marjanovic 2000:44). This should be implemented systematically by means of a change programme (Tosey and Robinson 2002:103). Van Schoor (2002:7) states that change actions should not only be taken on the environmental level but also on the personal level.

The Library's response to customer needs strongly influenced the design of both the library's process structures and its leadership structures. This article focuses on the redesign of the latter. The framework adopted by the Unisa Library in this respect not only offers learning and leadership opportunities for all staff but also contributes positively to the sustainability of the enterprise.

The Library acknowledges the principle that all staff may be involved in the leadership of the Library. Its leadership model therefore reflects the characteristics of an innovative leadership model.

## **2. LEADERSHIP**

During the first half of the previous century, many studies focused on leadership as a trait or inborn quality that makes a person a leader. This theory restricted leadership to only those who believe they possess leadership characteristics. Later research suggests that, from a management perspective, leadership is a process of influencing individuals towards attaining their goals (Yukl 1989:12). The research acknowledges that leadership can be assigned, based on the position a person is appointed to, or it can be based on emergent leadership in terms of what a person does and how support is gained from followers. In the present article, the definition of Macgregor Burns (1978:1), acknowledged by Riggs (2001:6) as the most appropriate definition on leadership, will be applied. It defines leadership over human beings as an exercise when persons with certain motives and purposes, mobilize – in competition or conflict with others – institutional, political, psychological and other resources so as to arouse, engage and satisfy the motives of followers.

Bennis also places much emphasis on the mobilizing of people (cited in Encyclopedia of Leadership 2004:947), in defining leadership as the capacity to translate vision into reality.

### 3. LEADERSHIP MODELS

Innovative leadership models reflect a shift from the management of tasks to the leadership of people and the entrenchment of a leadership culture within the enterprise. This leads to the enterprise acknowledging leadership in each staff member, encouraging learning and shifting the focus of power from the traditional hierarchy of management to those who can effectively influence others with a view to creating both leaders and a culture of leadership.

Innovative leadership models are sufficiently flexible in the face of shifting opportunities and conditions in order to acknowledge leadership in each staff member. As far back as 1990, Kanter (1990:116) accentuated the fact that people should work together and pursue new opportunities. Staff should therefore use opportunities to do what they are good at in order to build the enterprise whilst doing what they like doing.

Followers who understand the elements and underlying principles of leadership become better team players than those who have never received any leadership training (Frost 1999:11). The capacity-building resulting from such an approach is more beneficial for the enterprise in terms of its sustainability than the contribution that can be made by a few individuals who possess inherent leadership skills and abilities. Goleman (2002:14) supports this argument by stating that leadership does not reside solely in the individual at the top, but also in every person at entry level who in one way or another acts as a leader. Leadership is concurrent and collective rather than serial and individual (Raelin 2003:xi, 89).

This does not suggest that no one is ultimately responsible for the overall performance of the organization or declare that those in formal leadership roles are redundant. These leaders will still hold the pieces together in a productive relationship but will create a common culture of expectations pertaining to individual leadership skills and abilities (Grint 2005:142).

Mech (1996:352) acknowledged the appropriateness of such models for libraries by stating that the development of leaders is largely a matter of continued individual self-development through individual motivation and organizational stimulation while Riggs (2001:6) accentuates the fact that the head librarian is not the only leader in the library, but that leaders are to be found throughout the library and that they should be acknowledged as such.

### 4. LEADERSHIP ROLES

The Unisa Library adopted the concept of both primary leadership roles and secondary leadership roles as part of its leadership model. The former roles are filled by placing advertisements and performed by leaders responsible for

the business processes and required outputs (Strategic Information Services 2001b:10).

Secondary leadership roles, known as voluntary leadership roles, usually operate outside the organization's business processes (Strategic Information Services 2001b:4). They are populated on the basis that any staff member that is willing and able to perform such roles can be appointed to them (Strategic Information Services 201a:15). Examples of typical secondary leadership roles are provided in Annexure 1.

## **5. PRINCIPLES OF LEADERSHIP STRUCTURE**

The principles adopted by the Unisa Library for the establishment of its leadership structure pertain to the building blocks for renewal; the time allocation to be allowed when one is performing secondary leadership roles; membership of leadership structures, which includes principles pertaining to the validity of leadership roles, advertisements for secondary roles, the body responsible for appointing staff to these roles and criteria for appointment, and the termination of such appointments; organizational structures to support leadership roles in order to establish a specific leadership structure which will shape and guide these leadership roles (Strategic Information Services 2000:10–11). Examples of organizational structures that act as shapers of the process-based structures, as well as of the leadership structures, include units, teams, forums and groups (Strategic Information Services 2001a:29).

The adoption of this new leadership framework led to the need for the present research. It seemed important to investigate the attitudes and perceptions of staff towards the value of this framework for both the enterprise and its personnel, as no information in this regard could be retrieved from the literature. Furthermore, it seemed necessary as the study would increase one's knowledge of leadership development and provide insights into the attitudes of library management, librarians and administrative staff in the library towards this component of organizational design in the "new" enterprise, taking into consideration the fears of managers regarding the unknown and their uncertainties and concerns about abdicating certain roles previously performed by them, as well as resistance to change by all staff that may be a result of individual opinions, perceptions or attitudes.

Against this background, the problem to be investigated can be stated as follows: Can a leadership framework which divides primary and secondary leadership roles be meaningfully applied to a re-engineered academic information service enterprise, and what are the attitudes of staff towards such a leadership-driven enterprise?

The problem will be investigated in terms of the following more specific questions:

- Does a leadership framework which distinguishes between primary and secondary leadership roles contribute to the effective functioning of the enterprise?
- Does a leadership framework, which provides secondary leadership roles to be performed voluntarily, satisfy staff?
- Did staff, who performed a secondary leadership role, experience value?

## **6. RESEARCH METHODOLOGY**

Perceptions of staff members regarding the leadership issues stated were assessed by means of a purpose-designed questionnaire. Subsets of questionnaire items addressed the various research questions. Questionnaire responses pertaining to perceptions consisted of five point Likert scale ratings while biographical information representing determinants which could possibly impact on respondents' perceptions was also captured in the questionnaire.

A total of 277 questionnaires were distributed to Unisa library staff. A response rate of 65 per cent, representing 179 respondents, proved to be representative of the various post levels and new leadership structure of the library. Attitudes assessed would thus reflect the true perceptions of the library personnel. Raubenheimer reported extensively on the questionnaire with regard to format, design, purpose, population sampled and data captured, in a dissertation submitted for the degree of Master in Information Science at the University of South Africa (Raubenheimer 2005:13–170).

## **7. STATISTICAL ANALYSES, RESULTS AND INTERPRETATION**

In initial research several analyses techniques were implemented. In follow-up research which is reflected on in this paper, some of the analyses were repeated and improved upon. Each analysis flowed logically from the previous one in the process of obtaining deeper insight into and understanding of the phenomena of leadership restructuring. The statistical software package, SAS, version 9.1, was used to conduct all statistical analyses.

The various analyses undertaken, results obtained and interpretations of findings are discussed in some detail in the following paragraphs:

● **Exploratory analysis: One-way frequency tables on all questionnaire items**

Valuable background information was established at this stage. For example, that:

- Sixty-four percent of the respondents indicated that they had participated in the re-engineering discussions, and seventy-eight percent of them indicated that they agreed with decisions taken there.
- Preliminary results also indicated that sixty-nine percent of the respondents who indicated that they had not participated in secondary leadership roles in the past, were willing to perform secondary roles in future.
- One-way frequency tables also revealed that information on the availability of secondary roles had been communicated to the library staff in various ways.

● **Item analysis as a means of establishing scale reliability**

Although exploratory analyses proved to be very informative and suggested trends and dependencies for further investigation, the sheer volume of information, acquired on all questionnaire items individually, was overwhelming. The consolidation of information into constructs which address certain leadership aspects was therefore necessary. These aspects were posed as research questions in the introduction to this article. Part of the leadership questionnaire was divided into subsets of questions addressing the three research questions. A total of twenty-three questionnaire items covered the aforementioned research issues, and a single score for each respondent on each of the three leadership aspects was calculated as the mean value of the relevant subset of questionnaire responses.

However, before these individual scores (or scales) could be regarded as representative of the attitudes of respondents regarding the specific leadership issues, the question of scale reliability had to be addressed. In other words; do all questionnaire items within a specific subset contribute towards explaining the leadership construct under investigation (Hatcher 1994:130–139)? Item analysis, also referred to as scale reliability testing, was implemented in order to test the above-mentioned approach.<sup>1</sup> An indicator of reliability is calculated as part of the analysis results and is referred to as a Cronbach alpha coefficient. An alpha value in the region of 0.7 or greater is regarded as an indicator of reliability.

The results of three separate item analyses are presented in Table 1 below. The three leadership constructs tested, the questionnaire items included in each construct, as well as Cronbach alpha coefficients and construct mean score values are also provided.

**TABLE 1:** **ITEM ANALYSES RESULTS VALIDATING SCALE RELIABILITY OF THREE LEADERSHIP CONSTRUCTS**

Construct	Questionnaire items comprising construct	How construct score was calculated	Cronbach alpha coefficient	Construct mean score
1. Value of secondary leadership roles in complimenting leadership of the academic information service enterprise	q11, q12, q14	Mean of the 3 item responses	0.65 (approx. 0.7)	3.50
2. Satisfaction gained through performing secondary leadership roles	q18–26	Mean of the 9 item responses	0.83	3.48
3. Value of secondary leadership roles as experienced by staff	q31–39, q37 inverted	Mean of the 9 item responses	0.83	3.22

With regard to scale reliability, the Cronbach-alpha values for constructs two and three proved to be greater than the generally acceptable Cronbach-alpha criterion of 0.7, which generally indicates significance and thus scale reliability. In the case of the first construct, the alpha-coefficient of 0.65 is approximately 0.7 and thus acceptable. The calculated construct scores can therefore be used as representative of the attitudes of staff concerning each of the three leadership issues.

The calculated construct mean scores indicated in Table 1 suggest that, in general, respondents’ attitudes towards the three leadership issues were positive – the three mean responses fall within the ‘agree’ range of responses. This can be interpreted as the first indication that respondents experienced the shared leadership model positively.

● **Analysis of variance and multiple comparison of means on the three sets of leadership construct scores**

Although the three leadership construct scores reflect the attitudes of respondents as regards the leadership issues, the effect of biographical indicators on the respondents’ attitudes had to be taken into consideration because the literature indicated that certain biographical indicators might



affect respondents’ attitudes. Indicators suggested in literature and investigated in this study include:

- language
- willingness of staff to perform secondary leadership roles
- agreement with re-engineering proposals
- whether they participated in the re-engineering project
- work experience.

Analysis of variance is a technique of statistical analysis that identifies indicators which significantly affect a variable, such as a leadership attitude score. In the analysis of variance model, the biographical effects listed above, along with one of the construct scores, were included in an ANOVA model and analyzed.<sup>2</sup> Summary results of three separate analyses of the three leadership construct scores are presented in Table 2. The significance attached to the analyses and associated F-probabilities, the significant biographical variables identified and their associated significance are provided in the body of the table.

**TABLE 2:** 

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SUMMARY ANALYSES OF VARIANCE RESULTS TO IDENTIFY BIOGRAPHICAL INDICATORS THAT HAVE A SIGNIFICANT EFFECT ON EACH OF THE THREE LEADERSHIP CONSTRUCT SCORES

Construct	Significance of Anova (F probability)	Biographical variables investigated				
		Language	Willingness to perform sec. roles	Agreement with re-engineering proposals	Partook in re-engineering discussions	Work experience
1	0.0024**	0.007**	0.019**	n.s.	0.006**	n.s.
2	0.0004**	n.s.	0.04**	0.001**	n.s.	n.s.
3	0.0022**	0.007**	n.s.	n.s.	n.s.	0.11 (approx 0.1*)
n.s. : non significance.						
Legend regarding significance: ***: F-prob < 0,001; 0,1% level of significance **: F-prob < 0,05 ; 5% level of significance *: F-prob < 0,10 ; 10% level of significance.			Legend regarding constructs: Construct 1 :Value of leadership roles for the leadership of the enterprise Construct 2 : Satisfaction gained due to the performance of secondary leadership roles Construct 3 : Satisfaction experienced by staff who have performed secondary leadership roles			

From the results of the analyses it can be deduced that language, willingness to perform secondary roles and whether a respondent took part in the re-engineering process significantly affected the perceptions of respondents regarding the value of secondary leadership roles in enhancing and strengthening the management of the enterprise. These results refer to research question one.

Likewise it can be deduced that willingness to perform secondary roles and agreement with the re-engineering decisions influenced perceptions of the satisfaction gained from performing secondary roles, which relates to leadership construct two.

Respondents' attitudes towards the value of the experience gained by performing secondary leadership roles were significantly influenced by the language group that he/or she belonged to and to a lesser extent work experience, which relates to research question three.

Having identified the influential indicators, the next question that springs to mind is: in which direction, and how, are attitudes swayed by such indicators?

Regarding each leadership construct, score means can be calculated for the levels of each of the identified significant biographical indicators. Pair-wise comparison of means tests can be applied to these level-means within each indicator and this provides an answer to the question stated above. For example, pair-wise comparison of means on the willingness-to-perform-secondary-roles indicator demonstrated that a 'yes' mean score of 3.55 for the leadership construct dealing with the value of leadership roles in enhancing the management of the enterprise, construct 1, was significantly different from the 'no'-reply mean score of 2.83. It can be deduced from this that respondents who were willing to perform leadership roles were more positive regarding the value of secondary leadership roles in assisting and enriching the management of the enterprise. Bonferroni multiple comparison of means<sup>3</sup> tests were calculated on the level means of each of the significant biographical indicators, for each of the three leadership constructs. Table 3, below, displays the relevant means and indicates means differing significantly from one another.

**TABLE 3:** TABLE OF CONSTRUCT SCORE SCORES, GROUPED AND CALCULATED ACCORDING TO THE LEVELS OF THE BIOGRAPHICAL VARIABLES IDENTIFIED AS SIGNIFICANT IN THE RELEVANT ANALYSES OF VARIANCE RESULTS

(Means within a biographical indicator that differ significantly from one another are indicated by different lower case letters next to them)

Construct	Language	Participation in re-engineering	Willingness to perform secondary roles	Agreement with re-engineering proposals	Experience
1	C : 3.78 <sup>a</sup> A : 3.39 <sup>ab</sup> O : 3.33 <sup>ab</sup> E : 3.27 <sup>b</sup>	yes: 3.55 <sup>a</sup> no: 2.83 <sup>b</sup>	yes: 3.72 <sup>a</sup> no: 3.42 <sup>b</sup>	n.s.	n.s.
2	n.s.	n.s.	yes: 3.58 <sup>a</sup> no: 3.24 <sup>b</sup>	yes: 3.63 <sup>a</sup> no: 3.11 <sup>b</sup>	
3	C : 3.93 <sup>a</sup> A : 3.30 <sup>ab</sup> O : 3.28 <sup>ab</sup> E : 2.88 <sup>b</sup>	n.s.	n.s.	n.s.	7–9yrs: 3.67 <sup>a</sup> 10–12yrs: 3.26 <sup>a</sup> 13+ yrs: 3.19 <sup>a</sup> 0–6 yrs: 1.56 <sup>b</sup>
n.s. : non significance.					
Legend regarding language: A: Afrikaans C: African languages E: English O: Other	Legend regarding constructs: Construct 1: Value of leadership roles for the leadership of the enterprise Construct 2: Satisfaction gained due to the performance of secondary leadership roles Construct 3: Value experienced by staff who have performed secondary leadership roles				

From the above table, the following deductions can be made with regard to the three leadership constructs (and thus the three research questions stated in the introduction):

- **Question one (as addressed in leadership construct one): Does a leadership framework which distinguishes between primary and secondary leadership roles contribute to the effective functioning of the enterprise?**

With regard to language groups, respondents speaking an African language, with a mean value of 3.78, displayed the most favourable attitude towards the value of secondary roles as a way of enriching and supporting the management of the enterprise, as opposed to the significantly less favourable attitude of English, Afrikaans and other language groups with means of 3.27; 3.39 and 3.33. This might possibly be attributed to the fact that people speaking African languages welcome participation in leadership roles and view this as a challenge that they embrace.

Results furthermore indicated that respondents who participated in the process held a significantly more positive attitude towards the value of secondary leadership roles in enriching senior management than those who did not. This is reflected in the mean scores of 3.55 for the participants and 2.83 for the non-participating respondents.

It is also interesting to note that respondents who did not wish to perform secondary roles in future nevertheless regarded the value of secondary roles in enhancing senior management significantly more highly than those willing to perform secondary roles in future. Mean values of 3.72 and 3.42 reflect this observation.

● **Question two (as addressed by leadership construct two): Does a leadership framework that provides secondary leadership roles to be performed voluntarily, satisfy staff?**

As regards the degree of agreement with re-engineering decisions, respondents who agrees with these, experienced significantly more satisfaction in performing secondary roles than those who were not in agreement with these decisions. This is illustrated by the respective mean values of 3.63 and 3.11 for the two groups.

With a mean value of 3.54, greater satisfaction was experienced by respondents willing to perform secondary roles in future than those who were unwilling. In the latter instance the mean score was 3.24.

● **Question three (as addressed in leadership construct three): Did staff who performed secondary roles perceive these as valuable experience?**

With regard to language, the mean value of 3.93 for this group illustrates that African-language groups rated experience gained by performing secondary leadership roles highly. Means comparison with respect to work experience indicates that respondents with 7–9 years work experience felt the strongest about the value of experience gained by performing secondary roles.

**To summarize:**

Question one: In summary, the general views of respondents were positive; they felt that by dividing leadership roles into primary and secondary roles, the management of the enterprise had been enhanced and strengthened. Language groups, willingness to perform secondary roles and participation in the re-engineering process were identified as indicators which affected respondents' perceptions concerning the value of supportive leadership roles. The African-language group, those who had participated in the re-engineering

process and those willing to perform secondary roles in future, stood out as the most enthusiastic group.

Question two: In general respondents experienced satisfaction in performing secondary leadership roles. The degree of willingness to perform secondary roles in future and agreement with decisions reached during the re-engineering process, affect respondents' levels of satisfaction gained here. The respondents in agreement with re-engineering and who were willing to perform secondary roles proved to be the group experiencing most satisfaction.

Question three: In general staff indicated that they had benefited from performing secondary roles. Language and their work experience contributed significantly to their 'value-added' perception. The respondents with a fair amount of work experience and the African-language group indicated that they had benefited most from so doing.

## **8. CONCLUSIONS**

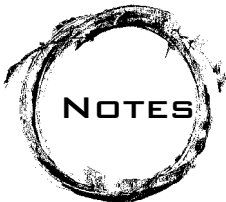
Valuable knowledge and insight regarding staff perceptions and attitudes towards leadership restructuring, support and enhancement in the library enterprise were gained from both the empirical research and the literature study: in particular knowledge pertaining to senior management support and enhancement. The research results confirmed the existing literature and also added new perspectives and a deeper understanding of leadership enhancement and enrichment by introducing fresh indicators and the ways in which they interact – linking them with staff perceptions.

The value of leadership being restructured into primary and secondary roles to enhance management was in general positively perceived by staff. Staff participation in re-engineering discussions and secondary role performance emerged as influential perception determinants. Language also proved important. The fact that staff members felt positive about the value of shared leadership roles points to an energetic group who realize the value of staff involvement in such roles. This is also substantiated by figures in the exploratory analyses which indicated that 65% of the respondents that had not yet performed secondary roles would in future be willing to do so. These figures also support theoretical statements relating to the fact that enterprises should utilize the potential of all sources of difference in the workforce. Results pertaining to two questionnaire items excluded by item analysis from leadership construct one and summarised separately in frequency tables, also complement and confirm the above results. The questions related to whether the senior leadership should be responsible for all leadership activities and whether members of such leadership have enough time to attend to all

leadership roles. Staff who had performed secondary leadership roles were more sympathetic towards management in this regard.

With regard to the satisfaction experienced in secondary roles, research results indicated that staff were indeed satisfied in this respect. The research findings are substantiated in the literature. In the Unisa Library enterprise, secondary leadership roles therefore provided the buy-in for staff.

The fact that research results demonstrated that staff who had performed secondary roles perceived the experience as valuable, could be seen as an important gauge of success in the study. By their enthusiasm and positive attitudes respondents were indeed confirming that the re-engineering process had been successful; that they felt part of it and that they had bought into the process. One should add to this the fact that members of management constituted a significant percentage of the research population. They were responsible for communicating the availability of secondary leadership roles to staff. Their participation in cascading information about a newly adopted leadership framework – which in a sense stripped them of roles previously performed by them – was valuable and can be regarded as a determinant which helped to create the positive attitudes of staff. The generally open attitude of staff as a whole culminated in the establishment of an effective and enriched management structure.



1. The alpha-option in the proc corr-procedure in SAS was used to perform reliability testing.
2. The proc glm-procedure of the SAS statistical package was used to perform the necessary analyses of variance.
3. Multiple comparisons of means are conducted as an option in the proc glm-procedure of SAS version 9.1

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**ANNEXURE 1**

SECONDARY LEADERSHIP ROLE	RESPONSIBILITY
Strategist	Accountable for business strategy and technical strategy respectively
Process owner	Ensures process integrity, process performance and best practice
Counsellor	Assists with non-technical staff problems
Coach	Responsible for technical development of staff
Mentor	Responsible for development of life skills of staff
External relationship manager	Responsible for relationships with external parties
Change agent	Responsible for communication with targets of change
Project leader	Responsible for success of projects approved by the business
Project participant	Responsible for specific tasks in a project
Knowledge leader	Responsible for sharing expert knowledge with staff
Critical thinker	Responsible for questioning practice, testing understanding
Cheerleader	Responsible for creating fun in the workplace
Champion	Responsible for ensuring change
Union representative	Represents the interests of the Unions
Skills development coordinator	Responsible for the activities associated with the implementation of the Skills Development Act
Quality assurance co-ordinator	Responsible for activities associated with performance measurement
Forum leader	Responsible for any established Forum in the enterprise
Forum representative	Responsible for representing the enterprise at a Forum
Employment Equity coordinator	Responsible for Employment Equity in the academic information service enterprise
Occupational health and safety management representative	Responsible for effective and efficient occupational health and safety management practices in accordance with the relevant legislation



SECONDARY LEADERSHIP ROLE	RESPONSIBILITY
Project tour guide	Responsible for accompanying visitors to the academic information service enterprise
Project trainer	Responsible for customer training in the academic information service enterprise
Project trainer helper	Responsible for assisting the trainer
Web page owner	Responsible for content to be placed on the academic information service enterprise's web page
<ul style="list-style-type: none"> <li>— Emergency access controller</li> <li>— Emergency director</li> <li>— Emergency evaluator</li> <li>— Emergency fire fighter</li> <li>— Emergency First Aid help</li> <li>— Emergency second in command</li> <li>— Emergency team leader</li> </ul>	Emergency management of the academic information service enterprise

SOURCE: UNISA LIBRARY (2002:10)