Evidence Based Library and Information Practice

# Supporting the Intersections of Life and Work: Retaining and Motivating Academic Librarians Throughout Their Careers

Lori Birrell and Marcy A. Strong

Volume 17, Number 1, 2022

URI: https://id.erudit.org/iderudit/1088076ar
DOI: https://doi.org/10.18438/eblip29971

See table of contents

Publisher(s)

University of Alberta Library

ISSN

1715-720X (digital)

Explore this journal

Cite this article

Birrell, L. & Strong, M. (2022). Supporting the Intersections of Life and Work: Retaining and Motivating Academic Librarians Throughout Their Careers. *Evidence Based Library and Information Practice*, *17*(1), 94–121. https://doi.org/10.18438/eblip29971

Article abstract

Objective – This study uses the Kaleidoscope Career Model (Mainiero & Sullivan 2006a) to determine key sources of motivation for library professionals during their careers and identifies strategies for how library administrators can better retain and inspire their staff.

Methods – The authors adapted the Kaleidoscope Career Model survey tool with permission from Mainiero and Sullivan. The authors used Qualtrics to send out the adapted survey and in October 2019 emailed a call for participation with the survey link to six library electronic mailing lists. A total of 433 participants completed the survey. The authors reviewed the demographic data and charts Qualtrics generated and used an open-coding method to analyze the qualitative responses to open-ended questions included in the survey. First, they read through those responses, identified common words, phrases, and ideas, which became initial codes. Then the authors reviewed the codes and determined themes common in the data. Each author coded and analyzed each question. Those themes then informed the discussion and recommendations shared in this article.

Results – Nearly 60% of respondents identified as being in the Authenticity phase, 15% in the Challenge phase, and 18% in the Balance phase. When asked if they felt supported, those in the Authenticity phase reported the highest overall level of satisfaction, with those in the 47–52 years old cohort experiencing peak feelings of support. The study found that all early career practitioners seemed interested in continuing in a supervisory role. Those older participants in the Balance phase were less interested than those in the other two phases in continuing to supervise. Those in the Authenticity phase identified most strongly with being organizational leaders. By contrast, older participants in the Balance phase did not identify strongly as leaders. Those in the Challenge phase showed strong interest in being leaders at an early age and that interest increased among older cohorts.

Conclusion – This study is the first to analyze sources of motivation for academic librarians during the stages of their careers. When working with librarians who identify with the Authenticity phase, administrators should work with their employees to develop career goals that are extrinsically based, such as what can be achieved through good work rather than striving for a dream position. Librarians in the Balance phase would benefit from early opportunities to develop leadership roles or serve in supervisory roles. These early opportunities better fit with their efforts to prioritize family later in life. Librarians in the Challenge phase are intrinsically motivated to achieve and strive. They may experience disappointment as newer career librarians continue to advance and as they begin to plateau later in life. Leaders must consider the kinds of changes their organization can withstand as they strive to best support and foster the growth and development of all of their employees.

**Evidence Based Library and Information Practice**

*Research Article*

# Supporting the Intersections of Life and Work: Retaining and Motivating Academic Librarians Throughout Their Careers

Lori Birrell
Associate Dean for Special Collections
University of Arkansas
Fayetteville, Arkansas, United States of America
Email: lori@birrell.us

Marcy A. Strong
Metadata Projects Librarian
River Campus Libraries, University of Rochester
Rochester, New York, United States of America
Email: mstrong@library.rochester.edu

**Received**: 16 May 2021 **Accepted**: 17 Dec. 2021



DOI: 10.18438/eblip29971

**Abstract**

**Objective** – This study uses the Kaleidoscope Career Model (Mainiero & Sullivan 2006a) to determine key sources of motivation for library professionals during their careers and identifies strategies for how library administrators can better retain and inspire their staff.

**Methods** – The authors adapted the Kaleidoscope Career Model survey tool with permission from Mainiero and Sullivan. The authors used Qualtrics to send out the adapted survey and in October 2019 emailed a call for participation with the survey link to six library electronic mailing lists. A total of 433 participants completed the survey. The authors reviewed the demographic data and charts Qualtrics generated and used an open-coding method to analyze the qualitative responses to open-ended questions included in the survey. First, they read through those

responses, identified common words, phrases, and ideas, which became initial codes. Then the authors reviewed the codes and determined themes common in the data. Each author coded and analyzed each question. Those themes then informed the discussion and recommendations shared in this article.

**Results** – Nearly 60% of respondents identified as being in the Authenticity phase, 15% in the Challenge phase, and 18% in the Balance phase. When asked if they felt supported, those in the Authenticity phase reported the highest overall level of satisfaction, with those in the 47–52 years old cohort experiencing peak feelings of support. The study found that all early career practitioners seemed interested in continuing in a supervisory role. Those older participants in the Balance phase were less interested than those in the other two phases in continuing to supervise. Those in the Authenticity phase identified most strongly with being organizational leaders. By contrast, older participants in the Balance phase did not identify strongly as leaders. Those in the Challenge phase showed strong interest in being leaders at an early age and that interest increased among older cohorts.

**Conclusion** – This study is the first to analyze sources of motivation for academic librarians during the stages of their careers. When working with librarians who identify with the Authenticity phase, administrators should work with their employees to develop career goals that are extrinsically based, such as what can be achieved through good work rather than striving for a dream position. Librarians in the Balance phase would benefit from early opportunities to develop leadership roles or serve in supervisory roles. These early opportunities better fit with their efforts to prioritize family later in life. Librarians in the Challenge phase are intrinsically motivated to achieve and strive. They may experience disappointment as newer career librarians continue to advance and as they begin to plateau later in life. Leaders must consider the kinds of changes their organization can withstand as they strive to best support and foster the growth and development of all of their employees.

---

**Introduction**

The concept of career is changing (Lyons, et al., pp. 9–10), and as working professionals become more mobile and flexible in their definitions of a career, employers must learn to meet their needs in order to engage a motivated and experienced workforce. Academic librarians and libraries are no exception. Librarians wrestle with questions like how they bring their authentic selves to work, how they understand work and life balance throughout their careers, and how they perceive career advancement, and at what time. To meet the needs and expectations of their staff, library administrators must ask how to continue to retain a pool of driven and satisfied professionals, how to continue to support librarians as their needs change throughout their careers, and how to create workplace cultures that offer flexibility and space in support of a diverse workforce.

This study is an application of Mainiero and Sullivan's Kaleidoscope Career Model. The model uses three phases—Authenticity, Balance, and Challenge—as a non-linear approach to understanding the mapping of career trajectories (Figure 1). In the Authenticity phase, professionals have a need to be genuine and to act in ways congruent with their values. In the Balance phase, they desire a more balanced personal life. In the Challenge phase, they seek exciting, stimulating work. Professionals can be in one or several of the phases at any given time and can move through the phases as the circumstances and motivating forces in

their lives change. For example, while a professional may start their career in the Challenge phase, later in life they may find themselves more strongly identifying with Balance or Authenticity before ending their career back in Challenge.


Figure 1
Kaleidoscope career model.

Mainiero and Sullivan (2006a) argue "because most organizations have not acted, individual workers have acted instead. Women and men are working within and outside corporate boundaries to better blend their own needs to authenticity, balance, and challenge. These men and women are making adjustments to their careers to find a regression line that balances work and family. They are developing new definitions of success" (p. xii). Though not in the corporate world, academic librarians, too, must grapple with the impact of economic background, age and ageism in the workplace, gender identity, care-giving roles, absence of diversity, ableism, and mental health when determining how best to shape their careers.

In this female-dominated profession, understanding how women perceive their career trajectories will help administrators and colleagues determine how to provide flexible organizational cultures to support their work. Women's professional lives are less often characterized by a linear trajectory. Based on the findings, this study examines how academic librarians conceive of and perceive their career path trajectories as they relate to their overall sense of satisfaction with their careers to date and their feelings of support from their employers.

The initial findings of this study, drawn from 433 survey responses, suggest that for those participants who most strongly identify their current career phase as one of Authenticity, they're intrinsically motivated by values and sense of "fit" within their library or the profession. For those who strongly

identify with Challenge, they're extrinsically motivated by traditional rewards, such as higher salary and more responsibilities. Intertwined within each of these two phases is Balance, as the characteristics of that phase heavily impact how academic librarians perceive their overall career paths. Applying the Kaleidoscope Career Model in the academic library context enables practitioners to equip their profession with the language and data to describe themselves as well as provide an opportunity for self-reflection. As a result, we can better understand how perceptions of career trajectory impact the industry and its ability to retain talent.

**Literature Review**

There exists a gap in the literature addressing career path changes. This literature review is divided into a discussion of career progression, a discussion of the increasing demand for a flexible workforce in response to changing expectations in higher education, and a discussion of job satisfaction. The literature that explores these areas focuses almost exclusively on different phases in one's career, with the assumption of a linear or stagnant progression into management roles. While some of the work presented here explores these issues, little research in libraries has focused on cyclical or nonlinear progression. This study addresses this gap in the literature through the application of Lisa Mainiero and Sherry Sullivan's Kaleidoscope Career Model.

***Career Progression***

In their book *The Opt-Out Revolt: Why People are Leaving Companies to Create Kaleidoscope Careers*, Mainiero and Sullivan (2006a) argue creating adaptive career paths have fallen to employees because most organizations have not proactively developed such structures of support. Their study included survey instruments and interviews with men and women of different generations and industries. Based on the data they collected, we developed a new framework for conceiving of career trajectories. They define the Kaleidoscope Career Model as "a career created on your own terms, defined not by a corporation but by your own values, life choices, and parameters. Like a kaleidoscope, your career is dynamic and in motion" (p. 11). The authors go on to argue that "as your life changes, you can alter your career to adjust to those changes rather than relinquishing control and letting a corporation dictate your life for you" (p. 111). Their research revealed that "for men the prospect of a linear career within the same firm or industry is still highly valued" (p. 107). By contrast the authors argue "for women, a 'career'—often defined as a series of interrupted jobs, transitions, and shifts—cannot be separated from a larger understanding of their lifestyle priorities" (p. 107). Mainiero and Sullivan conclude with an analysis of the impact of people's changing perceptions of their career trajectories on industry: "For employers, understanding the importance of the Kaleidoscope Career is critical . . . Until now, career paths and succession plans within corporations have [not] been based . . . on the . . . (challenge-balance-authenticity) Kaleidoscope Career pattern that characterizes most women" (p. 153). The study presented here employed the Kaleidoscope Career Model survey tool and explores how the field of academic librarianship complements or complicates the findings in professions writ large.

Two years after they completed their book, Sullivan and Mainiero (2008) published an article aiming to provide suggestions for reconsidering human resource development programs with women's career trajectories in mind. They argue that by mid-career the women in their study were predominantly concerned about the issue of balance (p. 36). The authors underscore the ways in which women evaluate opportunities and make decisions, through the lens of relationalism (p. 37). Drawing on their Kaleidoscope Career Model career phases, they argue that to meet women's needs and fit within their framework for decision making, organizations should consider how women perceive their current career

phase. When working with those in the Authenticity phase, organizations should focus on corporate social responsibility and company efforts to promote total wellness in mind, body, and spirit. Organizational mission should align with women's personal values and promote ethics and values (p. 38). By contrast when working with a woman in the Balance phase, organizations should reward actual performance, regardless of "face time" in the office, and create actual "family friendly" programs that consider needs outside of work (pp. 39–40). Finally, for those women in the Challenge phase, the authors argue organizations should create equitable access to challenging, meaningful job assignments and training opportunities and should design career development programs with opportunities (pp. 40–41). These recommendations highlight the need to find solutions that fit with individual needs and goals, rather than treat one's workforce as a monolith. Based on the data presented in this study, librarians have similar unmet needs and desire differing levels and systems of support from their organizations throughout the lifecycle.

Applying Mainiero and Sullivan's (2006a, 2008) work to the field of health care with nurses in Australia, O'Neill and Jepson (2017) conducted a two-phase study to better understand the interplay of women's Kaleidoscope career intentions and life roles. They found "some women seek to transform their worker and leisure life roles as they desire authenticity in their life and will pursue paid and unpaid work as well as leisure activities to do so" (p. 971). Volunteer work was one example of the kind of unpaid work these women might pursue. Based on their data, the authors conclude "individuals with a high leisure life role commitment may seek authenticity in their late career and want to engage in leisure life roles that provide them with internal fulfilment and satisfaction" (p. 973). Surprisingly, the authors found that women seeking balance struggle more when caring for aging parents than when caring for children. Women also seemed to continue to pursue challenging work late into their career. These women may have fewer commitments to non-work life roles, such as caregiving or leisure pursuits than others in their study. The authors stressed the importance of considering the impact and flux of care responsibilities and other non-work life pursuits throughout the life cycle when recruiting and retaining women nurses. Furthermore, they underscored the importance of providing both organizational support for evolving needs, and the role governmental programs play in women's ability to successfully navigate care duties. Published in 2017, this article is one of the first to apply the Kaleidoscope Career Model to a female-dominated profession, which in that regard is similar to librarianship.

***Meeting the Demand for a Flexible Workforce***

Narrowing down to the field of librarianship within higher education, Maggie Farrell (2013) highlights the changing nature of career progression in her article, "Lifecycle of Library Leadership." Farrell contends "a librarian might move from a management position to a non-management position and then to a high-level leadership position. Our organizations are far more fluid today, challenging us to rethink how an individual progresses within libraries" (p. 257). As Farrell argues, academic libraries have continued to experiment with non-traditional organizational hierarchies and job duties. She states "one view of leadership development is that you progress from a position to a supervisor to a manager to a leader. Another perspective is that positions change and individuals develop their skill sets but not necessarily in a linear fashion" (p. 264). Farrell's work does not include data indicating the experiences of those whose careers proceed in a nonlinear path.

Though Farrell acknowledges such a path exists, her discussion of management and leadership skill acquisition follows traditional assumptions about such senior roles. The hard and soft skills needed to be successful as first a manager and then, as Farrell argues, as a leader do not come into play before one prepares to or enters those advanced positions. Once one has those skills, should a senior leader choose to

enter into a practitioner role again, "you can take these skills with you . . . Whereas tradition outlined a linear, developing path for leadership development, our libraries today require aspects of these skills throughout our organization. Leadership development at all levels of our libraries will enhance our work" (p. 264). It seems as though Farrell is not necessarily advocating for leadership skill development at all levels; rather she recognizes the benefit of taking advantage of those skill sets once a senior manager returns to a role elsewhere in the organizational hierarchy.

Michael Ridley's (2014) work, "Returning to the Ranks," explores similar benefits to library organizations as Farrell. He argues for those library deans and administrators who have term limits or choose to leave those roles and assume duties outside of library administration within their organization to consider that many "former chief librarians often have unique and valuable skill sets that can be exploited" (p. 4). In librarianship, we tend to think of career paths as a linear progression rather than cyclical. According to Ridley, senior leaders often feel they experience a "professional de-skilling" as they move into administration (p. 3). Their work becomes increasingly focused on external stakeholders, and their peer group shifts from librarians to senior administrators in other university units. Facilitating this transition requires overcoming key challenges including how the former leader develops the most productive relationship with their new boss and the person's transition to a new role, which may include a sabbatical or vacation time and—if applicable—being part of a union again. Moreover, Ridley highlights the dearth of librarians willing to enter into senior administrative roles and encourages decision-makers to develop "a more supportive policy and reward structure that facilitates returning to the ranks [which] might encourage librarians to explore management and administrative roles without feeling that they are somehow 'leaving the profession'" (p. 9). Ridley's work makes a valuable contribution to the literature; his recommendations emerge from conversations with four senior leaders, including himself, who "returned to the ranks" of librarianship. These lessons learned offer a useful starting point for further analysis of librarian career paths.

***Sources of Motivation and Job Satisfaction***

Determining sources of motivation and job satisfaction are two related areas that impact one's career path and form the cornerstone of this study. In their 2009 article, Mallaiah and Yadapadithaya describe the findings from a survey they distributed to fifteen academic librarians working at universities throughout Karnataka. Focused on exploring intrinsic motivation, the authors concluded that library work, itself, and a sense of personal worth were two drivers. Considering the broader implications of their work, Mallaiah and Yadapadithaya argue "motivation is culture specific, industry-specific, and organization-specific and context or situation-specific in nature" (p. 41). Related to sources of motivation is job satisfaction.

Authors Adigwe and Oriola (2015) found among Nigerian librarians "with increased length of service, the importance of job satisfaction decreased for factors such as self-actualization and conditions of work, but the importance of pay increased" (p. 782). For those in American academic libraries seeking to increase their salaries, few pathways exist other than entering formal leadership and management positions. Kathy Pennell (2010) underscores an increasing interest in "shifting away from the use of narrowly defined job descriptions toward more flexible ones that are not skill based but are based on job roles. The flexibility allows the latitude necessary to provide opportunities for job rotation or stretch assignments to help develop high-potential employees" (p. 286). As a result, employees can better meet their professional and personal needs and goals throughout their careers, while employers gain a more satisfied and motivated workforce.

This study contributes to the existing literature in three critical ways. First, no researchers to date have addressed the evolving needs of practitioners through a lifecycle model lens. The research presented here builds on Mainiero and Sullivan's (2006a) work by applying the model to the academic librarian context. The Kaleidoscope Career Model provides the library profession and organizations with an approach through which to critically reflect on their current practices, values, and support mechanisms. Second, examining the career paths of those in senior as well as mid-level and entry-level positions in academic libraries fills a gap in the literature that to date has focused almost exclusively on senior-level positions. Third, unlike previous analyses of librarians' motivations, the conclusions presented here address both intrinsic and extrinsic motivation.

**Aims**

This study addresses two interrelated questions: What motivates library professionals in doing their work, and what can library administrators do to retain and inspire their staff? Library professionals should have a better understanding of what motivates them in their work, why they may or may not choose a traditional career advancement path, and how priorities in their life may shift over time and change their career perspectives. This study also underscores the important role library administrators play in understanding the individual motivations of their staff and supporting their employees with a more holistic approach throughout their careers. The application of the Kaleidoscope Career Model, with its Authenticity, Balance, and Challenge phases, is one framework through which library professionals and administrators can understand how such motivators could, and likely do, change throughout the lifecycle.

**Methods**

We adapted the Kaleidoscope Career Model survey tool (Mainiero & Sullivan, 2006b) with permission, which was obtained via email from Mainiero and Sullivan. This survey had been validated as part of the previous research projects Mainiero and Sullivan conducted. We piloted but did not validate the adapted survey tool. Following the guidelines in Fink's (2013) *How to Conduct Surveys*, we pilot tested the survey by emailing a link to the adapted survey available through Qualtrics to seven academic librarians and received feedback from five people. We made subsequent edits to the survey based on this feedback. Changes to the tool included briefer terms on the statements of agreement scale and an adjustment in some language to be less corporate and more congruent with the academic library work environment. The survey tool included thirty statements with a five-point scale, allowing participants to express how much they agreed or disagreed with each statement. The answers to those thirty statements resulted in the score participants received, indicating which of the three Kaleidoscope phases they most closely identified with. The remainder of the survey included questions about how they felt about their results (Appendix), whether they felt supported by their library administration, if they supervise or want to supervise, and if they consider themselves a leader or want to be a leader. The survey also asked several demographic questions related to institutional affiliation, gender/gender identity, age, and time spent working in the profession. The questions were a mix of close-ended and open-ended questions. We developed the survey using Qualtrics, which enabled us to easily capture participant responses and begin analysis after data collection.

After receiving approval from the Institutional Review Boards at both the University of Arkansas and the University of Rochester, we sent a call for participation with the link to the survey to six library electronic mailing lists via email in October 2019. The mailing lists included Rare Books and Manuscripts Section of the Association of College and Research Libraries (ACRL), Society of American Archivists, University

Libraries section of the ACRL division of the American Libraries Association (ALA), College Libraries section of the ACRL division of the American Libraries Association (ALA), and the former Library Leadership and Management Association division of ALA. The email included an information letter describing the research project. Participants had one month to complete the survey. We emailed two reminders as the survey window continued.

Once the survey closed, we exported initial statistics from Qualtrics to determine the breakdown of participants by career phase. We reviewed the demographic data and charts Qualtrics generated and used an open coding method to analyze the qualitative responses to open ended questions included in the survey. First, we read through those responses and then identified common words, phrases, and ideas, which became initial codes. Each of us coded and analyzed each question. We then shared our analyses with one another for reliability. Once compared, we worked together to finalize codes for each question based on the context of the original participant responses. Then we reviewed the codes and determined themes common in the data. Those themes then informed the discussion and recommendations shared below.

**Results**

The results are interpreted through three categories based on the questions asked in the survey: participants' general demographic information, participants' sense of administrative support, and participants' interest in taking on or continuing in leadership or supervisory roles.

***Demographics***

A total of 433 people completed the survey. The majority worked at 4-year doctoral-granting universities (Table 1). Nearly half of all respondents worked in public services with nearly one-fifth working in special collections/archives (Table 2). About one-quarter of participants had twenty or more years of work experience in librarianship (Figure 2). The largest group of participants (23%) were aged 34–40 (Figure 3). The authors use the term early-career to refer to those participants aged 22-33; the term mid-career for those 34-52; and late-career for those 52 and older. The vast majority (74%) of participants identified as female (Figure 4).

To contextualize the demographics in this study, the authors exchanged emails with ACRL staff, who provided the 2018 ACRL member survey data. Of 3,029 respondents, 1% of respondents were aged 18–24 years old, 20% were 25–34, 25% were 35–44, 24% were 45–54, 22% were 55–64, and 9% were 65 and older. Of the respondents, 77% were female (or 2,332.33 respondents), and 20% were male (or 605.8 respondents), with 1% indicated a different gender identity (or 30.29 respondents) and 2% preferred not to say (or 60.58 respondents). The age and gender demographics in this study were consistent with the 2018 ACRL survey. The gender demographics were also in line with the ARL Annual Salary Survey 2018–2019 (Morris, 2019), which found that in U.S. and non-U.S. libraries, men comprise 36.9% (or 3,541) of staff and women comprise 63.1% (or 6,050 of staff).

Table 1
Institution Type of Participants

| **Institution** | **Participants** |
|---|---|
| 4-year doctoral-granting university | 54% (235 participants) |
| 4-year masters-granting university | 16% (68) |
| 4-year bachelors-granting university | 10% (43) |
| Other (e.g., public, distance, special, nonprofit, seminary, Library of Congress, government agency, consortium, health sciences, research) | 5% (24) |
| 2-year community/vocational college | 5% (21) |
| Left blank | 10% (42) |

Table 2
Functional Area of Work of Participants

| **Functional Area** | **Participants** |
|---|---|
| Public services | 41% (176 participants) |
| Special collections/archives | 18% (74) |
| Administration | 13% (57) |
| Technical services | 10% (43) |
| Other | 8% (35) |

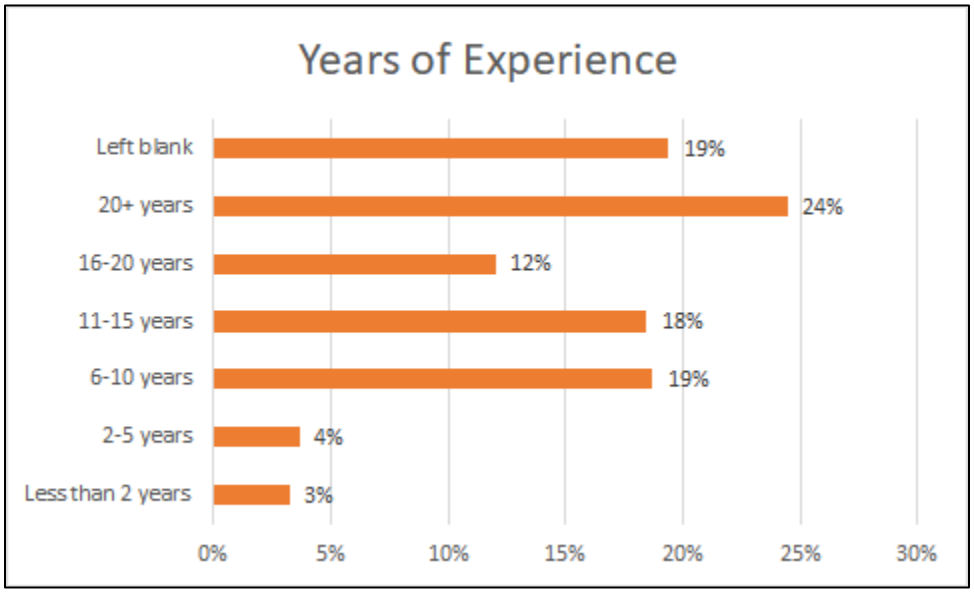


Figure 2
Years of experience.

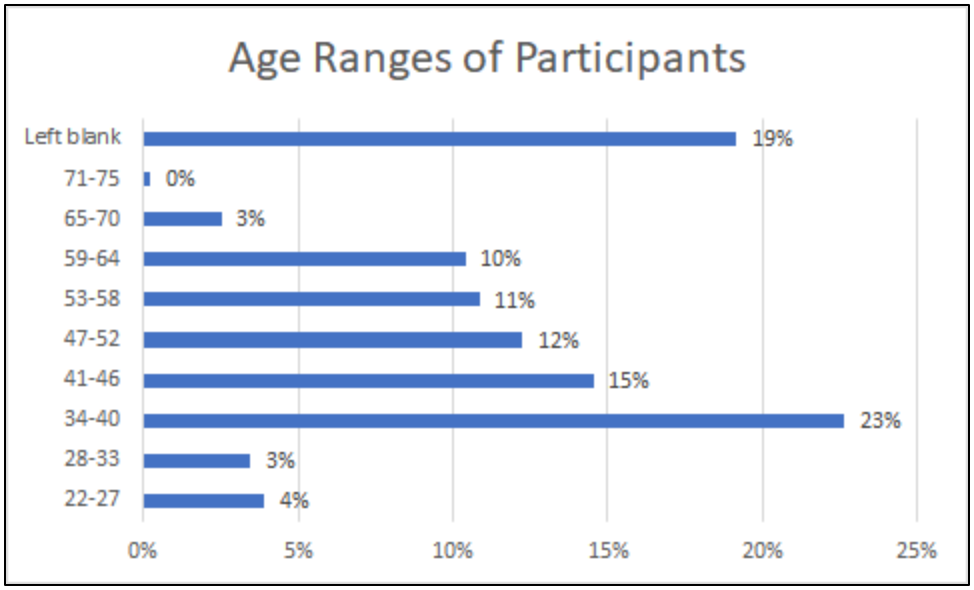


Figure 3
Age ranges of participants.

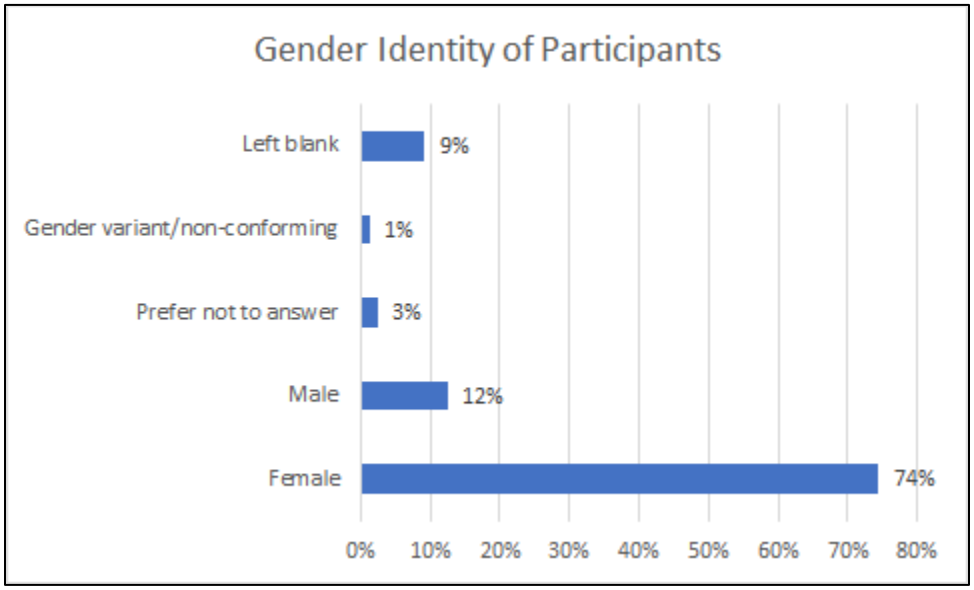


Figure 4
Gender identity of participants.

Focusing on the breakdown of participants in each career phase (Figure 5), 60% of respondents identified as being in the Authenticity phase, 15% in Challenge, and 18% in the Balance phase. Some respondents identified as a combination of phases: 3% of all respondents identified as Authenticity and Balance, 3% as Authenticity and Challenge, and 1% as Balance and Challenge. We have not focused on these results, as the small percentages do not warrant generalizations and therefore do not factor into the study's overall findings.

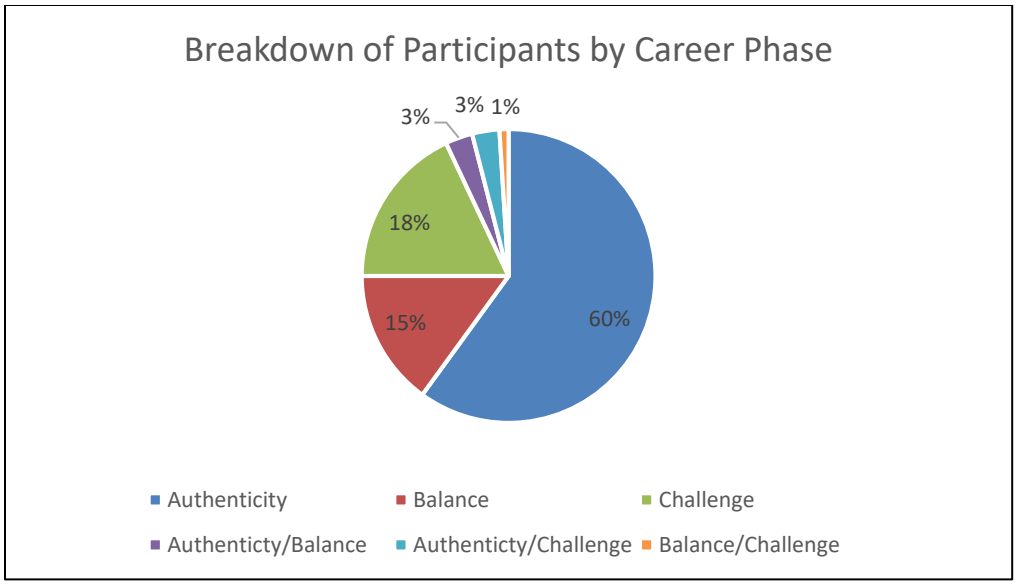


Figure 5
Breakdown of participants by career phase.

Among those in the Authenticity phase (Figure 6) nearly one-fifth were entering mid-career and were between the ages of 34–40. This age group was the largest in the survey population. A mere 3% of participants were 65 years old or older. A similarly small percentage (4%) were aged 22–27 and were at the beginning of their careers.

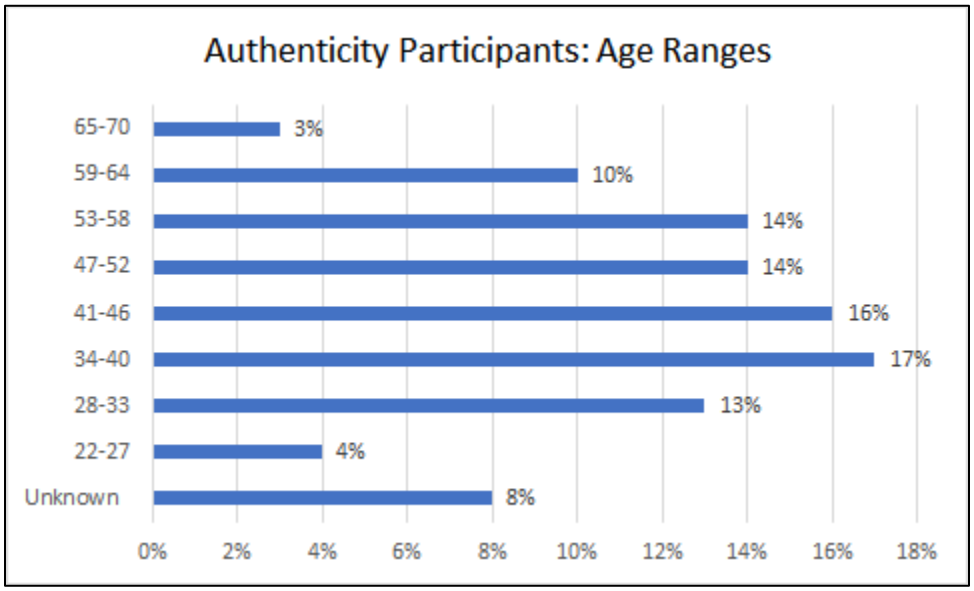


Figure 6
Age ranges of Authenticity participants.

Nearly one-third of participants in the Challenge phase (Figure 7) were between the ages of 34–40 and 12% were aged 59–64 or nearing retirement age. There were fewer participants in the Challenge phase in what is traditionally thought of as mid-career than in the Authenticity phase.

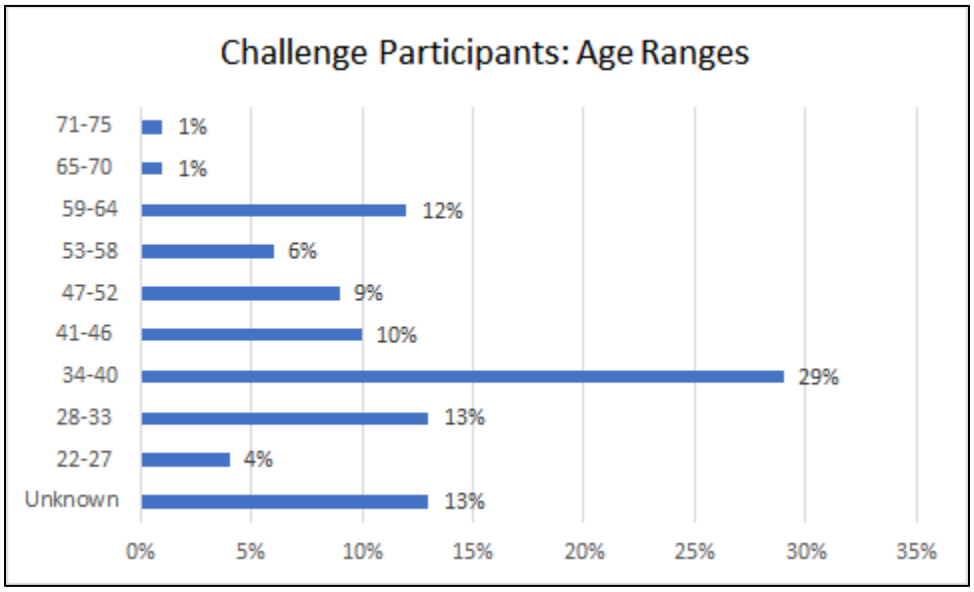


Figure 7
Age ranges of Challenge participants.

The largest group (30%) who identified as in the Balance phase (Figure 8) were aged 34–40 years old. Similar to the age breakdowns of the other two phases, there were few participants early in their careers or nearing retirement.

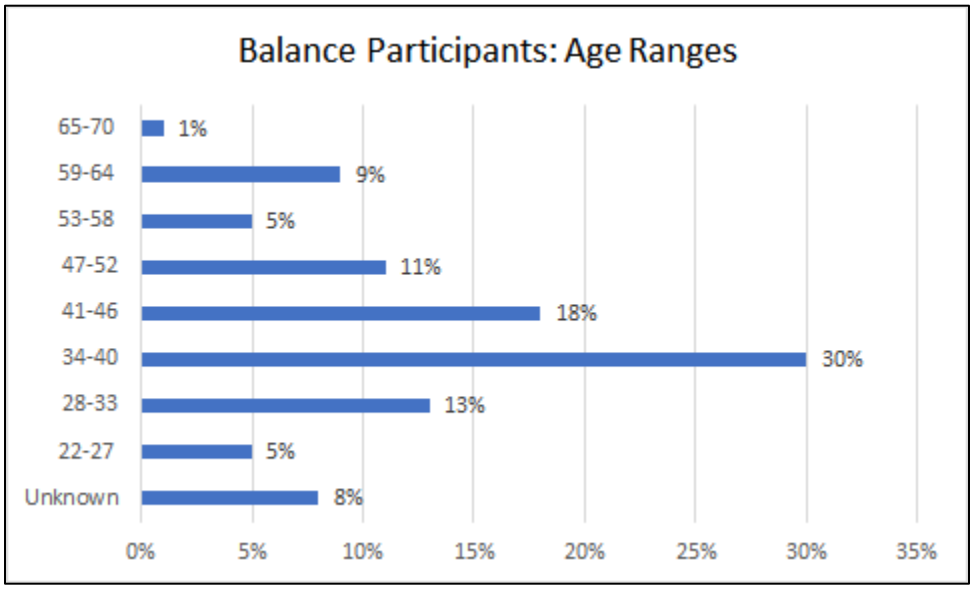


Figure 8
Age ranges of Balance participants.

***Sense of Administrative Support***

Overall, most participants expressed positive reactions when asked if they felt supported by their administration. Drawing on participants' comments to this question, they define "supported" as having a supervisor who fosters accountability; displays behavior to indicate they trust workers, including offering flexible schedules, professional development, work–life balance, and autonomy to develop new projects and structure work more generally; advocates for workers; fosters creativity and collaboration; and engages with the work while not micro-managing. The phrases participants used when they described not feeling supported by their supervisors included not feeling respected, valued, or understood; feeling there was incompetent leadership in the organization; and not feeling connected to staff, patrons, or work culture.

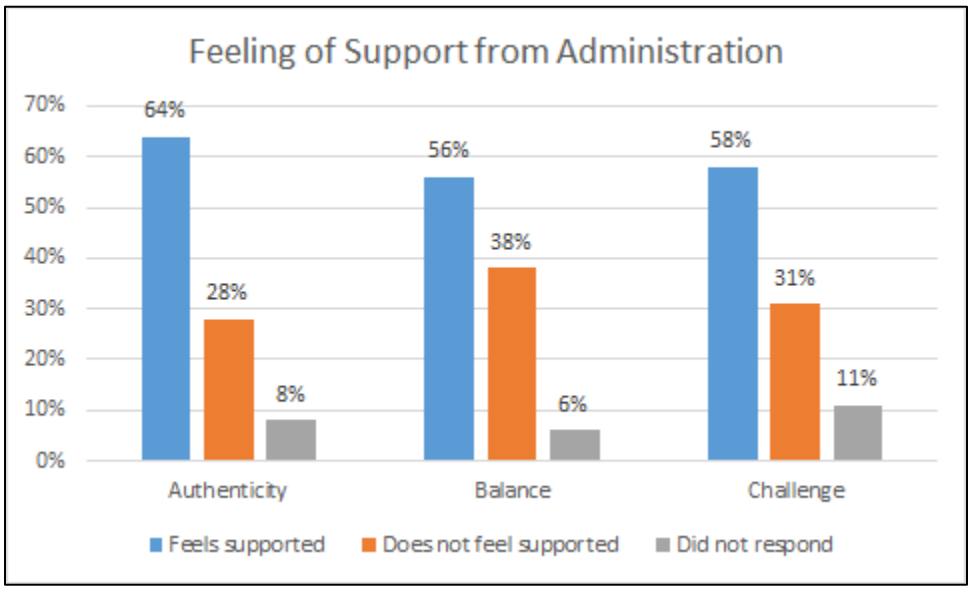


Figure 9
Feeling of support from administration.

When asked if they felt supported (Figure 9), those in the Authenticity phase reported the highest overall level of satisfaction, followed by those in the Challenge and then Balance phases. Among the participants who responded negatively, those in the Balance phase represented the largest percentage of participants who did not feel supported by their supervisor at 38%. Of the Authenticity phase, 28% responded negatively, and of those in the Challenge phase 31% responded negatively.

When considering the participants' age together with their career phase, those in the Authenticity phase experienced peak feelings of support between the ages of 47–52 with 81% of respondents answering positively (Figure 10). That percentage steadily declines amongst older participants with only 29% of respondents ages 65–70 answering positively. Those in the Balance phase experienced peak feelings of support between ages 65–70 at 100% followed by ages 41–46 with 75% of respondents answering positively. The youngest (100% of those 22–27) and the oldest (100% of those 65–70) participants in the Challenge phase reported feeling supported. Unlike the participants in the other two phases, those in the Challenge phase experienced feeling lower levels of support between 47–52 and 59–64 years old, with 57% and 40% respectively responding positively.

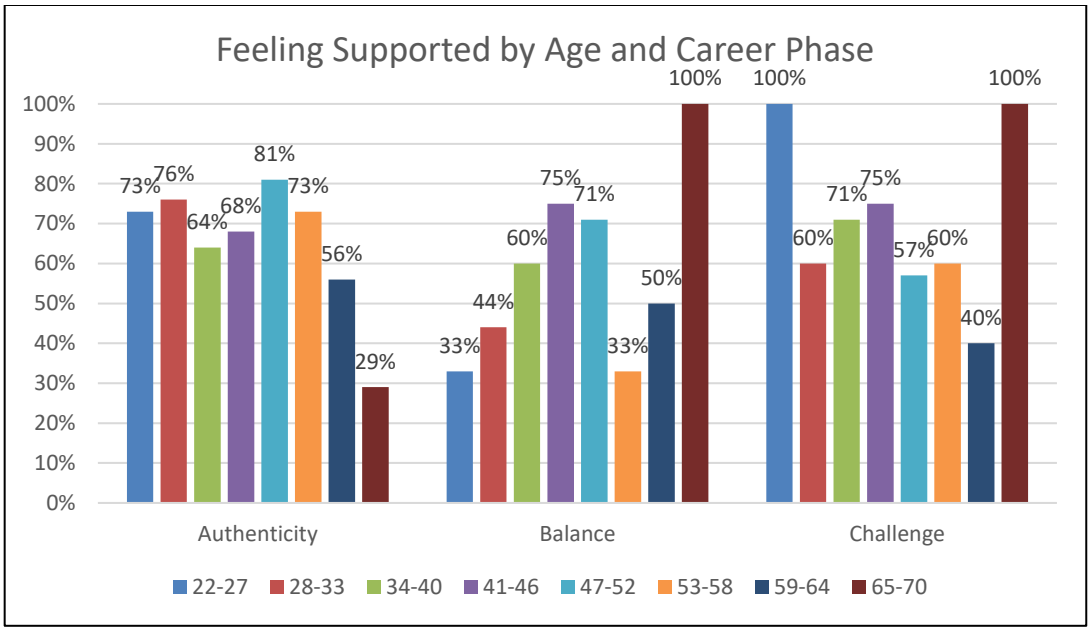


Figure 10
Feeling of support by age and career phase.

***Interest in Leadership and Supervisory Roles***

Interest in serving in a management or leadership role varied across age groups as well as career phases. When asking participants about their interest, we defined management to mean a formal supervisory position and leadership to be a little more ambiguous, including non-formal roles such as project manager, mentor, or other influential role outside of direct supervision.


Figure 11
Overall interest in supervising or leading.

Looking at the overall picture, there was high interest in becoming both a supervisor and an organizational leader from the youngest cohort (Figure 11). However, interest diminished amongst the older age cohorts, with the lowest interest showing in the 47–52 age group, before rising slightly again.

This can further be broken down by career phase, which reveals more nuance about when interest peaks by age group (Figure 12). For example, when asked their interest in becoming a supervisor, those between ages 28–33 were the peak age group in the Authenticity phase. For the Balance phase, the peak occurred with librarians between ages 22–27 who are at the very beginning of their careers. However, the peak was at a later age group, between ages 34–40, for the respondents in the Challenge phase.

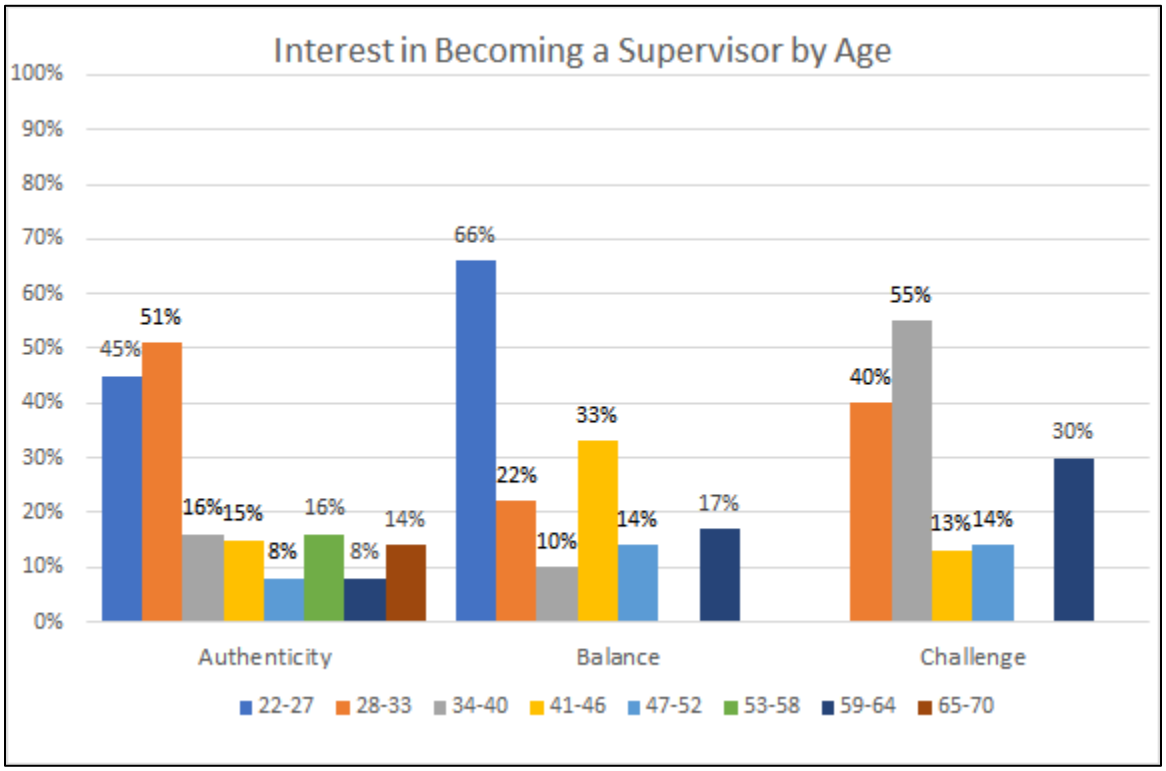


Figure 12
Interest in becoming a supervisor by age. (The gaps between columns represent those age ranges with no participant responses.)

When participants in the Authenticity phase were asked about their interest in becoming a leader, those earlier in their careers responded more favorably than those age 34 and older (Figure 13) Those who were early in their careers and in the Challenge phase expressed noticeable interest in becoming leaders. Interestingly, no participants aged 53–58 in the Balance and Challenges phases answered this question. Interest in becoming an organizational leader showed a noticeable drop in age groups older than 34 across all phases.

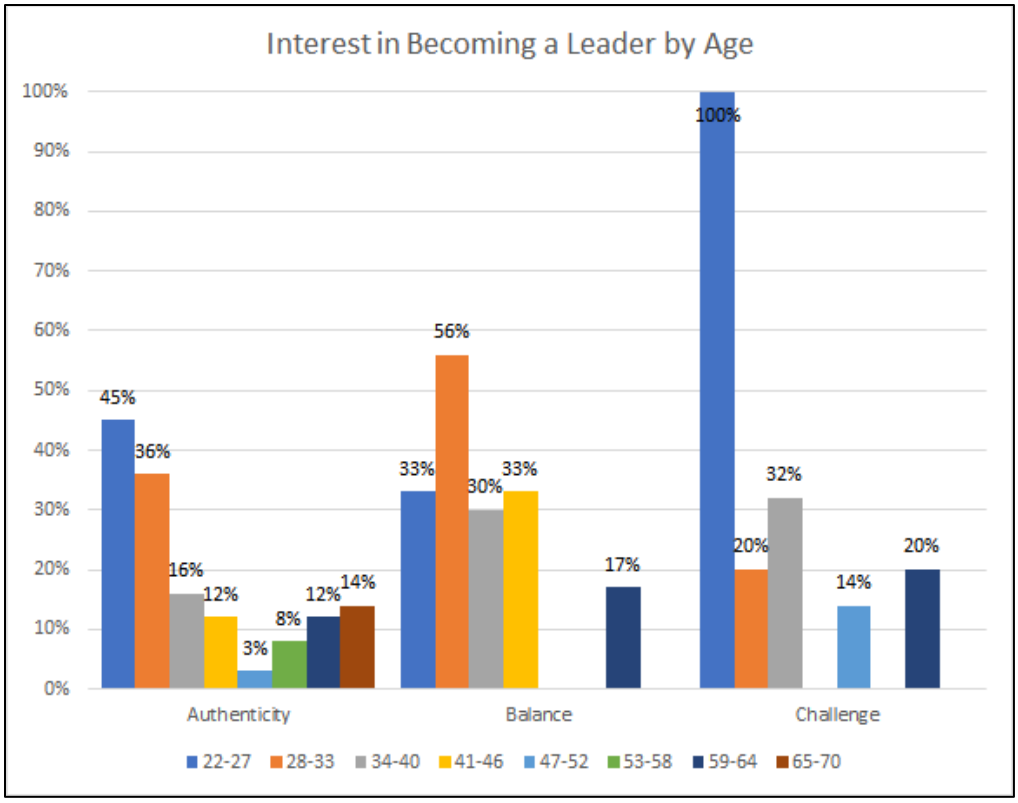


Figure 13
Interest in becoming a leader by age. (The gaps between columns represent those age ranges with no participant responses.)

This sometimes reluctance in supervision and leadership work can seem a stark contrast to the overall interest shown by experienced librarians in either continuing in their role as a supervisor or in their perception of themselves as organizational leaders (Figure 14). Younger cohorts already working as supervisors or in leadership positions were less enthusiastic about continuing, with the lowest numbers in the 28–33 range.

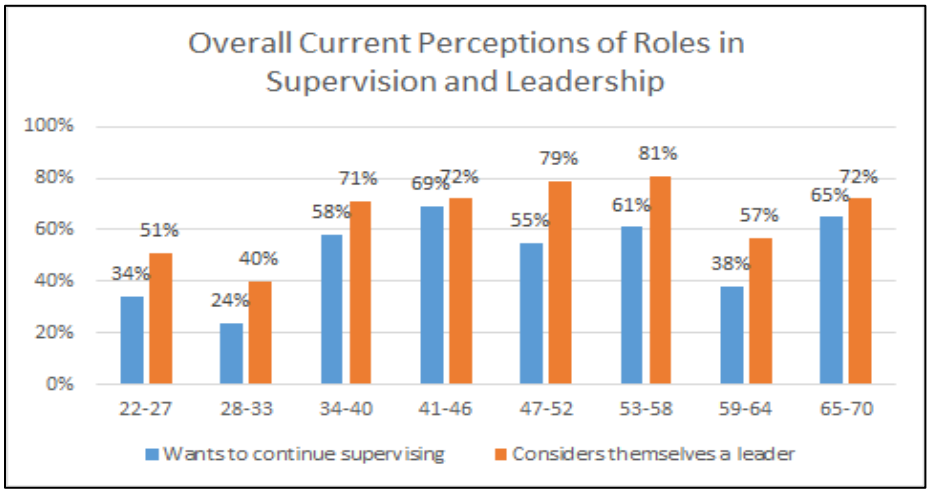


Figure 14
Overall current perceptions of supervision and leadership.

The data reveals the intersections of age with career phase, suggesting opportunities for administrators to nurture these professionals and encourage them to continue in supervisory or leadership roles.

Common to each phase, practitioners seem interested in continuing in a supervisory role when earlier on in their careers (Figure 15). However, older cohorts in the Balance phase are less interested than those in the other two phases in continuing to supervise. For those in the Authenticity phase, interest peaked at mid-career between ages 47–52. For those in the Challenge phase, interest was highest among the 41–46 cohort.

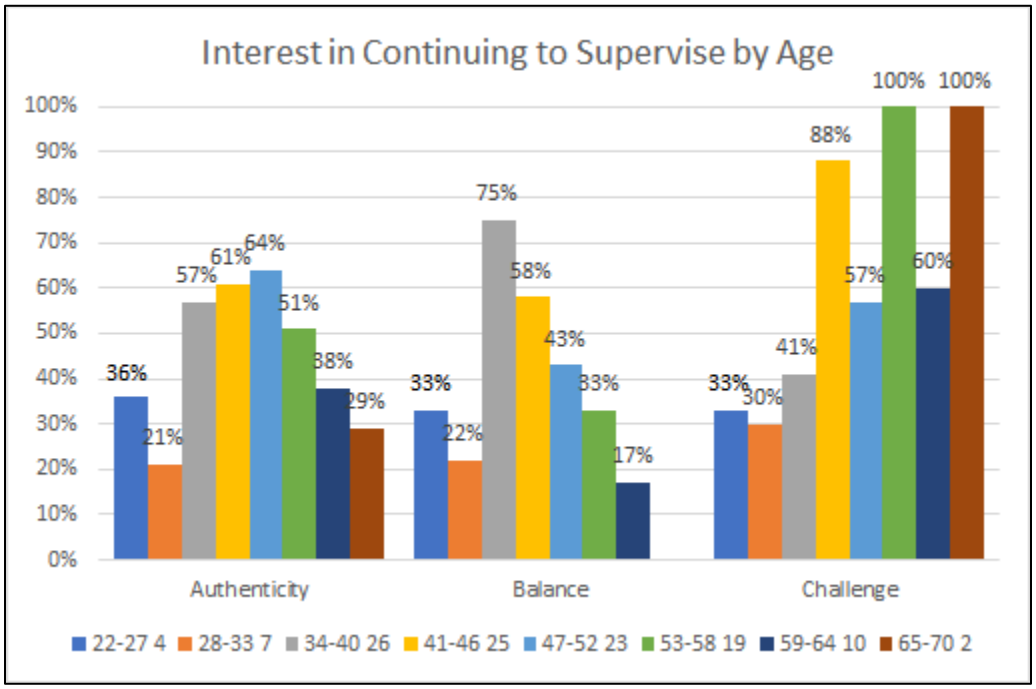


Figure 15
Interest in continuing to supervise by age. (The gaps between columns represent those age ranges with no participant responses.)

Those in the Authenticity phase identified most strongly with being organizational leaders between the ages of 47–52 (Figure 16). Each cohort in the Challenge phase strongly identified as leaders, with peak interest among those in mid-career and approaching retirement. Cohorts in the Balance phase do not identify as consistently with being leaders, with significant declines occurring among those ages 28–33, and again among the 59–64 years old.

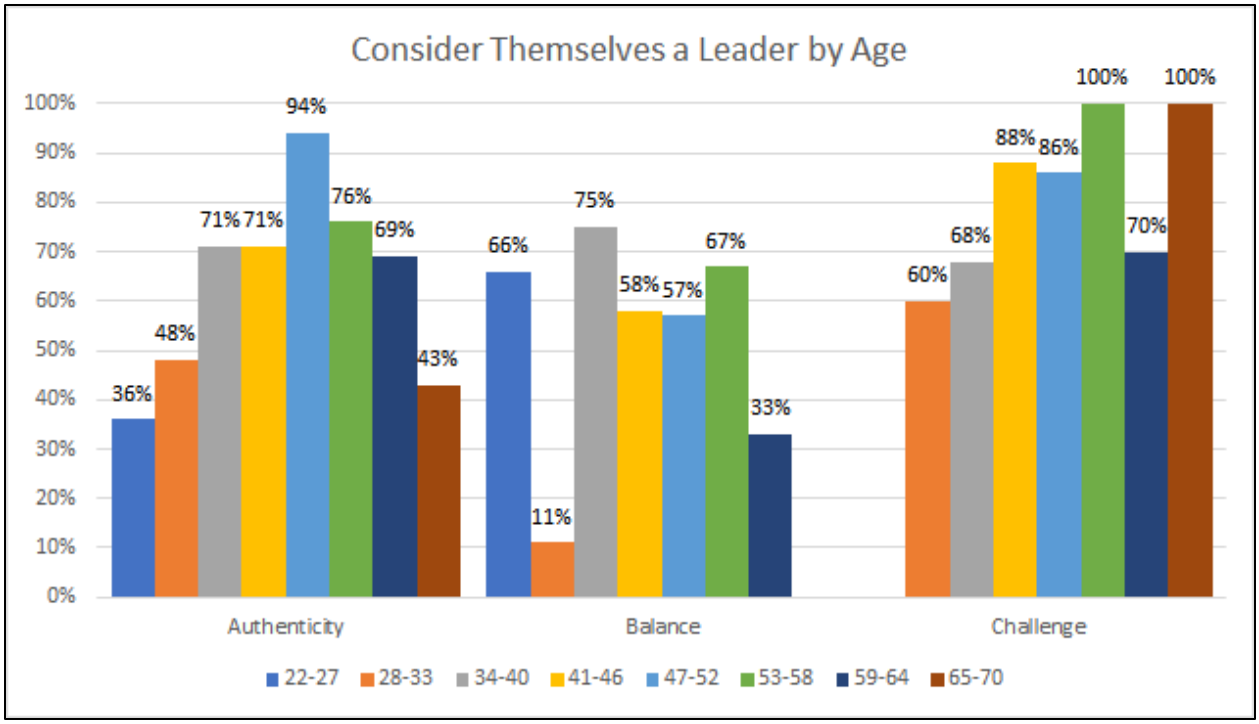


Figure 16
Consider themselves a leader by age. (The gaps between columns represent those age ranges with no participant responses.)

**Discussion**

Extrinsic and intrinsic motivations drive the decisions and goals participants have made in their careers. When asked to reflect on their perceptions about their career paths, and specifically to consider the level of support they experienced and their interest in assuming or continuing to serve in management or leadership roles, these sources of motivations surfaced. Those in the Balance phase felt the least supported when compared with those in the other two phases. When reflecting, one participant commented "at my previous institution, my boss wanted us to take time for ourselves, but he was also aggressive, critical, and unequal in his treatment." This group is managing extrinsic sources of motivation including care and life responsibilities. That lack of support surfaced regardless of age, whereas in the other two phases participants of different ages experienced varying levels of support.

Those in the Authenticity phase responded more positively to assuming leadership, as opposed to management, roles. One such participant shared "I just took on new responsibilities and a new title (lateral move) that is giving me the opportunity to add value to my organization." This finding speaks to the intrinsic motivation that participants expressed and their interest in the non-hierarchical nature of such duties that do not necessarily include supervisory responsibilities. Higher salary, an advanced title, and the drive for greater responsibilities are the types of intrinsically focused motivations that push those in the Challenge phase to pursue and remain in management and leadership roles. As one participant responded, "I came into librarianship as a second career after a divorce. My motivation has primarily been focused on advancement . . . to provide for my children. That being said, I also love a challenge, and leadership roles provide those more than other positions." Though this group certainly benefits from being supported, they possess a strong drive to pursue advancement on their own.

***Support***

The most consistent feelings of support across all age groups, regardless of career phase, were expressed by those in the Authenticity phase. One participant shared the following:

> I am given respectful space to share both my opinions and my ideas. When I provide enough evidence of my position, I am generally permitted to move forward as I wish. When I have not, I am respectfully challenged to collect more information and strengthen my case. If an endeavor ultimately does not turn out to be successful, I still feel respected for trying.

As someone who has strong personal values, characteristic of the Authenticity phase, this participant appreciates being given the opportunity to share their opinions and ideas. Working for someone who then explains their decision helps the person to continue to feel respected in the workplace. In contrast to those in the Challenge phase, those in the Authenticity phase felt the least supported at the ages of 34–46 years old. As one participant in this cohort explained,

> I am in the middle of changing careers and want to be more involved in Heritage Preservation, especially international, intangible and theoretical. So I am back in school myself. I feel that archivy [sic] is a calling, that it called me and for the last 20 years I have served, but I am burnt out and tired of the same old battles. Also, this field does not pay well enough.

Mid-career practitioners, who identify as in the Authenticity phase have tried to fit themselves into the values mold of their organization and have not found a good fit. Participants entering mid-career seem to experience a crossroads where they confront their own values and those of their organization. As a result, practitioners appear more inclined to make a career pivot that more closely aligns with their personal values.

The highest percentage of respondents who did not feel supported were those in the Balance phase. Mainiero and Sullivan (2006a) point to support and flexibility as key drivers for women making career decisions. Such support to juggle work and life responsibilities can come from their spouses or partners, employers, or family members. The responses from this study's participants echo Mainiero and Sullivan's (2006a) conclusion that the absence of such support in women's quest for balance strongly impacts their career decisions (p. 193). Such responses suggest that supervisors have not found or implemented adequate strategies to best meet the needs of those who balance family, relationships, caregiving, and personal health and emotional conditions throughout the lifecycle. One participant reflected on the supportive relationship they have with their supervisor:

> My current supervisor is also a mother and is very supportive of taking time off to attend kid things, staying home with sick kid, etc. I feel that the administration at my current job are very understanding and supportive of work-life balance. I also have been supported in professional development and I know that my supervisor wants me to succeed in my career.

Older participants reported an absence of support, suggesting that supervisors may not give as much attention to work–life balance issues throughout the lifecycle. As one participant explained, "I feel that I am on the B team and that the newer librarians have been given the support to shine." When analyzing these results by age, it is worth noting that only one participant was in the 65–70 age group, so additional data would be needed to determine if those in the Balance phase feel supported later in life.

The data indicates that for those aged 34–46 in the Challenge phase, practitioners begin to take on advanced roles or move into management positions as they feel a strong sense of support from their supervisors. One participant responded "I have the resources I need and am encouraged to pursue my own interests and professional contributions." Intrinsically motivated, this participant's comment highlights the individualistic nature, rather than values-driven or work–life balance focus, of those in the Challenge phase. By contract, practitioners approaching retirement feel waning support. Participants aged 47–52 experienced a lower level of support with 57% responding positively, while only 40% of those aged 59–64 felt supported. This finding suggests that once practitioners have less that challenges them professionally, they feel less supported to pursue their goals.

***Interest in Leadership and Supervisory Roles***

Participants who identified themselves as being in the Authenticity phase seemed much more interested in leading informally rather than advancing through formal management structures. One participant reflected: "I am currently in middle management and find the work challenging and fulfilling. I'm not sure I want to go further up the ladder because it might mean having to make decisions that are inconsistent with my values." Those in the Authenticity phase are also strongly interested in their lives outside of work and a focus for them is work–life balance. Participants' interest in being a supervisor peaked at the 28–33 age range, which suggests the beginning of a values misalignment with their organization or profession. The issue of competing priorities and misaligned values led one participant to share that these struggles are "at the root of the burnout issue, especially for women who find it difficult to be managers at work and caretakers at home . . . many of us do not feel listened to or respected in dysfunctional academic libraries." These early experiences and misalignment with their personal values lead practitioners to pull back from formal supervisory roles and seek out alternative career paths. Practitioners seemed to shift and more strongly identify themselves as organizational leaders at the 34–40 age range. One participant stated:

> I prefer to lead in less formal ways like chairing campus committees or being part of task forces or working groups. I find it more satisfying to work on a project and see it completed or implemented rather than having to deal with ongoing issues with no end in sight.

Overall, these participants expressed more sources of extrinsic motivation, such as finding fulfillment through making a difference in students' lives, rather than sources of intrinsic motivation, such as building a career through promotions. An informal role could position those in the Authenticity phase to become strong leaders of project-based work with concrete objectives and timelines; thereby enabling these practitioners who are values-oriented to feel a sense of accomplishment, which can be harder to attain when in a formal supervisory role.

This source of motivation contrasts quite noticeably with participants who identified as being in the Challenge phase. Participants expressed interest in new positions, the opportunity to supervise and earn promotions and increased salaries. One participant stated their goal as:

> Yes, I would like to become more of an organizational leader, but not at my current place of employment. I would like to work at an organization where I felt there were more opportunities for the kind of work I enjoy doing, so that there would be clearer lines towards leadership opportunities.

This participant identified their career goal and sought to advance by leaving the organization and working in a library with an organizational culture oriented toward leadership opportunities. Those in

the Challenge phase aged 28–33 responded positively with 60%, considering themselves to be organizational leaders earlier in their careers. Of the three groups, this group showed the highest satisfaction at being a supervisor later in their career.

Finally, those in the Balance phase most strongly indicated that they do not feel prepared for management positions. Rather than seek out leadership or supervisory responsibilities, those in the Balance phase may find themselves asked to assume those roles before they have gotten the training or identified an advancement path as a career goal. One participant stated, "I became a leader somewhat unwillingly and in a time of need for our library. I often feel inadequate and unprepared in my work." This participant's experience underscores the impact of being extrinsically motivated. Overall, those in the Balance phase do not show a strong propensity for wanting to be supervisors, especially early in their careers. One participant commented: "I think the profession as a whole needs to reconcile how librarians can translate their skills across positions/organizations/etc. I have no idea how to leverage the experience I have to transition to a different type of library work." Such practitioners can feel stalled as they may be organizational leaders, but not supervisors, due to the limitations of the library's hierarchy. Taking a more a passive approach to their careers highlights the importance of training and organizational support for those prioritizing work–life balance.

Looking across the career phases amongst those who are not already supervising, the strongest interest (58% of respondents) in assuming such a role came from the youngest cohort, who are the newest to the profession and most enthusiastic to take on the roles. But for those aged 34–40 that interest dropped to below 30% with subsequent age cohorts even less interested in assuming management roles. The surprisingly low interest in continuing to supervise amongst those in their late twenties and early thirties is also concerning. Why don't these young professionals want to keep supervising? One participant commented: "Right now, I'm feeling very drained from having no support from my supervisor + having direct reports that clearly don't care for my supervisory role . . . external factors like low morale and lack of institutional support are affecting my views and values . . .." Their younger counterparts expressed strong interest in supervising, and yet this group of similarly aged individuals seemed uninterested in continuing to supervise. Not getting enough training or support could be an indicator. The responsibilities of the position may compete too strongly with raising a family or participating in outside activities. The interest in continuing to supervise noticeably rises in the next age cohort (34–40), suggesting the impact of a degree of maturity, increased wisdom, and comfort due to job experience. Additional research is needed to determine the root causes of this uninterest in the younger group.

Leadership perception and interest from participants followed a similar pattern. One participant stated, "I am very interested in what library leadership looks like outside of the traditional management role or model. There are many, many ways to exercise leadership skills that do not involve becoming a direct supervisor or manager." The 28–33 age group was least likely to consider themselves current leaders; this group also displayed the lowest interest in being a supervisor and seems to be struggling with issues related to both formal and informal leadership, in ways that the age cohorts that are a little younger and older, do not. One participant who identified as in the Authenticity phase commented:

> While I have had a few promotions earlier on in my career, I feel like I have more or less plateaued. I am not really seeking new opportunities or challenges because I don't feel that I can take much more on at this point in my life.

This sentiment exactly matches the results from the supervision question, suggesting, perhaps unsurprisingly, that older librarians are less interested in being leaders. Experiencing burnout may be one

cause. As one participant reflected, "I get tired and need more vacation and down time [than] in the past. At times I feel burned out with the long hours and social events required of my position." It is notable that interest in continuing to supervise peaked among the mid-career group of 41–46, which suggests career burnout could be more likely to occur during this age range. Each subsequent cohort also showed a 20% difference between interest in being a leader vs. interest in being a supervisor.

**Limitations**

The gender breakdown of participants is the principal limitation of this study; 74% of the sample identified as female. Therefore, the analysis and recommendations presented here may not be generalizable to those practitioners who identify as male or gender variant/non-conforming. The authors also acknowledge that they did not collect data on race, ethnicity, sexual orientation, disabilities, or other identity-related categorizations that could have provided further data on the social hierarchies inherent in libraries. Further research is suggested on identifying library career motivation issues from an intersectional perspective.

**Recommendations**

When considering how administrators and supervisors can best foster leaders and managers and support their work forces overall, this research yields several key contributions to the literature. Administrators should seek out information about employees' career phases as part of onboarding by implementing specific strategies. Such strategies could help to identify sources of intrinsic and extrinsic motivation, career goals, personal values, and non-work-related interests and responsibilities. Employers can then be better positioned to support their staff as they develop.

When working with librarians who identify with the Authenticity phase, administrators should work with their employees to develop career goals that are extrinsically based, such as what can be achieved through good work rather than striving for a dream position. Administrators should provide these librarians with the latitude to better align their job with work goals, such as giving someone who loves to teach the chance to teach more or take a leadership role in developing an instruction program. These librarians embrace opportunities to lead via projects, committees, and other non-hierarchical leadership work. Administrators should proactively engage those librarians in the Authenticity phase aged 34–46 in discussions of organizational values and priorities, which may help librarians to feel better aligned with their organizations. Due to the high value those in the Authenticity phase place on principles, administrators should include them, when possible, in institutional and departmental visioning and goal setting and allow them to align their work to the bigger picture. The majority of survey respondents (60%) identified with the Authenticity phase; if this figure is consistent with the general library population, then library administrators would do well to offer numerous informal leadership opportunities and provide inclusive ways for librarians to influence the work culture.

Librarians in the Balance phase would benefit from early opportunities to develop leadership roles or serve in supervisory roles. These early opportunities better fit with their efforts to prioritize non-work-related responsibilities later in life. Training must precede such opportunities to best support and encourage skill development. They should encourage their staff to seek out mentors as they consider potential new roles. Administrators should also provide more hands-on support through conversation, feedback, and opportunities for stretch assignments.

For those who identify with the Challenge phase, administrators should work with them to find early opportunities to fill a leadership role or supervise others. Organizations should implement formal promotion guidelines, which will benefit all employees, and keep this group engaged. Librarians in the Challenge phase are intrinsically motivated to achieve and strive. They may experience disappointment as newer career librarians continue to advance while they begin to plateau later in life. Regardless of age, these librarians continue to crave the latitude to redefine their position or take on new responsibilities to alleviate potential boredom.

Whichever career phase a librarian identifies with, administrators should strive to nurture and support young supervising librarians in order to foster better managers and leaders and sustain their interest in the role. Such strategies could include offering flexible scheduling to accommodate care duties, options to work part of their time remotely, or adjusting job duties as care duties demand. Feeling as though the administration has their backs was the most common response from participants. As one participant shared, "my immediate supervisor . . . [is] very attentive and points out when I'm working towards burnout. The[y] remind me to try to balance everything." Librarians working in an organization that demonstrates it supports all of its employees will be more engaged and motivated. When considering strategies to maintain current levels of support or to address gaps, administrators should certainly get to know their employees to find out what kind of support would best work for them and what future roles and responsibilities best fit with their aspirations.

At their core, the recommendations described here are intended to develop and maintain a highly engaged workforce. Clear communication, transparency, and creative problem solving will be key to implementing these recommendations. Organizational culture heavily impacts personal behavior and a leader's ability to bring about change (Mainiero & Sullivan, 2006a, p. 243). At a fundamental level, such leaders must consider the kinds of changes their organization can withstand as they strive to best support and foster the growth and development of all of their employees.

**Conclusion**

The findings from this study underscore the importance of providing academic librarians flexibility and support as practitioners seek to craft their own career paths. Such paths may include advancing into senior leadership positions and back out again, being fulfilled in a non-managerial position that gives practitioners time to spend on care responsibilities, or being in roles that align with their personal values and ethics. Not mutually exclusive, this study illustrates how career paths intersect with life events, goals, and experiences. Practitioners shift between those Challenge, Balance, and Authenticity phases as their needs evolve over the course of their careers. Each phase provides leaders with its own framework through which to communicate with their employees and best meet them where they are, in terms of their priorities and what they value or need at that particular time.

Leaders can no longer afford to be complacent when it comes to talent development and retention. As this study highlights, practitioners are looking for more than just a paycheck in recognition of their time and contributions. Rather, leaders should consider the intrinsic and extrinsic motivations that guide each of their staff members to provide opportunities that fit with the employees' career phases and senses of themselves within that phase. These phases provide organizations with a new framework to imagine structuring work, roles, and support within libraries and to allow academic librarians a lens for viewing their careers that replaces the straight linear progression of the past. Academic library leaders must recognize the changing needs of their workforce and strive to evolve their practices, policies, and cultures to best support their teams.

**Author Contributions**

**Lori Birrell:** Conceptualization, Data curation, Formal analysis, Investigation, Methodology, Project administration, Resources, Visualization, Writing – original draft, Writing – review & editing **Marcy A. Strong:** Conceptualization, Formal analysis, Investigation, Methodology, Project administration, Visualization, Writing – original draft, Writing – review & editing

**References**

Adigwe, I., & Oriola, J. (2015). Towards an understanding of job satisfaction as it correlates with organizational change among personnel in computer-based special libraries in Southwest Nigeria. *The Electronic Library, 33*(4), 773–794. https://doi.org/10.1108/EL-01-2014-0018

Barclay, S. R., Stoltz, K. B., & Chung, Y. B. (September 2011). Voluntary midlife career change: Integrating the transtheoretical model and the life-span, life-space approach. *Career Development Quarterly, 39*, 386–399. https://doi.org/10.1002/j.2161-0045.2011.tb00966.x

Betz, N., & E. (2003). A proactive approach to mid-career development. *The Counseling Psychologist, 31*(2), 205–211. https://doi.org/10.1177/0011000002250478

Farrell, M. (2013). Lifecycle of library leadership. *Journal of Library Administration, 53*, 255–264. https://doi.org/10.1080/01930826.2013.865390

Fink, A. (2013). How to conduct surveys: A step-by-step guide (5th edition). Sage.

Franks, T. P. (2017). Should I stay or should I go? A survey of career path movement within academic, public and special librarianship. *Journal of Library Administration, 57*(3), 282–310, https://doi.org/10.1080/01930826.2016.1259200

Fyn, A., Heady, C., Foster-Kaufman, A., & Hosier, A. (2019). Why we leave: Exploring academic librarian turnover and retention strategies. *Association of College and Research Libraries Conference Proceedings* http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2019/WhyWeLeave.pdf

Lacey, S., & Stewart, M. P. (2017). Jumping into the deep: Imposter syndrome, defining success, and the new librarian. *Partnership: The Canadian Journal of Library and Information Practice and Research, 12*(1), 1–15. https://doi.org/10.21083/partnership.v12i1.3979

Lyons, S. T., Schweitzer, L., & Ng, E. S.W. (2015). How have careers changed? An investigation of changing career patterns across four generations. *Journal of Managerial Psychology, 30*(1), 8–21. https://psycnet.apa.org/doi/10.1108/JMP-07-2014-0210

Mainiero, L. A., & Sullivan, S. (2006a). *The opt-out revolt: Why people are leaving companies to create Kaleidoscope careers*. Davis-Black Publishing.

Mainiero, L. A., & Sullivan, S. (2006b). *The Kaleidoscope Career Self-Assessment Inventory: A guide to understanding the career parameters that drive your motivation for work*. Unpublished manuscript.

Mallaiah, T. Y., & Yadapadithaya, P. S. (2009). Intrinsic motivation of librarians in university libraries in Karnataka. *DESIDOC Journal of Library & Information Technology, 29*(3), 36–42. http://dx.doi.org/10.14429/djlit.29.250

Montgomery, D. L. (2002). Happily ever after: Plateauing as a means for long-term career satisfaction. *Library Trends, 50*(4), 702–716.

Morris, S. (2019). *ARL Annual Salary Survey 2018–2019*. Association of Research Libraries.

O'Neill, M. S., & Jepsen, D. (2017). Women's desire for the kaleidoscope of authenticity, balance, and challenge: A multi-method study of female health workers' careers. *Gender, Work, and Organization, 26*(7), 962–982. https://doi.org/10.1111/gwao.12317

Pennell, K. (2010). The role of flexible job descriptions in success management. *Library Management, 31*(4/5), 279–290. https://doi.org/10.1108/01435121011046344

Power, S. J., & Rothausen, T. J. (2003). The work-oriented mid-career development model: An extension of Super's maintenance stage. *The Counseling Psychologist, 31*(2), 157–197. https://doi.org/10.1177%2F0011000002250479

Ridley, M. (2014). Returning to the ranks: Towards an holistic career path in academic librarianship. *Partnership: The Canadian Journal of Library and Information Practice and Research, 9*(2), 1–9. https://doi.org/10.21083/partnership.v9i2.3060

Sullivan, S., & Mainiero, L. A. (2008). Using the Kaleidoscope Career Model to understand the changing patterns of women's careers: Designing HRD programs that attract and retain women. *Advances in Developing Human Resources, 10*(1), 32–49. https://doi.org/10.1177%2F1523422307310110

Sullivan, S. E., Forret, M. L., Carraher, S. M., & Mainiero, L. A. (2009). Using the Kaleidoscope Career Model to examine generational differences in work attitudes. *Career Development International, 14*(3), 284-302. https://doi.org/10.1108/13620430910966442

**Appendix**
**Survey Instrument**

The Kaleidoscope Career Model (Mainiero, et al), uses three phases: challenge, authenticity, and balance, as a non-linear approach to understanding the mapping of career trajectories, agency and decision-making power to the individual, rather than the organization, based on the person's own values and choices. Applying this model in the academic librarian context, we seek to better understand where those pivot points exist for professionals, and more broadly how these perceptions impact their sense of satisfaction with their career trajectories, and sense of support they receive from their employers.

This survey contains questions about your experiences and/or feelings concerning how you conceive of and perceive of your career path.

We would like you to complete the whole survey, but you may skip any questions that you don't feel comfortable answering or can discontinue your participation at any time. The survey data results will be kept for analysis purposes only and will not be released in any publication or report; they will be destroyed once the analysis is complete. Only the investigators will have access to your individual responses. All the information received from you will be strictly confidential and will be stored on a password protected local (non-networked) hard drive. You will not be identified nor will any information that would make it possible for anyone to identify you be used in any presentation or written reports concerning this project. Only summarized data will be presented in any oral or written reports.

Your participation in this project is completely voluntary. You are free not to participate or to withdraw at any time, for whatever reason, without risk. No matter what decision you make, there will be no penalty or impact to your employment. The Institutional Review Boards of the University of Arkansas and the University of Rochester approved this study. Your participation in this survey indicates your consent to these terms.

For more information about this project you should contact: Lori Birrell by phone at 479-575- 8443, or by email at: lori@birrell.us or Marcy Strong by phone at 585-273-2325, or by email at strongstuff@gmail.com.

By clicking on the red arrow below, you are agreeing to participate in this survey.

[The Kaleidoscope Career Model statements and answer scales have been redacted for publication.]

In what ways, if any, do the characteristics of the phase you scored the highest in describe your current thinking about your career path? (open ended)

In what ways, if any, do the characteristics of the phase you scored the highest in NOT describe your current thinking about your career path? (open ended)

Do you feel supported by your library administration? Please enter any details you'd like to share in the text box next to your response.
Yes _____
No _____

Are you currently a supervisor (defined as managing faculty, staff, students, interns, or volunteers)?
Yes No

If yes, would you like to continue to be a supervisor in the future?
Yes No

If no, would you enjoy the opportunity to become a supervisor in the future?
Yes No

Do you consider yourself to be a leader in your organization? (Defined here as someone who: does project management tasks, large-scale decision making, coaching/mentoring of others).
Yes No

If no, would you enjoy the opportunity to become an organizational leader in the future?
Yes No

Do you have any other thoughts about your career path, the self-inventory tool and Kaleidoscope Model, or this topic more generally that you'd like to share? (open ended)

The following are demographic questions: What kind of library do you currently work in?

- 4 year, doctoral degree granting university or college
- 4 year, masters degree granting university or college
- 4 year, bachelor degree granting university or college
- 2 year, community or vocational school
- Other (please describe below)

What area of librarianship do you currently work in? (For this question, we're asking about your primary job duty. Department heads, please indicate the functional area you work in)

- Administration
- IT
- Public Services
- Technical Services
- Special collections/archives
- Other (Please enter your area of librarianship in the text box.)

How many years have you worked in the library science profession?

- Less than 2 years
- 2-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 25+ years

Please select your age range.

- 22-27
- 28-33
- 34-40
- 41-46

- 47-52
- 53-58
- 59-64
- 65-70
- 71-75
- 75+

Please identify your gender.

- Male
- Female
- Gender Variant/Non-Conforming
- Other
- Prefer not to answer