Leadership for Innovation: A South African Public Library Case Study

by

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ABSTRACT

Change is constant and the ability of public libraries to innovate and adapt to change is critical to stay relevant and competitive in a technology-driven world where people are finding faster, smarter, accurate and more comfortable ways to gather information.

Innovation in the public library will therefore not spontaneously take place. It is argued by Robbins and Judge (2011:636) that leadership is needed to drive this change and leaders should have the ability to stimulate creativity in the employees of the public library.

This research submits evidence that the ability of leaders to stimulate innovative thinking in employees is dependent on certain inherent traits of the leader along with a leadership style. Determining the traits and leadership styles needed plays a role in equipping leaders to deal with the challenges change brings in public libraries that are rigid in their rules and regulations. The goal of this research will be to conduct an exploratory study of the traits and leadership styles used in the public library that has the ability to drive innovative thinking.

This research will be divided into four phases. The first phase will give insight into the background of public libraries in South Africa through a review of the policies, legislation and institutionalisation of the public library. The second phase of the study will aim to give a theoretical review of the concepts of leadership, innovation, and leadership and innovation in the context of the public library. The third phase will analyse the current traits and leadership styles that stimulate innovative thinking in the public library and lastly the fourth phase will provide the findings of the study.

The research showed that there has been a trend in traits and leadership styles in both theory and in practice that drives innovative thinking in employees. The traits, vision, charisma, good communication, motivation, decisiveness, energy, passion, intelligence, persistence against obstacles, enthusiasm and mainly knowledge have been named in theory and practice to be drivers of innovative thinking in employees. Along with the traits, it was identified that transformational leadership and charismatic leadership are leadership styles that drive innovative thinking in both theory and practice.

Being aware of these leadership traits and styles that have been identified to drive innovative thinking in public library employees assists with bringing forth innovative ideas that could lead to public libraries staying relevant in this day and age. By specifying these traits and leadership styles, it also assists with the development of leaders and with recruiting staff as these traits identified in individuals are more likely to drive innovative thinking.

Recommendations towards further study in this field serve to narrow down the sample and focus on the aspects of traits and leadership styles separately.

OPSOMMING

Verandering is konstant en die vermoë van openbare biblioteke om aan te pas by verandering is van kritieke belang om relevant en kompeterend in 'n tegnologie-gedrewe wêreld te bly waar mense vinniger, slimmer, akkurate en meer gemaklike maniere vind om inligting in te samel.

Innovasie in die openbare biblioteek sal daarom nie spontaan plaasvind nie. Daar word aangevoer deur Robbins en Judge (2011: 636) dat leierskap nodig is om hierdie verandering te dryf en leiers moet die vermoë he om kreatiwiteit te stimuleer in die werknemers van die openbare biblioteek. Hierdie navorsing verskaf bewyse dat die vermoë van leiers om innoverende denke te stimuleer in werknemers afhanklik is van sekere inherente eienskappe van die leier en 'n leierskapstyl. Die bepaling van die eienskappe en leierskapstyle wat benodig word vir innovasie speel 'n rol om leiers toe te rus om die uitdagings wat verandering in openbare biblioteke wat rigied in reëls en regulasies is veroorsaak te kan hanteer. Die doel van hierdie navorsing sal wees om 'n verkennende studie van die eienskappe en leierskapstyle in die openbare biblioteek wat die vermoë het om innoverende denke aan te moedig uit te voer.

Hierdie navorsing is in vier fases verdeel. Die eerste fase sal inligting oor die agtergrond van die openbare biblioteke in Suid-Afrika gee deur 'n hersiening van die beleid, wetgewing en institusionalisering van die openbare biblioteek. Die tweede fase van die studie sal poog om 'n teoretiese oorsig van die konsepte van leierskap, innovasie, en leierskap en innovasie te gee in die konteks van die openbare biblioteek. Die derde fase sal die huidige eienskappe en leierskapstyle wat innoverende denke in die openbare biblioteek kan stimuleer analiseer en laastens sal die vierde fase die bevindinge van die studie verskaf.

Die navorsing het getoon dat daar 'n tendens in eienskappe en leierskapstyle in beide die teorie en in die praktyk is wat innoverende denke in werknemers dryf. Die eienskappe, visie, charisma, goeie kommunikasie, motivering, beslistheid, energie, passie, intelligensie, volharding teen struikelblokke, entoesiasme en veral kennis word in teorie en praktyk as dryfkrag van innoverende denke in werknemers geïdentifiseer. Saam met die eienskappe is bepaal dat transformasie-leierskap en charismatiese leierskap leierskapstyle is wat innoverende denke in beide teorie en praktyk te dryf.

Deur bewus te wees van hierdie leierseienskappe en -style wat geïdentifiseer as die dryfkrag agter innoverende denke in die openbare biblioteek se werknemers help met die totstandbring van innoverende idees wat daartoe kan lei tot dat openbare biblioteke relevant sal by in hierdie dag en tyd. Deur hierdie eienskappe en leierskapstyle te spesifiseer, help ook met die ontwikkeling van leiers en met die werwing van personeel as hierdie eienskappe geïdentifiseer in individue is meer geneig om innoverende denke aan te moedig.

Aanbevelings vir verdere studie in hierdie veld het ten doel om die steekproef te beperk en afsonderlik te fokus op die aspekte van eienskappe en leierskapstyle.

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LIST OF ABBREVIATIONS

ACVV - Afrikaanse Christelike Vrouevereniging

DAC - Department of Arts and Culture

LIS - Library and Information Services

NCLIS - National Council for Library and Information Service

NLSA - National Library of South Africa Act

RSA – The Republic of South Africa

CHAPTER 1: INTRODUCTION

1.1 INTRODUCTION AND OVERVIEW

In a world of constant and inevitable change, organisations have had to adapt continually to stay relevant and competitive. Economic shocks, technology changes, competition, social trends, politics and the constant changing workforce (Robbins & Judge, 2011:625) have had a major impact on all organisations including public libraries.

The main purpose of the public library is to serve the public by providing access to information. Today, however, technology and competition from other knowledge-sharing platforms, such as the internet, have challenged the need for utilising public libraries. Facing the threat of becoming redundant, change has become both inevitable and vital.

Robbins and Judge (2011:636) have said that for an organisation to keep up with change, the organisation has to learn to either adapt constantly or accept change by creating an organisational climate that will embrace change. To achieve this, two approaches can be followed (Robbins & Judge 2011:636). One is the approach of changing the organisation towards a learning environment. The other is the approach of changing the organisation into one with a climate for innovation. Robbins and Judge (2011:636) have considered both these approaches as proactive methods of coping with change in organisations.

For the purpose of this study, the focus will be on innovation in public libraries and how leadership can be the driving force towards it (Crafford, Moerdyk, Nel, O'Neill & Schlechter, 2006:339; Robbins & Judge, 2011:630). Leadership is defined as 'the ability to influence a group towards the achievement of a vision or a set of goals' (Robbins & Judge, 2011:410). To simplify, where organisations have a set vision and goal to become more innovative, leadership can contribute in guiding the organisation towards it.

However, leadership is affected by various factors in the organisational context (Isaksen & Akkermans, 2011:167, 180–181). Organisational context refers to the size of the organisation, how formal the organisation is, how centralised or decentralised the organisation is, and the level of self-efficiency of the individuals it employs (Denti & Hemlin, 2012:8). Two factors in the context of the organisation are that of the culture and climate of the organisation.

The context of the organisation will therefore play a role in the leadership style displayed by the leader. Public libraries are public entities, which are known for their rigid rules, formalisation, centralisation, and bureaucracy, these are linked to bureaucratic leadership and low levels of innovation (Robbins and Barnwell, 2006:47;Currie and Lockett, 2007:345; Borins, 2002:467). This finding indicates that promoting an innovative culture in public libraries will be a challenge, and leadership will be necessary as it has the 'ability to identify (new) direction for the group to take… it involves the ability to persuade, influence or inspire others to move in that direction' (Crafford, Moerdyk, Nel, O'Neill & Schlechter, 2006:339) all of which is needed to implement the change towards an innovative organisational climate. The question that subsequently arises is: Which type of leadership is needed in the public library context to transform, create, and sustain the organisation in order for it to become an innovative organisation?

Few studies have addressed this question although an ongoing debate considering which traits and theories are best suited for specific situations does exist (Crafford et al., 2006:105; DuBrin, 2010:133). The answer to the question can develop into a leadership profile that is suitable for innovation in public libraries. This leadership profile could be beneficial and advantageous for libraries as the specific leadership profile needed to lead the organisation towards innovation could keep the library both competitive and relevant. Against this backdrop, this study argues that a gap in the body of knowledge exists in terms of research on a leadership profile that can lead the public library towards innovation.

THE RESEARCH GOAL

The research goal of the study is to develop a leadership profile that drives innovative thinking in employees through an analysis of the leadership traits and leadership styles. As a result, the research question is: Which traits, theories, and styles of leadership constitute a leader who has the ability to create and sustain innovative thinking in public library employees for the purpose of creating an innovative organisation?

The study is exploratory in nature and will make use of a semi-structured questionnaire. The findings that the study presents will contribute to the development of current public library leaders, the development of training material in the public library field, and the job specifications for hiring in the public library sector. In order to achieve this goal, the researcher has set the following objectives:

- Describe public libraries in South Africa in terms of their development, policies, laws and their institutionalisation.

- Execute a theoretical analysis of the concepts of leadership, innovation, leadership for innovation, and leadership for innovation in public libraries, through a literature review.

- Investigate and analyse leadership and innovation in public libraries in the City of Cape Town Metropolitan Municipality.

- Through an analysis of the findings, recommend an ideal leadership behavioural profile for creating a climate of innovation in public libraries.

MOTIVATION

The background and rationale of this study are grounded in the researcher's interest in leadership in public organisations. The researcher's aim with the study is to provide a research product that will provide a better understanding of leadership and innovation in the public library sector. In addition, the study will contribute to the limited amount of research into leadership for innovation in public libraries.

1.2 RESEARCH METHODOLOGY

This exploratory study is done through empirical and non-empirical research. The empirical side of the study is undertaken through the collection of primary and secondary qualitative data by means of a case study, and content analysis. The non-empirical side of the study, in turn, is undertaken by means of a literature review. A brief overview of the case study and the content analysis employed is presented below. This is followed by a brief overview of the literature reviewed in this study.

1.2.1 CASE STUDIES

A qualitative research study was undertaken with the aim of giving an in-depth description of the current leadership practices, contexts, and innovation practices of public libraries in the City of Cape Town Metropolitan Municipality. The City of Cape Town Metropolitan Municipality Library and Information Services serves as the case study with eighteen libraries participating in the study.

The specific public libraries studied within the City of Cape Town Metropolitan Municipality Public Library Services were chosen purposively according to the level of innovation they have shown over the years (i.e. reputation), referral to them by public library experts, their willingness to participate in the study, and open applications via mass media (where the researcher used the internet to find public libraries in the Western Cape). Sampling within the cases was done through purposive sampling as only public library leaders were chosen to answer the questionnaire. This method was chosen, as insight of leaders is needed for attaining the most accurate data. The participants will also be selected in accordance with their willingness to partake in the study.

Data was collected through questionnaires sent via email. The data attained was qualitative in nature and medium control was expected, as the researcher cannot guarantee the truthfulness or the level of knowledge of the participants completing the questionnaires.

1.2.2 CONTENT ANALYSIS

A qualitative analysis of existing textual data on the context of public libraries internationally, in Africa, in South Africa, and in the Western Cape is undertaken. Data is collected by means of articles, reports, laws and public documents. Content analysis is chosen, as it is necessary to collect and analyse facts reported on the current management of public libraries. This unobtrusive method of data collection gives the researcher low control, as the researcher did not collect and analyse the original data. It does, however, save time, as data would be collected, analysed, and summarised already.

1.2.3 LITERATURE REVIEWS

An overview of scholarship is given through an analysis of research on libraries as public sector institutions, organisational innovation, leadership, and effective leadership in creating and sustaining an innovative public organisation. The study makes use of textual data. Literature is collected by means of journal articles, thesis and books.

The theoretical analysis of the literature provides an understanding of the historical and current theoretical thinking and definitions of the main concepts, and provide insight into previous studies and their results (Mouton, 2001:180).

1.3 STRUCTURE OF THE STUDY

Chapter one

An introduction and an overview of the study will be presented in chapter one. This will be done by introducing the research problem through a presentation of the background and rational of the study. The gap in the body of knowledge and the significance of the study will then be presented. This discussion is followed by the problem statement and the research question that the study attempts to answer. The research goal of the study and the research objectives that will be followed in order to achieve it will then be defined. Finally, the research design and methodology used in executing this research will be presented.

Chapter two

In chapter two, an overview of the South African Library and Information Services will be presented in terms of the South African Public Library Legislation and Policies, the institutionalisation of public libraries in South Africa and more specifically in the City of Cape Town, and the innovation challenges that public libraries face. This will then be followed by an outline of the City of Cape Town Metropolitan Municipality Public Libraries context and the challenges of public libraries in general.

Chapter three

A comprehensive theoretical overview of leadership for innovation in public libraries will be presented in chapter three. This will be done through discussion of the concepts of leadership, innovation, leadership for innovation, and leadership for innovation in public libraries. The theory will then be presented according to the existing theories of leadership for innovation, the emerging theories of leadership for innovation, and the definition of the optimum leader for innovation, as described in the literature.

Chapter four

In chapter four, an overview of the chosen research design and research methodology used in this study will be provided. This chapter will be focused on case study research, content analysis, and literature reviews. The research method and the sampling procedure will then be discussed. Finally, the presentation of the results of the study will conclude the chapter.

Chapter five

Chapter five will present a discussion and summary of the results, which will be followed by recommendations for future study.

In order to provide background to the research question asked, the development of libraries in South Africa in terms of the history, legislation, policies and governance, organisational context, and challenges will be outlined in the next chapter.

CHAPTER 2: LIBRARIES IN SOUTH AFRICA – POLICIES, LEGISLATION AND INSTITUTIONALISATION

2.1 INTRODUCTION AND ORIENTATION

The goal of the following chapter is to describe public libraries in terms of the role they play as a service-delivery entity in the South African service-delivery domain. This will be presented in chronological order as libraries evolved over the years, which will be aligned with the focus of this study.

Public libraries can be described as a backbone to the development of people. They have been the knowledge hub for both children and adults for decades and serve them not only by providing reading material, videos, and music, but also by providing other interpersonal and societal opportunities such as book clubs and soup kitchens and many others to communities. The purpose of public libraries therefore stretches further than just keeping, recording and preserving our heritage. The function of the library is also to support education, improve the standard of living, support the financial prosperity of people and develop people on an educational level, societal level, and interpersonal level. These are all critical in adding value to people in a developing country like South Africa.

The goal of the following chapter will be to:

1. Provide the context of public libraries in terms of how they developed historically in South Africa as well as where they fit into the institutional landscape.

2. Describe and explain the policies of public libraries in South Africa that have been created and governed, managed, and sustained in the South African setting.

3. Explain the legislation surrounding public libraries.

4. Describe public libraries and their institutional nature.

5. Summarise the findings.

2.2 SOUTH AFRICAN PUBLIC LIBRARIES – A HISTORICAL OVERVIEW

2.2.1 THE DEVELOPMENT OF SOUTH AFRICAN LIBRARIES

Libraries in South Africa have developed over the years through the contributions of individuals like Joachim von Dessin, Charles Somerset, and John Molteno. In addition, the

assistance of various associations such as the Carnegie Corporation of New York, the South African Library Association and the African Library Association of South Africa aided the development of libraries in South Africa. Development was also driven by the social, religious, political and cultural developments of South Africa. All these developments contributed to the increase of literacy among people, which in turn promoted a need for libraries.

The library showed progression over the years from private readings, to private subscription libraries with non-subscription sections, to public subscription libraries subsidised by government, to Carnegie-funded libraries (Ehlers, 1986 in Dick, 2007:13). This development of libraries over time will now be presented.

2.2.2 EARLY INFLUENCES

The earliest influences of libraries in South Africa are that of the missionary schools around 1803 (Dick, 2007:14). Individuals like Johannes van der Kemp created a space in these schools where Khoisan children and adults had the opportunity to learn to read and to write (Dick, 2007:14). The literacy levels of the Khoisan people increased, which in turn increased the need for books (Dick, 2007:14).

Another individual who played a large role in the development of public libraries is Lord Charles Somerset who famously put a tax on wine to finance his vision of educating and developing the youth (Dick, 2007:13–14). Lord Charles Somerset initiated the opening of the South African Public Library in 1818 (Dick, 2007:13–14). As the levels of youth literacy increased, there was a further need for books and libraries, which were only subscription libraries then, in the 1940s (Dick, 2007:14–15).

2.2.3 THE SEGREGATION ERA

Many religious societies such as the Religious Tract Society of London contributed to the development of libraries by providing reading material of religious and scientific nature to African individuals (Dick, 2007:16–18). They established a reading room for black mine workers in Johannesburg on 27 April 1937 (United Society for Christian Literature, n.d:30 in Dick, 2007:16). Contributions such as these allowed for the growth in African readership, which in turn, led to the promotion and writing of books in various African languages (Dick, 2007:16–18).

A library movement then started, when African people started producing their own reading material (Dick 2007:16–17). The usage of libraries increased dramatically not just as a space

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for reading and writing, but also as a space for political debates and discussions (Dick, 2007:16–17). This was the starting point of the development of libraries as being more than just a place to read and write, but also as a place for the benefit of the community in other ways.

Another factor which contributed to the growth and development of libraries was religion (Dick, 2007:16). It has been established that Christian missionaries started the development of libraries, but later Islam-based reading was also promoted through the opening of libraries such as the Islamic Library in Cape Town (Haron, 2001 in Dick, 2007:16).

Afrikaners added to the library movement, particularly after the Anglo-Boer war. Societies such as the Afrikaans Women's Christian Society ('Afrikaanse Christelike Vroueverening' or 'ACVV') set up and promoted libraries in urban and rural schools around the country (Dick, 2007:17–18). In these schools, reading circles were promoted by the society. In addition, book prizes for essay competitions were sponsored to further promote reading (Dick, 2007:18–19). The Afrikaans Women's Christian Society, and the other societies mentioned earlier, also promoted the writing of history books (Dick, 2007:18–19).

During this time, it is evident that people were adversely divided into racial groups, cultural groups, religious groups and political groups.

2.2.4 THE APARTHEID ERA

In the apartheid era, there was still a large focus on free public library services for white South Africans. It was established to promote literacy and education for poorer white people. This changed with the 1955 ordinance that, although segregated by race, gave all people access to free library services (Dick, 2007:18–21)

In 1945 and onwards, societies like the Cape Non-European Night School Association along with the Cape Education Authorities developed night schools (Dick, 2007:18–21). Various driving factors existed, such as if a black man had a Grade 8 education, he was exempted from pass laws and was given rights under the liquor laws (Eiselen, 1951:43 in Dick, 2007:19). Education led to reading and a larger need for public libraries to grow and improve developed as more individuals had the ability to read and write (Dick, 2007:18–21). This, however, was thought of as a danger to white people, as more black people's knowledge of the world grew, which served as a threat to apartheid (Dick, 2007:18–21). Many black public libraries were then destroyed and even the young white youth was banned from reading any form of material that could threaten apartheid (Dick, 2007:18–21). However, this did not

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stop anti-apartheid activism from developing and sustaining some of these libraries (Dick, 2007:18–21). These black public libraries served as a knowledge base and political arena for debates and discussions on the overthrowing of apartheid in 1994 (Dick, 2007:18–21).

Regardless of the political struggle that was going on, South Africa's public library services was still being developed. This was seen in the development of the South African Bibliographic and Information Network (Sabinet) in 1983 (Fourie, 2003:27).

Since then, the roles of libraries changed and developed even further as the focus was on developing all South Africans regardless of their race, religion or political stance.

2.2.5 POST 1994

Post 1994 signified the beginning of the dismantling of the apartheid structures and the start of the new democracy (Fourie, 2003:26). During this time, the development of people who were previously disadvantaged was deemed extremely important. Along with equal rights, equalling out the education level of society was a priority. Libraries, however, which are knowledge centres critical to the development of people, were on the bottom of the list when it came to refinancing and rebuilding. Only in 2001, the National Council for Library and Information Service (NCLIS) was put in place for the development of libraries (Fourie, 2003:27). This was the first time libraries had a statutory body managing it (Fourie, 2003:25–30). The primary objective of the NCLIS was to be a knowledge-sharing platform to all.

The NCLIS contributed to the expansion and growth in library services (Fourie, 2003:28–40). More libraries were established. This provided the South African society with a knowledge-sharing platform in more languages to various people, using various media such as the internet, books, art, music, and videos (Fourie, 2003:25–30). The NCLIS also moved towards creating libraries similar to libraries that could be found in other countries and had other functions (Fourie, 2003:25). This was shown in the development and growth of the Legal Deposit Committee in terms of the Legal Deposit Act in 1998, the development of the South African Library for the Blind in 1998, the establishing of the National Library of South Africa in 1998, and the Coalition of South African Library Consortia in 1999 (Fourie, 2003:28–40).

Dr Ben Ngubane made the statement that 'South Africans [do] not yet have a culture where all people are aware of the value of information, or how to access information' (De Jager, Nassimbeni & Underwood, 2007:134). The primary focus of libraries was to provide basic

literacy, adult literacy, and information literacy to the community. These can be defined as follows:

- Basic literacy: Basic literacy was deemed as a development area as no foundation was in place to develop previously disadvantaged children. This included primary school and high school children. Libraries in these schools were one of the development focuses (Fourie, 2003:27–40).

- Adult literacy: Adult literacy was an attempt to provide adults with the opportunity to become literate and educated (Fourie, 2003:28–40). The development of libraries was deemed an important role in this, as they provided a space for adults to learn free of charge.

- Information literacy: Charles McClure (1994:118 in McClure, 1998) stated that 'at one level, an individual must be able to read and write – the traditional notion of literacy. At another level, the person must be technically literate, e.g. be able to operate computer, telecommunication and related information technologies. At a third level, people need media literacy, and, at yet another level, they need network literacy. All of these types of literacies can be cast in the context of information problem-solving skills'. This has become an important necessity post 1994, as change, knowledge, and growth of technology have become the norm.

2.3 INSTITUTIONAL LANDSCAPE

It is important to recognise that one of the main purposes of public libraries is to develop people of all ages in terms of literacy levels, knowledge sharing, computer skills, and social skills by allowing the right of access to information for all. It functions as a knowledge hub and discussion area for individuals, as it gives them access to knowledge, literacy, computer skills, and social skills (Fourie, 2003:25–40).Therefore, despite the challenges libraries face with finances and competition of other knowledge-sharing platforms, the library has the ability to educate individuals free of charge on more than just books. For this to be enabled in a society, policies and legislation have to be put in place.

The public library as an institution is governed by legislation and policies (Fourie, 2003:27–40). Public libraries have been documented in terms of its history but information regarding the actual legislation and policies are outdated. The manner in which the public libraries are

managed currently and the documented policies and legislation therefore differ. The relevant policies and legislation are discussed below.

2.3.1 PUBLIC LIBRARIES IN SOUTH AFRICA: POLICIES AND LEGISLATION

The policies and legislation regarding public libraries are based on the Constitution. The following discussion considers the development of the aforementioned policies and legislation in South Africa.

In Section 6 of the National Library of South Africa Act 92 of 1998 (NLSA), it is requested that the national library should be managed by a board of directors (Fourie, 2003:25–30). The board has great sovereignty, as it is allowed to formulate the policies of the National Library, approve its budget, appoint the chief executive officer, appoint the management team and employees, as well as determine their remuneration (Fourie, 2003:25–40). It could therefore be said that the National Library is governed in a similar manner as 'institutions such as universities, national research institutions and museums' (RSA, 2015). However, the regional and community public libraries fall under the control of the district in which they are located or the municipality or metropolis that governs their area. As a result, the regional and community public libraries fall under the policies written by the associated district, municipality or metropolitan (RSA, 2015).

The focus of this study is on the Western Cape public library service specifically that of the City of Cape Town Metropolitan Municipality Public libraries that fall under this municipality all have to adhere to the legislation as created, maintained and administered by the Republic of South Africa's Constitution and various other laws and regulations. They also have to adhere to the policies and legislation created, maintained and administered under the Department of Arts and Culture (more specifically the Sub-directorate of Meta-Information), along with the policies specified by the Western Cape Government, and the policies of the City of Cape Town Metropolitan Municipality (Fourie, 2003:25–40).

It is understood that great confusion exists due to so many policies and regulations prescribed for public libraries. One of these is the confusion on who is responsible for public libraries in general. In the City of Cape Town Metropolitan Municipality, it was clarified that all public libraries that are part of the City of Cape Town has to adhere to the policies prescribed by the City of Cape Town Metropolitan Municipality. However, because of the different needs, a public library was compared to the other services the municipality offers and the Department of Library and Information Services was established to serve specifically public libraries in

the area. One could say that if it were not for the implementation of the Department Library and Information Services, libraries would have suffered even more, as libraries compared to services such as clean drinking water or safe roads are considered a 'lesser' need.

The legislative and governance framework of the Library and Information Services (LIS) is governed by the Constitution of the Republic of South Africa as well as a body of legislation such as 'the Local Government: Municipal structures Act, the Local Government: Municipal systems Act, the Library and Information Services Act, the White Paper on Transforming Public Service Delivery, as well as Acts for individual provincial libraries' (Fourie, 2003:32). The most pertinent of this legislation is discussed in more detail below.

2.3.1.1 The Constitution of the Republic of South Africa (Act No. 108 of 1996)

South Africa is a democratic country that has been based on the Constitution of the Republic of South Africa 1996, i.e. the supreme law of the country. The Constitution places a large emphasis on the development of people and states the importance of education for all, a necessity in a country like South Africa where a large amount of inequality between its citizens exists. One of the reasons for this inequality is the difficulties in redressing the lack of education from which the majority of South African citizens have suffered. In order to redress the lack of educated citizens, the country has placed an enormous amount of resources into the country's educational system. One of these methods, namely to enhance the education in terms of literacy and knowledge of citizens, is the provision of public libraries, a place where people have access to knowledge free of charge.

In the Constitution, as well as in the Bill of Rights, it is specified that all citizens should have the right of access to information. The function of a library is to provide this to the citizens of the country and it is therefore the responsibility of the library to allow freedom of expression and freedom of access to information to the people.

2.3.1.2 The draft Revised White Paper on Arts, Culture and Heritage (Version 2 of 4 June 2013)

The revision of the draft was done in order to strategically reposition the Department of Arts and Culture (DAC) for the development of the country's people. A focus of the DAC has been to promote a reading culture as well as to 'develop and make accessible the rich and diverse traditions of all South African literatures in written and oral forms' (DAC, 2014:27). The White Paper sets the minimum norms and standards for a community LIS that is aligned with the services across the spheres of government. It also lays down the criteria for the allocation of public funds for LIS (DAC, 2014:27).

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2.3.1.3 The National Library of South Africa Act No. 2 of 1998

The National Library of South African Act makes clear the unification of the South African Library in Cape Town and the State Library in Pretoria to form the National Library of South Africa. The focus of the act is to set the regulations for the 'recording, preserving, and giving access to the national documentary heritage' (DAC, 2014:27).

2.3.1.4 The National Council for Library and Information Services Act No. 6 of 2001

The function of the council is to advise the Ministers of Arts and Culture and the Ministers of Basic and Higher Education and Training on the needs of the library and information resources (DAC, 2014:28).

2.3.1.5 The South African Public Library and Information Services Bill 2010

The South African Public Library and Information Services Bill 2010 was introduced to

> 'provide for essential national norms and standards in order to maintain consistency for the delivery of community library and information services; to provide for measures to redress the inequality of the provision of community library and information services and resources; to provide for community library and information services principles; to promote co-operative governance and coordination of responsibility for community library and information services (The Republic of South Africa, 2010).

A main purpose of this Bill is further to encourage a culture of reading in South Africa.

The legislation listed above has a strong and direct impact on the public library, but the following legislation also plays a crucial role:

- The National Archives and Records Service Act No. 43 of 1996;

- The White Paper on Higher Education, 1997;

- The White Paper on Transforming Public Service Delivery, 1997;

- The White Paper on an Integrated National Disability Strategy, 1997;

- The Local Government: Municipal Structures Act No. 177 of 1998;

- The National Heritage Council Act No. 10 of 1999;

- Public Finance Management Act No. 1 of 1999;

- The Local Government: Municipal Systems Act No. 32 of 2000;

- Provincial Library and Information Services Act No. 7 of 2001;

- The Promotion of Access to Information Act, No. 2 of 2002.

2.3.2 THE INSTITUTIONALISATION OF PUBLIC LIBRARIES IN SOUTH AFRICA

2.3.2.1 THE PUBLIC LIBRARY DEFINED

The definition of public libraries has been undergoing constant change as their focus has developed. Where the Encyclopaedia Britannica defines a public library as 'a collection of books for reading or study, or the building or room in which such a collection is kept' (Encyclopaedia Britannica, 2014). The American Heritage Dictionary of the English Language (2000) describes it as a place 'created with the intention of providing free public access to reading material, with the altruistic goal of educational enlightenment and the better welfare of the people. The Unesco Public Library Manifesto (IFLA, 2004) defines it as a 'local centre of information, making all kinds of knowledge and information readily available to its users'. The definition of the public library has therefore changed from a place where people come to read books (Encyclopaedia Britannica, 2014) to one where all kinds of information is available (IFLA, 2004).

2.3.2.2 THE PUBLIC LIBRARY FUNCTION

The scope of the South African Library and Information Service (LIS) includes the national library service, libraries serving higher education institutions, public and metropolitan libraries including community information services, school libraries, special learning and information services, the sub-directorate, including meta-information in the Department of Arts and Culture (DAC), and other stakeholders in the library and information services including the publishing and information industry (Fourie, 1993:28).

Within the specific domain of the South African public libraries, the responsibility of the libraries is placed with the Department of Arts and Culture along with the nine provincial authorities and their local authorities, namely the local municipalities or metropolitans (Fourie, 1993:31).

In 2010, it was recorded by the the Department of Arts and Culture and National Council for Library and Information Services (2014:25) that South Africa has a total of 7 384 government-funded libraries, which consist:

- 366 public libraries within the six metropolitan areas consisting of a community library defined as a library in a community that is open for 35 hours or more per week and is smaller than the regional and city-wide libraries in terms of the staff and collections it holds (Denton 2013:8); a regional library defined as a library in a community that is open for 45 hours or more per week. This type of library has more staff and a wider collection than a community library (Denton 2013:8); and a city-wide library defined as a library that is open for 63 hours or more per week. A city-wide library is the largest library with more staff and a wider collection than a regional library (Denton 2013:8)
- 1 386 public libraries affiliated to the nine provincial library services;
- 210 higher education libraries;
- 5 310 school libraries;
- 112 special and government departmental libraries; and
- Two national libraries' (DAC & NCLIS, 2014:25).

It is also important to identify the various other stakeholders in the LIS structure as they all play a critical part in the function of the organisation. The first of these is the Sub-directorate of Meta-Information in the DAC. Its function it is to deal with the policy matters involving the LIS. The second group of stakeholders in national, regional, and community public libraries are the principal librarians, senior librarians, librarians, and library assistants who are responsible for running the library.

Aside from the various stakeholders and their importance in the LIS, the Organisational Context of a Public Library is important and refers to the culture, climate, level of formalisation, and level of bureaucracy in the public library.

- The culture of an organisation can be defined as 'the universal, distinguishing characteristics, symbols and acquired aspects of a particular human society' (Le Roux, 1997:9). It is therefore 'a system of shared meaning within an organisation' (Robbins & Barnwell, 2006:405).
- The climate of the organisation can be defined as the 'observed and recurring patterns of behaviour, attitudes, and feelings that characterize life in the organization' (Ekvall, 1991 in Isaksen & Akkermans, 2011:165).
- The level of formalisation in an organisation can be described as the 'degree to which an organisation relies on rules and procedures to direct the behaviour of

employees' and 'the degree to which jobs and procedures within the organisation are standardised' (Robbins & Barnwell, 2006:7). It can also be described as 'the extent to which rules and procedures are followed in an organization' (Hahn 2007).

- The level of bureaucracy in an organisation can be described as 'an organisational form characterised by division of labour, a well-defined authority hierarchy, high formalisation, impersonality, employment decisions based on merit, career tracks for employees and district separation of members' (Robbins & Barnwell, 2006:45).

As discussed above in, 'Public libraries in South Africa: Policies and Legislation', these contextual factors in the actual practices of the public library, the degree of bureaucracy and formalisation in public libraries have been indicated to be high due to the rules, policies, and laws the public library has to adhere to.

2.3.2.3 THE CHALLENGES

The public library has been facing various challenges that have been recorded by Shaof (2004:363–365), Brey-Casiano (1980:46), and Sidorko (2007:5–10) and are below.

Brey-Casiano (1980:46) has stated that the biggest challenge the public library faces is the lack of succession planning of leaders. Leaders need to be groomed for the innovation needs of the public library. Shoaf (2004:363) has indicated that the biggest challenges libraries face is that of declining budgets, rapid technology change, an aging workforce, outdated organisational charts, and competition. Sidorko (2007:5) agrees with Shoaf (2004:363) that one of the biggest factors influencing public libraries is technology. In Sidorko's (2007:10) research, he makes use of the 'Library Leadership Institute for Asian Academic Librarians' as a case study.

In his study, Sidorko (2007:10) indicates that the major challenges identified by the participants were listed as:

- 'Managing digital/hybrid collections
- Meeting growing user demands
- Budget shortages including appropriate distribution
- Convincing users of the value of the library and its resources
- Information literacy in an electronic age

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- Personnel issues, staff management, motivation etc.
- Staff shortages and the need to do more with less
- Space shortages
- Keeping current, learning new skills, professional development
- Collaboration vs. competition
- Digitisation issues
- Maintaining technical infrastructure
- Virtual reference' (Sidorko 2007:10).

This international perspective is linked to the South African situation which will be dealt with in the next paragraph.

The challenges of innovation services specifically related to the South African Public Library and Information Services have been outlined as follows:

- 'Lack of appreciation of the value of LIS in educational and developmental imperatives
- Policy and governance issues
- Human resources and education and training challenges
- Uneven access to LIS and ICTs: physical, intellectual and social' (DAC, 2014:29).
- 'Lack of funds
- Shortage of staff
- Lack of suitable materials
- Lack of appropriate training' (De Jager, Nassimbeni & Underwood, 2007:136)

The focus of the current study falls on the City of Cape Town Metropolitan Municipality public libraries, as discussed below.

2.3.2.4 THE CITY OF CAPE TOWN METROPOLITAN MUNICIPALITY

The Library and Information Services (LIS) of the City of Cape Town falls under the Directorate of Community Services, which in turn falls under the Department Library and Information Services. There is a member of council as well as an executive director of community services that are responsible for the public library services.

The City of Cape Town Metropolitan Municipality is divided into six districts all of which have to comply with the rules and regulations set up by the City of Cape Town Metropolitan Municipality. The Library Services and Information Services have two chief librarians at the two city-wide libraries, namely the Central Library in Cape Town and the Bellville Library. Overall, there are eighteen principal librarians at the regional public libraries and 78 senior librarians at the community libraries.

The six districts of the City of Cape Town have 109 public libraries, with a total of 620 library staff. There are also three satellite libraries and mobile library services.

The library services lend books, gives access to electronic resources, magazines and journals, programmes in information retrieval skills, lifelong learning, and storytelling. In addition, the city libraries function as cultural hubs and venues for community activities and events.

2.3.3 SUMMARY

The analysis of the development of the South African public libraries in terms of the history, legislation, policies, and governance developments provided a clear timeline on what motivated the current state of library affairs. The findings present and highlight innovative thinkers that transformed the library to its current state along with various societies, political groups and religious groups. This analysis has assisted in providing an example of why innovation for leadership is required, as the library has developed throughout the years by means of innovation. Once again, the researcher can identify the key elements of progression as innovation and keeping up to date.

The legislation and policies section has explained the laws and processes put in place to run a public library in South Africa. The legislation, policies and governance inspire the need for strong leaders in this state-owned institution and stress the need for innovation in public libraries. The policies put in place have allowed that no discrimination of knowledge can be performed in this country. The access is therefore free for all people.

The next segment on the institutionalisation of the public library has conveyed the importance of the change in structure and function taking place in the library. From an institution whose purpose was to provide information by means of literature to a powerhouse dedicated to a variety of knowledge works. The need to stay relevant in a technological era imposes an even bigger need to utilise an innovative leadership style.

Lastly, the climate of the public library has been considered as an important idea when bearing in mind the overall context of the setting. The setting of the public library can be judged in terms of the typical governmental attitude displayed in any other governmental department. The relevance regarding innovation in leadership simply entails the individual status and character of personnel of the public library. Consequently, the way the library is viewed by both the public and employees plays a large role in sustaining this form of establishment.

When considering the shortcomings of this institution, this chapter offered a clear breakdown of what challenges could be faced in the implementation of innovation in particular and what challenges are faced in general. These challenges are important to take note of when comprehending the relevance factor considered throughout this chapter and that is considered in detail in the following chapters.

CHAPTER 3:

LEADERSHIP FOR INNOVATION – A LITERATURE STUDY

3. INTRODUCTION

Leadership as a concept has been an extensively researched area. To add to this existing body of knowledge, the aim of this chapter is to get an understanding of the following main themes that will give insight into the theoretical understanding of the research topic.

- The main definitions, concepts, theories, approaches, and styles in leadership;
- The main definitions, concepts, theories, and approaches in innovation;
- The existing theories of leadership for innovation;
- The emerging theories of leadership for innovation;
- The establishment of the optimum of leadership for innovation; as well as
- A summary of the findings and conclusions of leadership for innovation.

The literature presented in this chapter focuses on leadership in various settings. In addition, this chapter will primarily focus on leadership traits, theories, and styles that prove to be successful in creating and sustaining innovation in the context of South African public libraries.

The literature has indicated that certain trends in leaders' traits, behaviours, theories, and styles have been shown to emerge in terms of leadership for creating and sustaining innovation. The most successful of these leadership theories indicated in the literature is transformational leadership. This statement is based on three main findings. The first finding is that transformational leadership's inherent characteristics, which are a combination of charismatic leadership, instrumental leadership, strategic leadership, and interactive leadership, have the ability to lead to creating and sustaining innovation in organisations. The second finding is the argument that transformational leadership has the ability to change the culture and climate of an organisation towards one of innovation. Lastly, the third finding is that transformational leadership has proven to be successful in creating and sustaining innovation in the public service – regardless of the bureaucratic nature of the organisation. With this theoretical foundation, the goal of this chapter is to focus on understanding leadership for innovation from a theoretical perspective.

3.1 LEADERSHIP: A THEORETICAL ANALYSIS

In this section, a theoretical analysis on leadership will be presented through an exploration of the literature. The various definitions, concepts, theories, and styles of leadership will first be presented. This will be followed with a discussion on leadership traits, styles, and theories most supported in the public service and the public library. This is done in order to establish the foundation towards the end goal of finding the optimum leadership style for innovation in the public service of South African public libraries.

3.1.1 LEADERSHIP DEFINED

Defining leadership has been proven to be rather complex. Thousands of different leadership definitions exist in the literature, but in spite of this, no clear agreement on a definition was established. What was found, however, was the following:

- The common occurrence of the belief that leadership arises from the traits and characteristics people have (Bird, 1940; Jenkins, 1947 in Van Wart, 2003:216);
- Leadership is defined by the situation the leader is in (Hemphill, 1950 in Van Wart, 2003:17; Hemphill and Coons, 1957 in Van Wart, 2003:217); and
- The suggestion that leadership is ascertained by the skills and knowledge of the leader (Bossink 2007:135).

These main ideas therefore shape the definition of leadership as the ability to inspire people towards a desired vision through the leader's personal power in combination with their knowledge and skills.

3.1.2 CONCEPTUALISING LEADERSHIP

Leadership can be seen as one concept consisting of different components. These components can be considered as follows:

- The definition of leadership;
- The culture and climate; and
- The theory of leadership.

The first component is defining leadership. 'DuBrin (2010:3) states that leadership is '[t]he ability to inspire confidence and support among the people who are needed to achieve organisational goals.

The culture and climate of the organisation where the leadership takes place represent another important concept of leadership. This can be seen in the substantial amount of literature that

has been written on the impact an organisation's culture and climate have on leadership, and the impact leadership has on the organisation's culture and climate (Isaksen & Akkermans, 2011:167, 180–181). This is an important aspect for the basis of this study, as the goal is to find what makes an innovative leader in the culture and climate of South African public libraries.

The last concept of leadership is that of the theory surrounding it. The literature has indicated that leadership has been an extensively researched topic with authors all trying to provide a rational or at least plausible explanation for the concept of leadership. The theories of leadership have developed from trait and behavioural theories to more complex situational and contingency theories. These theories will provide the basis for the argument in this study on what are perceived as an innovative leader's leadership styles and traits in the public library.

The classic styles of leadership were identified as the autocratic leadership style, laissez-faire leadership style, democratic leadership style, bureaucratic leadership style, and the charismatic leadership style. The classic theory on leadership styles is of importance. as it indicated that the leader has the ability to use the various leadership styles in accordance with the situation (Northouse 2010:68; Pardey, 2007:19). This indicates that the leader can adapt to the situation.

The leadership theory gives the indication that leadership is dependent on the many factors surrounding it, and these factors are likely to influence the leader's ability. This is crucial in understanding leadership for innovation in organisations, such as the public service that are known to have a very specific culture and climate. These are elaborated on below.

3.1.3 LEADERSHIP THEORIES

A review of the development of leadership theory will be done, as this theory is the foundation needed for understanding the progression of leadership. This review is necessary in order to realise the goal of understanding the progression towards a leadership theory suitable for an innovative organisation. History has shown that theorists have developed leadership from one-dimensional approaches, such as great man theory, trait theory, and behavioural theory, to more dual-dimensional and multi-dimensional approaches, such as situational theories and contingency theories. These theories will be discussed chronologically in order to understand how leadership as a concept has developed.

The first of these studies into leadership was that of 'the great man theory'. The great man theory was studied in the nineteenth century and was based on the heroes and great leaders of the time (Van Wart, 2003:216). It was believed that these people were above average human beings that possessed unique qualities others did not, which made people see them as leaders. This notion was studied further and from that, trait theory emerged.

Trait theory was studied until the late 1940s with Stodgill (1948) as one of the leading theorists. The explanation of a trait given by Pardey (2007:45) is that traits are the inherent characteristics people have and these traits can be associated with particular behaviours. The trait theory of leadership is derived from its definition and is based on the assumption that leaders have certain traits and characteristics that non-leaders do not have (Robbins & Judge, 2011:411). According to Robbins and Judge (2011, p. 413), the traits people have predict if they are, or will be, leaders. However, traits can also predict if they are, or will be, effective leaders (Pardey, 2007:45; DuBrin, 2010:60). The traits that have been associated most with any form of leadership have been a combination of Bass and Stodgill's (1990) work and Kirkpatrick and Locke's (1991:48–60 in Daft, 2011:36) work. They have determined that leadership traits can be categorised into five groups: personal characteristics, intelligence and ability, personality; work-related characteristics; and social background.

By considering the literature mentioned above, trait theory could be considered as very useful in organisations, as traits can help measure an individual's ability to handle various management positions (Northouse, 2007:24). Through the 'leadership profile' that can be created by matching certain traits to certain positions in an organisation, it is believed that an organisation's effectiveness will increase, as selecting the right people for the job is critical to its success (Northouse, 2007:24). It is argued that if a leader lacks the traits needed in a certain position to succeed, the leader can make changes in what they do, as traits can be developed in people (Northouse, 2007:25–46). It could therefore be argued that specific leadership traits shown to lead organisations towards innovation can be learnt.

Trait theory can therefore be seen as a useful tool in selecting the right leaders in an organisation, but cannot be the only method used to this end, as the flaws of trait theory emerged with the development of trait theory studies. One of these flaws is that the list of traits became too long (Van Wart, 2003:216). This exposed the theory to other problematic factors that were not considered potentially problematic, such as the fact that the theory is one-dimensional. One of these factors is discussed by Van Wart (2003:216). He (Van Wart, 2003:216) states that trait theory did not consider the situational factors throughout its

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development. This was one of the reasons the lists of traits became extensive. The theory was considered then to be too erroneous, leading theorists towards further studies on the concept of leadership.

Researchers moved on from trait theory to behavioural theory. The concept of behavioural theory was studied from around the 1940s to the 1960s and based on the actual behaviour of leaders in organisations. Authors such as Hemphill and Coons (1957 in Van Wart 2003) tried to determine if a certain pattern of leadership behaviour could lead to success. The results showed that two main factors in behaviour did lead to success, namely consideration and initiating structure. Leaders therefore were thought to have the abilities to balance having a concern for people with the ability to deliver results.

The more recent theories of leadership foreground the more multi-dimensional approaches where they '[view] leadership through an increasingly complex set of considerations' (Isaksen & Tidd, 2006:123). The most prevalent multi-dimensional approaches found in the literature are the following:

- Contingency theory, which have been studied from the late 1960s to the present;
- Power and influence theories, which have been studied from the 1960s to the present; and
- Cognitive theories, which have been studied from 1980 to present.

Of these modern theories, the contingency approaches found to be most popular in the literature are that of situational leadership, transactional and transformational theory, and path-goal theory. These theories will be discussed further as they have been found to be the most consistently used theory in leadership for change, creativity, and innovation research.

The first contingency approach is that of the situational theory on leadership. Situational leadership bases its theory on the principle that the setting or the context the leader is in will determine the type of leadership needed. Blanchard (1985) supports this theory by asserting that it is the best form of leadership to use in managing people. Van Wart (2003:217) added that situational theory is useful, as it is the 'antidote to the excessively hierarchical, authoritarian styles' that were initially used in organisations and that were known to inhibit innovation (Germano, 2011:4).

Of the various situational theories, Van Wart (2003:217) writes that Vroom and Yettons' situational theory model is the most accurate, as the other models are based on too many variables. Vroom and Yettons' model is mainly concerned with 'the factors affecting

decision-making and organizational leadership' (Isaksen & Tidd, 2006:128). The model presents autocratic leadership, consultative leadership, and group-oriented leadership. Each of these styles is then linked to various situational factors to determine the most successful styles in the different situations (Isaksen & Tidd, 2006:128). These results proved that leadership styles could be matched to improve circumstances.

Situational theory is a task-focused theory, as it is based on the 'task at hand'. This factor is considered by Isaksen and Tidd (2006:124) to be the theory's flaw, as it excludes various variables that could have an impact on the results. Situational theory was successful to an extent, but preference was given to the more complex leadership contingency theories of transactional and transformational leadership. These theories in the form of Bass and Avolio (1993) transactional and transformational typologies, along with Fiedler's contingency model, and path-goal theory were found to be the most prevalent in the literature.

Bass and Avolio (1993) were the most established authors in the contingency theory, writing extensively on transactional and transformational typologies. Their research suggested that leadership styles could be placed on a scale ranging from how proactive the leader is to how inactive the leader is (Bass & Avolio, 1993). The scale developed by Bass (1998) ranges between avoidance or laissez-faire leadership at the bottom of the range, transactional leadership somewhere in the middle, and transformational leadership at the top of the scale (Isaksen & Tidd, 2006:125).

Throughout his research, Bass (1998) developed the argument that leadership is both transactional and transformational. The transactional leadership style is known to be rewards-based and takes place in a 'stable and certain framework where bureaucratic authority, formal rules, regulations, procedures and legitimate power are all visible and regularly exercised' (Van de Ven et al., 2000 in Isaksen & Tidd, 2006:125). Transactional leadership therefore, based on its theoretical meaning, could be argued to be a successful leadership style in the public service as this service has the ideal context for it. The other side of Bass' (1998) typology is transformational leadership, which is based on motivation. Leaders exercising this leadership have the ability to motivate their staff in following a vision or goals without rewards being necessary. Transformational leaders are known to be successful in creating organisational change (Isaksen & Tidd, 2006:125).

The authors Bass (1998) and Rafferty and Griffen (2004) based their research on the foundation of transformational and transactional leadership. They (Bass, 1998; Rafferty &

Griffen, 2004) imply in their research that transformational leadership itself consists of sub-divisions of different leadership styles, confirming Bass' (1998) argument. Bass (1998) believed that transformational leadership is a combination of components or sub-divisions. He (Bass, 1998) wrote that these components are intellectual stimulation, inspired motivation, and individual consideration leadership. However, Bass (1998) found that there was a very limited amount of empirical evidence supporting the notion that transformational leadership itself is effective, though there has been much written about the success of the different components of transformational leadership. Each transformational leadership component consequently plays a role in effective leadership and leadership for innovation and therefore requires further investigation. Each component will be discussed below.

The charismatic component of transformational leadership is well known in the works of Nadler and Tushman (1990) who focused their research on charismatic leadership in organisational change. Nadler and Tushman (1990) argued that charismatic leadership has the ability to direct people to a new vision by creating energy, focus and commitment. This argument has been supported by Eisenbach, Watson and Pillai (1999) who also found that charismatic leadership has the ability to develop a vision that attracts followers. Charismatic leadership focuses on personal values, standards, and the need for change (Isaksen & Tidd, 2006:125). Stoker, Looise, Fisscher and De Jong (2001:1147) added that charismatic leadership correlates strongly with organisational commitment, job satisfaction, and perceived team, making charismatic leadership an effective leadership style. The next component instrumental leadership will now be discussed.

The instrumental leadership component of transformational leadership has also been researched by Nadler and Tushman (1990) and later Eisenbach, Watson and Pillai (1999). This leadership style is of importance, as it is related to the goal setting, structuring and the controlling of projects (Nadler & Tushman, 1990; Eisenbach et al., 1999; Norrgren & Schaller, 1999; Stoker et al., 2001). Closely related to instrumental leadership of transformational leadership is the strategic component of transformational leadership is due to the leader's ability to use their hierarchical power in the organisation (Bossink, 2007:137). Strategic leaders generally need to know the organisation very well to implement strategic leadership (Harmsen, Grunert & Declerck, 2000). The interactive leadership which is the last of Bass's (1998) components will now be discussed.

Interactive leadership is the last component of Bass' (1998) theory of transformational leadership. It also plays a role in succession planning, which is of critical value to

organisations (Germano, 2011:5). Along with Bass (1998), Rafferty and Griffen (2004) also theorised on transformational leadership.

Rafferty and Griffen (2004) proposed that transformational leadership is a combination of different components. Rafferty and Griffen's (2004) believe transformational leadership's components consist of the leader's vision and inspirational communication (Rafferty & Griffen, 2004 in Isaksen & Tidd, 2006:126).

Fiedler's contingency model is another common theory in the literature. It 'was based on the idea that the performance of a group or an organization depends on the degree to which the leader's personality matched the requirements of the leadership situation' (Fiedler, Chemers & Bons, 1980 in Isaksen & Tidd 2006:128). The leader, according to this model, will employ either a relationship-oriented or a task-oriented leadership style because of the characteristics of their personality. Fiedler et al. (1980, in Isaksen & Tidd, 2006:128) argued that the three dimensions determine the leaders control and power. These dimensions are the leader-member relations, task structure, and position-power dimensions.

The last prevalent contingency theory in the literature is that of the path-goal theory. This theory was developed by Evans (1970) and extended by House (1971). It argues that leaders are expected to create a 'path' for followers leading to the goals. This theory consists of four categories of leader behaviour- namely supportive, directive, participative, and achievement-oriented leadership.

Innovation requires leadership that creates the capacity to innovate in organisations in need of change. To achieve leadership for innovation, an understanding of the development of leadership is required to build on. A discussion on the progression of leadership traits was done and a discussion on leadership styles will now follow.

3.1.4 LEADERSHIP STYLES

The last of the leadership theories is that of the leadership style approach. The style approach focuses on the behaviour of the leader in terms of how the leader acts (Northouse, 2010:69). Therefore, the leadership style approach is a combination of all the traits, skills, and behaviours a leader can possess (Van Wart, 2003:222). Pardey (2007:19) provides a good definition of a leadership style in stating that it is 'the ability to match how you lead people according to the circumstances you find yourself in.'

The literature indicates that the main leadership styles are the autocratic leadership style, laissez-faire leadership style, democratic leadership style, the bureaucratic leadership style, and the charismatic leadership style. These will be discussed further.

The first leadership style known to be one of the classic styles is that of the autocratic leadership style. The main characteristic of the autocratic leader is to be notorious for being extremely task-driven (DuBrin, 2010:114), a feature which makes this style ideal when tasks need to be done, and be done fast. These leaders generally hold all authority and therefore make all the decisions (DuBrin, 2010:114–115; Germano, 2010:4).

The second leadership style and also the style that is the opposite of the autocratic leadership style is that of the laissez-faire leaders. These leaders are known to be 'the antithesis to the definition of leadership', as they are passive and avoidant in their leadership role by abdicating all their responsibilities to their supposed followers (Allen et al., 2013:25).

The third leadership style is the democratic leadership style that can be argued to be the mid-point of the autocratic and laissez-faire leadership styles. This is due to the style being collaborative in nature, meaning that the leader allows the employees input in the decisions they have to make (DuBrin, 2010:113). This allows for a democratic environment promoting equality and fairness in organisations.

The second last leadership style is the bureaucratic leadership style. In the bureaucratic leadership style it is commonly found that the people are leaders because of the positions they hold (Crafford et al., 2006:105). These leaders are led by policies and never deviate from them, creating a cold and dispassionate working environment (Germano, 2011:4).

The last leadership style, found to be widespread in the literature, is that of the charismatic leadership style. Charismatic leaders have been found to be people who are 'able to lead because of the power of their personalities' (Crafford, Moerdyk, Nel, O'Neill & Schlechter, 2006:105). Their charismatic personalities open the way for charismatic relations. Weber (1946:52 in Popper, 2000:730) described charismatic leadership as a situation where 'people no longer obey the customs or laws, instead, the followers submit to the imperious demands of a heroic figure, whose orders are legitimated not by logic, nor by the hero's place in ascribed hierarchy, but solely by the personal power to command of the charismatic individual.'

In conclusion, leadership has been explored through a study of the definitions, concepts, theories, and styles surrounding it. This has been done in order to build a theoretical

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foundation of leadership for an innovative public organisation, in order to answer the eventual goal of finding the ideal leadership theory for innovation in public libraries.

It was derived from the literature that various definitions of leadership exist. What was discovered, however, was that the various definitions of leadership generally involve three things. These are the traits and characteristics of the leader, the situation the leader find themselves in, and lastly the skills and knowledge the leader has.

The development of leadership theory will now be considered with regard to the public organisational context.

3.1.5 LEADERSHIP IN THE PUBLIC ORGANISATION CONTEXT

The theoretical analysis of leadership through a presentation on the definitions, theories, and styles of leadership has provided the basis for understanding leadership from the public organisation's perspective. This will be followed with a discussion on leadership in the public organisational context below.

It has been established that leadership is dependent on the context of the organisation. A statement that Orazi, Turrini and Valotti (2013:486–504) confirmed in their argument that the leadership style in public organisations differ from that of private organisations due to the differences between the two sectors (Orazi, Turrini & Valotti, 2013:486–504). As the majority of literature on leadership and innovation focuses on the private sector, it is of importance to understand this difference between leadership and innovation in the private and the public organisations. It is also important to note the effects this difference may have on leadership for innovation in public libraries.

The distinctions between the private and public organisations is argued to be the differences in goal complexity and ambiguity, formalisation and red tape, work satisfaction, motivation, accountability to stakeholders, and the behavioural differences of the two sectors (Orazi et al, 2013:491–492). Whereas the private sector has more freedom to be run in its own chosen manner, the public service is known for its high formalisation, red tape, centralisation, high accountability, and goal complexity, as the public service main goal and purpose is to add public value to the entire community. It is the purpose of the public service therefore that determines the bureaucratic manner in which this sector is run.

Therefore, the public service's leadership style should be compatible with the manner in which it is managed. Voon, Lo, Ngui and Ayob (2011:24–32) in their research stated the importance of leadership styles in public management and proposed that transformational

leadership and not transactional leadership is the most suitable in managing government organisations.

The above theory on transformational leadership is later supported by Orazi et al.'s (2013:486–504) research on the leadership needs of the public service. Orazi et al. (2013:486, 494, 496) found that an integrated approach of mainly transformational leadership with moderate transactional leadership has been found to be the best form of leadership in the public service because the style is one of vision, inspiration, loyalty, and intellectual capabilities. The literature indicates that transformational leadership has the ability to be a leadership theory suitable in the everyday managing of the public service. The question then asked, however, is as follows: Is the transformational leadership theory argued to be the best leadership theory for innovation in the public service?

Transformational leadership has been indicated in the literature to be a driver for change and innovation. The literature has, however, mainly been based on the private sector. A factor that may play an important role as Currie and Lockett (2007:345–347) argue that the public service is not receptive to transformational leadership due to the distinctive, institutionalised context of the public service. They (Currie & Lockett, 2007:348) proposed that moral leadership, participative leadership and the professional dimensions of leadership should be considered.

Wright and Pandey (2009:75–89), however, disagreed with Currie and Lockett (2007:347) that transformational leadership will not be successful in bureaucratic structures such as public organisations and tested the theory by considering whether the characteristics of public organisations do hinder transformational leadership, and to what degree they hinder it. Their (Wright & Pandey, 2009:86) research found that the organisational structure of the public service has very little influence on the abilities of the transformational leader.

Another point made towards the argument that transformational leadership is successful in public organisations' innovation by that of Pandey et al. (2007:416) who found that red tape and bureaucracy commonly encountered in public organisations can be mitigated through organisational culture, as transformational leadership is known to change the culture of organisations. They again confirmed Wright and Pandey's (2009:86) argument that transformational leadership in public organisations can be a successful theory of leadership to use for innovation.

.3.2 INNOVATION

In the previous section, a presentation was given on leadership. For the purpose of this study, leadership for innovation is the primary focus. Therefore, it is now necessary to give attention to innovation. With the objective of discussing innovation, the definitions, theories, types, strategies and approaches of innovation in terms of the innovation life cycle, and how to design an innovative organisation will be considered below. This will be followed with a discussion on innovation in the public service and the public library.

3.2.1 INNOVATION DEFINED

Innovation was thought of as something only applied to new products or service. This, however, is no longer the case, as it has been recognised that organisations have been taking a broader view on innovation by using the concept of innovation and applying it in creating business models, strategies, and processes (Isaksen & Tidd, 2006:265). With this understanding in mind, innovation can be defined broadly as 'the adoption of ideas that are new to the adopting organisation' (Robbins & Barnwell, 2006:559), as 'innovation is increasingly seen as something that can help organizations work in new ways, enter new categories or channels, as well as produce new products or services.'

3.2.2 THE CONCEPT OF INNOVATION

The most accurate way of describing the concept of innovation is given by King and Anderson (2002:2–3 in Prinsloo, 2008:54) who describes the characteristics of innovation as follows:

> Innovation is a tangible product, process or procedure within the organisation. It must be new, intentional and not be routine change. Innovation must be aimed at producing benefit to the organisation and must be public in its effects... (King & Anderson, 2002:2–3 in Prinsloo, 2008:54).

3.2.3 INNOVATION THEORIES

The various theories on innovation, like leadership theories, have been developed over time. Prinsloo (2008:48) established that these theories were mainly founded upon three phases of innovation. The first of these was the recovery phase in 1880 to 1892. During this phase, innovation theories dominated (Prinsloo, 2008:45) – one of which was Gabriel Tarde's theory and another Scrumpeters' (1883–1950 in Prinsloo, 2008:45) theory on innovation. Theories developed were the entrepreneurship theory (Tarde in Prinsloo, 2008:45), and economic

factors theory (Scrumpeter, 1883–1950, in Prinsloo, 2008:45). The second phase, Prinsloo (2008:45) argued, was 1960 where rapid technological development of large-scale industries developed. The last of these phases occurred from 1980 to 1990, which was when the economy was extremely volatile, because of the depression phase of the economy. This depression phase forced organisations to find ways to recover.

The factors forcing innovation are the drivers for innovation. Visser (2011:55–56) indicates that these drivers can be categorised into two fields, namely internal drivers and external drivers. Internal drivers are factors such as time, cost, quality, and revenue, while the external drivers are customer needs, technological change, socio-economic environment, and legislation or regulation, which all put pressure on an organisation to innovate.

Another factor in innovation is the role players. These actors are crucial to the innovation process and can be present, according to Visser (2011:95), at any level of the organisation.

3.2.4 TYPES OF INNOVATION

Four types of innovation have been established to exist in the literature. These are product innovation, process innovation, strategy innovation, and other dimensions of innovation (Visser, 2011:58–59; Essmann, 2009:21).

The first of these is product innovation. Product innovation can be tangible or intangible, namely a service or a product. It is 'any organisational output delivered, conveyed or served to a consumer' (Essmann, 2008:21). Process innovation 'refers to any course of action, procedure, technique, practice or modus operandi that can be established and executed within an organisation in an effort to transform or support the transformation or support the transformation of resources' (Essmann, 2008:22). Strategy innovation refers to the 'positioning and direction of an organisation' (Visser, 2011:58). Strategy innovation therefore includes the 'mission, and vision, policies, business models, etc.' in the organisation (Essmann, 2009:22). The other dimensions of innovation generally referred to the newness and impact of the innovation and the level of innovation ranging from incremental to radical (Visser, 2011:59), which is also known as the categorisation of innovation.

When categorising innovation, the first distinction made will be whether the innovation is incremental or radical. Incremental innovation, according to Prinsloo (2008:50), is innovation that has been 'continuously distributed over time and sectors,' the main effects of incremental innovation are found to be 'efficiency improvements,' 'productivity gains,' and 'quality improvements' (Prinsloo, 2008:50). Radical innovation, in turn, is 'discontinuously

distributed over time and sectors' (Prinsloo, 2008:51). The main effects of radical innovation were changes in organisational structure, and limited and localised economic impact (Prinsloo, 2008:51).

3.2.5 INNOVATION LIFE CYCLE

The basic innovation life cycle includes the following phases: invention, feasibility, implementation, operation, and disposal (Deschamps, 2008:17). This take on the innovation life cycle is grounded in the understanding that innovation is a combination of two processes: the invention process and the implementation process (Deschamps, 2008:17). The process Deschamps (2008:17) argues starts with the invention phase. The invention phase is where unmet needs are identified, following the expectation of the benefits that solving these unmet needs would bring (Deschamps, 2008:17). The invention phase follows with the development of putting ideas together to solve the unmet needs, which leads to the initiation of the start of the project (Deschamps, 2008:17). After the invention phase the implementation phase then begins. This process starts with the development of the ideas by means of testing the service and, if successful, the industrialisation process to deliver the service to the masses will follow (Deschamps, 2008:17). The service is then introduced to the masses with a launch after which an integration phase will have to be put in place to make sure the service is integrated into the customers' lives (Deschamps, 2008:17). In short, innovation is therefore an invention, which is implemented and then released into the market. The last phase, which is not mentioned by Deschamps (2008:17), is that of the disposal phase. This is when the 'output is terminated when it reaches its feasible lifetime' (Visser, 2011:64). However, the disposal phase does not refer to the end of the process and should be seen as a closure to one initiative and an opening for the next (Essmann, 2009:26).

3.2.6 STRATEGIES OF INNOVATION

The literature indicates that top-down and bottom-up innovation strategies are used the most, and are the most successful theories for creating and sustaining innovation in organisations (Borins, 2002; Carlson & Wilmot, 2006; Deschamps, 2008).

The bottom-up innovation approach refers to when leaders purposefully support and develop organisational creativity and an innovative culture in their organisation by allowing exploration, experimentation, and entrepreneurship (Deschamps, 2008:50). These leaders will typically support their staff through funding innovation projects and creating an environment in which employees want to innovate.

Top-down innovation strategies differ in that they entail calculated innovation. Senior management sets the vision it wants to achieve and through careful planning, strategising, and organisational discipline innovation will occur (Deschamps, 2008:50).

3.2.7 DESIGNING AN INNOVATIVE ORGANISATION

Prinsloo (2008:60–79) states that in designing an innovative organisation, it is important to take King and Anderson's (2002:124–125 in Prinsloo, 2008:62) 'four important groups of influencing factors' into consideration. King and Anderson (2002:124–125 in Prinsloo, 2008:62) describes the influencing factors as the people, the structure, the climate and culture, and the environment. The argument posited by Prinsloo (2008:64–65) is that people differ, leading to some people being more creative, due to their inherent characteristics, than others. For innovation, creative people are required, making the recruitment and identification of these people in organisations crucial (Prinsloo, 2008:63). It is also argued that management needs to be supportive of these creative people and should allow for support structures in the organisation to assist them (Prinsloo, 2008:63). Prinsloo (2008:64) further argues that one way to do this is through creating an organisational structure that allows these employees to be creative, initiate ideas, and implement them.

Various elements in the organisation's structure can affect innovation. Prinsloo (2008:65) therefore argues that organisations need to separate innovation from the rest of the organisation. This opposes Deschamps' (2008) and Borins' (2002), who argue that the organisation as a whole should be involved with innovation and not just a specific department.

When considering designing an innovative organisation, it is also important to understand the climate and culture of the organisation. Ekvall (1991 in Isaksen & Akkermans, 2011:165) defines organisational climate as 'the observed and recurring patterns of behaviour, attitudes, and feelings that characterize life in the organization' (Ekvall, 1991 in Isaksen & Akkermans, 2011:165). The organisation's climate is argued to work in dimensions of the nature of the interpersonal relationships, the nature of the organisation's hierarchy, the nature of the work, and the focus on support and rewards in the organisation (Ahmed, 1998:31).

Naranjo-Valencia, Jiménez-Jiménez and Sanz-Valle (2011:57) define organisation culture as 'the values, beliefs and hidden assumptions that organizational members have in common.'

The importance of creating and sustaining innovation therefore is dependent on the organisation's climate and culture. A discussion will now follow on innovation in the public service and the public library.

3.2.8 INNOVATION IN PUBLIC ORGANISATIONS

A theoretical presentation of the definition, concepts, theories and approaches, and types of innovation has been provided in order to form the basis for understanding innovation. A theoretical analysis on innovation in the public organisations context will be discussed below. This aim of this discussion is to identify the end goal of finding the most suitable leadership style for innovation in the public service context of the public library.

The context where innovation takes place plays a role on the ability of leaders to inspire innovation. Denti and Hemlin (2012) have discovered that size, how formal the organisation is, how centralised and decentralised it is, and the level of self-efficiency of the individuals employed in the organisation, all has an effect on leadership for innovation. Public organisations are generally known to be large bureaucracies with strict centralisation, rules, and red tape (Borins, 2002:467). These factors therefore play a role in finding the most suitable innovation strategy for public organisations.

Innovation strategies that have been found to be most prevalent in the literature with regard to successful innovation are those of the bottom-up and top-down innovation strategies. Bottom-up innovation is known to be a more 'spontaneous' approach to innovation, whereas top-down innovation is a more 'planned' innovation strategy (Deschamps, 2008:49). Deschamps (2008:165) reasoned that these strategies would be successful when organisations recognise what the leadership imperatives of their organisation's innovation strategy are and in doing so determine what leadership style will suit it best.

Deschamps (2008:50) has established that both bottom-up and top-down innovation strategies are possible and have been a very successful combination. This has been found to be possible when leaders do the following:

- Take a step back;
- Identify the front-end and back-end leaders;
- Position them at a hierarchical level where they can be effective;
- Make sure these leaders can work well together and that there is mutual respect, and
- Implement the organisations innovation strategy. (Deschamps, 2008:221)

It is then evident that bottom-up and top-down innovation strategies need opposing types of organisational climates and cultures. Deschamps (2008:50), however, has found that various organisations known for innovation uses both bottom-up and top-down innovation at the same time.

In relation to the theory on top-down and bottom-up innovation strategies, Borins' (2002:467–476) research looked at the role of the leader in what he describes as the ideal types of public management innovation. Borins (2002:467–476) based his research on the reasoning that the three most ideal ways in which a public service can innovate is through politically directed innovation in response to crisis, organisational turnarounds led by newly appointed agency heads, and bottom-up innovation initiated by frontline servants and middle managers (Borins, 2002:467–476).

Furthermore, Borins (2002:467) favoured the bottom-up strategy of innovation in the public service and argues that bottom-up innovation happens in the public service more often than perceived. Political leaders and agency heads who show a clear support for the creation of an organisational climate that supports bottom-up innovation have been very successful in their innovation goals. By 'consulting staff, instituting formal rewards and informal recognition for innovators, promoting innovators, protecting innovators from control-oriented central agencies, and publically championing bottom-up innovation' leaders have proven successful (Borins, 2002:475). In order to realise bottom-up innovation the key aspects of the strategy should be taken into consideration, one of which is to create the ideal organisational climate for innovation. The public service is believed to be bureaucratic in nature with high formalisation, high in complexity, and red tape (Orazi et al., 2013:491; Borins, 2002:467), which are related to low innovation (Thompson, 1965; Borins, 2002:467; Maughan, 2012:13; Mcmillan, 2010:7).

It can therefore be derived that bottom-up innovation in public organisations are more difficult to achieve than in private organisations, as the organisational culture and climate differ. Orazi et al. (2013:491) agree with this, but adds that it is not impossible. In addition, Orazi et al. (201:491) found that even though differences in public and private organisations do exist, there are also many similarities. These similarities between the two types of organisation can therefore be argued to be the reasons that innovation in the private sector and public service could have similar approaches. The similarities that have been noted included that both public and private organisations set their objectives to be achieved clearly (Saz-Carranza & Ospina, 2010 in Orazi et al. 2013:491). It is also established that the levels

of bureaucracy in private organisations are very similar to that of public organisations with regard to some activities (Rainey, 2003 in Orazi et al., 2013:491). It is also argued that the motivation of public employees are based on 'self-sacrifice, responsibility, and integrity' (Kakabadse, Korac-kakabadse & Kouzmin, 2003; Kunthia & Suar, 2004 in Orazi et al., 2013:491). It has been determined that public employees are not as driven by money and high income (Fernandez, 2005; Thach & Thompson, 2007). Stakeholders also have the power to exercise control over the public service. Accountability to stakeholders in the public service therefore differs from accountability to stakeholders in the private sector, which Slyke and Alexander (2006) have deemed a positive scenario.

Orazi et al.'s (2013) support Tach and Thompson's (2006:370) work that indicates that innovation is possible in the public service and that certain strategies used in the private sector can be adapted to the public service, because these two sectors are similar with regards to what is needed for innovation.

3.3 LEADERSHIP FOR INNOVATION

A literature review on leadership for innovation will now be presented through a review on definitions, concepts, theories, and styles surrounding it. The literature on innovation was then presented, discussing the definition of innovation as well as the concepts, theories, and approaches related to it. The existing literature on leadership for innovation will now be reviewed, after which the emerging theories of leadership for innovation will follow.

This focus on the background in leadership and innovation attempted to find the optimum between the existing and emerging theories on leadership for innovation.

3.3.1 EXISTING THEORIES

The concept of 'leadership for innovation' with regard to the context and culture of organisations has been studied by many authors such as Maughan (2012), Ryan and Tipu (2013:2116–2129), Mumford and Licuanan (2004:163–171), and Mcmillan (2010:11–22).

Further investigation into the subject 'leadership for innovation' shows research done on effective leadership for innovation in public and private sectors (Currie and Lockett (2007:341; Nusair, Ababneh & Bae, 2011:182; Bossink, 2007:135–149; Bossink, 2004:211–228; Borins, 2002:467–476). Theories on leadership for innovation have also been researched in team settings by authors such as Dackert, Loov and Martensson (2004:301) and Stoker et al. (2001:1141). Leadership for innovation in various organisational climates has also been

discussed by García-Morales et al. (2012:1040) and Isaksen and Akkermans (2011:161). Furthermore, leadership for innovation in different cultures and contexts has been considered by Pieterse, Van Knippenberg, Scippers and Stam (2010:603), Denti and Hemlin (2012:1), Bossink (2004:211–228), and Bossink (2007:135) – who have also indicated that traits and styles of leadership play a role in successful innovation, regardless of the context in which the organisation resides.

A closer look at the literature shows that research on leadership, and research on leadership for innovation, point toward the argument that the different theories of leadership can be used to develop a profile of to which a typical leader for innovation would adhere. The following section considers research on traits, behaviours, and contingency concepts that have been argued to be the most ideal for innovation.

3.3.1.1 LEADERSHIP TRAITS FOR INNOVATION

The various traits and characteristics of leaders established to lead to innovation in organisations will now be presented. Northouse (2008:8–16) describes these traits of innovation leaders to be based on six innovation imperatives that constantly challenge managers, namely:

1) 'The urge to do "new things";
2) An obsession with redefining customer value;
3) The courage to take risks;
4) An ability to manage risk;
5) Speed in spotting opportunities and in project execution;
6) A shift in focus and mindset from business optimization to business creation.'

Innovation leaders, according to Northouse (2008:9–16) have certain qualities:

- They should have 'courage' 'to foster a climate of experimentation and permanent change in their organizations';
- They should be value creators, and have 'empathy with their conscious or subconscious frustrations';
- They should have 'instinct for what they might need or want in the future';
- They should be encouraging;
- They should be risk takers;
- They should have the ability to not discourage innovators and entrepreneurs;

- They must have the ability to instinctively create an environment that supports innovation; and

- They should be able to exploit the innovations that come from that.

Mcmillan (2010) later added the argument that five competitive forces are needed for the creation of innovation. His (McMillan, 2010) studies were based on the idea that leaders had to have five abilities to be effective and that is what will lead to innovation. According to McMillan (2010:12) leaders need to have the capacity to listen, have the core organisational skills and competencies needed, have the capacity to motivate, and have the capacity to learn. McMillan (2010:20) writes in his study that he found much written on effective leaders for innovation, and adjectives such as 'entrepreneurial, charismatic, bold and audacious, risk-taking, hard-working, decisive and visionary' are common traits in leaders. However, it has been found that these studies are only focused on leadership and innovation and exclude the reality of leadership for innovation being informed by the organisational reality it exists in.

McMillan's (2010) theory that leaders should have the core organisational skills and competencies is in line with Bossink (2004:211–228) who found that having the respected knowledge, in the field where innovation is sought, is a crucial factor in the production of innovation. Bossink (2004) proved that when an innovation leadership style is used, it is essential that the leader has knowledge in the field to accompany it. Without the necessary knowledge, even if the leadership style is implemented consistently, innovation will not occur (Bossink, 2004:146).

Jong and Den Hartog (2007 in Isaksen & Akkermans, 2011) identified leader behaviours that are successful in producing innovation as 'innovative role modelling, stimulating knowledge diffusion, providing vision, showing support for innovation, and providing resources' (Isaksen & Akkermans, 2011:163–164). Isaksen and Akkermans' (2011) study was focused on organisational leaders and what their influence is on innovation productivity within a climate for creativity and innovation, which is of importance, as creativity has been argued to be a trait that is crucial for innovation (IBM, 2010 in Isaksen & Akkermans, 2011:163) . Isaksen and Akkermans (2011:180–181) research proved that leadership support for innovation is crucial, and leadership plays an important role in creating an organisational climate that will support innovation (Isaksen & Akkermans, 2011:180–181).

The trait theory accordingly shows potential in predicting an ideal innovation leader and is argued by Germano (2011:6) to be a crucial factor in understanding leadership, but is not a complete predictor in what makes a successful leader. Germano (2011:6) therefore reaffirms

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the importance of a combination trait theory and the later developed contingency theory as predictors in successful leadership styles for creating and sustaining innovation.

In summary, the literature indicates that the leaders who will stimulate innovation in organisations can be described as (Northouse, 2008:8–16; McMillan, 2010:20; Bossink, 2004:211–228; Jong & Den Hartog, 2007 in Isaksen & Tidd, 2011:163):

- Courageous
- Having good instincts
- Are good listeners
- Having motivating skills
- Having the ability to learn
- Entrepreneurial
- Charismatic
- Bold
- Audacious
- Hard-working
- Risk-taking
- Decisive
- Visionary
- Knowledgeable
- Having the ability to stimulate knowledge diffusion
- Supportive

It is therefore evident that a combination of these traits in a leader can predict the innovation capabilities of the leader. Traits, however, are not the only predictors in the success of a leader. It is therefore necessary to consider the more developed leadership styles theory, in order to find the ideal leadership theory for innovation.

3.3.1.2 LEADERSHIP STYLES FOR INNOVATION

As was discussed in 'Leadership: A theoretical Analysis', the classic leadership styles are the autocratic leadership style, laissez-faire leadership style, democratic leadership style, the bureaucratic leadership style, the charismatic leadership style. As each of these have their

own approach to leadership in organisations, a presentation on the literature of these styles will be done in relation to their innovation capabilities.

The autocratic leadership style is known to be domineering and task-focused (DuBrin, 2010:114–115). The presence of an autocratic leader therefore eliminates creativity and innovation in organisations, as these leaders are extremely rigid and directive (Germano, 2011:4). The environment they create therefore inhibits innovation, as 'experimentation, risk taking, idea sharing and free-thinking' are not supported (Germano, 2011:4). The autocratic leadership style is also extremely task-focused. If innovation therefore is the task at hand, Germano (2011:4) believes innovation has the possibility to occur.

The second leadership style is the laissez-faire leadership style. The laissez-faire leaders are passive avoidant in their leadership role as they abdicate all responsibilities to their followers (Allen, Smith & Da Silva, 2013:25). Leaders therefore play no role in the decisions and therefore play a limited role in creating or sustaining innovation.

The third leadership style is the democratic leadership style that is collaborative in nature, as the leader allows employees to give input in decisions regarding the organisation (DuBrin, 2010:113). These leaders, however, do not promote innovation and creativity (Germano, 2011:5). This is 'based upon large numbers of unequally vested stakeholders having an equal role' in the organisation's innovation processes (Germano, 2011:5). As a result, this style also inhibits innovation.

In the bureaucratic leadership style, the leaders are led by policies and never deviate from them (Germano, 2011:4). This results in insufficient opportunity for idea development, creativity, and innovation (Germano, 2011:4). Germano (2011:4) argues that 'the main reason for this is the reality that creativity and innovation are highly incompatible with policies that are based upon predictable actions and outcomes.'

The last leadership style is that of the charismatic leadership style. Charismatic leaders are people who are 'able to lead because of the power of their personalities' (Crafford, Moerdyk, Nel, O'Neill, Schlechter, 2006:105). This leadership style is argued to help stimulate innovation in organisations, but is not sufficient to drive the innovation process itself Schreiber and Shannon (2001:44) argue. Germano (2011:5) also advocates charismatic leadership as a style that allows fertile ground for creativity and innovation. These leaders show employees a sense of trust, which allows employees to explore ways to make their organisations better. Another downfall of charismatic leadership is that the leader is the hub

that drives the organisation. The charismatic style does not allow for 'succession planning', so if the leader therefore leaves, the driver of innovation leaves with no one to take over (Germano, 2011:5).

In conclusion, the literature gives the indication that the charismatic leadership style is the most likely leadership style to lead an organisation in innovation. The charismatic leadership style, however, has been revealed as having flaws, as it has proved unable to sustain innovation. Due to this issue, it is necessary to look at the further developed leadership theory, namely contingency theory.

3.3.1.3 LEADERSHIP CONTINGENCY THEORIES FOR INNOVATION

As a multi-dimensional leadership theory, this theory is more complex than that of trait-based and style-based approaches to leadership. The literature indicates that transactional and transformational leadership typologies are the most common and most successful theories of contingency theory (Burns, 1978; Bass, 1998; Bossink, 2004). The transactional and transformational leadership theories will therefore be discussed further.

The transactional leadership theory is based on giving incentives for good performance and disciplining employees for poor performance (Bass, 1998:20; Orazi, Turrini & Valotti, 2013:488). It is known to be the ideal style to use when organisations have specific tasks and objectives to complete, as the use of rewards and punishment obliges compliance of employees in completing the specific tasks (Castiglione, 2006:292). Pieterse et al. (2010 in Germano, 2011:6) argue it to be a very successful style, as it 'empowers', rather than 'obliges', employees in the same way transformational leadership does. Transactional leadership style has also been thought 'a step above management' (Gloghoff, 2001:76 in Mullins & Linehan, 2006). This is due to the leadership style being task-oriented and assignment-oriented (Castiglione, 2006:292). The style is widely used in turnaround situations and supports innovation through empowering employees (Germano, 2011:6). The style can therefore be considered successful in creating and sustaining innovation in organisations. The downfall of the transactional leadership style emerges in situations when the leader does not have anything with which to motivate the employees, or the employees' expectation becomes so high, the leader cannot keep up (Germano, 2011:7). If the motivation that drives the employee to innovate is gone, the employee might not feel the need to innovate. Sustainability of transactional leadership is therefore innovations biggest downfall (Germano, 2011:7).

Leaders employing the transformational leadership style, in turn, are those leaders 'who set a vision and goals for an organisation, who consistently communicate that vision and motivate followers using non-pecuniary incentives (i.e. appeals to morality and ethics, persuasion and inspiration)' (Bass, 1990; Bass & Avolio, 1994). These leaders are known to be charismatic in nature, which results in them inspiring their followers (Bass, 1990:21). This element in transformational leadership has been a proven leadership style for creating innovation, as discussed in section 3.4.3. Transformational leaders are also known to, at the same time, meet each employee on an emotional level, while stimulating them intellectually (Bass, 1990:21). This reasoning of Bass (1990) was what shaped the components of transformational leadership: charisma, inspiration, intellectual stimulation, and individualised consideration (Bass, 1990:22). It is these components of transformational leadership which could be argued to be the reason for the sustainability of the transformational leadership style (Germano, 2011:7), a factor which the charismatic leadership style lacks.

Overall, the literature on leadership for innovation gives the impression that because transformational leadership is known to change and challenge the culture of an organisation, rather than to just conform to 'what is' (Bass, 1990:23), variants of the transformational leadership styles in combination with the transactional leadership styles are considered to be adequate for innovation. This has been confirmed by Pieterse et al. (2010:609) who found that transformational leadership positively affects innovative behaviour when psychological empowerment is high. Transformational leaders 'use knowledge, expertise, and vision to change those around them' to the extent that when the leader leaves, the followers have the ability to take over, again showing the sustainability of transformational leadership (Germano, 2011:7).

Eisenbeiss, Boerner and Van Knippenberg (2008:1443) also confirmed that transformational leadership plays an important role in team innovation, but found that it is not enough to stimulate innovation. To do that, Eisenbeiss et al. (2008:1443) found that the members of the team need to show a concern for having a climate for excellence and high-quality performance in order to innovate.

García-Morales, Jiménez-Barrionuevo and Gutiérrez-Gutiérrez (2012) in later studies established that transformational leadership supports innovation. Their research empirically proved that transformational leadership influences innovation positively (García-Morales et al., 2012:1045–1046). This argument is supported by Jansen et al. (2009:5) that transformational leadership is associated with innovation, but Jansen, Vera and Crossan

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(2009) added that transformational leadership is more specifically related to exploratory innovation. Aside from its ability to create and sustain innovation, strength of transformational leadership is that it has the ability to empower employees (Germano, 2011:8). A discussion on Bass's (1998) theory of transformational leadership being made up of four components, which are the charismatic component, the instrumental leadership component, the strategic leadership component, and the interactive leadership component will now be elaborated upon.

The first component is the charismatic component. The literature suggests that every component plays a part in innovation. The charismatic component of transformational leadership due to its inherent characteristic has the ability to stimulate employees in being creative and innovative (Nadler & Tushman, 1990).

The second component is the instrumental leadership of transformational leadership plays a role in innovation due to the task it plays in structuring and controlling the innovation process in organisations (Bossink, 2007:136). This form of leadership sets the 'parameters' of innovation, as it takes the responsibility of setting the goals, standards, how innovation will be measured, monitored, and assessed (Nadler & Tushman, 1990; Eisenbach et al., 1999; Norrgren & Schaller 1999; Stoker et al., 2001).

The third component is the strategic component of transformational leadership has been argued to be of importance in innovation creation, as it allows the individual to use their hierarchical power in the organisation to innovate (Bossink, 2007:137). It has been concluded by authors such as Borins (2002:475) that the top management, politicians, and senior public officials in the public service supporting innovation by creating a climate for innovation can be a determinant of successful innovation. Strategic leaders can be crucial in innovation because of the knowledge they have of the organisation. Bossink (2004:225) found that you can apply any of the transformational leadership components to leadership styles consistently, but without knowledge, something the strategic leader generally possesses according to Harmsen et al. (2004), successful innovation will not occur. These leaders commit themselves strategically to innovation (Saleh & Wang, 1993) and have the ability to develop the innovative capabilities of their employees (Norrgen & Schaller, 1999).

The last component of Bass's (1998) transformational leadership is interactive leadership. This leadership style focuses on empowering employees into becoming innovation leaders themselves (Bossink, 2007:137). Interactive leadership is an important factor Markham and

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Markham (1995) emphasise, as they found that an organisation is more effective when there are multiple leaders and an innovation team that is empowered.

In conclusion, the research done on leadership for innovation has indicated that transformational leadership has been the most used and most successful leadership style for innovation in organisations. This is due to transformational leaders being able to use the different components of charisma or idealised influence, intellectual stimulation, and individualised consideration to create an environment where followers learn to lead, and create and sustain innovation. This environment, according to Germano (2011:10), is one where library leaders evaluate innovation efforts, identify the creative individuals, develop an innovative climate, assess tolerance for change, and understand patron wants and needs.

The existing literature on leadership for innovation has been presented. It is therefore now necessary to discuss the emerging literature on leadership for innovation that occurs in the literature. This will be done in order to include the latest research on leadership for innovation.

3.3.2 EMERGING THEORIES

Isaksen and Akkermans (2011:165), Mcmurray, Mazharul, Sarros and Pirola-Merlo (2013: 667), Ahmed (1998:30), Naranjo-Valencia, Jiminez-Jiminez, and Sanz-Valle (2011:55) all indicate that there is a clear link between an organisation's context, leadership and innovation. Their arguments are based on the findings that you can create and sustain innovation through leadership by creating an innovative organisational climate and culture. McMurray, Islam, Sarros, and Pirola-Merlo (2013:367) go further and specify that transformational leadership and transactional leadership are the leadership styles most adequate for changing the climate and culture towards innovation in organisations.

We will now establish the optimum point of leadership for innovation in terms of the existing and emerging trends of leadership for innovation.

3.3.3 ESTABLISHING LEADERSHIP FOR INNOVATION: THE OPTIMUM

For the purpose of identifying the ideal leadership style for innovation in the context of the public library, the various literatures on leadership and innovation were considered. Through this exploration of the theory, the ideal leadership style for innovation in the public library will now be discussed. This will be followed with a presentation of the optimum leadership traits and leadership styles, as derived from all the literature in this chapter.

3.3.4 LEADERSHIP FOR INNOVATION IN THE CONTEXT OF THE PUBLIC LIBRARY

Mullins and Linehan (2005:386) have raised the point that 'library leaders have a wide-ranging impact on society but have been largely overlooked as a subject of serious study.' Riggs (2001:8), who has been known to be an advocate for library leadership studies, argues that there is simply not enough research done in the library leadership field. According to Riggs (2001:8), librarians need a 'wake-up call' and should take leadership more seriously, as it has become a necessity in these changing times.

Change has become inevitable and organisations through creating a climate for innovation have been one of few solutions available to organisations to remedy the constantly adapting situation. Creating a climate for innovation has been found to be the responsibility of the leader (Crafford 2006:339; Robbins & Judge 2011:630), who has also been found to have the biggest influence on the organisational culture (Mullins & Linehan, 2005:391). As Deschamps (2008:165) has found, it is the 'enabling processes, the structure and organisational mechanism, cultural traits, and staff profile' that determine the leadership style necessary for innovation.

A library based on the leadership imperatives of Deschamps (2008:165) is known to be a complex organisation with a hierarchical structure, official decision-making processes, and its own institutional policies and routines (Fatokun, O'Salaam & Ajegbomogun, 2010:1). This specific context is set to achieve the goals of the library (Fatokun, Salaam & Ajegbomogun, 2010:1). It is argued, however, that the context in which the library operates hinders leadership as well as innovation (Denti & Hemlin's, 2012). Authors such as Schreiber and Shannon (2001:36) have argued that leadership in public libraries needs to move away from the bureaucratic model it stems from and become more engaging and collaborative.

Leadership in libraries has been criticised by Holman (2003). Holman (2003) claims that libraries need a total overhaul in terms of leadership and those librarians should step up and take the lead or their library will suffer the consequences. This is also true in South African public libraries, as Fourie (1993:3) found that the responsibilities of the authorities are not made clear indicating a lack of vision and a lack of collective goals.

Strong leaders should have the ability to communicate clearly and motivate individuals, have good political skills, and have diplomatic skills (Farrell, 2013:262). Schreiber and Shannon (2001:45–56) add to this and argue that critical traits required in library leaders are self-

awareness, embracing change, customer focus, stands to take risks in the future, collaborative spirit, and bias for courageous action.

Riggs (1997:8), writing from an academic library perspective, argues that these skills needed all form part of transformational leadership and transactional leadership. According to Riggs (1997), these leaders have the ability to be 'excellent strategists, strong planners, synthesisers, change agents, and visionaries' (Riggs, 1997:8). Riggs (1997:8), however, does make it clear that different leadership styles are needed at different times and there will never be one leader who possesses all these qualities.

Castiglione (2006:294) was also found to support the notion that different leadership styles and are needed in libraries undergoing with transformation. In addition, Castiglione (2006:292) highlighted transformational leadership and transactional leadership as the two main leadership styles necessary in libraries due to transactional leadership having the ability to enforce compliance in implementing vision and transformational leadership that in turn inspire and motivate the employees (Castiglione, 2006:292).

Riggs's (1997:8) argument on transformational leadership as the most suitable leadership style for the creation of innovation in public libraries is supported by Germano (2011;1) who confirms that 'not all leadership is suited to the task of provoking or fostering innovation' but one that does is transformational leadership. Duren (2013:138) suggests that transformational leadership alone is not enough to stimulate innovation and suggests a mixture of transformational leadership and transactional leadership as the ideal choice for leaders in times of change. Duren (2013:138) also states that the autocratic leadership style is the most inadequate for innovation, contradicting Germano's (2011:4) argument that the autocratic leader has the ability to create innovation if it is the task at hand.

From a different perspective Winston and Noely (2001:15–16 in Mullins & Linehan, 2005:387) write that 'library leadership require effective leadership in terms of developing and promoting vision, identifying priorities, handling competitors, and providing information services needed by a changing, diverse, and increasingly technologically savvy user population.' Giving rise to the economic factors that play a role in libraries. With these factors in mind, Jusic (2013) claims that entrepreneurial leadership is what will become a necessity in public libraries to combat the challenges of economic shocks.

Fotokun et al.'s (2010) research on 'The influence of leadership style performances of Subordinates in Nigerian libraries' has found that library leaders in Nigeria show a great deal

of commitment to the formal needs and social needs of their libraries. The study also raised the importance of communication and allowing all employees to have a sense of belonging in the library, as this is what will lead to successfully achieving the library goals (Fotokun et al., 2010:8). Fotokun et al. (2010:8) therefore show the importance of communication skills of the leader, as this will influence the motivation of the followers to innovate.

In the reviewing of the literature concerned with leadership and the culture and climate of public libraries, Mullins and Linehan (2005:391) have shown the importance of leadership. Mullins and Linehan (2005:391) in their studies determined that 63% of their interviews stated that it is the leader who determines the culture of an organisation and the remaining 37% stated that the leader contributes to the culture of the organisation. As no interviewees suggested the leader has no influence on the organisation's culture, the research strongly supports that the leader, as Wright and Pandey (2006:76–78) also suggest, plays the biggest role in determining the culture of the organisation. This research therefore suggests that the leader, especially the transformational leader, can influence the culture of the organisation to become one that is focused on innovation (Wright & Pandey, 2006:76–78; Germano, 2011, p. 1-12).

Germano (2011:1–12) is one of the leading and most relevant authors on the theme of library leadership for creating and sustaining innovation. In addition, Germano's (2011:1–12) studies on the different leadership theories related to innovation abilities found that transformational leadership is the most successful leadership style to create and sustain innovation in libraries. His (Germano, 2011:7) argument is based on the supposition that transformation leaders have the ability to create and sustain innovation because of their ability to empower their employees. These leaders also add value to transformation by doing the following:

- Evaluating the innovation efforts of the library;
- Identifying the creative employees working for the library;
- Develop an innovative climate;
- Assessing the tolerance for change in the library; and
- Understanding the client's needs and wants. (Germano, 2011:10)

In order to provide a synthesis of the leadership aspects of leading in a public library, one can reach certain conclusions, as outlined below.

A theoretical presentation of leadership for innovation has been given with regard to the existing theories, the emerging theories, and the optimum point (the most successful) of these

theories. This was followed with a discussion on the literature surrounding the concept of leadership for innovation in public libraries. The literature has indicated that the existing theories of leadership for innovation can be based on the concepts of leadership traits for innovation, leadership styles for innovation, and leadership contingency theories on innovation. In terms of the theory, it was indicated that the ideal leader's innovation traits should be creativity, skills and competencies needed in the organisation, the ability to motivate, learn, listen, and be an entrepreneur, along with being charismatic, bold, hard-working, risk-taking, decisive, and visionary. The literature also indicates that leadership styles can have an influence on innovation. It was found that the autocratic leader has the ability to innovate if innovation is the goal. The charismatic leadership style has also been argued to inspire innovation in organisations, but lacks the ability to sustain it. The main finding was that transformational leadership is argued to be the best theory of leadership for the purposes of creating and sustaining innovation in general and in the public library where authors, such as Germano (2011), Riggs's (1997) and Duren (2013), have found it to be successful. The theory gives the understanding that the various leadership styles is dependent on certain characteristics in people to practically adhere to the various leadership theories discussed in section 3.1.Theoretically the literature indicates that a transformational leader who is creative has the skills and competencies needed in the public service, a leader who has the ability to motivate, learn, listen, be an entrepreneur, be charismatic, bold, hard-working, take risks, be decisive, and be visionary would be the ideal leader to create and sustain innovation in the public service.

The purpose of this literature review has been to find the ideal leader for innovation in the public service of the South African public library. A presentation was given on the literature surrounding leadership and its definitions, concepts, theories, styles, and leadership in the public service. This was followed by a presentation of innovation and its definitions, theories, types, strategies, life cycle, and innovation in the organisational context. Existing and emerging theories of leadership for innovation in the public service, with a discussion on what the optimum leadership theory could be for the public library followed.

Through an analysis of leadership, innovation, and leadership for innovation, it has been determined that a pattern of leadership traits, leadership styles, and leadership contingency theories for innovation has emerged. The traits, namely vision, knowledge, charisma, communication, motivator and decisiveness, have been repeatedly found in the literature to

create and sustain innovation as well as the transformational leadership style that is dependent on certain leadership characteristics.

This pattern has been found to be dependent on the factors, organisational climate, and organisational culture. The public library is known to be a public service that is managed in a stiff, bureaucratic-like environment that has been found by many authors to inhibit innovation. Newer theories, however, have suggested that transformational leadership and transactional leadership have the capabilities to create and sustain innovation regardless of the bureaucratic inhabitants of innovation (Germano, 2011).

Transformational leadership, a contingency theory, is the most supported theory on leadership for innovation. It is derived from the literature that transformational leadership can create and sustain innovation in three ways. The first argument is that transformational leadership can create and sustain innovation through the leader having the ability to inspire their followers towards innovation. The second argument made is that transformational leadership has the ability to change the climate and culture of an organisation. The leader therefore has the ability to change an organisation's climate and culture from one that does not support innovation to an innovative one. The last argument is that the transformational leadership theory has been proven to have the ability to lead an organisation towards innovation without the organisation's formalised, centralised, and bureaucratic nature playing a role.

The literature suggests that transformational leadership has the ability to create and sustain innovation due to the style having a 'range' and the style consisting of different components all playing a role in innovation (Bass, 1998). The transformational leadership style is therefore flexible in nature and can adapt to the needs of innovation that are constantly changing as the innovation life cycle progresses.

With regard to leadership for innovation in the public library, it has been established that transformational leadership has been the main leadership theory used for the successful creation and sustaining of innovation in public libraries. Various reasons for this exists, but again the main point is that transformational leadership has the ability to create and sustain innovation regardless of the formalised, centralised, and bureaucratic manner in which the public library is managed. Transformational leadership therefore has the ability to keep the accountability without affecting innovation.

In the analysis of transformational leadership, a correlation can be found in the literature between the definition of a transformational leader and the leadership traits that can create and sustain innovation. This can be seen in a discussion of Bennis and Nanus (1985), Bass (1985), and Kouzes and Postner's (1987) work in Hersey, Blanchard and Johnson (1996:11). The overview indicates that Bennis and Nanus (1985) describe a transformational leader to be one that gives 'attention to vision', 'meaning through communication', 'trust through positioning', and 'deployment of self'. Bass (1985 in Hersey, Blanchard and Johnson, 1996) describes a transformational leader's characteristics as 'charisma', 'inspiration', 'intellectual stimulation', and 'individualised consideration'. According to Kouzes and Postner (1985 in Hersey, Blanchard & Johnson, 1996:11) a transformational leader's characteristics include 'challenging the process', 'inspiring a shared vision', 'enabling others to act', 'modelling the way', and 'encouraging the heart'.

A correlation between the characteristics vision, communication, charisma, inspiration, and knowledge (intellect) has been found. The assumption consequently drawn is that a transformational leader carries all the necessary needs to be an innovative leader in the public library

CHAPTER 4:
RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The objective of this chapter is to describe the research process of this study, with reference to the research design and research methodology. The aim with using the particular research methodology is to enable the researcher to gather the data needed to produce answers to the research question presented in Chapter One. In order to answer the research question, a presentation on the City of Cape Town public library cases, the sampling, data collection methods, and the data analysis process will be presented. This presentation serves to provide an understanding of the intentions of the research study as well as provide context for the case study utilised in this study. These elements are relevant because they provide a broader understanding of the relevance of a study into leadership for innovation styles and traits.

The chapter will conclude with the analysis of the results obtained and a presentation of these outcomes.

4.2 THE RESEARCH DESIGN

A research design has been defined as 'a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, data collection techniques to be used, and data analysis procedure to be followed' (Maree, 2007:70 in Denton, 2013:41). The research 'plan' in accordance to Maree's (2007:70) definition will now be discussed.

The study conducted was empirical and non-empirical in nature. The empirical side of the study was conducted by means of a case study and content analysis, whereas the non-empirical side of the study was conducted by means of a literature review. A qualitative approach to this study was taken, as a qualitative approach allows for an in-depth insight into leadership for an innovative public library (Dawson, 2009:14–15). The current study is purely descriptive in nature, as it intends to describe the perceptions of library leaders in what an ideal innovative leader's behaviour would be.

The research design includes the content analysis, literature review, and case study approach, which will now be discussed.

4.2.1 CONTENT ANALYSIS

A qualitative analysis of existing textual data on public libraries was conducted in order to get a better understanding of the existing policies and legislation of public libraries in the City of Cape Town Metropolitan. The institutionalisation of public libraries in South Africa and more specifically institutionalisation of public libraries in the City of Cape Town Metropolitan, as well as the challenges public libraries face in general. The data was collected by means of articles, reports, laws, and public documents. Content analysis was chosen, as it was necessary to collect and analyse facts reported on the managing of public libraries.

4.2.2 LITERATURE REVIEW

An analysis of the literature was done in order to give a presentation of the theoretical understandings of the concepts of leadership, innovation, leadership for innovation, and leadership for innovation in public libraries. Furthermore, an analysis of the literature provides insight to previous studies and existing theories.

The literature was collected by means of academic journal articles from various online databases. The keywords 'leadership', 'leadership in the public service', 'leadership in public libraries', 'innovation', 'innovation in public service', 'leadership for innovation in the public service', 'leadership for innovation in public libraries' were used. Literature was also collected by means of books and theses that were found to be relevant to the study.

4.2.3 CASE STUDY

A case study can be defined as 'an empirical inquiry that '[i]nvestigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident' (Yin, 1994:3 in Rowley, 2002:18). This approach according to Eisenhardt (1989:548–549 in Rowley, 2002:16) is 'particularly well suited to new research areas or research areas for which existing theory seems inadequate.'

As research into leadership for innovation in the public service and leadership for innovation specifically in public libraries is a new and unexplored topic, therefore a case study approach was found to be the most suitable. The approach allows for an in-depth understanding of public library leaders and their perception on leadership that will and has driven innovation in order to adequately answer the research question posed in Chapter One of this study.

4.2.4 CASE STUDY: PUBLIC LIBRARIES SELECTED IN THE CITY OF CAPE TOWN METROPOLITAN MUNICIPALITY

In the selection of the specific public libraries for inclusion in the study, the substantive criteria as described by Swanborne (2010:52) were used. The substantive criteria, as described by Swanborne (2010:52), require the inclusion of cases that are both informative cases, where the cases 'are expected to represent the phenomenon under study quite clearly' (Swanborne, 2010, p. 52), and representative cases, where 'cases occupying a modal position on putative relevant variables' are included. The researcher therefore purposefully chose cases that could be described as 'typical libraries' or 'representative libraries' to be included in the study.

The chosen public libraries were selected through reputation sampling, and open applications via mass media. The researcher firstly selected cases with high circulating figures according to the City of Cape Town website 2014 circulation figures. With the second selection technique, open applications via mass media, the method to use 'no selection at all', as described by Swanborne (2010:50), was used. The reason for this was due to the lack of participation in the study. The specific public libraries included in the study were therefore selected in accordance with the willingness of the various public libraries who were contacted.

4.3 RESEARCH METHODOLOGY

4.3.1 RESEARCH METHODS OVERVIEW

The research design of the study has been presented in the form of a case study, content analysis, and a literature review. The research methods will now be presented, along with the research methods used within this study.

4.3.2 THE QUESTIONNAIRE

For the purposes of this study, the researcher opted for the qualitative technique, as the research needed to be approached in an in-depth descriptive manner due to the limited amount of research done on leadership for an innovative public library.

Data was collected by means of a questionnaire. The questionnaire was selected, as it required less time, energy, and costs to administer. The questionnaire also ensures less bias, as it were presented in a consistent manner to each participant. The questionnaire was in the English language, as English was the common written language used by the participants.

In order to avoid confusion in the questionnaire caused by jargon and technical terms as described by (Dawson, 2009:91) the researcher provided the participants with a concept clarification list, which contained a list of the concepts used in the questionnaire along with their definitions and explanations. The participants were first asked to read the concept clarification page and a list of questions to determine if the participants understood the questions, or had any questions regarding them.

The questionnaire contained questions, which were structured and unstructured. The structured questions lead the responses of the participants where the unstructured questions allowed the participants to give an opinion. The structured and unstructured approach to asking questions was deemed necessary to keep in line with the purpose of the research, which is to answer the research question. The questions asked were a combination of open-ended and close-ended questions. Questions were kept short and simple, as Dawson (2009:91) found that keeping questions short and simple avoid the problems like misinterpretation and ambiguity.

The questionnaire questions were based on the work reviewed in the literature review chapter of this study that focused on leadership, innovation, and leadership for innovation.

The questions were divided into the following main sections:

- General information: This section contained questions regarding the knowledge, experience, place of work, and job title of the employees in the various public libraries.

- Leadership: This section contained questions on the traits, styles, and contingency theories of leadership found to be relevant in the literature review chapter of this study.

- Innovation: This section contained questions regarding innovation in the specific public libraries, as perceived by the participants. The questions were focused on the theory found relevant in the literature review chapter of this study.

- Organisational context: This section contained questions with regard to the organisational context of the specific public libraries, as perceived by the participants.

- Leadership for innovation: This section contained questions with regard to leadership for innovation, as perceived by the participants.

- Leadership in the public library: This section contained questions with regard to the perception of leadership in terms of traits, styles, and contingency theories in the public library.

- Innovation in the public library: This section contained questions with regard to the perception of participants to innovation in the public library.

- Leadership for innovation in public libraries: This section contained questions on leadership for innovation in public libraries, as perceived by the participants.

- Specific leadership traits and styles for the innovation life cycle: This section aimed to answer the question about whether different leadership traits and styles are needed for the different phases that innovation goes through.

The review process encompassed an academic and an academic librarian who revised the questions asked in the questionnaire. The reviewing of the questionnaire was done in order to determine the relevance of the questions, the appropriateness of the questions, and the correct format of the questions. After reevaluating the questionnaire, they were amended as deemed necessary.

This study made use of employees in the City of Cape Town Metropolitan Municipality public libraries. In choosing the study participants, the literature indicated that no specific criterion for study participants exists. Various authors such as Adler and Ziglio, and Delbecq, Van de Ven and Gustafson, however, have given insight into what they found to be the most effective factor to take into consideration when choosing participants (Hartman & Krahn, 2007:10). Adler and Ziglio (1996 in Skulmoski, Hartman & Krahn, 2007:10) state that when choosing research participants, the four expertise requirements should be met. These are 'i) knowledge and experience with the issues under investigation; ii) capacity and willingness to participate; iii) sufficient time to participate'…; and iv) effective communication skills.' Delbecq, Van de Ven, and Gustafson (1975:85 in Hsu & Sandford, 2007:3) add the following three groups who they recommend should participate:

- 'The **top management** decision makers who will utilize the outcome';

- The **professional staff members** together with their support team; and

- The **respondents to the questionnaire** whose judgments are being sought.

The researcher has therefore taken into consideration the findings of Adler and Ziglio (1996 in Skulmoski, Hartman & Krahn, 2007:10) and Delbecq, Van de Ven and Gustafson (1975, p. 85 in Hsu & Sandford, 2007:3) in selecting the participants in the case studies. The participants in each of the willing City of Cape Town Metropolitan public libraries were selected by means of the snowballing technique where the researcher was referred to individuals who would be willing, and are capable of, answering the questionnaire. A more scientific sampling technique would have been preferred. However, due to the willingness of the participants and the nature of the study, finding participants who are willing and capable of answering the questionnaires were deemed imperative to the study.

Sixteen participants took part in this descriptive study from different City of Cape Town Metropolitan public libraries. All public libraries in the City of Cape Town represent the universe; from this universe 16 chief librarians or persons closest in rank were given a questionnaire to give insights into the leadership of public libraries. The chief librarian, principal librarians, senior librarians, librarians, assistant librarian and regional manager in each case study were found adequate, as public libraries are small organisations and it was critical to have the most knowledgeable individuals answer the questionnaires due to the nature of the study.

Due to the nature of the data required to answer the research question, the questionnaire was relatively long. Another concern was the sample size. Due to the lack in responses to the questionnaire and the timeframe in which the research had to be completed, it was not possible to get a larger sample of leaders to complete the questionnaire. The questions were explorative and descriptive and the data collected was therefore the perception of the leaders rather than factual data.

4.3.3 MODE OF INTERACTION

A questionnaire can be implemented in a variety of ways. The most recognised is that of pen and paper, electronic mail, and online surveys. The most suitable for this study is the use of electronic mail. This is due to the advantages electronic mail provides. Advantages Witkin and Altschuld (1995:204 in Hsu & Sandford, 2007:4) argue are '(1) the storage, processing, and speed of transmission capabilities of computers; (2) the maintenance of respondent anonymity; and (3) the potential for rapid feedback.' The researcher accordingly elected to use electronic mail, as the participants are dispersed throughout the City of Cape Town.

Electronic mail was therefore found to be a cheaper and faster than the alternatives stated above.

4.3.4 RESULTS ANALYSIS

As the research was qualitative in nature, qualitative research techniques were implemented. The method of data analysis that the researcher choose had to be related to the type of questions the researcher used in the questionnaires.

The deductive approach to data analysis was used. The research questions were therefore used to group the data. The data collected from the various participants were then analysed (Dawson, 2009:120).

Table 1: A summary of the participants.

	Type of library	District	Municipality	Position	Years
1	City-wide Library	Five	City of Cape Town	Chief Librarian	22 years
2	Community Library	One	City of Cape Town	Librarian	2 months
3	Community Library	Two	City of Cape Town	Senior Librarian	25 years
4	Community Library	Two	City of Cape Town	Librarian	7 years
5	Community Library	Three	City of Cape Town	Senior Librarian	6 years 3 months
6	Community Library	One	City of Cape Town	Senior Librarian	4 years
7	Community Library	One	City of Cape Town	Senior Librarian	20 years
8	Community Library	Two	City of Cape Town	Assistant Librarian	3 years
9	Regional Library	Five	City of Cape Town	Principal Librarian	30 years
10	Community Library	Six	City of Cape Town	Senior Librarian	13 years
11	Community Library	Three	City of Cape Town	Senior Librarian	6 years
12	Community	Two	City of Cape	Senior Librarian	18 years

	Library		Town		
13	Community Library	Two	City of Cape Town	Senior Librarian	20 years
14	Regional Library	Two	City of Cape Town	Principal Librarian	17 years
15	Community Library	One	City of Cape Town	Senior Librarian	26 years
16	Department LIS	Two	City of Cape Town	District Manager	18 years

The following section will unpack the overall findings of the study.

4.4 FINDINGS

A discussion on the findings of the questionnaire will now be presented. The presentation will focus on the following:

- The traits and leadership styles the leaders in the public library are currently displaying;
- The organisational context of the public library, as described by the public library leaders;
- Leadership in the public library and innovation in the public library, as perceived by public library leaders; and
- The ideal leadership profile for the creation and sustaining of innovation in the public library.

4.4.1 RESULTS

The results of the data collected for the different sections, namely leadership, innovation, organisational context, leadership for innovation, leadership in the public library, innovation in the public library, and leadership traits and styles specific to the innovation life cycle, will now be presented.

4.4.1.1 LEADERSHIP

This section was based on questions regarding the personal leadership traits, characteristics and leadership styles used by the participants.

The participants had the selection of the following leadership traits, found to be most commonly associated with innovation in the literature:

Personal characteristics:

- Energy
- Passion
- Physical stamina.

Intelligence and ability:

- Intelligence and cognitive ability
- Knowledge
- Judgement and decisiveness.

Personality:

- Optimism
- Self-confidence
- Honesty and integrity
- Enthusiasm
- Charisma
- Desire to lead
- Independence
- Inspiration.

Social characteristics:

- Sociability, interpersonal skills
- Cooperativeness
- Ability to enlist cooperation
- Tact and diplomacy
- Communication.

Work-related characteristics:

- Drive and desire to excel

- Responsibility in pursuit of goals

- Persistence against obstacles and tenacity

- Enabling others to act

- Inspiring a shared vision

- Challenging the process.

Social background:

- Education

- Mobility.

After the administering of the questionnaire, the results indicate that there are specific leadership traits and characteristics that are displayed more than others. These will be displayed in figure 1.
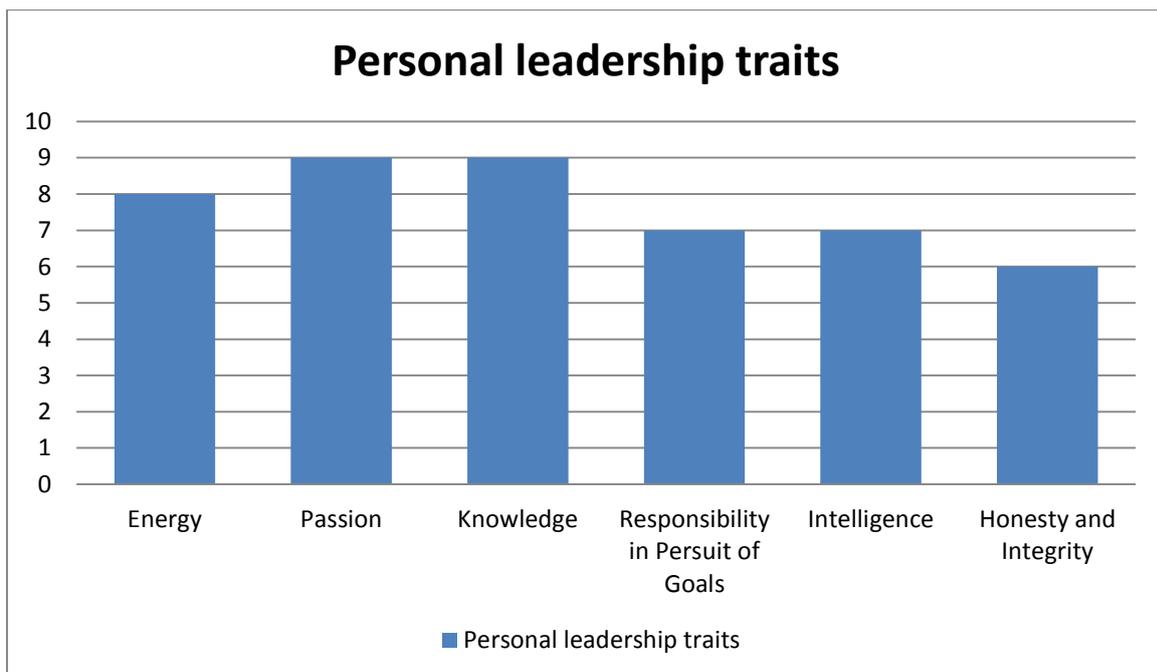

Figure 1: Personal leadership traits

From figure 1, it is evident that the highest rated traits and characteristics that the participants believe they display are:

- Energy

- Passion

- Knowledge
- Responsibility in pursuit of goals
- Intelligence
- Honesty and Integrity.

The results also indicate that the participants believed that they display certain leadership styles more than others. These will now be indicated in figure 2.
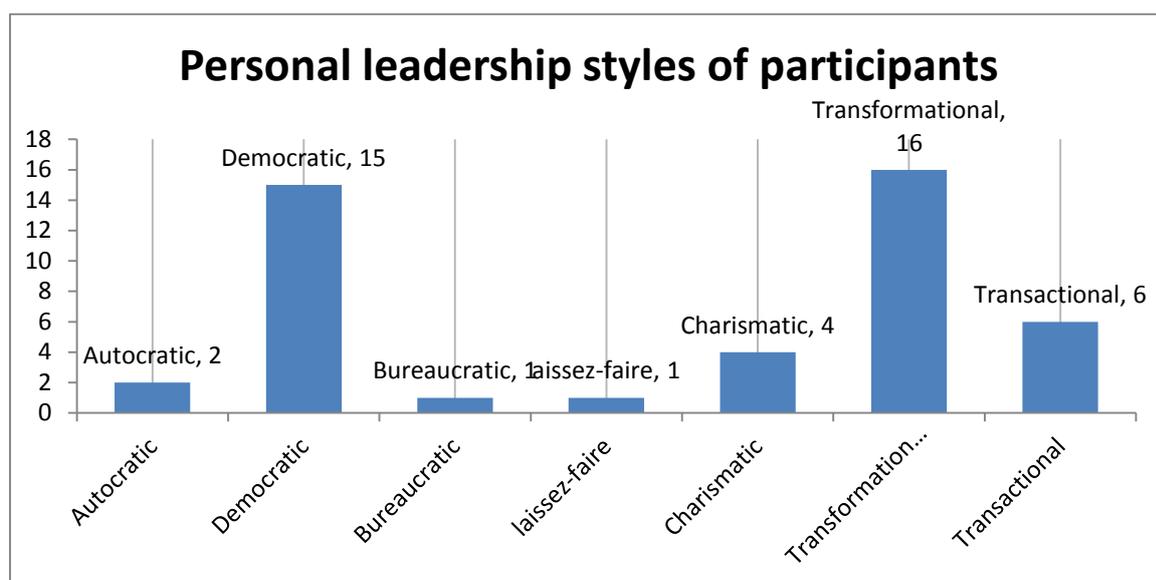

Figure 2: Personal leadership styles of participants.

The results indicate that the top leadership styles that the participants believe they display are the following:

- Transformational leadership
- Democratic leadership
- Transactional leadership
- Charismatic leadership.

4.4.1.2 Innovation

This section involved questions regarding innovation and its occurrence in the public library. The results indicated that all participants believed that innovation is needed in the public library and 100% of the participants indicated that innovation is possible in the public library. It was indicated that all participants believed that leadership plays a role in innovation.

When asked if the participants believed that the public library is innovative, the majority of the participants (78%) believed that the public library is innovative, whereas the minority (22%) believed it is not.
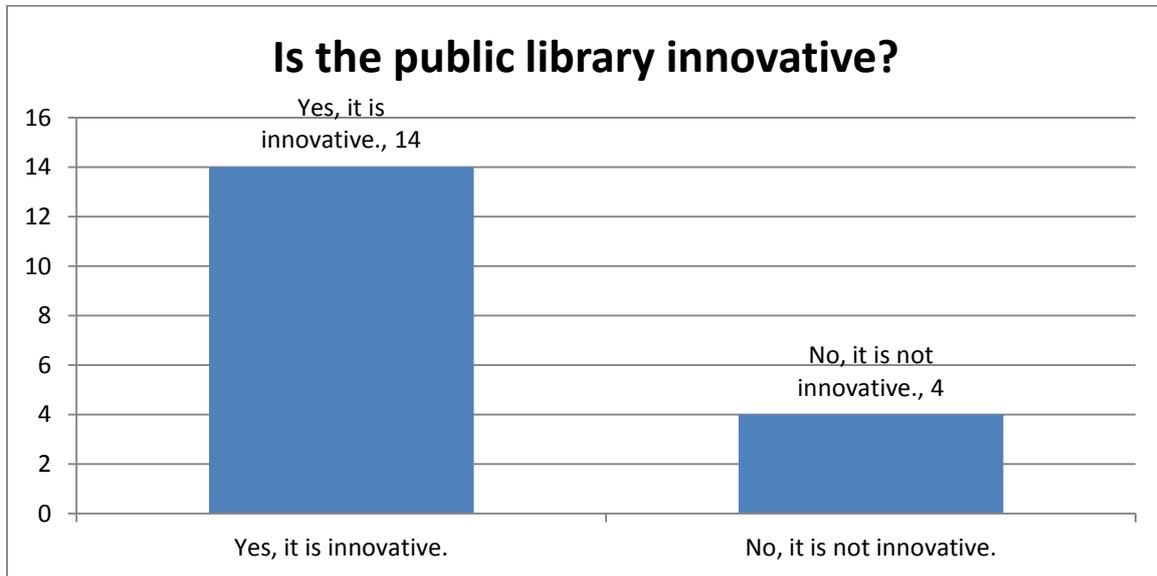

Figure 3: Public library innovation study.

The innovation strategies that participants indicated were used in the public library were mostly top-down innovation (56%), and then bottom-up innovation (28%), and finally other innovation strategies (16%).
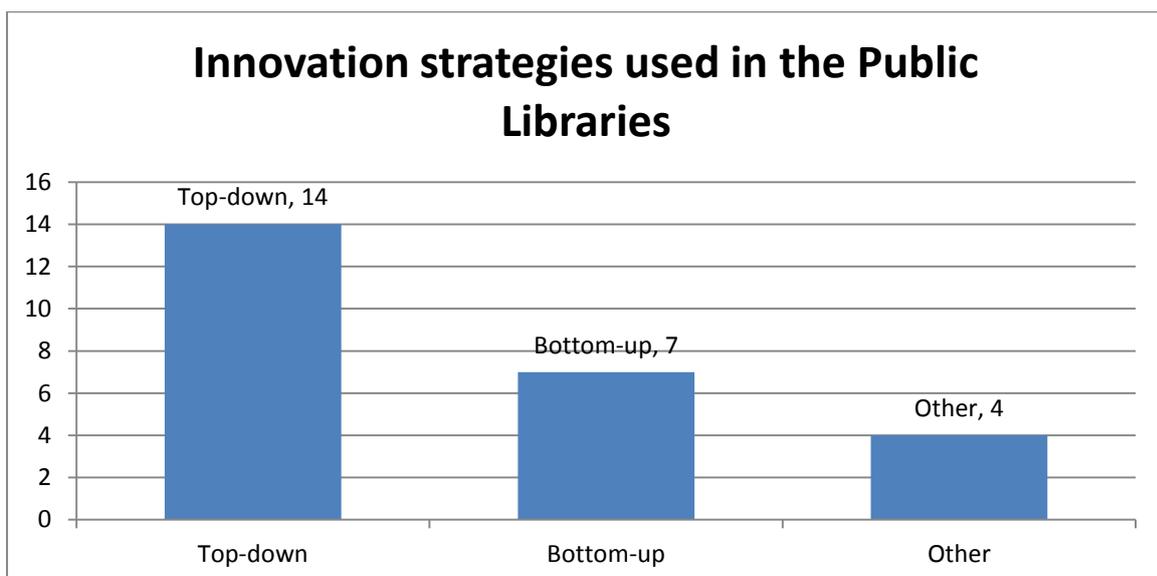

Figure 4: Innovation strategies used in the public libraries.

It was indicated that top management (the metropolitan or municipality as well as the top management in the public library itself) usually decides on innovations to be implemented, but innovation ideas also come from the staff working in the public libraries itself. The 'other innovation strategies' were indicated to be the community who gives innovative ideas to the public library such as 'senior teas, a coffee shop, and entrepreneurs week.' This indicates that innovation is reliant on the public library leaders more than the staff (subordinates). An important factor like this indicates the importance of understanding leaders in the public library. These innovation strategies indicate that the minority of participants who specified that the public library is not innovative stated that they believe both top-down and bottom-up innovation strategies can be implemented if the public library was more open to change and innovation. The same minority who indicated that innovation is not currently happening in the public library indicated that they believe that all types of innovation are possible but libraries are not open to changing. The belief is that bureaucracy, funding, the employees of the public libraries, and the department who is so closed off to alternative ways of doing things because of their focus on what they cannot do are inhibiting change and thus innovation. It was also said that the public library has to consider the community when innovation and change are considered as complicating the process.

4.4.1.3 Organisational context

The results indicate that the public library falls under the Directorate Community Services and the Department of Library and Information Services. It also forms part of the metropolitan. The LIS therefore is a very large organisation itself but the public libraries of which it is made up of is indicated to be small organisations with very few employees in each library.

It was also indicated that the level of formalisation in the public service and the public library itself ranges from medium formalisation (44%) to high formalisation (56%). This has been indicated to be due to the formal code of conduct and formal legislation the public library needs to adhere too.
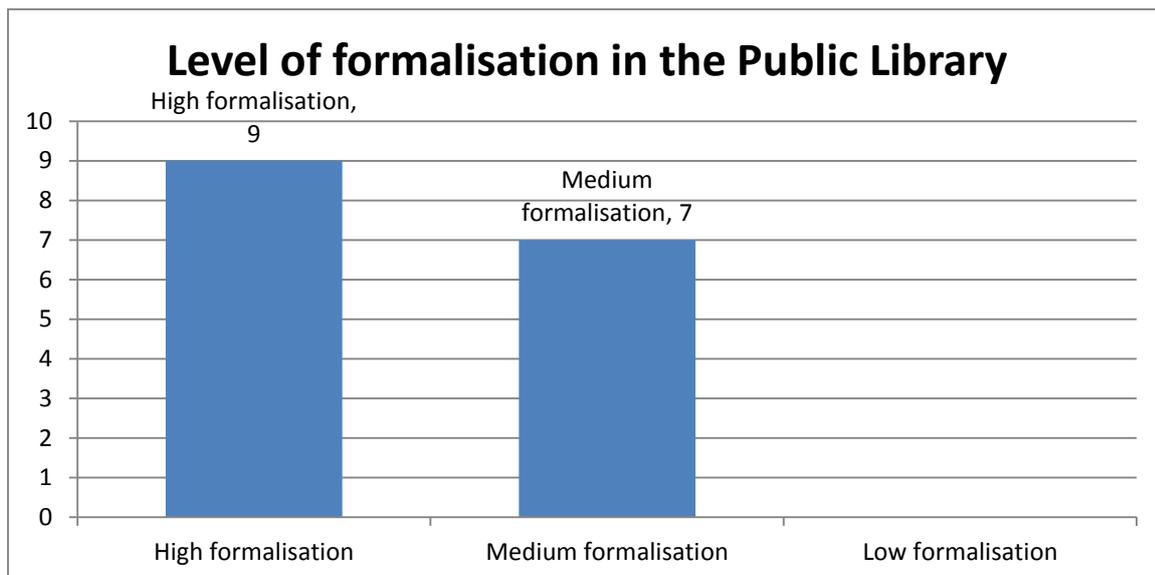
Figure 5: Level of formalisation in the public library.

The level of bureaucracy was indicated to range from medium (35%) to high (65%). Participants indicated that this is due to the library service falling under various different levels of government such as the Department of Arts and Culture, The City of Cape Town Metropolitan, the Directorate of Community Service, and the Department Library and Information Services.
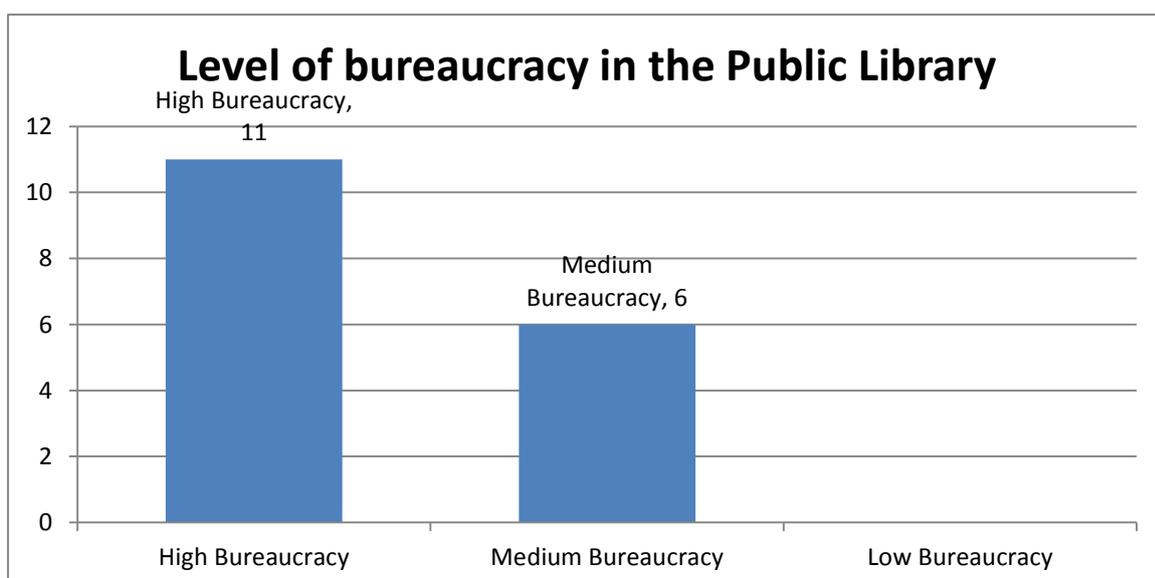
Figure 6: Level of bureaucracy in the public library.

The results indicate that the majority of the participants believe that the public library is fairly open (40%) to outside influences.
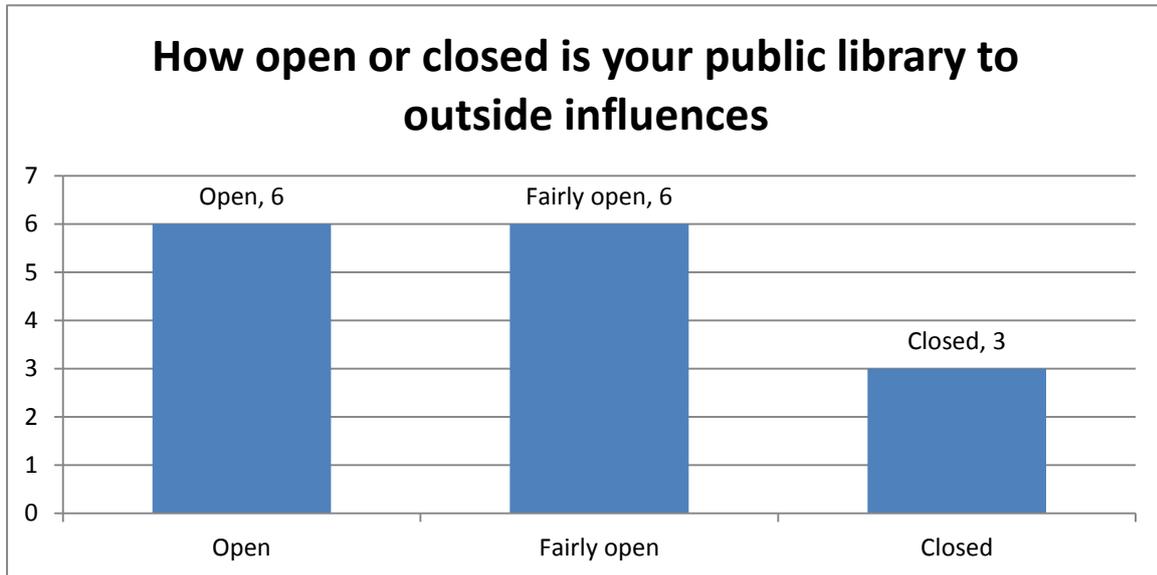
Figure 7: How open or closed is your public library to outside influences.

It was indicated that it is important to be aware of what library services are doing internationally. It was indicated that 20% of the participants considered the public library as closed to outside influences.
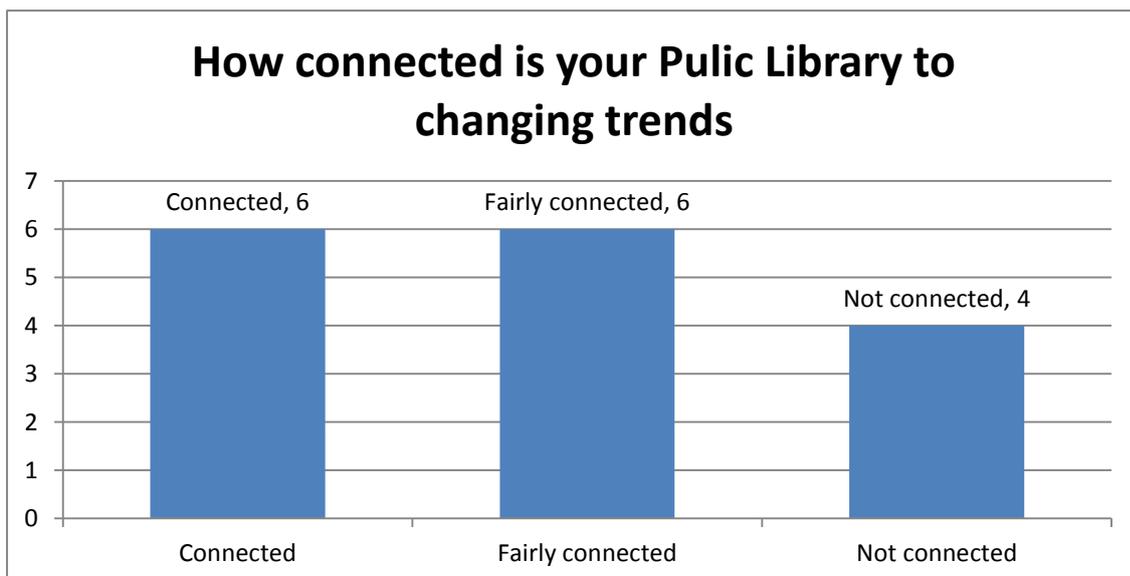
Figure 8: How connected is your public library to changing trends

The data indicates that 38% of the participants indicated that the public library is fairly connected to changing trends, whereas 37% indicated that the public library is connected to changing trends. Only 25% of the participants indicated it was closed to changing trends in the public library context.

It was indicated by participants that the public library has to keep up with the trends to stay relevant. It was indicated by the participants that social media and the internet have the ability to render the public library to non-existence and it is therefore important to find up to date ways of reaching potential readers. The participants also indicated that they make use of the community to advise them on the trends. It was found that the participants considered it important to stay up to date with the changing trends, but this is a very difficult task, as budgetary constraints, and bureaucracy that imposes a one-size-fits-all approach to things, hinder bureaucracy. The percentage of participants who indicated that the public library is not following changing trends suggested that from their experience in other library contexts the public library is not open to the changing trends in libraries. Changing trends such as more technology-based knowledge centres and more participative approaches to public libraries.

4.4.1.4 Leadership traits for innovation

It was indicated by majority of participants that they believed that certain traits in a leader are needed to create and sustain innovation in an organisation. These traits are considered in Figure 9 below.
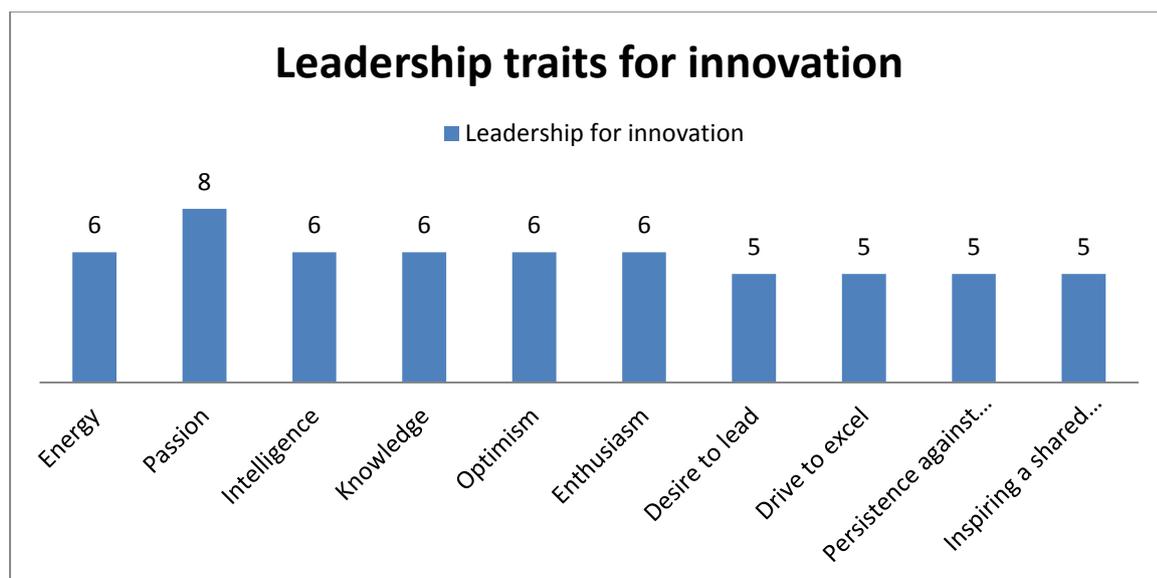
Figure 9: Leadership traits for innovation.

The results indicate that the top traits needed for innovation in organisations are the following:

- Passion

- Energy

- Intelligence

- Knowledge

- Optimism

- Enthusiasm

- Drive to excel

- Desire to lead

- Persistence against obstacles and tenacity

- Inspiring a shared vision.

It was also indicated that certain leadership styles more than others can lead to innovation in organisations. These are indicated in Figure 10 below.
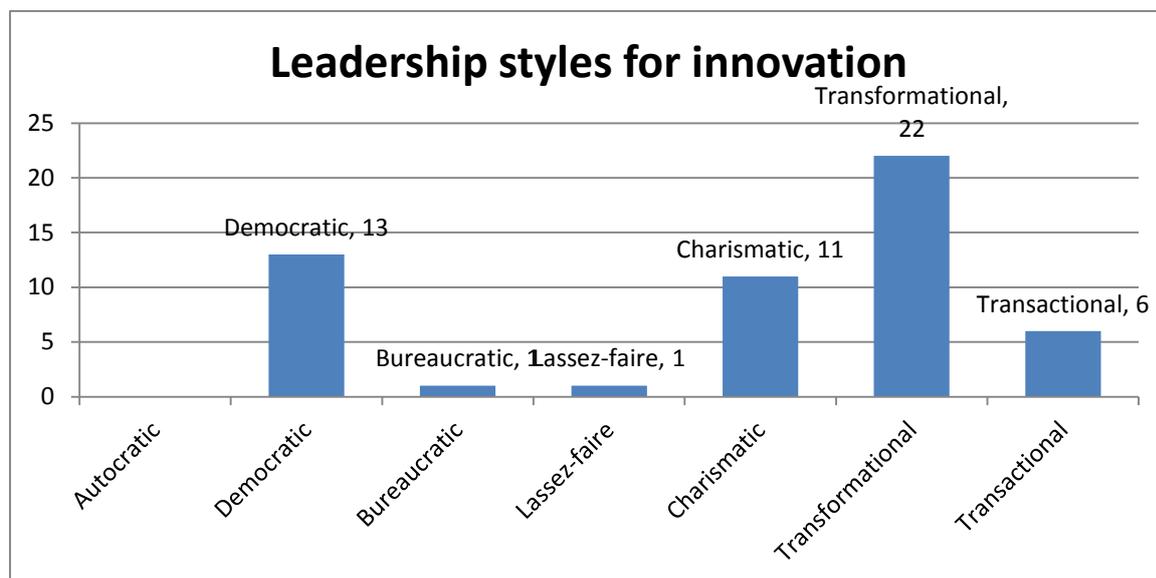
Figure 10 The top three leadership styles that lead to innovation are the following:

- Transformational leadership;

- Democratic leadership; and

- Charismatic leadership.

The participants were then asked if they believed that the traits, leadership styles, or both will lead to innovation in their organisation. The results show that 88% of participants said that

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they believe both the leader's traits and the leader's style lead to innovation. However, 12% indicated that they believe management or organisational ability rather than leadership style leads to innovation and therefore believe that traits rather than leadership style will lead to innovation.

The 88% of the participants who indicated that they believe both traits and leadership styles lead to innovation then revealed that they believe that each phase of the innovation life cycle needs different traits and leadership styles to be successful. The top traits and styles as identified in the study will be indicated in accordance with their importance in the table below.

Table 2: Top traits and styles matrix.

Innovation life cycle phases	Top leadership traits	Top leadership styles
Idea generation phase	1 – Passion 2 – Energy	1 – Democratic leadership 2 – Transformational leadership 3 – Charismatic leadership
Evaluation phase	1 – Intelligence and cognitive ability 1 – Judgment and decisiveness 2 – Knowledge	1 – Transformational leadership 1 – Democratic leadership 2 – Bureaucratic leadership
Implementation phase	1 – Responsibility in pursuit of goals 2 – Enthusiasm	1 – Charismatic 2 – Transformational leadership 3 – Transactional leadership
Operation phase	1 – Communication 2 – Responsibility in pursuit of goals 2 – Persistence against obstacles and tenacity 2 – Passion	1 – Democratic leadership 2 – Charismatic leadership 3 – Transformational leadership
Disposal phase	1 – Judgment and decisiveness 2 – Communication 2 – Intelligence and cognitive ability	1 – Democratic leadership 1 – Autocratic leadership 2 – Transactional leadership

Overall, the results have indicated that it is perceived that a leader who can create an innovative public library would need to have the traits following traits: passion, energy, intelligence, knowledge, optimism, and enthusiasm.

When specifically referring to the innovation life cycle, the traits of a leader in the public library to inform innovation should be passion, judgment and decisiveness, intelligence and cognitive ability, responsibility in pursuit of goals, enthusiasm, energy, communication, intelligence, and persistence against obstacles and tenacity.

Table 3: Leadership for innovation traits vs. traits needed for the innovation life cycle.

Overall leadership for innovation traits	Traits specifically needed in the innovation life cycle
Passion	Passion
Energy	Judgment and decisiveness
Intelligence	Intelligence and cognitive ability
Knowledge	Responsibility in pursuit of goals
Optimism	Enthusiasm
Enthusiasm	Energy
Desire to lead	Communication
Desire to excel	Intelligence
Persistence against obstacles and tenacity	Persistence against obstacles and tenacity

As the above table indicates, there is a strong correlation between the overall leadership for innovation traits and the traits specifically needed in the innovation life cycle. These traits are:

- Passion
- Intelligence
- Knowledge
- Energy
- Enthusiasm

Table 4: Comparison of leadership styles.

Overall leadership styles for innovation in the public library styles in order of importance	Leadership styles specific to the innovation life cycle in order of importance
Transformational leadership	Democratic leadership
Democratic leadership	Transformational leadership
Charismatic leadership	Charismatic leadership
Transactional leadership	Transactional leadership
Bureaucratic leadership, laissez-faire leadership, autocratic leadership	Bureaucratic leadership
	Autocratic leadership

The overall top leadership styles for innovation in the public library was indicated by the participants to be that of: 1 - transformational leadership (43%); 2 - democratic leadership (23%); 3 - charismatic leadership (20%); 4 - transactional leadership (10%); 5 - bureaucratic leadership (2%); 5 - autocratic leadership (2%); and 5 - laissez-faire leadership (2%).

The top leadership styles indicated by the participants to lead to innovation for every innovation life cycle phase, however, were revealed to be that of 1 - democratic leadership; 2 - transformational leadership; 3 - charismatic leadership; 4 - bureaucratic leadership; 5 - autocratic leadership; and finally 6 - transactional leadership.

A correlation can be seen between the participants' perception of leadership styles that inform innovation and the leadership styles needed for innovation in the public library.

4.5 CONCLUSION

This chapter sought to provide an overview of the research design and research methodology used in this study. This overview was followed with an analysis of the results obtained.

The first goal of this chapter was to provide insight into the research design and then the research methodology. It was established that the research had to be conducted by employing content analysis, literature review, and case studies. The public libraries of the City of Cape Town were used as the primary case studies.

The second goal of this chapter was to present the research methodology followed in this study. This research made use of a questionnaire divided into nine sections of semi-structured

questions. These included the profile of the participants in the general questions section and questions on leadership, innovation, the organisational context, leadership for innovation, leadership in the public library, and innovation in the public library, leadership for innovation in public libraries, and specific leadership traits and styles for the innovation life cycle.

The third goal of this chapter was to give a presentation of the overall findings that the research led to. These findings provided the researcher with the answer to what public library leaders perceive an innovative leader in the public library is.

The chapter that follows will provide an integrated answer of the empirical findings and the theoretical findings to the research question. This will provide the basis for the recommendations and conclusion of this study.

CHAPTER 5:
SUMMARY AND RECOMMENDATIONS

5.1 INTRODUCTION

A brief summary of the content of the study, the recommendations and conclusions based on the findings will now be presented along with suggestions for future study. This chapter aims to provide insight from the findings of this study. The following sections will present an overview of each chapter.

The chapter concludes with a summary, which will outline the purposes of the study and the recommendations suggested for future study. As a result, the summary will allow for final consideration of the information analysed in this study. This chapter will further provide an understanding of which traits innovative leaders should have by means of study. The goal of the research was to conduct an explanatory analysis of the traits and styles leaders need to lead the public library towards being an innovative organisation. The analysis provided an overview of the perceived leadership traits and styles needed for innovation in the South African public library.

The research analysis was categorised into four systematic segments, sequentially presented in Chapters Two, Three, Four and Five which will be elaborated on below.

Chapter Two gave an overview of the developments of libraries in South Africa in terms of growth and function, legislation, policies and governance, organisational context, and challenges. The chapter presented the development of public libraries in South Africa along with the development of South Africa as a country. As the country developed, the laws, policies and governance developed alongside it. The chapter summarises the changes of public libraries in the past and gives an indication of the changing needs of society in regard to a public library.

Chapter Three gave a theoretical overview of leadership, leadership for innovation, and leadership in the public service and public library. During the overview of leadership it was shown that leadership has gone through various developmental stages. As change happened leadership developed. It was established that the traits and leadership styles vary according to the needs of the organisation. During the overview of innovation various innovation theories were discussed along with designing an innovative organisation. Innovation and leadership

were then considered and it was indicated that certain leadership traits and styles influence an organisation's innovativeness. In the public library these traits were indicated to be creativity, skills, knowledge, the ability to motivate, learn, listen, charisma, diligence, bold risk-taking, decisive and visionary. The leadership styles in theory and practice were all indicated to lead to innovation but transformational leadership and charismatic leadership has proven to be the most effective.

Chapter Four and Five followed with an overview of the design and methodology of the research process followed by the recommendations and conclusions of the study. The research was exploratory and made use of a questionnaire to provide answers towards what an innovative leader in the public library would be profiled as in terms of traits and leadership styles. The research revealed that participants did believe that innovation is possible in the public library and that leadership does play a role in this. The participants indicated that the public library is highly formalised and highly bureaucratic but innovation was shown to prevail questioning to a certain degree the initial argument that innovation is not possible in bureaucratic organisations. The data presented indicated that the traits energy, passion, knowledge, intelligence, persistence against obstacles, and enthusiasm were considered important in an innovative leader. The leadership styles transformational leadership, democratic leadership, and charismatic leadership were indicated to be believed drivers of innovation. The research indicated that there is alignment in the theory and present data in the traits and leadership styles that allows for innovation in the public library. The traits knowledge was indicated to be common along with the leadership styles charismatic leadership and transformational leadership.

This will now be elaborated upon in the final conclusions of the study.

5.2 CONCLUSIONS

This section seeks to present the most important conclusions emerging from this study. From a theoretical perspective, the goal of the literature study was to create an understanding about which traits and leadership styles a leader would need to support innovation in public libraries. Information from this field was gathered in the form of a literature study.

The existing literature indicated that leadership has been a developing philosophy. This study was specifically focused on the theories of leadership traits and leadership styles that will be most successful in the creation of innovation in public libraries. It has been indicated that

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these traits are consistently occurring in successful public organisations and are consistent in creating innovation. The traits that have consistently been linked to creating innovation in public organisations can be listed as vision, knowledge, charisma, good communicators, motivators, and decisiveness.

The literature has indicated that transformational leadership has been proven to be the most successful leadership style to be used in the public service of the public library. It has also been proven to being the most successful leadership style to inspire innovation in organisations, as well as being the most successful leadership style to use for inspiring innovation in public organisations.

Employing a perspective taken from the findings in Chapter Four, it can be established that energy, passion, knowledge, intelligence, persistence against obstacles, and enthusiasm along with the transformational leadership, democratic leadership, and the charismatic leadership style are perceived to be the traits and styles that leaders are considered to need to drive innovation in public libraries.

A summary will now be displayed in the table below on the leadership traits and leadership styles that were consistent in being the drivers for innovation in both theory and practice.

Table 5: Leadership traits theory and practice comparison.

Leadership traits as indicated by theory to create innovation in the public library	Leadership traits as indicated by the data to create innovation in the public library
Vision	Energy
Knowledge	Passion
Charisma	Knowledge
Good communication	Intelligence
Motivation	Persistence against obstacles
Judgment and decisiveness	Enthusiasm

In comparing the theory to the data collected, it can be seen that there is similarities in the traits identified to create innovation by the participants and the list of leadership traits found to be most named in the theory. The trait "knowledge" has been identified as being one of the primary traits to create innovation in the public library.

Table 6: Leadership styles: theory and practice comparison.

Leadership styles as indicated by the theory to be most successful in creating innovation in the public library	Leadership styles as indicated by the data to be most successful in creating innovation in the public library
Transformational leadership	Transformational leadership
Charismatic Leadership	Democratic leadership
	Charismatic leadership

It can be said that transformational leadership is the most likely to inspire innovation, as both the theory and the data collected confirm it. The theory also suggests that charismatic leadership plays a role in creating innovation, which has been confirmed by the data collected. Democratic leadership, however, was not considered in the theory to be a leadership style that can create innovation, but has been named as the second most important leadership theory for the participant to create innovation in the public library.

Transformational leadership along with the traits knowledge, energy, and passion have been identified to be consistent throughout the personal leadership traits that were employed. In addition to the traits considered necessary in the public library, the traits considered necessary specifically for innovation, the traits considered necessary throughout the innovation life cycle, the transformational leadership style is considered the most personal leadership style and the leadership style considered the most successful in managing a public library. As a result, this is the leadership style most associated with innovation and the innovation life cycle.

From the conclusion drawn from the literature, a transformational leader will display certain characteristics more than other characteristics. These are creativity, skills and competencies (knowledge), motivation, learning, listening, and being entrepreneurial, being charismatic, being bold, hard-working, risk-taking, and vision. When linking the transformational

leadership traits to the innovation traits, as outlined in the theory and perceived by public library leaders as crucial to innovation, there is a positive correlation.

5.3 RECOMMENDATIONS

Recommendations will now be made for current practice and future study.

Current practice

In terms of the current practice of leadership in public libraries, an innovation leadership assessment can now be done with the information provided on innovation leaders in this study. By doing an assessment on the current library leaders and the leaders that are considered necessary for innovation, areas for development can be identified for each leader.

To be more innovative, public libraries can use the information provided in this study to recruit leaders that fall into the innovation profile of public libraries.

Leaders that are proven to be more innovative than others could be the solution to the public library staying relevant and current in an ever-changing society.

Future study

With change being constant, there is a great need to understand the factors that help an organisation to adapt. The lack in research on innovative leaders in the public library is therefore a concern. The researcher recommends that future studies be done on leadership for innovation in the Western Cape public libraries, as well as public libraries in South Africa as a whole. A bigger sample size will allow the findings to be more generalisable in public libraries.

It is also recommended that a study be done on which innovation needs the public library has. This will determine the changing needs of the public library.

It is suggested that future study be done on traits and leadership styles individually to provide a more focused study.

The research indicated that there is a perception that certain public libraries are innovative. This could give indication that innovation is possible in bureaucratic organisations. It is

recommended that further study as to why this is the perception could lead to further insight into how public libraries could become more innovative.

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APPENDIX A:

QUESTIONNAIRE ON LEADERSHIP FOR INNOVATION IN PUBLIC LIBRARIES

Thank you for completing this questionnaire on leadership for innovation in public libraries. You may complete the questions on this questionnaire and return it via electronic mail to the sender. You may use the concept clarification list if any of the concepts used in this questionnaire is unclear.

General questions

1. Name and Surname:

2. Where do you work?

3. Where is the library situated?

4. What type of library is it?

   a.   Community Library

   b.   Regional Library

   c.   City Wide Library

   d.   Other, explain…

5. What district does it fall under?

6. What department does it fall under?

7. What position do you hold?

8. How long have you been in the public library sector?

9. How experienced do you consider yourself to be in the public library sector?

   a.   Experienced

   b.   Relatively experienced

   c.   New

   d.   Relatively new

10. How knowledgeable do you consider yourself to be in the public library sector?

   a.   Knowledgeable

b.   Relatively knowledgeable

c.   Not knowledgeable

d.   Relatively not knowledgeable

Leadership

1. What leadership traits do you think you display? (Please indicate the specific traits under the traits and characteristics indicated on the concept clarification page. Example: Charismatic, Energy)

2. What leadership style or styles do you think you display?

3. Do you think you are a transformational leader?

4. Please motivate your answer.

5. Do you think you are a transactional leader?

6. Please motivate your answer.

Innovation

1. Do you think your public library is innovative?

2. Please motivate your answer.

3. What strategies of innovation does your organisation use?

a.   Top-down innovation

b.   Bottom-up innovation

c.   Other.

4. If you regard your organisation as an innovative organisation:

4.1   What type or types of innovation does your organisation show?

a.   Product innovation

b.   Process innovation

c.   Strategy innovation

d.   Other dimensions

e.   All of the above

f.   Other? Explain?

5. If you <u>do not</u> regard your organisation as an innovative organisation:

   5.1 Do you think innovation is possible in your organisation?

   5.2   Which type or types of innovation do you think is possible?

   a.   Product innovation

   b.   Process innovation

   c.   Strategy innovation

   d.   Other dimensions

   e.   All of the above

   f.   Other? Explain?

   5.3 Which strategies of innovation do you think can be implemented?

   a.   Top-down

   b.   Bottom-up

   c.   Other, explain?

Organisational context

1. Do you regard your organisation as:

   a.   Small

   b.   Medium

   c.   Large

2. How formalised (Rule-bound) is your public library?

   a.   Highly formalised

   b.   Medium formalisation

   c.   Low formalisation

3. How bureaucratic is your public library?

   a.   Highly bureaucratic

   b.   Medium bureaucracy

   c.   Low bureaucracy

4.   Describe the context of your organisation referring to:

    a.   How open or closed is it to outside influences?

    b.   How connected or not is it to changing trends in the context?

Leadership for innovation

1. What leadership traits do you think suits innovation?

2. Please motivate your answer.

3. On a scale of 1–7 which leadership styles do you think lead to innovation? (1 being the most innovative style and 7 being the least innovative style)

Leadership styles	Rating from 1–7 (1 most innovative – 7 least innovative)
Autocratic leadership style	
Democratic leadership style	
Bureaucratic leadership style	
Laissez-faire leadership style	
Charismatic leadership style	
Transformational leadership style	
Transactional leadership style	

4. Please motivate your answer.

Leadership in the public library

1. What leadership traits do you think suit the public library best? Please indicate the specific traits under the traits and characteristics indicated on the concept clarification page. (Example: Charismatic, Energy).

2. Please motivate your answer.

3. What leadership style/styles do you think suits/suit the public library best?

4. Please motivate your answer.

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5. What leadership <u>contingency theory/theories</u> do you think suits/suit the public service of the public library best?

6. Please motivate your answer.

Innovation in the public library

1. Do you think innovation is needed in the public library?

2. Do you think innovation is possible in the public library in regards to the context of the public library?

3. How do you think innovation can be made possible in the public library?

4. Do you agree or disagree that leadership plays a role in innovation?

5. What do you think is the ideal leadership profile for creating and sustaining innovation in your public library in consideration to the <u>traits</u>, <u>styles</u> and <u>theories</u> of leadership? Please elaborate.

6. Please indicate if you believe whether it is the <u>leaders' traits and characteristics</u> or the <u>chosen leadership style, or both,</u> which lead to innovation in the public library. Please motivate your answer.

Leadership theories	**Tick one**	**Please motivate**
Leaders traits and characteristics		
Leaders' chosen leadership style		
Leaders' traits and characteristics and leaders chosen leadership style		

10. Do you agree or disagree that different leadership traits and characteristics, and different leadership styles are needed at the different phases of the innovation process?

10.1 If you agree, please indicate the leadership traits and characteristics, and the leadership style or styles you perceive as needed in each phase.

(You can refer to the concept clarification page sections 2, 4, 5 and 6. Please write the specific trait or characteristic, example: energy, charisma)

Innovation phases	Leadership traits and characteristics needed	Leadership styles needed
Idea generation and invention phase		
Evaluation phase		
Implementation phase		
Operation phase		
Disposal phase		

10.2 If you do not agree, please motivate.

Thank you for your participation

APPENDIX B:

DESCRIPTION OF CONCEPTS OF STUDY

Leadership

Leadership has the ability to inspire people towards a desired vision, through the leaders' personal power in combination with his/her knowledge and skills. Leadership therefore is 'an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purpose' (Daft, 2011:5).

Trait theory

A description of trait theory is gives as the belief that leaders are leaders because of the inherent characteristics and traits of their personality. These characteristics therefore are what separate leaders from non-leaders.

The traits and characteristics of leaders can be categorised in four groups, these are personal characteristics, intelligence and ability, personality, work-related characteristics, and the social background of the leader. These traits and characteristics can be listed as:

Personal characteristics:
▪ Energy
▪ Passion
▪ Physical stamina
Intelligence and ability:
▪ Intelligence and cognitive ability
▪ Knowledge
▪ Judgement and decisiveness
Personality:
▪ Optimism
▪ Self-confidence
▪ Honesty and integrity
▪ Enthusiasm
▪ Charisma
▪ Desire to lead
▪ Independence
▪ Inspiration
Social characteristics:

▪ Sociability and interpersonal skills
▪ Cooperativeness
▪ Ability to enlist cooperation
▪ Tact and diplomacy
▪ Communication
Work-related characteristics:
▪ Drive and desire to excel
▪ Responsibility in pursuit of goals
▪ Persistence against obstacles and tenacity
▪ Enabling others to act
▪ Inspiring a shared vision
▪ Challenging the process
Social background:
▪ Education
▪ Mobility

(Bass & Stogdill, 1990:80–81; Kirkpatrick & Locke, 1991:48–60 in Daft, 2011:36)

Leadership styles

The style approach focuses on the behaviour of the leader in terms of what he does and how he acts (Northouse, 2010:69). This theory therefore focuses on how the leader chooses to lead in accordance with the situation the leader is in.

(Example: If the organisation focused on is the police, the leader will choose to lead in in accordance with an autocratic and bureaucratic leadership style. This is due to the strict laws and regulations specifically set in place to maintain accountability. The leader will therefore choose these two styles to suit the nature of the police.)

The following is a list of leadership styles and their definitions:

- Autocratic leadership style: In terms of this leadership style, leaders 'tend to centralise authority and derive power from position, control of rewards, and coercion' (Daft, 2011:40).

- Democratic leadership style: In terms of this leadership style, leaders are collaborative in nature, as they encourage participation from their followers. They also delegate authority to others and encourage participation between followers (Daft, 2011:40). They therefore rely on their subordinates' knowledge for the completion of tasks and depend on subordinates' respect for influence' (Daft, 2011:40).

- **Bureaucratic leadership style:** In terms of this leadership style, leaders are leaders because of the position they, as individuals, hold in an organisation (Crafford et al., 2006:105). These leaders therefore lead by means of the policies, rules, and regulations of the organisation (Germano, 2011:4).

- **Laissez-faire leadership style:** In terms of this leadership style, leaders are passive and avoidant leaders who delegate all their responsibilities to others (Allen, Smith & Da Silva, 2013:25).

- **Charismatic leadership style:** In terms of this leadership style, leaders 'have the ability to inspire and motivate people to do more than they would normally do, despite obstacles and personal sacrifice' (Daft, 2011:322).

- **Transformational leadership style:** In terms of this leadership style, leaders have the ability to lead an organisation by combining leadership components such as their charismatic personality, their ability to set goals, and their ability inspiring individuals towards them. These leaders are strategic and have the ability to lead individuals to become leaders themselves.

- **Transactional leadership style:** In terms of this leadership style, leaders use a rewards system to motivate employees to complete goals.

Contingency theories

Contingency theory can be defined as a multi-dimensional approach to leadership theory where the studies take both the situation and context into consideration in order to find out what influences the leader to be effective. Two of the most predominant contingency theories are those of transformational leadership and transactional leadership. These will now be defined.

- **Transformational leadership:** '[L]eadership characterized by the ability to bring about significant change in followers and the organisation' (Daft, 2011:320). These leaders have the ability to rally 'people around and [inspire] vision, [express] optimism about their future, [help] followers develop their potential, and [empower] people to make change happen' (Daft, 2011:321).

- **Transactional leadership:** '[A] transaction or exchange process between leaders and their followers' (Daft, 2011:320). This leadership style is therefore rewards-based and usually takes place in a 'stable and certain framework where bureaucratic authority, formal rules, regulations, procedures and legitimate power are visible and regularly exercised' (Van de Ven et al., 2000 in Isaksen & Tidd, 2006:125).

Innovation

Innovation can be defined as the adoption of new ideas in an organisation that can help the organisation work in new ways, enter new categories or channels, and produce new products or services.

Innovation leadership

Innovation leadership involves synthesising different leadership styles in organisations to influence employees to produce creative ideas, products, services, and solutions.

Types of innovation

These types of innovation refer to the various forms in which innovation can take place. The types of innovation are:

- Product innovation: Product innovation is a tangible or intangible service or product that is 'delivered, conveyed or served to the consumer' (Essmann, 2008:22)

- Process innovation: Process innovation 'refers to any course of action, procedure, technique, practice, or modus operandi that can be established and executed within an organisation in an effort to transform or support the transformation of resources' (Essmann, 2008:22).

- Strategy innovation: Strategy innovation 'refers to the positioning and direction of an organisation' (Visser, 2011:58).

- Other dimensions of innovation: This term refers to the newness and impact of the organisation and the level of innovation ranging from incremental to radical innovation' (Visser, 2011:59).

Strategies for innovation

The strategies of innovation are the strategies/approaches the organisation adopts to create innovation in the organisation. These strategies can be:

- Top-down innovation: This refers to innovation that is planned by senior management. Senior management therefore would set the vision it wants to achieve and then through planning and strategising achieve innovation (Deschamps, 2008:50).

- ▪ <u>Bottom-up innovation:</u> This refers to an organisation that shows support for innovation by creating a climate and culture in the organisation that allow for innovation. The innovation associated with this strategy is therefore spontaneous in nature.

Innovation life cycle

Idea generation and invention: This is the start of the innovation process where unmet needs are identified following the imagination of the benefits of solving the unmet needs would bring (Deschamps, 2008:17)

Evaluation: This will follow the development of putting ideas together to solve the unmet needs, which leads to the initiation of the start of the project (Deschamps, 2008:17).

Implementation: This process starts with the development of the ideas by means of testing the service, and if successful, the industrialisation process to deliver the service to the masses will follow (Deschamps, 2008:17)

Operation: The service is then introduced to the masses with a launch after which an integration phase will have to be put in place to make sure the service is integrated into the customers' lives (Deschamps, 2008:17).

Disposal: This is when the 'output is terminated when it reaches its feasible lifetime' (Visser, 2011:64). The disposal phase does however not refer to the end of the process, and should be seen as closure to one initiative and an opening of the next (Essmann, 2009:26).

Organisational context

The context of the organisation refers to the size, how formal the organisation is, how centralised or decentralised the organisation is, and the level of self-efficiency of the individuals employed (Denti & Hemlin, 2002). Two other factors in the context of the organisation are that of the culture and climate of the organisation. These can be defined as:

- ▪ <u>Organisational culture</u>: This is defined as 'the set of key values, assumptions, understandings, and norms that is shared by members of an organization and taught to new members as correct' (Daft, 2011:378). (Example: In the police the lower ranked officers are expected to salute higher ranked officers).

- <u>Organisational climate</u>: This is described as 'the observed and recurring patterns of behaviour, attitudes, and feelings that characterize life in the organization' (Ekvall, 1991 in Isaksen & Akkermans, 2011:165).

- <u>Organisational size</u>: How large the organisation is.
  - Small: Less than 50 employees
  - Medium: 50–500 employees
  - Large: 500 or more employees

- <u>Organisational formalisation</u>: 'Formalization is the extent to which rules and procedures are followed in an organization' (Hahn, 2007).
  - High formalisation: Rule-oriented organisation. The organisation usually has a hierarchy with top management making the decisions. (Example: The army.)
  - Medium formalisation: The organisation has few rules and standardised procedures.
  - Low formalisation: The organisation does not have many rules and procedures.

- <u>Bureaucracy</u>: An organisation that has a well-defined authority hierarchy. It is usually highly formalised, impersonal, and employment decisions are based on merit (Robbins & Barnwell, 2006:557).