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Academic Libraries and Toxic Leadership

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ACADEMIC LIBRARIES AND TOXIC LEADERSHIP

by

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ABSTRACT

Toxic leadership has yet to be officially recognized as an area of inquiry in the field of library and information studies. Indeed, the literature on academic libraries is only now beginning to address the topic. None of this should be surprising because leadership, in general, continues to be an under-discussed topic in the library and information studies literature.

The topic of leadership, of course, is the central theoretical construct of the leadership studies field, and, in this field, toxic leadership has been systematically studied and discussed. This literature reveals the negative consequences of having a toxic leader as the head of an organization. It suggests that toxic leadership can lead to a decrease in morale and lower productivity in the organization, as well as stress and burnout for an organization's members. This study, which employed a survey design, documented that the potential consequences of toxic leadership exist in all types of academic libraries across the United States.

Of the 492 survey respondents in this study, in fact, 65.4% indicated they had experienced toxic leadership in their professional careers. In addition, an analysis of the answers to the open-ended response questions on the survey—i.e., questions that provided an opportunity for librarians to reveal as much or as little information as they felt comfortable with revealing regarding their toxic leadership experiences—suggested there are five general types of toxic leadership existing in academic libraries: abusive supervision, negligent/laissez-faire leadership, authoritarian leadership, toxic leadership related to an institution's culture, and leadership provided by leaders who were perceived to be mentally ill.

The results of this study contribute to the scant academic library leadership literature and provide academic institutions' upper administration, especially academic library administrators, with an understanding of how toxic leadership can entrench itself within the academic library

setting. It also provides additional evidence that toxic leadership of all types can have a

detrimental impact on those who work in and are served by an organization.

DEDICATION

To all of the academic librarians who are passionate about their work, you deserve a safe

workspace. Academic librarians deserve a healthy and encouraging work environment in which

to thrive, innovate, and ultimately create the field's future library leaders.

ACKNOWLEDGEMENTS

Finally, I am forever grateful for my family's moral support. Especially my mother, her unwavering support encouraged me to finish what I started.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

Toxic leadership is a phenomenon that exists in contemporary organizations resulting in an inefficient and less productive work environment (Frost, 2003; Kusy & Holloway, 2009; Lipman-Blumen, 2005a; Sutton, 2010). The prevalent lack of positive leadership that leads to poor workplace climates and cultures led some researchers to assert that toxic leadership is a fact of organizational life (Frost, 2003; Kusy & Holloway, 2009).

Toxic leadership is frequently part and parcel of more general characteristics of the contemporary workplace. Porath and Person (2013) concluded that "rudeness at work is rampant, and it's on the rise" (p.116). They documented that incivility issues have an effect on work output and quality of life in the United States and Canada; they recently noted, "Over the past 14 years we have polled thousands of workers about how they're treated on the job, and 98% have reported experiencing uncivil behavior" (p.116). These types of occurrences are not limited to corporate America; academic environments are not immune to insidious workplace behavior, workplace aggression, abusive supervision, relational aggression, incivility, intimidation/bullying, all of which are associated with toxic leadership (Dellasega, 2011; Lipman-Blumen, 2005a; Pelletier, 2010, 2012; Porath & Pearson, 2013; Reed, 2014; Schmidt, 2007, 2014; Spector & Rodopman, 2010; Sutton, 2010; Tepper, 2000).

Behaviors such as aggression and bullying that lead to a toxic workplace environment within the academy have only recently been discussed and documented in the academic literature, even though some scholars suggest these offenses have been on the rise for the past decade (Coyne, 2011; Fratzl & McKay, 2013; Keashly & Neuman, 2010; Klein & Lester, 2013; Twale & De Luca, 2008). A toxic environment leads to the loss of talented faculty and a decline in productivity by those who remain and are affected emotionally, psychologically and/or

physically (Brouwer, Koopmanschap, & Rutten, 1997; Klein & Lester, 2013; Organ, 1997; Tracy, Lutgen-Sandvik, & Alberts, 2006). Academic libraries are a specific type of higher education setting, yet their work environments have received little attention and the role that leadership plays in creating and sustaining productive and unproductive conditions has been virtually ignored.

In academic libraries, library leaders have the power to affect the library at all levels including all subordinates who hold library leadership positions, Staninger (2016) has noted, "Libraries - academia in general - have rather rigid hierarchical structures that are ripe for exploitation by bullies…[they] tend to have clearly defined organizational structures...librarians have hierarchical rank" (p.1). They are hierarchical by necessity and most tend to employ student workers, library assistants, librarians, and administrators, each with specific responsibilities. Among librarians, there is also often an unspoken part of the power story. Since the beginning of my professional career as a librarian, it has been obvious that although librarianship, is a highly feminized profession— 83% according to the DPE Research Department (2016)—there could be more women supporting women, especially those who are attempting to take-on leadership positions. Unfortunately, in many instances, many of the women in power, the de facto library leaders (library directors, deans, university librarians, etc.,) show misogynistic tendencies. Whether this is consciously or unconsciously done, these powerful women wholeheartedly (in my experience and those of some of the research participants) would rather support incompetent men than competent women they do not like. This toxic culture is maintained because librarians know the leaders hold the reins to their future within their institutions.

Statement of the Problem

Academic libraries are usually described as places for research and study, and rarely does academic literature or even informal literature (such as professional blogs) acknowledge the possibility of dysfunction and toxicity between upper management of libraries, on the one hand, and librarians or other library support staff, on the other. The topic of toxic leadership in academic libraries has been an interest of mine since late 2005. That is the year I became aware of what was happening to me in my own workplace. I was in a toxic leadership environment four and half years. I worked for a library director whose permissiveness gave eager colleagues free reign to engage in relational aggression or lateral violence. For over four of my six years toward earning tenure I was gaslighted, ignored, shunned, belittled, libeled, and intimidated. My physical health suffered. The university did not have any type of employee protection policies at that time. I had no recourse, I was truly alone. In my many attempts to speak up about this *issue* to tenured faculty I trusted, I was simply told to make sure this was actually happening, to reexamine what I had done to upset my peers and boss. I was always reminded, if not encouraged, to leave if I was unhappy. I was made to feel the abuse was all my fault. I did not leave because by that time I had earned tenure, 11 women had been forced out of the library: eight staff and three librarians. I remained in my post, poor raises and all, to witness and document toxic leadership in my academic library.

Over the years, I have spent time speaking to academic librarian colleagues about adverse leadership in their libraries. I have spoken primarily with women because the field of librarianship is composed of over 83 % women (DPE Research Department, 2016).

Most of these academic librarians mentioned the occasional bully at a library, yet not necessarily in their own library. Some librarians did share information about more serious

situations and used terms such as *psychopaths*, *mean-games*, and *dysfunctional*, among others, to describe the situations in which they worked or the people they were forced to work with. When asked what the library management (including Human Resources) was doing to address these issues, most were not aware of anything happening to ameliorate or end the abuse. In their experience, toxic leadership leading to a toxic environment was something most everyone in academic libraries knows about, but it is not openly discussed. This anecdotal information is troubling and identified a phenomenon that can be observed in certain academic libraries.

It would be a few more years before I came across a blog post addressing toxic leadership in libraries by Abram (2011), the post candidly mentioned bullying in libraries:

> This year, while working with librarians who are in the early stages of their career I was appalled to hear about some terrible (and often unaddressed) incidents of professional and workplace bullying by co-workers, management and users. Just scratch a group of library workers and the stories pour out.

With this blog post, anecdotal information that before had been shared quietly among librarians, was now openly reported on social media. Abram (2011) concluded his blog entry with the following statement: "People should have grown up enough as adults that it shouldn't happen – or at least bullying should be addressed properly in our field and workplaces." It was this last phrase that confirmed that the research I desire to do is, indeed, warranted. There had been previous professional articles that at least hinted at toxic environments and toxic leadership in public libraries and special libraries (Proctor, 2001; Schachter, 2008), but there is a dearth of information about destructive leadership in academic libraries. Due to their centrality to academic institutions and their unique context, there is a need to comprehensively explore the topic of toxic leadership in academic libraries.

Work aggression and bullying can be symptoms of a broader problem, an inability of library administrators to address behavior that is detrimental to the organization. Unscrupulous behaviors toward employees can create a toxic environment in any workplace. Several authors have addressed the connection between organizational leadership and culture that give rise to bullying (Kellerman, 2004; Lipman-Blumen, 2005a; Reed, 2004; Whicker, 1996). The lack of research regarding dysfunctional and toxic environments in academic libraries and the few publications about how to be a good leader in libraries made me realize that to better understand toxic behaviors, I needed to learn about the structural causes that enable such behavior.

In fact, the type of behaviors I wanted to study revealed themselves on day one of this study's data gathering efforts. When the announcement was first distributed across a variety of electronic lists, I immediately received emails accusing me for going after fellow librarians and hating being an academic librarian. These negative messages were counterbalanced by twice the number of email messages I received from librarians thanking me for starting the long overdue conversation in our field regarding this topic.

Purpose of the Study and Research Questions

The purpose of this study was to explore and document in the United States toxic leadership in academic libraries as experienced by academic librarians through a survey. To study this phenomenon, I used the toxic leadership construct (Lipman-Blumen, 2005a; Reed, 2004; Schmidt, 2014; Whicker, 1996) as it allows for an exploration of conditions that contribute to a dysfunctional environment where inappropriate behaviors such as intimidation are allowed to proliferate among employees (Pelletier, 2010; Reed, 2004; Schyns & Schilling, 2013, Tepper, 2000).

This research on toxic leadership in academic libraries addresses the following questions:

- Toxic leadership exists in academic libraries, how extensive does the toxic leadership problem appear to be?

- What characteristics of toxic leadership are more prevalent in academic libraries?

- Is there a relationship between toxic leadership and the academic librarians' demographics?

Brief Overview of the Methodology

In order to learn about toxic leadership in academic libraries a survey instrument was constructed using both quantitative and qualitative type items. Some researchers such as Driscoll, Appiah-Yeboah, Salib, and Rupert (2007) call this type of survey a mixed methods design because it "can provide pragmatic advantages when exploring complex [social science] research questions. The qualitative data provide a deep[er] understanding of survey responses, and statistical analysis can provide detailed assessment of patterns of responses" (p.26). Other researchers have suggested that this type of survey instrument is a concurrent design (Creswell & Plano Clark, 2010; Mazzola, Walker, Shockley, & Spector, 2011). Regardless of the label, this design was employed to glean the most important findings from the study. The qualitative data were used to further explain the quantitative findings and find meaning in the results. Also, triangulation and cross validation were possible because the data from the two different types of questions asked of academic librarians produced the same or similar results (Cameron, 2009; Patton, 2002).

Significance of the Study

The research attempted to address a scholarship gap. While the study of toxic leadership is emerging in other sectors, there is a dearth of study on academic libraries that might have distinguishing situational, cultural, and contextual factors. The results of the study will inform the field of Library and Information Studies (LIS) on the phenomenon of toxic leadership in academic libraries and add to the literature in this area. Studying this issue is important for the LIS and Leadership fields because librarianship and other feminized professions such as nursing and education, in my professional experience, have been characterized as non-problematic or assumed to experience lower levels of toxic behavior among those in leadership positions, in contrast to masculinized professions. While toxic leadership in the nursing/healthcare professions has been studied (Dellasega, 2011; Holloway & Kusy, 2010; Roter, 2011; Zangaro, Yager, & Proulx, 2009), academic librarianship has yet to be studied from a toxic leadership perspective.

Moreover, this research will provide the opportunity to determine the extent to which toxic leadership occurs in academic libraries. Thus, any insights derived from this study on how to recognize toxic leadership in academic libraries may also carry practical implications by providing libraries with the tools to recognize and address toxic leadership when it exists. Lastly, it could possibly affect how academic library directors (also known as university librarians and deans of the library) are selected when the current library leader retires or is forced out of the organization.

CHAPTER TWO

A REVIEW OF THE LITERATURE

Craig and Kaiser (2013) note that the work of many Leadership Studies researchers focuses on the positive side of leadership, but other researchers (e.g. Ashforth, 1994; Conger, 1990; Einarsen, Aasland, & Skogstad, 2007; Kellerman, 2004; Lipman-Blumen, 2005; Schmidt, 2008; Whicker, 1996) have also observed that if there is a bright side, then there must also be a dark side. Toxic leadership is a phenomenon on the dark side of the leadership spectrum.

This review sought to find literature on the topic of toxic leadership in academic libraries. However, because the phenomenon of leadership, in general, and toxic leadership, in particular, has been under-studied in the field of Library and Information Studies (LIS), two other areas of literature were selected to supplement the review of the few toxic leadership research studies in LIS. The two additional areas selected were literature in Leadership Studies that focuses on toxic leadership and literature on the Organizational Life Cycle. The literature on the Organizational Life Cycle, especially literature discussing the renewal stage should also help address the toxic leadership dynamics in academic libraries. The renewal stage affects organizations' leadership and employees' job satisfaction, who experiences in many instances reduced Organizational Citizenship Behavior when ineffective leaders are in charge. The blend of these literatures certainly was helpful in detecting and documenting toxic leadership in academic libraries.

Searching for Toxic Leadership Research in Library and Information Studies (LIS)

A Comprehensive Search Effort

As was just noted, there is limited LIS literature focusing on leadership (Hernon, 2007; Hernon, 2013; Riggs, 1982; Riggs, 2007). Consequently, it is not surprising that there is even less research on ineffective or problematic leadership. To date there are "no studies [that] have

explored leader errors and how such errors influence organizational success"; what little there is has been about positive leadership (Hernon & Pors, 2013, p. 200).

A comprehensive search effort for academic literature about toxic leadership in academic libraries began with searches using the subject terms *toxic leadership*, *bullying*, *abusive supervision,* and *destructive leadership* in the LIS literature, which is where most of the literature on all aspects of academic libraries resides. All of the databases[1] available in the University of San Diego libraries that cover leadership and management topics were used. Searches were also conducted in library and information studies databases such as LISA (Library & Information Science Abstracts), LISTA (Library, Information Science & Technology Abstracts), and Library Literature & Information Science Full Text.

Very few articles dealing with *academic libraries* and *management* in general were found. It was even more difficult to find articles dealing with toxic leadership in academic libraries, even though the search terminology was expanded to include such terms as *personnel matters*, *disciplinary actions*, and *abusive management, ethics, ethical,* and *unethical*.

Only a few of the articles that came up were somewhat related to the topic of toxic leadership in academic libraries. These scarce results demonstrated that even if toxic leadership has already manifested itself in academic libraries and has been informally spoken about, it has not been recognized in the field sufficiently to be studied in earnest.

Meager Results

Only three useful articles related to the topic of toxic leadership emerged after a number of database searches. An article from *Public Library Journal* by Proctor (2001) demonstrated

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[1] Business Source Premier, Dissertations and Theses Full Text, Education Source, Emerald, JStor, Lexis-Nexis Academic Universe, PsycINFO, Sage Premier Journals, Web of Knowledge, as well as, Google Scholar.

that there had been at least some research on this topic in the past decade in the United

Kingdom's public libraries system. Proctor's (2001) article suggested that administrators' lack of

care for librarians negatively impacted librarians' behavior.

A second, more recent article by Schachter (2008), published in *Information Outlook*, a

professional publication of the Special Libraries Association,[2] also discussed phenomena that

bore at least some resemblance to the notion of toxic leadership. This article, however, was

written from the manager's point of view. The author encouraged the use of "healthy" conflict

management strategies and asked readers to recognize the high stress managers are under. The

author did not acknowledge the stress that subordinates could also be under.

The third article, by Barsh and Lisewski (2009), emerged after using the search terms,

ethics and *ethical*.[3] These authors reported on a study of library managers at special libraries. The

article focused on ethical leadership and used a relatively generic business-ethics lens. The

authors claimed that a business ethics lens had to be used because of the lack of empirical

research on ethical leadership in library contexts. In this article, Barsh and Lisewski (2009)

concluded that ethical leadership needed to be modeled in order to be emulated. They

emphasized, however, that "the library literature offers little in terms of explanation or guidance

on these [ethical] issues" (p. 60). Although the article was somewhat insightful, the authors did

not discuss academic libraries.

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[2] Special Libraries Association (SLA) is an organization that represents mostly private research libraries in the fields of biotechnology, engineering, business, and industry.

[3] It is interesting that the term *unethical* did not produce any articles. These terms, in fact, helped me find a few more articles in the library and information studies databases that initially appeared to be related to the sort of work I was searching for, but only one was about professional librarians; the other articles were about either library users' failings or professional ethics.

A Second Round of Searching

Knowing that more research articles were needed to supplement the initial database findings, searches in Google Scholar were also performed. In addition to the search terms already used in searching the databases, other terms used included *ineffective behaviors / leadership* to increase the likelihood of generating results. Two more articles emerged during this second round of searching: an article from a library journal on the topic of identifying ineffective leadership (Staninger, 2012) and a conference proceeding paper given in 2006 dealing with burnout and its potential negative consequences in northern Iranian libraries (Siamian, Shahrabi, Vahedi, Abbsai Rad, & Cherati, 2006). The search revealed both the actual conference paper and a summary of the conference paper by Ghosh (2006) that was easier to make sense of, at least for English readers.

The academic article by Staninger gives some suggestions for identifying ineffective leaders, however, due to the article's brevity it largely glosses over the topic of ineffective leadership. Both the conference paper by Siamian, et al. (2006) and Ghosh's (2006) report on the conference presentation come to the seemingly self-evident conclusion that stress and negativity in the workplace will lead to a toxic environment in libraries.

Summary of the Initial Rounds of Research

To summarize these two rounds of search results, i.e., the literature generated during the first and second round of extensive searching for literature about—or at least related to—toxic leadership, generated limited results. Only one of the two papers, i.e., the one by Proctor (2001), explicitly mentioned that leaders can be destructive. One other paper labeled the leader as ineffective (Staninger, 2012); a third suggested that a highly stressful workplace can lead to a toxic environment (Siamian et al., 2006).

More Literature Related to Toxic Leadership Presence in the LIS Literature Surfaces

Another series of searches was conducted in the scholarly databases and Google Scholar to capture any missed articles as well as any new articles that would have been indexed in the LIS literature since the earlier searches were conducted. The search was refined and used the term *ineffective leadership*. Once again, however, only two documents surfaced. One was a book chapter by Riggs published in 2007. The other was an article that had already been discovered in a prior search, a 2012 article by Staninger.

In the one newly discovered document, Riggs' (2007) book chapter, the author acknowledged that library practitioners have been inexplicably slow to focus on the concept of leadership. He also suggested that academics in the LIS field also are partially responsible for the lack of attention to leadership and leadership-related issues. Riggs closed his article on a positive note by mentioning the new and expanding leadership institutes created and directed by academic library associations. He also noted that, although leadership is hard to write about, it is even more difficult to write about bad leadership, which is why it continues to be a largely undiscussed topic in the LIS scholarly literature.

After the database searches, a Google Scholar search revealed for the first time an article reporting the findings of an actual empirical study in an academic library.[4] This newly revealed paper was a journal article by Mitchell (1989) about testing a contingency leadership theory in academic libraries. Assessment outcomes were preceded by a critique of the LIS literature that claimed that the limited discussions of leadership in the library literature were almost exclusively conceptual and a form of armchair theorizing. Mitchell referenced a 1976 dissertation by Dragon that reviewed literature as far back as 1928. Dragon concluded, "When the topic [of leadership]

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[4] All the papers discussed above were not based on systematic empirical research.

does find its way into library literature, the result is often only the author's personal editorial on library administration with scant reference to the nature, function, and theories of leadership" (p. 43). Mitchell (1989) argued, however that "libraries seem to be excellent places to study leadership"; he also noted that "libraries are complex organizations… consequently there may be a need for various leadership styles within the same organization" (p. 26). Unfortunately, the results of Mitchell's study suggested that contingency theories of leadership did not fit comfortably onto data about leadership in libraries. Mitchell, nevertheless, argued that more empirical studies are necessary.

Dragon (1976) actually began her dissertation asserting, "leadership, although recognized by management theorists as an element in the management process, is generally neglected in the literature of library administration." She added, "Little is known about the leader behavior pattern of library administrators" (p.1). Dragon's dissertation focused on the leadership behaviors of library administrators. She compared subordinates' written descriptions of their administrators with administrators' own descriptions of what their duties were. Dragon saw her study as an initial effort. She concluded her dissertation by stating, "In order to educate future library administrators and to train or retrain incumbents, it is necessary to learn more about the nature and function of leadership as it exists in libraries" (p. 122). Unfortunately, the sparse results suggest that little learning based on formal empirical studies has occurred about this topic.

A Final Search in the LIS Literature

A final series of searches in the LIS literature were conducted and these revealed that more articles had been cross-referenced (indexed) with bullying, mobbing, or incivility. Some of these articles were fairly recent, but others were not. However, some of these articles did not come up in the initial searches of this literature review when the topic of bullying was also

explored in academic libraries. It is undeniable that the media has been paying more attention to bullying and cyberbullying in all societal atmospheres (Bartlett, 2016; Freeman & Vreven, 2016). Relevant articles to this study were the informational articles focused primarily on defining and how to identify the bullying or mobbing in their libraries or actually provided language and concepts to describe and understand what was happening in their libraries (Crumpton, 2014; Hannabuss, 1998; Hecker, 2007; Leiding, 2010; Motin, 2009; Osif, 2010; Pantry, 2007; Staninger, 2016). Hecker (2007) translated from the German a seminal work on mobbing in the workplace by Leyman that took place in Sweden and Germany, where it states mobbing occurs in academia at twice the rate than anywhere else. Hecker could not find where that data came from and ventures this is so due to "teachers, professors, and librarians [being] intellectually and emotionally invested in their personal positions and in their professions" (p.442). Hecker (2007) believed it was of utmost importance to introduce the concept of mobbing to English language librarianship in order to provide librarians with appropriate language to identify this phenomenon.

Fortunately, this final search effort also yielded two research studies were bullying and or incivility was again reported as happening in academic environments. The first one by McKay, Arnold, Fratzl, and Thomas (2008) is a mixed methods study at a Canadian university where faculty, instructors, and librarians were surveyed and asked if they had been bullied in the past five years. Even though there was a low response rate, out of 820 teaching staff and librarians, a total of 52 said they had been bullied. Only 32 of the 52 stated it was serious abuse and 21% said it had been going longer than 5 years (pp. 85-86). Freedman and Vreven's (2016) quantitative study of bullying in academic libraries used the Negative Acts Questionnaire-Revised (NAQ-R) (1999) instrument. Freedman and Vreven were surprised by one of their findings, "… a gap in

bullying reality and expectations across different job categories of academic librarians [librarians and administrators] …this finding *surprised* us the most because this suggests that library administrators had the chance to intervene bullying in action" (p. 740). They recommend this type of leader's behavior needs to be considered for future research, but what Freedman and Vreven describe is the essence of an active toxic leader. Although this finding suggests it, the authors did not consider asking in their study about the possibility of the library leader being in (i.e. instigator) on the abuse, in this case bullying. Once toxic leadership has permeated the organization, in this case the academic library, it is difficult to accept what is being experienced or witnessed when the targets themselves do not know how to identify the injurious effects of toxic leadership. While both studies confirmed that bullying and perceptions of bullying had manifested in their institutions, neither one touched on the larger concept of toxic leadership, which would better explain what had and is still occurring at these libraries.

Furthermore, just as this last search showed there were articles that shed light on the topic at hand, there continue to be articles where armchair theorizing is the main source. A book chapter in this instance about conflict and incivility in academic libraries stands out not for its research rigor, but rather because it is based on the experiences of a single library consultant who considers herself a people person who also does not have graduate degree in library science (Plocharczyk, 2013).

Summary and Critique of the LIS Literature Found

The articles found in the search for LIS literature on toxic leadership suggest that some library personnel feel demoralized, undervalued and/or stressed (Proctor, 2001; Siamian et al., 2006; Staninger, 2012) when there is a lack of effective leadership. Some of these articles also discussed the values and ethics that were needed to be an effective leader, but this aspect, more

often than not, was addressed using a business ethics lens even though the field of library and

information studies does not typically employ that perspective (Barsh & Lisewski, 2009;

Schachter, 2008). Many of the articles also mentioned how little is known about leadership in

library contexts; even less has been written about ineffective/bad leadership in academic libraries

(Dragon, 1976; Mitchell 1989; Riggs, 2007).

The articles by Freedman and Vreven (2016), McKay et al., (2008) and Mitchell (1989)

demonstrate that there is still very much a lack of robust systematic empirical research in LIS

regarding the situations in which many academic librarians work. The literature as a whole only

acknowledges that destructive leadership sometimes occurs in libraries and does not clearly

document that toxic leadership, at times, occurs in academic libraries. Of all the articles that

emerged, only one used the term toxic and a half a dozen used mobbing or bullying.

To date there has been limited focus on leadership in libraries and a little on bullying and

incivility, but even less on toxic leadership. The work that has been done has infrequently been

grounded in systematic empirical research. Since 2011, listserv activity indicates more efforts to

improve leadership in libraries through calls and invitations to participate in library leadership

institutes such as the American Library Association's Leadership Institute and discussion groups

(e.g. Association of College and Research Libraries – Leadership Discussion Group). These calls

support Riggs' prediction that,

> We are witnessing some approaches that will strengthen library leadership (e.g. institutes
>
> and senior fellow programs), and more emphasis on development of library leaders is yet
>
> to come. Making ineffective library leaders more effective will improve current and
>
> future services of libraries. (2007, p.187-188)

This search of the literature demonstrated that the topic of toxic leadership in libraries is not yet being seriously pursued as a research agenda nor is it included in research about academic libraries. However, a growing interest in discussions about library leadership via listservs and library leadership institutes organized by academic library associations suggests that there is a potential audience for the study that is being proposed. The study will add to the scholarly discussion on leadership in academic libraries that appears to be developing, mostly outside of the realm of library science. Finally, this review of the literature was an attempt to "recognize and employ library leadership literature that explicitly engages with the academic library's distinct organizational structure in theory and practice" (Garson & Wallace, 2014, p.69).

A Review of the Toxic Leadership Literature in Leadership Studies

Because of the limited research on toxic leadership in academic library settings, the search focus was expanded beyond the field of Library Science to the field of Leadership Studies. The effort was to identify more generic studies that could be applied to library contexts. Perhaps studies and methodologies from other contexts could be adapted for research on toxic leadership in academic libraries.

Research on toxic or destructive leadership in any context is an emerging area of research in Leadership Studies (Appelbaum & Roy-Girard, 2009; Craig & Kaiser, 2013; Higgs, 2009; Krasikova, Green, & LeBreton, 2013; Padilla, Hogan, & Kaiser, 2007; Schmidt, 2008). Although there are multiple labels for destructive leadership, there are six recurrent labels that surface most frequently in the literature. According to Craig & Kaiser (2013) the six most common constructs include unethical leadership, the dark/evil side of leadership, narcissistic leadership, abusive supervision, toxic leadership, and negligent/laissez-faire leadership.

Toxic leadership has been defined in different ways. Clarity has been hindered by 1) the difficulties in finding a single definition; 2) the need for future research to solidify toxic leadership as a serious area of inquiry; and 3) the difficulties associated with identifying toxic leadership in the workplace. A few of the articles even made recommendations about ameliorating toxic work situations created by toxic leaders without clearly defining what the term toxic leadership meant.

A number of definition-related findings were generated by a search of the literature on toxic leadership. First, the term is sometimes used interchangeably with the term *destructive leadership*. This interchangeable use, however, appears to be problematic because the literature on destructive leadership suggests that toxic leadership is actually only one of six research constructs of destructive leadership (Craig & Kaiser, 2013). Toxic leadership also has been used synonymously with abusive supervision (Tepper, 2000; 2007). Increasingly, however, some scholars (e.g. Pelletier, 2012; Schmidt, 2014) have treated the notion of toxic leadership not as a synonym for another term but as its own unique concept. Though the literature on destructive leadership offers differing options, it is the toxic leadership label that is used more heavily by some researchers such as Kellerman (2004), Lipman-Blumen (2005), Pelletier (2010; 2012), Reed (2004), and Walton (2007).

The lack of terminology consistency over the past 15 years demonstrates that the meaning of the term toxic leadership has been fluid and evolving. Nonetheless, a consensus seems to be emerging, at least in some circles, that the term "toxic leadership is a multi-dimensional construct that more completely captures the full range of behaviors described in the extant literature on toxic leadership" (Schmidt, 2014). Both Schmidt (2014) and Pelletier (2012), in fact, claim that *toxic leadership* has a narrower meaning than destructive leadership. They

argued that destructive leadership is a much broader term than toxic leadership. These authors

cite Einarsen, Aasland, & Skogstad's (2007) definition of destructive leadership that indicates

that destructive leadership involves "the systematic and repeated behavior by a leader,

supervisor, or manager that violates the legitimate interest of the organization by undermining

and/or sabotaging the organization's goals, tasks, resources, and effectiveness and/or motivation,

well-being or job satisfaction of subordinates" (p. 208). This definition includes behavior that

brings physical harm to subordinates as well as sexual misconduct, behaviors that are not

normally associated with the concept of toxic leadership (Pelletier, 2010, 2012; Schmidt, 2008).

The research here proposed will be about toxic leadership that is "a narrower set of behaviors

that specifically involve leader behavior directed at subordinates" (Schmidt, 2014, p. 5). The

question that remains, however, is: What precisely is toxic leadership?

A Working Definition of Toxic Leadership

After reading a broad spectrum of the literature on destructive leadership and all of its

subcategories, including (and especially) toxic leadership, written by six of the most frequently

cited authors on this topic (i.e., Kellerman, 2004; Lipman-Blumen, 2005; Pelletier, 2010; Reed &

Olsen, 2010; Whicker, 1996), I developed a working definition for the term toxic leadership:

> Toxic leadership requires egregious actions taken against some or all of the members,
>
> even among peers, of the organization a leader heads; actions that cause considerable and
>
> long-lasting damage to individuals and the organization that often continue even after the
>
> perpetrator has left the organization.

This working definition is one that would be used to identify librarians in academic

libraries who have experienced or witnessed toxic leadership in their work situations. Unlike

Tepper's (2000) notion of abusive supervision, this working definition accommodates the notion

that a leader's dysfunctional behavior entails more than actions that occur in one to one relationships between supervisors and supervisees. It keeps open the possibility that a leader's or a coworker's behavior can impact an entire organizational culture. Of course, as has already been noted, the choice of the term *toxic leadership* also narrows the focus a bit because it eliminates assumptions about sexual harassment or physical harm that are explicitly encompassed by the term *destructive leadership.*

There are a few additional aspects to my use of the term *toxic leadership* that should be noted here. First, my working definition assumes that, once toxicity has spread throughout the whole organization, those who are able to do so may attempt to stop or at least slow down the behavior by appealing to a higher placed administrator while other employees will choose to be silent and remain neutral (Henley, 2003; Kellerman, 2004; Whicker, 1996). After exposing the toxic situation, many employees can begin to focus again on their work and the mission of the organization. Also, once the situation has been acknowledged by a higher authority in the organization, those suffering from psychological and emotional residual damage then may contemplate seeking help to begin the healing process (Frost, 2003; Lubit, 2004; Kusy& Holloway, 2009). Those seeking help may include the abused employees, witnesses, and whistle-blowers, among others. This working definition is purposely broad and should continue to evolve and solidify as more research is explored and feedback is received.

Toxic Leadership's Predecessors

Before the term *toxic leadership* was introduced into the literature, leadership scholars talked about the dark side of leadership (Conger, 1990) and petty tyranny (Ashforth, 1994). It was not until 1996 that the phrase *toxic leadership* was adopted after the publication of *Toxic Leaders: When Organizations go Bad* (Whicker, 1996). The term *toxic leadership* continues to

be used today with increasing frequency in Leadership Studies. Some examples are *Bad Leadership: What It Is, How It Happens, Why It Matters* (Kellerman, 2004) and *The Allure of Toxic Leaders: Why We Follow Destructive Bosses and Corrupt Politicians – And How We Can Survive Them* (Lipman-Blumen, 2005b). More recently, journals in the fields of management and leadership have dedicated whole issues to the topic of toxic leadership (See, for example, the special issue on the topic published by *The Leadership Quarterly* in 2007 (Craig & Kaiser, 2013)).

Although the term toxic leadership first appeared in the literature in the 1990s (Higgs, 2009; Whicker, 1996), toxic leadership is used interchangeably with destructive leadership more than other possible synonyms in the literature. This interchangeability seems to have increased in the past ten years (Kellerman, 2004; Lipman-Blumen, 2005b; Pelletier, 2010; Reed, 2004; Reed & Olsen, 2010). Research about the negative or destructive side of leadership began as early as the 1980s and began being published in the 1990s (Conger, 1990; Ashforth, 1994; Whicker, 1996). Today, such research continues at a steady pace without much consensus on the exact definition of the phenomenon.

A different but related term, *abusive supervision* (Tepper, 2000), is also now part of the scholarly literature in the area of destructive leadership. Abusive supervision is, in essence, toxic behavior toward a subordinate or group of subordinates. The term *abusive supervision* comes very close to capturing what has been anecdotally reported by some academic librarians because abusive supervision involves toxic behavior aimed at subordinates. However, it is the language of *toxic leadership* that best describes the type of destructive atmosphere manifested in some academic libraries because, normally, when abusive supervision is studied, the focus centers on those who are abused. The abusive-supervision construct does not typically focus on witnesses or

whistle-blowers who are also affected by abusive happenings in the workplace (Pelletier, 2012; Schmidt, 2008); nor does it necessarily reference the organizational culture that a toxic leader often promotes either intentionally or unintentionally.

In short, toxic leadership is a broader concept because it covers both toxic and non-toxic employees as well as bystanders. Toxic leaders reportedly leave behind emotional/psychological residue that most if not all employees will need to deal with to move on productively in the organization. The usefulness of the construct of toxic leadership is that it lends itself to labeling and identifying all of the participants in the organization by degrees of involvement in the creation of a toxic environment (Appelbaum & Roy-Girard, 2009; Kellerman, 2004; Lipman-Blumen, 2005d; Tepper; 2000; Walton, 2007; Whicker, 1996).

Identifying Toxic Leadership in the Literature

Even though toxic leadership was described by Whicker (1996) and shown to have a damaging impact on the workplace, toxic leadership has evolved and is now associated with the broader destructive leadership construct. For Whicker (1996), a toxic leader possesses certain characteristics: deep-seated inadequacy, selfish values, and deception that become more apparent as the toxic environment spreads across an organization (p. 53). Defining destructive leadership, specifically toxic leadership, however, continues to be an issue for some leadership scholars. Most researchers who study destructive leadership, or leadership in general, provide descriptions of behavior or impact that needs to be present to qualify as destructive or toxic (Appelbaum & Roy-Girard, 2007; Craig & Kaiser, 2013; Kellerman, 2004; Lipman-Blumen, 2005a; Reed, 2004; Tepper, 2000). Examples of this approach are Lipman-Blumen (2005a), who declared that to define a toxic leader "we probably need a multidimensional framework, one that addresses their intentions, their behavior, their character, and the impact of the consequences of their decisions

and actions" (p. 2). Reed (2004) wrote about the toxic leader syndrome which is identifiable by three key elements: 1) an apparent lack of concern for the well-being of subordinates, 2) a personality or interpersonal technique that negatively affects organizational climate, and 3) a conviction by subordinates that the leader is motivated primarily by self-interest (p. 67).

It can be said that toxic leadership in the workplace (be it corporate, nonprofit, military, etc.) is demonstrated myriad ways. Some abusive behaviors include humiliation, belittling, bullying, ridiculing, telling employees being told they are not part of the organization publicly or privately, ignoring, shunning, overworking, among many other forms of emotional and psychological abuse by superiors. Together, all of these experiences may cause loss of self-esteem, lack of pride in employees' work, a decrease in quality of life, and loss of morale in the workplace (Kellerman, 2004; Pearson & Porath, 2005; Pelletier, 2010; Schyns & Schilling, 2013; Tepper, 2000; Tepper, 2007; Whicker, 1996). The toxic workplace has a leader that does not care for the well-being of employees or the organization. The leader only cares about him/herself (Craig & Kaiser, 2013; Kellerman, 2004; Lipman-Blumen, 2005a; Lipman-Blumen, 2005d; Reed, 2004; Whicker, 1996).

Presently, there continues to be a difference of opinions among researchers about how to identify a toxic leader. Padilla, Hogan, & Kaiser (2007) propose that it is the consequences that identify a destructive leader while accepting that many other researchers in the field believe it to be more than outcomes and includes the leaders' behaviors and their treatment of their employees (Craig & Kaiser, 2013; Kusy & Holloway, 2009; Lipman-Blumen, 2005a; Reed, 2004; Reed & Olsen, 2010). Padilla et al. propose a toxic triangle that must be present to create a destructive environment with fatal consequences – a destructive charismatic leader, susceptible followers, and facilitative environments (p. 179). While, Krasikova, Green, & LeBreton (2013)

propose that all that is needed for a situation to be characterized as toxic is a destructive leader who, with deliberate intention, displays damaging behavior intended to hurt an organization and/or his/her followers by pushing personal agendas that go against the organization's well-being. Such leaders may also lead by using hurtful methods of influence with weak justifications in order to reach their preferred ends.

Even if it is usually leaders along with their managers who create and allow the toxic behavior to take place, followers also can play a significant role in the creation of a toxic environment. According to Ortega, Hogh, Pejtersen, and Olsen (2009), workplace bullying (another related term to toxic leadership) is reflected in the literature as being carried out by both supervisors and coworkers. Their study also showed that this behavior more readily occurs in professions with a high gender ratio regardless of these being feminine (e.g. nursing, education, and librarianship) or masculine professions (e.g. engineering, military, and politics) than in jobs where people work with symbols or customers. Hence, supervisors who may have established toxic workplaces through their actions, are probably creating in some instances subordinates who erroneously believe that they too can treat their colleagues in a hostile manner. Hogh and Doffradottir's (2001) study, unlike Ortega et al.'s (2009) study, found that coworkers were most frequently reported as the perpetrators of ill treatment in the workplace. Thus, even when working in a so-called flat or low distance power organization (Ortega et al., 2009) there are always differences among coworkers such as seniority or simply someone who just happens to be working closely with the manager. Regardless of the coworkers' relationships hierarchies, these are inevitably established even if informally, potentially leading to peer to peer incivility or lateral/horizontal violence (Dellasega, 2011; Kaminski & Sincox, 2012; Kaucher, 2014).

Subordinates who are abused in many cases are left feeling unappreciated and might not want to work to their full potential under toxic conditions. Those wanting to rise above toxic situations past and present may need to learn how to identify such individuals if their organization is full of toxic people who negatively affect the organization as a whole even after the original toxic leader has departed the organization (Appelbaum & Roy-Girard, 2007; Kellerman, 2004; Kusy & Holloway, 2009; Lipman-Blumen, 2005b; Reed, 2004; Staninger, 2012; Walton, 2007; Whicker, 1996).

Special attention is given in the literature to the role followers' play in a toxic leader's environment. The role of followers is an area that clearly needs further exploration (Craig & Kaiser, 2013; Kellerman, 2004; Lipman-Blumen, 2005a; Padilla et al., 2007). However, this review does not include the literature on followership because it focuses on susceptible followers, conformers or colluders (Thoroughgood, Padilla, Hunter, & Tate, 2012). The main focus of this study is toxic leadership and its impact on followers rather than on how followers contribute to a toxic environment. Yet, it is important to acknowledge that leaders and followers work together because "Without followers nothing happens including bad leadership" (Kellerman, 2004, p. 226).

The literature also notes that toxic leadership is not reserved for subordinates; even upper management can be intimidated. But that does not mean they will run away from their jobs; a sense of duty and the enjoyment of their jobs help to keep them going to work (Reed & Bullis, 2009). Regardless of the position the targeted person has, the option to stay is much easier when the person attacked has some power within the organizational structure. To summarize, toxic leadership can be seen as part of organizational life and at every level in the hierarchy of an organization (Lubit, 2004; Kusy & Holloway, 2009).

Impact of Toxic Leadership

Much of the literature mentions that toxic leadership has an impact on not just the workplace but also on the employees in ways that extend beyond the boundaries of the workplace (Craig & Kaiser, 2013; Henley, 2003; Kaminski & Sincox, 2012; Kellerman, 2004; Lipman-Blumen, 2005a; Porath & Pearson, 2005, 2013; Tepper, 2000; Whicker, 1996). Lipman-Blumen (2005a) proclaimed that "most whistle-blowers encounter grave risks to careers, families and fortunes" (p. 8). Henley (2003) and Lipman-Blumen (2005a) raise the importance of recognizing the existence of "toxin handlers," i.e., those employees in the organization who help the organization move forward with their dedication while also helping enclose the toxicity. Toxin handlers play an important role in sustaining the organization, but they also hope that the current situation will not remain for a long time because it is not bearable for long periods of time (Appelbaum & Roy-Girard, 2009; Frost, 2003). Toxin handlers, although they are needed buffers for the organization, also need help because they can succumb to the toxic environment themselves, which can also lead them to illness or burnout (Frost, 2003).

Toxic behaviors represent a problem in higher education, because they negatively impact retention, morale, productivity, and can result in a hostile work environment (Klein & Lester, 2013). In a toxic environment, anyone working in the organization is in a position to observe toxic exchanges in a way that negatively impacts service provision and reputation (Porath, MacInnis, & Folkes, 2010). Holmes (2001) proclaimed that "excessive stress is…destructive leading to a deterioration in performance as well as job dissatisfaction, accidents, unsafe working practices and high absenteeism" (p. 230). These behaviors brought on by high stress would undoubtedly impact an organization's services, as well as make for poor collegial relationships leading to a change in their output of organizational citizenship behaviors, in some instances leading to something very similar to Post Traumatic Stress Disorder (PTSD) and other health

problems as work conditions deteriorate (Coyne, 2011; Frost, 2003; Kaminski & Sincox, 2012; Kusy & Holloway, 2009; Organ, 1997; Sutton, 2010). If team members are not getting along well due to high stress and turnover, there is a possibility that some individuals on the team will also engage in what Holmes (2001, p. 231) called "escape strategies," such as absenteeism, to cope because high turnover in many instances results in having to take on additional responsibilities until qualified personnel is hired to replace the lost ones. Holmes (2001) also affirmed that "job dissatisfaction, whatever the cause, is clearly detrimental to any organisation's aims and objectives making it difficult to meet organisational and/or departmental goals" (p. 231). These behaviors become a financial cost to the library's administration, as eventually new staff will need to be hired and trained to maintain a minimum of client services (Kusy & Holloway, 2009). The costs of reduced work effort due to toxic leadership are far more than monetary. Besides profit losses, organizations could also see their reputation affected and employees may begin to show low morale, burnout, anxiety, and in some instances begin to consider other work options (Coyne, 2011; Forni, 2008; Frost, 2003; Kusy & Holloway, 2009, 2010; Lubit, 2004; Pearson & Porath, 2005; Porath & Pearson, 2013; Rose, Shuck, Twyford, & Bergman, 2015; Sutton 2010; Tepper, 2000).

Toxic Leadership's impact is so strong that "research has shown that individuals can be harmed by merely being exposed to, hearing about, or witnessing toxic and dysfunctional workplace behavior" (Lemmergaard & Muhr, 2013, p.16). This is why it is important to have a way to counter it once it has manifested in an organization.

Mechanisms to Counter Toxic Leadership

The literature on toxic leadership indicates that it is important for an organization to have mechanisms for employees who want to report or challenge a toxic leader without feeling

exposed and vulnerable (Lipman-Blumen, 2005b; Pelletier, 2012). Lipman-Blumen (2005a, 2005b) and Henley (2003) suggest the implementation of procedures such as contingency plans to help those who report abuse. Although surprising, some organizations do not have whistle-blower policies or an office of ombuds services, thus potentially leaving victims of toxic leadership feeling that they do not have much recourse at their institutions due to the lack of established procedures to report what is happening to them (Kaminski & Sincox, 2012). Pelletier (2012) recommends that if these mechanisms are not already in place, then the organization should strive to be prepared for when it will need to place these mechanisms into action, and all efforts should also be taken to prevent the hiring of toxic leaders.

Summary

This section of the literature review has suggested that toxic leadership, although difficult to define, is emerging as its own concept within the destructive leadership literature. Toxic leadership seems to be sensed once abusive behaviors are manifested in the workplace. A toxic leadership culture permeates the work environment, no matter the size of the organization. If the organization is fortunate, however, it could be that only one level within a hierarchical organization is affected, but toxic leadership is known to infiltrate all levels until the organization and virtually all of an organization's employees are negatively impacted. For this reason, the literature reviewed recommends that organizations have policies such as an employee protection policy in place to deal with the impact of toxic leaders.

Academic Libraries and the Organizational Life Cycle

The literature on the Organizational Life Cycle was reviewed because of its applicability to academic libraries' organizational structure. Over the past 30 years there has been continuous

organizational shift in academic libraries. The process of organizational renewal seems to have

been accelerated to address technological and budgetary changes in higher education including

academic libraries. Although these changes are not unique to academic libraries, as "other public

agencies are finding that organizational goals and assessment criteria are changing rapidly,"

(Neville, 1980, p.20) they have deeply impacted academic libraries' nature of work. Academic

libraries continue to do more with less and are under more pressure to innovate to prove their

value to their institutions (Kaarst-Brown, Nicholson, von Dran, & Stanton, 2004; Mech, 1996;

Neville, 1980; Pors & Hernon, 2013).

Neville (1980) declared academic libraries were entering a mid-life transition toward the

administrative stage of the organizational life cycle in 1980, hence it could be that many

academic libraries in 2015 are transitioning out of the bureaucratic stage or have already begun a

renewal stage. The 1950s and 1960s were an incredible time for higher education as there was

enormous government support that afforded academic libraries the opportunity for growth and to

create "entrepreneurial approaches to managing academic libraries" (Neville, 1980, p.20). This

was a time of renewal. Failure to transition would result in a decline in opportunities for

academic libraries. This transitional period required that libraries have agile and forward-

thinking library leaders. In the 1990s academic libraries that were not able to successfully

revitalize their units with the limited resources available to them, after budget cuts and

downsizing at their universities, had to profoundly reduce services (Kaarst-Brown et al., 2004;

Mech, 1996).

The organizational life cycle's stage transitions are usually multiyear processes because

the organizations' leaders need to have stakeholders buy-in to the impending changes. Services

drive the academic library and not the inverse (Hernon & Pors, 2013). Rowley (2013) stated that

"it takes a very special kind of leader to transform and redefine library service with tight resources and on shifting sands" (p.81). Cautious steps need to be taken to make the change as seamless as possible and avoid interrupting services to library users. Although the LIS literature has somewhat documented that academic libraries have had critical transitions over the past three decades, there is still more to be done. It is again time for academic libraries to take the revitalization phase seriously if they wish to survive the next 30 years (Düren, 2013; Hernon & Pors, 2013; Mech, 1996; Rowley, 2013).

Organizational Life Cycle (OLC) Stages

Organizations have life spans – they are born, develop, mature, and end with either a decline or regeneration period (Dodge & Robbins, 1992; Kimberly & Miles, 1980; Miller & Friesen, 1983; Quinn & Cameron, 1983; Sharken & Donovan, 2001; Yukl, 2012), though not necessarily in that order (Lester, Parnell, & Carraher, 2003; Miller & Friesen, 1984). Some organizations simply get older and do not change, while others skip phases or remain in a phase as long as 10 years, specifically in the growth, maturity, and revival stages (Lester et al., 2003; Miller & Friesen, 1984). Neville (1980) advanced that the organizational life cycle for libraries has an entrepreneurial stage followed by the administrative, bureaucratic, and renewal stages. Regardless of the number of stages or what these organizational life cycle stages are called, academic libraries need to be cognizant that "all organizations face the possibility of decline, and many face the possibility of termination" (Whetten, 1980, p.339).

The leader is vital in each of the life cycle stages, particularly during the renewal process. In the first stage the organization is newly formed and the mission and vision of the organization are adopted. Employees are also excited and highly motivated to work for the organization. Throughout the second stage, growth is the focus for the organization, as well as inspiring

commitment to the organization having already established relationships with key stakeholders. The third stage, known as the maturity or bureaucratic stage, has both positive and negative elements in the organizational life cycle. Although the organization has established itself in the community with strategic services and has adopted policies for increased efficiency it can still be perceived negatively. This is due to the organization now occupied with motivating and maintaining morale for employees as opportunities for advancement are declining due to the established rigid hierarchy and more impersonal policies. The final stage is revitalization or decline. Even if an organization successfully reinvents itself, it does not guarantee future survival. The life cycle stages of renewal in maturity and of renewal or decline are ongoing. All organizations at some point will reach the decline/renewal stage (Lester et al., 2003; Kimberly, 1980; Miller, 1989; Miller & Friesen, 1984; Neville, 1980; Quinn & Cameron, 1983; Sharken & Donovan, 2001; Yukl, 2012; Whetten, 1980; Worth, 2009).

Each stage of the organizational life cycle requires a smart/effective leader to guide the organization through a successful transition to a new stage (Lester et al., 2003; Miller, 1989; Miller & Friesen, 1983). If a good leader is in place at every stage of the cycle, the organization will innovate and even thrive, if not, then the possibility of negative conditions (toxic leadership) in the organization can become a reality. Ineffective leaders are always probable. Hence, it is vital to recognize and guard against "individuals with a strong negative affect (fear, anger, depression) [as they] are more likely to use dysfunctional methods for decision making than individuals with a positive affect" (Yukl, 2012, p.26). It is therefore reasonable to expect that some leaders will not make the most effective or efficient decisions for their organizations during crises.

The bureaucratic/maturity stage is prone to crisis because it is during this stage that there may be a decline in services, loss of employee morale, and very possible a decrease in their organizational citizenship behaviors (Miller, 1989; Whetten, 1980). Yukl (2012) proclaimed,

> In crisis phase…management is to determine how to adapt and survive. New strategies must be identified. Members of the organization must be influenced to support them, resources must be found to finance the changes, credibility must be reestablished with stakeholders, and the structure of the organization must be changed to be consistent with the new strategy. The success of this effort will determine whether the organization declines or is revitalized. (p.38)

If nothing is done to prevent toxic behaviors during a critical transition (which may happen within any of the stages) in the organization's life cycle, especially when the organization is headed toward decline in productivity and morale, there will be negative consequences for everyone involved. When present, toxic leadership may permeate throughout the organization and create the possibility of devolving into a dysfunctional unit. The lack of positive leadership then creates opportunities to damage the organization instead of helping it reinvent itself and to prove its value.

Organizational Citizenship Behavior within the Organizational Life Cycle

Because bad leadership can have a detrimental effect on an organization, it is important to understand what good leaders bring to their organizations. Literature addressing the construct of Organizational Citizenship Behavior (OCB) was reviewed in an effort to examine a construct associated with employee effort, a potential impact variable that could be associated with toxic leadership.

OCB was defined by Organ in 1988 as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes effective functioning of the organization" (1997, p. 86). By 1997, after closer investigation from many other researchers the OCB construct had evolved and was then defined by Organ as "performance that supports the social and psychological environment in which task performance takes place" (p. 95). The OCB literature suggests that decreased OCB can increase turnover, stress (both seen and unseen), burnout, and high levels of anxiety in an organization (Brouwer, Koopmanschap & Rutten, 1997; Forni, 2008; Frost, 2003; Hobfoll, 1998; Holmes, 2001; Organ, 1997; Tepper, 2000; Zellars, Tepper, & Duffy, 2002). In the absence of OCB, frustrated employees will reduce their outputs even if reducing outputs runs counter to espoused organizational goals and individual values (Organ, 1988).

Empirical research in OCB continues to support and expand Organ's fundamental assumption that OCB is related to performance: job satisfaction, perceptions of fairness, and organizational commitment are all positively related to organizational citizenship (Organ, 1997; Podsakoff, MacKenzie, Paine, & Bachrach, 2000; Rafferty & Restubog, 2011). Decreased OCB due to toxic leadership has negative effects on an organization. Organizations with high levels of toxic leadership are faced with "more retaliation and displaced aggression toward coworkers and the organization" (Yukl, 2010, p. 416). The literature revealed that those who experience toxic leadership are less inclined to engage in OCB (Zellars et al., 2002).

Toxic leaders do not grow and develop unless there are already conditions and/or opportunities in the organization that support them. Uncontrolled ambition, personality type, lack of empathy, and self-centered behavior can lead to activity that advances an individual agenda to the detriment of the goals and objectives of an organization (Babiak, 2007; Kusy & Holloway,

2009; Johnson, 2012; Lipman-Blumen, 2005b; Sutton, 2007). Toxic leadership can be supposed to be a part of organizational life and can be present at every level in a hierarchical organization (Lubit, 2004; Kusy & Holloway, 2009). Much of the literature stressed the importance for organizations to strive to hire nontoxic leaders because there is a "very strong pattern in findings that leaders play a key role in influencing citizenship behavior" (Podsakoff et al., 2000, p. 532). Organizations need to guard against hiring toxic leaders because they affect toxic and non-toxic employees, including bystanders, by lowering morale and productivity (Sutton, 2010). Thus, OCB is a useful framework to understand how the productivity and effectiveness of an organization can be affected by toxic behaviors (Coyne, 2011; Frost, 2003; Holmes, 2001; Lemmergaard & Muhr, 2013; Sutton, 2010). Employees' behaviors brought on by high stress would undeniably impact client services, as well as make for poor collegial relationships, leading perhaps to a change in OCB (Organ, 1997; Frost, 2003; Sutton, 2010).

The literature also suggests employing more mature leaders because "emotionally mature leaders with high levels of cognitive moral development are more likely to resist the temptation to use their power to exploit others, and they are less likely to use unethical practices to accomplish objectives" (Yukl, 2010, p. 415). The literature implies that organizations' leadership need to acknowledge that they have a responsibility to protect all employees and not leave them to figure out for themselves if they are working for a toxic leader through negative work experiences that affect their OCB and lead to job dissatisfaction. Even the library and information studies literature distinguishes that effective leaders increase job satisfaction and loyalty as well as reduce absenteeism and turnover resulting in many instances in motivated, invested, and future-focused employees (Hernon, 2013).

The Organizational Life Cycle is an essential and inevitable aspect of organizations. It is a tool to evaluate where an organization stands and aspires to be (Dodge & Robbins, 1992; Lester et al., 2003; Miller & Friesen, 1984). Regardless of where in the cycle an organization is in, it is always in need of a leader who will advocate strongly for the organization's needs. This advocacy is most important during revitalization stages, which are critical for the organization's survival. An organization's transition from a maturity / bureaucratic stage to a renewal stage should be taken as an opportunity for the leader to ignite the workforce's morale, to improve or establish future growth, as well as strengthen employees' commitment. Combined these efforts give employees a chance to develop or increase their organizational citizenship behaviors.

Conclusion

Review of the literature associated with Library and Information Studies, Toxic Leadership in Leadership Studies, and Organizational Life Cycle has pointed to connections between leadership research in libraries, research on toxic leadership, and organizational life cycle. Although research about leadership in academic libraries is scant, this literature review uncovered that this type of research was first explored in the mid-1970s. Earnest research about leadership in libraries can be traced to Dragon's 1976 dissertation on leader behavior. She posited in her dissertation that "recognition of leadership as an important function of management and research into its manifestation in libraries are needed if the profession is to continue progressively and creatively the operation of its workplace, the [academic] library" (p. 55). Unfortunately, this type of research is still quite limited in the LIS field and only a handful of useful articles written in the last couple of decades are available. These articles demonstrate the need for more research on leadership in general and toxic leadership in academic libraries in particular.

The literature on toxic leadership suggests a trajectory as a stand-alone concept related to, but distinct from abusive supervision. The toxic leadership literature also revealed a series of descriptions of toxic behaviors and impact than can be observed in organizations. If the definitions are not precise, the narratives are compelling. These insights were integral to the dissertation study on academic libraries and toxic leadership.

The Organizational Life Cycle literature and Organizational Citizenship Behavior literature were also reviewed. Studying these literatures was useful to understand how organizations transition from one stage to another. During the revitalization stage leaders have the opportunity to positively impact the organization. If not, then the possibility of these leaders negatively impacting the organization can lead in one of two directions: the organization can become toxic or move toward the decline stage. If leaders are not confident in their skills or are deceptive, then their actions can result in creating a stressful work environment for employees further causing loss of morale, job dissatisfaction, and increased turnover. All of these situations have an effect not only on employees' organizational citizenship behavior but also on the organization's productivity.

Studying the effect of toxic leadership in academic libraries is warranted because, as dynamic organizations, libraries are a microcosm of similar organizations[5], especially those in higher education environments. Insights derived from this study could lead to better and earlier detection of toxic leaders and might serve as a model for other institutions intent on avoiding or eliminating incidences of toxic activity in their organization.

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[5] Information Centers of all types such as archives, record and document management centers, museums, public libraries, special and government libraries, among others.

CHAPTER THREE

METHODOLOGY

This chapter presents the procedures and methodology for this research study on toxic leadership in academic libraries. The purpose of the study and the research questions are reviewed, followed by a description of the research design, participant selection procedures, and the data collection and data analysis procedures. The chapter concludes with a discussion of delimitations and limitations.

Purpose of the Study and Research Questions

A scant number of articles was found when researching the topic of toxic leadership in academic libraries. These poor results made the gap in the library and information studies literature and the need for the proposed study quite evident. The study therefore was designed to answer the following questions:

1) Toxic leadership exists in academic libraries, how extensive does the toxic leadership problem appear to be?

2) What characteristics/forms of toxic leadership are more and less prevalent in academic libraries?

3) Is there a relationship between toxic leadership and the academic librarians' demographics?

Participant Selection

The survey was disseminated via email on professional academic librarian listservs which reached approximately 30,000 librarians across the United States and abroad. A link to the survey was sent out on professional academic librarian listservs three times, two weeks apart, to ensure a large number of responses. The targeted listservs were most of the listservs for the

American Library Association's divisions, among others such as Association of Research

Libraries (ARL) and community college librarians' lists in various states. Librarians were also

encouraged to share the link with colleagues and on other lists. (See Appendix H for list of

listservs).

Participants self-selected into the study. Those who opted to participate clicked on the

link in the invitation email message. Once at the survey site, each participant was presented with

a consent form. They had to check off an agreement button stating they were at least 18 years

old, had read and understood the consent form, and agreed to participate in this study. Only then

were participants allowed to proceed to the actual survey (See Appendices A and B). Although

anonymity was offered for everyone, one of the survey questions gave participants the

opportunity to identify themselves if they wanted to receive the study's results. In this case, only

strict confidentiality was promised.

Research Design

Survey Instrument Design

A survey instrument was constructed using both quantitative and qualitative type items.

Some researchers such as Driscoll, Appiah-Yeboah, Salib, and Rupert (2007) call this type of

survey a mixed methods design because it "can provide pragmatic advantages when exploring

complex [social science] research questions. The qualitative data provide a deep[er]

understanding of survey responses, and statistical analysis can provide detailed assessment of

patterns of responses" (p.26). Other researchers have suggested that this type of survey

instrument is a concurrent design (Creswell & Plano Clark, 2010; Mazzola, Walker, Shockley, &

Spector, 2011). Regardless of the label, the design was employed to glean the most important

findings. The qualitative data were used to further explain the quantitative findings and find

meaning in the results. Also, triangulation and cross validation were possible because the data from the two different types of questions asked of academic librarians produced the same or similar results (Cameron, 2009; Patton, 2002).

      Instrument. Subsequently, a survey was constructed with both open-ended and closed-ended questions. The instrument included Schmidt's *(2008) Toxic Leadership Scale Shortened Version* (Schmidt, 2014) (See Appendix C). For in-depth analysis, Schmidt's *Toxic Leadership Scale* can be separated into its five subscales (Self-Promotion ($\alpha = .85$), Abusive Supervision ($\alpha = .79$), Unpredictability ($\alpha = .85$), Narcissism ($\alpha = .81$), and Authoritarian Leadership ($\alpha = .84$), all of which measured prevalent types of behaviors in toxic work environments. All of the subscales' reliability scores followed Cronbach alpha's criteria for reliability (Santos, 1999). Four out of the five factors had an alpha above .8 and only one had an alpha of .79, however, instruments developed within the last three years, such as Schmidt's *Toxic Leadership Scale Shortened Version* (2014), need only to conform to the new .7 or above threshold (Hitchcock, 2015; Santos, 1999). See Table 3.1 for the subscale reliability scores.

      Short answer response questions, dichotomous toxic leadership experiences questions, and demographics were added to help answer the proposed research questions. Table 3.2 provides the survey's question categorization. (See Appendix A for the Survey Instrument Questions).

Table 3.1

*Subscales Reliability Scores for Toxic Leadership Scale (*Schmidt*, 2014) Used in Instrument*

Factor Name	α
Self-Promotion	.85
Abusive Supervision	.79
Unpredictability	.85
Narcissism	.81
Authoritarian Leadership	.84

The first section of the instrument was entitled: *Leader Characteristics Survey Items* and consisted of all 15 items in Schmidt's *Toxic Leadership Scale* (survey items 1-15). These items asked if specific toxic leadership behaviors had been witnessed or experienced by academic librarians, using a reverse Likert scale with 5 being the highest and 1 the lowest level of toxic behaviors.

Short Answer Responses comprised the instrument's second part (survey items 16-23), with the first two sections made up of three questions each and the third of only two. The first section's first question asked academic librarians to identify the characteristics of the best leader/s they had in the academic libraries. The second question asked librarians to share their experiences with positive leaders, if any. The third question in this section asked librarians to identify the gender of up to five leaders for positive leaders in their academic libraries career.

The second section's first question asked academic librarians to identify the characteristics of a problematic leader/s they had in academic libraries. The second question

asked librarians to share their experiences with problematic leaders, if any. The third question in this section asked librarians to identify the gender of up to five leaders for problematic leaders.

The *Short Answer Responses*' third section inquired if librarians had had any negative experiences from peers instead of leaders. If they responded yes, they were taken to an unlimited text response field to relate their experiences. If they responded no, they were then taken to the fourth part of the survey: Demographics.

The third part of the instrument was the *Toxic Leadership Experienced Items* (survey items 24-27). This part began with the definition of toxic leadership used in this study, then came the questions. The first question asked if in their experience as academic librarians they had experienced a toxic leader or supervisor; yes or no were the only response options. If yes, the participant was then asked to select how many of these leaders or supervisors they had encountered in their careers. If the response was no, then they were taken to the next question. The second question asked if they had experienced a toxic peer in their academic careers again; only yes or no were the only response options. If the response was yes, they were then asked to select how many of these peers they had worked with in their careers. If the response was no, they were taken to the fourth part of the survey: Demographics.

The fourth part was, *Demographics* (survey items 28-39). The demographic variables were Gender, Race/Ethnicity, Country of Residence, Age, Library Degree, Highest Degree Attained, Academic Library Type, Librarian Status at Institution, Current Dean/Director/University Librarian's Gender, Size of Institution, Type of Institution, Institution Religiously Affiliated. These variables were later examined in the data analysis phase to learn more about this highly educated group of professionals.

In the instrument's fifth part titled: *Follow Up*[6], respondents were given the option to be interviewed at a later time by submitting their names and email addresses. The instrument's introduction to this section informed librarians that they would no longer be anonymous, but that they would be afforded strict confidentiality. The sixth and final component of the instrument was *Results*. In this part librarians were asked to provide an email address if they wanted to receive the results of the research project.

Table 3.2

Survey Instrument Question Group Categorization

Variables	Range and Order in Survey Instrument
Toxic Leadership Scale Items	1-15
Short Answer Responses	16-23
Toxic Leadership Experienced Items	24-27
Demographics	28-39

A link to the survey was distributed on professional listservs, and any other fora that were deemed appropriate. The survey link was released three times over a period of six weeks from July to August of 2015. After six weeks over 300 responses were collected. SPSS software was used to run analysis of the quantitative data such as descriptive statistics, correlations, regression analysis. The qualitative data was exported to spreadsheet in order to engage in an analysis of narratives to then inductively code for themes.

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[6] The interviews collected were not used in this dissertation. They will be used for future research.

Data Collection Procedures

Data collection was conducted after having received Institutional Review Board (IRB) approval. An online instrument was specifically created for this study using *Qualtrics* web-based software. The combined listserv postings invited approximately 30,000 professional librarians all over the United States and abroad. The possibility that some international members of the associations would also participate, in fact, occurred. These participants were not included in the final data analysis of this particular study. The survey was engaged a total of 915 times (meaning opened and partially filled out), of that number over 530 would be considered completed or mostly completed. All of the librarians who responded were working in an academic or research library setting.

Out of the potentially 30,000 librarians reached, the sample size was calculated to achieve a 5% margin of error and a 95% confidence level, the required sample size needed to be at least 383 completed surveys or higher in order to run meaningful analyses. A power analysis determined there was a large enough sample size to have a reasonable expectation of achieving statistical significance (Fault, Erdefelder, Buchner, & Lang, 2009). The required minimum of 383 completed survey responses that was needed to carry out more complex analysis on toxic leadership in academic libraries was met within the first two weeks of survey dissemination. Because this is a difficult topic to discuss in the field of librarianship, in general, coupled with the fact that online surveys have a lower response rate than mail surveys, a low threshold of 200 completed was originally established to gauge if there was enough interest to garner this study. Despite conflicting research about online surveys having lower response rates than mail surveys (Gigliotti, 2011; Keusch, 2012; Lin & Van Ryzin, 2012; Shin, Johnson, & Rao, 2012) there were 492 completed surveys received for this study.

Data Analysis Procedures

To answer the study's research questions, the survey data was analyzed using analysis of narratives as defined by Polkinghorne (1995). It was employed for research questions 1 and 2. Descriptive statistics and correlations were used to answer research questions 3 and 4.

Research Question One: Toxic Leadership Exists in Academic Libraries, How Extensive Does the Toxic Leadership Problem Appear to Be?

The data from the short answer responses were manually coded after having personally examined the data for similar themes using an analysis of narratives. Polkinghorne (1995) defined Analysis of narratives as:

> the paradigmatic analysis of narrative [that] seeks to locate common themes or conceptual manifestations among the stories collected as data...The research inspects the different stories to discover which notions appear across them. Two types of paradigmatic search are possible: (a) one in which the concepts derived from previous theory or logical possibilities and are applied to the data to determine whether instances of these concepts are to be found; and (b) one in which concepts are inductively derived from the data (p. 13)

This content analysis technique enabled the coding of the salient themes. Each case was coded within a spreadsheet with one or more codes initially.

Codes were derived inductively as no a priori codes exist for toxic leadership research in academic libraries. After the codes were developed inductively, the data were re-reviewed, "Through these recursions, the proposed definitions [were] altered until they reach a 'best fit' ordering of the data as collection of particular instances for the derived categories"

(Polkinghorne, 1995, p. 13). Once codes were defined, they were applied to the data. The data were coded so frequencies could be tallied and compared to the quantitative data.

To help fully answer this question, a quantitative component was also completed. Frequencies were computed for both the Schmidt's *Toxic Leadership Scale* items and the two Toxic Leadership Experienced items.

Research Question Two: What Characteristics of Toxic Leadership are More Prevalent in Academic Libraries?

To gain insight into this question, frequencies were used to compare average scores of the Schmidt's *Toxic Leadership Scale* and subscales used in this study. To find which characteristics (behaviors) were more and less commonly experienced in academic libraries the mean, mode, and quartiles of the subscales were evaluated using SPSS.

Research Question Three: Is there a Relationship between Toxic Leadership and the Academic Librarians' Demographics?

The first step taken to answer this question was to analyze all of the demographic variable. Twelve demographic variables were collected to assist with not only learning more about the academic librarians who responded, but to also perform quantitative analysis in the final analysis stage (See Chapter Four: Findings). The proposed analysis established what types of variables were collected.

Gender (item 28) a dichotomous and nominal variable. Research on gender and intimidation or abuse in the workplace is well documented (Hogh & Dofradottir, 2001; Keashly & Neuman, 2010; Raver & Nishii, 2010). Even though the library field is majority women, that does not mean that gender does not play a role (Ortega, Hogh, Pejtersen, & Olsen, 2009).

Race/Ethnicity (item 29) a nominal variable. This variable was selected because even though the library profession is primarily white, there is research that links race and or ethnicity to instances of discrimination in the higher education workplace (Raver & Nishii, 2010).

Country of Residence (item 30) a nominal variable. This variable was collected simply to be able to separate American participants from the data set in the final analysis and not to infer if toxic leadership is more prevalent in the United States or abroad.

Age (item 31) ordinal variable. There is literature that states Age sometimes is considered a problem for some people and based on their age they are abused or discriminated against (Gee, Pavalko, & Long, 2007; Roscigno, Mong, Byron, & Tester, 2007).

Library Degree (item 32) a nominal variable. There is a plethora of Masters' of Library Science degree offerings in the United States. There have been an extremely small number of articles dealing with bullying and academic librarians (McKay, Arnold, Fratzl, &Thomas, 2008).

Highest Degree Attained (item 33) a nominal variable. This variable was included because in some instances librarians with a Master of Library Science also possess PhDs, JDs, MDs or other advanced degree. Being a highly educated group, academic librarians can potentially serve as an example of how toxic behaviors manifest in their workplace (Keashly & Neuman, 2010; Twale & De Luca, 2008).

Academic Library Type (item 34) a nominal variable. The type of library was added as a variable because Research Libraries could potentially experience toxic leadership behaviors different than smaller Academic Library or Community College (Twale & De Luca, 2008).

Librarian Status at Institution (item 35) a nominal variable. The status librarians have could be indicative of different treatment within the institution whether librarians have tenure or

not or are considered staff or academic positions (Keashly & Neuman, 2010; McKay, Arnold,

Fratzl, &Thomas, 2008; Twale & De Luca, 2008).

Current Dean/Director/University Librarian's Gender (item 36) a dichotomous and

nominal variable. Even though women make up most of the library field in the United States, the

positions of power are disproportionately still held by men (Deyrup, 2004). Research has

demonstrated that gender, economic, and professional parity are yet to be achieved (Deyrup,

2004; Olin & Millet, 2015; Tepper, 2001; Twale & De Luca, 2008).

Size of Institution (item 37) an ordinal and interval variable. The size of an institution

could potentially bear weight on how academic librarians are treated (Keashly & Neuman,

2010).

Type of Institution (item 38) a dichotomous nominal variable. Whether a private or public

institution is important to know when analyzing data to discover if it matters in cases of toxic

leadership (Keashly & Neuman, 2010).

Institution Religiously Affiliated (item 39) a dichotomous nominal variable. This variable

was included to learn if a religiously affiliated institution carries any weight in cases of

intimidation toward employees such as academic librarians. However, religiously affiliated

institutions have yet to be fully captured in this type of research (O'Moore & Lynch, 2007).

The second step examined the descriptive statistics including the frequency distributions

for each variable. Whereas the third step was to run a series of regression models between the

Toxic Leadership dependent variable and the predictor (demographic) variables. Finally, the

demographic data were reviewed to determine if they were consistent with academic librarian

demographics.

Delimitations and Limitations

Delimitations

This research study, like all studies, had limitations as well as delimitations. The delimitation for this study was that only professional MLIS (or MLS, MSLIS, MA LIS) bearing librarians working in an academic library setting were invited to respond to the quantitative survey. This was the first study on academic libraries and toxic leadership, as such only librarians were invited to participate because they usually hold steady positions or positions of power and can speak freely once they have decided to participate in the study. Although many library support staff undoubtedly have experienced what professional MLIS librarians have experienced, their experiences were not reflected in this study because they are usually in a more vulnerable position within the library organization's hierarchy.

Limitations

There were definite limitations to trying to reach approximately 30,000 librarians nationwide. One of them was not being able to control when the link was posted or reposted if there was a bounce back (undelivered) message. Another limitation was that ultimately participants self-selected into the study, and thus enabled self-selection bias to occur. However, by having invited librarians with the same method, email solicitation, it was hoped that, in the end, there would be a reasonable representative sample of academic librarians.

Another limitation was that anonymity was not possible for the participants who requested follow up or have the results emailed to them. Every effort was made to maintain the confidentiality of the participants in this study. For example, the participants' survey responses were anonymized and their personal information will remain on a secure server and data used in the final analysis will be on a password protected computer for five years, after which it will be

destroyed. Toxic leadership is a sensitive topic to speak candidly about, thus every effort to protect the participants has been employed.

Conclusion

For the academic library setting there was recurrent anecdotal evidence that describes toxic behavior such as workplace aggression and bullying among employees, and between supervisors and supervisees. These anecdotes were the only stories that pointed to the presence of toxic leadership in academic libraries. Research was needed to document the impact of negative leadership on this type of organization, the academic library, and how this negativity affected the library's functioning. To date there was mostly anecdotal evidence and very little research on toxic leadership's existence in academic libraries; hence there was a need to rigorously study this phenomenon.

The consequences of toxic leadership in academic libraries needed to be examined carefully in libraries where toxic leadership had entrenched itself. This was possible through respondents' candid responses on their experiences with toxic leadership in the workplace. Research was needed to establish a knowledge base for academic librarians to be able to identify and begin prevention programs to eliminate toxic leadership once it has manifested itself in academic libraries (Pelletier, 2010).

Once the absence of research was established, the next step was to apply both qualitative and quantitative methodologies to discover whether toxic leadership existed in academic libraries and, if it existed, to explore the forms it took. Although much of the qualitative data collected were not analyzed for this dissertation in an effort to make this project less unwieldy, the qualitative data generated by the open-ended survey question responses were analyzed and will be reported here, along with the quantitative survey results.

Academic libraries will benefit from future study. The initial step, however, had to be focused on documenting whether toxic leadership existed in academic libraries and, if it existed, to record the forms it took. That was the focus of the study being reported here.

CHAPTER FOUR

FINDINGS

The purpose of this national study was to determine the extent to which toxic leadership was present in American academic libraries and, if it was present, to document the behavioral forms it took. Three specific research questions guided this study: (1) Toxic leadership exists in academic libraries, how extensive does the toxic leadership problem appear to be? (2) What characteristics of toxic leadership are more and less prevalent in academic libraries? (3) Is there any relationship between toxic leadership and the academic librarians' demographics? This chapter will be organized around these three questions' findings. First, however, participant and contextual demographics will be described.

Participant Demographics

Academic librarians from all over the country self-selected to participate in this study. A total of 492 academic librarians participated. The demographic variables were: gender, race/ethnicity, age, library degree, highest degree attained, and librarians' status at institution. The study also gathered data about the context in which the librarians worked, these variables were: academic library type; the gender of the current library head (i.e., the current director, dean, or university librarian); size of institution; type of institution; and the university's religious affiliation.

Respondents' Characteristics

Gender. Consistent with what the literature on Libraries and Information Studies says about librarians' gender (DPE Fact Sheet, 2016), over 80 percent of the respondents to this study were female. Out of 492 respondents, only four did not answer the gender question. Among the

488 survey respondents who answered the question about gender, there were 401 women

(81.5%) and 87 men (17.7%), for a total of 99.2%.

Race/ethnicity. The vast majority of the respondents (82.7 %) were white, which is also

consistent with what the literature says about the race of academic librarians (DPE Fact Sheet,

2016). African Americans represented 2.2% of the respondents, while Hispanics were 4.3%.

Asians were 4.3% of the total, and Native Americans were almost one percent at 0.8%. The

"Other, please specify" response was clicked by 13 respondents or 2.6 percent of all who

responded to this item; nine of these respondents stated they were multiracial, and four wrote out

their identities: Hispanic Asian; Native American White; Black, non-African American; and

White-Jewish. There were 5.5% of the respondents who indicated they preferred not to provide

any race/ethnicity data. Only one librarian out of 492 that did not provide an answer to this

question. See Table 4.1 for a race ethnicity visual representation of data.

Table 4.1

Race/Ethnicity Distribution of Participants

Race/Ethnicity	Frequency	Percent
White/Caucasian	407	82.7
African American	11	2.2
Hispanic	21	4.3
Asian	8	1.6
Native American	4	0.8
Other, please specify	13	2.6
Prefer not to answer	27	5.5
Total	491	99.8
Missing	1	0.2
Total	492	100.0

Age. To assess the age of the respondents, twelve age ranges were provided as a possible

answer, and each of the twelve ranges had at least one response. The age range with the most

responses was 56-60 years-old (15.7%), followed by 41-45 years-old (12.8%) and 46-50 years-old (12.4%). Both the 18-24 and 76+ age ranges each had one response or 0.2% of the total. There were, however, 12 respondents who skipped this question corresponding to 2.4 % of the total. See Table 4.2 for more information on age ranges.

Table 4.2

Age Distribution of Participants

Age	Frequency	Percent
18-24 yrs-old	1	0.2
25-30 yrs-old	42	8.5
31-35 yrs-old	48	9.8
36-40 yrs-old	50	10.2
41-45 yrs-old	63	12.8
46-50 yrs-old	61	12.4
51-55 yrs-old	57	11.6
56-60 yrs-old	77	15.7
61-65 yrs-old	53	10.8
66-70 yrs-old	24	4.9
71-75 yrs-old	3	0.6
76+ yrs-old	1	0.2
Total	480	97.6
Missing	12	2.4
Total	492	100.0

Library degree. The most common library degrees listed by participants were the Master of Library and Information Science (MLIS) and Master of Library Science (MLS), with 191 (38.8%) and 181 (36.7%) respectively. These two degrees totaled 373 (75.5%), with the distant third degree being the MSLIS (Master of Science in Library and Information Science) 47 (9.5%). The three degrees collectively accounted for 419 (85%) of those who responded to the degree question. The remaining 15% of degrees reported included the Master's of Arts in Library and Information Studies (MALIS), the Master's of Information Studies (MIS), the Master's of

Science in Library Science (MSLS), and the Master's of Science in Information Studies (MSIS). Seven participants in the survey (1.4%) did not answer the library-degree question. The various types of masters' degree mark generational differences associated with what was then and is now taught in the field.

Highest degree attained. Out of the 492 participants, 452 (92.7%) answered the question about the highest degree they attained, though 36 (7.3%) librarians chose not to answer this question. By far the majority of participants 380 (75.9%) had a master's degree as their highest degree including their library science degrees, making this master's the prominent degree. They were followed by 35 (6.9%) who reported having a Ph.D., 30 (6.1%) who indicated they had a J.D., and 7 (1.4%) who had Ed.D. degrees. These responses totaled (90.3%); 12 (2.4 %) librarians reported having a combination of higher education degrees and did not stipulate which degree was the highest.

Librarian status at institution. Out of 492 respondents, 490 responded to the question about their status at their institution. The majority of the participants, 175 (35.6%), reported faculty status with tenure, 104 (21.1%) reported faculty status with continuing reappointment, 86 (17.5%) said they were in staff positions, 59 (12%) reported having academic appointments, 42 (8.5%) reported being in an administrator position, and 4 (0.8%) librarians stated they were in professional staff positions. These responses totaled 95.5 percent.

The status of librarians under the "Other" response option was selected by 20 (4.1%) librarians. The request for additional information from those who checked the "Other" status revealed many other types of statuses for librarians in academic libraries and, consequently, these responses provide a bridge between personal characteristics and contextual characteristics. Although some of these statuses repeated the options originally provided, new categories

emerged. An example of this was having a bifurcated system within the same library, meaning

some librarians have faculty status while other librarians in full-time positions do not. The

discussion now focuses more directly on contextual characteristics.

Contextual Characteristics

      Academic library type. There were 491 responses out of 492 to the item about library

type. The majority of libraries were characterized as University libraries 308 (63%), with

Academic libraries getting 103 responses (20.9%). Other types included: law libraries (35 or

7.1%), research libraries (19 or 3.9%), and community college libraries (10 or 2%). All the data

about library type are summarized in Table 4.3.

Table 4.3

Academic Library Type

Type of Library	Frequency	Percent
University libraries	308	63.0
Academic libraries	103	20.9
Law libraries	35	7.1
Research libraries	19	3.9
Community College libraries	10	2.0
Seminary/Theological libraries	4	0.8
Liberal Arts College/ 4-yr college libraries	3	0.6
Medical libraries	2	0.4
Profit College libraries	2	0.4
Special Collections library	1	0.2
Archives	1	0.2
Special library	1	0.2
Total	491	99.8
Missing	1	0.2
Total	492	100.0

      Current director/dean/university librarian's gender. Even if the vast majority of

academic librarians are women, the literature indicates that men still hold a disproportionate

number of directorships or leadership positions in libraries within the United States (Neigel, 2015). At first glance, the data gathered for this study appear inconsistent with what the literature says about gender and library leadership with respondents in this study reporting that 197 (40%) of the directorships in the libraries in which they worked being held by men and 285 (57.9%) being held by women, adding up to 482 (97.9%) total responses. However, considering that librarianship is a highly feminized profession with 83% of librarians being women (DPE Research Department, 2016), men having 40% of the leadership roles in academic libraries could be seen as being disproportionately high, despite the fact that women do outnumber men in leadership roles.

      The size of the institution. There were nine student population ranges to choose from that ranged from 1,000 students or less to over 50,000 students. All of the ranges were selected, meaning that librarians from academic libraries of all sizes responded to the size-of-institution item. The largest number and percentage of respondents (81 or 16.5 %) were from institutions ranging from 5,000 to 10,000 students, followed by 72 (14.6%) from the 15,000 to 25,000 student range. The third highest range was the 10,000 to 15,000 student category with 62 (12.6%) of the respondents clicking this option. These top three ranges totaled 215 institutions or 43.7 percent out of 480 (97.6%) institutions that reported their size. Twelve participants (2.4%) did not record an answer. See Table 4.4 for more detail.

Table 4.4

Size of Institution

Size	Frequency	Percent
Less than 1,000	34	6.9
1,000 – 2,500	50	10.2
2,500 – 5,000	58	11.8
5,000 – 10,000	81	16.5
10,000 – 15,000	62	12.6
15,000 – 25,000	72	14.6
25,000 – 35,000	58	11.8
35,000 – 50,000	44	8.9
50,000 +	21	4.3
Total	480	97.6
Missing	12	2.4
Total	492	100.0

Type of institution. There were 489 respondents out of 492 who answered the question regarding the type of institution. Nearly two-thirds of those who responded to this item (314 or 63.8%) were from public universities, while 175 (35.6%) were from private institutions. The remaining 0.6 percent accounts for the three respondents who did not answer this question.

Institution religiously affiliated. The vast majority of institutions (82.5 %) reported not being affiliated with any religious organization, while only 15.7 % of those who responded reported working at a religiously affiliated institution. Four individuals (0.8%) librarians did not provide an answer to the question about their institution had a religious affiliation.

Among those who indicated their institution was affiliated with a religious group, the largest five religious groups reported were Catholic 31 (6.2%), Presbyterian 7 (1.4%), Baptist 5 (1%), Lutheran 4 (0.8%), and Methodist 4 (0.8%).

Research Question One: Toxic Leadership Exists in Academic Libraries, How Extensive

Does the Toxic Leadership Problem Appear to Be?

Toxic Leadership in Academic Libraries

All but four of the librarians who participated in the study answered the survey question about whether or not they had experienced toxic leadership at some point in their careers. Three hundred and nineteen (65.4%) of the academic librarians who answered this question indicated they had, indeed, experienced a toxic leader in their professional academic careers, while 169 (34.6%) indicated they had not. The gender breakdown of those who indicated they had and had not had experience with toxicity in the workplace can be viewed in Table 4.5.

Table 4.5

Experienced a Toxic Leader or Supervisor by Gender

Gender	Yes	No	Total Respondents	Total %
Female	258 (52.9%)	143 (29.3%)	401	82.20%
Male	61 (12.5%)	26 (5.3%)	87	17.80%
Total	319 (65.4%)	169 (34.6%)	488	100%

Based on these data, it confirms that untested belief that yes, toxic leadership exists in academic libraries. Interestingly, of the total of librarians who reported having experienced toxic leadership, 70% of the men had, while only 64% of the women reported having experienced toxic leadership. When a chi-square test was employed to determine the significance of these results, they were not statistically significant. This may suggest that differences may have more to do with the perceptions of power than with gender, per se. Males, in other words, may have reported more toxicity than females because many males feel more powerful than females and, consequently, are more willing to see and report abuse. But, again, gender, per se, does not appear to be a significant factor.

Responses to the two short answer items on the survey by academic librarians who work in all type of academic libraries all across the country provide some sense of the form that toxic leadership takes in different places. In fact, out of 492 respondents, 458 librarians (93.1%) answered survey item 10, "If you can, briefly describe the characteristics of a problematic leader or leaders you have worked with in an academic library," and 446 respondents (90.1%) answered item 11, "How, if at all, did the problematic leader(s) influence the work environment in the library? In your opinion, how did the leader's style impact the library environment?" Both numbers are larger than the number of people who indicated they had personally experienced toxic leadership in a library where they worked; the written responses suggest that even those who had not personally worked for toxic leaders knew people who had.

The number of responses to the two open-ended items demonstrates librarians' willingness to respond to questions about toxic leadership in academic library settings is surprising given that the topic of toxic leadership in academic libraries has been discussed only rarely in the library literature in the past. Thus, toxic leadership might be thought of as, at best, a latent concern or, alternatively, as a taboo topic. Of course, the high response rate, even among some of those who indicated they had not experienced a toxic leader in the course of their careers, may be attributable to the fact that the work academic librarians perform is highly collaborative; thus, librarians are inclined to help others with information needs whenever possible. So, there are multiple explanations for why so many of the respondents chose to take the time and answer the two open-ended questions about experiences with toxic leadership even when they indicated they had not personally experienced working with a toxic leader.

More than 65 percent of the respondents indicated they had had experienced toxic leadership. Still, what was said may be more important than either how many people reported

having worked for a toxic leader or how many people responded to the two open-ended items. What was said was often quite specific and, at times, appeared to be exceedingly heartfelt.

Consequently, the results of the analysis of the short-answer items will be delayed until later in this chapter. Here it is sufficient to note that what was written in response to the open-ended survey questions supported the claim that the characteristics of toxic leadership articulated in the toxic leadership literature exist in academic library contexts.

Furthermore, this research question can be interpreted in two different ways, depending on whether the word *extensive* refers to the degree of impact a particular toxic leader has within the setting in which he or she works, on the one hand, or whether it refers to the presence of toxicity over a wide range of different types of academic libraries, on the other. This section will discuss what the data say about each meaning of *extensive.*

Now that it has been established that toxic leadership exists in academic libraries, the responses to survey-item 16 provides further support about the extensiveness of the toxic leadership problem. Item 16 was: "In your experience as an academic librarian, have you ever had a toxic leader or supervisor?" The responses to this item revealed that 296 (60.2%) librarians have had one to three toxic leaders in their academic library careers, and that 196 (39.8%) expressed having had four or more toxic leaders in their careers.

The Extensiveness of Toxic Leaders' Impact on the Academic Libraries They Lead

Most of the written responses to item 11, "How, if at all, did the problematic leader(s) influence the work environment in the library? In your opinion, how did the leader's style impact the library environment?" suggested that toxic leadership, when present, normally permeates the academic library environment. The following quotation exemplifies comments about the extensiveness of a toxic leaders' impact on the libraries they lead:

For six years, we had the devil as our leader. It was terrible. People were scared of her. Faculty and other meetings were torturous. There were absences, a lot of distrust, shouting matches—I should clarify that it was mainly this woman shouting at someone and the other person trying not to disintegrate. This woman had "favorites" too—several people she would PICK ON. The rest of the staff was terrified she would start in on them and couldn't understand why the others were being picked on so where there had been friendship and some fun on occasion—this woman created rifts and pitted people against one another. I was VERY close to leaving librarianship after this experience. Still not certain I will stay much longer as my new position is now with a leaderless library. In my experience, leadership in libraries SUCKS.

Systemic perspectives. Some librarians expressed how the problems that they saw as permeating the academic libraries in which they worked come from academic library culture and library associations, in general, where well-known toxic leaders move from library to library across the country continuing to play the director role. This is perhaps due to neither library schools nor library associations having a tradition of training leaders. Librarians only take the one required management class, where leadership is only cursorily touched on (Neigel, 2015). This sentiment was expressed very candidly by one of the respondents:

In general, I find leadership in libraries to be a total joke because of promotion criteria. To be promoted, you don't have to be a good manager—you have to be good at reference, or cataloging, or whatever. There is no classical leadership training and there's no managerial context when looking at applicants.

Fifty-six librarians commented on the unpreparedness of most library leaders and three specifically called leadership in their libraries a joke. The culture that often (and, according to

some respondents, almost always) permeates academic libraries leads to no one speaking up about the bad leaders they encounter in their careers, so they do not prevent other libraries from ending up with these leaders for their typical two to six-year reigns. Instead, according to some respondents who answered the short answer items, these known toxic leaders continue being hired, earning tenure (where offered), and staying in place until they retire. Unfortunately, many of them become leadership consultants hired to improve academic libraries all across the country while spreading their form of toxicity even further.

To summarize, some respondents indicated that librarians at all levels who remain quiet make it possible for toxic leaders to either keep their jobs or get other jobs, often at more prestigious institutions. Other respondents, however, indicated that, in the past five years, the informal knowledge about toxic leaders that permeates the academic library culture has become more public and, consequently, many toxic leaders have become known as library destroyers. As a consequence, some librarians noted these leaders are remaining for a longer time in their posts because other university libraries will not hire them. Increasingly, the data suggest their reputations as toxic leaders are well-known or upper management is finally listening to the never-ending rumors. In some instances, it has taken up to 10 years for upper administration to believe librarians that their leader was hurting the library by causing low morale, high turnover, and stagnating their library efforts that impacted both librarians and the library users. This is what one respondent said about this matter:

> One [toxic leader I have had to work with] was certifiably mentally ill and was ultimately removed from her position, but…[only] after many years of agony on the part of the staff, poor management and loss of talented personnel because the university took SO LONG (more than 10 years) to acknowledge the problem and deal with it.

Other librarians indicated that this toxic leadership at times extends beyond the library itself. They noted that if whomever supervises the library leader—e.g., the vice-provost, provost, or even president—does not care about what is happening in the library, it is often because the whole institution is having a leadership crisis. Some librarians indicated that at their institutions, virtually all the higher administrators, not just the library's director, were going through a revolving door. Thus, there are far too many reluctant leaders in academic libraries, not just in the middle management level and associate director positions, but in higher administration of the institution as well. These types of claims suggest the extensive nature of toxic leadership's impact on the academic libraries in which the toxic leader work because toxic leadership is often a systemic problem.

The impact on mental and physical health. Whether or not toxic leadership can be traced back to systemic problems, it was clear from the responses that the impact toxic leaders had was extensive in the contexts in which they worked. Some of the most compelling evidence of extensive impact related to health matters.

One librarian, for example reported that "the library became a toxic work environment. You always felt there was a war going on around you. Several people developed serious illnesses." Another person wrote, "Some people's health visibly deteriorated and included some with doctor's orders to interact as little as possible with the offender." Other comments about toxic leaders' extensive impact on librarians' health, such as the following one, alluded to mental health issues:

It makes it incredibly unpleasant to be at work. It causes me to question my own abilities, and my perceptions of situations. It makes me feel as though my work is not valued, or I'm not doing things right. It becomes difficult to approach the "leader" with new ideas or

feedback. For me personally, it increases my level anxiety—to the extent of occasional

panic attacks when anticipating interaction with the "leaders". Simply put, it makes me

look elsewhere for alternative job opportunities.

Some librarians who responded to the open-ended items even indicated they had suffered

mental breakdowns. One librarian, in particular, had a psychotic break; she wrote:

The worst leader was a micro-manager…[who] made those of us she didn't personally

hire into pariahs. I was treated so harshly by my boss and coworkers at her leadership that

I suffered a psychotic break. With a new boss but same workers, I've proven that I am

capable of the work I was accused of not knowing how to do, and am able to work with

the same coworkers that I was told I didn't get along with.

Another librarian wrote about a colleague whose health condition had deteriorated so

much over the years that he died while at work. According to this respondent, the person died

after years of stressful work conditions including altercations with one of his supervisors:

The leader's style made it impossible for public services and technical services people to

work together on important projects because the directors would each fight for control

and the dean would allow this behavior. Two librarians fell ill; one subsequently died,

and I strongly believe that their inability to handle the stress of working with one of our

directors contributed to their health failing.

These last two examples of librarians suffering extreme conditions owing to working

under toxic leadership conditions need to be kept in mind when assessing how extensive the

impact of toxic leadership can be (and, evidently, has been) in academic libraries.

The wide-spread practice of favoritism. While the impact of toxic leaders, including

their impact on librarians' health, was discussed by many when responding to the open-response

items on the survey, others' comments indicate the extensiveness of the tactics toxic leaders employed. Favoritism was one characteristic code that surfaced continually. Depending on how the toxic library leader practices favoritism, the practice evidently can vary in terms of impact. No matter what form favoritism took, however, according to some respondents who discussed the topic, it was visible to others in the library, even though it often was ignored by the institution's upper administration. One librarian wrote,

> The leader had obvious favorites and non-favorites, excluded less-favored employees from activities, sabotaged employees' activities, [implemented] inconsistent enforcement of policies, [went to] extremes in enforcement,

Another librarian noted that toxic library supervisors "only helped people that agreed with their point of view—mostly people of their same gender. [My supervisors] had favorite subordinates [which can] make life difficult for others that did not agree with them. [The supervisors actually] rewarded bad behavior."

The number of respondents (74 or 15% of 492) who lamented the favoritism they had experienced personally, or at least observed being meted out to others, was much larger than I expected. Once again, the number of comments suggest how extensive the impact of toxic leadership can be when toxic leaders are operating in a particular setting.

Additionally, when asked about experiences with a toxic peer, item 18 "In your experience as an academic librarian, have you ever had a toxic peer?" 338 (68.7%) out of 492 librarians said, yes, they had had to interact with a peer who displayed toxic behavior, while only 154 (31.3%) responded that they had not. Toxic peers and toxic leaders often co-exist in libraries, according to the data generated in this study and the chi-square test used to analyze the appropriate survey responses. Therefore, this study further confirms research reported in the

literature on toxic leadership in other settings (Ortega et al., 2009; Sutton, 2010). According to

one respondent, it is commonplace for the leader to "choose 'favorites' and reward them with

raises, travel funds and more. [They] used them to 'report' on colleagues" and, most egregiously,

the "leader allows favorites to do what they want. Leader does not reprimand [their] negative

behaviors in the workplace."

Furthermore, this conclusion was reinforced when the qualitative data were transformed

into frequency counts. The highest frequencies of the data gathered when looking at the

consequences in academic libraries after toxic leadership had entrenched itself were: morale

affected (143); environment/workplace affected (139); bad/poor/negative leader (131); high

turnover (75); productivity impacted (74); abusive supervision (53); no innovation (51). These

high counts support the claim that toxic leadership, once it has manifested itself in a particular

setting, becomes extensive throughout the whole of an academic library.

The Extensiveness of Toxic Leaders across Different Libraries

The bottom line for the data presented thus far in answering Question # 2 is that a toxic

leader normally has an extensive and often profound impact on the library he or she leads. But,

as previously noted, there is another meaning of *extensive*, a meaning that focuses attention on

the extent to which toxic leaders are present across individual libraries. To explore this

interpretation of extensiveness in answering Research Question # 2, I used the results of the

modified Schmidt's (2014) Toxic Leadership Scale.

When completing Schmidt's survey, librarians responded to a 15-item scale that uses a 5-

point Likert-type response category scheme ranging from 1-Strongly Disagree to 5-Strongly

Agree. So, an individual's total score could range from 15, if a respondent indicated no toxicity,

to 75 if a respondent indicated a very toxic environment.

Figure 4.1 provides a visual display of the respondents' scale scores. For instance, the figure indicates that 5.5 percent of the respondents gave a score of five for all of the 15 toxic leadership behaviors asked about on the survey, while only 1.4 percent of the respondents consistently marked one when asked about whether they had encountered particular toxic leadership behaviors throughout their careers. Figure 4.1, in short, provides a visual representation of the fact that toxic leadership is relatively extensive in terms of the second meaning of the term discussed above.

Toxic Leadership Scale Totals
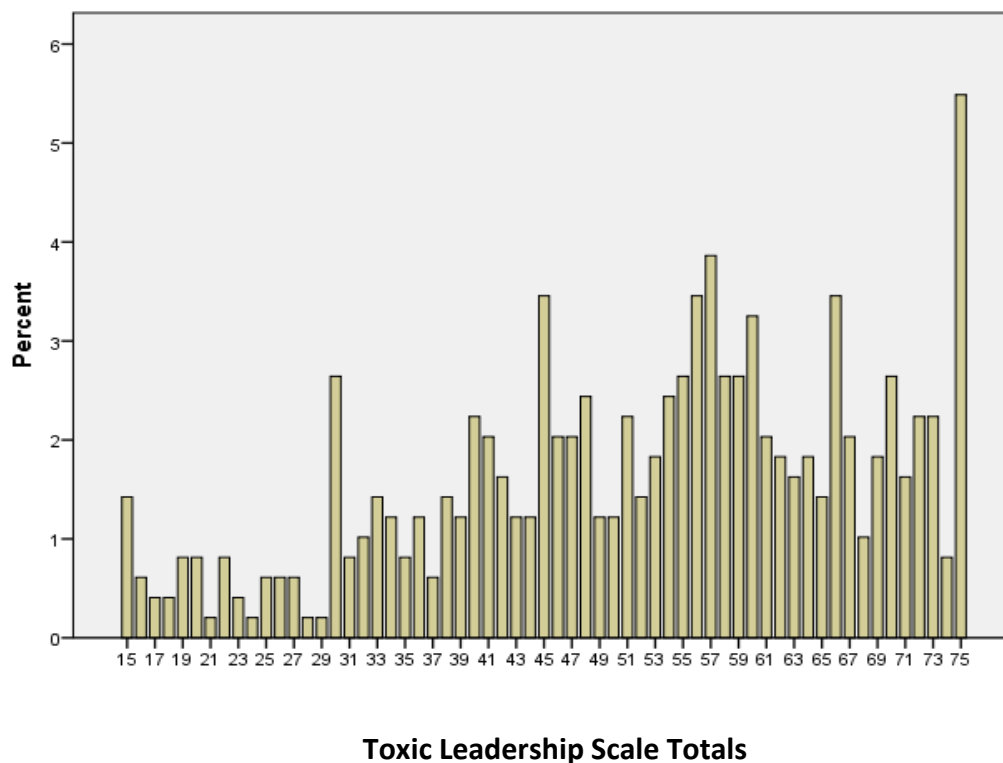
Figure 4.1. Toxic Leadership Scale Totals from SPSS Output
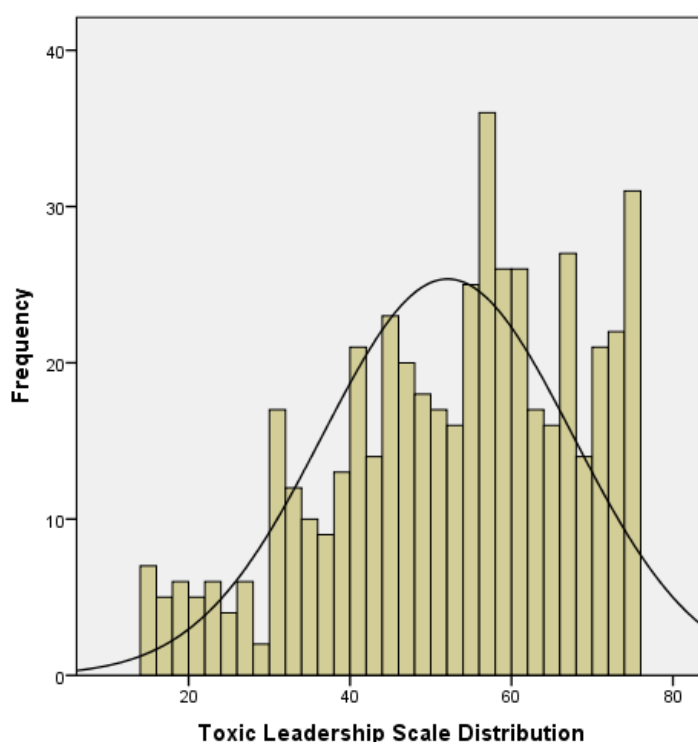
Figure 4.2. Toxic Leadership Variable Data Histogram from SPSS Output

While Figure 4.2 provides the data distribution for the 492 valid responses, it should be

noted that the aggregate Toxic Leadership Scale data in this study had a mean of 52.09, a mode

of 75, and a median of 55. The skewness value was -.490 and kurstosis value was -.506. Visual

inspection of Figure 4.2 supports the skewness of the scale data. The Schmidt's *Toxic Leadership*

Scale (TLS) manual does not provide a mean to reference (for neither the 2008 scale study nor

the 2014 shortened version of the scale), therefore although I at first considered using the TLS

scores' median only to attempt to measure toxicity, in the end, I used the TLS scores' median of

the *Yes* respondents to this study's survey item 16 ("In your experience as an academic librarian,

have you ever had a toxic leader or supervisor?") instead. The TLS scores means and medians of

the *Yes* and *No* total respondents were explored to derive a potential future cut off score that

could be used to indicate if toxic leadership has manifested itself in an academic library. As

mentioned earlier in the chapter, item 16 revealed that 65.4% of participants in this study had

experienced toxic leadership in their careers. For the *Yes* respondents their TLS scores mean is 59.21 with a median of 60, while for the *No* respondents their TLS scores mean is 38.61 with a median of 40. Thus, the *Yes* TLS median score of 60 suggests that a score of 60 or higher could reasonably assume these librarians have experienced toxic leadership at some point in their careers. Therefore, toxic leadership can be assumed to have been present in academic libraries where the scores were 60 and higher in this sample. With nearly two-thirds of this study's participants reporting having experienced toxic leadership at some point in their careers, it appears as if toxic leadership behaviors are relatively extensive across academic libraries. Academic librarians from all types of academic settings such as large research institutions and small community colleges are represented in these data (although well over half of the respondents (63%) came from university libraries).

Summary

There were academic librarians who expressed, in their responses to the short-answer questions, that they had never worked with a good leader during their whole careers. These librarians lamented the fact that they would soon retire (within the next five to 10 years) without ever having experienced good leadership or even good management in their libraries.

Both the qualitative and the quantitative data, in fact, suggest that toxicity exists in academic libraries across type of library, whether librarians have faculty status or not, size of institution, and regardless of whether the library leader was male or female. Here the focus was primarily on a somewhat different meaning of extensiveness, one that is oriented toward understanding the degree to which toxicity was present in a particular library setting.

The bottom line here is that the data clearly indicate that toxic leaders have an extensive and often profound impact on the libraries in which they work. Furthermore, the sheer number of

librarians in this study who indicated they had experienced a toxic leader during the course of their careers suggests not only that a toxic leaders' impact is extensive within the libraries they lead but also that toxic leaders are present in a substantial number of libraries.

Research Question Two: What Characteristics of Toxic Leadership are

Most Prevalent in Academic Libraries?

To find out which characteristics of toxic leadership tended to be most prevalent in academic libraries, two tools were used: 1) the modified Schmidt's (2014) Toxic Leadership Scale subscales and 2) the codes developed during the analysis of the survey's short answer responses to survey questions 10 and 11 that asked about problematic leaders' characteristics. (The number of times a code was used was calculated in an effort to quantify the qualitative, short-response data.)

First the quantitative results generated by the subscales of the modified toxic leadership scale are presented. This presentation is followed by a description of the quantified qualitative responses to the short answer questions. Finally, there is a comparison of both sets of results.

The Quantitative Data

Schmidt's Toxic Leadership Scale's subscales were analyzed to get a general sense of the types of behaviors survey respondents perceived as being more and less prevalent in academic library leaders. As was reported in the prior section, the Toxic Leadership Scale scores suggest that toxic leadership behaviors are present in academic libraries. In order to determine the most and least types of prevalent behaviors experienced in academic libraries, specific subscales were, first, rank-ordered based on the frequency of specific toxic leadership behaviors associated with each subscale. These results are presented in Table 4.6 below. Then the specific items in each of

the subscales were rank-ordered to get a better sense of the actual behaviors that were reported. Information about specific subscale items and, by implication, the specific behaviors that those who filled out the survey identified is reported in Table 4.7. The next subsections discuss the information presented in each of the tables.

Rank ordering by types of behavior/subscales. The Schmidt's Toxic Leadership Scale is made up of five subscales (self-promotion, abusive supervision, unpredictability, narcissism, and authoritarian leadership) that each measure a type of behavior and each subscale is composed of three specific behaviors. The highest possible score for a toxic type of behavior was 15; it seems reasonable (mathematically speaking) to assume that a score of 10 indicates that a particular behavior is problematic. As noted, the subscale mean scores in this study were ranked from the highest frequency to the lowest frequency, and these results are presented in Table 4.6.

As can be seen in Table 4.6, the rank-order list for general types of behaviors was as follows: Unpredictability (11.05), Narcissism (10.64), and Authoritarian Leadership (10.50), Abusive Supervision (10.10), and Self-Promotion (9.80).

Table 4.6

Subscales Descriptive Statistics from SPSS Output

Subscale	Mean	Std. Deviation	N
Unpredictability	11.05	3.366	492
Narcissism	10.64	3.618	492
Authoritarian Leadership	10.50	3.678	492
Abusive Supervision	10.10	3.461	492
Self-Promotion	9.80	3.500	492

Rank ordering of specific behaviors/subscale items. Table 4.7 titled *Modified Schmidt's Toxic Leadership Scale (2014) Subscale Items, Highest to Lowest Average,*

disaggregates the results reported in Table 4.6 and shows the total responses and average value of each subscale item, i.e., each toxic leadership behavior associated with a particular type of toxic leadership. Each subscale is made up of three items that describe specific behaviors associated with the organizing construct of the subscale. There was a total of 15 items associated with each of the five subscales thus the highest score each item in a subscale could receive was a 5; the lowest was a 1. Quantitatively these results provide a somewhat more nuanced answer to the question regarding the most and least prevalent toxic leadership behaviors as experienced or witnessed by academic librarians in their time working in one or more academic libraries.

As Table 4.7 indicates, the two behaviors with the highest averages both came from the unpredictability subscale: "I have had at least one supervisor who varied in his/her degree of approachability"; "I have had at least one supervisor who allowed his/her current mood to define the climate of the workplace." The third unpredictability subscale item, however, had the second lowest score.

Table 4.7

Modified Schmidt's Toxic Leadership Scale (2014) Subscale Items, Highest to Lowest Average

Item Subscale	Item Question I have had at least one supervisor who...	Average
Unpredictability	varied in his/her degree of approachability	3.91
Unpredictability	allowed his/her current mood to define the climate of the workplace	3.85
Narcissism	thought that he/she was more capable than others	3.73
Authoritarian Leadership	controlled how subordinates completed their tasks	3.60
Self-Promotion	accepted credit for successes that did not belong to him/her	3.51
Abusive Supervision	held subordinates responsible for things outside their job descriptions	3.51
Narcissism	had a sense of personal entitlement	3.48
Authoritarian Leadership	determined all decisions in the unit whether they were important or not	3.47
Narcissism	believed that he/she was an extraordinary person	3.43
Authoritarian Leadership	did not permit subordinates to approach goals in new ways	3.43
Self-Promotion	drastically changed his/her demeanor when his/her supervisor was present	3.28
Abusive Supervision	reminded subordinates of their past mistakes and failures	3.32
Abusive Supervision	publicly belittled subordinates	3.28
Unpredictability	expressed anger at subordinates for unknown reasons	3.28
Self-Promotion	only offered assistance to people who could help him/her get ahead	3.01

Quantified Qualitative Response Analysis

Items 10 ("If you can, briefly describe the characteristics of a problematic leader or leaders you have worked with in an academic library") and 11 ("How, if at all, did the problematic leader(s) influence the work environment in the library? In your opinion, how did the leader's style impact the library environment?") called for open-ended responses. These qualitative data were coded. The plan was to read through the responses and let categories emerge from the data read. I read through the 492 respondents' responses to the open-ended items multiple times. Eventually I realized that many of the categories that "emerged from the data" during my reading looked at least somewhat like the subscales in Schmidt's Toxic Leadership Instrument, as well as categories discussed by Craig and Kaiser (2013) and categories found in the literature on the life-cycle of nonprofit organizations (Kimberly & Miles, 1980). There also were some truly emergent categories. These categories related to the absence of leadership (rather than leadership that was toxic) and the perceived mental illness of leaders. Neither of these topics was covered either in Schmidt's Toxic Leadership Instrument or in the literature that informed the coding process.

Two sets of codes, one focused on the characteristics of problematic leaders (see Table 4.8) and the other focused on the consequences of leaders' behaviors (see Table 4.9), were constructed. The number and percentage of survey respondents who mentioned behavior that fit under each of the codes listed in Tables 4.8 and 4.9 are discussed in the next two subsections of this chapter and displayed in Tables 4.10 and 4.11 respectively.

Table 4.8

Problematic Leaders' Toxic Leadership Characteristics Codes

Codes
1. Abusive Supervision – bullying, yelling, belittling, cruel, evil, vindictive, manipulative
2. Micromanager/Controlling
3. Insecure - afraid of failure, territorial, risk averse, suspicious, jealous, defensive, distrustful of personnel
4. No innovation - no creativity, unwilling to learn, resistant to change, closed-minded, rigid, inflexible, afraid of change
5. Narcissism/Selfish/Entitled - self-absorbed, egoist, egotistical, self-involved
6. Authoritarian leadership - domineering, arrogant, uncaring, making decisions without measuring consequences
7. Favoritism - plays favorites, preferential treatment, likes certain people a lot, nepotism
8. Self-promotion - takes credit for other's work, presents/steals ideas as their own
9. Deceitful - two-faced, secretive, unethical, hypocrite, deceitful, liar, not transparent, misleading
10. Not prepared to lead - unprepared to lead, reluctant leader, immature, incompetent
11. Communication - 2 codes
a. Uncommunicative - does not communicate at all, does not share
b. Poor communicator - tries to but is not good at it or does it whenever it pleases them, uses as a control mechanism
12. Gossip - backbiting, breaking confidences
13. Conflict avoidant - avoids conflict
14. Moody/Mercurial - unapproachable, unpredictable, emotional decision making,
15. Indecisive - can't make decisions
16. No accountability/Irresponsibility - unwilling to own up to own mistakes/problems, blames others, unprofessional
17. Disengaged - no interest, uninvolved, not engaged, lazy, aloof, disconnected, distant, absent leader, hands-off to extreme (laissez-faire)
18. Untrustworthy - not trusting of leader by staff, librarians
19. Negative outlook - negative demeanor, Debbie-downer
20. No advocacy
21. No vision - no outlook
22. Mental illness - diagnosed illness: paranoia, delusions of grandeur, manic depressive, psycho path, sociopath, Histrionic Personality Disorder, Narcissism Personality Disorder, PTSD

Table 4.9

Consequences of Toxic Leadership in Academic Libraries Codes

Codes
1. Morale – suffered, low, demoralized, plummeted, down, poor
2. Environment/workplace – toxic, hostile, negatively, oppressive, tense, stressful, destabilized, sour, poisoned, uncomfortable, miserable, un-collaborative
3. Leader – avoidance, afraid of, toxic, bad, irreverence for, circumvent, contrarian exposed, neutralized by isolation
4. High turnover
5. Productivity impacted – suffered, plummeted, down, slowed, loss
6. Abusive supervision
7. No innovation – stagnant library
8. Disempowered forced/no leadership
9. Influenced to adapt leadership style/adopted leadership style
10. Anger /distrust / mistrust
11. Health negatively impacted
12. Library reputation tainted
13. Disenfranchised users/users impacted
14. Authoritarian Leadership
15. Rot-at-the-top

Frequencies of codes for problematic leaders' characteristics. As Table 4.10

Frequencies for Problematic Leaders' Characteristics indicates, the highest frequencies for the

characteristics' codes occurring in 50 instances or more were: abusive supervision (217);

micromanager (140); insecure (136); no innovation (93); narcissism (93); unprepared to lead

(85); authoritarian leader (83); favoritism (74); self-promotion (63); deceitful (63); bad

communicator (52); disengaged (50). Incidentally, the least prevalent characteristics were:

unprofessional (7); moody (4); poor leader (4); toxic leader (3); reluctant to learn (2);

disconnected (2); domineering (2); laissez-faire (2); uncaring (2); unwilling to learn (2); criminal

(1); bully (1); arrogant (1); lack of confidentiality (1).

Frequency of codes for consequences manifested in academic libraries. Fifteen

consequences codes emerged during the analysis. As Table 4.11 *Consequences of Toxic*

Leadership in Academic Libraries Codes indicates, the highest frequencies for the consequences'

codes over 50 were: morale affected (143); environment/workplace affected (139); leader (131);

high turnover (75); productivity impacted (74); abusive supervision (53); no innovation (51). The

least prevalent frequencies for consequences are too many to list More than 50 consequences, for

example, were mentioned by only one respondent. I concluded that none of these could sensibly

be grouped together and subsumed under more general codes. Among the items that were

mentioned by only one respondent were the following: "reduce staff confidence," "people know

they're on their own," "impact user services," "resentment toward leader," and "afraid of

triggering dean's ego driven wrath."

Table 4.10

Frequencies for Most Prevalent Problematic Leaders' Characteristics

Characteristic	Frequency
Abusive supervision	217
Micromanager	140
Insecure	136
No innovation	93
Narcissism	93
Unprepared to lead	85
Authoritarian leader	83
Favoritism	74
Self-promotion	63
Deceitful	63
Bad communicator	52
Disengaged	50

Table 4.11

Frequencies of Consequences of Toxic Leadership in Academic Libraries

Consequences	Frequency
Morale affected	143
Environment/workplace affected	139
Leader	131
High turnover	75
Productivity impacted	74
Abusive supervision	53
No innovation	51

General types of leadership gleaned from the analysis of short answer response. As it turned out, it was possible to code the data into somewhat more general categories that are similar to but not precisely the same as the subscale categories that were used when analyzing the results of Schmidt's Toxic Leadership Scale's subscales. This version of the types-of-toxic-leadership results are summarized in Table 4.12. Table 4.12 lists each type of toxic leadership in an academic library and the defining characteristics associated with each type.

Table 4.12

General Types of Toxic Leadership in the Academic Library Based on Analysis of Short Answer Responses

Codes	Components Present in the Academic Library
Abusive Supervision	Bad leader, hostile work environment, poor morale, loss of productivity, high turnover, micromanagement, no innovation, favoritism
Negligent/ Laissez-Faire Leadership	Bad leader, hostile work environment, poor morale, loss of productivity, blatant favoritism, no innovation, disengaged leader
Authoritarian Leadership	Bad leader, hostile work environment, poor morale, loss of productivity, anger/mistrust of leader, high turnover, favoritism, no innovation, library reputation tainted, influences subordinates to adapt his/her leadership style
Institution's Culture	Rot at the top of the institution, library reputation tainted, anger/mistrust of all institution's leaders, no innovation, favoritism
Perceived Mental Illness*	Bad leader, narcissist, hostile work environment, poor morale, loss of productivity, leader exhibits erratic behavior

*Mental Illness includes all mentions of psychopath, sociopath, narcissist, and histrionic personality disorder. These are mostly librarians' perceptions of mental illness in their leaders

Presented in table 4.13 are a few examples of the short answer responses, for each type of toxic leadership in academic libraries. The examples under each type of toxic leadership in the academic library serve to illustrate what transpired in respondents' libraries.

In the simplest of terms, the responses to the two short-response items suggest toxic leadership has manifested itself in a substantial number of academic libraries.

4.13

Examples of Toxic Leadership Types in Academic Libraries from Short Answer Responses

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Short Answer Response by Type

Abusive supervision:
They purposefully controlled as much as they could and as many people as they could instead of providing training and support to develop skills and talents. It was about their national reputation, their accomplishments, [and] their protégés. No one was allowed to be smarter than this problematic leader. They purposefully pitted others against each other while at the same time making a show of how much they themselves interacted effectively with others – sometimes to the consternation of these others. They practiced bullying and mobbing.

Negligent/Laissez-faire leadership:
Lazy, lack of commitment, failure to keep current in the field, maintaining excessive distance from others in the library unit, and, conversely, being too available for minor complaints.

Authoritarian leadership:
The problematic leaders I've had in academic libraries were selfish, demeaning advocated for command control leadership style, closed minded, hostile to new ideas or different perspectives, showed favoritism, had a closed decision-making process, and were coercive. They restricted freedom of expression, ideas, information, and movement. They were also one-way communication, petty, insecure, jealous of staff individual success, punitive, lacks vision or ability to communicate strategic directions, unprofessional in relationships with subordinates, abusive in treatment and conversations, encouraged silos, not visible or attentive to subordinate concerns

Institution's culture:
Bad morale, lack of productive change, lots of spinning wheels on projects, unwilling to move things forward, lack of budget support for small things that could make huge impact, lots of staff lacking key skills, general dysfunction in upper administration, many people frustrated with culture.

Perceived mental illness:
Queen bee with narcissistic personality disorder, a bully, and a racist. She regularly said, "Boy, I wish there were more men in the building", although she's never offered to leave the organization. She also says at least weekly, "What's the point of having power if you can't use it?" She fawns over men (unless they were black), regardless of their position in the library hierarchy. She sucks up to any person above her in the university hierarchy but comes back to the office and trashes the women to the team. Generally, (white) men can do no wrong, but if a man should oppose her goals or actions, she refers to him as an "old woman". She undermines in every way possible the women within her reach, even those foolish enough to be her friend.

Furthermore, the responses illustrate the different forms toxic leadership can take in the academic library environment, an environment that the literature review in Chapter 2 indicated often lacks pre-established standard operating procedures and oversight.

Comparison of Toxic Leadership Scale Behaviors to the Qualitative Analysis Results

The 15-item scale limited respondents to rating a set of pre-established behaviors that came from studies of the corporate world. This was the first time this scale was applied to academic libraries. I did, however, add two items that were not part of the original instrument that asked respondents to generate their own description of toxic-leadership behaviors they had experienced and additional consequences that they had observed.

In the end, the results about leaders' toxic behaviors generated from participants responding to the pre-determined items that made up the Toxic Leadership Scale, on the one hand, and the qualitative responses to the open-ended items I added, on the other, were quite similar. This is hardly surprising since the two methods of data collection were used to describe the same phenomenon. To be sure, the list of toxic leadership behaviors generated by the open-ended questions items I added to the instrument was considerably richer as can be seen by comparing the findings presented in Table 4.8 with the findings in Table 4.7. In addition, the open-ended items I added also asked participants in the study to identify the consequences of the toxic leadership behavior they observed, something that was not asked in the original instrument. Consequently, the data presented in Table 4.9 was only generated by the open-ended response items I added and the efforts, during data analysis, to quantify the qualitative responses.

Summary

The quantitative data and the qualitative data provided similar results. When quantifying the qualitative short answer responses for items 10 and 11, these facilitated the

process to establishing a list of codes for most common characteristics and consequences in academic libraries as experienced by the 458 librarians who responded to this question. All of the data sets culminated in reflecting toxic leadership behaviors in academic library leadership.

Five types of toxic leadership emerged from the qualitative data analysis: abusive supervision, negligent/laissez-faire, authoritarian leadership, institution's culture, and mental illness (as perceived by librarians and in many instances also upper administration). Moreover, the short answer responses support the answers provided in the demographics section where it was asked if they had ever in their careers experienced a toxic leader. There were 322 (65.4%) out of 492 librarians who said, yes and 170 (34.6%) who responded, no to this question. Thus, this qualitative data analysis is another step toward acknowledging that toxic leadership does in fact exist in the academic library.

Research Question Three: Is there a Relationship between Toxic Leadership and the Academic Librarians' Demographics?

Data Preparation for Logistic Regression Analysis

In order to answer the third research question, two methods of regression analysis were explored: linear and logistic. I began with linear regression analysis due to the nature of the collected data, the dependent variable (*Toxic Leadership*) was a continuous variable. Many of the independent (or predictor) variables were categorical, which required converting them into dummy (dichotomous) variables. This however created a large number of predictor variables: 58. A series of linear regression analyses were run and none of the linear regression models yielded any significant variables**.** Logistic regression was the next step in answering my third question. Logistic regression was also explored as a means of analyzing the data because it would not

require creating so many dummy variables as predictor variables. A consequence of this change was that the *Toxic Leadership*, a continuous variable, had to be reduced to a binary variable (0/1). With this change it could now be used in binary logistic regression to discover if there were any demographic variables associated with *Toxic Leadership*.

The first step in order to use logistic regression was to fill-in any missing data of the 492 cases due to the multivariate nature of the analysis. The cumulative effect of missing data over several variables could have impacted the number of cases. The missing data for these variables were replaced with either the mode, mean or median depending on the type of data the variable represented. Replacing missing data was a small task as the number of cases missing data ranged from 1 to 12 per variable, with an average of 6 for the 11 demographic variables.

The *Toxic Leadership Scale*'s results were coded as zero or one to create a binary variable one in order to employ binary logistic regression analysis. The respondents' results were coded as 1 for scores of 55 and higher and scores of 54 or less were coded as 0. This decision was based on the *Toxic Leadership Scale*'s median score of 55. Once all of the missing data for each variable was filled in, binary logistic regression analysis was executed with *SPSS*.

Logistic Regression Findings for Toxic Leadership and Demographic Variables

Logistic binary regression was conducted to examine if there were any relationships between measures of *Toxic Leadership* and the demographic independent variables. Once initial data screening and verification were completed, there were enough cases (492) to run the 11 predictor variables. Binary logistic regression was performed using the 11 demographic variables as the predictor variables (Tabachnick & Fidell, 2001).

The Demographic or Predictor Variables. With *Toxic Leadership* as the binary dependent variable, the factors or predictor variables were: *Age, Academic Library Type (ALT), DeanGender, Gender, Size of Institution (Size_Inst), Highest Degree Attained (HAD),*

LibraryDegree, Librarian Status (LS), Type of Institution (PrivateOrPublic), Race, and

ReligiouslyAffiliated-No.

      Employing Binary Logistic Regression. As already mentioned, the dependent variable,

Toxic Leadership, was transformed into binary variable with the goal to find out if there was any

relationship with any of the demographic variables. First, the Enter Method was tried for

analysis, yet this produced no significant results. Second, the Forward Stepwise Method LR

(Likehood Ratio) was chosen and two variables out of the 11 emerged as significant: *Age* and

ReligiouslyAffiliated-No.

      The regular Enter Method, when all variables are entered at the same time (the *SPSS*

software default) did not produce any significant results, even when the Bootstrapping technique

was later applied, while the Forward Stepwise LR (Likelihood Ratio) Method did, with two

variables emerging as significant. Both the Enter and Forward Stepwise methods were run with

all 11 variables. I deemed using the Stepwise Method appropriate because "inclusion and

removal of predictors from the equation are based solely on statistical criteria…[and] is best seen

as a screening or hypothesis-generating technique" (Tabachnick & Fidell, 2001, p.535). Eleven

predictor variables can be considered to be on the high end for doing a standard analysis,

therefore the Forward Stepwise LR allowed for the possibility of a more parsimonious model to

emerge, which did when only two variables emerged as significant, *Age* and

ReligiouslyAffiliated-No. No model is ever perfect, the Stepwise Forward LR results were given

more weight than the Enter Method ones even when the possibility of overfitting was likely.

However, results, even if preliminary, are needed to set and continue future research. According

to Babyak (2004), this it is not a bad place to start when data is studied for the first-time. It also

helps that this is not survival data in which case overfitting may be of little consequence (p.420).

Logistic Regression Model. The Constant Model (see Table 4.14) only presents the

dependent variable *Toxic Leadership* and no predictor variables. This is followed by the Better-

Fitting Model which shows the two significant demographic variables.

Table 4.14

Classification Table[a,b]

			Predicted		
			TL		Percentage
Observed			Not toxic	Toxic	Correct
Step 0	TL	Not toxic	0	243	.0
		Toxic	0	249	100.0
	Overall Percentage				50.6

a. Constant is included in the model.

b. The cut value is .500

The Constant Model, the simplest, is also called the worst-fitting model; it can correctly

predict 50.6% of the cases in the data set. As shown in Table 4.15. This model involves only the

constant (*Toxic Leadership* variable) and none of the predictor variables (Tabachnick & Fidell,

2001, p. 519).

Table 4.15

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 0	Constant	.024	.090	.073	1	.787	1.025

Better-Fitting Model. In this study a best-fitting model was not found because the final

model did not include the constant and all of the predictor variables. Although, according to

Tabachnick and Fidell (2001), not all predictor variables must necessarily have a relationship to

the outcome (p. 519).

The Model Summary (Table 4.16) presents the -2 Log-Likelihood and the pseudo-R^2 for the better fitting model. The strength of association measures Cox & Snell R Square and Nagalkerke R Square provide approximations to how much variance of the outcome is explained. This model's Cox & Snell R Square explains approximately 7%, while the Nagelkerke R Square explains almost 9% variance of the outcome. There can be great variation between Pseudo-R^2's as they are only approximations and should therefore not be overly emphasized.

Table 4.16

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	673.387[a]	.017	.023
2	648.353[b]	.066	.088

a. Estimation terminated at iteration number 3 because parameter estimates changed by less than .001.

b. Estimation terminated at iteration number 35 because maximum iterations has been reached. Final solution cannot be found.

Table 4.17

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	.000	0	.
2	.494	7	.999

The Hosmer and Lemeshow Test (Table 4.17) of goodness fit suggests the model is a good fit p=.999 (>.05). The chi-squared statistic on which this test is based is very dependent on sample size, thus the value cannot and should not be interpreted without considering the sample size. Because the p-value may change when interactions in the data are allowed (see Table 4.20),

if the test is *not* statistically significant (as it is in this case), then I can be fairly confident that I have fitted a good model. This is based on originally having had a large enough number of cases and consequently had an appropriately sized sample.

The Better-Fitting Model's Classification Table (Table 4.18) can correctly overall predict 60% of the cases in this study. This model predicts 9.4% more accurately than the Constant Model's prediction of Toxic Leadership's presence in academic libraries at 50.6% (see Table 4.14).

Table 4. 18

Classification Table[a]

	Observed		Predicted		
			TL		Percentage Correct
			Not toxic	Toxic	
Step 1	TL	Not toxic	52	191	21.4
		Toxic	29	220	88.4
	Overall Percentage				55.3
Step 2	TL	Not toxic	134	109	55.1
		Toxic	88	161	64.7
	Overall Percentage				60.0

a. The cut value is .500

Table 4.19 visually presents the 492 librarian cases' distribution of toxic leadership for the Stepwise method step number 2. This plot shows the frequency of categorizations for different predicted probabilities and whether they were 'yes' or 'no' categorizations. This provides a guide to how accurate the model is by displaying how many times the model would predict a 'yes' outcome based on the calculated predicted probability when in fact the outcome for the participant was 'no'.

Thus, while this model identifies that *Age* and *ReligiouslyAffiliated-No* are significantly associated with the toxic leadership outcome and can explain 9% of the variance in outcome (Nagalkerke R Square), it does not predict the outcome for *individual librarians* very well. This is important because it indicates that age and not religiously affiliated do not solely *determine* librarians' outcomes with toxic leadership. There is considerable individual variability that cannot be explained by age and working at a secular institution. This is to be expected because these results could be reflecting individual factors like prior work experiences and librarian's expectations in an academic setting.

Table 4.19

```
              Step number: 2

               Observed Groups and Predicted Probabilities

        160 +                                                                    +
            I                                                                    I
            I                                                                    I
   F        I                                                                    I
   R    120 +                                                                    +
   E        I                                                                    I
   Q        I                              T                                     I
   U        I                              T                                     I
   E     80 +                              T                                     +
   N        I                              T                                     I
   C        I                              T  T        T                         I
   Y        I                              N  TT       T        T                I
        40 +                               N   TT      T T      T                +
            I                        N     N    NT     T  T     T                I
            I             N     T     T   T N  NN    N  N     N                  I
            I        N        N  N N N    NN    N NT NN    N  N     N             I
  Predicted ---------+---------+---------+---------+---------+---------+---------+---------+---------+----------
     Prob:  0       .1        .2        .3        .4        .5        .6        .7        .8        .9         1
     Group:  NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTT

            Predicted Probability is of Membership for Toxic
            The Cut Value is .50
            Symbols: N - Not toxic
                     T - Toxic
            Each Symbol Represents 10 Cases.
```

Finally, Table 4.20 *Variables in the Equation* provides the regression coefficient (B), the Wald Statistic, and the Odds Ratio (Exp(B)) for each variable category. This table presents variables *ReligiouslyAffiliated-No* and *Age* as the two significant ones from the 11 predictor variables. These two variables can assist in predicting the probability of toxic leadership in academic libraries.

Table 4.20

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B) Lower	Upper
Step 1[a]	ReligiouslyAffiliatedNumerim(1)	-.725	.252	8.285	1	.004	.484	.295	.793
	Constant	.141	.099	2.043	1	.153	1.152		
Step 2[b]	ReligiouslyAffiliatedNumerim(1)	-.757	.262	8.384	1	.004	.469	.281	.783
	Age			20.390	11	.040			
	Age(1)	6.388	67198282.91	.000	1	1.000	594.717	.000	.
	Age(2)	-30.857	3465486.835	.000	1	1.000	.000	.000	.
	Age(3)	-29.847	3465486.835	.000	1	1.000	.000	.000	.
	Age(4)	-29.690	3465486.835	.000	1	1.000	.000	.000	.
	Age(5)	-29.842	3465486.835	.000	1	1.000	.000	.000	.
	Age(6)	-29.732	3465486.835	.000	1	1.000	.000	.000	.
	Age(7)	-29.319	3465486.835	.000	1	1.000	.000	.000	.
	Age(8)	-29.377	3465486.835	.000	1	1.000	.000	.000	.
	Age(9)	-29.026	3465486.835	.000	1	1.000	.000	.000	.
	Age(10)	-29.912	3465486.835	.000	1	1.000	.000	.000	.
	Age(11)	-30.508	3465486.835	.000	1	1.000	.000	.000	.
	Constant	29.815	3465486.835	.000	1	1.000	8.880E+12		

a. Variable(s) entered on step 1: ReligiouslyAffiliatedNumerim.

b. Variable(s) entered on step 2: Age.

Looking first at the results for *ReligiouslyAffiliated-No* there is a significant effect (*Wald=8.384, df=1, p<.004)*. The effect of *ReligiouslyAffiliated-No* is significant and positive, indicating that librarians working at institutions that are not religiously affiliated are more likely to experience toxic leadership at some point in their careers. The Odds Ratio (Exp(B)) informs that these librarians are .469 times more likely to experience toxic leadership in the workplace. Regarding the second predictor variable, *Age*, there is also a significant overall effect (*Wald=20.390, df=11, p<.04*). The Exp(B) coefficients for *Age*(2-11) categories are very small or .000, except for *Age*(1) the youngest age category (18-25). This indicates no change is associated with increased odds of achieving toxicity for all the other age categories except *Age*(1), but there are few professional librarians in that age group in general, making the *ReligiouslyAffiliated-No* predictor variable more influential.

Summary

The Constant Model composed of only the constant variable, *Toxic Leadership*, has the least predictive power at 50.6% of the time predicting correctly. Whereas the Better-Fitting model began with all 11 variables produced no significant variables using the Enter Method, but once the Forward Stepwise LR Method was employed, two of the predictor variables' coefficients emerged as statistically significant: *ReligiouslyAffiliated-No* and *Age*. Although an unimpressive model, it is able to correctly predict 60% of the cases in this study. This logistic regression model's results yielded information that have never before been available concerning toxic leadership in academic libraries.

Summary of Findings

This study focused on generating and analyzing data to help answer the study's research questions. The participants' short answer responses were used to answer two out of the three research questions. The answer to Research Question One—Toxic Leadership Exists in Academic Libraries, How Extensive Does the Toxic Leadership Problem Appear to Be?— the data indicated that toxic leaders have an extensive and often profound impact on the libraries in which they work. The large number of librarians in this study who indicated they had experienced a toxic leader during the course of their careers, in fact, suggests that toxic leaders' impact on academic libraries is extensive in two ways: (a) toxic leaders' impact is extensive within the libraries they lead; also, (b) toxic leaders are present in a substantial number of libraries. Finally, with respect to the second research question—What Characteristics of Toxic Leadership are Most Prevalent in Academic Libraries?—the data suggested that five types of toxic leadership are prevalent in academic libraries: abusive supervision; negligent/laissez-faire leadership; authoritarian leadership; parent institution's culture; and outright mental illness (as

perceived by librarians and, in many instances, also by university administrators outside of the library). Overall, the first two questions answered in detail that toxic leadership not only exists, but also that it is extensive in academic libraries where toxicity takes a variety of forms.

The study also explored a third research question: Is there relationship between toxic leadership and any of the academic librarians' demographics variables? Unlike the first two research questions, this last one required an approach to analysis that relied on a measure of toxic leadership as a dependent binary variable and demographic data as the independent variables and involved logistic regression analysis. The goal was to determine which, if any, demographic variables were associated with the occurrence of toxic leadership in academic libraries. This part of the analysis identified two demographic variables as significant: *ReligiouslyAffiliated-No* and *Age*.

In Chapter 5, the meaning and significance of the research questions findings reported in this chapter will be discussed. Chapter 5 also focuses on both the limitations and significance of this study, as well as implications for practice and future research.

CHAPTER FIVE

DISCUSSION

This dissertation's study was guided by three research questions: (1) Toxic leadership exists in academic libraries, how extensive does the toxic leadership problem appear to be? (2) What characteristics of toxic leadership are more and less prevalent in academic libraries? (3) Is there a relationship between toxic leadership and any of the academic library demographic variables?

Detailed findings of the research questions are found in Chapter Four. In this chapter, a brief summary of the results of the research is provided, along with a discussion of how this study's findings relate to the literature in the field. After that implications for practice and for future research are discussed, followed by a discussion of the significance and limitations of the study.

Summary of Findings and Their Relationship to the Existing Literature on

Toxic Leadership in Other Organizational Contexts

This study found evidence that strongly suggests that toxic leadership is present in a large number of academic libraries in the United States. Of the participants who self-selected into the study, in fact, almost two-thirds indicated they have had experiences with toxic leaders during their professional careers. In short, this study produced evidence that suggests toxic leadership is, indeed, present in academic libraries all across the country and that the impact of this phenomenon is extensive, both in terms of the large number of academic libraries affected by toxic leadership and the significant impact toxic leaders have on the libraries in which they work.

An exploration of the relationship between library demographic variables, on the one hand, and the existence of toxic leadership, on the other, suggested that only two demographic

variables—i.e. secular institutions and age of librarians were associated with the presence of toxic leadership. What follows is a brief review of the findings related to each of the three research questions.

Research Question One: Toxic Leadership Exists in Academic Libraries, How Extensive Does the Toxic Leadership Problem Appear to Be?

As reported in Chapter 4, the majority of the respondents, 319 librarians or 65.4% of the study's participants, indicated they had experienced toxic leadership in their libraries at one point in their careers, (see Table 4.5). Study participants' responses to the survey's open-ended questions were, arguably, even more revealing than the quantitative data generated by this study. These responses often were quite specific and, at times, appeared to be exceedingly heartfelt.

One interesting finding related to Question 1 involves the gender breakdown of respondents. Interestingly, although librarianship is a highly female profession, the data for this study revealed that 70% of male librarians had experienced toxic leadership, while only 64% of the women reported having such experiences. The gender breakdown for responses is summarized in Table 4.5.

Table 4.5

Experienced a Toxic Leader or Supervisor by Gender

Gender	Yes,	No	Total Respondents	Total %
Female	258 (52.9%)	143 (29.3%)	401	82.20%
Male	61 (12.5%)	26 (5.3%)	87	17.80%
Total	319 (65.4%)	169 (34.6%)	488	100%

The data show that toxic leadership not only exists but that it is a significant problem in many academic libraries. This confirms the finding in the toxic leadership literature that

suggested that all institutions, regardless of type (private, public, non-profit), can fall prey to toxic leadership (Hitchcock, 2015; Porath & Pearson, 2013; Sutton, 2010).

Both the qualitative and the quantitative data suggest that toxicity exists across all academic libraries regardless of type, librarian's status (faculty or staff), size of the institution, and the library leader's gender. In fact, only two demographic variables were significant in predicting the presence of toxic leadership in academic libraries: (a) *Age* and (b) library affiliation to either a secular or religious institution, *ReligiouslyAffiliated-No.*

The data also indicated that toxic leaders have an extensive and often profound impact on the libraries in which they work. The short answer responses were especially helpful in exposing the extent to which toxic leadership is happening in academic libraries. The breadth of toxic leadership's manifestations that surfaced in this study ranged from irritating actions due to leaders' lack of professionalism to extremely disruptive, stress-inducing activities due to micromanaging and abusive behaviors which inevitably affected job satisfaction.

To summarize, the sheer number of librarians in this study who indicated they had experienced a toxic leader during the course of their careers (65.4%) suggests not only that toxic leaders' impact is extensive within the libraries they lead, but also that toxic leaders are present in substantial numbers across academic libraries in the United States. This study adds to the current research on toxic leadership in general and opens the door to expand this area of inquiry in the field of Library and Information Science.

Research Question Two: What Characteristics of Toxic Leadership are More and Less Prevalent in Academic Libraries?

The most commonly reported behaviors that closely matched Schmidt's (2008) Toxic Leadership Scale items were (in order of frequency) were: abusive supervision; micromanager;

insecure; no innovation; narcissism; unprepared to lead; authoritarian leader; favoritism; self-promotion; deceitful; bad communicator; and disengaged.

As can be seen, the exposed toxic behaviours were broad and varied. All of these actions were reported by the participants of this study as having a negative impact on the library's environment and affected librarian's workflows and job satisfaction, including lowering morale and productivity.

The short answer responses helped create two sets of codes ranging from problematic leaders' toxic leadership behavior to the consequences of these toxic leader's actions in their academic libraries. From these two sets of codes, a third set of codes was derived from which five types of toxic leadership were developed: abusive supervision, negligent/laissez-faire, authoritarian leadership, institution's culture, and mental illness (as perceived by librarians and in many instances also by upper administration).

The data uncovered in this study supports findings reported in earlier toxic leadership literature focused on other contexts. Toxic leadership characteristics reported in the literature that, according to this study, are typically found in academic libraries were: abusive supervision (Tepper, 2000; 2007), negligent/laissez-faire, authoritarian leadership (Craig & Kaiser, 2013), and, to a lesser extent, institutional culture (Fratzl & McKay, 2013). The impact on institutional culture, although not apparently a factor in large academic libraries, seemed to be a consequential factor in smaller academic libraries (those serving less than 5,000 students).

A major finding from this study that is not found in the existing literature on toxic leadership, but was found in this study, was perceptions of mental illness which a number of librarians in the study reported being present in their workplaces. Mental illness in the business

literature is well documented (Sutton, 2010), but it has not yet been addressed in academic

library leadership and is deserving of further study.

All of the data sets clearly reflected that toxic leadership behaviors were manifested in

the leadership of academic libraries. The manifestations appeared in a variety of ways.

Research Question Three: Is there a Relationship between Toxic Leadership and the

Academic Librarians' Demographics?

To uncover if there were any associations between a variety of demographic variables

and toxic leadership, the *Toxic Leadership* dependent variable was converted to a binary variable

to use in logistic regression. The model that emerged had two demographic variables that

appeared to be significant, *Age* (of librarian) and *ReligiouslyAffiliated-No* (i.e., the library was

not located in a college or university that had a religious affiliation). Clearly, the first variable

reflected a participant characteristic and the second was about an institutional characteristic.

So, according to the analysis conducted for this study, being young (and new to the

profession) seems to impact how leaders treat their librarians (or, at least, how librarians perceive

their treatment). This finding was at least partially consistent with the literature about other

organizations that suggests that *Age* sometimes is considered a problem. One difference was that,

in the literature, being old or being young can result in people being abused or discriminated

against (Gee, Pavalko, & Long, 2007; Roscigno, Mong, Byron, & Tester, 2007). Here the

findings suggested that only youth and inexperience associated toxic leadership, or at least the

perception of toxic leadership.

The *ReligiouslyAffiliated-No* variable ended up being the stronger predictive variable of

the two significant variables. *ReligiouslyAffiliated-No* was originally included in this study as a

preliminary step to learn if working in a religiously affiliated institution in any way affected

cases of intimidation. It did not. This variable turned out to highlight potential problems with secular institutions because the majority of the respondents who experienced toxic leadership were from secular institutions (or *ReligiouslyAffiliated-No*). For example, most religiously affiliated institutions are on the smaller side than secular ones. Hence, secular public institutions, and most certainly the larger ones, have employee protection policies in place facilitating the reporting of workplace matters.

Summary of the Relationship Between the Findings and the Literature

This study's findings about toxic leadership in academic libraries are generally consistent with what has been reported in the toxic leadership literature. That literature suggests that all organizations are susceptible to toxic leadership when the organization has enabled a permissive environment, whether leaders and followers are aware of the existence of toxic leadership or not (Lipman-Blumen, 2005a; Pelletier, 2010; Reed, 2004; Schyns & Schilling, 2013, Tepper, 2000). Consequently, it was not surprising that toxic leadership, indeed, occurs in academic libraries. The study's data, in fact, indicated toxic leaders have an extensive and often profound impact on the libraries in which they work. The large number of librarians in this study who indicated they had experienced a toxic leader during the course of their careers suggests both that a toxic leaders' impact is extensive within libraries and, also, that toxic leaders are present in a substantial number of libraries. Decline in services, low librarian morale, and crisis within organizations were usually linked back to toxic leaders who were trying to maintain the status quo as a way to maintain their power, and once again, this finding is consistent with what has been written about the impact of toxic leadership in other organizational contexts (Holmes, 2001; Organ, 1997).

There were five types of toxic leadership in academic libraries that emerged from the qualitative data analysis: abusive supervision, negligent/laissez-faire, authoritarian leadership, institution's culture, and mental illness (as perceived by librarians and in many instances also upper administration). The first four types of toxic leadership were found in the toxic leadership literature (Craig & Kaiser, 2013; Pelletier, 2010; Tepper, 2000); the fifth, mental illness, was not. Mental illness, however, is sometimes mentioned in books and papers about leadership styles and in the tangential literature on business leadership literature (Kusy & Holloway, 2019; Lubit 2004; Sutton, 2010).

Another of this study's findings was that toxic leaders practiced favoritism and other abusive behavior which impacted some of their subordinates' physical and mental health. The literature review also revealed favoritism impacting subordinates' health occurs in all types of organizations (Appelbaum & Roy-Girard, 2009; Frost, 2003; Holmes, 2001; Sutton 2010).

Implications for Practice and Future Research

Implications for Academic Library Deans (and Those who Hire Them)

There are several implications for academic library deans, as well as the search committees and university administrators involved with hiring academic library deans. The first implication emerges from the finding that 296 (60.2%) librarians have had one to three toxic leaders in their academic library careers, and that 26 (39.8%) expressed having had four or more toxic leaders in their careers. The findings also document a number of negative consequences that occur from toxic leadership in the academic library context. These findings suggest that library deans must stand back and ask whether they are part of the problem and, if so, they must modify their behavior and attitudes to reduce rather than support toxicity in the library cultures

they oversee. Similarly, those responsible for hiring the deans of academic libraries need to do their due diligence and examine the track records of those being considered for deanships. These positions need to have more input from the actual librarians who will work with the hired dean.

Library Deans can set high expectations for their librarians, nevertheless librarians need proper training. Library leaders need to stop making demands of their librarians without first preparing them to do the job and meet appropriate demands; otherwise, as many librarians voiced over and over in this study, libraries end up with bad supervisors who are reluctant leaders or who seem to be exhibit at times the *Peter Principle*. Even though there are costs involved, library leaders need to invest in their personnel's training or continuing education if they expect their academic libraries to maintain their place in higher education. One step in the right direction is to develop or continue leadership education not only for deans, but also for middle management and the rank-and-file librarians who show interest to develop those skills, which in the end would better support leadership transitions.

Ideally, academic library leaders need to provide a working place that offers both emotional and physical security for employees. This study suggests a disturbing tendency with toxic leaders who appear to prefer to weaken their workforce instead of strengthening their team through their toxic leadership style. This detrimental behavior leads to turnover, in many instances high turnover, or, worse still, it impacts the well-being, both physical and emotional, of the library team, leading to a demoralized and less productive workforce (Holmes, 2001; Lipman-Blumen, 2005a).

Implications for Academic Librarians

Academic librarians, although a well-educated group and extremely knowledgeable in their respective areas of expertise, need to recognize the need for positive leadership in their

libraries if it is not already present. When they, themselves, are selected for promotions for which they are not prepared, they need to speak up and ask for leadership and management training. Being good at their job, such as cataloging, reference services, collection development, etc., does not prepare librarians for management responsibilities, much less for more demanding leadership roles.

Librarians need to protect themselves and speak up much sooner than they seem to be doing in order to avoid damage to their emotional, psychological or physical health. Symptoms of any type should not be ignored, with the understanding that this is easier said than done. A few libraries recorded really traumatic effects on their health: in two instances deaths were associated with long-term toxic work library environments.

If library leaders will not or are not able to advocate for their librarians' well-being or protection, then it is up to librarians, themselves, to ensure that mechanisms that protect them are established. Unfortunately, many higher education institutions to date do not have employee protection policies such as whistle-blower policies, but regardless of whether mechanisms are in place or not, librarians must document their experiences and be prepared once an opportunity arises to report and work toward ending their toxic leadership situations.

Future Research

This study is the first attempt to document a difficult topic in Library and Information Studies. During this investigation, many other questions surfaced and these need further attention. Questions such as: How can academic libraries improve hiring practices for new library leadership? Better qualified deans need to not only be hired, but also retained. How to efficiently improve working conditions in the academic library? How best to improve awareness of toxic behaviors in libraries?

Librarians' responses mentioned that library support staff needed to be included in this study or that they should get studies of their own because, in many instances, they are the ones who remain in their jobs for decades because they do not have the same mobility as librarians have. Also, in many instances, support staff are not as well protected from toxic leaders as librarians (especially librarians with tenure) are.

Studying library support staff is one of my interests. Library support staff play a different role and may have a different understanding of the academic library than academic librarians have. Library leadership (from deans to department heads to supervisors) need to also be studied and trained more in-depth with tools such as 360⁰ reviews or peer assessments. One of the biggest complaints from librarians in the study was not just that they did not have caring or well-prepared leaders; they also indicated they did not even have good managers. By good managers, librarians meant not only efficient leaders, but also emotionally intelligent bosses who understand their jobs and needs on the job, be they work specific or employee dynamics.

Limitations and Significance of the Study

Limitations

All studies in the social sciences have limitations and this study is not the exception. Toxic leadership is a taboo topic and, therefore, the study's focus could have limited the level of participation for the study. Participants self-selected into this study, and no one was pressured into taking the survey, much less finishing it once they started it. They were reminded they could stop filling out the survey's page whenever they wanted without any penalties. Because of these limitations, the study may exhibit selection effects. It is certainly possible that those with complaints to make were disproportionately represented in the study and that the data they

generated is not representatives of all academic librarian's thinking about toxic leadership because of a negative skewing of the findings reported in this study.

Conversely, some participants mentioned having problems remembering their previous mistreatment. These were not pleasant experiences to remember and report, and it is certainly possible that human defense mechanisms led to the under-reporting of toxic leadership in academic libraries.

From the logistics side, one of the biggest limitations was not being able to double-check on bounced-back emails from the many distribution lists used to dispense the survey instrument. However, I was assured by many academic librarians that they had taken the initiative to forward the solicitation email to colleagues and others they felt could benefit from participating in this study.

Finally, as noted in Chapter One, I have personal experience with this chosen research topic. Even though, this was a survey study, which can lead to potential bias, I kept bias to a minimum by not reporting the qualitative data, but only the survey data. I would be remiss not to disclose that when the study was first distributed across a variety of library associations' lists, I immediately received four aggressive email messages stating that I must really hate being an academic librarian. Some messages described me as being a terrible person for going after my own kind. What balanced these negative messages was having received twice the number of messages from librarians who thanked me for finally undertaking this topic.

Significance

This study is significant because it is the first study on the topic of toxic leadership in the field of Library and Information Studies. Incredibly, this topic has never been researched before, even though there have been spurts and starts of research in the past few years regarding bullying

among librarians or bullying carried out by patrons toward librarians. Academic librarians will benefit from this study because it provides a history and understanding of a phenomenon that affect so many in the field of librarianship. Librarians, themselves, have never been the topic when it came to their own wellbeing in the workplace and not that of their users.

The main purpose of this study was to determine the existence of toxic leadership in academic libraries. Once this purpose was attained, two other goals were also achieved, exposing the extent and impact of toxic leadership in and on academic libraries including the people who work in them, and introducing the toxic leadership concept to librarians who may not have had the language to describe their leaders and managers' behavior. Through this study, it is hoped that toxic leadership will be better understood and become part of the conversation about all that transpires in academic libraries. Ultimately, such conversations will generate healthier workplaces for academic librarians, their leaders, and library users, regardless of academic library type.

Conclusion

This study revealed that toxic leadership is a reality in all types of academic libraries all over the United States. Librarians and those who oversee their work need to establish a workplace where everyone is valued and treated with respect. Librarians have the right to work with non-toxic library leaders. This study is a first step toward prevention or amelioration of toxic leadership in academic libraries by exposing the problem and identifying the real and tangible negative effects of toxic leadership for librarians in the workplace.

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[7] The published article include this typo.

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Appendix A

Demographics

Participant #: _____

1. Gender: _____

2. Race/ethnicity: _____

3. Age: 21-25/ 26-30/ 31-35/ 36-40/ 41-45/ 46-50/ 51-55/ 56-60/ 61-65/ 66-70/ 71+

4. MLIS/MIS/MSLIS/MA LIS, if other please specify:_____

5. Highest degree attained:_____

6. Academic library type (special, law, academic, R1, etc.):_____

7. Director/Dean/University Librarian's gender: _____

Appendix B

Semi-Structured Interview Guide

1) How long have you been at the library and what do you do?

2) Describe the atmosphere at the library during the 2000-2009 time period?

3) How were you treated at the library?

4) How did you perceive others were treated at the library?

5) How did the environment affect your work?

6) Tell me of an incident in which a crisis was handled well.

7) Tell me of an incident in which a concerning situation was not handled appropriately.

8) Were you given guidance on how to deal with what was going on? If so, what type?

9) What were the consequences of this environment, in your opinion?

10) In retrospect what would you do differently, if anything?

11) Is there anything else that you would like add?

Appendix C

University of San Diego - Institutional Review Board - Research Participant Consent Form

Research Participant Consent Form

For the research study entitled:

Leadership Styles in Academic Libraries

I. Purpose of the research study

Alma Ortega is a student in the School of Leadership and Education Sciences at the University of San Diego. You are invited to participate in a research study she is conducting. The purpose of this research study is: to learn about leadership styles in academic libraries.

II. What you will be asked to do

If you decide to be in this study, you will be asked to:

Participate in a private interview about your experience with leadership styles in your academic library. The interview guide is made up of eleven (11) questions and seven (7) demographics questions. To keep a record of your answers you will be audiotaped during the interview. Your participation in this study can take up to a total of 60 minutes.

III. Foreseeable risks or discomforts

Sometimes when people are asked to think about their feelings, they feel sad or anxious. If you would like to talk to someone about your feelings at any time, you can call toll-free, 24 hours a day:

San Diego Mental Health Hotline at 1-800-479-3339

IV. Benefits

While there may be no direct benefit to you from participating in this study, the indirect benefit of participating will be knowing that you helped researchers better understand leadership styles in academic libraries.

V. Confidentiality

Any information provided and/or identifying records will remain confidential and kept in a locked file and/or password-protected computer file in the researcher's office for a minimum of five years. All data collected from you will be coded with a number or pseudonym (fake name). Your real name will not be used. The results of this research project may be made public and information quoted in professional journals and meetings, but information from this study will only be reported as a group, and not individually.

VI. Compensation

You will receive no compensation for your participation in the study.

VII. Voluntary Nature of this Research

Participation in this study is entirely voluntary. You do not have to do this, and you can refuse to answer any question or quit at any time. Deciding not to participate or not answering any of the questions will have no effect on any benefits you're entitled to, like your health care, or your employment or grades. **You can withdraw from this study at any time without penalty.**

VIII. Contact Information

If you have any questions about this research, you may contact either:

1) Alma Ortega
Email: alma@sandiego.edu
Phone: 619.260.2259

2) Dr. Robert Donmoyer
Email: donmoyer@sandiego.edu
Phone: 619.260.7445

I have read and understand this form, and consent to the research it describes to me. I have received a copy of this consent form for my records.

_____

Signature of Participant   Date

_____

Name of Participant (**Printed**)

_____

Signature of Investigator   Date

Appendix D

Email Text for Participation Request

Dear X:

You have been identified as having worked at a USD library sometime between 2000 and 2009. I would like to invite you to participate in a study of leadership styles in academic libraries. The study could be significantly informed by your experience.

The interview is made up of 10 questions. We would need up to 1 hour and 30 minutes for the interview, though many interviews conceivably will take less time. You would not have to answer any questions you do not feel comfortable answering. The interview can end whenever you feel the questions are no longer of interest to you.

If you are interested in learning more about the study or participating contact me via email me at alma@sandiego.edu or telephone 619.260.2259 by xxxx.

Sincerely,

Alma Ortega

Appendix E

Quantitative Survey Instrument

Participant #: _____

Demographics:
1. Gender: _____
2. Race/ethnicity: _____
3. Age: 21-25/ 26-30/ 31-35/ 36-40/ 41-45/ 46-50/ 51-55/ 56-60/ 61-65/ 66-70/ 71+
4. MLIS/MIS/MSLIS/MA LIS: yes or no
5. Highest degree attained:_____
6. Academic library type (special, law, academic, R1, etc.):_____
7. Director/Dean/University Librarian's gender: _____
8. State:_____

Shortened Version of the Schmidt (2008) Toxic Leadership Scale
Likert Scale 1=Strongly Disagree to 5=Strongly Agree
All items begin with the phrase "My current supervisor…"
1. Drastically changes his/her demeanor when his/her supervisor is present
2. Will only offer assistance to people who can help him/her get ahead
3. Accepts credit for successes that do not belong to him/her
4. Holds subordinates responsible for things outside their job descriptions
5. Publicly belittles subordinates
6. Reminds subordinates of their past mistakes and failures
7. Allows his/her current mood to define the climate of the workplace
8. Expresses anger at subordinates for unknown reasons
9. Varies in his/her degree of approachability
10. Has a sense of personal entitlement
11. Thinks that he/she is more capable than others
12. Believes that he/she is an extraordinary person
13. Controls how subordinates complete their tasks
14. Does not permit subordinates to approach goals in new ways
15. Determines all decisions in the unit whether they are important or not

Additional potential questions:
1. How would you rate the level of toxicity in your library? Likert Scale 1-7 to get granularity on the degree of toxic activities/behaviors
    Open ended questions:
2. How do the supervisor's and colleagues' toxic behaviors in the library affect you?
3. How do they affect others in the library in your opinion?
4. Did/will you speak up/report the issue/s in the library? If, yes, how so? Who to?
5. Who knew/knows of what is happening in the library?
6. Anything else you would like to share?
7. You may provide your contact information if you would like further discuss the topic.

Appendix F

Shortened Version of the Schmidt (2008) Toxic Leadership Scale

Likert Scale 1=Strongly Disagree to 5=Strongly Agree

All items begin with the phrase "My current supervisor…"

Self-Promotion (α = .85):
1. Drastically changes his/her demeanor when his/her supervisor is present
2. Will only offer assistance to people who can help him/her get ahead
3. Accepts credit for successes that do not belong to him/her

Abusive Supervision (α = .79):
4. Holds subordinates responsible for things outside their job descriptions
5. Publicly belittles subordinates
6. Reminds subordinates of their past mistakes and failures

Unpredictability (α = .85):
7. Allows his/her current mood to define the climate of the workplace
8. Expresses anger at subordinates for unknown reasons
9. Varies in his/her degree of approachability

Narcissism (α = .81):
10. Has a sense of personal entitlement
11. Thinks that he/she is more capable than others
12. Believes that he/she is an extraordinary person

Authoritarian Leadership (α = .84):
13. Controls how subordinates complete their tasks
14. Does not permit subordinates to approach goals in new ways
15. Determines all decisions in the unit whether they are important or not

Appendix G

Consent Form/Email Solicitation for Web-based Survey Participants
Leadership Styles in Academic Libraries

(Apologies for cross-postings)

My name is Alma Ortega and I am a student in the School of Leadership and Education Sciences at the University of San Diego. I am conducting a research study on leadership styles in academic libraries.

You are invited to participate in the study by answering multiple choice questions and giving your opinions in an online survey. Your opinions are valuable. You may decide to change your answers while completing the survey. Your participation in this survey is completely voluntary, and you may change your mind and stop at any time.

The survey will take approximately 12-15 minutes to complete. Your answers will be saved anonymously. Your information will be kept strictly confidential if you choose to provide contact information at the end of the survey to receive the study's results. I may publish the results of the survey in a publication or a presentation at a professional organization but no identifying information will be included. If you would like information or have any questions regarding the survey please contact me by e-mail at alma@sandiego.edu.

Please follow the link below to begin the survey:

URL: https://usd.qualtrics.com/FAKEURL/LeadershipStylesInAcademicLibraries

By clicking on the *I Agree* button, on the survey's welcome page, you indicate that you are at least 18 years old, have read and understood this consent form, and agree to participate in the survey.

I appreciate your willingness to participate and value your responses.

Sincerely,
Alma Ortega
Doctoral Candidate
School of Leadership and Education Sciences
University of San Diego

Appendix H

List of Listservs

Association of College and Research Libraries (ACRL)-University Libraries Section (ULS)

ACRL-AAMES-L (Asian, African, and Middle Eastern Section)

ACRL-Information Literacy

ACRL-Western European Studies Section (WESS)

ACRL-Leadership Discussion Group

Library Information Technology Association (LITA)-Academic Libraries

Association for Library Collections and Technical Services (ACTLS)

Reference User Services Association (RUSA)

Catholic Library Association (CLA)-Academic Libraries

American Theological Library Association (ATLA)

American Association of Law Libraries (AALL)-Academic Librarians

Association of Research Libraries (ARL)

Seminar for the Acquisition of Latin American Library Materials (SALALM)

REFORMA-Net

Chinese American Library Association (CALA)

California Research Libraries (CARL)

Lifelong Information Literacy (LILi)

Community College Lists: Arizona, California, Oregon, Northeast

Asociación de Bibliotecarios de Baja California (ABIBAC)

Asociación de Bibliotecarios del Noroeste, A.C. (ABINAC)

BIBLIMEX-L

Institutional Review Board
Project Action Summary

Action Date: June 4, 2015 *Note: Approval expires one year after this date.*

Type: __New Full Review _X__New Expedited Review ___Continuation Review ___Exempt Review

_____Modification

Action: _X__Approved ___Approved Pending Modification ___Not Approved

Project Number: 2015-06-275
Researcher(s):   Alma Ortega Doc SOLES
Dr. Robert Donmoyer Fac SOLES
Project Title: Academic Libraries and toxic leadership

Note: We send IRB correspondence regarding student research to the faculty advisor, who bears the ultimate responsibility for the conduct of the research. We request that the faculty advisor share this correspondence with the student researcher.

Modifications Required or Reasons for Non-Approval

None

The next deadline for submitting project proposals to the Provost's Office for full review is N/A. You may submit a project proposal for expedited review at any time.

Dr. Thomas R. Herrinton
Administrator, Institutional Review Board
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