

## **Developing Twenty-First-Century Leaders Through Transformational Leadership**

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### **Abstract**

Creativity, collaboration, communication, and critical thinking are skills in demand by twenty-first-century employers to meet the needs of rapidly changing industries. Successful leaders will master these skills and effectively apply them to solve industry and organizational challenges. Librarians and academic technology staff at City University of Seattle apply creativity, collaboration, communication, and critical thinking skills to navigate today's changing digital information landscape and to transform the nature of the resources and services they provide. They serve as transformational leaders, collaborating with faculty to develop twenty-first-century skills in CityU graduates through an innovative information literacy and academic technology program that is integrated within the context of specific disciplines.

### **Description**

Information science leaders and professionals working in libraries and learning resource centers are keenly aware of the rapid pace of change in the publishing and content aggregation industries, as well as the impact it has on the delivery of resources and services. Users increasingly expect that all information will be accessible online at no cost, contradicting the simultaneous drive by the publishers to maintain profitability in their role as information owners and producers. The rate of change and the needs of users and publishers create complexities which include:

- Vendor-specific discovery and delivery platforms, each with unique navigation and capabilities;

- Varied pricing and access models that limit length of access or users' ability to make print copies;
- Nonstandard formats that limit users' ability to access information on their device of choice; and
- An exponentially increasing amount of open access and self-published information and data of varying quality.

Librarians are all too familiar with the gap between users' expectations for free and easy online access to the exact information they need and the real challenges of facilitating access to valuable information via proprietary platforms. The complexities of the digital publishing industry and information landscape significantly affect the ability of librarians to meet the needs and expectations of the stakeholders they serve.

Evidence that librarians are wrestling with these issues and future models for resource and service delivery is evident in recent publications such as *Library 2020*, edited by Joseph Janes of the University of Washington's iSchool; *Planning Our Future Libraries: Blueprints for 2025*, by Leeder and Frierson; and *Futures Thinking for Academic Libraries: Higher Education in 2025* prepared by Staley and Malenfant on behalf of the Association of College and Research Libraries division of the American Library Association. Academic and public libraries are responding to rapid change in a variety of ways, with each approach reflective of the unique population of stakeholders and their needs. As Molly Raphael (2013), 2011 president of the American Library Association, states:

The pace of change is accelerating so rapidly that we have to be willing to take risks not only when developing and transforming our services but also in redefining our roles. We cannot just hold on to the things we like to do or the things that we studied in library school years ago. We must adapt to so many changes around us in our global, digital world—demographic, economic, social, and so forth—and take the opportunity to lead our communities. (p. 79)

Librarians are significantly challenged to meet their mission of acquiring, managing, and facilitating access to quality information that meets their stakeholders' needs when the

entire information environment, particularly the model for digital information access, is in its current high state of flux. Not only must librarians possess the skills necessary to navigate a rapidly changing industry, they must provide leadership within their profession and for their stakeholders as they look to the future and transform their services and the role they fill within their organizations.

The pace of change experienced by librarians is not unique to their discipline. It mirrors changes found across such disciplines as communication, globally connected commerce, P–12 education, higher education, and many other professions. The futurist Thomas Frey (n.d.) is aware of the pace of change employers and employees are facing, with the demand for new skills changing quickly. As Frey states: “As a rule of thumb, 60 percent of the jobs 10 years from now haven’t been invented yet” (section 8 para. 4). Preparing for the jobs of the future requires a new set of skills that goes beyond mere content knowledge. Harvard education specialist Tony Wagner further suggests that “because knowledge is available on every Internet-connected device, what you know matters far less than what you can do with what you know. The capacity to innovate—the ability to solve problems creatively or bring new possibilities to life—and skills like critical thinking, communication and collaboration are far more important than academic knowledge” (Friedman, 2013). Employers can teach workers the content they need for their job, but it is much harder to quickly teach an employee big-picture, future-oriented skills.

The skills needed to effectively adapt to changes within information science and other professions are commonly referred to as twenty-first-century skills.

Twenty-first-century skills, crucial to learning success, are characterized by the “four Cs”: creativity, collaboration, communication, and critical thinking. These skills are needed to succeed today and will remain in high demand in 2020. They are not based on knowledge of specific content; they are the abilities needed to analyze and solve problems regardless of the content area. Content knowledge remains important, but critical thinking skills are essential for success in a world where content is constantly changing and evolving (Hildreth, 2013, p. 100).

Within higher education, twenty-first century skills have been articulated and defined as “essential learning outcomes” by the Association of American Colleges & Universities (AAC&U) through the VALUE Rubrics. The VALUE Rubrics organize these skills into three groups: intellectual and practical skills, personal and social responsibility, and integrative and applied learning (AAC&U, 2014). Librarians must demonstrate twenty-first-century skills and master essential learning outcomes to maintain currency in their field and stay abreast of changes in the information and technology sectors that influence the resources and services they provide to their stakeholders.

In addition to applying twenty-first-century skills to navigate changes in the digital information landscape, librarians must be effective leaders as they assume new roles within their organizations and transform the nature of the resources and services they provide through libraries and learning resource centers to meet their users’ needs and expectations. Librarians in academic settings must apply creativity, collaboration, communication, and critical thinking to transform from a traditional role as the keeper of materials to a contemporary role in which they facilitate access to digital information and support the development of these same twenty-first-century skills within their users. They must also adopt a culturally relevant leadership model that enables the evolution of their role within their institution. City University of Seattle’s library and learning resource center staff apply twenty-first-century skills and transformational leadership to continually evolve to meet the needs of academic programs, while simultaneously supporting and instructing faculty and students in these critical skills that will enable graduates to become leaders within their future professions.

## **Application**

### **Building Twenty-First-Century Skills at City University of Seattle**

City University of Seattle (CityU) is a private, non-profit university with faculty and students distributed at thirty-three locations in eleven countries. Over the past seven years, the CityU Library and Learning Resource Center has transformed from a traditional print-based, in-person model of resource and service delivery to a non-

traditional model facilitating access to a collection that is 97 percent digital and delivering instruction and support services through the application of constantly evolving technologies. Given the high percentage of digital resources in the CityU Library, faculty, students, and staff are particularly affected by industry changes in the models for proprietary digital information delivery. As CityU develops more courses with electronic textbooks, for example, it is increasingly important for the library to select materials on robust platforms that allow unlimited simultaneous users. Librarians must also watch for publishers pulling content, such as journal articles, from aggregated databases. Librarians work to ensure uninterrupted access to these resources by finding them elsewhere or finding suitable alternatives that meet the needs of students and faculty. It is also important to keep up with the multiplying access models being offered by content vendors. E-books can now be purchased individually, in subject sets, through short-term-loan and patron-driven acquisitions where purchases are triggered by users themselves, or even “all-you-can-eat” subscription models (Martin, 2014). To maximize return on investment and access to high-quality information in a predominantly digital collection, all options must be considered.

At CityU, librarians and academic technology (AT) staff are responsible for the development and delivery of a course-embedded instruction program that supports the university’s learning goal of information literacy and critical thinking. These twenty-first-century learning skills set the standard that:

City University of Seattle graduates are able to think critically and to reflect upon their own work and the larger context in which it takes place. They are able to find, access, evaluate, and use information in order to solve problems. They consider the complex implications of actions they take and decisions they make. (City University of Seattle, 2014)

In recent years, the CityU Library has broadened its role to provide support for academic technologies such as Tegrity Lecture Capture and Blackboard Collaborate web conferencing, which allow for increased faculty-student collaboration online. CityU librarians are creative in seeking affordable, relevant solutions for resource and service

delivery that meet the needs of students and faculty distributed worldwide, mirroring the types of technology that graduates will encounter in their professions. CityU librarians effectively communicate their vision for equal access to resources and services wherever and whenever students and faculty are learning and teaching. CityU librarians collaborate with faculty to develop the university's innovative online and discipline-specific information literacy instruction and academic technology support program. They think critically about the resources and services they offer and take informed risks in the evolution of their role within the university.

### **Transformational Leadership: A Model for Achieving the Academic Library Vision**

Applying and teaching twenty-first-century skills are important, but these skills alone are not sufficient for successfully achieving the library's vision. In order to help develop students who meet employers' needs for graduates with essential skills, library staff must serve as leaders who model these skills within the university, internalize the department's and university's vision, and engage in supportive methods for teaching students and collaborating with faculty. As leaders, CityU Library staff exhibit traits expressed by the transformational model of leadership: "Transformational leadership fits the needs of today's work groups, who want to be inspired and empowered to succeed in times of uncertainty" (Northouse, 2010, p. 171).

Given the state of flux in the library and information industry, CityU Library has adapted its practices based on changes in its external environment as well as within the higher education landscape and at the university itself. For example, librarians have led the charge to change the library's instruction model based on literature from the library science field indicating a need for instructional methods beyond the traditional one-shot, in-person delivery model, which typically comes at the beginning of a course and is not tied to any assignments. The literature confirms the personal experiences of CityU librarians, instructors, and students alike that this traditional model is not always the most effective. A recent study by Van Epps and Nelson (2013) indicated a correlation between just-in-time library instruction and an increase in students' use of high-quality

resources. The researchers found that students in one-shot instruction sessions did not locate and use as many quality resources in their assignments. At CityU, librarians partner with faculty to move the library's legacy one-shot instruction program toward one that is discipline specific, integrated at students' point of need, and accessible to students worldwide online. CityU librarians, in collaboration with academic technology (AT) staff, use technology to deliver instruction, experimenting with emerging tools and resources to create engaging experiences.

From 2011 to 2014, the library has expanded its role at the university to include training and support for faculty and students on the effective use of academic technologies in the classroom and in online courses. Librarians and AT staff model use of these technologies and test them prior to recommending them for faculty and student use. The technologies that prove most effective are often adopted by faculty and students to develop engaging online interactions and are relevant for CityU graduates as they move into their professions.

### **Applying the Transformational Leadership Model**

Avolio and Bass (2001) define transformational leadership through four factors: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational leaders employ one or more of the four factors to serve as coaches and mentors who inspire and motivate followers and promote innovation (p. 2). Application of all four factors is evident in the work of CityU's librarians and AT staff and, while all factors contribute to the library's ability to evolve and effectively meet the university's goal to develop graduates who are information and technology literate, the factor of individualized consideration is most prominent.

**Idealized influence.** Through idealized influence, leaders provide a mission and vision for what they wish to accomplish and act as role models for their followers. They demonstrate high standards and are respected by those they work with.

In 2007, CityU librarians began the shift to an online instruction program, developed in collaboration with faculty, to ensure that graduates of CityU at locations worldwide

achieve information and technology literacy relevant to their disciplines and professions. The instruction program incorporates methods for supporting and training faculty and students on the skills necessary to find, evaluate, and use information and on effective use of technology for teaching and learning. Specifically, librarians partner with faculty to ensure that students achieve the City University Learning Goals, aligned with AAC&U VALUE Rubrics, on the achievement of information and technology literacy.

CityU librarians understand and share with faculty their vision that all graduates will leave their programs with the ability to find, critically evaluate, and appropriately use information and data to make evidence-based decisions. The instruction program supports development of information literacy and technology skills from introductory to mastery levels across academic programs. Students begin by learning to access the information and resources they need to complete authentic assessments within their courses, developing into graduates with the skills necessary to continue using relevant, high-quality information through professional organizations and public libraries. Throughout student and faculty interactions with librarians, librarians model finding, evaluating, and using relevant information via instruction that is delivered using technology such as Blackboard Collaborate for webinars, Blackboard discussion boards, and media developed with tools such as Tegrity.

Respect for the program developed at CityU is evident in its growth over time, the ongoing commitment of faculty to collaborating with CityU librarians, and commendations received for the program from the university's accrediting agency, the Northwest Commission on Colleges and Universities.

**Inspirational motivation.** Through inspirational motivation leaders consistently communicate a vision, emphasize shared responsibility for and commitment to achieving the vision, and motivate those around them to contribute toward achievement of the vision (Avolio & Bass, 2001, p. 2).

CityU Library's instruction program supports student achievement of university and program learning outcomes on information literacy through an integrated, discipline-

specific approach to developing essential skills and abilities graduates need to find, evaluate, access, and use information. The program aims to prepare information-competent students who can define the type of information needed for specific situations and effectively apply strategies to use information and technology for the purpose of academic achievement and lifelong learning. The library instruction program's success depends upon consistent communication of the vision for the program and collaboration between faculty and librarians to embed information literacy competencies and instruction in all programs at the introductory, practice, and mastery levels.

Through shared responsibilities with faculty for developing the information literacy and technology skills in graduates, instruction librarians collaborate with and support faculty and curriculum development in the following ways:

- developing institutional-, program-, and course-level rubrics with language specific to information literacy skills, such as finding, evaluating, and using information effectively;
- engaging faculty in discussions about information resources, technology, and instructional support available through the library;
- partnering with faculty in specific courses to teach twenty-first century skills;
- promoting and modeling the use of academic technology in face-to-face and online courses; and
- participating on school curriculum councils and university-level committees.

Successes achieved in programs are celebrated and shared between faculty and librarians to promote the continuing expansion and improvement of CityU's integrated information literacy and technology instruction and support programs.

**Intellectual stimulation.** Through intellectual stimulation leaders encourage followers to be creative and innovative in their approach to developing new ways to address organizational issues (Northouse, 2010, p. 179). Followers are encouraged to

question assumptions and to approach persistent issues in new ways (Avolio & Bass, 2001, p. 2).

Librarians at CityU are encouraged to be creative and innovative in their approach to supporting the development of information and technology literacy in faculty and students. They are encouraged to read outside traditional library literature and across disciplines to stay current on best practices for learning and teaching, and to keep up with relevant trends within the disciplines they support. With faculty, they adapt instructional practices and create professional development opportunities that emphasize emerging best practices for teaching in-person or online in higher education.

The Association of College and Research Libraries (ACRL), for example, provides intense weeklong sessions on reflective teaching, teaching with technology, programmatic assessment, and leading from within to effect change (Association of College and Research Libraries, 2014). CityU instruction librarians and AT staff embrace such professional development opportunities and apply new pedagogical strategies to meet shifting higher education and technology trends. They also pursue opportunities to expand their view of trends through participation in online programs and publications from academic library organizations, as well as the e-Learning Guild, Educause, Blackboard's Exemplary Course Program, the Global Education Conference, and other higher education and technology-related organizations. CityU librarians follow developments in the professional organizations for the programs they support such as the Project Management Institute, Association for Supervision and Curriculum Development, and the Center for Creative Leadership.

Opportunities to share what they have learned and to mentor faculty on the adoption of proven strategies arise through librarian participation on academic committees, program and course design teams, and through the university's faculty learning community.

**Individualized consideration.** Through individualized consideration, leaders act as coaches or mentors, developing colleagues to successively higher levels of potential.

Leaders listen effectively to the needs of followers and colleagues, recognizing different needs (Avolio & Bass, 2001, p. 3).

There are many ways in which the CityU Library's instruction and academic technology teams serve as coaches and mentors who model and share best practices for faculty and students navigating modern information systems. One way librarians share learning with others is in an online learning community for staff and faculty where they post and discuss new ideas and methods of teaching and learning. Another way is by featuring exemplary practices by CityU instructors in faculty vignettes. A standout instructor is interviewed about his or her particular practice of using technology to improve course delivery, and this is condensed and published as a one-page vignette to spread the innovative instruction technique to other instructors.

Just as CityU Library's instruction program exemplifies collaboration and teaches critical thinking, the academic technology team promotes communication along with creativity—addressing all four twenty-first-century skills as embodied by the Four Cs. Many CityU students do not ever visit the main campus in person, and when they graduate, they may very well work in fields in which key constituents are not physically present. AT staff administer and teach tools and techniques, to facilitate communication with remote users, which are similar to those that CityU graduates may use in their professions. For example, CityU uses Blackboard Collaborate for web conferencing, and AT staff train faculty and staff in its use, but the skills they learn—from hardware setup to online etiquette—apply to all web conferencing platforms. Web conferencing allows groups of students to work collaboratively on projects, share their desktops with one another for demonstrations, or even meet with their instructor for virtual office hours. In the business world, web conferencing is a vital method of connecting with both colleagues and clients; CityU graduates will be primed to participate and communicate online as a result of their academic experiences.

An added effect of online communication tools supported by the CityU Library is to increase the connection between faculty and student in the online environment. This improves students' sense of the instructor as a person, and builds a sense of community

in the online course. Effective participation in online communities benefits students who may find themselves working in distributed organizations after graduating, whether they are businesspeople working with remote colleagues or teachers developing rapport online with parents unable to visit in person. Another tool employed for this purpose is Tegrity Lecture Capture software, which allows students to view video content posted by their instructor and ask follow-up questions about difficult concepts in the presentation. Students can chat in real time with each other and/or their instructor if they want to view lectures together online (or even watch lectures in real time if the instructor so chooses). Finally, instructors can enable students to create their own recordings to submit for a graded presentation or simply to share a project with their classmates.

In addition to promoting tools that support critical thinking and collaboration, academic technology staff in the library and LRC empowers faculty and students to create their own rich media content—addressing the twenty-first skill of creativity. Users are assisted with video creation and editing in dedicated Recording Rooms on both PC and Apple computers. As part of the content creation process, users also learn the best ways to stream media content as well as store content with an understanding of the associated privacy concerns. The AT staff recommends tools and techniques as well as guides users through the steps to create and manage content, from self-recordings for job applications to video mash-ups for class assignments to webinars for reaching a wider audience with an educational presentation. For remote users, AT staff create screencast tutorials to introduce new tools and technologies. They help users create their own screencasts using free online tools. In a world increasingly focused on visual communication through the effective use of media, the ability to condense and creatively present instructions for a complex task is an important twenty-first-century skill that will serve graduates well in their chosen fields.

### **Case Study: Applying Transformational Leadership to an Academic Program**

The following case study provides an example of how CityU librarians have applied transformational leadership to move its Bachelor of Arts in Education (BAEd) program from the model of traditional one-shot, in-person information literacy instruction sessions to an innovative information literacy and academic technology program, developed in collaboration with faculty and integrated within the context of specific disciplines. The BAEd program supports development of twenty-first-century skills (creativity, collaboration, communication, and critical thinking) in CityU graduates through EDU 350, Introduction to Field Experience.

**About EDU 350.** EDU 350 is typically the first course in the Bachelor of Arts in Education (BAEd) program where students encounter professional, education-related resources and engage with peers in collaborative work. Throughout the BAEd program, students need to access the type of professional education resources introduced in EDU 350 to enhance learning and for use in assignments. In this course, the librarian works with instructors and students to establish student confidence and success in performing research and collaboration online.

Librarian support of EDU 350 includes a range of activities such as creating learning units, posting announcements, presenting research strategies via Blackboard Collaborate web conferencing, hosting weekly discussion boards, and providing individual reference and instruction to students. Learning units specific to writing in a professional style and finding professional resources are developed in collaboration with faculty and embedded in Blackboard, CityU's online learning management system. Announcements, posted throughout the quarter, initiate a relationship between the librarian and students and extend instruction that supports the development of information literacy skills. Announcements may include the librarian's welcome and introduction, research and professional writing tips, and instructional session recaps. Blackboard Collaborate sessions focus on database search skills, modeling research and information literacy skills for students such as how to articulate an issue and develop effective keywords to find relevant information. Discussion boards focus on finding professional associations and education-related websites, extending the scope of

resources consulted and connecting students early in the program to the organizations that drive research agendas and discuss industry standards and best practices within the discipline. Individual reference and instruction on various topics is initiated by student contact.

**Idealized influence: Articulate vision of skill acquisition.** Librarians exhibit idealized influence through work with faculty in academic programs by articulating why students at all levels should know how to find, use, and evaluate information critically; by modeling best practices in the use of technology and research strategies; and by supporting students and instructors equally in face-to-face and online classes. Librarians target key courses for instruction based on curriculum matrices that show course and program alignment with university learning goals, including the goal for information literacy. The matrices also highlight specific assignments across each program that meet introductory, practice, and mastery levels for each learning goal.

At the course level in EDU 350, idealized influence is demonstrated through librarian-led course activities which model the use of technology in a class setting, guide students to relevant resources, and coach students in all course sections in effective library research methods. Activities include learning units, regular announcements, research strategy exercises, synchronous Blackboard Collaborate web conferencing, librarian-led discussion boards, and individual instruction for students.

For example, the librarian for EDU 350 hosts a synchronous Blackboard Collaborate session with face-to-face class sections that convene at locations across western Washington. The librarian leads the session from her computer with the help of the students' instructor, who helps engage the class in a variety of activities. This instructional session covers multiple information literacy topics, such as keyword searching and locating resources through professional teaching organizations. For online class sections, the librarian provides equivalent instruction via announcements, short tutorial videos, and learning activities that cover the same topics.

**Inspirational motivation: Facilitate shared responsibility for teaching.** At the program and course level, librarians exhibit inspirational motivation by emphasizing a commitment to CityU's vision of achieving information- and technology-literate students. This is accomplished through shared responsibility with faculty for developing instructional support. Throughout EDU 350, the librarian maintains contact with instructors for all sections, asking them how they and the students are doing and adjusting instructional content based on faculty feedback. Specifically, the librarian asks whether students understand library research and whether they need further help learning how to provide proper attribution in their assignments. If many students are struggling, the librarian responds immediately with announcements, tips, and strategies for writing and citing.

**Intellectual stimulation: Stay informed about trends and model technology use.** Through intellectual stimulation, librarians monitor trends in higher education and instructional technology, and they test and apply a variety of strategies and academic technology to enhance instructional content. As part of course preparation for ECU 350, the librarian encourages instructors to set up and participate in synchronous online sessions. The librarian collaborates with academic technology staff to ensure instructors have prior training and feel comfortable using it in their courses. During synchronous sessions, students and faculty can see the librarian, ask and respond to questions, and view real-time library search strategies.

**Individualized consideration: Coach students toward future professions.** In EDU 350, the librarian exhibits individualized consideration by coaching students as a group and one-on-one, addressing each student's unique needs and assessing their library research comfort level. Additionally, the librarian hosts a weeklong online discussion on finding and exploring professional associations within the context of the teacher candidates' future subject specialty. While some students are interested in literacy, others want to focus on special education, and others may want to become math teachers. Through online discussions, the librarian has a conversation with each student about his or her particular research interest.

With every online or in-person encounter with students, the librarian's message is always that her job is to support and guide the students. In this way, the librarian works as a coach and mentor to the students. The series of encounters provides scaffolding opportunities through which students are coached to successively higher skill levels of finding, evaluating, and using information to solve an issue. The librarian is able to give individualized feedback in both discussion boards and in student-initiated reference contacts.

### **Analysis**

All CityU Library staff are passionate about helping people find and use information and helping students get the most from their education, whether they take classes in-person or online. To this end, the Four Cs of creativity, collaboration, communication, and critical thinking are important skills for the library staff both to model and to promote. Librarians aid students' development of these twenty-first-century skills through application of transformational leadership, which offers a model for positive, visionary change within an organization.

This model fits with the work librarians do to carry out the library's instruction program, but it may not be the best model for students moving into the workforce or into new careers. While graduates will be able to carry twenty-first-century skills into their future workplace, they may adopt different leadership models or develop specific leadership skills relevant to effecting change in their organizations.

The library's course-integrated instruction program has been generally successful, taking longer to develop and implement than anticipated since its inception in 2005. A variety of factors contributed to this: faculty buy-in to a shift in academic library pedagogy from the one-shot orientation, which attempts to fit the whole of library research into one session and does not correlate to any assignments, to instruction focused on specific information skills; librarians' buy-in to a new instructional model; and librarians' understanding and internalizing of the library's vision for student learning. Librarians needed to feel confident in articulating this vision in order to build trust with faculty,

test tools and methods for online instruction delivery, and partner with faculty willing to integrate the revised instruction model.

CityU librarians understand anecdotally from colleagues at other institutions what works and what does not in terms of information and digital literacy instruction, but librarians often struggle to balance an orientation toward service with wanting to provide meaningful, lasting instruction that elevates students' skills beyond just knowing that there is a library available. The pervasive understanding that libraries are accommodating and simply fill requests—for resources or orientations or anything related to finding information—can be a hurdle to overcome when faculty and staff outside the library do not understand the depth of assistance librarians can provide. Librarians may adopt this way of thinking and may consider that not fulfilling the wishes of students and faculty could be seen as a weakness or lack of service (Meulemans & Carr, 2013).

In order to overcome this hurdle and build trust with faculty, CityU librarians focused on collaboration and engaged in “small conversations” with faculty about common themes related to finding, evaluating, and using the types of information sources faculty deemed important for student success (Jacobs & Jacobs, 2009, p. 79). From these conversations, the integrated instruction program began with primarily non-required activities related to information and digital literacy. Gradually, from 2011 to 2014, librarians' confidence in the vision grew, and librarians began to consider themselves teachers and partners with a stake in meeting essential learning outcomes. This shift in thinking has led to librarians feeling ownership over the university's information literacy learning goal and building twenty-first-century skills into the curriculum and into specific courses. From small-scale work in a few online or in-person courses, librarians moved to developing instructional modules and required course activities. Since the librarians began tracking required course activities, the number of required activities created by and/or delivered by librarians has increased from fifty-seven in the 2012–13 academic year to sixty-seven from summer through winter quarters of 2013–14. Addition of the

academic technology team hastened the adoption of tools for delivering instruction in a variety of ways and helped to increase collaboration between faculty and the library.

Looking at the library's instruction efforts through the lens of transformational leadership, empowering instruction librarians and the academic technology team at CityU to view themselves as teachers and leaders who are responsible for carrying out the CityU information literacy learning goal has elevated the teams' work within the department and across the university.

The instruction team's next phase of leadership will include a coordinated and robust assessment of student attainment of information literacy as part of the university's comprehensive assessment plan. Librarians will use this assessment to make revisions to the instruction program, which will further enhance faculty-librarian relationships and increase students' attainment of essential learning outcomes.

### **Value**

The rapidly changing digital information environment within which librarians work mirrors the pace of change experienced across higher education and other professions. The rate of change is not slowing, but increasing, and academic libraries are well positioned to develop information and technology literacy among graduates. Librarians can accomplish this by adopting a leadership model such as transformational leadership, which emphasizes inspirational motivation to facilitate team achievements, development of innovative approaches to solve issues, and responsiveness to individual needs through coaching and mentoring.

Transformational leadership is a flexible model for positive, visionary change within an organization that has value for many professions beyond the library and higher education. Transformational leaders initiating or responding to changes in the workplace may adopt any one or more of the four factors identified by Avolio & Bass (2001), which include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Initial efforts may focus on a single factor

and build on its success over time. This encompassing approach can be adopted by staff at any level of an organization to effect change; it “can be used to describe a wide range of leadership, from very specific attempts to influence followers on a one-to-one level, to very broad attempts to influence whole organizations” (Northouse, 2010, pp. 171–172).

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