LEADERSHIP STYLES OF SENIOR LIBRARIAN IN THE CITY OF CAPE TOWN

BY

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DECLARATION

"I declare that the mini-thesis LEADERSHIP STYLES OF SENIOR LIBRARIANS IN THE CITY OF CAPE TOWN is my own work, that it has not been submitted before for any other degree or assessment in any other university and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references"

Signature:

Date: February 2013

ACKNOWLEDGEMENTS

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ABSTRACT

This study investigated the following: "Leadership styles of senior librarians in the City of Cape Town". Stueart and Moran (1998) state that despite the vast amount of knowledge, training and focus on management, little is known about how to lead efficiently and effectively. The motivation behind this study originated from the assumption that determining the different leadership styles of senior librarians could contribute to a more effective public library service. If senior librarians were made aware of particular outcomes prompted by certain behaviour, they would be empowered to evaluate their leadership styles and adapt them in a more effective way, which could in turn lead to a more effective public library service.

Empirical research techniques were used to apply both quantitative and qualitative research methods. Riggs (2001:6) states that librarians need to understand the difference between management and leadership. If senior librarians understand this difference, they will be able to lead more effectively. Hence, this study focused on transformational leadership, a leadership style which looks at the bigger picture, questions the status quo and focuses on improving services (Riggs, 2001:14).

This study aimed to answer the following research questions: What are library managers' job histories, educational qualifications and historical backgrounds? What are their beliefs about leadership, and how do they view their roles as leaders? Are they emulating a predecessor or leader whom they admire? Do they consciously consider their behaviour, actions and the consequences of their behaviour? In other words, do they apply strategies when they lead? Do managers inspire, motivate and communicate with their staff? Data were collected by means of a questionnaire administered to senior librarians and staff, which allowed the researcher to explore issues not previously thought of or planned for, and this provided valuable new insight into the problem.

The results of this study affirmed that this research could contribute to an awareness of leadership in public libraries, and not only concentrate on management, as this could result in organisations becoming too task-driven, with the associated risk of the destination becoming more important than the journey itself.

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LIST OF ACRONYMS

BA	Baccalaureus Artium
B.BIBL	Baccalaureus Bibliothecologiae
COCTLIS	City of Cape Town Library and Information Services
DMT	District management team
EAP	Employee assistance programme
IDP	Integrated development plan
LIS	Library and Information Services
SDBIP	Social development business integrated plan
SMS	Short message service
SPSS	Statistical package for the social sciences
UNESCO	United Nations, Scientific and Cultural Organisation
UWC	University of the Western Cape

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CHAPTER ONE

1. Introduction

1.1 Background and motivation

This study investigated the leadership styles adopted by senior librarians at the City of Cape Town Public Libraries (COCTLIS) when they manage their staff. It examined some public librarians' understanding of what leadership is. Leadership on the ground is important, because it determines what type of atmosphere leaders create for staff to grow and excel as professionals, and this ultimately affects service delivery. It is evident that each manager possesses his or her own unique knowledge, coupled with his/her past experiences. Managers should know more about the specific area for which they are responsible than their subordinates. 'Poor leadership results not from conscious malice, but from inadequate leadership knowledge, values and behaviours' (Zigarmi, Blanchard, O' Connor and Edeburn, 2005:10). They further argue that "Many leaders do not fully realise that the biggest competitive edge they have lies more in the people they lead and less in technology, capitalization, or market share".

The aim of this study was to gather information for COCTLIS that will contribute to the fulfilment of the mission of public libraries in South Africa. This study has the potential to help achieve improved leadership among senior librarians in COCTLIS, by making library professionals aware of the importance of leadership styles. It identified and highlighted the different leadership styles, as well as those used by managers (who will be referred to as senior librarians for the purpose of this study) of libraries in the City of Cape Town. It shed light on how these managers view leadership and the leadership styles that they prefer to use when providing direction and guidance to their staff.

Sutherland (2003:10) states, in the UNESCO Manifesto, that "a learning organisation is an organisation that facilitates the learning of all its members and continually transforms itself". She also proclaims that "Public libraries and learning go together. In addition, it also mentions the need to support learning and education for others, and states that "the library itself needs to be a learning organisation. This means creating the climate for change and innovation so that the talents of our people can be used to achieve results for the customer". Keeping this in mind, the problem that motivated this study can be identified, as discussed below.

1.2 Statement of the problem

The motivation for this study originated from the assumption that identifying and analysing the different leadership styles of senior librarians could contribute towards an improved and more effective public library service. The researcher also believes that if senior librarians were made aware of certain outcomes prompted by certain behaviour, they would be in a better position to evaluate their styles and adapt them in a more effective way, thereby equipping themselves with the tools to compete within an ever-changing environment.

1.3 Purpose of this study

This study focused on how senior librarians at the City of Cape Town Public Libraries manage and lead their staff, and how this affects their environment, staff morale and ability to deliver an effective service. It concentrated on the senior librarians' historical background, assumptions, experiences, education and understanding of their job functions and leadership abilities. The morale of staff usually has an effect on how they deal with the wider community of patrons. Although there may not be a single leadership model that could work for the entire library service, it is believed that staff could create an environment from which they, as well as the community, would benefit. This study posed the following main research question: What leadership styles do senior librarians employ when they lead? This question was addressed by asking the following sub-questions:

- What are library managers' job histories, educational qualifications and historical backgrounds?

- What are their beliefs about leadership, and how do they view their roles as leaders?

- Are they emulating a predecessor or leader whom they admire?

- Do they consciously consider their behaviour, actions and the consequences of their behaviour? In other words, do they apply strategies when they lead?

- Do managers inspire, motivate and communicate with their staff?

1.4 Literature review

Leadership and its study can be traced back to the beginning of civilization. Egyptian rulers, Greek heroes and biblical patriarchs all had the same vision. Leadership, our work, work environment, worker motivation, leaders, managers, leadership style and a multitude of other work-related variables have been studied for almost two centuries. Over time, organisations have evolved from those with an authoritarian style to those with a comfortable work environment, and then to organisations, in which people are empowered, encouraged and supported in their personal and professional growth (Stone & Patterson, 2005:1).

Stone and Patterson (2005:1) further state that the organisational focus of the leader has evolved over this same period. Early organisations with authoritarian leaders who believed that employees were intrinsically lazy developed ways of making work environments favourable to productivity rates. Senior librarians' aim should be to transform their workplaces into environments in which people are empowered, encouraged and supported in their personal and professional growth throughout their careers. As the focus of leaders has changed over time, it has influenced and shaped the development and progression of leadership theory.

This study focused on transformational leadership. An examination of the concept of leadership suggests that numerous definitions and theories of leadership exist, and each of these expresses different views on how to lead (Stoner, Freeman & Gilbert, 2001:473-489). One can clearly see how the thought processes of people in management have evolved over the centuries. The question that leaders are grappling with is the following: Are leaders born or made? Shakespeare, in his play entitled *Twelfth Night*, made this profound statement: 'Some are born great, some achieve greatness and some have greatness thrust upon them'. This study focused specifically on Bass & Avolio's (1994:16) transformational leadership theory.

Different leadership theories have emerged over the years, such as the trait theory, behaviourist theory, situational theory, contingency theory, transactional theory and transformational theory. Although various leadership theories exist, people in management positions still experience problems because of a lack of understanding of how human relations affect the workplace. Most researchers today believe that no single leadership style is right for every manager under all circumstances. Fiedler's contingency-situational theories (1964) were developed to indicate that the style to be used depends on factors such as the

situation, people, task, organisation, and other environmental variables. The task-motivated leader experiences pride and satisfaction in the task accomplishment of the organisation, while the relationship-motivated leader seeks to build interpersonal relations and extend extra help towards team development within the organisation. Relationship-oriented leaders are at their best when greater customer satisfaction is achieved and a positive company image is established (Bolden, Gosling, Marturano and Dennison, 2003:9).

According to Stueart (1981:127), not much attention has been given to what a manager, supervisor or director should do or how his or her work should be done. He notes that studies in the 1900's were conducted in order to help managers do their work more efficiently and to enable them to understand what motivates people to work and what discourages them from working. He mentions that the manager is the key to employees' attitude toward their jobs and the quality and quantity of their productivity (Stueart, 1981:125).

Stueart (1981:143) notes that "leaders in libraries at any level of the hierarchy are either promoted or appointed to their positions of leadership'. It is a fact that some people also 'wander' into management due to their experience in libraries and because they are 'academically' better qualified than others. The researcher believes that it is a common tendency for people who are doing exceptionally well to be automatically promoted to a management position.

In the researcher's view, transformational leadership is an umbrella term for all these leadership styles. The researcher does not dismiss all the other leadership theories -instead, it encompasses all the others but suggests the need to go forward. The researcher's interest in this field goes beyond the boundaries of management and seeks to identify the different leadership styles adopted by managers who form part of this study. Transformational leadership has enabled a completely new understanding of leadership to take place.

1.4.1 Transformational leadership

Bolden, et al. (2003:14) provide a definition of leadership, whereby they believe that "transforming leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality". Transformational leadership places emphasis on the importance of motivation and communication in the workplace. According to Riggs (2001:14), "transactional leadership is a step above management; it focuses on short term goals, budgeting, and various transactional based functions of the library. Transformational leadership on the other hand, looks at the

bigger picture, questions the status quo, and focuses on improvement in services". The transformational leader is often described as a change agent. Riggs (2001:14) feels that the library profession needs leaders that are more transformational. He further states that "the inspirational motivation of transformational leadership provides followers with challenges and meaning for engaging in shared goals and undertakings. The inspirational appeals of the authentic transformational library leader tend to focus on the best in people, harmony, charity, and good works". He is of the opinion that people 'like to work for inspirational leaders who can motivate them toward more and better work. Leading by example is an excellent way to inspire and motivate followers'. In the researcher's opinion, theorists cannot look at a leader in order to decide whether or not he or she is a situational leader, or only focus on the behaviour of the leader. Isolating behaviour from traits and traits from situations is almost like disecting a body and separating its parts.

Transformational leadership is a process in which the leaders take actions to try to increase their staff members' awareness of what is right and important, as well as to raise their staff members' motivational maturity and encourage them to move beyond their own self-interests for the benefit of the group, organisation or society. Such leaders provide their staff with a sense of purpose that goes beyond a simple exchange of rewards for efforts made. Transformational leaders are proactive in many different and unique ways. These leaders attempt to optimise development, not just performance. Development encompasses the maturation of abilities, motivation, attitudes, and values. Such leaders want to elevate the maturity level of the needs of their associates (from security needs to needs for achievement and self-development). They convince their associates to strive for a higher level of achievement, as well as higher levels of moral and ethical standards. Through the development of their associates, they also optimise the development of their organisation. High-performing staff build high-performing organisations.

This leadership theory does not exclude traits, behaviour and situations, but implies the belief that all of these qualities can be found in leaders. How does one lead by example? By observing the behaviour of the leader. A leader with integrity will act in a certain way, which can be seen as a good trait. A leader who has the ability to distinguish between certain situations and thereby successfully deal with a problem or conflict can be seen as acting in response to a situation.

Senge (1995:318) statement is very relevant to the list of characteristics in Table 8 that "in order to become a leader you need to become a human being first". This profound statement encompasses everything that a leader stands for. Leader behaviour is important when it comes to motivation and inspiration.

1.5   Motivation or inspiration?

Flanagan & Finger (2003:250) postulate that 'good managers don't motivate others". Motivation according to them comes from "within the individual. It is not something that one person does to another. What a manager must do is to find ways to enhance and reinforce the motivating forces within their employees. Employees who hear their bosses talking about motivating them may worry about being manipulated rather than motivated".

The best-known need theories are those of Maslow, Herzberg, McGregor and McClelland. Maslow's theory of motivation is based on the assumption that "man" always has some need to be satisfied and that he will move from one need to the next as soon as the former has been satisfied. Contrary to Maslow's theory, the researcher found that the majority of homeless people do not have the desire to move to the next level of needs, even if the former has been satisfied. Maslow's theory, however, is useful as a means for understanding human needs.

Herzberg's two-factor theory as cited in Flanagan & Finger (2006:250) concentrated on factors that motivate people e.g. what makes employees happy or unhappy. He advocated that enriching people's jobs is the principal motivator because most people spend a significant part of their day at work. At higher levels of Maslow's hierarchy of needs (1954), praise, respect, recognition, empowerment and sense of belonging are far more powerful motivators than money, as demonstrated by both McGregor's Theory X (representing the scientific approach) and Theory Y (representing the human relations approach) (1966) pertaining to the theory of leadership. Peter Drucker says as cited in Flanagan & Finger (2006:250) that the effective executive differs "in that he is willing to ignore individual weaknesses, including his or her own and focus instead on bringing out people's strengths".

1.6 Communication in the workplace

Communication is an important element of management or leadership. Bernard, as referred to in Stueart (1981:45), defined communication as the means by which people are linked together in an organisation in order to achieve a central purpose. Stueart (1981:146) argues that successful communication needs to be a two-way process. The successful manager operates on the assumption that the informed employee is a good employee. He further states that messages are sent up or down the hierarchical lines of authority, and advise managers to rather encourage horizontal lines of communication.

Drucker, as cited in Stueart and Moran (1998:301), has the following to say about communication: "The most important 'do' is to build the organisation around information and communication instead of around hierarchy". Puth (2002:25) asserts this by stating that "one needs to establish the relevance of communication from the points of view of both the employees and leaders". Certain concepts that will be used in this study are explained in the next section.

1.7   Concept clarification

It is important to note that the term 'senior librarian' as referred to in the title includes 'Principal librarian' as well as 'Chief librarian'.

1.7.1   Leadership: leadership is the lifting of a man's vision to higher sights, the raising of a man's performance to a higher standard, the building of a man's personality beyond its normal limits (Drucker, 2004:108).

1.7.2   Management: this refers to the set of activities and often a group of people, involved in five general functions namely, planning, organising, leading, co-ordinating and monitoring activities (Julie, 2003:30).

1.7.3   Public library is a term used to denote "a collection of books for reading or study, or the building or room in which such a collection is kept". It is accessible by the public and is general funded from public sources and operated by civil servants. The word 'library' is derived from the Latin word 'liber', which means 'a book', whereas the Latinised Greek word 'bibliotheca' is the term used for 'library' in the German, Russian and Roman languages (Encyclopaedia Britannica).

1.7.4 Chief librarian is the person in charge of a city-wide library with a bigger staff. The library is open for 63 hours per week. (Job description document. No date. Cape Town: Library & Information Services).

1.7.5 Principal librarian is the person in charge of a regional library, which is slightly bigger than a community library, and this library is open for 45 hours a week. (Job description document. No date. Cape Town: Library & Information Services).

1.7.6 Senior Librarian is the person in charge of a community library; with only a few staff members, and is opened for at least 35 hours a week. (Job description document. No date. Cape Town: Library & Information Services).

1.7.7 Librarian as defined by the City of Cape Town has a B.Bibl, B.Inf or a PGDip degree and is a person trained in the field of library science. (Job description document. No date. Cape Town: Library & Information Services).

1.7.8 Assistant librarian as defined by the City of Cape Town has a minimum grade 12 qualification and is an assistant to the librarian in that particular library. (Job description document. No date. Cape Town: Library & Information Services).

1.7.9 Library Aid as defined by the City of Cape Town has a minimum grade 10 qualification and is someone who performs cleaning and maintenance duties in a library. (Job description document. No date. Cape Town: Library & Information Services).

1.7.10 Community library as defined by the City of Cape Town is a library within a community that is open for 35 hours or more a week and has a smaller staff and collection than a regional and a city-wide library. (Document on library terms. No date. Cape Town: Library & Information Services).

1.7.11 Regional library as defined by the City of Cape Town is a library within a community that is open for approximately 45 hours or more a week and has more staff and a wider collection than a community library. (Document on library terms. No date. Cape Town: Library & Information Services).

1.7.12 City Wide library as defined by the City of Cape Town is a library that is open for 63 hours or more, has more staff and a wider collection than a regional library. (Document on library terms. No date. Cape Town: Library & Information Services).

1.8   Research design

In order to fully understand certain leadership perspectives, opinions and thoughts, a mixed method research design was used in this study. Mixed method research can be defined as the 'class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language in a single study' (Johnson and Onwuegbuzie, 2004:17). This method offers the potential for a deeper understanding of some semi-structured research questions.

The researcher hopes to shed light on the following questions during the course of this study:

1. What are library managers' job histories, educational qualifications and historical backgrounds?
2. What are their beliefs about leadership, and how do they view their roles as leaders?
3. Are they emulating a predecessor or leader whom they admire?
4. Do they consciously consider their behaviour, actions and the consequences of their behaviour? In other words, do they apply strategies when they lead?
5. Do managers inspire, motivate and communicate with their staff?

Qualitative research has various features, such as the following:

➢ It happens in a natural setting.
➢ It focuses on participants' perspectives and subjective views.
➢ The researcher interacts with what is being researched.
➢ It has a holistic view of social phenomena.
➢ It views human behaviour and belief through a socio-political or historical lens.

Quantitative research, on the other hand, deals with numbers, and researchers use statistical data analysis to interpret data. This type of research has the following features:

➢ Researcher is independent of what is being researched.
➢ Research aim is to test a hypothesis.
➢ Data are in the form of numbers from precise measurements.
➢ Reality is objective, singular and apart from the researcher (Creswell, 2007: 37-39).

In this study, the researcher, after careful consideration, decided to use a questionnaire as the research instrument. A questionnaire is a pre-formulated, written set of questions to which respondents record their answers. Surveys are often conducted by means of a questionnaire. Information provided in the respondents' own words will be useful as examples or illustrations which add interest to the final report. Busha and Harter (1980:53) believe that a questionnaire can cover a wide range of subjects, and has the following advantages:

- "It has greater access to people with higher education than those with lower education, meaning that the former can fill in questionnaires themselves, while the latter may not understand its content;
- Answers may be anonymous;
- Data can easily be collected and analysed;
- Questionnaires can obtain large quantities of data in a relatively short period;
- Respondents can complete questionnaires at their own leisure".

The aim of this study was to determine what leadership styles senior librarians employ when leading in COCTLIS, and the theoretical framework was developed from established literature in the field of libraries and management. This means that existing theories were used, and the researcher devised her own approach by integrating this framework with existing theories. To interpret the results of this study, the researcher has drawn on the theoretical framework of Bass and Avolio (1994:16). These authors explain how transformational leaders display behaviours associated with five transformational styles. This framework is appropriate for this study because it emphasises the high regard that employees have for recognition and motivation.

The City of Cape Town Library and Information Services consists of 6 districts with an average of 15 libraries per district, and each district has a District Manager. The library services have 2 Chief Librarians at the 2 city-wide libraries i.e. Central Library in Cape Town and Bellville Library, as well as 18 Principal Librarians at the regional libraries and 78 Senior Librarians at the community libraries.

Mouton and Marais (1990:169-170) believe that human beings are so complex that a single approach will not succeed in understanding human nature and social reality. The researcher has therefore used a mixed method approach. Although purists from both camps would object to this, the best approach is to mix both qualitative and quantitative methods. The researcher

sent out questionnaires via e-mail in order to purposively select managers and staff from Districts two, four and five. This method of research helped to understand how people feel and why they feel this way. It is believed that these kinds of researchers view social phenomena holistically. This means that they look at the situation as a whole and make inferences from what they observe. The questionnaire will focus on respondents' historical background, assumptions, experiences, education and the leadership styles of senior librarians.

Table 1   District 2 libraries

District 2 Libraries		Satellite	Mobile libraries
Camps Bay	Retreat	ImiZamo Yetho	Mobiles
Hangberg	Simons Town	Pelican Park	
Houtbay	Southfield	Masiphumele	
Kommetjie	Tokai	Ottery Satellite	
Lansdowne	Claremont		
Lotus River	Fish Hoek		
Mowbray	Grassy Park		
Muizenberg	Meadowridge		
Oceanview	Rondebosch		
Plumstead	Wynberg		

Table 2   District 4 libraries

District 4 - Libraries	
Belhar	Manenberg
Bishop Lavis	Nyanga
Bridgetown	Rylands
Bonteheuwel	Valhalla Park
Crossroads	Athlone
Delft South	Delft
Heideveld	Guguletu
Hanover Park	

Table 3   District 5 libraries

District 5 – Libraries	
Brackenfell	Elsies River
Bellville South	Bothasig
Parow	Edgemead
Durbanville	Ravensmead
Goodwood	Eikendal
Tygervalley	Huguenot Square
Kuilsriver	Leondale
Scottsdene	Adriaanse
Kraaifontein	Fisante Kraal
PD Paulse	Bellville

Table 4

Proposed participating libraries

District 2	District 4	District 5
Camps Bay	Belhar	Bellville South
Muizenberg	Heideveld	Bellville
Southfield	Rylands	Goodwood
Grassy Park	Guguletu	Ravensmead
Lansdowne	Bonteheuwel	Elsies River

To interpret the results of this study, the theoretical framework of Bass and Avolio, as referred to by Bolden et al. (2003:16), is used. These authors explain how transformational leaders display behaviours associated with five transformational styles. This framework is appropriate for this study because it emphasises the high regard that employees have for recognition and motivation.

1.9 Scope and limitations of the study

This study sheds more light on leadership and leadership styles in the City of Cape Town Public Libraries. It also highlights the leadership styles of these managers and determines how background and experiences influence leadership styles, as well as how the development of transformational leadership can be fostered.

The subjectivity of the inquiry could lead to difficulties in establishing the reliability and validity of the approaches and information. It is very difficult to avoid or identify researcher-induced bias. The scope of this study is limited due to the in-depth, comprehensive data collection approaches that are required.

1.10 Ethics statement

Ethics can be defined as a set of moral principles which is suggested by an individual or group and is widely accepted, and which provides rules and behavioural expectations regarding the most suitable conduct towards subjects, respondents, employers, employees, other researchers, assistants and students. Strydom, as cited in De Vos, Strydom, Fouche and Delport (2005:57), believes that ethical principles should be internalised by the researcher to

such an extent that ethically guided decision-making becomes part of his or her lifestyle. In this study, the researcher adhered to the ethical guidelines of the Senate Research Committee of the University of the Western Cape (UWC) and has obtained the informed consent of her research participants. The anonymity of the respondents was assured, participation was voluntary and respondents were told that they could withdraw at any time if they felt uncomfortable, or decide not to partake in this research.

The researcher obtained permission to undertake this study from the City of Cape Town Library and Information Services (COCTLIS).

1.11 Demarcation of chapters

The chapters in this study are structured as follows:

Chapter 1

This chapter deals with the problem statement and purpose of the study, and includes the objectives, research questions and hypothesis of the study, as well as an overview of libraries in the City of Cape Town.
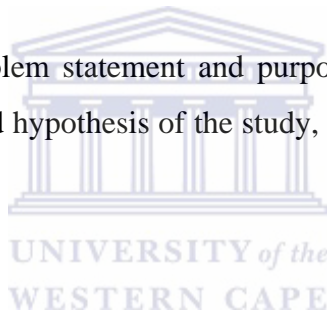
Chapter 2

This chapter presents the theoretical framework and a review of the literature. The researcher discusses the different theories of leadership and management, which date back to Greek philosophers. Bass and Avolio's theory on leadership is also discussed in detail in this chapter.

Chapter 3

In this chapter, the researcher discusses the research design and methodology used in this study, as well as the scope, ethics statement and limitations of the study.

Chapter 4

The presentation and interpretation of the data collected from senior librarians and staff in the library are provided in this chapter.

Chapter 5

This chapter contains the discussions and recommendations based on the findings of the literature review and results of the study.

1.12 Conclusion

This chapter introduced the topic of the study within its context, as well as the main research questions. It also provided a background to the study, and looked at the scope of the study, its benefits and limitations, as well as presenting an outline of the chapters contained in the study. The literature on the topic of leadership styles of senior librarians in the City of Cape Town will be reviewed in the next chapter.

CHAPTER TWO

2. Literature Review

The goal of the literature review is to achieve the objectives of the study, which flow from the research questions posed in chapter one. These questions are as follows:

- What are library managers' job histories, educational qualifications and historical backgrounds?

- What are their beliefs about leadership, and how do they view their roles as leaders?

- Are they emulating a predecessor or leader whom they admire?

- Do they consciously consider their behaviour, actions and the consequences of their behaviour? In other words, do they apply strategies when they lead?

- Do managers inspire, motivate and communicate with their staff?

Leadership and its study have their roots in the beginning of civilization. Egyptian rulers, Greek heroes and biblical patriarchs all have one thing in common, and that is leadership. Our work, work environment, worker motivation, leaders, managers, leadership style, and a multitude of other work-related variables have been studied for almost two centuries. Over time, organisations have evolved from those with an authoritarian style to those with a more comfortable work environment, and then to organisations where people are empowered, encouraged and supported in their personal and professional growth (Stone and Patterson, 2005:5).

Stone and Patterson (2005:5) further state that the organistical focus of the leader has evolved over this same period. Early organisations with authoritarian leaders who believed employees were intrinsically lazy adopted ways to make work environments more favourable to productivity rates. Our aim should be to transform our workplaces into places where people are empowered, encouraged and supported in their personal and professional growth throughout their careers. As the focus of leaders has changed over time, it has also influenced and shaped the development and progression of leadership theory.

This study focused on Bass and Avolio's transformational leadership theory. An examination of the concept of leadership suggests that numerous definitions and theories of leadership

exist, and that each one expresses different views on how to lead (Stoner, Freeman and Gilbert, 2001:471). The following leadership theories can be mentioned here:

- **Trait Theory** focuses on the traits or qualities associated with leadership. Some people have rejected this theory, stating that intelligence and personality traits are not a guarantee of leadership success. The researcher would agree that some people are born with certain traits that could give them a better opportunity to work on their leadership skills (Stoner, Freeman and Gilbert, 2001:471).

- **Behaviourist Theory** focuses on what leaders actually do rather than on their qualities. Different patterns of behaviour are observed and categorised as 'styles of leadership' (Stoner, Freeman and Gilbert, 2001:473-474).

- **Situational Leadership** is seen as being specific to the situation and influenced by contextual factors. Some situations may require an autocratic style, while others may need a more participative approach. Transformational leaders will know how to adapt their style when dealing with different situations (Stoner, Freeman and Gilbert, 2001:480-481).

- **Contingency Theory** focuses on the most appropriate or effective leadership style and how it fits in with the particular circumstances.

- **Transactional Theory** refers to the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of contract whereby the leader delivers such things as rewards or recognition in return for the commitment or loyalty of followers (Stoner, Freeman and Gilbert, 2001:488-489).

- **Transformational Theory** focuses on change and the role of leadership in envisioning and implementing the transformation of organisational performance (Bolden et al., 2003: 6).

Stueart and Moran (1998:25) believe that each theory has provided a new means for examining organisations. Each of these theories sought to put human beings in a box, trying desperately to solve the human dilemma (referring to their inability to put their finger on what makes people tick), without success. These theories offer some insights into the qualities of successful leaders, but there has been a shift in focus from the generic characteristics and behaviours of the individual to recognition of the importance of

responding to different situations and contexts, as well as the leader's role in relation to his or her followers (Bolden et al., 2003:16). One can clearly see how the thought processes of scholars in the management field have evolved over the centuries. Julie (2003:48) eloquently remarks that he is not aware of any scientific tool that can measure this process. The researcher believes that people are born with certain temperaments that may determine their leadership abilities. This means that children with the potential to become great leaders, if steered in the right direction, can be easily identified. This does not mean, however, that individuals who have not shown any leadership abilities from an early age cannot acquire this skill. The trait approach emerged from the "Great Man" theory as a way of identifying the key characteristics of successful leaders. It was believed that through this approach, critical leadership traits could be isolated and that people with such traits could then be recruited, selected and placed in leadership positions. This approach was common in the military, and is still used as a set of criteria to select candidates for commissions.

The problem with the trait approach lies in the fact that almost as many traits as studies were identified. After several years of such research, it became apparent that no consistent traits could be identified. Although some traits were found in a considerable number of studies, the results were generally inconclusive. Some leaders might have possessed certain traits, but the absence thereof did not necessarily mean that the person was not a leader.

The fact is that effective leaders are self-made. The researcher believes that even if one has all the potential to become a great leader, one still needs to be trained, mentored and coached. Leadership cannot be taught in the same way that one teaches library science at university. Leadership is a practice, a discipline in its own right. McGregor published a book entitled *'The Human Side of Enterprise',* which shifted attention to 'behavioural theories'. McGregor was a teacher, researcher and consultant, whose work was considered to be "on the cutting edge" of managing people. He influenced all the behavioural theories, which focus on human relationships, together with output and performance.

Although not strictly speaking a theory of leadership, the leadership strategy of effectively used participative management, as proposed in McGregor's book, has had a tremendous impact on managers. The most publicised concept is McGregor's theory that leadership strategies are influenced by a leader's assumptions about human nature. Because of his experience as a consultant, McGregor summarised two contrasting sets of assumptions made by managers in industry (Bolden et al., 2003:7).

Table 5 Theory X and Theory Y managers

Theory X managers believe that:	Theory Y managers believe that:
•The average human being has an inherent dislike of work and will avoid it if possible. •Because of this human characteristic, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort to achieve organizational objectives. •The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all else.	•The expenditure of physical and mental effort in work is as natural as play or rest, and the average human being, under proper conditions, learns not only to accept but to seek responsibility. •People will exercise self-direction and self-control to achieve objectives to which they are committed. •The capacity to exercise a relatively high level of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population, and the intellectual potentialities of the average human being are only partially utilized under the conditions of modern industrial life.

It can therefore be seen that a leader holding Theory X assumptions would prefer an autocratic style, whereas one holding Theory Y assumptions would prefer a more participative style.

Behavioural theories assist managers to develop particular leadership behaviours, but they give little guidance as to what constitutes effective leadership in different situations. Most researchers today believe that no single leadership style is ideal for every manager under all circumstances. Fiedler's contingency-situational theories were developed to demonstrate that the style to be used depends on factors such as the situation, people, task, organisation, and other environmental variables. Another aspect of the contingency model theory is that the

leader-member relations, task structure and position of power dictate a leader's situational control. Leader-member relations are concerned with the amount of loyalty, dependability and support that the leader receives from his or her employees (Bolden et al., 2003:8-9).

In a positive relationship, the manager has a high task structure and is able to reward and/or punish employees without any problems. In an adverse relationship, on the other hand, the task is usually unstructured and the leader possesses limited authority. The task-motivated leader experiences pride and satisfaction in the task accomplishment of the organisation, while the relationship-motivated leader seeks to build interpersonal relations and extend extra help for team development within the organisation. Task-motivated leaders are at their best when the group performs successfully, such as achieving a new sales record or outperforming the main competitor.

Relationship-oriented leaders, on the other hand, are at their best when greater customer satisfaction is achieved and a positive company image is established. The Hersey-Blanchard Leadership Model also takes a situational perspective of leadership. This model suggests that the developmental levels of a leader's subordinates play the greatest role in determining which leadership styles are most appropriate. Their theory is based on the amount of direction and socio-emotional support that a leader must provide, given the situation and maturity levels of followers.

Behavioural theories assist managers to develop particular leadership behaviours, but they give little guidance as to what constitutes effective leadership in different situations. This model posits that the developmental levels of a leader's subordinates play the greatest role in determining which leadership styles (leader behaviours) are most appropriate. Their theory is based on the amount of direction and socio-emotional support that a leader must provide (Bolden et al., 2003:9-10).

Table 6   Hersey- Blanchard Model of leadership

Directive Behaviour	Supportive Behaviour
•One-Way Communication •Followers' Roles Clearly Communicated • Close Supervision of Performance	•Two-Way Communication •Listening, providing support and encouragement •Facilitate interaction Involve follower in decision-making

The literature shows that leadership styles have evolved over time, and what has become more apparent is that although various leadership theories exist, people in management positions still experience problems because of a lack of understanding with regard to how human relations affect the workplace. According to Stueart (1981:127), not much attention has been given to what a manager, supervisor or director should do or how his or her work should be done. He notes that studies in the 1900's were conducted in order to help managers do their work more efficiently and to enable them to better understand what motivates people to work and what discourages them from working. He mentions that the manager is the key to employees' attitudes toward their jobs, as well as to the quality and quantity of productivity (Stueart, 1981:125).

Many definitions have been proposed for leadership. Maxwell (1993:27) believes that "leadership is influence and that one needs to have followers in order to lead". Julie (2003:25), on the other hand, argues that "we all exercise influence over others whether consciously or unconsciously". He further argues that Maxwell himself, at a later stage, has acknowledged this. He states the following: "Did you know that each of us influences at least ten thousand other people during our lifetime? So the question is not whether you will influence someone, but how you will use your influence".

Greenleaf (1998:43) defines effective leadership as people who serve others. He suggests that the important questions that should be asked are the following: "Do those being served grow

as persons: do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?"

Kouzes & Posner (1987:8) state that "Leadership appears to be the art of getting others to want to do something that you are convinced should be done." They identify certain leadership practices common to successful leaders, namely:

- Challenging the process (referring to leaders as pioneers, who are willing to step out into the unknown. They are people who are willing to take risks…);
- Inspiring a shared vision (every organisation or social movement begins with a dream. The dream or vision is the force that invents the future. Leaders inspire a shared vision. They breathe life into what are the hopes and dreams of others and enable them to see the exciting possibilities that the future holds);
- Enabling others to act (exemplary leaders enlist the support and assistance of all those who must make the project work. They encourage collaboration, build teams, and empower others).

Julie (2003:28) defines leadership as follows: "Leadership is vision, i.e. the ability to see a reality that does not yet exist. It is the will to defy the constraints of a current reality, to stretch oneself mentally. It is the determination to think the impossible and then to put plans in place to achieve the impossible. If leadership is seeing beyond what is current or now, leaders should be able to envision possible obstacles or challenges and set strategies in place in order to best solve it or effectively deal with it". Matthews (2005:104) states that "fostering the capacity of a library to create its future, question the current ways of doing things, and tap into staff members creativity and commitment to provide high quality services that meet the needs of its patrons will help move the library in the direction of achieving its vision".

The researcher is of the opinion that transformational leadership is an umbrella term for all these leadership styles. It does not dismiss all the other leadership theories - instead, it encompasses all the others but suggests the need to go forward. Transformational leadership has opened up a whole new understanding of leadership and management.

2.1 Leadership and management

Leadership and management are like the human brain -there are two hemispheres, and one cannot function effectively without the other. According to Adair (2005:27), the word 'lead' comes from the old Anglo-Saxon noun 'laed', which means the path, road, way or course of a ship at sea. It is a journey word, and it is the suffix 'ship' that causes all the problems, because it has two broad senses in English. Thus, leadership is both role and attribute. Chihak & Howland (2002:13) believe that 'leadership is a combination of competence and character. Adair (2005:29) further explains that it does matter what you are and that there are some generic attributes or qualities of leaders, namely:

- ➢ Enthusiasm
- ➢ Integrity
- ➢ Toughness coupled with fairness
- ➢ Humanity
- ➢ Confidence
- ➢ Humility
- ➢ Courage

Leadership is easy to explain, but not so easy to practice. How does one measure effective leadership? One should realise that there is no perfect recipe for effective leadership - this means that one cannot take leadership styles out of a book or pen down your own leadership style and give it to someone else as a solution to a problem. One can use someone's management style with regard to planning and setting goals, budgeting and organising, and then try to emulate that. However, it requires a leader who knows people to inspire the right attitude in others, in order to help them perform their job effectively. Some managers have adopted the management style of their previous manager. If they did not have a good role model, they will believe that managers are supposed to act in this way. Belding (2005:9) proclaims that if staff members' experience has been of managers who were self-centered and manipulative, they may develop a belief that this is the right way to lead. He further reasons that "they may believe that a good manager is supposed to be serious and grumpy all the time". Maxwell (2004:63) passionately proclaims that "only secure leaders give power to others. It's also true that only secure people exhibit servanthood".

An effective leader is also an effective follower. Julie (2003:23) claims that leadership is an art and not a science. He believes that there is no set of techniques, rules or commandments

with which a leader can be armed for success. He further states that what works today may become obsolete tomorrow. You can only try, and if you do not try, you will never know! He asks the following questions: What are you doing to advance the interest of your organization when no one is watching? What do you do at night, what are you reading and studying? How disciplined are you when on your own? Julie passionately argues that "some people may not know it, but great leaders are made through the things they do when nobody can see them. They make sacrifices without expecting credit for it; build relationships, caring for others, helping others grow without expecting anything in return, they see and understand situations before it occur" (Julie, 2003:61). Treating symptoms does not solve problems, but one tends to recognise the symptom first. This is normal, since the appearance of a symptom is the first sign that something is wrong. It is important that managers ask why the symptom has appeared (Julie, 2003:79). The following questions can be asked in this regard:

- What can you see that causes you to think that there is a problem?
- Where is it happening?
- How is it happening?
- When is it happening and how often?
- With whom is it happening and why?

Figure 1 Symptoms of a problem
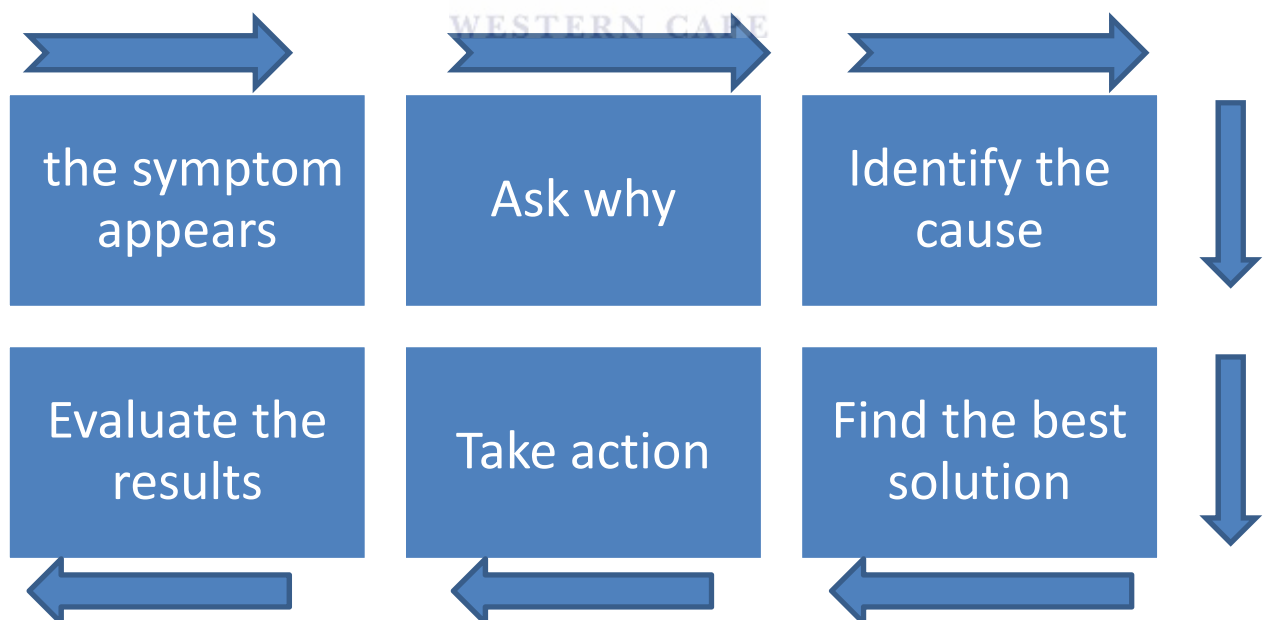
Julie (2003:49) emphasises that the aim of this process is not only to address the changes in one's organisation on an annual basis, but also to help the organisation to build a strategic consciousness. Applying strategies before conflict gets out of hand can, in many ways, save an organisation time, energy and money. Absenteeism is a symptom of an underlying

problem, as are sick leave and unproductivity. Employees do as little as they can in the workplace because organisations lack a vision. Organisations usually have a strategic plan for tangible processes such as the planning of library buildings, how to improve statistics, how to improve membership, and how to motivate staff to read, but when it comes to soft issues such as behaviour and attitudes, leaders have no strategy. The implementation of these processes, however, has happened after conflict occurred, and this has a negative impact on the organisation. As Julie (2003:49) further advises, "one cannot use strategic planning, as an event, but it must be a process. This means you need to develop the ability to deal with conflict without just having to wait for the event. Strategic conversation is no accident; it is a deliberate process and the one tool that a leader needs". How does one ensure that a staff member does not end up on a mountain when he was supposed to clear the debris on the street? One makes sure that one tells him exactly where one wants him to end up. The on-going task will be to inspire and motivate employees.

Julie (2003:61) states that "Leadership and management are the driving forces behind an organization; poor leadership and management can sink an organization". Transformational leadership points to a kind of servant-leadership, which is ideal for public libraries.
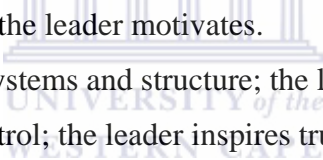
2.1.1   Transformational leadership

Burns, as cited in Bolden et al. (2003:14), provides a definition of leadership in which he claims that "transforming leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality". Transformational leadership places emphasis on the importance of motivation and communication in the workplace, while Riggs (2001:14) argues that "transactional leadership is a step above management; it focuses on short term goals, budgeting, and various transactional based functions of the library". Transformational leadership, on the other hand, looks at the bigger picture, questions the status quo, and focuses on improvement in services. The transformational leader is often described as a change agent. Riggs (2001:14) feels that the library profession needs leaders who are more transformational. He further states that "the inspirational motivation of transformational leadership provides followers with challenges and meaning for engaging in shared goals and undertakings. The inspirational appeals of the authentic transformational library leader tend to focus on the best in people, harmony, charity, and good works". He is of the opinion that people "like to work for inspirational leaders who can motivate them toward more and better work. Leading by example is an

excellent way to inspire and motivate followers".In the researcher's view, theorists cannot look at a leader and determine whether he or she is a situational leader, or only focus on the behaviour of the leader. Isolating behaviour from traits and traits from situations is almost like disecting a body and seperating the parts. This leadership theory does not exclude traits, behaviour and situations, but implies that all of these qualities can be found in leaders. How does one lead by example? By observing the behaviour of the leader. A leader with integrity will act in a certain way, which can be viewed as a good trait in a leader. A leader who has the ability to distinguish between certain situations and thus successfully deal with a problem or conflict can be seen as acting upon that situation.

Apart from the need for a transformation vision, there are also differences between managing and leading. Bennis, as cited in Riggs (2001:6), says that leaders "master the context" rather than surrendering to it. In order for one to better understand the leadership concept, one needs to look at the origin of leadership. He further mentions the following differences between a manager and a leader:

• The manager administers; the leader motivates.

• The manager focuses on systems and structure; the leader focuses on people.

• The manager relies on control; the leader inspires trust.

• The manager has a short-range view; the leader has a long-range perspective.

• The manager asks how and when; the leader asks what and why.

• The manager imitates; the leader originates.

• The manager accepts the status quo; the leader challenges.

• The manager does things right; the leader does the right thing'

Transformational leadership points to a kind of servant-leadership, which is ideal for public libraries. This leadership model encourages ethical behaviour and places an emphasis on serving people and the community. We are conditioned throughout our lives to accept hierarchies and give unquestioning obedience to authority. The servant leadership model has the potential to offer a great deal to public libraries, the staff within them, and the communities around them. Hersey, Blanchard and Johnson (1996:100) believe that "Leadership is not racing out ahead of everyone; it is reaching down inside an organisation; it is taking time to listen to staff" . In the researcher's view, leaders:

- ➢ Must have a strong vision, and this vision must be clearly communicated.
- ➢ Must influence and not try to control, and must be trustworthy.
- ➢ Do not rule with fear, but facilitate with respect.
- ➢ Are learners, inquisitive and have a hunger for information and knowledge.
- ➢ Do not believe in sidestepping problems, but rather face them head-on or predict problems before they happen.
- ➢ Are internalisers, and are not afraid to admit when they are wrong.
- ➢ Are not afraid of obstacles, but use them as stepping stones to achieve success.
- ➢ Are empathisers who understand human needs.
- ➢ Are hardworking people and have high expectations of themselves and others.
- ➢ Lead through service.

Senge (1995:318) states that 'in order to become a leader you need to become a human being first'. This profound statement encompasses everything that a leader stands for.

Hersey, Blanchard and Johnson, (1996) present various transformation leadership strategies and characteristics.

Table 7 Transformation leadership strategies and characteristics

Bennis & Nanus (1985)	Bass (1985)	Kouzes & Posner (1987)
Attention through vision	Charisma	Challenging the process
Meaning through communication	Inspiration	Inspiring a shared vision
Trust through positioning	Intellectual stimulation	Enabling others to act
Deployment of self	Individualised consideration	Modelling the way
		Encouraging the heart

(Hersey, Blanchard and Johnson, 1996:11)

2.1.2 Transformational leadership strategies and characteristics

According to Bass and Avolio as referred to by Bolden, et al. (2003:16) transformational leaders' display behaviours associated with five transformational styles (see Table 8).

Table 8 Transformational styles of leaders

TRANSFORMATIONAL STYLES OF LEADERS	LEADER BEHAVIOUR
1. **Idealised behaviours:** living one's ideals	- Talk about their most important values and beliefs - Specify the importance of having a strong sense of purpose - Consider the moral and ethical consequences of decisions - Champion exciting new possibilities - Talk about the importance of trusting each other
2. **Inspirational motivation:** Inspiring others	- Talk optimistically about the future - Talk enthusiastically about what needs to be accomplished - Articulate a compelling vision of the future - Express confidence that goals will be achieved - Provide an exciting image of what is essential to consider - Take a stand on controversial issues
3. **Intellectual stimulation:**	- Re-examine critical assumptions to question whether they are appropriate - Seek differing perspectives when

	• solving problems
	• Get others to look at problems from many different angles
	• Suggest new ways of looking at how to complete assignments
	• Encourage non-traditional thinking to deal with traditional problems
	• Encourage rethinking those ideas which have never been questioned before
4. **Individualised consideration:** coaching and development	• Spend time teaching and coaching
	• Treat others as individuals rather than just as members of the group
	• Consider individuals as having different needs, abilities and aspirations from others
	• Help others to develop their strengths
	• Listen attentively to others' concerns
	• Promote self-development
5. **Idealised attributes:** Respect, trust and faith	• Instil pride in others for being associated with them
	• Go beyond their self-interest for the good of the group
	• Act in ways that build others' respect
	• Display a sense of power and competence
	• Make personal sacrifices for others' benefit
	• Reassure others that obstacles will be overcome

Leader behaviour is important when it comes to motivation and inspiration. It can be noted that Bennis and Nanus, Bass and Kouzes and Posner as cited in Bolden et al. (2003:16) touched on important issues such as vision, charisma, and inspiration, modelling the way, considering the individual, and focusing on the heart. Bass and Avolio, as cited in Bolden et al. (2003: 16), on the other hand, provide deeper insight and more clarity on transformational leadership through their five transformational leadership styles, which is, in the researcher's opinion, more focused on the individual as a human being with needs and aspirations. They realise that employees want to be valued and need direction through inspiration, and understand that employees need to know that someone is interested in their growth and development as a person. Clutterbuck (1994:146) is certain that job descriptions play an important role in empowerment. He believes that "they are written as a set of objectives, rather than as a rigid set of rules. They should detail more what the employee is expected to accomplish, than how the staff member is expected to accomplish it".

It has been claimed that "the real power centers within an organization were the interpersonal relationships that developed among working groups" (Hersey, Blanchard & Johnson, 1996:100). Motivation through inspiration forms a fundamental and very important key that unlocks the door to successful leadership.

2.2   Motivation or inspiration?

One can ask the question as to why motivation is important in leadership. Stueart and Moran (1998:274) state that motivation can be defined as "a willingness to expand energy to achieve a goal or a reward". Maxwell (2004:116) believes that "a basic truth of life is that people will always move toward anyone who increases them and away from others who devalue them".

Theories of motivation may be divided into two groups: need theories and two-factor theories. The best-known need theory is that of Maslow, and the best-known two-factor theories are those of Herzberg, McGregor and McClelland. Maslow's theory of motivation is based on the assumption that "man" always has some need to be satisfied, and that he will move from one need to another as soon as the former has been satisfied. Contrary to Maslow's theory, the researcher found that the majority of homeless people do not have the desire to move to the next level of needs, even if the former has been satisfied. Maslow's theory, however, is useful as a means to understand human needs.

The manager must be aware of individual differences, characteristics and past experiences, and realise that many people prefer not to move beyond these primary levels. The importance

of Maslow's need hierarchy is that it provides a guide to an individual's needs and desires. The implication of fulfilling staff needs for social contact, which Maslow refers to as 'social belongingness', has led to libraries forming different interest and working groups over the years.

Herzberg's two-factor theory (1959) focuses on factors that motivate people e.g. what make employees happy or unhappy. At higher levels of Maslow's hierarchy of needs (1954) , praise, respect, recognition, empowerment and a sense of belonging are far more powerful motivators than money, as demonstrated by both McGregor's Theory X (representing the scientific approach) and theory Y (representing the human relations approach) (1966). Maslow places money at the lowest level of the hierarchy and indicates that other needs are better motivators for staff. McGregor places money in his Theory X category and feels that it is a poor motivator. Praise and recognition are placed in the Theory Y category, and are considered to be stronger motivators than money. Eichinger (2004:2) is convinced that the top motivators for performance never include pay in any form. He further states that the top motivators are usually job challenges, opportunities to use one's skills, and the progress and quality of the organisation in terms of factors such as quality of supervision and culture. What Eichinger discovered was that the motivating factors are not usually salary or benefits-related, but that employees are looking for job challenges and a supportive, family-friendly workplace. Rooks, as cited in Davis (1995:19), believes that "motivation is a technique or concept which influences the actions of an individual by integrating personal goals with organisational goals".

As new theories have emerged, the focus has shifted towards the employee. These psychological theories have provided a foundation for other theories to develop and for other theorists to build on, in order to make sense of the world around them. What is wrong with these theories? These theories postulate that human beings need to be motivated in order to fulfil the goals that they (managers) have set for the organisation. They assume that their role is to motivate others to achieve something, yet the greatest leaders in history seldom thought this way. Motivation exploits different levels of power, in order to punish or reward someone. It is therefore a valuable currency that leaders keep in their toolkit. For the motivator it is a 'technique', a means to alter the behaviour of others and of exploiting, controlling and manipulating them.

Secretan (2004: iii) rightly argues that motivation is "an attempt to serve others in our best interests". The dictionary definition states that 'to motivate' is to provide a motive, to induce or to incite. What one should realise is that motivation comes from a place of self-concern. Inspiration, on the other hand, comes from a place of service, with no strings attached. 'I will teach you and help you to grow'. When staff members know that they are making a significant contribution, they will need less external motivation (Maxwell, 2005:53).

2.2.1   Library and Information Services in the City of Cape Town

Libraries in the City of Cape Town have made considerable progress during the past five years. Quite a few variables, such as the amalgamation of the different municipalities, changes in leadership, open-door policies of the City of Cape Town, advances in technology, heightened social networking, and the mind-set of senior management, have played a role. The researcher's personal observations have shown that until fairly recently, most of the library staff in the City of Cape Town had never worked on a computer, although other municipalities owned computers and their staff were trained to use them. Staff and senior librarians in the libraries of the City of Cape Town were not regarded as being competent enough to manage their own budgets. People who did not have a clue what books a particular community read were responsible for purchasing books for libraries, and everything was centralised. Staff members were not allowed to decide what type of furniture should be bought or what the colour of the walls should be.

Senior librarians were not involved in the planning of the building of the library, which could prove to be an invaluable contribution in terms of sustainability and the reinvention of collections and new services. In the researcher's opinion, senior librarians, just like the rest of the library staff, were only regarded as a body to stamp and shelve books. The researcher believes that in an attempt to hold on to their power, people in more senior positions were reluctant to share their knowledge. Therefore, the 'important' functions were carried out by those higher up in the hierarchy, and rules were formulated to ensure that staff did not do what they were not supposed to do.

The researcher observed that staff moved in strictly confined spaces where certain functions were concerned. Senior librarians were given the title and position, but were kept co-dependent, with minimum information, within a confined space. The researcher is aware of the fact that in terms of technology, fax machines were only introduced in libraries about seven years ago (2005), and computers and electronic mail were introduced only five years

ago (2007). Librarians with no training in how to utilise the latest technology struggled to come to terms with the 'new' way of performing their tasks, while the world was ready to embrace even more advanced technological tools.

Stone and Patterson (2005:1) mention that organisations have "evolved from those with an authoritarian style to ones with a more comfortable work environment, and then to organisations where people are empowered, encouraged, and supported in their personal and professional growth". The researcher would argue that only some organisations evolved into places where people are empowered, encouraged and supported. Today we still find people who treat human beings as machines, and there are still some who look at the behaviour of people and regard them as leaders. There are still those who believe that leaders are born and not made, and some still believe that by handing out bonuses or incentives, they will win the loyalty of their workers. This is still the case in some libraries, where some managers have inherited the management style of their previous manager. Some managers practice an authoritarian style, still clinging to the past. What they do not realise is that people are individuals with different needs and values, and can contribute in different ways to the organisation, and that the function of managers will change continuously. This means that managers need to get used to change and realise that there will be a need for continuous learning. The skills of people have not kept up with the demands.

Staff members who have worked for libraries in the City of Cape Town for a number of years still view the organisation at the level at which they came to it, whereas new staff see it as it is now. For example, an employee who joined the organisation when there was no technology will have a difficult time visualising the organisation in a different light - they will always look back and reminisce. We are only as good as the person who is answering the phone, the person who is greeting the customers, and the person who deals with complaints. How does the Library & Information Services department handle people who refuse to grow with the department?

Riggs (2001:10) believes "that effective library leadership is characterized in part by the ability to break away from established structures". Libraries need to prepare for change, instead of sticking with practices and procedures for years and not noticing that the world outside has changed. In visualising the future, the researcher concluded that librarians would need new tools to deal with the future, and this will mean that they must revisit their roles as librarians. Confusion over their positions as librarians and the role they ought to play in the

community has caused havoc in their minds. They are comfortable with their job descriptions and the knowledge that they acquired at university. Suddenly, they find themselves questioning their role as librarians. Should they let go of the old world and abandon what they hold dear - their policies, practices and the way in which they did things?

Table 9

Why do we exist?			
Whom do we serve?	What value do we deliver?	Why do we matter?	What is our ambition?
Purpose provides direction and stretch **(Manning, 2001: 72)**			

The questions which need to be asked, according to Manning, are the following: Whom do we serve, who are our customers? What value do we deliver, what do customers get out of this relationship? What do we do for those who are not our customers? Why is our existence important to our customers? What is our ambition, where are we going? What do we want to achieve and by when? What sets us apart from others? What do we do that put us ahead of our competitors? What is our value proposition to our customers? What makes it unique? How do we deliver our value proposition? What makes our strategy superior? What gives our strategy the edge when every competitor thinks about roughly the same things, when everyone has access to similar capabilities and faces the same constraints, and when customers are increasingly smart and knowledgeable? Many strategies only last for a short while and gradually disappear -it is therefore important to keep one's eyes fixed on the external environment and continue communicating, so that when one acts, one has a clear view of where one is going (Manning, 2001:72).

Manning (2001:72) believes that the organisations purpose will determine its positioning, philosophies, products, processes, people and partners.

Figure 2   Organisational purpose
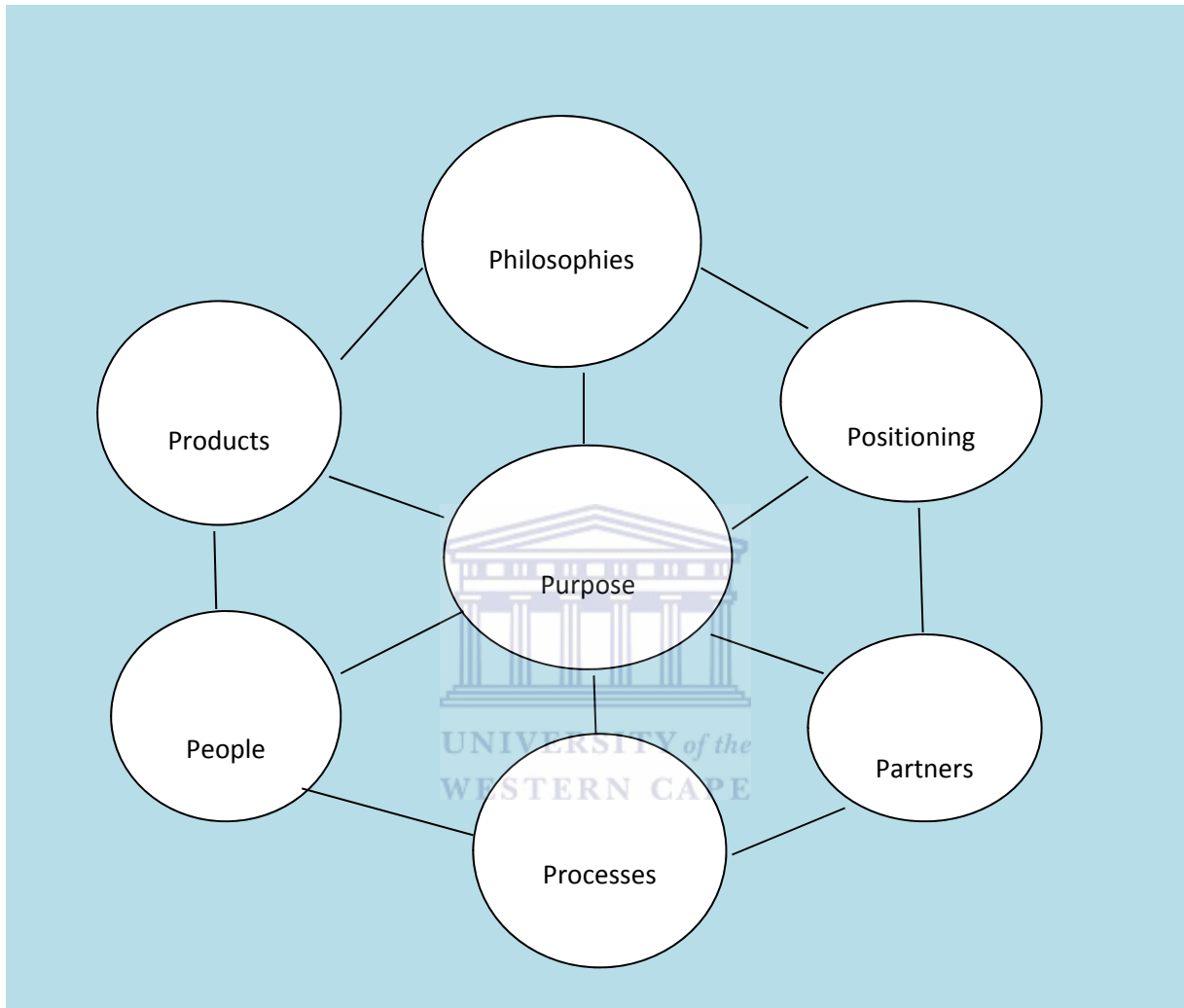
The goal of the City of Cape Town is to change the behaviour of employees through the use of rewards or incentives, so that if the employees meet the targets or goals they have set for them, they (Library & Information Department) will be able to meet their own needs and goals. The Library and Information Department has incentives in place for the best manager, best worker, absenteeism awards, etc. In addition, awards for achievements such as Best Library and Best Community Services have been established by those who are higher up in the hierarchy. Often, people who are already inspired human beings have won these awards. They are not motivated by these incentives, but are instead inspired by their own purpose in life. When we motivate we serve ourselves first, and when we inspire, we serve others first

(Secretan, 2004: iii). Therefore, communication becomes an important aspect in the work environment and serves as the glue that binds people.

2.3 Communication in the workplace

The researcher mentioned in chapter one that Stueart (1981:145) states that communication is an important element of both management and leadership. He defines communication as the means by which people are linked together in an organisation in order to achieve a central purpose. He further argues that successful communication needs to be a two-way process. The good manager operates on the assumption that the informed employee is a good employee. Julie (2003:85) makes the statement that "good communication is more than just saying or writing the right thing. How we communicate is always affected by the situation, frame of reference or context, emotional status, who is saying it, or writing it, etc. Maxwell (2007:60) believes that 'good listeners give attention to small things'. Leaders also focus on what is not said, this requires a good understanding of people. Effective leaders are always good communicators. Managers should focus on becoming effective listeners by making listening a priority.

Stueart and Moran (2002:353) suggest that social events such as informal meetings and coffee breaks should take place. These meetings can prevent rumours and false information from entering the workplace. They are of the opinion that most rumours start because employees need explanations, and this provides a release for the emotional tensions felt by employees. They further state that "most rumours can be stopped by clear, concise complete communication through the formal communication channels." People tend to listen to things that interest them and disregard what they find boring, and also to listen to leaders whom they respect. This statement should also apply to leaders, because it is important that they should be good listeners and in this way contribute to effective communication.

The rapid pace of technological change and the ability to communicate instantaneously will continue to change the nature and delivery of public library services. Connecting with library users through email, instant messaging and SMS services is essential. Wireless access is becoming more prevalent and will change the ways in which library buildings are designed and used. The convergence and miniaturisation of technological devices will also have an impact on all aspects of the library service.

The researcher observed clerks and administrative people at a specific university who deal with new or returning students. They would provide them with the minimum information, resulting in students repeating the same actions and returning to the same queues, to everyone's frustration. What these clerks or student assistants do not realise is that this is also prolonging their job. Those in charge of these student assistants or clerks should train or develop their staff to think like leaders. In order to perform a job successfully, one needs to ensure that one has everything one needs to do so. Leaders should ask the following questions: What can I do to become a better, more effective communicator? We should remind ourselves that we not only working with one generation of people. How effective are we in reaching everyone?

Puth (2002:25) states that the key to effective communication is the following:

- **Empathy:** The ability to see an idea or concept from the other person's point of view.
- **Recognising prejudices:** Prejudice is a major barrier to good listening.
- **Keeping an open mind:** Effective listeners try to identify and rationalise words and phrases that upset them emotionally and that may impair their ability to perceive and understand.
- **Find an area of common interest:** Effective listening is much easier if one is interested in the topic under discussion. If one is not interested in the topic, one should find something within the topic that is of interest.
- **Resist distractions:** Poor listeners are easily influenced by distractions, even in a face-to-face situation.
- **Learn to concentrate:** Listening is not a passive exercise, but requires energy and effort (Puth, 2002:52-53).

The literature review will therefore shed more light on leadership and the different views regarding leadership style.

2.4   Literature on leadership styles

During the course of the literature review in this study, it became evident that leadership styles have evolved through the ages and that although various leadership theories exist, people in management positions still experience problems because of a lack of understanding of how human relations affect the workplace. Stueart (1981:143) notes that leaders in

libraries at any level of the hierarchy are either promoted or appointed to their positions of leadership. He argues that the function of leadership assigned to an individual cannot be renounced or removed. The leader can delegate the end responsibility, but the direction of the library or employees still rests with the leader. He sums up human relations by stating that if an organisation performs well, with motivated employees who work well together, the probability is high that a primary reason for their success is that the manager is an effective leader.

Some of the common ideas that are found in leadership definitions include exerting influence, motivating and inspiring, helping others realise their potential, leading by example, selflessness and making a difference. Stueart and Moran (1998:297) state that although the terms 'manager' and 'leader' are closely related, they are not the same. They refer to the statement by Bennis and Nanus, who distinguish between a manager and a leader. "To manage means to bring about, to accomplish, to have charge of or responsibility, leading is influencing, guiding in direction, cause, action, opinion". They believe that the distinction between management and leadership is crucial. Stueart and Moran (1998: 298), on the other hand, argue that "society is suffering from a leadership crisis and that people are dissatisfied with their leaders and confused about the type of leadership they want".

The fact is that they may have managers who know how to work with structures and figures, managers who know how to get from one point to the other, but what they lack is leadership skills. They have the ability to complete tasks through people, but do not have the necessary skills to influence people to take ownership of their work or to be committed and loyal. According to Allner (2008:72), "managers are primarily involved with processes of planning and budgeting, organizing, staffing, controlling and problem solving. On the other hand, leaders are involved with establishing directions, aligning people, motivating and inspiring people".

As Stueart and Moran (1998:300) explain, citing Peters and Austin, 'a manager should no longer be a cop, referee devil's advocate, dispassionate analyst but a leader who acts as cheerleader, enthusiast, nurturer, coach facilitator and builder'.

Eichinger (2004:7), citing Hogan, purports that organisational climate studies from the mid-1950s to the present routinely show that 60 to 70 percent of the employees in any organisation report that the worst or most stressful aspect of their job is their immediate manager. He further states that the main reason that employees are leaving their organisations

is because of a lack of development, which is often blocked by an ineffective boss. Eichinger (2004:7) supports this view by stating that one of the main reasons employees leave is because of the performance of their managers. Drucker (2004:108) states that "leadership is the lifting of a man's vision to higher sights, the raising of a man's performance to a higher standard, the building of a man's personality beyond its normal limits".

Stone and Patterson (2005:7) cited Burns, who argues "that traditional power, derived from a leader's position in a bureaucratic, hierarchical structure, is becoming obsolete and that effective leaders work from the inside out to transform their organisation and employees". This is further supported by Dixon, as cited in Stone and Patterson (2005:7), when he states that "this type of leadership motivates individuals to work together to change organisations to create sustainable productivity". According to Flanagan and Finger (2003:110), leaders must learn to be flexible in their approach to employees and to understand their workforce. Julie (2003:43) echoes this by stating that "if you are flexible in the way you react to difficult people, you'll learn to live with their unpleasantness". The secret is to choose an appropriate response to particular behaviours. For example:

- If the person always reacts aggressively, give him or her responsibility and encourage ownership.

- If the person carries a personal grudge, avoid discussions about pet peeves.

- If the person never admits to being in the wrong, avoid direct criticism, sarcasm and ridicule. Deal with the problem in private.

- If the person is argumentative, stay calm and cite hard facts and figures to present an alternative position.

- If the person is over-talkative, have someone 'interrupt' you at a prescribed time, plead another appointment, or start to move away.

- Practise tact, the ability to rub out another's mistakes instead of rubbing them in (Julie, 2003:43).

The researcher's interest in this research goes beyond the boundaries of management and seeks to uncover the different leadership styles that each manager participating in this study employs.

2.5   Conclusion

There are some clear gaps in the literature with respect to this study's research focus on leadership in public libraries in the City of Cape Town. A study done by Stueart and Moran (2002:353) confirmed that departments led by 'empowered centered' managers were more productive than those led by 'production centered' managers. John Doncevic, Government Documents librarian at the Carnegie library of Pittsburgh, argues, as cited in Stueart and Moran (2002:353) that "in times of rapid change and distorted values, libraries need a form of leadership based on service that will embrace staff and rejuvenate the library".

The literature confirms that a strong leader is one who is committed, emboldened and empowered to transform attitudes and tell the story of how libraries change lives. By providing effective training opportunities, we can continue to bring these skills to future library leaders. This requires a commitment from the whole public library community, and the researcher believes that the future of excellent library services depends on it. The researcher therefore focuses, in this study, on leadership styles that will enhance service delivery in the City of Cape Town Library Services. In order to do this, the researcher will use a research design that is appropriate for this study, which is presented in the next chapter. In the following chapter, the research methodology, research strategy, target group and sampling techniques, research allocation, data collection methods, questionnaire design, data analysis and interpretation, reliability and validity, scope and limitations and ethics statement will be discussed.

CHAPTER THREE

3. Research methodology

3.1   Introduction

The aim of this chapter is to describe the research methodology used in this study, including the research design, research approach, target groups, sampling and data collection methods, and data analysis process. The research methodology aims to obtain data that will yield answers to the research questions posed in chapter one. The research questions that were used to guide the study were the following:

1.   What are library managers' job histories, educational qualifications and historical backgrounds?

2.   What are their beliefs about leadership, and how do they view their roles as leaders?

3.   Are they emulating a predecessor or leader whom they admire?

4.   Do they consciously consider their behaviour, actions and the consequences of their behaviour? In other words, do they employ strategies when they lead?

5.   Do managers inspire, motivate and communicate with their staff?

3.2   Research design

A research design or research strategy has been defined as a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, data collection techniques to be used, and data analysis procedure to be followed (Maree, 2007:70). This study used the quantitative approach by collecting data by means of questionnaires. The qualitative approach was used to assess relevant literature on the topic, as well as the comments from respondents to open-ended questions contained in the questionnaire. This method of research helped to create an understanding of how people feel and why they feel as they do. It is concerned with collecting in-depth information by asking questions such as: Why do you say that?

A qualitative research design differs inherently from quantitative research in that it does not usually provide the researcher with a step-by-step plan or fixed recipe to follow. In

quantitative research, the design determines the researcher's will during the research process in terms of creating a research strategy best suited to the particular research or even designing the research process around the strategy that has been selected (De Vos et al., 2005:269). In order to fully understand certain leadership perspectives, opinions and thoughts, mixed method research was conducted. Mixed method research can be defined as the 'class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language in a single study'(Johnson & Onwuegbuzie, 2004:17). This method of research offers the potential for a deeper understanding of some research questions. Silverman (2000:1) states that if one wants to determine how people intend to vote, a quantitative method may be most appropriate. On the other hand, if one is concerned with exploring people's life histories, then qualitative methods may be the best choice. He cautions that both these methods are evaluated differently, depending on the point of view of the researcher. In this study, the researcher believes that qualitative research adds flesh to the skeleton, the skeleton in this case being quantitative research. Qualitative research fills the canvas with more colours, illuminates unanswered questions, concludes untold stories and highlights vital issues.

3.3 Research methodology

Data were collected by means of questionnaires from library aids, assistant librarians, librarians and senior librarians. Questionnaires were sent by e-mail to staff and two questionnaires were designed in order to compare responses from both senior librarians and their staff. Questions were based on the transformational model designed by Bass and Avolio. Certain variables were highlighted, such as post satisfaction, years working in the library, qualifications and years of experience in libraries as a whole.

The following motivational factors were taken into consideration: praise, recognition, tasks, empowerment, status, job security and salary. Written requests for permission to conduct research were sent to the Director of Library and Information Services Department (see Appendix 1), District Managers (see Appendix 2), Senior Librarians and staff (see Appendix 3&4). The researcher obtained consent in this regard from the Library and Information Services (see Appendix 5) as well as the participants (see Appendix 6). Traditional research methods have made a binary distinction between qualitative and quantitative research. Nunan (1992:3) asserts that this distinction is based on the suggestion that qualitative research 'assumes that all knowledge is relative, that there is a subjective element to all knowledge

and research, and that holistic studies that are not generalisable are justifiable'. He further asserts that quantitative research, on the other hand, is 'obtrusive and controlled, objective, generalizable, outcome orientated, and assumes the existence of facts which are somehow external to and independent of the observer and researcher'.

Recent studies have shown that this binary distinction is too simplistic and naïve because researchers inevitably make use of both methods in their work (Nunan, 1992:3). Silverman (2000:1) concurs with this statement by pointing out that quantitative research is often seen to be more scientific and is therefore more respected than qualitative research. Criticism leveled against quantitative methods often neglects the social and cultural structure of the variables that the researcher aims to compare. Silverman (2000:7) argues that although this method claims to be scientific, it inevitably involves speculation about the meaning of correlations. He claims that the researcher's interpretation of the meaning of statistical correlations could also be arbitrary.

This researcher agrees with the statement made by Silverman, believing that quantitative research focuses only on correlations and ignores a fundamental aspect of research; the fundamental aspect being the holistic approach that will give the research a better view and understanding of circumstances of situations being investigated. Silverman (2000:9) states that "to base a hypothesis only on statistical logic, can create problems". Creswell (1994:7-8), on the other hand, indicates that he prefers a researcher to select a single research paradigm for the design of the study. As mentioned by Frankfort-Nachmias and Nachmias cited in Matveev (2002:61), the advantages of the quantitative method are as follows:

- It clearly and accurately identifies both the independent and the dependent variables under investigation;
- It specifies the research problem in very clear terms;
- It follows the original research goals, arriving at more objective conclusions and testing hypotheses;
- It is able to achieve high levels of reliability of collected data due to controlled observations, laboratory experiments or other forms of research manipulation, as indicated by Balsley cited in Matveev (2002:61).
- It eliminates or reduces the subjectivity of judgment, as suggested by Kealey and Protheroe cited in Matveev (2002:61).

- It allows for longitudinal measures of the subsequent performance of research subjects (Matveev, (2002:3-4).

The disadvantages of the quantitative method, according to Matveev (2002:61), are as follows:

- This method does not provide the researcher with information on the context or circumstances of the situation in which the studied phenomenon takes place;
- The researcher cannot control the environment in which the respondents provide answers to the questions in the survey;
- It limits outcomes to only those in the original research proposal, due to the type of questions and the structured format;
- It does not encourage the evolution and continuous investigation of a research phenomenon.

Qualitative research shares the theoretical assumptions of the interpretative paradigm, which is based on the notion that social reality is created and sustained through the subjective experience of people involved in communication, as mentioned by Morgan cited in Matveev (2002:61). Fryer cited in Matveev (2002:61), further states that qualitative researchers are concerned with attempting to precisely describe interpret and analyse the meanings of phenomena that occur in their normal social contexts.

In general, qualitative research is more likely to take place in a natural setting, according to Denzin, Lincoln, Guba and Marshall and Rossman, as cited in Matveev (2002:61). Van Maanen argues, cited in Matveev (2002:62) that this means that research topics focus on everyday activity as "defined, enacted, smoothed, and made problematic by persons going about their normal routines". However, qualitative research has its own disadvantages. According to Silverman (2000:10), consistency is a problem in qualitative research because subjects are normally provided with only brief and persuasive data. Another criticism is the question of validity. If a researcher neglects to address all issues, this could lead to questioning of the research's validity. A researcher's involvement with the subject/s can also affect the validity of his or her interpretations.

The strengths of the qualitative method, according to Matveev (2002:62), are the following:

- It provides flexible ways in which to perform data collection, subsequent analysis, and interpretation of collected information;

- It provides a holistic view of the phenomena under investigation, as indicated by Bogdan, Taylor and Patton cited in Matveev (2002:62);

- It enables the researcher to obtain a more realistic image of the world than would be possible with the numerical data and statistical analysis used in quantitative research;

- It enables the researcher to interact with the research subjects in their own language and on their own terms, as mentioned by Kirk and Miller cited in Matveev (2002:62);

- It has descriptive capability based on primary and unstructured data.

The weaknesses of the qualitative method, according to Matveev (2002:62), are the following:

- Different conclusions based on the same information are sometimes reached, depending on the personal characteristics of the researcher;

- It has the inability to investigate causality between different research phenomena;

- It is difficult for the researcher to explain the difference in the quality and quantity of information obtained from different respondents, and different conclusions are sometimes arrived at for different respondents;

- It requires a high level of experience on the part of the researcher to obtain the necessary information from respondents;

- The problems of consistency and reliability occur, since the researcher can employ different investigative techniques and the respondent can choose to tell certain stories and ignore others.

As can be seen from the above, both quantitative and qualitative methods have shortcomings. The important thing here is to ensure that the method which is chosen is appropriate to the nature of the phenomenon under investigation. A combination of quantitative and qualitative research methods in this study will possibly provide a more holistic view of leadership styles.

Mouton and Marais (1990:169-170) believe that human beings are so complex that a single approach will not be effective for understanding human nature and social reality.

3.4 Target group and sampling techniques

A population can be defined as the entire group of persons or set of objects and events that the researcher wants to study. A population is sometimes referred to as a 'target population' (Bless & Higson-Smith, 1995:85). A complete coverage of the total population is seldom possible, and all the members of a population of interest, for example drug abusers, parents of preschool children or child abusers, cannot possibly be reached (Yates, 2004:25).

A sample is a part of a whole or a subset of measurements drawn from the population. A researcher studies the sample in an effort to understand the population in which he or she is interested (Bless & Higson-Smith, 1995:88). A representative sample is a sample that resembles the population in as many ways as possible, and which allows the researcher to accurately generalise the results. A representative sample should replicate the population's properties in approximately the same proportion as they occur in the target population (Bless & Higson-Smith, 1995:88). According to Maree (2007:79), sampling refers to the process used to select a portion of the population for study. In sampling, the importance of identifying a correct population or target group is crucial. In this study, the researcher uses stratified sampling to select the senior librarians and libraries, and then random sampling to select the staff members who forms part of the selected sample. The City of Cape Town Library and Information Services consists of 6 districts, with an average of 15 libraries in one district, and each district has a District Manager.

COCTLIS has 2 Chief Librarians at the 2 city-wide libraries i.e. Central Library in Cape Town and Bellville Library. In addition, there are 18 Principal Librarians at the regional libraries and approximately 78 Senior Librarians at the community libraries. The six districts in the City of Cape Town consist of 104 libraries, with a total of 620 library staff. If one takes a stratified sample of three districts out of the six (55 libraries), and then selects five libraries from each selected district (15 libraries with approximately 80 staff members), and selects four staff members from each library by means of random sampling, this will amount to 60 staff members. This means that the researcher can expect 15 questionnaires from senior librarians of the 15 libraries and 60 questionnaires from the 60 staff members. Each district includes a mix of historically black townships and historically white suburban libraries. This will ensure that there is an even spread in terms of the languages and cultures of the city. Some of the selected libraries will have less than four staff members, however, due to staff shortages.

3.5 Selection of research allocation

3.5.1 Introduction

The aim of this study was to determine what leadership styles senior librarians employ in the City of Cape Town Library and Information Services (COCTLIS). Therefore, the theoretical framework was taken from established literature in the field of libraries and management. This means that existing theories was used, and the researcher devised her own approach by integrating this framework with existing theories. To interpret the results of this study, the theoretical framework developed by Bass and Avolio (1994) was used. These authors explain how transformational leaders display behaviours associated with five transformational styles.

The following tables highlight the selected libraries that took part in this study.

Table 10 – Participating libraries in District 2

District 2 - Libraries		Satellite	Mobile
Camps Bay	Retreat	ImiZamo Yetho	Mobiles
Hangberg	Simons Town	Pelican Park	
Houtbay	Southfield	Masiphumele	
Kommetjie	Tokai	Ottery Satellite	
Lansdowne	Claremont		
Lotus River	Fish Hoek		
Mowbray	Grassy Park		
Muizenberg	Meadowridge		
Oceanview	Rondebosch		
Plumstead	Wynberg		

Table 11 – Participating libraries in District 4

District 4 - Libraries	
Belhar	Manenberg
Bishop Lavis	Nyanga
Bridgetown	Rylands
Bonteheuwel	Valhalla Park
Crossroads	Athlone
Delft South	Delft
Heideveld	Guguletu
Hanover Park	

Table 12 – Participating libraries in District 5

District 5 - Libraries	
Brackenfell	Elsies River
Bellville South	Bothasig
Parow	Edgemead
Durbanville	Ravensmead
Goodwood	Eikendal
Tygervalley	Huguenot Square
Kuilsriver	Leondale
Scottsdene	Adriaanse
Kraaifontein	Fisante Kraal
PD Paulse	Bellville

Table 13 Actual participating libraries

District 2	District 4	District 5
Camps Bay	Belhar	Bellville South
Lansdowne	Heideveld	Bellville
Muizenberg	Rylands	
Southfield	Guguletu	
Grassy Park		

3.5.2 Data collection methods

In this study, data collection methods are those procedures used to collect data, as well as the techniques employed to process and analyse the data. As previously indicated, two questionnaires were used in this study to collect data. The first questionnaire was intended for public library staff members and the second questionnaire for senior librarians.

3.5.3 Questionnaires

The basic objective of a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed about it. Babbie and Mouton (2001:233) mention the fact that although the term 'questionnaire' suggests a collection of questions, a typical questionnaire will probably contain as many statements as questions, especially if the researcher is interested in determining the extent to which respondents hold a particular attitude or perspective. De Vos et al. (2005:166) state that the main aim of a questionnaire is to obtain facts and ideas about a phenomenon from people who are informed about it.

Questionnaires have advantages as well as disadvantages. Busha and Harter (1980:53) believe that a questionnaire has the following advantages:

- It can be distributed by mail or inserted in other publications;
- It is easier for the researcher to guarantee anonymity for the respondent when using a mail questionnaire;
- A questionnaire can be completed at the leisure of the respondent;
- A questionnaire can be constructed in such a way that quantitative data are relatively easy to collect and analyse.
- The advantages of an online questionnaire include the following:
  - ➤ It enables the researcher to collect large volumes of data quickly and at a low cost;
  - ➤ People are more likely to respond to online or e-mail surveys because they can finish them in their own time, unlike phone surveys, and e-mail questionnaires are somewhat easier to complete and return.

The advantages of questionnaires outweigh their disadvantages, but researchers should still be aware of these disadvantages, which include the following:

- Use of the mail questionnaire eliminates personal contact;
- The mail questionnaire does not allow the respondent to qualify answers to questions that seem ambiguous;
- Questionnaires may be more difficult for participants who are not qualified. The researcher can minimise this occurrence by keeping the target group in mind when developed the questionnaires.

In this study, the researcher e-mailed questionnaires to randomly selected managers and staff from purposely selected districts i.e. Districts two, four and five.

3.5.3.1 Questionnaire design

The questionnaires in this study consisted of quantitative as well as qualitative questions. The mix of questions aimed to gather information on the leadership styles of Senior Librarians. The staff questionnaire consisted of 25 questions and the senior librarians' questionnaire comprised 30 questions, with a mix of closed and ranking questions. Some of the questions referred to the same subject, but in a different way. The aim here was to look for confirmation and contradiction.

Section A (Question 1-5) gathered data on respondents' backgrounds. It asked for personal information such as gender, home language, designation, library district and library qualifications. It also sought to obtain information regarding why respondents became librarians, whether or not they were currently studying towards a formal qualification, number of years in this position, as well as why they chose librarianship as a career.

Section B (6-10) focused on the educational background of respondents, such as qualifications, furthering studies, years as a librarian, why respondents became librarians, and whether or not they were studying towards a formal qualification.

Section C (11-27) focused on leadership and management.

3.6   Data analysis and interpretation

Data analysis is the stage at which gathered data are transformed into information through the process of analysis (Mouton, 2001:108-109). Descriptive statistics was used in this study to organise summarise and visualise quantitative data. These statistics enabled the researcher to identify underlying patterns in the data, and to use this as evidence to support her arguments and claims regarding the topic under investigation.

The following was used in this study to illustrate the research findings: tables and graphs, percentages, pie charts and bar charts. To interpret the results of this study, the theoretical framework of Bass and Avolio (1994) was used. These authors explain how transformational leaders display behaviours associated with five transformational styles.

3.7   Reliability and validity

Reliability and validity are two factors which needed to be considered by any researcher when designing a study, analysing results and judging the quality of the study. The aim of research is to learn about and understand the world as fully as possible. The strength of a qualitative study that aims to explore a problem or describe a setting, process, social group or pattern of interaction will be in terms of its validity. De Vos et al. (2005:346) indicate that "An in-depth description showing the complexities of variables and interactions will be so embedded with data derived from the setting that it cannot help but be valid". A pilot study was conducted with staff at Rocklands Library to determine the level of difficulty of the questions. These questions were then discussed and reformulated in cases where respondents

pointed out that they were a bit vague or ambiguous. Welman, Kruger and Mitchell (2005:148) believe that it is useful to first do a pilot study before administering the questionnaire to the actual sample. Some of the reasons for a pilot study are to detect possible flaws in the measurement procedures, as well as to identify unclear or ambiguously formulated items.

3.8   Scope and limitations of the study

This study hopes to shed more light on leadership and leadership styles in the City of Cape Town. It also aims to highlight the leadership styles of these managers and how their background and past experiences influence these leadership styles, as well as how the development of transformational leadership can be fostered. The subjectivity of the inquiry could lead to difficulties in establishing the reliability and validity of the approaches and information. It is very difficult to identify or prevent researcher- induced bias. The scope of this study is limited due to the in-depth, comprehensive data collection approaches that are required.

3.9   Ethics statement

The essential purpose of research ethics is to protect the welfare of research participants. Terre Blanche (2006:69) believes that research should address questions that are of value to society or particular communities, specify who the beneficiaries of the research will be, and determine in what way they might benefit from the research, either directly or indirectly. This study will directly benefit participants, as well as the whole library community, as it addresses issues that could add to the existing body of knowledge. The researcher adhered to the ethical guidelines of the Senate Research Committee of the University of the Western Cape, and gained the informed consent of her research participants. The anonymity of respondents was assured, participation was voluntary, and the researcher informed respondents that they could withdraw at any time if they felt uncomfortable, or even decide not to participate in this research.

The researcher sent out letters to the Director of Libraries, District Managers and Senior Librarians in the City of Cape Town Library and Information Services (COCTLIS), and received permission from them to conduct this research (See Appendix 1, 2, 3, 4 and 5).

3.10 Conclusion

In this chapter, the focus was on the research methodology which was used in this study to provide answers to the research questions formulated in chapter one. This chapter described the research procedure; sampling technique, target groups and data collection methods that were used. The last section of the chapter dealt with data analysis, as well as the issues of reliability and validity. The next chapter presents analyses and interprets the data obtained from the respondents in this study.

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CHAPTER FOUR

4.   Data analysis

4.1   Introduction

The previous chapter dealt with the research design, target group and sampling techniques, selection of research allocation, data collection methods, analysis and interpretation of data, reliability and validity, scope and limitations of the study, and the ethics statement.

This chapter presents the data collected from senior librarians and staff in the libraries of the City of Cape Town. Questionnaires were sent by electronic mail to 15 Senior Librarians and 55 staff members.   The following motivational factors were considered: achievement, recognition, advancement, and opportunities for growth. The aim of this study was to determine what leadership styles senior librarians employ in COCTLIS. Therefore, the theoretical framework was taken from established literature in the field of libraries and management. This means that existing theories were used and the researcher devised her own approach by integrating this framework with existing theories. To interpret the results of this study, the theoretical framework developed by Bass and Avolio (1994) was used. These authors explain how transformational leaders display behaviours associated with five transformational styles. This framework is appropriate for this study because it emphasises the high regard that employees have for recognition and motivation. This model places emphasis on treating others as individuals, rather than members of the group, and going beyond self-interest for the good of the group. It also focuses on ways to build others' respect, as well as making personal sacrifices for others' benefit and helping others to develop their strengths, and also viewing individuals as having different needs, aspirations and abilities.

This focus was specifically chosen because this study includes libraries from different communities, both affluent and poor. This focus provided a broader view of leadership styles among different communities and cultures. Permission was obtained from the Director of Libraries and Information Services, district manager as well as the senior librarians. This was in the form of a written request that was sent by electronic mail (see Appendices 1, 2 and 3).

The researcher e-mailed fifteen questionnaires to fifteen senior librarians, to which only twelve responded, as well as fifty-five questionnaires to the staff in the three districts, to

which thirty-six staff members responded. The questionnaire consisted of three sections. Section A focused on biographical data of respondents. Section B focused on professional issues, in order to gain an understanding of the respondents' leadership abilities. Section C consisted of Rikert scale questions. The answers, as presented in the form of tables, are presented exactly as the answers were given by the respondents, including their grammatical and spelling errors.

4.2 Section A: Background and personal information

4.2.1 Demographic profile of staff respondents

4.2.1.1 Gender

The demographic profile of the respondents included variables such as gender, language, current position, number of years in the position and qualifications. All of these variables were important, given the initial problem statement of this study, as well as the theoretical framework. This section presents the background and personal information of respondents.

Figure 3 Gender of staff members
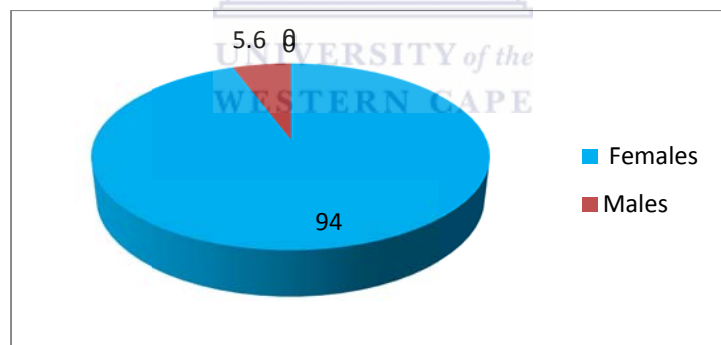
The staff members who responded to the questionnaire were 34, (94.4%) female and 2 (5.6%) male, as shown in Figures 1 and 2. These districts consist of mainly female staff, which explains the larger proportion of female respondents. City libraries fall under the Directorate: Community Services, which consist of Parks and Cemeteries, Sports, Recreation and Amenities, and Library and Information Services. Community Services: Parks and Cemeteries consist mainly of males due to the nature of the job. This negatively affects the library and information sector because it encourages libraries to employ females over males. This cause the Directorate to have too many males and then forces the Library sector to employ fewer males.

4.2.1.2 Home language

Respondents' home language ranged from Afrikaans to English and Xhosa. English respondents constituted the majority, 17 (47.2%), with Xhosa respondents making up, 8 22.2% and Afrikaans respondents, and 7 (19.4%). The researcher used stratified sampling to select the three districts. Respondents who are bilingual (speaking English and Afrikaans) constituted 4 (11.1%). Respondents from Districts 2 and 4 came mainly from English backgrounds, and District 5 respondents were predominantly Afrikaans. Since the liberation of South Africa in 1994, Xhosa and Afrikaans speaking families have gradually adopted English as their home language. The reasons for this are varied, but include the fact that English has become regarded as the language of the world and is viewed as being more prestigious than Afrikaans and Xhosa. English has become the *lingua franca* amongst groups who speak a language other than English.

Figure 4   Home language
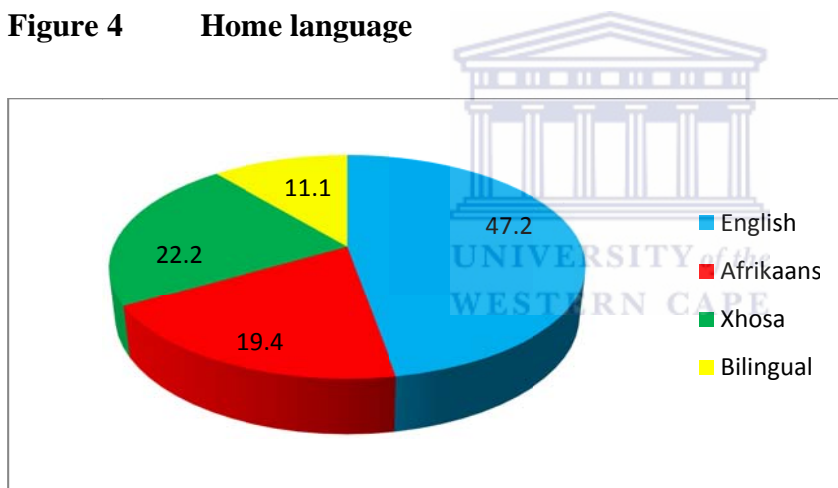
4.2.1.3 Districts

The Library & Information Services (LIS) forms part of the Directorate: Community Services, with City Parks and Sports and Recreation falling within this directorate. LIS currently has 99 libraries, four satellite libraries and a mobile library service. These service points not only lend books to residents, but also provide them with access to electronic resources, magazines and journals, programmes in information retrieval skills, lifelong learning and storytelling. In addition, city libraries function as cultural hubs and venues for community activities and events.

The Library and Information Services consists of six districts, with six district managers and each district having an average of fifteen libraries, each of which has a senior librarian. The three districts that participated in this study were District two, District four and District five. District two is mostly in the Southern suburbs, District five in the Northern suburbs, and District four is situated centrally. Most, 16 (44.4%) of the respondents came from District four and District two, 16 (44.4%), followed by District five, 4 (12.2%), as depicted in Figures 6 and 7.

Figure 5 Districts
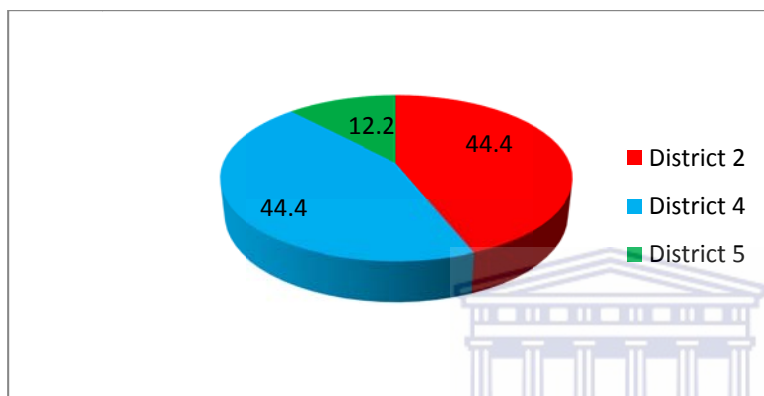
4.2.1.4 Types of libraries

The City of Cape Town has three types of libraries: city-wide, regional and community libraries. Libraries in all of these categories participated as follows: 24 (66.7%) of respondents were from community libraries, 8 (22.2%) from city-wide libraries and 4 (11.1%) from regional libraries.

City-wide libraries' opening times differ from those of regional and community libraries. The required time for city-wide libraries is 67 hours per week, whereas for regional libraries it is 45 hours and for community libraries it is 35 hours. City-wide libraries have a larger collection, with regional and community libraries having smaller ones.

Figure 6 Types of libraries
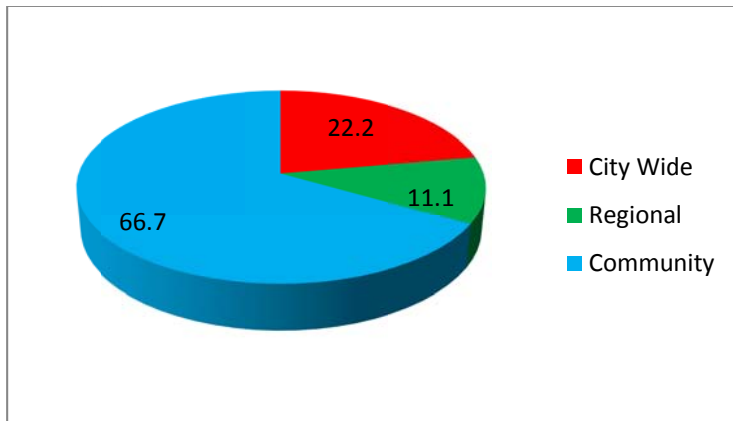
4.2.1.5 What is your designation?

The Library and Information Services has different designations for staff, such as Librarian, Assistant Librarian, Part-time Assistant Librarian and Library Aid. Of the respondents, 10 (27.8%) were Librarians, 15 (41.7%) were Assistant Librarians, 7 (19.4%) were Part-time Assistant Librarians and 4 (11.1%) were Library Aids. Assistant Librarians and Part-time Assistant Librarians' minimum qualification is a matric, while Library Aids have a minimum qualification of standard eight. The Library and Information Services experienced a restructuring process, whereby library attendants with many years of experience in a library were made Assistant Librarians, regardless of their educational level. The Library and Information Services Department has Senior Librarians with a matric qualification, and these librarians have been promoted because of their years of experience. The researcher observed that the City of Cape Town has many Assistant Librarians with a B.Bibl degree or higher qualification.

Figure 7   Designations
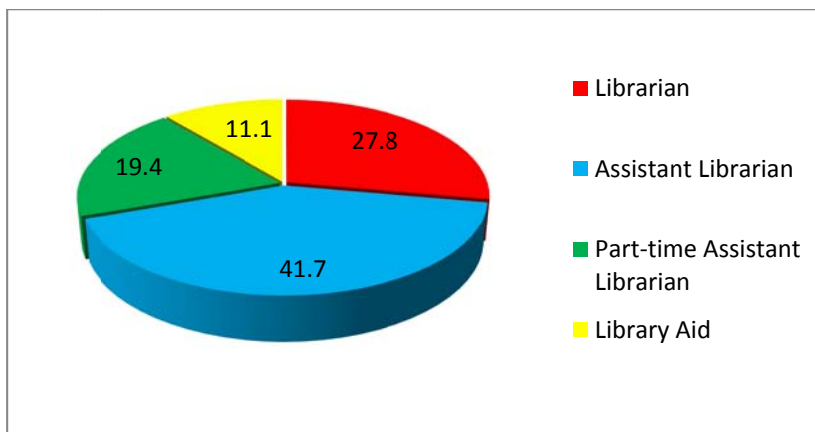
4.3   Section B: Educational background

4.3.1   Highest formal educational qualifications

This study found that 7 (19.4%) of the respondents have B.Bibl. degrees and 3 (8.3%) respondents are in possession of a B.Bibl. Honours degree. In addition, 7 (19.4%) have the Lower Diploma in Librarianship, 3 (8.3%) have a BA degree, 13 (36.1%) have matric and 3 (8.3%) are in possession of a standard eight (grade 10), as illustrated in Figures 11 and 12. The library department in the City of Cape Town requires that if someone applies for a librarian post, the staff member must be in possession of a library degree. Assistant Librarians' minimum qualification should be a matric or higher, and Library Aids' minimum qualification a grade 10 (standard 8). The Library and Information Services department employs assistant librarians with library degrees, while some senior librarians only have a matric.

The researcher observed that this sometimes causes problems because these assistant librarians have the background of a formal education and the senior librarian has not. Furthermore, some staff members came through the system without any library qualification because of their years of experience. Does this impact negatively on their leadership style? Qualification is not an equaliser for excellent leadership, but it can assist in broadening their skills and keeping them up to date with new trends in the library world.

The researcher is aware of the fact that the Library and Information Services Department only recently introduced a policy which requires that all librarians must be in possession of a B.Bibl degree. Further studies are very important as stated in the introduction by Zigarmi, Blanchard, O' Connor and Edeburn, (2005:10) that 'Poor leadership results not from conscious malice, but from inadequate leadership knowledge, values and behaviours'.

Figure 8   **Highest formal educational qualifications**
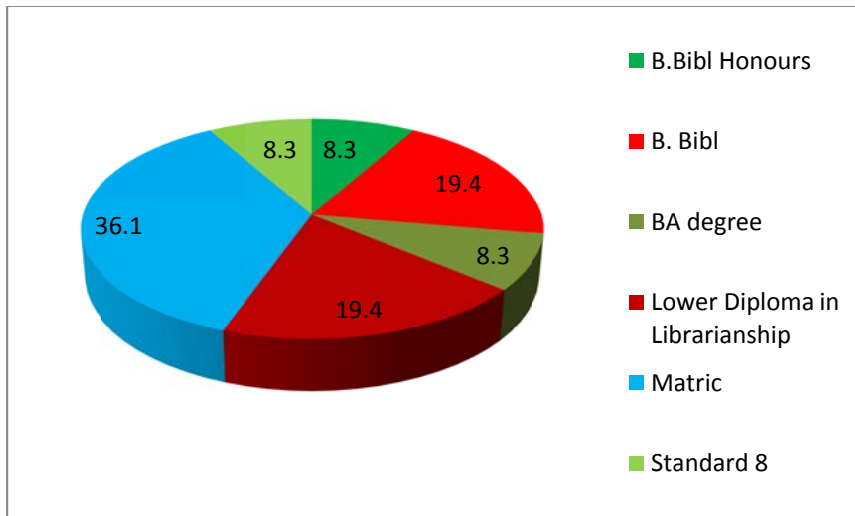
4.3.2   Are you studying towards a formal qualification?

In response to this question, 14 (38.9%) said that they were not studying towards a formal qualification, while 5 (13.9%) stated that they were. Of the respondents, 2 (5.6%) said that they were nearing retirement, 1 (2.8%) reported that they would love to do their Master's degree in Librarianship, while 6 (16.7%) said that they already had too much responsibility. In addition, 4 (11.1%) were of the opinion that they would study if they were given a bursary, and the other 4 (11.1%) answered that studying was too much work. The researcher found that only a small number of respondents were studying towards a post-graduate degree. This might be explained by management's belief that a B.Bibl degree is sufficient for Senior Librarians, District Managers and those higher up in the hierarchy. Of the respondents, 3 (8.3%) is in possession of a B.Bibl Honours degree, 7 (19.4%) is in possession of a B.Bibl degree, 3 (8.3%) have a BA degree, 7 (19.4%) have a Lower diploma in librarianship, 13 (36.1%) is in possession of a matric and 3 (8.3%) have a standard 8.

Policy does not reflect this, but the researcher believes that Senior Librarians should educate themselves further in order to always be a step ahead of their staff. The researcher is aware of the fact that leadership is not about qualifications, we might find people without any qualification who are excellent leaders, but leaders must ensure that their organisation is at the cutting edge. Julie (2003:66) believes that leaders must maintain movement and act as a mobilising force. Library staff should ask the question: Am I growing as a leader? Julie believes that some employees are only surviving and not growing.

Figure 9 Are you studying towards a formal qualification?
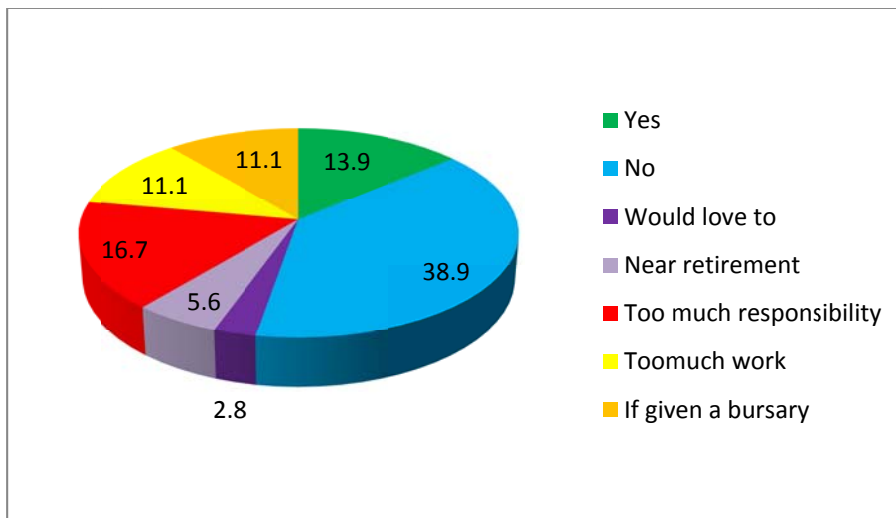
4.3.3 Why are you working in a library?

Most of the respondents 20 (55.6%) claimed that they love libraries, books, reading, and interacting with people, while 7 (19.4%) stated that they ended up in libraries by accident or that they applied and got the post. Of the respondents, 9 (25%) did not comment. Even those who never intended working in a library had learned to love libraries.

Table 14 Why are you working in a library?

Love books, libraries, reading and people	Different reasons
'I love bks and I love to read. Reading is my hobby. Love to meet people. Love the place I'm working at'.	'Once I started reading in my late teens I developed passion 4 books. I volunteered in the library in my twenties and I then became a relief worker and today I'm permanently employed doing what I love to do. Twelve years later books are my life and passion'.
'I love to meet different kinds of people. Love to share experience and knowledge I have with other people'.	
'Because I always wanted to be a librarian and for the love of books and to serve the community will the library services'.	'First I have qualification and experience of working in the field. I was forever working for private companies and I felt that I do not do

'Book addict. Enjoy people's interaction and making a difference in people's lives'.	my purpose of helping the community and people. I decided to join the public library and I am satisfied and have passion for what I am doing, and that is helping people on culture of reading'.
'I love reading and books it therefore seemed the best option to become a librarian'.	
'Love of reading and interacting with the public'. Enjoyment of working with different people every day'.	'I was employed on a contract basis at another department and my contract was too expired by the end of last year and there were posts available as a library aid and I did applied and was successful. I however really love libraries and enjoy working every minute in a library'.
'I love books and people and 'To help people with their information needs'.	
	'By accident'
'Because I like to read books'.	'I applied for it and got the post'.
	'By default'
'Love people. Love books'.	
'I love reading and work with public'.	
'Love people. Love reading'.	
'It is where I choose to be and what I love doing'.	
'I have a love for stories, reading, books and getting people to read – adults and children alike. I love interacting with people and enjoy working with children'.	
'I studied for that'.	

'I like to be around books'.	
'I am a peoples person and I like books'.	
'Four respondents: I love reading and working with people'.	

4.3.4   How long have you worked at this library in your current position?

Of the respondents, 14 (38.9%) held the post between 0-5 years, 5 (13.9%) between 6-10 years, while 6 (16.7 %) held the post between 11-15 years, 3 (8.3%) have between 16-20 experience, 3 (8.3%) between 21-25 years, 2 (5.5%) between 26-30 years and those who held the post for 30 years and longer came to 3 (8.3 %).

Figure 10   How long have you worked at this library in your current position?
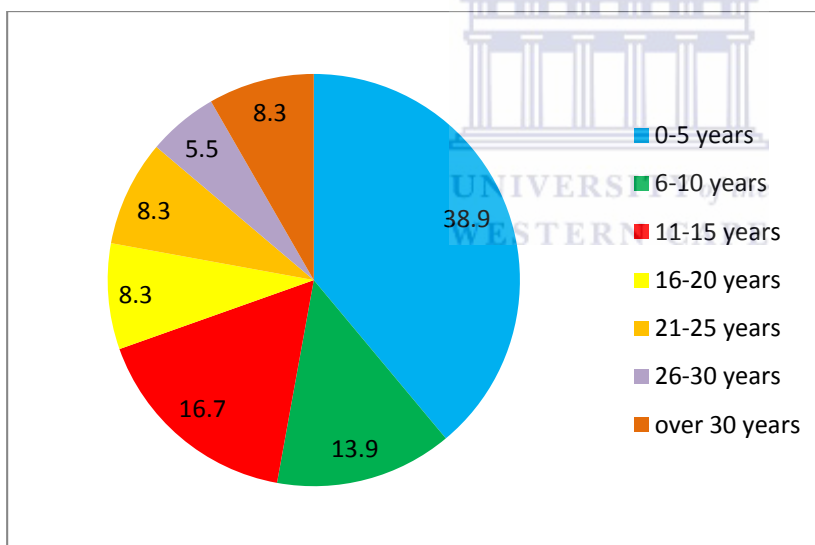
4.3.5   Was this job your first option?

The majority of respondents 20 (55.6%) indicated that librarianship was their first choice. Of the 20 only 7 (19.4%) said 'yes' with a comment, the other 13 (36.1%) only stated, 'yes'. Five (13.9%) had different careers in mind, three (8.3%) mentioned different reasons, such as applying and being successful, being introduced to libraries by family and having job security. Three (8.3%) answered 'no' without commenting and five (13.9%) did not respond.

Table 15   Was this job your first option?

FIRST CHOICE	OTHER OCCUPATIONS	OTHER REASONS
'1st option'.	'No, it was not my first option, I was thinking in becoming a secretary or anything in the administrative department'.	'There was an opening and I applied'.
'Yes it was my first option'.	'No. journalism'.	'Libraries are secure'.
'Yes, most definitely'.	'While in night school I wanted to be a charted accountant. I loved the subject at school but once I started reading and spending time in the library I realised this is where I was meant to be'.	'My family introduce me to libraries'.
'Yes, it was'.		
'Studying LIS was my first option and working in public libraries was not. I wanted to work as information specialist in private sector but by the time I got used to doing same thing everyday I became bored I thought no it is enough I really need to work in public libraries where I would broaden my horizon, you come up with so many strategies all the things you can do to help community and especially African as we were and still are not familiar as what is really happening in libraries. Doing programmes is just so eye opening because really libraries changed for the best'.	'Would love to be a helicopter pilot but toooo dangerous so stick to model helicopter'.	
	'I wanted to be a teacher, but too stressful'.	
'This was my first option'.		
'Yes. I love books'.		

Figure 11   Was this job your first option?

Bar chart showing: Yes 55.6, Different careers 13.9, Job Security 8.3, No 8.3, Did not respond 13.9

4.4   Section C: Leadership Questions

4.4.1 Do you enjoy your work?

Of the respondents, 18 (50%) were of the view that they enjoyed their work. Eight (22.2%) respondents replied 'yes' without any explanation, three (8.3%) said 'no' and six (16.7%) did not comment. One respondent (2.8%) answered 'yes' and 'no'.
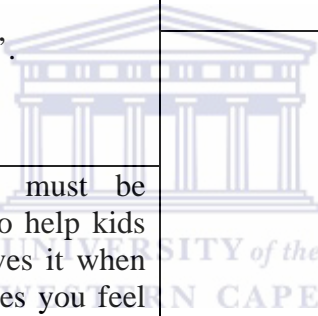
Most of the respondents, 26 (72.2%) said that they enjoyed their work and that they loved helping people. They loved being surrounded by books and people, but one respondent also emphasised that staff can make life unpleasant at times. This respondent also stated that s/he is always confused about his/her job functions, as everyone gives him/her different things to do. Other respondents also mentioned meeting new people and learning new things.
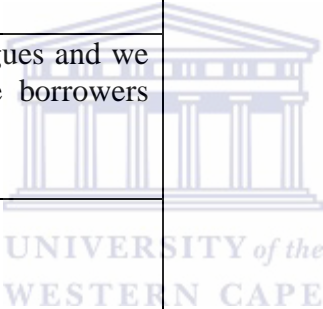
Satisfaction with a particular post was perceived as an important determinant for motivation, as clearly evident in the literature, where it was argued that people can only become fulfilled if they are satisfied with their post. What Eichinger (2004:2) found was that the motivating factors are not usually salary or benefits-related, but that employees are looking for job challenges and a supportive, family-friendly workplace. Flanagan and Finger (2003:548) are of the opinion 'that happiness is one of the most powerful and fundamental of the elements necessary to attract and keep the right people. Employees who are happy in their jobs will work hard and well and will be reluctant to leave'.

Managers often underestimate the value of humour. Research has shown that it not only offers a very effective tool for engaging with and relating to staff, but can also relieve stress,

defuse a situation, and promote trust and team bonding. It has been shown that people with a sense of humour do a better job and are more creative, less rigid and more willing to try out new ideas and methods (Flanagan & Finger, 2003:88).

Table 16 Do you enjoy your work?

JOB SATISFACTION	YES AND NO
'Yes, each day is a learning experience, with meeting new people and learning new things'.	'Yes, I love being surrounded by books and reading all new info, assisting and feeling good when finding something someone was looking for - No, because the staff can make life unpleasant at times, I don't enjoy being in the crossfire of egos!!!!'.
Yes. It can be rewarding to help people'.	
'Loves doing research for projects'.	
'Most of all your colleagues must be wonderful. Yes, it is wonderful to help kids with projects. Borrowers who loves it when you give them a good bk. It makes you feel that you can make somebody happy'.	
'Yes, I love working with children and sharing my book knowledge with patrons'.	
'Yes, I enjoy the work I am doing especially when the user find what he/she is looking for and came back to say thank you, the feeling you can't compare with anything. I believe I am here for a reason and that is to help in scholars, students, adults, teenagers with whatever they are looking for to achieve the best in life'.	
'Yes, providing service to the community enjoy assisting with reference queries'.	
'Yes because I learn a lot of things such as new things'.	

'It's very interesting working in a library. One gets to learn a lot. Like to be in service and love helping people obtaining all sorts of information'.	
'Two respondents replied: Yes, it can be rewarding to help people'.	
'Yes. Everything. Free internet. New books all the time. Nice environment. Close to home'.	
'Yes, because I am meeting different types of people'.	
'My work does not restrict me to my desk – neither to be just within my library. I visit school and crèches. My duties are varied and interesting'.	
'Yes. I get along with my colleagues and we work well together. Helping the borrowers choosing books'.	
'I love reading books'.	
'Yes, I do because I like to help borrowers to get information they need and my colleagues are so wonderful'.	
'Yes, because I like helping people and I am a people's person'.	

Figure 12 Do you enjoy your work?
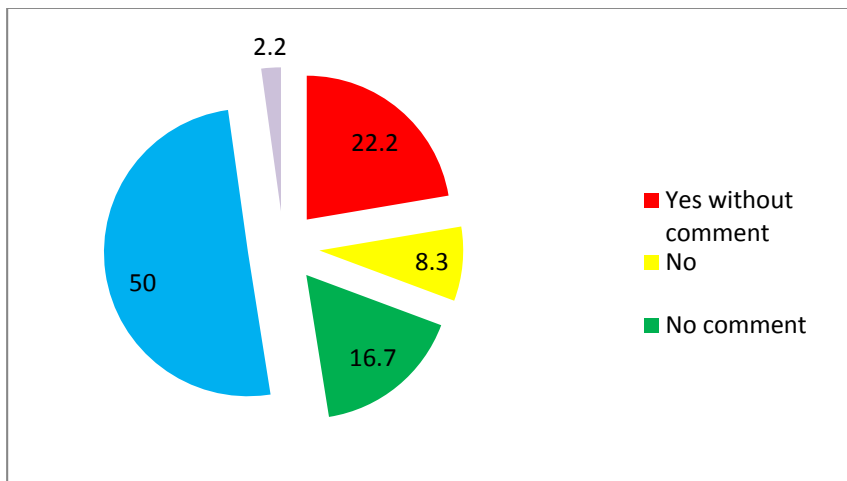
4.4.2 What frustrates you the most about your work?

Most of the respondents 31 (86.1%) commented about their frustrations, and 5 (13.9%) of them failed to comment.

Although many staff members indicated that they love libraries and enjoy their work, an alarming 31 (86.1%) said that they were frustrated with various things in the library. Table 17 reflects some internal frustrations of concerned colleagues, changing timetables, working too many Saturdays, working late, and being scolded in front of users, while one of the external issues mentioned was difficult users. The researcher has learnt through experience that it would help tremendously if senior librarians had a forum or platform for staff to raise frustrations, and for staff to be given the opportunity to come up with workable solutions that would benefit the organisation as a whole.

The literature shows that transformational leaders suggest new ways of looking at how to complete assignments, and that such leaders also try to solve problems in more innovative ways, by seeking differing perspectives when solving problems and getting others to look at problems from many different angles. Asking for staff members' input is very important, as they will soon realise that they have contributed towards the outcome, be it positive or negative.

Table 17 What frustrates you the most about your work?

Library & personal frustrations	Borrower frustrations	Manager frustrations
'The people with whom I work are constantly fighting to be right, e.g. The one will tell you a computer is used for a specific purpose and then the other will tell you, well why didn't you use the computer for exactly the thing the other said you not to use it for!!!!'.	'When my manager is having difficult problems with borrowers who complain about the staff' '	'When my manager scold me in front of borrowers and colleagues'.
	'Borrowers who walk in with their wet feet and make the library dirty'.	
	'Borrowers knocking on the door when library is closed'.	
'So many things to do-so little time!'	'Patrons are complaining about others sitting too long on Smart Cape'.	
'To actually have to clean outside the library. I think this is not fair'.	'The difficult borrowers- rules- when they decide on things or rules for libraries can everybody just stick to it- its no use one library does something and another something else'.	
'That I am not creative enough. I find that to be most aggravating, especially when we need to set up displays and posters'.		
	'Difficult borrower who doesn't to admit their mistake'.	
'Our small book budget'.	'When borrowers are not sure what they want, but act as if they know what they want'.	
'The most frustrating thing is that we are working with short of resources and we have to make sure under those circumstances that things are done according'. 'The racism, some people are still living in the apartheid era'.	'Difficult borrowers'.	
'Having to wait on ILL's for borrowers'.		
'Difficulty when short-staffed, makes all duties difficult to		

perform'		69
'Work evenings'.		
'The fact that I have to travel with two taxi's to and from work either than that'.		
'There is not enough hours in the day'.		
'Working late and then have to struggle to get home'.		
'When staff are argumentative in front of borrowers'.		
'Red tape'.		
'Having to work three times a month on a Saturday only because we are part timers. I think this is unfair because other libraries only work twice a month on a Saturday'.		
Working late is a safety risk as anyone can enter the library and hurt us'.		
'Dirty books really make me mad'.		

'The fact that we have to stand on our feet for five hours behind the desk and if we sit on a chair we are being reprimanded and sent to the office to sign a paper. Other libraries have chairs behind the desk and even the security guard can sit. Reading a book behind the desk is seen as a huge sin, so we forever scared and the staff who don't like reading at all already thinks it is bad to read'.		
'Nothing frustrates me that much except sometimes we have misunderstandings among us but she manage to solve very professional'.		
'The most frustrating thing is that we are working with short of resources and we have to make sure under those circumstances that things are done according'.		
Night shift'		
'Working the same things every day for example, shelving'.		

4.4.3   Does your manager allow you to make suggestions?

Of the respondents, twenty three (63.9%) answered 'yes' with a comment, four (11.1%) respondents said 'yes' without commenting. This brings the total of positive answers to 27 (75%). Four (11.1%) of the respondent replied 'no', one (2.8%) respondent replied 'sometimes' and four (11.1%) did not remark. The literature shows that transformational leaders suggest new ways of looking at how to complete assignments; leaders also look at solving problems in more innovative ways; seek differing perspectives when solving problems and get others to look at problems from many different angles. Asking staff

members' input is very important as they soon realised that they have contributed towards the outcome, being it positive or negative.

Figure 13 Does your manager allow you to make suggestions?
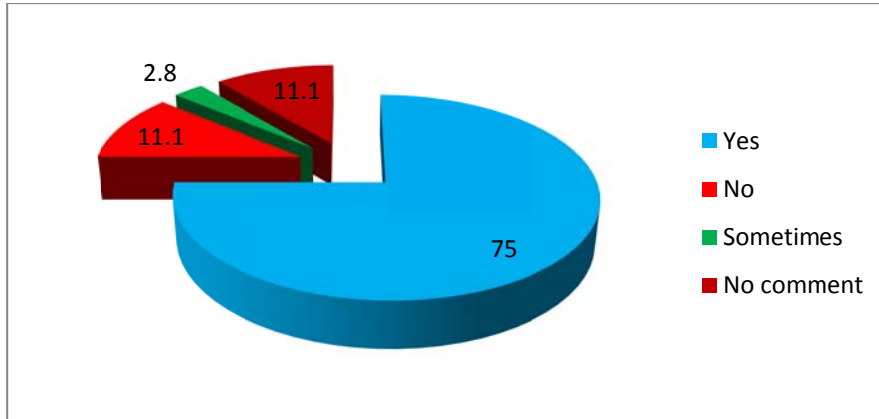
Table 18 Does your manager allow you to make suggestions?

ALLOWING SUGGESTIONS	'NO' COMMENTS
'Yes. He allows you to decide what the best course of action to take is and always steers me along the right path'.	'No, but she listen to my views and take what will be the best especially if accommodate library. For example I can point out my views but it will the one who can decide'.
'Yes, whenever I make a decision, she tells me to go with it and I do, she has faith in me and so do I'.	
	'No. she uses our suggestions as her own'.
'Yes. Everything isn't just her way'.	
'Yes but some people is afraid to make decisions'.	'No. she makes all the decisions/suggestions and bring her own suggestions to the table'.
	'No. She feels threaten when the staff make suggestions'.
	'Sometimes'
'Yes, you can work out your own system of promoting in your section and she never interferes'.	
'Yes, he encourages staff to make suggestions'.	

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'Yes. She said through this we will grow to lead'.	
'My manager is a very flexible person. If you have an idea she's always by your side and make sure that you are in the right path, example reading competitions, our children are not good in Afrikaans, but when I went to her and told her that I have decided not to ask Afrikaans competitors as she is so bad in it. She respected that decision'.	
'She said that staff must equip themselves with leadership skills and must not be afraid to make decisions'.	
'Yes, she always say that we must learn to become leaders that is why she gives us all the scope to make decisions as long as it is good for the smooth running of the library'.	
'Yes, we are given guidelines and definite agreed upon (do nots). We are encourage to be creative and to implement and lead'.	
'Yes before we implement my decision she will discuss it in the staff meetings to get buy-in from all'.	
'Yes most of the time. She is open to new ideas and suggestions. She will listen to my ideas and allow me to make my own suggestions although this was not always the case I think she had to see that I can be trusted perhaps…..?'	
'Yes. He say that we must learn to make decisions and suggestions then it will not be difficult when we are also seniors'.	
'Yes she never shoot ideas and suggestions down but will weigh it to see if it is fruitful for the library'.	

'Yes. She is not a dictator and allow staff to make suggestions. Gives us a sense of belonging'.	
'Yes, she always asked our opinions'.	
'Yes she encourage it. She say that making suggestions or decisions let you feel confident and give you a sense of power'.	
'You allowed to do project which ever way you decide it best'.	
'Yes and encourage everyone especially with own job from the cleaner to librarians'.	
'Yes. He does and the staff respect him for it'.	
'Yes, if you have idea he always listens and always willing to try something new'.	
'Yes. My manager is very flexible nothing is being forced down and there is freedom to choose. We are encourage to express what and how we feel'.	

4.4.4 Do you think that your manager is committed to continuous improvement of your work?

Most of the respondents 23 (63.9%) were of the opinion that their manager is committed to continuous improvement in the workplace. Of the 36 (100%) respondents, 23 (63.9%) said 'yes' and commented and 5 (13.9%) said 'yes' without commenting, which brings the total to 28 (77.8%) positive responses. Those who said 'no' with comments amounted to 3 (8.3%),

while 1 (2.8%) respondent said 'no' without comments. This makes a total of 4 (11.1%) negative responses. In total, there were 3 (8.3%) respondents who did not comment and 1 (2.8%) respondent who replied both 'yes and no'. Leaders are masters of change. They should be so committed to continuous improvement that they constantly change the status quo. They should empower those around them to do what is right, rather than allowing them to succumb to the momentum of the way things are done. Transformational leadership is about leaders who act as change agents. Transformational leadership looks at the bigger picture, questions the status quo, and focuses on improvement in services.
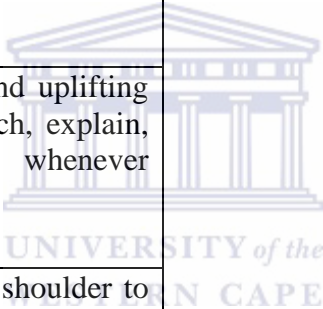
Figure 14 Do you think that your manager is committed to continuous improvement of your work?
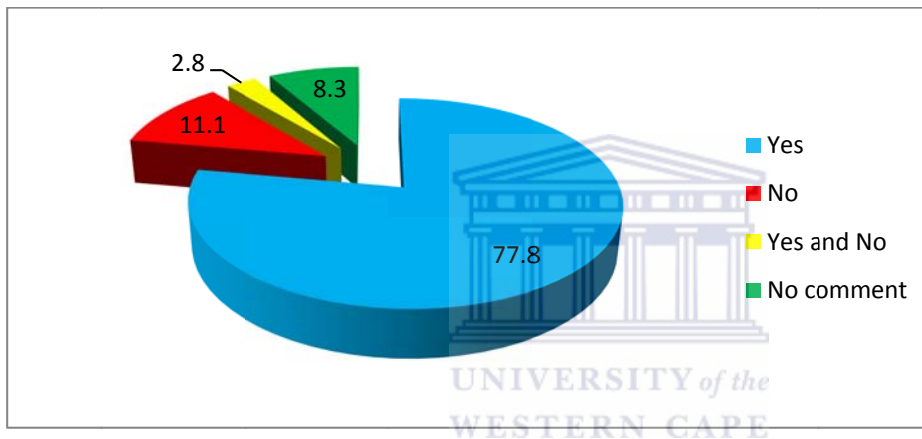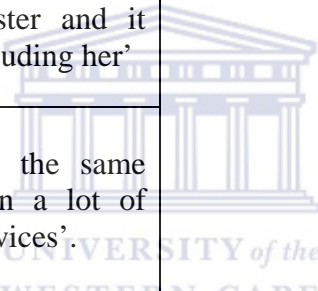
Table 19 Do you think that your manager is committed to continuous improvement of your work?

YES	NO
'Yes, she believes that change is good, she doesn't stick to one system, she moves and improves'.	'Yes and No. Sometime she accepts and other times she do not'.
'She is committed to continuous improvements in the workplace, e.g. traditional librarians were only allowed to work inside not outside. No Outreach programmes, no school visits, no computers, no form of any kind of media, but all changed and she is committed to see to it that all those things are done'.	'No, she feels that she is in a comfort zone'.
	'No, she does not like changes'.
	'No I made a suggestion to change things in the children section but she was adamant that it should stay as it is'.
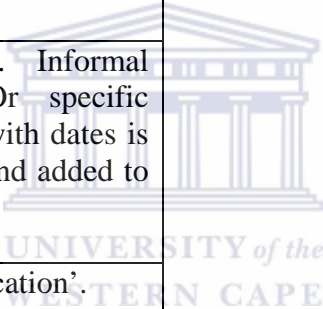
'My manager always asks for opinions from staff what we can do to bring new changes, we can express this by commenting what we think is perhaps the best thing to do. Any exciting projects are welcoming'.	
'There is also the One-on –one session where staff is being assessed and how they can perhaps perform better. No one is doing the same thing month after month, staff is being rotated and each one yes doing different duties'.	
'Yes she is but she often allows herself to be restricted by things that can be overcome by exploring other possibilities'.	
'Yes always looks for ways to improves the library and will accept any help'.	
'Yes, he believes in educating and uplifting people. He takes the time to teach, explain, listen and help wherever and whenever needed'.	
'Yes, he expects all of us to put shoulder to wheel to improve the library on a continuous basis'.	
'Yes, constantly seeking and questioning. Demanding change all the time'.	
'Yes. She is continuously looking for way to better the library'.	
'Yes. Because she always allows us to attend workshop and teach us more things so that I will be familiar to library services. She allows me to ask questions if there is something I don't understand'.	
'Yes. The library is like a second home to her and to all the staff. Making it a better place all the time'.	

'Yes, she is a work horse and makes every effort and time to improve the library'.	
'She is. She encourages us to air our views and then together we decide on what is the best route to take'.	
'Yes, if someone come up with an idea on how to improve the library, she is all excited'.	
'Yes continuous evaluation and training are done'.	
'Yes very much so'.	
'Yes, she feels proud when a suggestion idea was successful and we all celebrate It'.	
'Yes. When I change the roaster and it worked out we were all happy including her'	
'Four of the respondents made the same remark: 'Yes she is involved in a lot of projects to improve the library services'.	

4.4.5 Does s/he communicate with you in a way that you understand?

Of the respondents, 23 (63.9%) said 'yes' and commented, 2 (5.6%) respondents said 'no' with comments, 7 (19.4%) replied 'yes' without any comments, one (2.8%) said 'no' without further comments, and three (8.3%) did not respond. Stueart (1981:146) argues that successful communication needs to be a two-way process. The effective manager operates on the assumption that the informed employee is a good employee. He further states that messages are sent up or down the hierarchical lines of authority, and advises managers to rather encourage horizontal lines of communication. Line managers should encourage this kind of communication because it provides opportunities for clarification.

Table 20 Does s/he communicate with you in a way that you understand?

YES	NO
'Yes. Her views are always clear and you are free to come back to her if there is a point that you are not clear about'.	'No. He must realise that we are all coming from different backgrounds and some staff do not understand the language he sometimes communicates in'.
'Yes, she is clear whenever she communicates with us. With all the information she provides you will understand (information overload…) She is willing to explain again if however we do not understand'.	'No, her communication is not clear and this forces staff to ask continuous questions'.
'Yes. He always calls you into the office and discusses whatever issues we have. He never divulges/discusses our individual problems with the rest of the staff'.	
'Yes. Regular staff meetings. Informal meetings around problems. Or specific problem. A detailed list of task with dates is posted. A running list is posted and added to regularly'.	
'Yes. There is effective communication'.	
'Yes she does and gives one an opportunity to ask if not clear on anything. She likes to ask one by one if you heard anything'.	
'Do you have a question and do you understand everything that has been said'.	
'Yes, communicate without prejudice, in good civil manner'.	
'Yes. Explains very well so that we can understand'.	
'Yes because we speak the same language'.	
'Yes, she explains well so that we all can understand'.	

'Yes-explain very well so that all the staff can understand if she doesn't get bored if someone doesn't understand will explain again.'	
'Yes, his always willing to listen to everyone if there's something he needs to address he calls a meeting and makes sure that everyone understands'.	
'Yes, she is a good communicator and you will understands when she speaks'.	
'Yes communication is one of her strong points'.	
'She always asks questions to ensure that everyone understand when she do communication'.	
'If we did not understand her door is open for us to ask any questions'.	
'Yes she explains in the simplest way so that we all understand'.	
'Yes, he communicates well and you will have a good idea of what's happening around you when his communication is done'.	
'Yes he is a good leader with good communication skills I like his communication style'.	
'Yes he is so good in communication that the staff seldom ask questions after his done a communication session'.	

4.4.6 Does your manager listen to advice from staff?
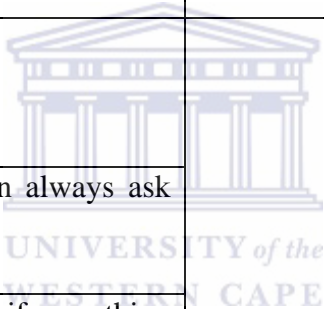
The researcher believes that people tend to listen to things that interest them and disregard what they find boring, and also tend to only listen to leaders whom they respect. Leaders should be good listeners - this is an important requirement for communication skills. Most staff members believe that their managers listen to them on a regular basis. Flanagan &

Finger (2006:148) remark that "listening accounts for well over half of a manager's communication time, and it is unquestionably the weakest link in the communication chain". They further say that managers simply don't listen well enough. The failure is not in the hearing, but in their ability to attend to what they hear. Listening is hard work, if only they could listen attentively and with empathy, they would eliminate so many misunderstandings, arguments, delays and mistakes (Flanagan & Finger, 2003:148). Listening to staff gives staff the assurance that someone is interested in them. Transformational leadership places emphasis on the importance of communication in the workplace.

Of the respondents, 22 (61.1%) said 'yes' with comments and 3 (8.3%) replied 'no' with comments, while 1 (2.8%) stated that 'I haven't given her advice yet' and 2 (.8%) replied 'sometimes', 1 (2.8%) said 'yes and no' with comments, and 7 (19.4 %) failed to respond.

Table 21 Does your manager listen to advice from staff?

YES	NO/SOMETIMES/YES/NO
'Yes, she most of the times use our ideas'.	'No. she feels threatened when somebody wants to give advice as the advice might be better than what she had in mind'.
'Yes, when it comes to planning for the next year and other every day decisions'.	
	'No. my manager only wants to see that her own ideas are successful'.
'Yes if you have something good that will benefit for staff, our patron as well as our library'.	'I haven't given her advice yet'.
	'Sometimes- I prefer to work smart so that more thinks can be accomplish- she takes the long way with the same result in a longer time'.
'Yes, someone suggested we make paper sleeves for storing dvd's and he said that is a good idea'.	
'Yes he does. He wanted to know if we wanted to have rosters, but then we all discussed it and decided against it. He accepted our decision and respected it'.	'Sometimes, my manager only takes advice from certain people this frustrates some of the staff'.
	'Yes and No –yes when she is not too busy – No, if she has lots to do she tends not to listen'.
'Yes. All the time. Scheduling of library events. How to treat certain difficult users or situation. She also regularly asked for advice'.	

'Yes. Whatever the staff is not happy with or suggest that changes being brought forth is being expressed and this is duly noted by the manager'.	
'Yes, she does. I remember that I advise her about two part timers that they both come in the morning and leave in the afternoon. I suggested that one must come in the morning and one in the afternoon and then alternate because we really need another hand in the afternoon because the library is very busy when children come from school because of projects and we have to help them in doing the work as they do not know in most cases what they really want'.	
'Yes. The staff wanted a fence around the library to deter vagrants and she saw to it that the fence was put up'.	
'Yes, make all staff feel valued'.	
'Yes- before she takes a decision always ask the staff and take advice from all'.	
'Yes- she always discuss with us if something needs to be done- get our ideas, what we think etc… so yes she does take advice from us'.	
'Yes. She accepts all ideas and advice if it's gonna benefit the library'.	
'Yes. She accepts advise from all and weigh up which is the best'.	
'Yes listening is one of her stronger points and she knows when good advice is given.	
'Yes. But sometimes he takes it as an idea of his own'.	
'Yes. Sometimes it doesn't look as if she is listening to you but when you see the idea is being put into practice as she is not a person of many words'.	

'Yes, she listens to advice and this makes me feel respected'.	
'Our manager is open for suggestions'.	
'Yes. She always asks the staff before she makes decisions'.	
'Yes, she does'	
'Yes, most of the times'	

4.4.7   Does your manager empower staff?

The question as to whether or not the manager empowered staff around him/her was answered with much enthusiasm by some respondents. Most of the respondents 20 (55.5%) replied positively to this question, 4 (11.1%) did not respond, 5 (13.8%) said 'yes' without any comments, three (8.3%) responded with 'yes/no/sometimes' and four (11.1%) replied 'no' with comments. The literature shows that over time, organisations have evolved from those with an authoritarian style to managers with a more comfortable work environment, and then to organisations where people are empowered, encouraged and supported in their personal and professional growth (Stone & Patterson, 2005:5). As indicated in the literature review, only some organisations evolved into places where people are empowered, encouraged and supported. Flanagan & Finger (2003:548) passionately state that a workplace will be far more productive if employees want to be there than one where they literally force themselves to come to work". Our aim should be to transform our workplaces into places where people are empowered, encouraged and supported in their personal and professional growth throughout their careers.

Table 22 Does your manager empower staff?

YES	YES/NO/SOMETIMES	NO
'She really empowers staff because she makes sure that each and every staff knows everything so that when one is off can take over, she is very good when it comes to	'Yes and no…when he is not too busy'. 'Sometimes, she is reluctant to let us apply for other jobs'.	'No. too busy'. No. I think she is scared that staff will leave'. 'No she says we must do

seeing that one needs certain training and delegate the duties. We have a roaster (roster) so that we can take turns in doing the admin duties. She is a workaholic and that helped us a lot as staff because we are following the path'.	'She sometimes allow me to work on the computer, but does not necessarily encourage it'.	what is on our job descriptions and must not deviate from it'
		'No, we are doing the same thing every day, everyone has their designated duties and no one is allowed to do something outside their job'.
'Yes, he always acknowledge if we did something good and always advise us to go to school and further our studies'		
'Yes, if a job or task is well done he will praise it and in that way I guess that's encouraging and empowering at the same time, you are motivated as well to do even better next time'.		
'Yes. He allowed me to be in charge of the ILL's, he has taught me how to use SharePoint and he always keeps us informed about what is happening within LIS'.		
'Encourages initiatives. Gives support and suggestions. Gives input on all projects and complement on jobs well done. Constructive criticism'.		
'Yes, she encourages us to attend workshops as a mean of empowerment'.		

'Yes, my manager always encourages staff to further their studies and to attend courses that will improve their skills'.		
'Yes, will allow staff to undergo training if needed whether in-house or externally'.		
'Yes, always tell me to apply to vacancy that are advertise for permanent post, since I still under contract'.		
'Yes, she always encourage the staff'.		
'Yes, she does, she always tells us that we can do better'.		
'Yes, definitely-tells us to study further if there's posts available she will always tell us to go for it'.		
'Yes, my manager encourages staff. An informed staff is good for the running of the library'.		
'Yes. She will always encourage staff when she sees training opportunities be it COCTLIS or by outside companies that will benefit staff personally and professionally'.		

'Yes. She is always telling us about promotional vacancies in the service and then she prepares us'.		
'Yes, he is always looking for opportunities to enhance our skills, knowledge and education'.		
'Yes, she let us run our own programmes and let us work in groups to better our knowledge'.		
'Yes. He is very patient and will go through every function as many times as needed'.		
'Yes. She always sends us on training programmes that could help us to our job better'		
'Yes, he says that knowledge is power'.		

4.4.8 What do you think your manager could have done differently?

Of the respondents, 16 (44.4%) replied 'nothing', while 11 (30.6%) were of the opinion that something could have been done differently and 9 (25%) failed to comment. The solution could be to discuss such issues openly or to have a suggestion box where staff can raise issues that are bothering them.

Table 23 What do you think your manager could have done differently?

NOTHING	OTHER SUGGESTIONS
'Nothing because what ever done is positively'.	'Only of late she was willing to make changes (physical) to the library i.e. obtaining maximum benefit out of a minimum budget. She should have opened herself earlier to staff suggestions and ideas'.
'Nothing because she has made a lot of changes so far'. The library never looked so beautiful than before. Our book stock is outstanding very helpful in a lot of ways'.	'Involve staff more with book selection. Staff knows what their patrons want.
'Not a lot. She has done a lot already'.	'Listen more'.
	'To relook at the roaster and work out the timetable considering staff who lives far'.
'Nothing much. Most of the changes she made is implemented and works perfectly.	'Put up notices on the computers for patrons to know how long they can use'.
'Nothing everything is fine the way it is'.	'She could find more ways to increase our book budget, we never have enough books and patrons complain'.
Nothing everything is now running smoothly'.	'Give staff a fair share of attending training'.
'All done okay'.	'Plan activities in advance and not at the last minute''
'Nothing. Staff knows what is expected from them'.	
'Leader is good manager, does his work well. Manages staff accordingly. Respects staff at all times'.	'Get all hands on board when there is Library Week or World Book Day or any other programmes, it is always the same people doing displays'.

	'Reorganise the children's section to make it more user friendly'.
'Nothing becos she has made a lot of change. The library is looking beautiful and our book stock is so wonderful'.	'Rotate the jobs more and on a weekly basis'.
'She is also good and helpful with computers'.	
'Nothing. She has helped staff to reach their full potential'.	
'Nothing she is just perfect the way she is'.	
'Nothing because she has made a lot of changes so far. The library is looking fresh and beautiful, our book stock is wonderful- she is with it with the computers-all in all outstanding…'.	
'Nothing really'.	
'Nothing, he already made a lot of changes e.g. changing our rosters to make it easier for us'.	
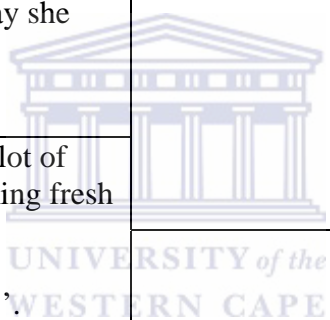
4.4.9 Do you think that your manager influences staff to willingly perform job functions?

Most of the respondents 21 (58.3%) believe that their manager influences staff to willingly perform job functions, with 5 (13.8%) replying 'yes' without comments, 2 (5.5%) replying 'yes and no', 1 (2.7%) being of the opinion that they had to do what they were told, and 7 (19.4%) failing to respond.

Stone and Patterson (2005:7) refer to Burns, who argues that "traditional power, derived from a leader's position in a bureaucratic, hierarchical structure, is becoming obsolete and that effective leaders work from the inside out to transform their organisation and employees". This was further echoed by Dixon, as cited in Stone and Patterson (2005:7), who states that "this type of leadership motivates individuals to work together to change organisations to create sustainable productivity". Leadership is the process whereby one individual influences others to willingly and enthusiastically direct their efforts and abilities towards accomplishing defined group or organisational goals. Not only does the leader influence the followers, but the followers exert influence over the leader.

Table 24 Do you think that your manager influences staff to willingly perform job functions?

YES	SOMETIMES/YES/NO	NO
'Yes teach us more work even senior work because she believes one day we will be seniors'.	'Sometimes'	'No, we do as we are told'.
	'Yes and No- sometimes staff do not have a choice but to do what is told'.	
'Yes he allows us and gives us the space to do our respective jobs he believes that we are all adults and therefore know what tasks we are required to do'.		
'She is so influential and her work rate is so high that it rubs off on staff'.		

'Yes. You know it all boil downs to how you treat and handle your staff. If there is respect, communication, understanding and how you handle your staff'.		
'Yes. Staff will go out of their way to impress her. She is so respectful and we respect her in return'.		
'Yes. Not really necessary to influence. She leads by example'.		
'She is like a good military leader, never asking us to do anything she would not do herself! So no problem influencing us to do anything'.		
'Yes. Staff is always quick to do something for her even if it is outside her job description because she do things for a good cause'.		
'She always influences staff in a positive manner'.		
'Yes its not necessary for her to check up on us because she believes in us to do our jobs'.		
'Yes, makes it easy to perform job functions willingly. When you give respect, in turn you will received it, that is what he does well'.		

'Yes. We are never afraid to do our jobs because she is always there to support us when something goes wrong'.		
'Yes-it comes down to communication, respect and understanding about how you treat your staff'.		
'He is a very influential leader. Staff feels proud in doing their jobs without complaints'.		
'Yes because she sits with us all, come up with the suggestion then bring each and everyones staff's job description and city policy document for example she explain why she wants us to do certain things but it is your right if it is not on your job description you have the right to say 'no' but if you want to learn it is an opportunity to know more'.		
'Yes- it all comes down to communication, respect and understanding. About how your treat and handle your staff and that is why you don't mind doing tasks willingly cause that's what we have'.		
'Yes. She has a polite yet firm disposition she also offers alternatives and choice.		

'Yes, by leading by example'.	
'Yes because she always encourage us to do work correctly'.	
'Yes. Even in her absence staff will willingly perform tasks knowing that she will appreciate our dedication'.	
'She is there for us if we have difficulty when doing our jobs'	

4.4.10 Does s/he help others realise their potential?

Most of the respondents, 18 (50%) replied 'yes' with comments, and 7 (19.4%) said 'yes' without comments. This brings the total number of positive responses to 25 (69.4%), while 3 (8.3%) were uncertain, 2 (5.6%) said 'no' without comments, and 6 (16.7%) did not respond.

For leaders, success is not a solo achievement. They are as committed to the success of others as they are to themselves. They have a passion for developing people, and do not declare total victory until all the people around them have succeeded. Leaders find imaginative ways to transform themselves and others to reach higher levels of performance, by linking great ideas to exhilarating images of success. They are intensely committed to delivering exceptional results. Leader behaviour is important when it comes to motivation and inspiration. Bass and Avolio, as cited in Bolden et al. (2003:15), provide deeper insight and more clarity on transformational leadership through their five transformational leadership styles, which is, in the researcher's opinion, more focused on the individual as a human being with needs and aspirations. They indicate that employees want to be valued and need direction through inspiration. They understand that employees need to know that someone is interested in their growth and development as a person.

Table 25 Does s/he help others realise their potential?

YES	YES/NO/SOMETIMES
'Yes she encourage us to improve our educational level'.	'I am not sure'.
	'Yes and No, she will go out of her way if she has time'.
'Yes she let us do jobs outside our job description'.	'Sometimes'.
'Yes, she creates opportunities for you to grow'.	
'Yes. He has made me realise that I am too lax with my own studies and in order to progress I need to stop making excuses and just get on with it'.	
'Allowing us to run with projects art partnerships for decorating our library'.	
'She always emphasises the fact she wants us to move forward in life and should we need help her door is open for us'.	
'Yes he encourages all staff to study further or better themselves in work related duties'.	
'Yes she got a open door policy where she will talk to staff in improving themselves.	
'Yes she does, when she has one on one with staff she will tell you that it you can do things this way you are going far because she saw potential to you e.g. she told me if I can focus and make sure that I am doing exactly the way I do things with no time I will be a senior librarian soon, after that there was a acting senior position and I got the job'.	
'Yes, she wants us to move on with the times and improve ourselves all the time so that if there is a senior position that comes up we should be ready for it'.	

'Often by trusting in our judgement and by respecting our own ideas and suggestions'.	
'Yes she say that senior jobs are there for the taking if we have the right education'.	
'She motivated me, I don't know about the other people'.	
'Many staff were promoted under her leadership'.	
'Yes, she is a motivator'.	
'She always inspires us to do more so that we know exactly what to do when she is not at work'.	
'He sees our potential and try his best to help us'.	
'Yes he is a complete leader who wants his staff to grow in their positions and to improve it'.	
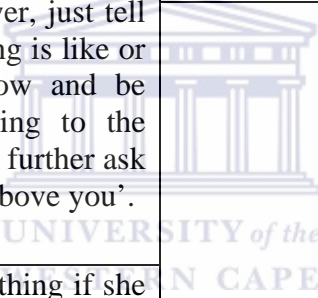
4.4.11 Does your manager lead by example?
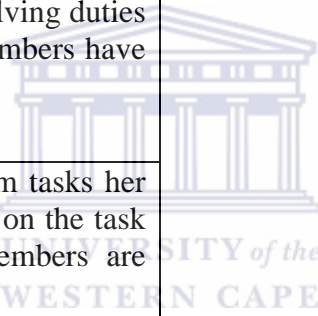
Most respondents 21 (58.3%) reported that their managers are leading by example, while 7 (19.4%) said 'yes' without any comments, which brings the total of positive answers to 28 (78%). Of the respondents 3 (8.3%) gave negative comments, while 5 (13.8%) did not respond at all. Staff members generally believe that their manager does lead by example. Others, however, are of the opinion that their managers are not interested in them as human beings. This could have a negative impact on the work environment, as staff members become the catalyst for so many things that can go right or wrong. In order to achieve success in the future, one needs to attend to the present.

Leaders are visionaries who anticipate the future and identify marketplace opportunities before they become trends. They often know what the patrons will need before they do. Although most of the respondents indicated that the manager's style was effective, most of the respondents believed that she could have been more 'people orientated', provided 'more mentoring', had a more 'consultative approach' and been 'more involved'. One respondent said the following: 'consulting people always makes them feel that their contribution is important even if they do not get their own way'.

The respondents believed that their manager exerted influence and empowered them to do more. They perceived their manager as being influential, a person who is concerned with training, evaluation and motivation. They stated that their manager communicates 'without prejudice in a good civil manner'.

Table 26 Does your manager lead by example?

YES: LEADING BY EXAMPLE	NO
'YES, if she wanted something to be done she also doing the job'.	'She believes staff get paid to do a job and not to be inspired'.
'I believe some Seniors don't go to the circulation and not do shelving but she is starting from shelving in the mornings and her name is on a roaster for circulation so she lead by example and has her way of calming the patrons and that is what she always tell us that do not argue with the borrower, just tell facts and explain why certain thing is like or not like that and you must know and be confident of what you are saying to the borrower, and then if patron argue further ask if she would like to see someone above you'.	'It looks like she doesn't care of what is going on around us'.
	'She does certain things that a leader should not do'.
'Yes, she does not let us do something if she didn't show us the correct and easier way'.	
'Our manager is a good motivator and he inspire us by leading by example'.	
'Yes. He is writing his thesis while raising a new born as well as being married and having another child'. On top of all that he has his work responsibilities. He does all this with passion and conviction'.	
'Yes. As above. She becomes involves in all projects with help support ideas and materials'.	
'Yes. The manager is never too busy to give us support and motivation whenever we in trouble'.	

'Yes, what he inspires he does himself'.	
'Yes she inspire us through her leadership abilities'.	
'Yes – she is at work way before the rest of the staff and leave after everyone else. She follows the rules and never takes short cuts. She appreciates the staff. She encourages staff to empower themselves and acknowledges when a job is well done'.	
'Yes. She have the best quality of a leader and inspiring and motivating is one of her strong points she do not like failure that is why she will always help us if we struggle with a job'.	
'He does lead by example, even though his the leader he will do his banal shelving duties he will do it where other staff members have to be prodded to do theirs'.	
'Yes. She does not shy away from tasks her name is the first one who will go on the task list. Through this other staff members are motivated to do their tasks'.	
'Yes. Staff will never have difficulty when performing a task when she is around, she will always give a helping hand'.	
'She is always concern about our house problems and make sure that she supports us'.	
'Whenever we did not perform a task too well she will call us in to the office and try to understand why we are still struggling with a task. She will then work out a training session on how we can improve'.	
'Yes, she loves to motivate and inspire especially when we are feeling down'.	
'When there are difficult tasks to do she will involve herself so that we work in a team'.	
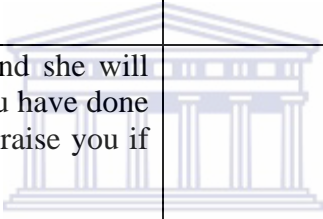
'She encourages team work with her being part of the team'.	
'When we went over to the new library system she had to motivate some of the staff because they were very scared and nervous'.	
'She motivates us to work hard because when we get to work she is already busy with shelving'.	

4.4.12 Is your manager trustworthy?

Most of the respondents, 19 (52.7%) were of the opinion that their leaders are trustworthy, while 3 (8.3%) believe that their leader is not. Of the respondents 6 (16.6%) did not respond while 8 (22.2%) remarked 'yes' without commenting. Trust is an important component of leadership.

Table 27 Is your manager trustworthy?

YES	NO
'Yes. You can tell her something in confidence and be 100% sure that it won't leak out'.	'She is human and it might slip her mind and tell others about private discussions'.
'Yes. My personal problems is treated very confidentially'.	'I do not feel comfortable to discuss my private life with her'
'Yes, very much'.	'Staff do not know where they stand with her she is not always clear on what she wants'.
'She stricts us equality'.	
'Yes, you can tell her about your personal life and it will stay between us'.	
'Yes, because you can always count on him even with your personal issues'.	
'Yes. Everything that we have discussed has stayed confidential'.	

'She is always very clear about expectations and states them plainly. Believes in honesty and is straight with us always. Puts borrowers first'.	
'Yes. She is straight forward and to the point. Never deviates in what she said and you can count on her integrity'	
'You can count on her she is a woman of her word'.	
'Yes. She will convey information quickly and as truthfully as she has received it. She will protect the staff's interest'.	
'Yes she is'.	
'Yes. She believes in her staff and she will tell you straight in your face if you have done something wrong. She will also praise you if your job was well done'.	
'Yes, he doesn't job and change his mind if he allows you to do something he will not go back on his word'.	
'Yes, our leader is trustworthy. She is like a mother, sister and good friend'.	
'Yes, trust is an important element of leadership and she knows this'.	
'She is not like my first boss who used to tell the whole world when I told her something'.	
'Yes. Confidential information can be shared and won't be disclosed'.	
'Yes, you feel free to discuss something confidential with her as she will not tell others about the discussion'.	

4.4.13 Rank the following motivations in order of the most used to the least used, using a scale of 1-6, with 1 representing the most desired and 6 representing the least desired. Are you motivated by…?

Respondents were required to rank the following motivations: praise, job security, acknowledgement, salary, fear and status in order of preference. Of the respondents, 15 (41.6%) placed 'praise' as the first motivator, 2 (5.5%) of the respondents placed 'salary' as the first, 3 (8.3%) respondents placed 'status' first, no one placed 'fear' first, 1 (2.7%) placed 'job security' first and 10 (27.7%) placed 'recognition' first.   Two (5.5%) of the respondents did not say anything about praise, four (11.1%) did not remark on status, three (8.3%) did not remark on fear, and four 11.1%) did not state anything about 'job security', while one (2.7%) did not comment on recognition. Praise and recognition were very high motivators for staff members. This is in stark contrast to the senior librarians, who placed 'salary' and 'tasks' first. What Eichinger (2004:2) found was that the motivating factors are not usually salary or benefits-related, but that employees are looking for job challenges and a supportive, family-friendly workplace. Rooks, as cited in Davis (1995:19), mentions that "motivation is a technique or concept which influences the actions of an individual by integrating personal goals with organisational goals".

Most of the respondents said that they are motivated most by praise, followed by recognition, job security, status, salary and fear in this order. Two respondents did not comment on 'praise', four did not comment on 'status', three did not comment on 'fear', four did not comment on 'job security', while one did not comment on 'recognition'. All respondents commented on 'salary'.

Eichinger (2004:2) believes that the top motivators for performance never include pay in any form. They further state that the top motivators are usually job challenges, opportunities to use one's skills, and progress and quality of the organisation in terms of factors such as quality of supervision and culture. What Eichinger (2004:2) found was that the motivating factors are not usually salary or benefits-related, but that employees are looking for job challenges and a supportive, family-friendly workplace. In chapter two, the literature review showed that employees want to be valued and need direction through inspiration. Employees need to know that someone is interested in their growth and development as a person. Tables 28 shows what motivations staff members scored as the most desired.

Table 28 Motivating factors

Praise	15	Status	3
Recognition	10	Salary	2
Job security	1	Fear	0

4.4.14 Using a scale of 1-8 with 1 representing the best characteristic and 8 the worst characteristic: Do you think that your manager is:

It is clear from figure 15 that most of the respondents, 18 (50 %) believe that their managers are 'fair', 10 (27.7%) is of the opinion that they are reasonable, 6 (16.6%) reported that they are 'flexible', while 2 (5.5 %) stated that they are 'understood'.

Figure 15 Using a scale of 1-8 with 1 representing the best characteristic and 8 the worst characteristic: Do you think that your manager is:
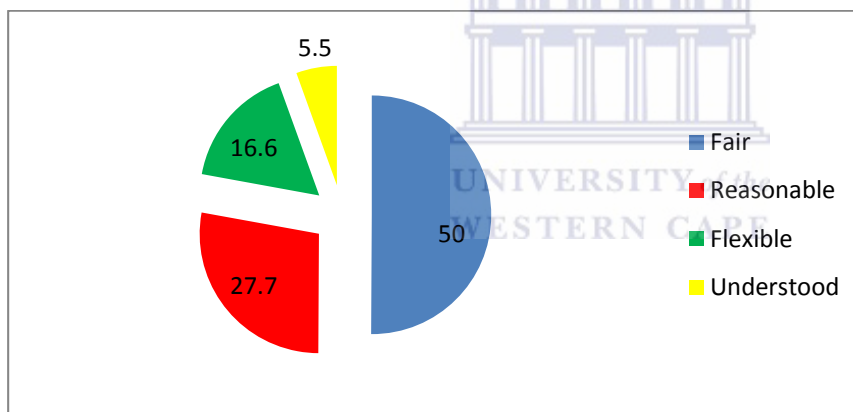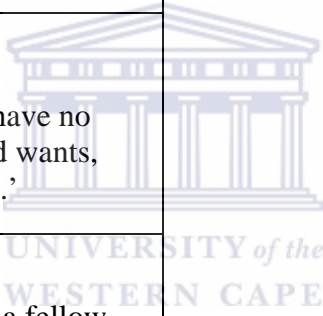
4.4.15 Senge (1995:318) 'In order to become a leader, you need to become a human being first'
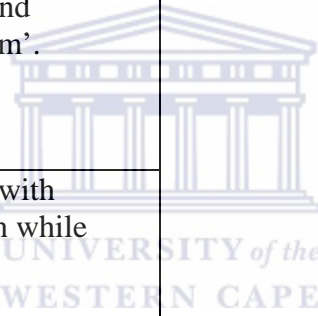
Most of the respondents 25 (69.4%) agreed with Senge's statement. Of the 36 respondents 5 (13.8) said 'yes' without comment and 6 (16.6%) did not respond. The researcher observed that today in this time and age people are still being treated like machines. There are still those who believe leaders are born and not made and some still believe that by handing out bonuses or incentives they will win the loyalty of their workers.

Table 29   Leader characteristics

AGREE	
'A leader needs to understand and know him/her first before they can understand and know others. Leader must have empathy and sympathy for those they lead and find the balance between the human being and the work context'.	
'Absolutely Yes!!!	
'How do you lead humans if you have no understanding of human needs and wants, desires, weaknesses, strengths, etc.'	
'Yes. You must have empathy for a fellow human being in order to be in a leadership position'.	
'Yes. You must have empathy for a fellow human being in order to be in a leadership position'.	
'Yes, You have to know and see other people's needs- in other words if you have a family crisis they must be able to understand because that is humanity'.	

'Yes, leaders must remember they were also in their subordinates positions before they were promoted to managers'.	
'Yes because you have to understand that you will meet different people with different cultures coming from different backgrounds'.	
'Yes. So that you can understand how other people that you are leading are feeling'.	
'Yes, leaders at one stage were also followers and should remember where they are coming from'.	
'Yes. You need to be able to empathise with people around you, to be able to become a leader and be able to understand human nature'.	
'Yes. Everyone is not a born leader and leaders must understand the needs of their staff'.	
'Yes I agree. You need to put yourself in someone else's shoes and treat with respect. Everyone do mistakes and needed to be corrected we are all human beings that means we all make mistakes'.	
'Yes you need to respect people and have to understand their needs'.	

'Yes, absolutely. Human beings are not perfect they have faults. No and understand your own faults and you will better be able to understand the faults of others'.	
'Yes. People have different needs and leaders have to deal with this in different ways'.	
'Yes, you need to have a heart when working with people if you don't have heart you might as well not lead'.	
'Yes, you have to know and see other people's needs, you must understand situation people going through them'.	
'Yes, leader has to be able to lead with respect for others have compassion while being strong'.	
'Yes. Leaders need to understand their staff's needs and wants'.	
'Yes. Leaders must be strong in their decision making but they must also see the human side of the situation'.	
'A leader is more than just a manager; a leader is interested in people'.	
'Yes. Then they understand other people's feelings'.	

'Some leaders just don't want to understand other people's views and needs they just don't have feelings'. Staff call a library in district 5 – the army because that is how they are being treated.	
'Some managers are not interested in their staff's problems and they don't want to hear about any issues'.	

4.5 Section A: Demographic profile of senior librarians

4.5.1 Gender of senior librarians

The demographic profile of the respondents also included variables such as gender, language, current position, number of years in the position and qualifications. All of these variables were important, given the initial problem statement of this study, as well as the theoretical framework. Most, 9 (75%) of the respondents were female, considering the fact that libraries employ more females than males because of the Employment Equity Bill, which requires that more females be employed. Of the respondents, 3 (25%) were males. This was discussed under the demographic profile of staff.

Figure 16 Gender of senior librarians
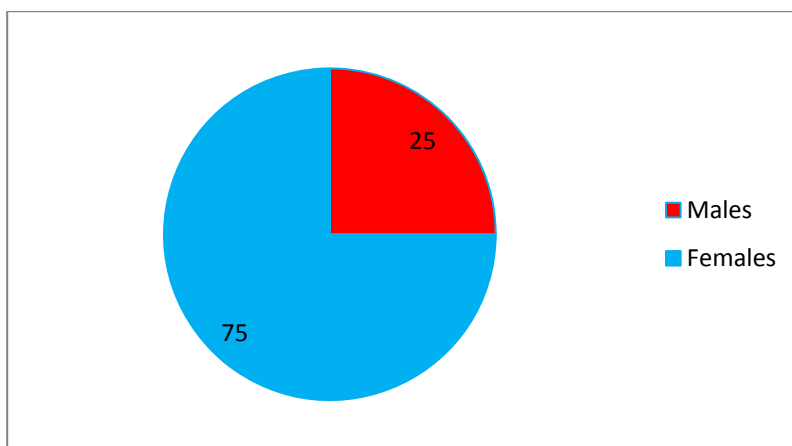
4.5.2 Home language

Language is an important factor in communication. Respondents' home language ranged from Afrikaans to English and Xhosa. English respondents constituted the majority, 8 (66.7%), with Xhosa respondents making up, 2 (16.7%) and Afrikaans respondents, 2 (16.7%). District 2 and 4 respondents came mainly from English backgrounds, and District 5 respondents were predominantly Afrikaans speaking. English has become the language of choice in South Africa as was discussed under 'home language' in a previous section.

Figure 17 Home language
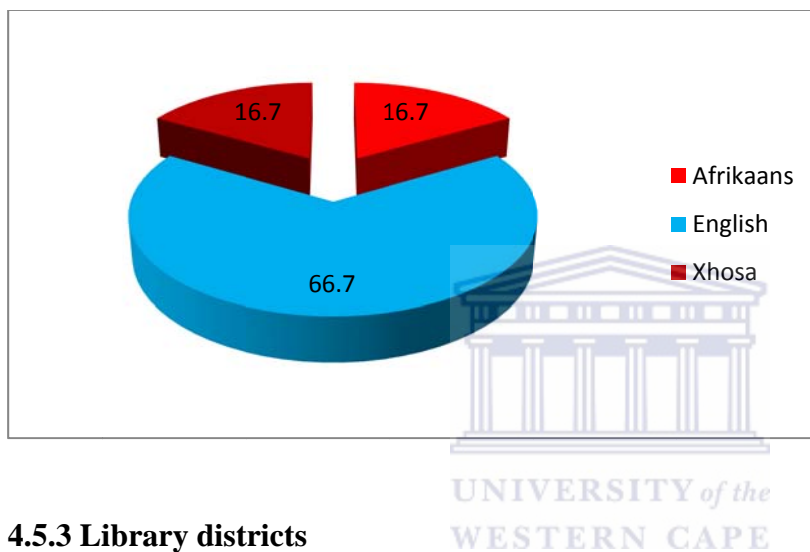
4.5.3 Library districts

The Community Services directorate consist of three departments, the library and Information Services department, City Parks and Sports and Recreation departments. District four had (41.6%) respondents, district five, (33.3%) and district two (25%).

Figure 18 Library districts
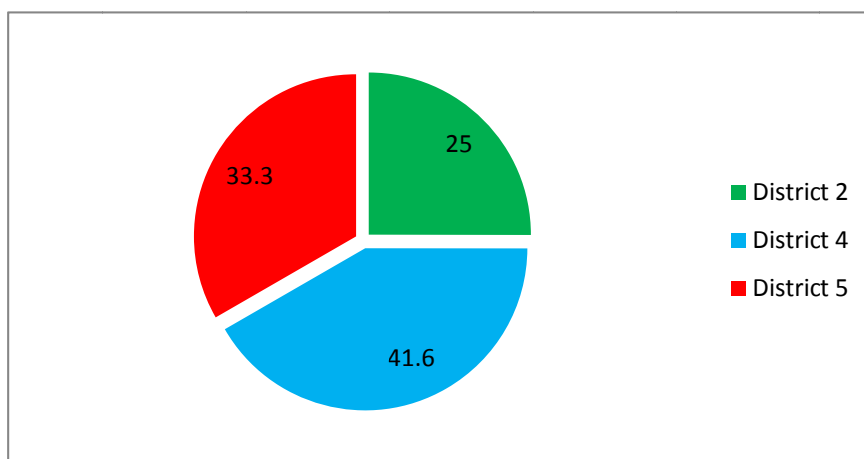
4.5.4 Types of libraries

It was mentioned in a previous section that LIS has three types of libraries: city-wide, regional and community libraries. The department has only two city wide libraries and only one city wide library participated in this study. It was also mentioned that research was mainly conducted at community libraries, as these types of libraries represent the majority of libraries in the region. Of the respondents, 2 (16.6%) participated in the city wide libraries, 1 (8.3%) in the regional libraries and 9 (75%) of the community libraries participated.

Figure 19 Types of libraries
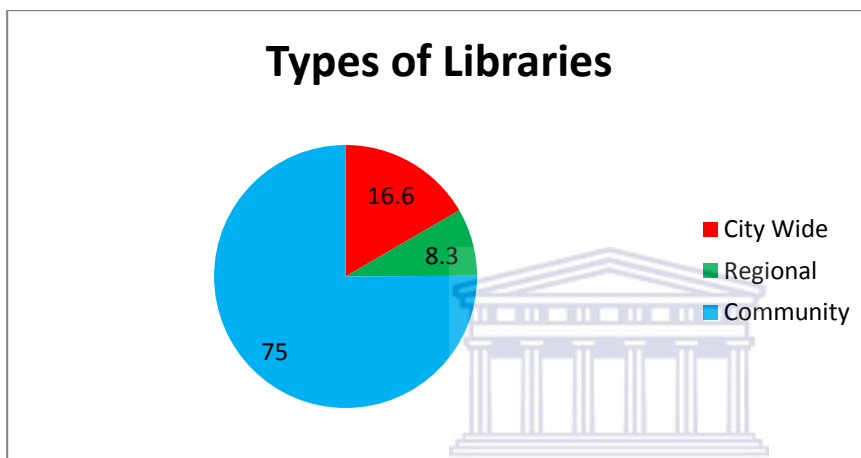
4.5.5 Designations

A Chief librarian is in charge of a City Wide library, a Principal Librarian of a Regional library and a Senior Librarian of a community library. Of the respondents, 10 (83%) senior librarians participated from community libraries, 1 (8.3%) principal librarian from the regional library and 1 (8.3%) chief librarian from a city wide library.

Figure 20 Designations
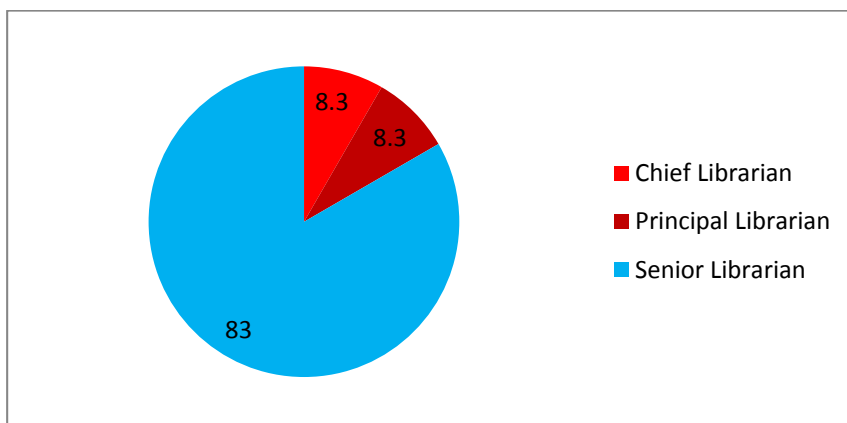
4.6   Section B: Educational background

4.6.1 Highest formal educational qualifications

A total of 2 (16.6%) of the senior librarians participating in this study were in possession of a B.Bibl. Honours degree, 5 (41.6%) had a B.Bibl. degree, 1 (8.3%) had a Lower Diploma in Library and Information Science, 1 (8.3%) had a matric and 3 (25%) had other qualifications, such as a Bachelor of Arts, Financial Management degree, etc. Although respondents needed a B.Bibl degree to apply for a management position, some senior librarians were in possession of other qualifications, such as a Lower Diploma in Library and Information Science, and some only had a matric. The Library and Information Services Department has senior librarians with a matric qualification - these librarians have been promoted because of their years of experience.

Figure 21 Highest formal educational qualifications
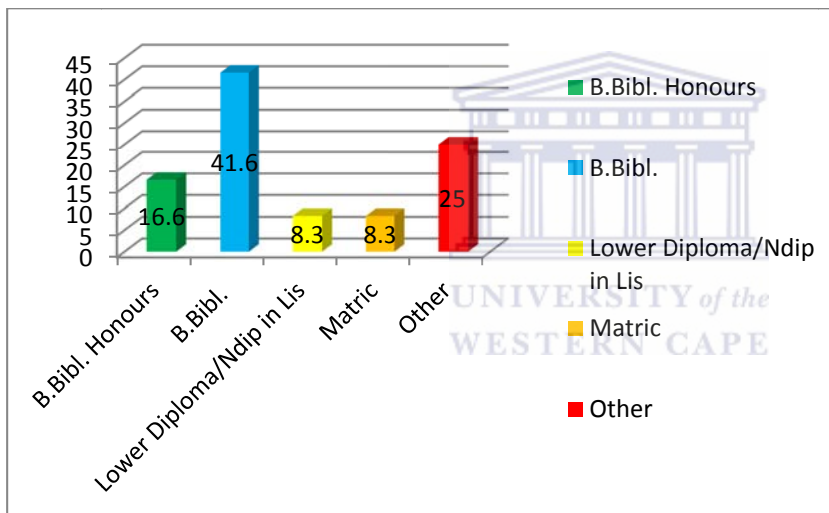
4.6.2 Are you studying towards a formal qualification?

Some librarians, especially those with 20 years or more experience, do not have the necessary library qualifications as required by the City of Cape Town. The library department promoted them to librarians because of their experience.

Of the respondents, 3 (25%) stated that they were studying towards a formal qualification, and the other 9 (75%) respondents were not. 6 (50%) of the 9 (75%) respondents just replied 'no' and 3 (25%) respondents gave various answers, as illustrated in Table 30. Of the 3 (25%) respondents who indicated that they were studying, only one was studying towards a library degree, while the other two were studying for other degrees. Keeping up with library trends is important, especially if one is a manager of staff members who have library qualifications.

Zigarmi et al. (2005:10) argue that managers should know more about the specific area for which they are responsible than their subordinates: "Poor leadership results not from conscious malice, but from inadequate leadership knowledge, values and behaviours" (Zigarmi et al. 2005:10). Sutherland (2003:10) states, in the UNESCO Manifesto, that "a learning organisation is an organisation that facilitates the learning of all its members and continually transforms itself". The Manifesto also proclaims that "Public libraries and learning go together". Furthermore, it emphasises the importance of supporting learning and education for others, and states that the library itself needs to be a learning organisation.

Table 30 Are you studying towards a formal qualification?

'Would love to, but need money'
'Too busy'
'Time and family constraints'

Figure 22 Are you studying towards a formal qualification?
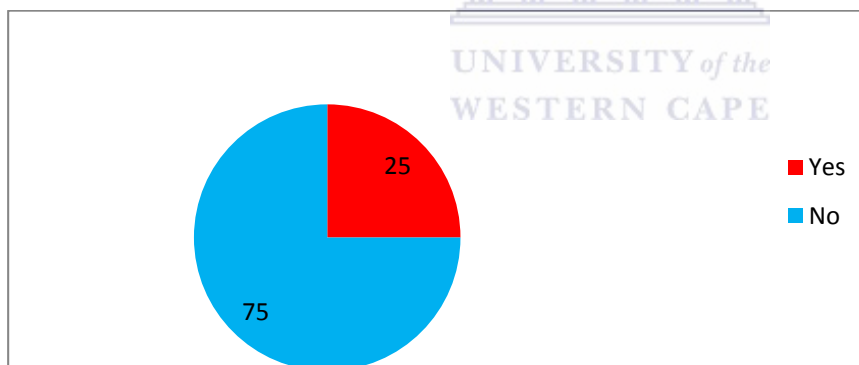
4.6.3 Why a librarian?

Some of the senior librarians, 6 (50%) stated that they ended up in libraries because of circumstances. Of the respondents 4 (33.3%) answered that they love libraries and books, while 2 (16.6%) stated that they love working with people. Of the 6 (50%) who ended up in libraries because of circumstances, most of them have learnt to love libraries, people and books.

Figure 23 Why a librarian?
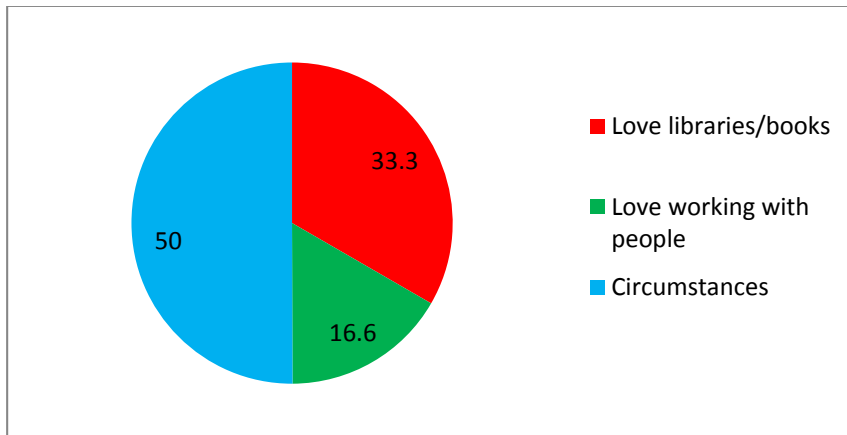
Table 31 Why a librarian?

Love for libraries	Other reasons
'I have always loved libraries, the atmosphere created by libraries. I also love knowing and finding out information on a daily basis. I love working with people and this was the only job I could think off that have all the elements I love'.	'After leaving school I had no idea what I wanted to be. I had to work so I dropped off my CV by two banks, a clothing shop and City Libraries. Libraries were the first to phone for an interview which I went to and was offered the post. Started studying after working three years. Realised that this was definitely what I wanted to do. Love learning new things so being around information gives me goosebumps'.
	'My father was in the field and he suggested I study LIS'.
	'Circumstance. Was unemployed and a position was available in libraries'.

	'Never decide to be a librarian but it was one of the course that was available and I decided to enrol and fortunately I developed passion about it'.
	'Default, a job by 'accident' stayed in it because I enjoyed it. Then formalised with degree'.

4.6.4 How long at this library?

A higher percentage of respondents, eight (66.6%) senior librarians, stated that they work at their particular library between 0-5 years; three (25%) between 6-10 years and one (8.3%) stated that s/he worked between 11-20 years.

Figure 24 How long at this library?
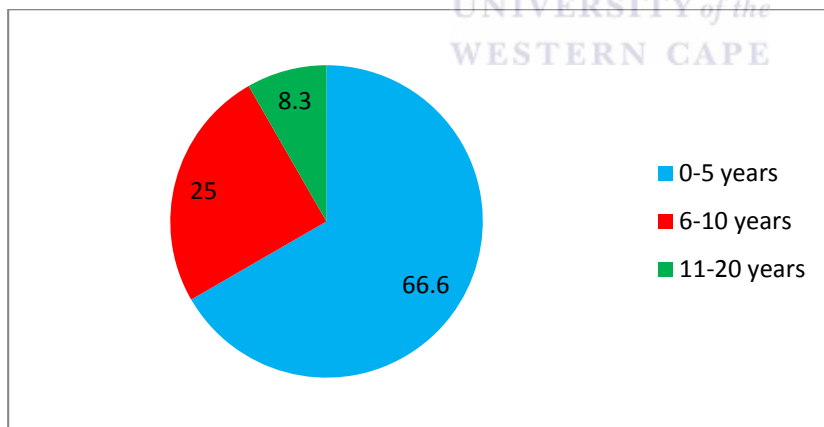
4.6.5   How many years of experience in a library?

Of the twelve respondents, one (8.3%) stated that she worked in a library between 0-5 years, two (16.6) between 6-10 years, three (25%) between 11-20 years and six (50%) twenty-one years and more.

Figure 25 How many years of experience in a library?
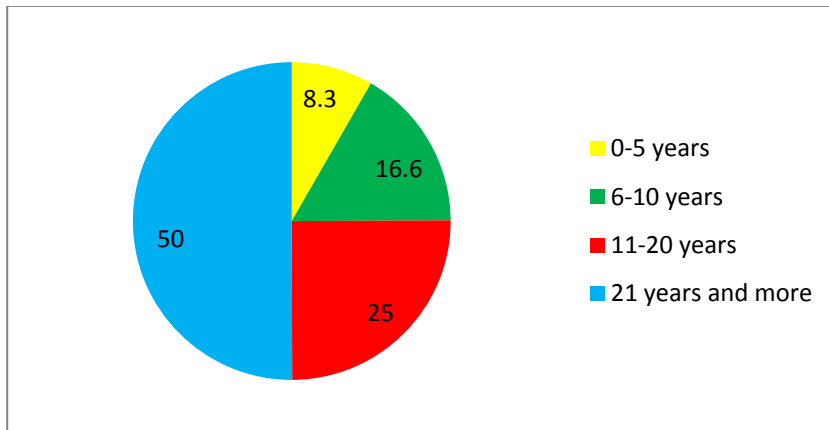
4.6.6 Was this job your 1ˢᵗ option? If not, state what you would prefer doing

Most of the twelve respondents, eight 8 (66.6%) pointed out that this post was not their first option and four 4 (33.3%) respondents said that it was.

Table 32 Was this job your first option? If not, state what you would prefer doing

NOT MY 1ST OPTION	FIRST OPTION
'I wanted to be a prison warden'.	
'I would like to be a lecturer'. 'Anything involving working with my hands'.	

'It was not my first preference I wanted to be a surveyor and due to career guidance that I was not exposed to, I ended up having wrong subject in matric that were not matching the chosen career'.	

Figure 26 Was this job your first option? If not, state what you would prefer doing
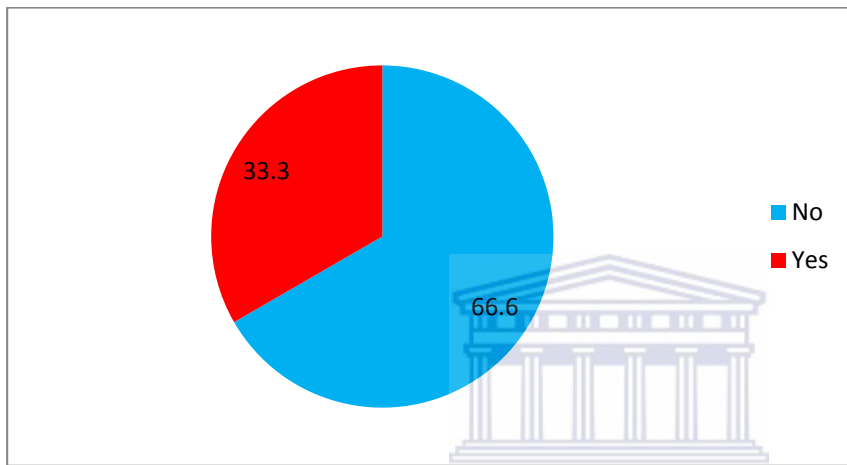
4.7   Section C: Leadership questions

4.7.1 Did your previous manager allow you to make your own decisions or suggestions?

Table 33 reveals that seven (58.3) respondents agreed that their manager allowed them to make their own decisions or suggestions, while one (8.3) answered 'no' and four (33.3%) stated 'yes and no', depending on what kind of suggestion. Flanagan & Finger (2006:270) believe that a major benefit of allowing your staff members to make suggestions or decisions is that the process increases the participants 'ownership of and commitment to the decision. They further conclude that employees have 'ideas on how to improve services, processes and products and the way the organisation is run. The trick is to get them to speak up and to accept that management cares and is prepared to listen to, and reward good ideas that might increase productivity, cut costs, or improve working conditions'.

Table 33 Did your previous manager allow you to make your own decisions or suggestions?

YES	NO
'Yes, on matters regarding in-house rules'.	'No, I had to do as I was told'.
'Yes, my previous manager was really my mentor and she taught me almost'. everything I know about librarianship, about integrity, work ethics and commitment'. She allowed me to be my own person and she trusted me to do my job working on my own, making my own decisions'.	'Although I was left to make decisions in the overall running of the library, I was channelled in specific directions by my line manager. Everything had to be run by the manager before any final decisions could be taken'.
	'Most of the times – as long as I stayed in the pre-determined boundaries'.
'Yes she allows her subordinate to express their voices and whenever she felt that they are constructive, they are implemented'.	'To a limited extent. Only about minor issues which did not impact on the strategic plan of the library'.
'Yes. Decisions pertaining to the day to day management of the library were left to my discretion'.	
'Yes. Had lots of confidence in my abilities-capabilities+would give me the	

4.7.2 Did you enjoy working with your previous manager?

With regards to the question whether they enjoyed working with their previous manager, nine (75%) answered 'yes' and three (25%)' no'. Of the respondents nine (75%) reported that they enjoyed working with their predecessors, hence imitating their leadership style. The other three (25%) gave various answers.

Table 34 Did you enjoy working with your previous manager?

YES	NO/YES
'Yes. She was very supportive and possesses great experience and insight'.	'No. She took all the credit for other people's initiatives and hard work
'Yes, always encouraged me to be innovative and try new ideas'.	'No and yes????? No comment
'Yes- there was mutual respect'.	'Not really, I don't like to feel like a child being scolded for anything that could go wrong in the library…
'Yes, I was very sad to see her retire. She was a master administrator, she knew everything about municipal processes, she was a great reader and under her wing the library operated very smoothly. She gave me a lot of confidence in myself and gave me opportunities to grow. She was also a very good communicator, giving feedback on everything'.	
'Yes although no one is but she was a very accommodating person in everything and someone who always willing to share among her staff'.	
'Yes, she was honest and allowed me to express my individuality'.	
'Yes. She was most agreeable and sensible'.	

4.7.3 Does your manager communicate with you in a way that you understand?

Most of the respondents 10 (83.3%) mentioned that their manager communicated with them in an understandable manner, while the other two stated as follows: 'no, she did not'. Seven of the ten (58.3%) respondents who claimed that their manager did communicate in a way that they understood gave an explanation, while the others just said 'yes'. It is suggested that "the real power centers within an organization were the interpersonal relationships that developed among working groups" (Hersey, Blanchard & Johnson, 1996:100).

Table 35 Does your manager communicate with you in a way that you understand?

YES	NO
'Yes. Her explanations and reasons were always detailed enough for me to understand her'.	'No, she did not'.
'Yes, via minutes and meetings and e-mail mostly"	
'Definitely. Her instructions were clear and concise'.	
'Yes. Sometimes she spoke down to me but I understood this as just her being older, having worked longer and also her being classified as white'.	
'She was as I mentioned before, a very good communicator. She could explain very well, and she always gave feedback on all communications for the City e.g. broader management meetings or district meetings'.	
'Always communicate things in a very simplest way so that everyone can understand. Diaries were use as a way of communication, staff minutes were use as way of communication for those that were not present in any meeting that took place. Report backs from DMT were always taking place to give staff feedback of what is happening within the department as well as the City at large'.	

Yes- communications were always clear'.		

4.7.4 Did you like the leadership style of your previous manager?

In response to whether they liked the managers' leadership style, seven (58.3%) said yes, but only five of the seven (41.7%) gave comments, two (16.7%) said 'no' with comments, two (16.7%) claimed 'to a certain extent' and 'sometimes' while one (8.3%) replied 'no' without commenting. Warren Bennis cited in Finger & Flanagan (2006:37) writes that 'effective leaders learn by leading and they learn from failures as well as successes'.

Table 36 Did you like the leadership style of your previous manager?

YES	NO	TO A CERTAIN EXTENT
'I was given enough freedom to manage the library the way I wanted to and she supported me when I needed it.'	'No, too professional and the distance between her and me could be felt. She was never part of the team and never approachable'.	'To a certain extent, he was always very diplomatic, and a stickler to rules. At times he would try to delay making decision, hoping that the problem would go away'.
'I had no problem with her leadership style. She was never rude and really knew her stuff. I actually learnt from her. 'She allowed me space to do my thing! She had confidence in me and knew that I would do my tasks.	No too autocratic'	'Sometimes, when he was not being too prescriptive around certain issues'.

'Yes, I did admire her leadership style and as a result I implemented most of her style in my library and there are fewer problems. Reason that I admire her style was because was not base on favouritism but on internal rules and procedures and policies of the City. Confidentiality was very high in her leadership. Never discuss staff problems with other staff members'.		
'I liked her leadership style, because I respected her for her integrity and work ethic. She was a good role model, who led by example.		

4.7.5 Do you think that you have the same leadership style of your previous manager?

A rather low percentage of senior librarians 3 (25%) indicated that they did not have the same leadership styles of their previous managers. Of the respondents 5 (41.7%) were of the opinion that they did. One respondent (8.3%) said 'to a certain extent', 2 (16.7%) gave 'yes/no' answers, and 1 (8.3%) failed to respond. In some libraries, certain managers have inherited the management style of their previous manager. One respondent repeatedly emphasised the importance of policies and procedures. From the researcher's experience these are all important, but what some managers do not realise is that people are individuals, have different needs and values, and can contribute in different ways to the organisation. In addition, the role of managers will be changing continuously.

Table 37 Do you think that you have the same leadership style of your previous manager?

YES	NO	YES/NO/TO A CERTAIN EXTENT
'Yes, because I also stick to internal rules and to the policies and procedures of the organisation with no favouritism which is one of the things that cause division among the staff and less productivity'.	'I am more of a communicator and am part of the library workings and teamwork.	'To a certain extent – I try to be more diplomatic and tactful, but also to address problems as soon as it arises'.
'Yes, allow the staff to come up with ideas and to pursue it if it is practical'.	'No. I started out as part of the team and I understand what happens on the ground. I am sensitive to people's issues and I really listen'.	'Yes, she gave people space to grow and believed in development of staff. No, don't stress the small things look at the big picture all times'.
'I also believe in empowering people and giving the necessary support in order to install confidence in them'.	'No, because I have a very different personality than her, and although I try to follow in her footsteps, I am not the same'.	'Yes I tried to emulate her positive strengths. No because I believe I bring my own 'flavour' + style to the table'.
Yes		
YES		

4.7.6 What do you think s/he could have done differently?

As can be seen from Table 38 a total of 6 (50%) answered *'nothing',* and commented. Of the senior librarians 3 (25%) gave other comments, 1 (8.3%) replied 'not sure' and 2 (16.7%) failed to comment. How do one measure, if you have to measure against a previous manager who did absolutely nothing. Working with a manager that is trying to bring about some changes, may seem positive, measuring it against one's previous manager, but measuring against a goal set, how will it measure up?

Table 38 What do you think s/he could have done differently?

NOTHING	OTHER COMMENTS	UNSURE
'In the short time I worked under her, nothing'.	'Could have been more of a team leader than a boss/school teacher looking over my shoulder'.	'Not sure'.
'Nothing, but she must relax a little. She was very stressed for a long while because of restructuring and became very intense just before I left making sure that everything was working according to her specifications'.	'She could have been more assertive and consistent when dealing with staff when there are personality clashes and to be more consistent'.	
'As much as no one is perfect but most of her management style was very appealing.	'More approachable, more visible and part of the team'.	
'Nothing'.		
'Nothing'.		
'Nothing'		

4.7.7 Difference between management and leadership

A significant percentage of senior librarians 11 (91.7%) were of the opinion that there is a difference between management and leadership. Only nine 9 (75%) of the 11 respondents commented, while the other 2 (16.8%) just said 'yes' and 1 (8.3%) replied 'no comment'. Table 39 shows the responses obtained from managers. The researcher believes that managers should incorporate leadership into the management function. Stueart and Moran (1998:298) further argue that "although manager and leader are closely related, they are not the same". They quote the statement made by Bennis and Nanus, who provide a distinction between a manager and a leader: 'To manage means to bring about to accomplish, to have charge of or responsibility, leading is influencing, guiding in direction, cause, action, opinion". They state that the distinction between management and leadership is crucial.

Bennis in Riggs (2001:6) says of leaders that they 'master the context' rather than surrender to it. Stueart & Moran (1998:298) on the other hand argue "society is suffering from a

leadership crisis and that people are dissatisfied with their leaders and confused about the type of leadership they want".

Table 39 Difference between management and leadership
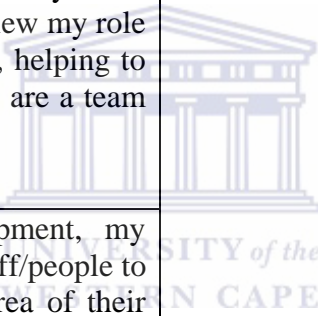
YES	NO COMMENT
'A manager makes sure that the rules are adhered to, that everybody fall in line and that descriptive methods are followed. A leader makes people feel valuable in such a way that they fall in line because they want to and leader creates working methods that looks both at the work and the people involved'.	'No comment'.
'Leadership is internal and management is external. You don't manage people, you manager tasks, but you lead people'.	
'There is. Very few managers understand that they are working with people, and that they have lives outside the work place. If people are unhappy, and mangers do not show empathy, production will be poor. Some managers have the attitude, do as I say, don't do as I do'	
'There is a big difference. A manager who is a leader, leads by example and is a role model and mentor for staff, staff must respect a leader, and respect must be earned by being a role model and mentor. Being a manager is very easy if you have managerial skills and I personally think that a lot of people can be managers, but a few can be leaders'.	
'Leadership is more inspirational and holistic'.	
'Leader is about setting the direction for his/her staff compare to manager who is about directing and controlling. Leaders are more concerned to empower the others but managers they are more to get empower themselves. Lastly leaders are more concerned about positive possibilities than managers who put their concerns in negative	

outcomes'.	
'Management is more relevant to directing operations and staff. Leadership relates to mentoring, coaching, setting the example empowering and the like'.	
'Yes, Management is functions and leadership is motivation.	
'Leadership is about influence and motivation, management is about rules	

4.7.8 How do you view your role as a leader? Elaborate

Senior Librarians viewed their role as a leader to be one of empowering and developing staff, as well as training and setting examples for others. One respondent was convinced that the role of a leader is to ensure that tasks are completed and that policies are adhered to, as reflected in Table 40. Flanagan and Finger (2003:38) have this to say about leadership: "There is nothing elusive about leadership. Although great leaders may be as rare as great runners, great painters, or great actors everyone has leadership potential, just as everyone has some ability at running, painting, and acting. Unfortunately, there is no simple formula, no fool proof handbook that leads inexorably to successful leadership".

Table 40 How do you view your role as a leader? Elaborate

'I always do whatever I do as best I can'.	'No comment'
'Setting the example by conducting myself in an appropriate manner, empowering those subordinate to me and instilling a good work ethic in those reporting to me'.	
'I lead by example. My role is to train, develop staff and to make their environment comfortable so that they believe in themselves want to develop further and you trust your staff to do the right thing'.	
'I am not in charge of the library, but I am one of the senior librarians in a city wide library with a high circulation. I view my role as one of support and stepping in, helping to manage a big library this size, we are a team in this library'.	
'Encourage growth and development, my role as a leader is to encourage staff/people to grow, and to develop in every area of their lives'.	
'To guide and motivate the staff to be the best that they can be, and to always give their best'.	
'My role is to make sure that tasks are done and policies are followed.	

4.7.9 Do you allow staff to make suggestions?

Of the respondents, 8 (66.7%) senior librarians were of the opinion that they did, although some of the staff answered 'no', and 4 (33.3%) of the respondents failed to comment. The researcher is convinced that managers need to understand that staff members have ideas on how to improve services, processes and products. Management should openly encourage staff to make suggestions and put processes in place to collect these ideas.

Table 41 Do you allow staff to make suggestions?

'My staff make their own decisions and I delegate authority for each department to work with their unique problems and staff. I do regular checks to make sure that we all work towards the common goal of the library and do not get side-tracked with too many other things…'.
'Yes because I believe contribution of each and every staff member makes library to be more productive as well as staff member they sea their value in the organisation (Library)'.
'I do not assume that I know everything, I will give guidance, and I will allow group brain storming sessions until we agree that the decisions that they bring to the table will benefit everybody'.
'Staff always have an input in the decisions'.
'When staff organise and run programmes I give them the freedom to make their own decisions but I do, however, have regular meetings with them to gauge progress and whether my guidance is required'.
'To a large extent. Not all people are completely decisive – they need reassurance.
'Yes, but this has to be discussed with the team at a meeting first. They can come to me with ideas they have and I will listen but if I feel that it will in any way harm the library in the short or long term it will not slide'.
'It was policy that staff can bring any proposals to the table and that we will try any procedure, so a lot of our procedures was tested by our staff, and if it did not work, we work-shopped again till we found a workable solution Every staff member could and still can make proposals of how they see the library should be'.

4.7.10 Are you committed to continuous improvement?

Most of the respondents, 11 (91.7%) answered 'yes' with comments, of which two (16.7%) of the eleven did not comment. One (8.3%) very directly said 'no'. The researcher is convinced that continuously improving processes, products and improving the work place with ideas from people who are doing the work will ensure excellent services.

Table 42 Are you committed to continuous improvement?

YES	NO
'I will always make ways to improve the workplace, a nice workplace create nice people. Do not underestimate the power of negative thinking'.	'No'
'Yes, I do'.	
'Times change, and one should be willing to change too, otherwise you will get stuck. Improvement is very important, as we are always competing with the rest of the world. Our ideas should always be fresh and up to date'.	
'Our ideas should always be fresh and up to date'.	
'Am looking at ways to help staff work together, not harder'.	
'The service must not just be maintained but improved in order to meet the ever increasing demands of the public'.	
'Absolutely. I strive for harmony both in space and among peers'.	
'We are always striving to do better, because we are used to giving good customer service, and we are committed to giving better service, and we are always looking for ways to improve our service. We are lucky to have a very committed dedicated fulltime staff compliment'.	

'We serve a changing community so you have to continuously improve. I read the comments book and take note of what the users raised by the schools, crèches and surrounding businesses'.	
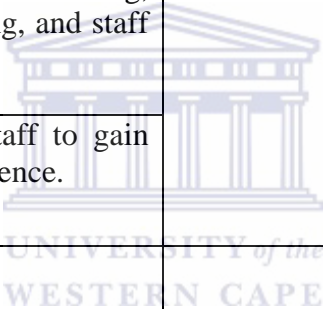
Figure 27 Are you committed to continuous improvement?
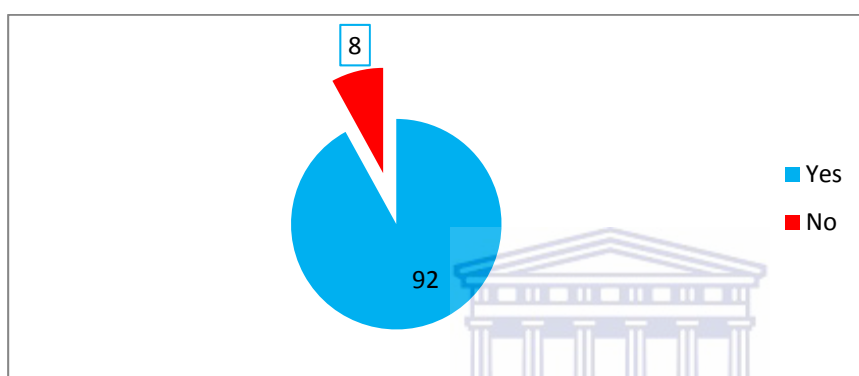
4.7.11 Do you believe in flexibility? For example, do you allow staff members to share knowledge, rotate and discuss issues? Yes/No

It is clear from the comments appearing in Table 43 that eight (66.7%) respondents were of the opinion that senior librarians did allow their staff to share knowledge, rotate and discuss issues. Three (25%) said 'yes' without commenting and one (8.3%) said 'within reason'. If managers learn to be flexible in the way they react to difficult staff, they will learn to live with their unpleasantness. Flanagan and Finger (2006:110) believe that the secret is to 'choose an appropriate response to particular behaviours'. One of the staff members commented that 'staff has grandiose ideas and do not think carefully about requests they have'. This should be explained to staff in a tactful manner, in order to ensure that they do not feel that they do not have something worthwhile to contribute.
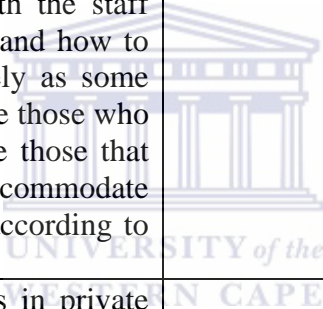
Table 43 Do you believe in flexibility? For example, do you allow staff members to share knowledge, rotate and discuss issues? Yes/No

YES	NO
'It is the only way to empower staff'.	'I am flexible within reason. Some staff has grandiose ideas and do not think carefully about requests they have. All staff is able to do any job in the library and they do rotate tasks.
'I think that staff should be encouraged to participate in discussions and feel comfortable enough to make proposals'.	
'I cannot manage the library on my own, I allow staff to come up with their ideas so that we can reach our goals. They I strongly allow them combination of ideas from the low designation to the top make a good contribution to productivity of the library'.	
'New and fresh ideas are always interesting, and rotating duties the job exciting, and staff become multi-skilled'.	
'In that way it allows all the staff to gain some type of knowledge or experience.	
'It promotes growth'.	
'Knowledge is power and the more knowledgeable staff the more informative the decisions. The more power in the library'.	
'Staff must be free to grow and to realise their potential, and it will boost service delivery'.	

4.7.12 How do you respond to staff making mistakes?

Eight (66.7%) respondents gave the following answers, four (33.3%) did not respond: Staff members who have too much pride or no self-confidence will usually suffer if they receive criticism in front of a colleague. No one likes to be criticised when making mistakes. It is necessary to point out their mistakes, but the way in which one does this can demoralise staff. One can criticise staff to such an extent that they actually feel bad afterwards. One need to know when and where to criticise, as well as why one is criticising, and one should criticise the act and not the person, stating one's concerns as they appear.

Table 44 How do you respond to staff making mistakes?

'Tactfully and will give guidance when needed'.	
'Discuss, reason why and what will you do next. Also discuss how you are going to rectify it. Make person responsible for mistake and be involve in rectifying it.	
'Calmly explain what the mistake was and how to rectify it'.	
'If the mistake continues, I will sit down with the staff member and try to establish, how and when. If the staff member does not know how to do a task, he/she will be shown how'.	
'Then I don't become angry with the staff member but I just show it again and how to do maybe differently or separately as some staff don't grasp the same. The are those who catch up fast as well as there are those that are slow learners and I always accommodate them and train them differently according to their level of understanding'.	
'Serious mistakes will be discuss in private but general mistakes will be talked about in the general staff meeting every week, and ways and measures will be discussed of how to prevent this from happening again'.	
'I tried to remain positive and guide them through the process until both of us are satisfied and comfortable'.	
'Call them into the office and discuss what went wrong. Take them through the procedure again and let them know that I will be checking to do see if they are doing things correctly'.	

4.7.13 Do your staff members offer to stay behind after work if you need them to do some extra work?

In response to this question, seven (58.3%) respondents were of the opinion that their staff did stay behind, one (8.3%) said that this only happened when the request was reasonable, and four (33.3%) did not comment. Staff members will go the extra mile for their managers if the latter show more consideration and appreciation for what their staff members are doing. Investing in staff can prove to be an invaluable asset over the long-term, not in a monetary sense but in various other ways.

Table 45 Do your staff members offer to stay behind after work if you need them to do some extra work?

YES	NO
'If you are human and make certain exceptions to the rule when they need it they will also be there for you if you ask a reasonable request'.	'No. Not motivated enough'
'On many occasions if we have a deadline, and short staff my staff has done after hours work, like the display competitions, etc. which can only be done during closing times. Also when we are offline, staff will remain to clear/return items'.	
'Yes, when I asked them and they don't know there is a purpose either due to shortage of staff or there is a task that must be accomplish and it not a daily routine. My staff always willing to stay behind at all times when I ask them to do so'.	
'Yes, we work as a team'.	
'We try to meet each other half way i.e. I cover for them from time to time and fortunate enough to be able to count on them'.	
'Yes, battle of the books all staff stayed behind to clean up and assisted with the daily program'.	

'When there are patrons who still need help on closing times, staff will attend to and assist them. On the eve of any occasion- stocktake, functions, etc. staff will stay late to finish up'.	.

4.7.14 Do you consciously think about how you handle certain situations, e.g. staff members who come in late or did not do shelving? Do you think that the ways in which you handle these situations are successful?

Most of the senior librarians 8 (66.7%) replied positively, and one (8.3%) claimed that staff had fallen back into their old habits, while 3 (25%) did not comment. Flanagan and Finger (2003:316) propose that managers should "plan in order to minimise mistakes. Think ahead, anticipate all eventualities, and make contingency plans to cover yourself. This might not make your initiative mistake-free, but at least you will be better prepared to handle any obstacles that arise". One of the respondents stressed the fact that they only did something after an incident had occurred: "I have one on ones with staff not regularly but especially after an incident".
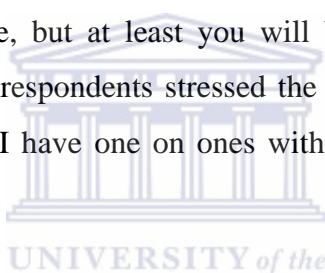
Experience taught the researcher that many managers are so certain that everything is fine that they make no attempt to foresee any problems or be prepared for the unexpected. All organisations have lazy people. A few of them are lazy by nature. On the other hand, the manager may well be at fault, since many lazy employees are viewed as 'lazy' simply because they have not been given adequate leadership.

Table 46 Do you consciously think about how you handle certain situations, e.g. staff members who come in late, or did not do shelving? Do you think that the ways in which you handle these situations are successful?

YES	OTHER COMMENTS
'Yes, I think they work best for the whole team as we mostly use rooster and rotating as that gives each and every staff an exposure on all the duties of the library aligned with the job description of each staff member. Issues of lateness are address the same when they become a habit also using the city policies'.	'Yes, only for a while, then the employees fall back into the same trend'.

'I think that I am diplomatic in resolving issues'.	
'Yes, I do. Discipline is the last resort as it creates tension in the team. I approach all challenges with an open, direct attitude and address the matter which is usually resolve without having to resort to disciplinary action. Yes, only for a while, then the employees fall back into the same trend'.	
'I will always have room for improvement, especially dealing with staff. There is no ALL in ONE answer when it comes to staff, everybody's unique and their situations are unique, deal with each individually. As long as I do not see my staff member as just a number I will have some success in handling certain situations'.	
'As I am not in charge of the library I cannot really answer this question, but we have discussions in our senior's meeting to talk about ways to motivate staff and handle difficult situations'.	
'Every situation needs a different approach, and there are different factors which influence behaviour. I take all of these in consideration when dealing with staff'.	
'Very few staff members come late. Those who do don't do it regularly and normally come into my office immediately explaining why. Shelving all staff shelf. Other situations we discuss at meetings. I have one on ones with staff not regularly but especially after an incident'.	

'Not always. I will have a counselling session with the staff member, to determine what is happening and why, but staff tend to revert back to their old ways, unless we use the proper disciplinary steps'	

4.7.15 Do you think that it is important to listen to your staff members' complaints and concerns?

High percentages, 9 (75%) of senior librarians believe that it is important to listen to staff members' complaints and concerns. Of the respondents, 3 (25%) did not comment. Flanagan and Finger (2003:144) suggest that the term 'communication' includes many activities associated with everyday organisational life: oral, face-to-face, formal, informal, personal, interpersonal, nonverbal and written, as shown in the literature review in chapter two. A leader needs to give his/her staff full attention, ask questions instead of giving answers, focus on what the person is saying, not on what he/she (the leader) will say next. Drucker states that "the most important thing in communication is to hear what isn't being said".
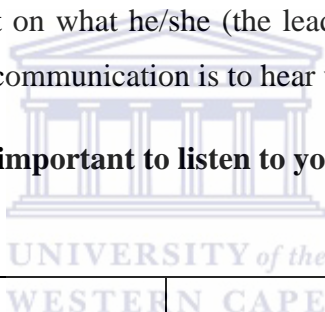
Table 47 Do you think that it is important to listen to your staff members' complaints and concerns?

YES	
'Yes, not listening will only make them more demoralised'.	
'It makes them feel part of a team. Keeps them motivated and makes them listen to you in the future'.	
'Yes, how will you know if people are unhappy?'	
'Yes it is. It is one of the ways in which one can determine whether the management style is utilised is not working and it also alerts line management to potential future problems'.	
'Staff must be able to voice their concerns-otherwise it will fester and staff may become unhappy'.	

'Staff are ultimately people, with personal lives, which they bring to work. They become emotional, and stressed, and complaints are sometimes the only vehicle to get someone to listen and understand'.	
'I feel very strongly about giving staff a chance to view their opinions and to express concerns and complaints, but then it must also have solutions from their side'.	
'Yes I think it is very important to listen to them as sometimes can give you a clue about what is wrong with the staff and also it's my duty to intervene if it's among the staff and create tranquillity and stability among the subordinates'.	
'It is imperative to listen and handle on complaints, do not take any of it personal, deal with the problem and find a solution. The more solutions you find in problems discussed, the more staff will trust you to do stuff for them'.	
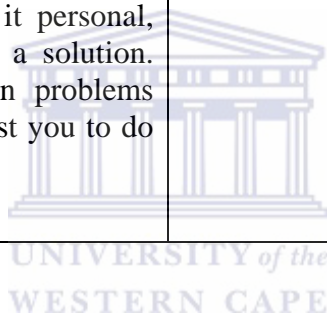
4.7.16 Do you involve staff members in setting the organisation's goals and solving problems?

It is extremely important to involve staff in setting goals and solving problems. Managers who do this make staff feel that the organisation belongs to them and that they therefore need to help solve the problems in order to ensure that the organisation succeeds. Flanagan & Finger (2006:310) are convinced that it is of the utmost importance that all staff members contribute to goal setting, even if they only list two goals that are important to them. Bringing staff in your team into the early stages of the planning process may assist in solving problems. Most of the senior librarians 9 (75%) were convinced that they involved their staff in setting goals and solving problems. Seven (58.3%) of the 9 respondents commented, while the other two (16.7%) just replied 'yes', and three (25%) failed to reply.

Table 48 Do you involve staff members in setting the organisation's goals and solving problems?

YES
'To be proud of the library, its goals and what you achieved you need all hands on deck. For that you need all staff's buy-in in the goals you all are moving to. Therefore, all have to be part of the decision making process
'SDBIP has the buy-in of all the staff they are part of setting them. Problem borrowers'.
'We all want to go in the same direction simply because it is easier to get staff to work towards goals if there was buy-in from them at the outset instead of a top down implementation situation'.
'We normally workshop it in our staff meetings'.
'Yes, it affects them directly, and they need to understand why and buying the idea before it gets executed by them'.
'Yes, that is why we have staff meetings where we discuss problems and try to come up with solutions together'.
'They are part of the team and their contributions are needed to take the library to its greater height as well as to reach its goals'.

4.7.17 Do you try and support staff members who are dealing with external pressures such as family problems?

Of the respondents, 9 (75%) gave positive answers, but only 7 (58.3%) of the 9 respondents commented, while 3 (25%) did not respond. According to Flanagan and Finger (2003:134) "staff members with a personal dilemma usually work at their problem and it goes away. But sometimes the problem is not easy to cope with. As an effective and sympathetic manager, you will frequently be approached by people with problems that might be affecting their

work, or home life, or both and they will ask you for help or advice". Managers need to set aside time for counselling sessions, isolate the problem and work towards a solution.

Table 49 Do you try and support staff members who are dealing with external pressures such as family problems?

YES
'Yes. Encourage them to seek help through the council's EAP programme
'Yes I do, as the problem might affect the staff performance when the staff discuss the problem with me always willing to assist and keep it confidential.
'I think the previous manager was extremely supportive of staff members with external   pressure and family problems as well as our new manager. Although I have a lot of sympathy with problems, I cannot help to wonder about the staff that must carry the extra load of staff members being off for 2-3 months.
'I always look at staff as individuals with individual problems by dealing with family problems and finding solutions, your staff member can put his head in the game again at work. As long as family problems are in the forefront, no staff member can give his best at work.
'I always support my staff and try to be understanding when they have to deal with any difficulties, and give the necessary guidance.
'As a person I understand that the pressures of life filters into the work environment and my approach is to get staff to do their work with the knowledge that there is empathy from line as well as support in terms of advice and a friendly ear.
'One staff member comes in earlier because her daughter goes to school over the way and she gets this time off on her late night by coming in a bit earlier. On these days her daughter comes to school with her father. Another staff member has problems with transport on her late nights and is allowed to leave earlier as long as she comes in earlier.

4.7.18 Do you think that leaders are characterised by certain traits, for example being tall?

Of the respondents, only 7 (58.3%) commented, while 3 (25%) just replied 'no', and the other two (16.8%) failed to respond. Chapter two of this study focused on the different leadership theories. Proponents of the trait theory look at the traits or qualities associated with leadership. Some people have rejected this theory, stating that intelligence and personality

traits are not a guarantee of leadership success. The researcher agrees that some people are born with certain traits that could put them in a better position to work on their leadership skills.

Table 50 Do you think that leaders are characterised by certain traits, for example being tall?

COMMENTS
It's not about physique but it is about character as well as personality of the person.
I definitely do not think so. I have never heard anybody said that she should be manager because she has the most beautiful hair! Managers are not chosen for the way they look.
Leaders come from within; it is rarely link to physical beauty. It is how you communicate that is most important, charisma can play a role, but people quickly see through 'false' people pretending who they are not.
It is not about the outward appearance but about your attitude to your fellow human being.
It is the way in which you act and treat your staff and people around you.
I believe managers/leaders are characterise by the ethical code and emotional intelligence as well as an ability to make difficult decisions when required.
Small frumpy and quiet people can be good leaders and managers as well. It is about what you know. I don't believe outside appearance makes a person. I do acknowledge that lots of people live by the outer appearance but this is small-minded people who do this.

4.7.19 Do you think that leaders are characterised by the things that they do?

Leaders are characterised by their behaviour, this means that a person's behaviour will many times reflect their character. Some of the senior librarians 6 (50%) gave various comments, while 2 (16.8%) replied 'no 'and 4 (33.3 %) failed to comment.

Table 51 Do you think that leaders are characterised by the things that they do?

COMMENTS
No, some of the best managers that I know will be behind the scenes and will trust their staff to do the front row speaking. Leaders on the other hand are usually good communicators and empathers.
It's about skills that the person have and they were he/she interact or engage with the staff as well he/she communicate with the staff.
Being assertive and confident helps, but it is about your ability and skill in managing people and helping them to grow.
Not all leaders are excellent speakers or in the front row always. They know how to delegate and get people to do things, but not in a negative way.
I think managers must be able to talk, debate, and intrigue people, and they must be intelligent. Staff like the idea of a leader who think about work and problems, and be able to solutions on the table, motivate them and help them to be the best they can be. Staff want to be proud of their leader and the leader must be a role model.
No, leaders have character, because of who they are.

4.7.20 Do your staff members feel that they have job descriptions that give them some autonomy and allow them to find their own solutions?

Seven (58.3%) of the respondents believed that their staff had job descriptions that gave them the necessary autonomy to find their own solutions. One (8.3%) senior librarian respondent mentioned that it was difficult, and four (33.3%) failed to respond. According to Flanagan & Finger (2006:356) 'Job descriptions serve three main functions. They help organisations outline clearly the roles, responsibilities and other specifications associated with particular positions'. Job descriptions must be kept up to date. Job functions change continuously and dated job descriptions can cause problems. Managers must ensure that staff members who will be affected by any changes must be informed and consulted. Job descriptions must be reviewed on a regular basis and its effectiveness must be monitored (Flanagan & Finger: 2006).
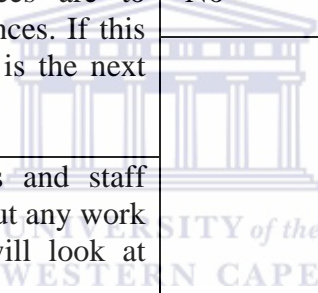
Table 52 Do your staff members feel that they have job descriptions that give them some autonomy and allow them to find their own solutions?

YES	DIFFICULT
'They are allowed to find better ways of performing tasks'	'It is difficult in a library work environment to find own solutions because of the way in which we operate, for example all libraries must follow the same rules in certain areas. We can however talk about some problems or procedures and come up with answers of how to try and come up with solutions'.
'My staff know that they have the freedom to make suggestions and use their initiative to solve problems. I am not always at the library and the job has to continue'	
'They are aware of their job description that guide them on what is expected of them to do but as well they are willing to go beyond their job description because when needed because they know it is not always but more to assist other staff to reach the goal of the library'.	
'I allow all my staff a degree of freedom which I believe gives them a sense of value and empowerment'.	
'Staff are given the freedom to come up with their own solutions and how to make the task easier for all'.	
'Even though the job in a library at the lower levels is task orientated they can look for ways to do it differently and more efficiently'.	
'I appreciate staff who use their initiative'.	

4.7.21 Do you have a clear system for handling employee discontent?

Of the respondents 8 (66.6%) were of the opinion that they have a system whereby staff can complain and show their discontent and 4 (33.3%) claimed that they do not have a system in place. The 8 (66.6%) also stated how important it was to have a system in place. Discontent in the workplace has a negative effect on service delivery.

Table 53 Do you have a clear system for handling employee discontent?

YES	NO
Regular open discussions bring out discontent sooner or later. It is then dealt with all. Sometimes the discontent come from an individual, this will then be handled in a one-on-one discussion.	'No, we don't
	'No'
	'I am thinking of implementing something where staff can express their frustrations'.
I am the first person employees are to approach if they have any grievances. If this does not resolve it, my manager is the next person to speak to and so on.	'No'
We have regular staff meetings and staff know that they can talk to me about any work related problems and that we will look at ways to resolve it.	
First speak to the person you have the problem with and then go to the line manager.	
We have an open door policy plus staff are encourage to bring any issues to our staff meeting on a Friday.	
'Yes, we have'	
'Yes'	
'We do it on a monthly basis'	

4.7.22 What do you think are the main motivating factors for employees to come to work?

Salary was the most important motivator for six (50%) of the respondents, while three (25%) of the respondents claimed that job security was the most important factor, and two (16.6%) of the respondents replied that a 'supportive friendly environment' was the most important. Only one (8.3%) of the respondents was of the opinion that 'job challenge' was the most important factor. Senior librarians believed that their staff members' greatest motivation for coming to work was 'salary', while staff indicated that recognition and praise were the most important factors. This is an interesting anomaly, and supports Bass and Avolio's theory of transformational leadership. Not a single senior librarian indicated that 'recognition' was a strong motivator. Another interesting observation was that senior librarians placed salary first in comparison to the staff members, who placed recognition and praise first. In the introduction, the researcher mentioned the framework developed by Burns (1978) and further advanced by Bass and Avolio (1994), which was used for this study, because it emphasises the high regard that employees have for recognition and motivation. This model places emphasis on treating others as individuals rather than members of the group, and going beyond self-interest for the good of the group. It also focuses on ways in which to build others' respect, make personal sacrifices for others' benefit, help others to develop their strengths, and consider individuals as having different needs, aspirations and abilities. The findings in the study suggested that senior librarians connected their reasons for coming to work with those of their staff. They were under the impression that staff members' motivation for coming to work is 'salary', just like theirs, but this study has shown that employees want recognition and praise more than salary.

A workplace in which employees enjoy working will be far more productive than one where they literally have to force themselves to come to work. Happiness is one of the most powerful and fundamental elements necessary to attract and retain the right people. Employees who are happy in their jobs will work hard and perform well, and will be reluctant to leave, according to Flanagan and Finger (2003:548).

They further gave these pointers:

• Create the right environment

• Know what makes people happy and unhappy

• Develop a pleasant management style

- Promote openness and trust

- Recognise contribution

- Encourage team identity

- Fight boredom in the workplace

- Empower your employees

Employees are motivated by flexible hours, training to enhance their worth in the market place, a friendly work environment and much more.

Table 54 What do you think are the main motivating factors for employees to come to work?

Job Challenge	1
Salary	6
Recognition	0
Job Security	3
Supportive friendly environment	2

4.7.23 How do you view yourself as a leader? Rate your characteristics using a scale from 1-4, with 1 representing the best characteristic and 4 representing the worst characteristic

Of the respondents, 2 (16.6%) placed the variable 'fair' first, 6 (50%) respondents placed it second, 2 (16.6%) respondents placed it fourth and 2 (16.6%) did not reply. This means that 2 (16.6%) respondents, respondent 1 and respondent 6, believed that being fair was their best characteristic. No one placed being 'reasonable' first, but 6 (50%) placed it second, 4 (33.3%) placed it third and 2 (16.6%) did not respond. Only 1 (8.3%) placed 'flexible' first, 3 (25%) placed it second, 3 (25%) placed it third, 3 (25%) placed it fourth and 2 (16.6%) did not respond. Of the respondents, 5 (41.6%) placed 'understanding' first, 2 (16.6%) placed it second, 2 (16.6%) placed it third and 1 (8.3%) placed it fourth, while 2 (16.6%) did not respond. This is an indication that senior librarians see themselves as more understanding than fair, flexible or reasonable.

Table 55 Best characteristics and worst characteristics

Respondents	Fair	Reasonable	Flexible	Understanding
Respondent 1	1	2	3	4
Respondent 2	2	3	2	2
Respondent 3	4	2	3	1
Respondent 4	-	-	1	-
Respondent 5	4	3	2	1
Respondent 6	1	2	4	3
Respondent 7	2	2	2	2
Respondent 8	2	3	4	1
Respondent 9	-	-	-	-
Respondent 10	2	2	-	3
Respondent 11	2	3	4	1
Respondent 12	2	2	3	1

4.7.24 Tick the following: Your staff members listen to you

Most of the respondents 8 (66.6%) were of the opinion that their staff always listen to them, 1 (8.3%) mentioned seldom, 2 (16.6%) states 'sometimes' and no one claimed that their staff never listen to them. One (8.3%) senior librarian did not respond.

Table 56 Tick the following: Your staff members listen to you

Always	8	66%
Seldom	1	8.3%
Sometimes	2	16.6%
Never	0	0%

4.7.25 Your staff members are

Of the respondents 7 (58.3%) of the senior librarians claimed that their staff are happy, according to them no one was unhappy, 2 (16.6%) were neutral and 3 (25%) were of the opinion that their staff are motivated.

Table 57 Your staff members are

Happy	7	58.3%
Unhappy	0	0%
Neutral	2	16.6%
Motivated	3	25%

4.7.26 Rate your absenteeism level

This study showed that no one felt that their absenteeism was high; with 6 (50%) claiming that it was low and 5 (41.6%) said that it was satisfactory. Satisfactory is a relative term, and could mean high or low for another senior librarian. One (8.3%) respondent did not answer.

The literature indicates that it is not unusual to find that 10% of employees account for 50% or more of the total absenteeism rate (Flanagan & Finger, 2006:420). Employees who continually let the team down by not turning up for work can cause real problems for management. Morale and productivity are then affected, and absenteeism can irritate managers who are called on to find temporary replacements for employees who fail to show up for work.

Table 58 Rate your absenteeism level

High	0	0%
Low	6	50%
Satisfactory	5	41.6%
Did not respond	1	8.3%

4.7.27 Some of your staff members tend to come late

Two (16.6%) respondents indicated that their staff often comes late, nine (75%) identified that staff seldom comes late and one (8.3%) specified that their staff is never late.

Errant employees are usually easily identified because their late coming often follows a pattern. It may be that they have a genuine problem, but keeping records, may ensure that employees are less likely to come late if they know they are being monitored and managed.

Table 59 Some of your staff members tend to come late

Often	2	16.6%
Seldom	9	75%
Never	1	8.3%

4.7.28 Using a scale from 1-5, indicate what makes you get up in the morning

Of the respondents 8 (66.6%) replied that 'tasks' make them get up in the morning, 3 (25%) specified that salary is the motivating factor and one (8.3%) stated that it is out of habit. No one indicated fear or comfort.

Table 60 Using a scale from 1-5, indicate what makes you get up in the morning

Salary	3	25%
Tasks	8	66.6%
Fear	0	0%
Comfort	0	0%
Habit	1	8.3%

4.7.29 Rate to what extent you enjoy your work on a scale from 1 – 10, with 10 being 'extremely enjoyable' and 1 'not enjoyable at all'

Of the respondents, 3 (25%) scored a ten, which indicates that they enjoyed their work very much. Only 2 (16.6%) had a score of 1, which means that they did not enjoy their job at all. Most of the scores, however, hovered in the middle, with 1 respondent getting a score of 5, 1 a score of 6, 3 a score of 7, 2 a score of 8 and no one with a score of 9.

Table 61 Rate to what extent you enjoy your work on a scale from 1 – 10, with 10 indicating 'extremely enjoyable' and 1 'not enjoyable at all'.

1	2	3	4	5	6	7	8	9	10
2	0	0	0	1	1	3	2	0	3

4.8   Conclusion

This study has found that most leaders have a good understanding of what motivates employees. Staff members are happy and fulfilled most of the time because of their love for their job. Senior librarians, coming from different libraries and having experienced how they were managed there, really attempt to adjust their leadership style in order to create a friendlier work environment for their staff. They have a clear understanding of the difference between management and leadership and because of their negative experiences with their managers; they try not to emulate them. The researcher, however, discovered that managers do not apply strategies when they are managing. They deal with situations as they occur.

Maslow, the founder of the science of behaviour, said the following: "To the man who has only a hammer, everything begins to look like a nail. Likewise, if a manager has been trying to achieve performance results with the same five methods for years, that manager will think that those five methods hold the answers to all performance problems" (Hawley, 2004:4). The researcher is convinced that managers should realign tasks with the gifts of the person. "The goal of transformational leadership is to 'transform' people and organisations in a literal sense – to change them in mind and heart; enlarge vision, insight, and understanding; clarify purposes; make behaviour congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building". Further recommendations will be presented and discussed in the next chapter.

CHAPTER FIVE

5. Conclusion and recommendations

5.1   Introduction

This study investigated the leadership styles of senior librarians in the City of Cape Town Public Libraries (COCTLIS). It was based on the transformational theory of Bass and Avolio (1994), and posed the following main research question: What leadership styles are employed by senior librarians when they lead?

In order to address this question, the following sub-questions were also formulated:

1.   What are library managers' job histories, educational qualifications and historical backgrounds?

2.   What are their beliefs about leadership, and how do they view their roles as leaders?

3.   Do they emulate a predecessor or leader whom they admire?

4.   Do they consciously consider their behaviour, actions and the consequences of their behaviour? In other words, do they employ strategies when they lead?

5.   Do managers inspire, motivate and communicate with their staff?

5.2   Summary of findings

The theoretical framework used in this study showed that transformational leadership empowers staff, makes them feel appreciated and enhances their growth. It also highlighted the fact that leadership on the ground is important, because it determines the atmosphere that leaders create for their staff to grow and excel as professionals, and this ultimately affects service delivery. This study collected information from the City of Cape Town Library Information Services (COCTLIS) and strived to contribute to the fulfilment of the mission of public libraries in South Africa. It has the potential to contribute to improved leadership among senior librarians in COCTLIS, by making library professionals aware of the importance of leadership styles. This study attempted to identify and highlight the different leadership styles, as well as determining which styles are used by managers. The question as to whether or not librarians are using strategies when they manage staff is very important. This suggests that if senior librarians were made aware of certain outcomes prompted by certain behaviour, they would be in a better position to assess their styles and adapt them in a

more effective way, thereby equipping themselves with tools to compete within an ever-changing environment.

The motivation for this study originated from the assumption that determining the different leadership styles of senior librarians could contribute and lead to a more effective public library service. In order to interpret the results of this study, the researcher drew on the theoretical framework of Bass and Avolio. They explain how transformational leaders display behaviours associated with five transformational styles. This framework was appropriate for this study because it emphasises the high regard that employees have for recognition and motivation.

In analysing the answers to the questionnaires, the researcher found that salary and tasks were very important to senior librarians, and productivity remained one of the reasons why they are working. Their staff members, however, found job satisfaction, recognition and praise to be very important. This study revealed that senior librarians worked because of tasks and salary, which indicates that they would be inclined to believe that the focus of their staff would also be on these two motivators. Although most of the senior librarians believed that they were excellent leaders, this study proved otherwise. If they regard 'tasks' and 'salary' as strong motivating factors that drive them, they will definitely assume that these motivators also drive their staff. This is a strong indication that senior librarians need to find ways to praise and recognise their staff members' input. This will enhance organisational effectiveness and boost staff morale.

In the researcher's opinion, some managers manage people as they do things - they do not see the real potential of their staff and do not realise that they are human beings with emotions. They will insult and depersonalise them, and this leads to rebellion. This study, however, refutes this to some degree. Most senior librarians participating in this study displayed greater empathy towards their staff, understood the importance of motivation and empowerment, and were fully aware of their staff's potential to grow. Nevertheless, there are senior librarians who can benefit by becoming aware of the effect they have on their staff, such as when staff mentioned that they get frustrated when their manager criticises them in front of their colleagues and patrons.

This study found that most of the staff expressed a high level of admiration for their managers and believed that they were good leaders. Some senior librarians, however, only displayed a limited understanding of transformational leadership. Most of the respondents did

not have an idea about what leadership is or only had a vague idea, but confused it with management. There is a discrepancy between senior librarians' perceptions regarding how they lead and their employees' observations of them as leaders. Senior librarians claimed that they always listened to staff. Some staff members, however, felt that senior librarians did not listen well enough. Listening is a critical and complex skill - it takes a lot of practice to become a good listener. In reality, people talk more and listen less.

This study also found that some senior librarians did emulate their predecessors, be it in a good or bad way. On the other hand, some ensured that they did not manage in the same way that their managers managed them, or they ensured that their staff did not experience the same humiliation that they felt.

5.3   Findings with regard to research questions

The findings of this study are based on data collected from a literature review and questionnaires, which were presented, analysed and interpreted in chapters two and four. The main research question sought to determine what leadership styles senior librarians employ when they lead.

The main research question is answered through the sub-questions, which are discussed in the following sections.

Sub-question 1   What are library managers' job histories, educational qualifications and historical backgrounds?

The COCTLIS employees who participated in this study come from different cultural backgrounds and speak different languages. The reasons for this are varied, one of which is that since the liberation of South Africa in 1994, Xhosa and Afrikaans-speaking families have gradually adopted English as their home language. English has become regarded as the language of the world and is viewed as being more prestigious than Afrikaans and Xhosa. English has become the *lingua franca* amongst groups who speak a language other than English.

It is a known fact that some staff members still act with submission and some still believe that management's aim is to oppress them. The researcher learnt from staff that being submissive to one's leaders is part of a certain group's culture. Most of them had always received orders from someone with more power - they believed that one does not question one's elders and should accept that the older person is the one with authority, who must be

treated with the necessary respect. These cultural beliefs have prevented people from questioning authority.

Respondents' educational background showed that there were staff with only matric and some with various degrees, while some senior librarians were in possession of a matric only, others had different degrees, some were still studying and others were not. The researcher found that a small percentage (13.9%) of staff respondents were studying towards a postgraduate degree and (25%) senior librarians were studying towards a formal degree. However, only one (8.3%) was studying for a library degree. This might be explained by management's belief that a B.Bibl degree is sufficient for senior librarians, district managers and those higher up in the hierarchy. This belief is not reflected in any policy, but the researcher believes that senior librarians should educate themselves in order to be a step ahead of their staff at all times. Although leadership relies on some inherited characteristics, it also depends on training and experience (Flanagan and Finger, 2006:36).

Sub-question 2   What are their beliefs about leadership, and how they view their roles as leaders?

- This study found that some staff 28 (78%) expressed a high level of admiration for their managers and believed that they were good leaders.
- Most of the senior librarians 11 (91.7%) believed that they had an idea regarding what leadership is and knew the difference between leadership and management. A significant percentage of senior librarians 11 (91.7%) claimed that they knew the difference between management and leadership.
- There was a discrepancy between senior librarians' perceptions of how they lead and their employee's observations of them as leaders.
- Senior librarians claimed that they always listened to staff 9 (75%) and the other 3 (25%) did not comment. One (2.8%) staff member, however, was of the opinion that senior librarians did not listen well enough. Of the 36 (100%) staff respondents, only 29 (80.5%) responded and the other 7 (19.5%) failed to respond. The possibility exists that those staff members who did not respond may have negative views in this regard.
- Fifty percent (50%) of senior librarians revealed that they had ended up in libraries by default, and others pointed out that working in a library was not their first choice of career.

Sub-question 3   Do they emulate their predecessors, be it in a good or bad way?

This study found that some senior librarians did emulate their predecessors, be it in a good or a bad way. Others ensured that they did not manage in the same way that their managers did with them, or they ensured that their staff did not experience the same humiliation as they did. A rather low percentage of senior librarians 3 (25%) indicated that they did not have the same leadership styles of their previous managers. Five (41.7%) were of the opinion that they did, while one (8.3%) said 'to a certain extent', two (16.7%) gave 'yes/no' answers, and one failed to respond.

With regard to the question as to whether or not they had enjoyed working with their previous manager, nine (75%) answered 'yes' and three (25%)' no'. Of the respondents, nine (75%) reported that they enjoyed working with their predecessors, hence imitating their leadership style.

Sub-question 4   Do they consciously consider their behaviour, actions and the consequences of their behaviour? In other words, do they employ strategies when they lead?

The main finding of this study was that managers did not apply strategies when they led. A strategy is the ultimate responsibility of every leader. Leaders may already be applying strategies with regard to planning, setting goals, budgeting and organising, but when it comes to applying strategies where the behaviour of staff, communication or conflict is concerned, they have no clue. The test of an effective leader is his or her ability to identify a problem before it becomes a crisis. A good leader anticipates problems. One respondent remarked as follows: *'To a certain extent – I try to be more diplomatic and tactful, but also to address problems as soon as it arises'.* Trying to solve problems when they have already occurred may aggravate the situation. According to Julie (2003:182) 'strategic planning is one of those organisational tools that can be used to proactively address these changes. Strategic planning is not an event but a process. The problem with many organisations is that they view strategic planning as an event'.

Sub-question 5   Do managers inspire, motivate and communicate with their staff?

This study found that most staff believed that their managers listened to them on a regular basis, although some staff members wished that their managers could listen more.

They believed that their managers exerted influence and empowered them to do more. They perceived their managers as influential, concerned with training, evaluation and motivation. They stated that their managers communicated 'without prejudice in a good civil manner'.

5.4   Recommendations

The following recommendations can be made based on the results of this study:

5.4.1   Further studies

The researcher found that a small percentage of respondents were studying towards a post-graduate degree. This might be explained by management's belief that a B.Bibl degree was sufficient for senior librarians, district managers and those higher up in the hierarchy. This is not reflected in any policy, but the researcher believes that senior librarians should educate themselves in order to be a step ahead of their staff at all times. This also means that they need to be up to date with recent trends, changes in the global society and ways in which to improve library services. They should focus on building learning organisations that are continually transforming their organisations. Flanagan and Finger (2006:36) believe that managers should study the qualities of recognised leaders.

5.4.2   Building learning organisations

Librarians should realise that they need to be the forerunners in the age in which they are living, and as information workers, they should lead the way. Many of our management practices come from the Industrial Age. This gave us our 'carrot and stick' philosophy, centralised budgeting, and hierarchies and bureaucracies. After the Industrial Age, the Knowledge or Information age emerged, and managers are still applying the Industrial Age control model to knowledge workers. According to Adair (2005:164), "no leader should ever depend upon an organisation to school him or her in leadership". He further states that there is a lot that an individual can do outside his or her organisation to grow as a leader, including involvement in community issues, reading and thinking about leadership and observing good and not-so-good leaders. Leaders must take note of what works and what does not, by studying effective leaders and observing their behaviour. They should look carefully at how

they deal with staff issues, have a sense of purpose and discuss things with staff, being inspirational about it.

Sutherland (2003:10) states, in the UNESCO Manifesto, that "a learning organisation is an organisation that facilitates the learning of all its members and continually transforms itself". The Manifesto also proclaims that public libraries and learning go together, and emphasises the importance of supporting learning and education for others, stating that 'the library itself needs to be a learning organisation". Matthews (2005:104) purports that "fostering the capacity of a library to create its future, question the current ways of doing things, and tap into staff members creativity and commitment to provide high quality services that meet the needs of its patrons will help move the library in the direction of achieving its vision".

A key objective of strategy is to get all the employees' energies focused on the same objective.

5.4.3 Leaders' styles and management

Riggs (2001:6) states that librarians need to understand the difference between management and leadership. The researcher agrees with this statement by Riggs, based on the knowledge that if managers know the difference between management and leadership, they will be able to move forward. According to Adair (2005:164), "no leader should ever depend upon an organisation to school him or her in leadership". He further states that there is a lot that an individual can do outside his or her organisation to grow as a leader, including involvement in community issues, reading and thinking about leadership, and observing good and not-so-good leaders.

Leaders must look carefully at what works and what does not. Although many staff members indicated that they love libraries and enjoy their work, an alarming number, 31 (86.1%) indicated that they were frustrated with various things in the library. Some internal frustrations involved colleagues, changing timetables, working too many Saturdays, working late, and being scolded in front of users, while one external issue that was mentioned was difficult users. It is the researcher's belief that it would help tremendously if senior librarians had a forum or platform for staff to raise frustrations, and to give staff the opportunity to come up with workable solutions that will benefit the organisation, as well as staff. Leaders should study effective leaders, observe their behaviour and look at how they deal with staff issues. They need to have a sense of purpose and discuss issues with staff, being inspirational about it.

5.4.4   Organisational effectiveness and staff morale

The researcher is convinced that the way in which senior librarians treat and deal with their staff has an effect on how the staff members treat the community. This ripple effect can break or build libraries. Unhappy, demoralised staff members are unproductive and could spread this attitude to the community that they serve. The way in which one acts can make the difference between winning and losing. Libraries have the potential to become centres of excellence. The public library is the heart of the community, and it is from this domain that all intellectual activity can flow, incorporating everything, such as recreational as well as educational activities. Libraries have the potential to transform communities into powerful engines for growth and development, so that people can become the architects of their own lives.

When making decisions, one can try to involve as many people before making the decision, by testing their opinions. Listen to and consult with them. Recognise and validate their voices. Employees will usually tell you something that you have missed - something that you failed to consider. A decision cannot be effective unless you have people arguing different viewpoints. The researcher believes that this is an extremely important truth. Going with the flow and always agreeing with the manager shows staff members that only the opinion of the manager counts. Drucker, as cited in Julie (2003:83), states that "The first rule in decision-making is that one does not make a decision, unless there is disagreement. You also need disagreement to stimulate people's imagination". He asserts that one must expose members to different ways of perceiving and understanding a challenge. This is part of their growth. When one makes all the decisions, then one denies them this potential for growth. Involving others also allows them to own the outcome of the decision-making process, and this facilitates implementation.

Human beings are complex organisms, and working with them is a complex task. It requires an understanding of the highest order and a willingness to learn all the time. Building a brand for libraries will attach meaning to what librarians are doing, e.g. the slogan: 'Libraries driving the vehicle for knowledge'.

5.4.5   Building a brand for libraries

Manning (2001:31) suggests that in this fast-moving world, where change and innovation are on everyone's lips, it is increasingly difficult to stand out from the crowd and even harder to

stay apart and ahead. A brand is not something that one can get one's hands around. It is a package of perceptions and feelings that communities have regarding the service being rendered. He believes that their views may be precise and intense while they are shopping and thinking about it, but the system that shapes those views is real. It is made up of people, machines, ideas, philosophies and systems. If libraries want to make an impact and align themselves with the strategic plan of the whole organisation, they should be alert to possibilities. They should be passionate about what they do and enthusiastically invent their way into the future. According to Manning (2001:42), one cannot force people to perform-one can create a context in which they can apply their minds, a context in which they want the same things as badly as one does. This is partly a question of culture, the way in which we do things around here, as well as a question of climate, the way that things feel around here. Manning (2001:72) asserts that the organisation's purpose will determine its positioning, philosophies, products, processes, people and partners. This could be one of the strategies that libraries need in order to establish themselves firmly in this changing world.

5.4.6   Building strategic awareness

Building strategic awareness could be complicated. It is a process, and a very difficult one at that. "It means building the awareness of members within the organization of what organization is all about, their role in it, your vision, mission, purpose, and objectives and how you know when that purpose is fulfilled". Building organisational awareness does not remove the need for regular strategic planning sessions, nor does it remove the need to facilitate such sessions. Building awareness deepens the ownership of staff over the process and inspires them to deal with organisational problems, instead of becoming victims of it (Julie, 2003:182).

5.4.7   Motivation and communication

Drucker in Stueart & Moran (1998:301) has this to say about communication: "The most important 'do' is to build the organisation around information and communication instead of around hierarchy". Much of a leader's authority used to come from a hierarchical position, and some leaders see this as a loss of power. In this current age, where everything seems to be negotiable by everybody, leaders are confused about how to mobilise and motivate staff. Puth (2002:10) argues that "leaders whose power derived from hierarchy and who were accustomed to a limited area of personal control are learning to shift their perspectives and widen their horizons. The new leadership work will consist of looking outside a defined area

of relevant sphere to address these opportunities. It involves collaboration across functions, across divisions, and across companies with overlapping activities and resources".

5.5   Suggestions for further research

The following suggestions for further research can be made:

- A longitudinal study on the organisational behaviour of staff members in a different municipality, displaying various leadership styles, will be worth conducting. Data could be distributed over time and collected annually. Once all the data has been collected, the researcher may be able to determine whether or not leadership styles are important in an organisation.

- It is also important that a comparative study is conducted amongst leaders with traditional/authoritarian leadership styles and those with transformational leadership styles.

- Another area that warrants further research is the impact of leadership styles on service excellence. Do the ways in which managers deal with their staff have a ripple effect on how they serve their communities? This means that including patrons in the study would lend more credibility and meaning to it.
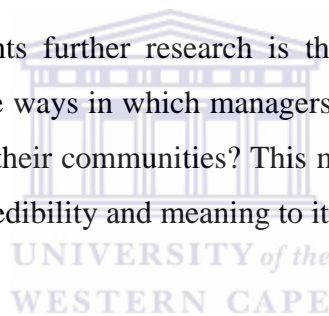
5.6   Conclusion

This study achieved its objective of addressing the main and sub-questions mentioned in chapters 1 and 3. In summary, this study determined that the Library and Information Services department is moving from an authoritarian style of leadership towards a more transformational one. It also highlighted the fact that libraries can become vehicles of knowledge, which drive change and energise their focus on staff, staff recognition, motivation and inspiration. This in turn will have a ripple effect on service delivery, which will spread out to communities and contribute towards providing a platform for achieving the objectives of the City of Cape Town. One such objective is to ensure that all the directorates comply with the five pillars of the City of Cape Town's integrated development plan (IDP). Bolden et al. (2003:16) state that the "goal of transformational leadership is to 'transform' people and organisations in a literal sense – to change them in mind and heart; enlarge vision, insight, and understanding; clarify purposes; make behaviour congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building". The attraction of an authoritarian leadership style is almost irresistible

- and wrong. Leaders have to realise that the days of non-consultative decision-making and unilateral, unquestioned enforcement of these decisions are something of the past. This study has shown that people need and want to participate, and the only way that this can be achieved is by leaders moving away from the old structures and forming cultivating networks that allow for full participation by every member of the organisation. The leader's new role is that of coach, facilitator and mentor. This study is aligned with the IDP, which aims to ensure a safe and caring city. The dawn of the information age has fostered a major shift from organisational structure to quality of life. The underlying assumption here is that the best interests of the organisation are protected not by its structures and procedures, but rather by the quality of life experienced by its members (Puth, 2002:11).

It is the researcher's hope that this study will contribute to an awareness of leadership in public libraries, and not only concentrate on management, which could result in organisations becoming too task-driven, with the significant risk that our destination becomes more important than the journey itself.

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APPENDIX 1

17 Afrikander Road

Montana

CAPE TOWN

7490

The Director: Library Services

22nd Floor

Civic Centre

CAPE TOWN

8000

Good Day

I am currently busy with research in completion of my Master Degree in Library and Information Science at the University of the Western Cape. My research will investigate leadership styles of senior librarians in the City of Cape Town. I will also focus on how different leadership styles can influence and motivate staff towards service excellence. Professor George Fredericks from the University of the Western Cape (UWC) has been appointed as my supervisor.

The study aims to gather information for the City of Cape Town Library and Information Services (COCTLIS) managers and the wider library profession. This will hopefully contribute to the fulfilment of the mission of public libraries in South Africa. I also intend to shed more light on how managers, (who will be referred to as senior librarians for the purpose of this research), in the City of Cape Town libraries regard leadership. I will also look at the leadership styles managers use when providing direction in and guidance to their subordinates.

The responses will be kept confidential and anonymous and participation will be based on informed consent and participants may withdraw any time.

I therefore request your permission to conduct a survey among Senior librarians in the various districts.

Thank you in anticipation

Yours sincerely

TL Denton

APPENDIX 2

17 Afrikander Road

Montana

CAPE TOWN

7490

Theresa.denton@capetown.gov.za

District Managers: Library Services

22nd Floor

Civic Centre

CAPE TOWN

8000

Good Day

I am currently busy with research in completion of my Masters Degree in Library and Information Science at the University of the Western Cape. My research will investigate leadership styles of senior librarians in the City of Cape Town. I will also focus on how different leadership styles can influence and motivate staff towards service excellence. Professor George Fredericks, a retired lecturer has been appointed as my supervisor.

The study aims to gather information for the City of Cape Town Library and Information Services (COCTLIS) and the wider library profession. This will hopefully contribute to the fulfilment of the mission of public libraries in South Africa. I also intend to shed more light on how managers, (who will be referred to as senior librarians for the purpose of this research), in the City of Cape Town libraries view leadership.

The responses will be kept confidential and anonymous and participation will be based on informed consent. Participants may withdraw at any time. Permission has already been granted by the Director of Library and Information Services, Ms. N. Steyn.

I therefore request your permission to conduct a survey in your District with senior librarians and staff.

Thank you in anticipation

Yours sincerely

Theresa Denton

APPENDIX 3

Rocklands library

Rocklands

Mitchells Plain

7798

Telephone: 021/3924109

Theresa.denton@capetown.gov.za

Senior librarians: Library Services

Good Day

I am currently busy with research in completion of my Masters Degree in Library & Information Science at the University of the Western Cape. My research will investigate leadership styles of senior librarians in the City of Cape Town. I will also focus on how different leadership styles can influence and motivate staff towards service excellence. Professor George Fredericks from the University of the Western Cape has been appointed as my Supervisor.

The study aims to gather information for the City of Cape Town Library and Information Services (COCTLIS) managers and the wider library profession. This will hopefully contribute to the fulfilment of the mission of public libraries in South Africa. I also intend to shed more light on how managers, (who will be referred to as Senior librarians for the purpose of this research), in the City of Cape Town libraries view leadership. I will also look at the leadership styles managers use when providing direction and guidance to their subordinates.

The responses will be kept confidential and anonymous and participation will be based on informed consent and participants may withdraw at any time. Permission has already been granted by the Director of Library & Information Services, Ms N. Steyn.

I therefore request your permission to conduct a survey in your District with staff.

Thank you in anticipation.

Yours sincerely

Theresa Denton

APPENDIX 4

Leadership styles of Senior Librarians in the City of Cape Town

I kindly ask you for some of your time to answer the attached questionnaire. I am currently registered for the M. Bibl Degree in Library and Information Science in the Department of Library and Information Science at the University of the Western Cape, Bellville. I am currently busy with my mini thesis under the supervision of Prof. G. H. Fredericks, a retired lecturer and professor.

My research focuses on leadership styles of Senior librarians in the City of Cape Town public libraries. My research will be done by means of a questionnaire sent out to senior librarians and staff in Cape Town's public libraries. After some years of working in public libraries I have become interested in leadership styles and what motivates employees.

MS N. Steyn, Director of Cape Town's Library & Information Services has approved the project.

The success of this study relies on the information that will be gathered by means of the attached questionnaire. Please be assured that the information gathered will be used strictly for the purposes of the study and confidentiality and anonymity are assured. Participation is voluntary.

Yours sincerely

Mrs Theresa Denton

Telephone: 021/3924109

E-mail: Theresa.denton@capetown.gov.za

APPENDIX 5

From: Naziem Hardy
Sent: 28 April 2011 09:39 AM

To: Theresa Denton
Subject: RE: Permission

Good day Theresa

Permission is hereby granted for you to conduct the research in the various Districts. Please note the following:

A copy of the final thesis should be sent to the Department

At your earliest convenience please inform me of the libraries which will form part of your research

The Senior Librarians in the various libraries should also be informed upfront and permission sought from them, although I am certain that you would have done this anyway.

Good luck.

Regards,

Nazeem Hardy

Library Marketing & Research Officer

Tel: +27 21 400 3933

Fax: +27 21 400 4076

Email: naziem.hardy@capetown.gov.za

I am reading 'Rebel Angels' by Libba Bray. What are you reading?

From: Theresa Denton

APPENDIX 6

RESEARCH TITLE:

LEADERSHIP STYLES OF PUBLIC LIBRARY MANAGERS IN THE CITY OF CAPE TOWN

Consent of Participant

I……………………. have read the information presented in the information letter about a study being conducted by **Theresa Leoni Denton** under the supervision of **Prof. G Fredericks** of the Department of Library and Information Science at the University of the Western Cape.

I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and any additional details I wanted. I may withdraw from this study at any time during my participation without negative consequences. Should I withdraw; the data will be eliminated from the study and will be destroyed.

This project has been reviewed by, and received ethics clearance through, the Office of Research at the University of the Western Cape. I was informed that if I have any comments or concerns resulting from my participation in this study, I may contact the Department of Library and Information Science.

With full knowledge of all foregoing, I agree, of my own free will, to participate in this study

_____

Print Name

_____

Signature of Participant

_____

Dated at:

_____

Witnessed

APPENDIX 7

LEADERSHIP STYLES OF SENIOR LIBRARIANS IN THE CITY OF CAPE TOWN

To be completed by staff

Your anonymity is assured. All answers are confidential.

Section A: Background & personal information

1. Gender

Female		1
Male		2
Other		3

2. Home Language

Afrikaans		1
English		2
Xhosa		3
Other		4

3. Districts

District 2	District 5	District 4

4. Types of Libraries

City Wide Library		1
Regional library		2
Community library		3

5. What is your designation?

Chief Librarian		1
Principal librarian		2
Senior librarian		3

Section B: Educational background

6. Please name your highest formal qualificastion?

M.Bibl/MLIS		1
B.Bibl (Hons)		2
B.Bibl Degree/Higher Dip LIS		3
Lower Dip/National Dip in LIS		4
Bachelor's Degree		5
Matric		6
Bachelor of Information		7
Other		8

7. Are you studying towards a formal qualification? If yes, indicate degree or diploma?

8. Why are you working in a library? Discuss

9. How long have you worked at this library in your current position?

Years	Months

10. Was this job your first option, if not state what you would prefer doing?

Section C: Leadership Questions

11. Do you enjoy your work and why? If not, explain

12. What frustrates you the most about your work? Elaborate

13. Does your manager allow you to make suggestions? Explain

14. Do you think that your manager is committed to continuous improvement of your work? Give an example.

15. Does s/he communicate with you in a way that you understand? Explain.
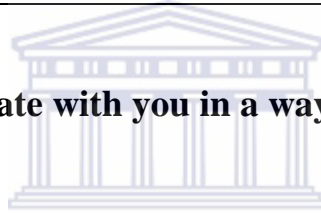
16. Does your manager listen to advice from staff?

17. Does your manager empower staff?

18. What do you think s/he could have done differently?

19. Do you think your manager influence staff to willingly perform job functions? Explain

20. Does s/he help others realise their potential? Give an example

21. Do you think that your manager lead by example to inspire? Explain.

22. Is your leader trustworthy?

23. Rank the following motivations in order of the most used to the least used, using a scale of 1-6, with 1 representing the most desired and 6 representing the least desired. Are you motivated by:

Choose two categories that you are motivated by most, e.g. Salary (4) and Praise (1)

Praise	1	Salary	4
Job Security	2	Fear	5
Acknowledgement	3	Status	6

24. Do you think your manager is: Using a scale of 1-8 with 1 representing the best characteristic and 8 the worst characteristic

Fair		Flexible	
Reasonable		Understanding	

25. Senge (1995:318) 'In order to become a leader, you need to become a human being first'. Do you agree?
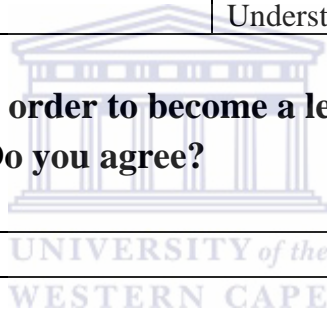
Thank you!

APPENDIX 8

LEADERSHIP STYLES OF SENIOR LIBRARIANS IN THE CITY OF CAPE TOWN

To be completed by senior librarians

Your anonymity is assured. All answers are confidential.

Section A: Background & personal information

1. Gender

Female		1
Male		2
Other		3

2. Home Language

Afrikaans		1
English		2
Xhosa		3
Other		4

3. District

District 2	District 5	District 4

4. Type of library

City Wide Library		1
Regional library		2
Community library		3

5. What is your designation?

Chief Librarian		1
Principal librarian		2
Senior librarian		3
Other		4

Section B: Educational Information

6. Please name your highest formal qualification?

M.Bibl/MLIS		1
B.Bibl (Hons)		2
B.Bibl Degree/Higher Dip LIS		3
Lower Dip/National Dip in LIS		4
Bachelor's Degree		5
B.Tech LIS		6
Matric		7
Other (Please specify)		8

7. Are you studying towards a formal qualification? If yes, indicate degree or diploma, If no, why not

8. What made you decide that you want to be a librarian? Specify
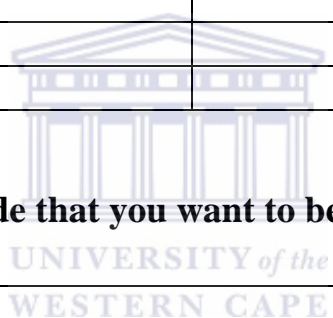
9. How long have you worked at this library in your current designation?

Years	Months

10. How many years of experience of working in a library do you have?

11. Was this job your first option? Yes/no if no state what you would prefer doing

Section C: Leadership styles

12. Did your previous manager allow you to make your own decisions? Elaborate

13. Did you enjoy working with your previous manager? Elaborate

14. Did s/he communicate with you in a way that you could understand? Explain.

15. Did you like the leadership style of your previous manager? Explain

16. Do you think you have the same leadership style of your previous manager? If no, why not?

17. What do you think s/he could have done differently?

18. Do you think there is a difference between Management and Leadership? Explain

19. How do you view your role as a leader? Elaborate

20. Do you allow your staff to make suggestions? Elaborate

21. Are you committed to continuous improvement in your workplace? Explain

22. Do you believe in flexibility e.g. do you allow your staff to share knowledge, rotate, and discuss issues? If yes, explain

**23. How do you respond to staff making mistakes?**

24. Do your staff members offer to stay behind after work if you ask them to do some extra work? Explain.

25. Do you consciously think about how you handle certain situations, e.g. staff members who come late, or didn't shelve? Do you think the ways you handle these situations are successful? Explain.

**26. Do you think it is important to listen to your staff members'
complaints and concerns? Explain**

**27. Do you involve staff in setting the organization's goals and solving
problems? If yes, please specify**

**28. Do you try and support staff members who are dealing with external
pressures such as family problems? Elaborate**
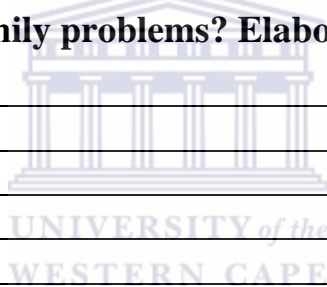
**29. Do you think leaders are characterised by their physique e.g. tall,
beautiful, and charismatic? If no, why not?**

**30. Do you think that leaders are characterised by the things that they
do e.g. being excellent speakers, always in the front row?**

31. Do your staff members feel that they have job descriptions that give them some autonomy and allow them to find their own solutions, or are they given a list of tasks to perform and simply follow instructions? Elaborate

32. Do you have a clear system for handling employee discontent? Yes/No
If yes, please explain.

33. What do you think are the main motivating factors that urge employees to come to work? Using a scale of 1-5 with 1 representing the 1st motivating factor and 5 the least motivating factor.

Job Challenge	4
Salary	2
Recognition	5
Job Security	1
Supportive friendly environment	3

34. How do you view yourself as leader? Rate your characteristics using a scale of 1-4 with 1 representing the best characteristic and 4 the worst characteristic?

Fair	**4**
Reasonable	**3**
Flexible	**2**
Understanding	**1**

35. Tick the following: Your staff listen to you:

Always	1	Seldom	2	Never	3	Sometimes	4

36. Your staff members are

Happy	1	Unhappy	2	Neutral	3	Motivated	4

37. Rate your absenteeism level

High	1	Low	2	Satisfactory	3

38. Some of your staff tend to come late:

Often	1	Seldom	2	Never	3

39. Using a scale from 1-5 indicate what makes you get up in the morning.

Salary		Tasks		Fear		Comfort		Habit	

40. Rate the extent to which you enjoy your work

1	2	3	4	5	6	7	8	9	10	x

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE!