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## Rapid Organizational Change Through Servant Leadership

Corey S. Halaychik

*University of Tennessee - Knoxville*, [chalaych@utk.edu](mailto:chalaych@utk.edu)

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## Rapid Organizational Change Through Servant Leadership

Corey S. Halaychik

### Abstract

A change in administration at Three Rivers College in Poplar Bluff, Missouri, created an opportunity for the library to achieve a much-needed shift in culture. The college's library used the six servant leadership themes for team effectiveness identified by Irving and Longbotham (engaging in honest self-evaluation; communicating with clarity; fostering collaboration; supporting and resourcing; providing accountability; and valuing and appreciating) as a road map for organizational change. By focusing on making changes associated with each of these themes in step-like increments, library staff members were able to revitalize and reform services and space to increase usage, expand the library's physical and virtual footprint, better meet the needs of the campus community and solidify the library as "the place" to receive help on campus.

### Introduction

Located in Poplar Bluff, Missouri, Three Rivers College, serves a mostly commuter population of students from rural communities. The college's Myrtle Rutland Library opened in 1979 and stocked with resources critical to learning, was originally designed to be a focal point on the campus. Over the years, the library had fallen behind due to budget cuts, staffing challenges, failure to keep up with technological advances and changes in student behavior. These factors created a culture of mediocrity that affected both how library staff members approached their work and the library's ability to meet the needs of users. Staff members had become resistant to change over the passing decades and were content with outdated policies and procedures involving everything from collection development to the implementation of new technologies.

In 2008 and 2009, the Three Rivers College Board of Trustees hired a new president and several new administrators who were tasked with revamping the college to meet the educational needs of rural Southeast Missouri by transforming the campus both physically and culturally.<sup>1</sup> In the process of exploring opportunities for transformation, the administration recognized the library's potential for serving as the nucleus of campus activity. They also recognized that in order to make a transformation, not only was a renovation of library facilities needed, but more importantly, a shift in the culture of the library would need to take place before it could fulfill this new role. Campus administration made it known that a rapid shift was expected and that achieving this transformation was library management's top priority.

In drafting a plan to help manage the much-needed shift, it was decided that library management would need to evaluate current operations, policies and staff allocations, and make changes to adapt its existing philosophy to focus more on providing support and

opportunities for collaboration. The latter part of the plan lead library managers to adopt Robert K. Greenleaf's servant leadership approach as a means to provide a starting point for transforming existing philosophies.<sup>2</sup> Additionally, Irving and Longbotham's six themes for servant leadership (engaging in honest self-evaluation; communicating with clarity; fostering collaboration; supporting and resourcing; providing accountability; and valuing and appreciating) provided an easy-to-follow blueprint for the change process.<sup>3</sup> While managing organizational change is often a difficult and protracted process, basing the plan on Irving and Longbotham's six themes allowed major changes to occur rapidly between July 2010 and December 2012.

At the onset of the change process the library staff — which consisted of two librarians, two library assistants and a library administrative assistant— were serving a total student population of 3,473.<sup>4</sup> Library service points were split between two floors with a circulation desk located downstairs and reference desk upstairs. All of the library's public computers and most of the collection were located downstairs. The library's split-floor plan and staffing numbers created an environment in which librarians, who typically manned only the reference desk, missed opportunities to interact with the majority of library users who visited only the first floor. Furthermore, librarians' efforts to provide oversight and guidance to staff members were also hampered by the two-floor model. The library's budget had been in flux for several years with fiscal years 2007, 2008, 2009 and 2010 seeing library acquisitions and operating funds consist of \$67,315.60, \$59,887.02, \$43,267.01, and \$56,407 respectively.<sup>5</sup> The challenges of the library's staffing levels, physical layout and uncertainty of budget levels provided a challenging operating environment. The first step in the change process would allow library management to formally identify focus areas and begin formulating a plan to address these issues.

### Engaging in Honest Self Evaluation

Library leadership had anecdotal evidence — mainly gathered from comments made during faculty senate meetings or conversations with individual faculty members or students — that indicated the library was not meeting the needs of the campus community. These comments and Irving and Longbotham's six themes for servant leadership prompted the library to dig deeper by reviewing existing data and performing more formal assessments. Several years of declining door counts and circulation statistics indicated the library was not a destination for students and perhaps its physical resources were not particularly useful. Additionally, electronic resource statistics showed low usage. These factors prompted library management to initiate the collection of measurable data through a series of self-evaluation tools that would provide clear indicators of what changes were needed. The library's first-ever user survey was administered, which provided data concerning students' attitudes about library resources and facilities. Each library team member also completed a skills evaluation. This evaluation consisted of a basic skills test to see how familiar library staff members were with existing policies and the library's various technology and computer software resources. Library management also hosted discussions to garner feedback from faculty concerning what changes they would like to see and to discuss resource needs.

User survey results pointed out several areas for improvement. Students lamented the lack of group study space, with 71 percent of respondents expressing a desire for more group collaboration space. The limited number of computers and lack of available technology were also an issue with 24 percent of survey respondents suggesting this should be a spending priority. Comments in the survey also provided a blunt assessment of the library's physical space. Comments including "Need more comfortable chairs!" "seats very uncomfortable – hard to concentrate," and "there are limited computers and tables available" indicated the library was falling short in providing a welcoming environment. Lastly, results showed the existing physical collection was underused, with 35 percent of respondents indicating they had never used general collection books while 64 percent had never used the reference collection.

The results of the employee skills inventories suggested that, in most cases, employees — including library management — felt they knew more than what the assessments indicated. This was especially true when it came to library policies regarding inter-library loan, computer usage and using the ILS to perform circulation functions. Some staff members struggled with performing functions in MS Office applications; this was important to know because the library was increasingly tasked with supporting students needing help completing assignments in introductory and advanced computer classes. The inventories also identified employees' strengths in given areas, which allowed management to reconsider duty assignments based on expertise.

Faculty discussions mainly centered on available resources, and it became apparent that they believed the library did not adequately support the type of teaching and learning taking place in the classrooms. Faculty members stressed a desire for the library to offer more electronic resources and invest funds in offering additional technology, such as video cameras and digital voice recorders. Concerns about the skills of the library staff in conducting information literacy training and assisting students with research, formatting papers or properly citing resources were also voiced. Furthermore, faculty echoed the views of students concerning the library's physical space.

While the information gleaned from the user survey, skills inventories and conversations with faculty was not overly positive, it did provide the library management with firm indicators of what needed to be addressed in order to undergo an organizational shift. Armed with this information, a multi-point plan was drafted that would allow the library to address deficiencies and transform itself into a welcoming environment that effectively met the diverse needs of its users. The plan would be carried out within the frame of the remaining servant leadership themes. Library management presented the plan to college administrators and requested additional seed money to implement immediate changes including purchasing additional electronic resources, technology assets and furniture. As a result, additional one-time funding was provided, which set the library's fiscal year 2011 acquisitions and operations budget at \$85,275.<sup>6</sup> The one-time funding was supplied with the caveat that the library's budget would be right sized over the coming years and that base funding would be reallocated as needed to supply the right mix of resources. The desire to transform the library's physical space was discussed and college

administrators allocated “funds received several years ago from the Missouri Higher Education Loan Authority for building projects” to pay for a renovation.<sup>7</sup>

### Communicating with Clarity

With the self-evaluation process complete, library management was ready to begin the process of sharing its vision for the library’s future role on campus. Irving and Longbotham state that “leaders must have the capacity to lead out a clear vision” and that “leaders who lead out of vision will be better suited for communicating organizational plans and goals with clarity.”<sup>8</sup> Library management, in an effort to facilitate clear communication to the library’s stakeholders (students, faculty, staff and supporters), took several steps. A purpose statement was drafted that explained what the end result of the upcoming changes would be and clearly defined what the library should continue to aspire to be in the future:

The Academic Resource Commons (ARC) provides one-stop access to library, technology and learning support services for all members of the Three Rivers College community in a dynamic and inviting environment that encourages, facilitates and supports all areas of academic growth and development.

Library management created a list of objectives designed to move the library closer to the vision. Each objective was supported by a number of smaller goals that provided a clear pathway to success. Results of skill inventories were discussed with individual staff members, and resulted in employees being assigned areas of focus to help them become more adept at areas needing work. Examples include becoming more familiar with how to run circulation reports or utilize available databases. Staff members also assisted in designing performance plans that allowed them to address any deficiencies. Employees and managers set clearly defined personal objectives and supporting goals that tied directly into helping the library achieve its overall targets. Regular meetings were scheduled to provide status updates on progress toward reaching individual and group objectives. The assessments and meetings also lead to changes in staff duties. While all staff members were expected to perform certain functions – circulation, answer basic reference questions, know available resources, provide computer help, and be familiar with policies – changes were made that allowed employees to play to their individual strengths and perform tasks related their areas of interest. In one example, it was discovered that an individual did not enjoy giving information literacy sessions but was interested in technical services. Conversely, an employee who had been performing clerical and technical services duties expressed a desire to create tutorials and assist with information literacy sessions. Both were cross trained and a swap occurred. As a result, each employee indicated during annual review meetings that they were happier and more fulfilled by their jobs since the switch. A similar division of duties occurred among the librarians. A librarian expressed his desire to focus more on collection development, an area he was very adept in, and less on public service and instruction. Again, adjustments were made to allow this individual to specialize more. Because of this, the second librarian increased his teaching load and focused more on access services.

Areas were also identified in which there was a shortage of experience or redundancy. This afforded the library an opportunity to discuss personnel reassignment with campus administration. Specifically, user survey results, discussions with faculty and employee skills inventories indicated a need for a technology expert to join the library's staff. Library management also wanted to expand the number of programs offered in the library and concluded the present division of labor, existing skill sets and lack of interest among current staff would make it difficult to fill this need. Discussions with campus administrators resulted in a compromise authorizing a new technology specialist position. Library management and campus administration also looked at existing college personnel and made an appropriate trade. The library decided to trade its existing administrative assistant position for a new library assistant position with a focus on programming. Librarians would divide the duties previously performed by the administrative assistant. A college employee with previous library experience and an interest in programming was identified and a trade was made. College administrators were agreeable to the trade because the overall college budget was not affected as each individual kept their current salary.

Library management lobbied and received approval for a library representative to be included on the college's Continuous Improvement Leadership Team (CILT) which is a committee tasked with identifying areas for improvement on the global campus scale. This was seen by librarians as an opportunity to educate campus leaders on how the library could assist in achieving their own departmental transformations. Library representatives also set up booths around campus and began attending board of trustee, faculty senate and department meetings to educate stakeholders on the changes being made in the library and how those changes were going to positively impact them.

The increase in and clarity of communication taking place had several benefits. The entire library team was on the same page concerning what the library was expected to provide to the campus community. Staff members had a clear idea of the library's objectives and goals and how important their individual efforts were to achieving them. Stakeholders were informed that changes were being made in the library to directly benefit them; and thus a mixture of curiosity, excitement and buy-in was generated among interested parties.

### Fostering Collaboration

Library management recognized that in order for the attempted organizational change to be successful library stakeholders needed to be informed of what was taking place and, whenever appropriate, involved in the process. This was especially true given that the transformation was stressful for some longtime employees who had become champions of the previous policies and environment.

In the beginning, team members were apprehensive about change with some being extremely vocal in their opposition to any deviation from the status quo. Library management countered these objections by "fostering an environment of collaboration over competition."<sup>9</sup> While it was



made clear changes were coming, it was made equally clear the changes were open for discussion and that team members would be involved in any implementation process.

All team members were assigned an area of focus that matched their annual goals with concerns indicated in user survey results. Library staff members prepared lists of suggested changes and regular meetings took place during which suggestions were discussed among the entire team. Over time these collaborative sessions helped shape changes in policies, operating hours, equipment purchases and space usage. As the staff saw the benefits and received positive reinforcement, a greater sense of community was achieved.

It was also important for external stakeholders to feel like part of the greater library community. Because many of the identified areas for changes came from input from students and faculty, library managers developed ways to collaborate with each group. A Student Library Advisory Committee was formed, which provided the library staff an open line of communication with members of the student body. The library also set up “idea exchange” booths in campus housing, the student union, and during campus events. These opportunities for feedback allowed students to provide ongoing, real-time input concerning changes in the library. Student feedback influenced decisions to increase funding for graphic novels, popular fiction and popular DVDs, and to relax rigid food and drink policies. Students also provided input concerning furniture being purchased for the renovation.

In addition to the previously mentioned collaborative efforts, library management established relationships with the campus tutoring center, student support services, financial aid office, information technology department, housing office, athletic department, and satellite campuses. These relationships were fostered in several ways. First, existing funds were reallocated to purchase resources suggested by the various campus departments. Previously materials funding had not been divided up between subject areas nor were any funds set aside for resources housed at satellite campuses or in the college’s tutoring and learning center. Display space for use by other departments was provided so that students could obtain basic information about financial aid, career placement assistance or student support services when those departments were closed. The library expanded its materials delivery service by increasing the weekly number of visits to satellite campuses and began same-day delivery service to both offices and campus housing. The college’s athletic department’s long-time request for group study hall space was fulfilled by the library reserving a section of computers and tables for use only by student athletes during specific, pre-scheduled hours. Perhaps most telling was the library’s building of a successful collaborative relationship with the college’s IT department.

Previously, the library and IT had an “on call” relationship. IT was rarely consulted on technology purchases and IT staff only visited the library when there was a problem to be fixed, such as a printer not working or Internet connections failing. Librarians and IT department staff were often in disagreement about security precautions which impacted how students could use library computers. For example, programs, including testing software required for some courses, could only be downloaded by the IT department on an as-needed basis. If an IT staff member

was not available or if the staff member was unsure about security risks, the software would not be downloaded. This prevented students from accessing the required program, resulting in students and library staff members becoming frustrated and straining the library's relationship with the IT department. To create a more collaborative partnership, library management changed internal behavior. The library began seeking "expert" advice on technology purchases which provided an opening for the library to acknowledge the IT department as a partner instead of just a repair service. Library management also met with representatives from the IT department to discuss computer usage and access issues. Both parties discussed their concerns and worked together to find solutions meeting both groups' needs. The result was that computer access restrictions were eased in exchange for a requirement that users log in to computers with unique credentials. This satisfied the IT department's concern for not being able to identify individuals using public access computers for nefarious behavior while addressing librarians' desire for more open access. These partnerships expanded collaborative efforts and helped entrench the library into the overall campus community.

The library's success in collaborating with adjunct faculty was also notable. While exploring opportunities for collaboration through discussions with faculty and college administrators, library staff discovered adjuncts outnumbered full-time faculty by 34 percent and taught the majority of lower-level classes.<sup>10</sup> Moreover, it was observed by attending faculty senate meetings that adjuncts frequently felt ignored, underappreciated and disengaged from campus life. This presented the library with amazing opportunities to both ally with adjuncts to help them feel like a bigger part of the campus community and to better reach the adjuncts' large numbers of students. Library management lobbied to be placed on the agenda for adjunct orientations at the main campus and each of the regional satellite centers. The library gave interactive presentations that highlighted benefits students gained by using the library and all but begged adjuncts to schedule instructional sessions with their classes. Adjuncts overwhelmingly accepted the offer to have librarians visit their classes to discuss resources, research tactics, and improve literacy skills; this helped spread the word of the library's value. Furthermore, conversations with adjunct faculty indicated a desire for a central location where they could have office space and access to computers with convenient printing and copying. Library management immediately changed policies to allow adjuncts access to library computers, printers, and copiers in both public and staff areas. Designated adjunct office space was also added to the library's renovation plans.

### Supporting and Resourcing

In order for successful transformation to occur, library management needed to provide "supportive pathways toward fostering goal attainment."<sup>11</sup> This included facilitating opportunities for employees to attend trainings, conferences and webinars. Additionally, a library technology specialist was hired. This position fulfilled the identified need to have a "technology expert" on board to assist students and also provided in-house training opportunities for employees.

Attention was paid to making sure library staff members had the resources they needed to effectively perform their jobs. Office space was reorganized to provide both individual and



collaborative work environments. Employee workstations received technology upgrades. Staff members also received “pre-release” access to new technology before it entered into general circulation to familiarize themselves with the new resources. Previously staff worked on projects as they could while working at the circulation desk; making it difficult to stay focused and often resulting in delays as individuals needed to pause to assist a student. To counter this, work schedules were adjusted to allow equitable off-desk time for all staff to pursue training and to work on projects. Funding was reallocated to expand opportunities for staff to attend conferences and webinars. New tools, including a collection development aid, video cameras, and editing software, were also purchased. The collection analysis tool provided library staff with a much-needed way of measuring the physical materials it possessed against recommended resources and assisted in the creation of a collection development plan that would ensure a core collection existed that adequately supported teaching, research, and learning. Video cameras provided library staff with means to create tutorials and informational videos about the library. Prior to purchasing the software, all tutorials were very basic PowerPoint presentations. The video cameras allowed informational sessions to be recorded while the editing software allowed staff to create more engaging presentations. These tutorials were accessible by the library’s website – allowing users to receive help any time – and included in lessons taught in the college’s Academic Life Strategies and Freshman Experience courses.

It was determined that library users needed access to resources that better supported learning and research endeavors. In response to this, the library revised its collection development plan from primarily purchasing print resources to investing significantly in digital content. At the beginning of fiscal year 2011, the library had access to fewer than 10 databases. By fiscal year 2013, the number of databases had expanded to more than 50, including several subject-specific and multi-discipline resources suggested by faculty. The library instituted chat and SMS reference services to provide an additional layer of access for students needing assistance. The existing print collection was heavily weeded with the goal of shrinking print resources down to a small core collection that worked in conjunction with the increased number of electronic resources.

Attention was also paid to revamping the library’s physical space, which both students and faculty thought was confusing and not conducive to extended study. A renovation of the library building was scheduled to begin in the summer of 2012. However, prior to the renovation beginning, changes to the library’s layout were made to increase student access to help and resources. As mentioned previously, the library’s reference collection was located on a separate floor from the general collection and computers. Librarians wanted to move the entire collection to one floor. A weeding project, using the collection analysis tool as a guide, focused on providing a smaller and more useful core collection, freed up significant space on the first floor. Additional space was created by moving the library’s circulation desk from a position among the stacks to the library’s lobby. Shelving units on the first floor were repositioned, aisles widened, lighting improved and signage was added to simplify movement and make finding materials easier. These changes allowed all physical collection materials to be housed in one area and created one contact point for circulation, reference and general assistance. Placing the

information desk in the lobby also created opportunities for library staff to engage with students by greeting everyone who came through the door, helping to create a more friendly and helpful persona for the library. The aforementioned revisions concerning collection development and relocation also led to an increase in circulation of materials by 20 percent over a two year period.<sup>12</sup>

The now-vacant second floor of the library was also repurposed. A combination of one-time funding and surplus furniture was used to add larger and more ergonomic workspaces for both staff and library users. The computers located downstairs along with surplus and computers from labs deemed “underused” by the college’s IT department were relocated to the library for student use. This expanded the number of available computers from 8 to 48. Two collaboration stations — tables with cluster seating and a large monitor—were added for group work. Outlets for laptops and mobile devices were added and vacant office space was transformed into a variety of study spaces which created an environment that students *wanted* to visit as opposed to *having* to visit. Roving service on both floors ensured students still had access to assistance no matter their location.

The library invested in additional technology, including laptops, digital video cameras, digital voice recorders, and e-readers that could be checked out by library users. Instructors teaching history, public speaking, music and theater took advantage of the new voice recorders and video cameras to assign projects requiring student use. For example, the history department used the digital voice recorders to encourage students to conduct interviews for The Library of Congress’ Veterans History Project. History faculty were so pleased with the results and level of participation that they partnered with the library to provide a 50 percent funding match for additional recorders to be purchased.

Students’ ability to use resources also became a major focus for library staff and conversations with various stakeholders provided guidance. Library staff meetings centering on student learning established that the prevailing attitude among library staff was that students wanted to do a good job, but often lacked the skills to conduct thorough research. Library staff members bemoaned how common it was to come in contact with students who felt overwhelmed and lost by the research process. Survey results, discussions with students during Student Library Advisory Committee meetings, and exchanges during information literacy sessions established that many students did not see how research skills, including developing familiarity with library resources, were of value to them. Other students complained during information literacy sessions about the research process, arguing that it was too lengthy and prevented them from being able to complete the paper by the instructor’s deadline.

When assisting students, staff focused on how using library resources could save time and make sure guidelines for assignments were met. Emphasis was placed on the discovery and evaluation aspects of research, rather than on learning how to conduct extensive and thorough research. Previously, staff members had spent time repeating how to conduct searches and left students to analyze results on their own. Now the staff discussed results with students, and focused particularly on what made something a good result. As a result of this change students

became more adept at locating resources, resulting in excitement as their new research skills enabled them to independently find good resources. Furthermore, collaboration with English faculty concerning the library research skills of students resulted in an information literacy component being added to the College Writing course curriculum and librarians being embedded to assist with research in Advanced College Writing courses.

### Providing Accountability

A key component of the change process revolved around accountability. It was important to library management to create an environment that stressed “ownership and responsibility.”<sup>13</sup> Specifically, everyone involved in the transformation needed to be acknowledged and held accountable for their individual contributions. This not only involved the obvious, like managers and staff being expected to successfully obtain objectives, but also extended to the library’s collaborative partners.

Library management provided the support and resources for staff to accomplish their goals and objectives, and in return, each team member was expected to meet obligations. Library staff members who were unable to demonstrate proficiency using Word and PowerPoint were required to complete the college’s courses covering both. Staff schedules included time to attend the classes and scheduled project time could be used to complete assignments. Non-librarian staff members were required to complete modules in the Managing Information Resources course taught on campus as a way to ensure they received the same research skills training as students. Librarians also worked shifts with staff members and coached them on information transactions. Regular meetings were held to see how each staff member was progressing, and adjustments, extra resources or support were provided as needed. Obtainment of objectives was tied directly to an employee’s performance evaluation and ratings were adjusted accordingly. Additionally, as the entire library team was collectively responsible for meeting overall objectives, performance evaluations included a component that rewarded team members for each collaborative library objective achieved.

Collaborative partners were also held accountable for delivering on their obligations as they related to the library. Library management regularly met with college administrators and pressed for support and the allocation of funds as needed. Departments providing support, such as IT or facilities, were contacted when a service request took longer than it should have. Of particular importance was requiring faculty to follow through on their commitments to provide guidance on collection development and to invite library representatives to attend faculty senate and department meetings. In many instances goals became intertwined with the library playing a role in helping other departments achieve their own objectives. For example, the college’s Division of Business, Education, Mathematics, Science and Technology set the objective of offering a certificate in Global Studies. The library assisted faculty from the department in researching existing programs at other institutions, discussing assignments which might be required for such a course of study and ultimately obtained materials through grants, donations and purchases that supported the certificate program. In other instances, the library and a department would create a joint goal. An example of this occurred when the renovation began

and the library, IT, and facilities departments were assigned various aspects of ensuring the relocation of resources went smoothly. All three departments collaborated to identify several benchmarks and create a joint goal of limiting interruption of service to library users. The departments coordinated scheduling to ensure adequate manpower was available for major moves and communicated frequently to plan power outages, equipment movement, and discuss furniture and power needs.

Ensuring that stakeholders were held “accountable for the matters they are responsible for” allowed the library to stay focused on meeting objectives and continue with its transformation.<sup>14</sup> It also established among the wider campus community that the library was serious about collaborating with other departments and creating a climate of success. The library thus became known as a department that took commitments seriously and delivered on its endeavors.

### Valuing and Appreciating

Library management set an ambitious agenda for instituting organizational change between 2010 and 2012. This shifted a great deal of responsibility for success to library staff members and external stakeholders. In order for the transformation to be successful, leadership knew they needed to share successes with those making contributions and, more importantly, “truly value and appreciate” the work being done.<sup>15</sup>

Internally, the library made subtle changes that went a long way, such as greeting everyone that walked through the door, saying “thank you” and asking for something to be done instead of directing that it be done. Library management also celebrated individual and group successes by providing incentives and having staff parties. Existing campaigns, such as National Library Week, were used to host user appreciation days, which provided a means for all library stakeholders to celebrate achievements together.

Library management partnered with the college’s communication department and local media outlets to spread the word on the positive changes taking place. An aggressive marketing campaign was launched, involving e-mail blasts, posters and flyers. In many cases, these announcements highlighted the individual contributions of library staff members and external stakeholders that aided in success. Staff members and supporters were also recognized for their contributions to the library by receiving awards at the college’s annual awards banquet. Nominations by library management resulted in recognition in categories such as Distinguished Faculty Member, Distinguished Support Staff Member and Innovative Educator. Library management also began supplying regular progress reports to the college’s administration team and board of trustees. These updates allowed the library to stay fresh in the minds of campus powerbrokers and also publically recognized the good work being done by library staff and partners.

By finding ways to celebrate and recognize the contributions, the library became known as an institution that valued its employees and supporters. As a result, morale was raised for staff and stakeholders felt part of the larger library community.

## Conclusion

An examination of data collected over the course of the change process indicated that the efforts proved successful. Overall library usage and outreach grew with the annual door count seeing an increase of 5,368 visits and an additional 96 information literacy sessions taking place over a two year period. Furthermore, a second user survey administered in fall 2012 indicated that physical materials usage had increased. Respondents indicating they had never used the general collection and reference collection had decreased to 13 and 24 percent, respectively. Similarly, electronic resource usage increased as new databases were added, marketed, and tied to classroom assignments. Follow-up discussions with faculty indicated that they were satisfied with the electronic resources available – particularly the e-book and streaming media collections – and saw a dramatic increase in the ability of students to use appropriate research resources.

The engagement of library staff members increased as they became partners in implementing the changes, saw firsthand the positive results brought about, and were rewarded for successfully completing objectives. Library staff commented during follow-up meetings that the renewed interest in their success and supportive behavior by management was a key factor in their ability to positively impact library users. The library's role as a collaboration partner was also rewarded through positive working relationships with all departments on campus. Additionally, the individual efforts of library staff were recognized formally with the awards at the college's annual awards banquet and management planning retreats

The servant leadership themes identified by Irving and Longbotham provide library leaders with an easy to follow road map for instituting change in a variety of settings. In the case of Three Rivers College, library managers used the themes to address issues unique to their library. However, the themes can be applied in libraries regardless of size, staffing levels, or budget levels to insure rapid and meaningful change.

**Corey S. Halaychik** (chalaych@utk.edu) is Assistant Professor & Electronic Resources Specialist at the University of Tennessee, Knoxville.

APPENDIX A: THREE RIVERS COLLEGE MYRTLE RUTLAND LIBRARY USER SURVEY  
QUESTIONS

1. How often do you use the Rutland Library? (Please check one)

- Daily
- Two or more times per week
- Weekly
- Monthly
- Once per semester
- This is my first visit (If first visit please skip to question 10 and specify reason(s))

2. What was the purpose of today's visit to the Rutland Library? (Please check all that apply)

- To borrow books and/or media
- To borrow reserve materials
- To renew library materials
- To return library materials
- To use the Internet
- To use the copy machine
- To read, research or study
- To access databases
- To read journals, magazines or newspapers
- Other (please specify)

3. How do you use the library's computers? (Please check all that apply)

- Access Blackboard
- Check/send email
- Research on the Internet
- Use databases
- Web surfing for fun
- Use MS Office programs (Word, Excel, etc.)
- Facebook, Twitter, etc. (Social Media)
- Instant messaging
- Read e-books
- Access the library catalog

4. How satisfied are you with each of the following library resources?

- |                               |                                       |                                     |                                   |                               |
|-------------------------------|---------------------------------------|-------------------------------------|-----------------------------------|-------------------------------|
| Books (Nonfiction)            | <input type="checkbox"/> Haven't used | <input type="checkbox"/> Not at all | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very |
| Career and college resources  | <input type="checkbox"/> Haven't used | <input type="checkbox"/> Not at all | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very |
| Databases                     | <input type="checkbox"/> Haven't used | <input type="checkbox"/> Not at all | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very |
| Journals/Magazines/Newspapers | <input type="checkbox"/> Haven't used | <input type="checkbox"/> Not at all | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very |
| Leisure collection (Fiction)  | <input type="checkbox"/> Haven't used | <input type="checkbox"/> Not at all | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very |
| Multimedia material (VHS/DVD) | <input type="checkbox"/> Haven't used | <input type="checkbox"/> Not at all | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very |
| Reference collection          | <input type="checkbox"/> Haven't used | <input type="checkbox"/> Not at all | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very |

5. When you find the library lacks the materials you need, what do you normally do?

- Ask for assistance
- Use the internet
- Make a suggestion to purchase
- Find an acceptable alternative
- Request item(s) through interlibrary loan
- Do nothing
- Go to another library
- Other (Please specify) \_\_\_\_\_



6. How satisfied are you with the following?

Appearance (carpet, paint, etc)	<input type="checkbox"/> No opinion	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very
Computers	<input type="checkbox"/> No opinion	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very
Lighting	<input type="checkbox"/> No opinion	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very
Noise level	<input type="checkbox"/> No opinion	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very
Personal safety in library	<input type="checkbox"/> No opinion	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very
Photocopiers	<input type="checkbox"/> No opinion	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very
Printers	<input type="checkbox"/> No opinion	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very
Seating	<input type="checkbox"/> No opinion	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very
Signage	<input type="checkbox"/> No opinion	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very
Tables	<input type="checkbox"/> No opinion	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very
Temperature	<input type="checkbox"/> No opinion	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very

7. How satisfied are you with the following service aspects from staff members?

Promptness of Service	<input type="checkbox"/> No opinion	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very
Level of knowledge/competency	<input type="checkbox"/> No opinion	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very
Willingness to assist	<input type="checkbox"/> No opinion	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very

8. Please check your three highest priorities for library spending. (Please check no more than three)

- |  |   |
|--|---|
| <input type="checkbox"/> Book  | <input type="checkbox"/> Classes in the use of library resources      |
| <input type="checkbox"/> Databases/Electronic journals                 | <input type="checkbox"/> Electronic books                             |
| <input type="checkbox"/> Extended library hours                        | <input type="checkbox"/> Increased staffing                           |
| <input type="checkbox"/> Interlibrary loan                             | <input type="checkbox"/> Journals/Magazines/Newspapers (print)        |
| <input type="checkbox"/> Physical comfort (furniture, lightning, etc.) | <input type="checkbox"/> Preservation of materials                    |
| <input type="checkbox"/> Remote access to library materials            | <input type="checkbox"/> Technology (computers, media stations, etc.) |

9. How likely are you to be willing to use the following resources if they were available?

Group collaboration room  No opinion  Not at all  Somewhat  Very  
(Includes: large monitor, whiteboard, etc.)

Presentation practice room  No opinion  Not at all  Somewhat  Very  
(Includes: podium, projector, whiteboard, etc.)

Digital media room  No opinion  Not at all  Somewhat  Very  
(Includes: cameras, recording equipment, editing software, etc.)

10. Please share any additional comments about the library in the box below.

APPENDIX B: THREE RIVERS COLLEGE MYRTLE RUTLAND LIBRARY EMPLOYEE SKILLS EVALUATION FORM

**Employee Skills Evaluation** Evaluator Name: \_\_\_\_\_

Employee Name: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Skill	Successfully Completed (Yes or No)
Demonstrate how to access the library's staff computers	
Demonstrate how to access the library's ILS	
Explain what items are needed to create a new user account	
Explain what is needed to check out an item	
Demonstrate how to access a user account by ID number	
Demonstrate how to access a user account by name	
Demonstrate how to exit a user account	
Create a new user account	
Edit the contact information on a user account	
Place a note on a user account	
Delete a note from a user account	
Place a message on a user account	
Delete a message from a user account	
Check an item out on a user account	
Renew an item on a user account	
Change the due date on an item in a user account	
Check an item in on a user account	
Place a hold on an item in a user account	
Cancel a hold on an item in a user account	
Delete a user account	

Explain the checkout policy by material type	
Explain the fine policy by materials type	
Demonstrate how to locate the library's webpage	
Demonstrate how to access the library's OPAC	
Perform a keyword search in the OPAC	
Perform an author search in the OPAC	
Perform a title search in the OPAC	
Explain the layout of the library stacks	
Locate and retrieve an item from the library stacks	
Explain which slips to use for items on the hold shelf	
Return an item in proper call number order	
Process incoming MOBIUS material	
Process outgoing MOBIUS material	
Demonstrate how to access the library's databases	
Explain how databases are arranged	
Demonstrate how to navigate database pages	
Demonstrate how to access a database	
Explain what username and password is used for students to access a database	
Explain what username and password is used by faculty or staff to access a database	
Access a database	
Perform a keyword search in a database	
Use Boolean operators to broaden or narrow a search	
Use limiters to broaden or narrow a search	
Explain the library's digital reference standards	

Demonstrate how to access the library's digital reference interfaces	
Answer a reference question using Meebo	
Answer a reference question using LibAnswers	
Answer a reference question using the library's text messaging service	
Answer a reference question using email	
Explain what username and password is used by students to access a Public Computer Center (PCC) computer	
Demonstrate how to log on to a PCC computer	
Explain how the Vendprint system works	
Turn on the Vendprint computer	
Demonstrate how to print an item from the Vendprint system	
Demonstrate how to reboot the Vendprint system	
Demonstrate how to access the Vendprint administrator's menu	
Demonstrate how to access a user's Vendprint account	
Demonstrate how to add a credit to a user's Vendprint account	
Demonstrate how to exit the Vendprint administrator's menu	
Explain the policy on Vendprint paper usage	
Explain the policy on members of the public accessing computers	
Demonstrate how to record a public patron's information	
Demonstrate how to log a public patron on to a computer	
Demonstrate how to use the copy machine	
Explain the library's privacy policy	
Explain the library's food and drink policy	

Recite the library's operating hours	
Recite the library's telephone number	
Recite the library's email address	

## References

- <sup>1</sup> Tim Krakowiak, "Three Rivers Community College hires its top choice for new president," *Daily American Republic*, November 13, 2008.
- <sup>2</sup> Robert K. Greenleaf Center for Servant Leadership. n.d. *What is Servant Leadership?* Accessed January 19, 2014. <https://greenleaf.org/what-is-servant-leadership/>.
- <sup>3</sup> Justin A. Irving and Gail A Longbotham, "Team Effectiveness and Six Essential Servant Leadership Themes: A Regression Model Based on items in the Organizational Leadership Assessment," *Servant Leadership Research Roundtable* (Virginia Beach: Regent University School of Leadership Studies, 2006).
- <sup>4</sup> Melanie Hamann, *Three Rivers College Factbook 2012*.  
<http://www.trcc.edu/forms/factbook2012.pdf>
- <sup>5</sup> *Three Rivers College 2010 Budget Report*.
- <sup>6</sup> *Three Rivers College 2011 Budget Report*.
- <sup>7</sup> "Three Rivers College - Three Rivers Board approves \$2M contract for library renovations." Three Rivers College. <https://trcc.edu/news/2012/07/0702.php> (accessed February 27, 2014).
- <sup>8</sup> Irving and Longbotham.
- <sup>9</sup> Ibid.
- <sup>10</sup> Hamann.
- <sup>11</sup> Irving and Longbotham.
- <sup>12</sup> *Three Rivers College 2012 Annual Report*. <http://www.trcc.edu/forms/annualreport2012.pdf>
- <sup>13</sup> Irving and Longbotham.
- <sup>14</sup> Ibid.
- <sup>15</sup> Ibid.