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# Nature or Nurture? Case Study Perspectives on Developing a Team of Passionate Instruction Librarians at the Li Ka Shing Library, Singapore Management University

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## Abstract

Developing and sustaining a team of passionate instruction librarians willing to conduct training and go the extra mile is hard to do, especially with limited resource. Successful instructional programmes depend on teamwork and collaboration especially in academic libraries. In this paper the author who is Head of Instructional Services at the Li Ka Shing Library, Singapore Management University, will share how this has been done with a team of thirteen, each with different levels of skills and competencies. The first part of the paper will cover some of the new ways information literacy programmes are being delivered at the library. Woven within this description are some of the skills needed to teach effectively. The author then discusses the different techniques used to develop the team such as co-training and training coordination meetings as a platform for communication and sharing. A selection of survey data is presented showing how the instruction librarians are evaluated for trainer preparedness and content delivery. This is useful in identifying intervention strategies and professional development opportunities to address the 'nature or nurture' question. An overview of the Advanced Certificate in Training and Assessment as part of the Singapore Workforce Skills Qualifications programme is presented in the concluding section of the paper as a possible 'outsourced' training model for the instruction librarians.

## Introduction

Today information literacy and instruction has 'matured' in many academic institutions. The number of librarians involved in teaching, training and instruction programmes have also increased. This then warrants the question, where

and how are instruction librarians being equipped with the necessary skills to design, develop and deliver programmes? Oberman (2002, p7) noted importantly that “the curriculum for the master’s programmes in library science do not cover pedagogy and learning theory if at all, let alone teaching skills.” To this LaGuardia, Griego, Hopper & Melendez (1993) writing in the early years, highlighted that most of the learning and experience is obtained by ‘trial by fire’. The need for librarians to be equipped with skills and competencies has become evident in the literature and with agencies advocating information literacy and instruction. A case in point being the Association of College and Research Libraries (ACRL) which, in 2008, published the *Standards for Proficiencies for Instruction Librarians and Coordinator*. The ACRL task force identified twelve categories of proficiencies each with their own core skills. Some of which include, communication skills, curriculum knowledge, information literacy integration skills, instructional design skills, leadership, planning and presentation skills, to mention a few (Association of College and Research Libraries, 2008). This is a useful reference document for determining the skills needed to teach and furthermore identify Continuing Professional Development (CPD) interventions to help develop them. One can then adapt and use this document in one’s own context.

The author, who assumed the role of Head of Instructional Services at the Li Ka Shing Library, Singapore Management University in 2009, contextualises and describes the teaching skills library staff need and the related CPD interventions using the range information literacy programmes offered by the library. This is significant as most of the instruction librarians had no or limited instruction or information literacy experiences. Today, they are all immersed in instruction related activities. Addressing the question, nature or nurture, the author highlights leadership insights on managing the team of thirteen shared staff. The library offers a range of instructional programmes as part of its information literacy programmes but does not market or brand these explicitly, they are neither credit bearing nor part of the curriculum. For the purpose of this paper the terms training and instruction will be used interchangeably.

## Contextualisation: instructional services and programmes

The Singapore Management University (SMU) was established a decade ago as the third university in Singapore. There are six schools adopting a North American pedagogical approach using case studies and group work in seminar-style classroom settings. The academic year commences in August and ends in April. Being a ‘new’ university, the Li Ka Shing library’s collection comprises mostly electronic resources and the vision and mission of the digital library is to “support the University in generating a world class, leading edge research

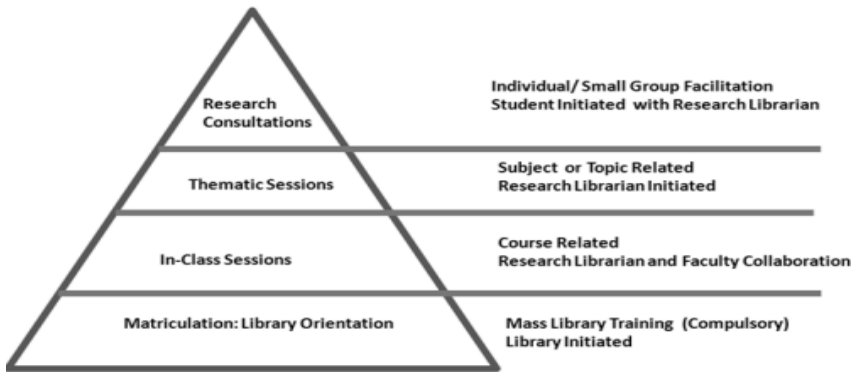
and learning organization through a personalized e-knowledge hub in which knowledge is acquired/generated, organized and shared...to bring together digital and non-digital intellectual assets that benefit the University and its stakeholders by providing value-added e-services to facilitate research, teaching and learning.” (Li Ka Shing Library, 2010). In order to realise this the Research Librarians, who also form the Instructional Services Team, support the six schools in teaching, research and learning too. The Instructional Services Team comprises seven Research Librarians with subject-domain expertise and three non-school Research Librarians having functional responsibilities such as Web Librarian, Customer Services Librarian and Research Librarian for Research Centres and Institutes. Two para-professional staff provide the team with support. They all design, develop and deliver training programmes for the SMU community which includes students, faculty and staff. These programmes equip students with lifelong learning skills during their academic journey and beyond SMU. The team constantly looks for learning solutions by embracing elearning and working with strategic vendors such as Bloomberg to train the students. Drawing on the critical skills listed in the ACRL (2008), *Standards for Proficiencies for Instruction Librarians and Coordinators*, staff need to have skills in communication, information literacy integration, instructional design, leadership, planning and presentation.

## New ways to deliver information literacy programmes

### Embedding instruction throughout the term

The team advocates, in addition to contemporary research and media literacies, the concept of information literacy where users know “when and why they need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.” (Chartered Institute of Library and Information Professionals, 2004). Figure 1 shows the range of instructional programmes offered by the library. This is represented as a pyramid highlighting the progression from a broad-based mass training to personalised research consultations.

The just-in-time instruction aligned closely to the term illustrates how the programmes are embedded throughout the 15 week term to cater to student’s research needs making them timely and relevant. Each programme or activity is accompanied by related teaching approaches, tools and skills.



**Figure 1:** Schematic representation and overview of instructional programmes

### Reaching out to the masses via elearning

The matriculation library orientation training is made up of two major learning activities. The first being that upon registration students are sent a link to complete an elearning activity on library etiquette. There is a quiz at the end and they stand a chance to win lucky draw prizes. An elearning working team was set up to design and develop this. Team members used a business model concept where the Customer Service staff were seen as the ‘client’ and the elearning team was the ‘vendor’ who used the ADDIE approach (Branch, 2008) to create the course. They learnt new skills such as instructional design, project management and they also evaluated new software. Subsequently the elearning team has been creating reusable learning objects, such as the creation of search strings, which other instruction librarians can use.

The second activity is a face-to-face class where students attend a 1-hour hands-on training on how to use PYXIS, the digital library. Using a sample course reading list, they learn how to look for e-journals, e-resources and books. There has been an increase in the enrolment over the years and this meant that all staff had to be deployed to cater for the increased number of training sessions. The Instructional Services Team teach the classes and staff from other sections are involved as co-trainers. This acts as a refresher for all staff to update their knowledge in searching the digital library and further know what the students will be taught to better assist them once the term starts. The Head, Instructional Services prepares the ‘matriculation kit’ comprising the roster, PowerPoint slides, trainer script and the activity sheet. The train-the-trainer sessions and briefings in advance help to allay new staff’s fears and also create a ‘safe environment’ for the trainers and co-trainers. This has worked very well over the years and for the more experienced instruction librarian it is an opportunity for informal coaching and mentoring.

Week	Programmes/Activities	Teaching Approaches/Tools/Skills
0	Matriculation: Library Orientation [Duration: 1 hour]	Lecture, Presentations, Hands-On, Video eLearning Instructional Design Skills, Information Searching and Retrieval Skills, Communication Skills, Classroom Management Skills, IT skills including new software; Promotion and Marketing Skills, Social Media Knowledge and Skills
1-7	In-Class Sessions [Duration: Vary depends on faculty collaboration] Academic Writing [Duration: 1.5 hours] Research Consultations [Duration: Typically 1 hour]	Lecture, Facilitation, Presentations, Hands-On, Research Guides Instructional Design Skills, Information Searching and Retrieval Skills, Communication Skills, Classroom Management Skills, IT skills including new software; Promotion and Marketing Skills, Social Media Knowledge and Skills
8-11	Thematic Training [Duration: 1 hour] Research Consultations [Duration: Typically 1 hour]	Lecture, Presentations, Hands-On, Research Guides Instructional Design Skills, Information Searching and Retrieval Skills, Communication Skills, Classroom Management Skills, IT skills including new software; Promotion and Marketing Skills, Social Media Knowledge and Skills
12 -14	Research Consultations [Duration: Typically 1 hour]	Small Group Discussions, Facilitation, Hands-On Information Searching and Retrieval Skills, Communication Skills
15	Exams	

**Figure 2:** Instructional programmes offered during a typical term period

### Value-added in-class instruction using research guides

For this type of instruction, the Research Librarians work closely with faculty to customise a session for the course using the curriculum or syllabus. These are one-off sessions and range between 3 –90 minutes depending on the available time given by the faculty. The value-add of this session is that students are introduced to scholarly subject related resources such as journals and databases (so that they do not rely solely on Google and Wikipedia-type resources). Furthermore students get to ‘meet and greet’ their Research Librarian

whom they can follow-up with for a Research Consultation. Most Research Librarians create and use Research Guides to teach their in-class sessions. The Research Guide is a knowledge portal of key resources tied to the course and students make reference to this throughout their term. It also acts as an elearning tool where students can refer to it throughout the course and it can be easily repackaged for the faculty for future requests. Some of the Research Guides created include Business, Government and Society, Legal Research and Writing, Academic Writing and Country Studies or Business Study Missions. Staff learned how to create Research Guides and were able to integrate these into their teaching, evaluating their impact by seeing the usage statistics.

The number of faculty collaborations increased in 2010/2011 as can be seen in Figure 3 below. The library initiated training includes programmes such as the mass matriculation library orientation sessions and other presentations. These decreased significantly in the last year from 261 to 201. Looking at this trend one notes that faculty have become aware, through promotion and marketing, about their Research Librarian's subject-domain knowledge and their ability to teach customised research skills. The Research Librarians migrate from teaching in the familiar library training room to the initially unfamiliar seminar rooms in the respective schools and share the same teaching space with the faculty.

Fiscal Year	No. of Students Receiving Some Form of Instruction		
	Faculty Collaborations	Library Initiated	Total
2010/2011	4,927 (261 sessions)	3,633 (201 sessions)	8,560
2009/2010	3,432	4,235	7,727

**Figure 3:** Number trained by type

Reflecting on the literature, this is our example and form of being the embedded librarian. Kvenild and Calkins (2011) in their introduction described embedding as a proactive process whereby the librarians collaborates and engage with clear outcomes in events and activities with another person or group. They elaborated this role further noting the importance of being visible and involved in understanding the department pedagogical and learning approaches highlighting their subject or domain expertise. Translating this for implementation requires that instruction librarians need skills in instructional design principles where they must know how to write clear and measurable learning objectives and develop and deliver effective instruction. Additional skills such as promotion and marketing what they do to both faculty and students have become necessary. Many of the instruction librarians at the Li Ka Shing library

did not possess these skills initially and this will be discussed later in the section on CPD interventions.

Amongst the instructional services team, there are some who are more 'embedded' in their courses than others as they use different techniques to achieve this. They are in congruence with Oberman's (2002) observation in that "they consult on integrating information literacy assignments, they team-teach, and they even grade work together." However, she cautions that informal ad hoc collaborations with known faculty are unsustainable in the long term, "rather, sustainable information literacy programs must have an institutional mandate, commitment and structure. This allows the players to change, but the program to remain." (Oberman, 2002)

#### Thematic sessions: subject or topical related instruction

These sessions are offered during recess week and closer to assignment and term paper deadlines. Research Librarians conduct courses on different topics, popular ones include Finding Company Information, Statistical Resources, Legal Resources for non-Law Students, Industry and Market Research, Research Clinic for Business Government, EndNote and Prezi. These sessions are open to all students some whom might not have had an in-class session, those wanting a refresher generally benefit from these classes also. Research Librarians volunteer to conduct these sessions as they are related to their subject areas and again co-trainers help out. These classes benefit the Research Librarian as they keep up-to-date with the latest database and web content as they package the course. Again skills such as promotion and marketing and scheduling determine the hallmark of success for these sessions.

#### Research consultations: individual/small group facilitation

Research Consultations are targeted specifically to individuals or groups of students to help them find resources based on research topics/problems in a more private setting. Research Consultations are promoted during in-class and matriculation library orientation sessions. It is an opportunity for the Research Librarian to offer the most individual form of instruction and at this point both build rapport in getting to know each other. Students taking the Academic Writing classes have been proactive in setting up Research Consultations as they need help with narrowing their broad topic into a problem statement or research question and finding resources for their papers. Research Librarians need to know how to facilitate small group discussions in addition to using the reference interview as a tool for understanding the respective student's topics.

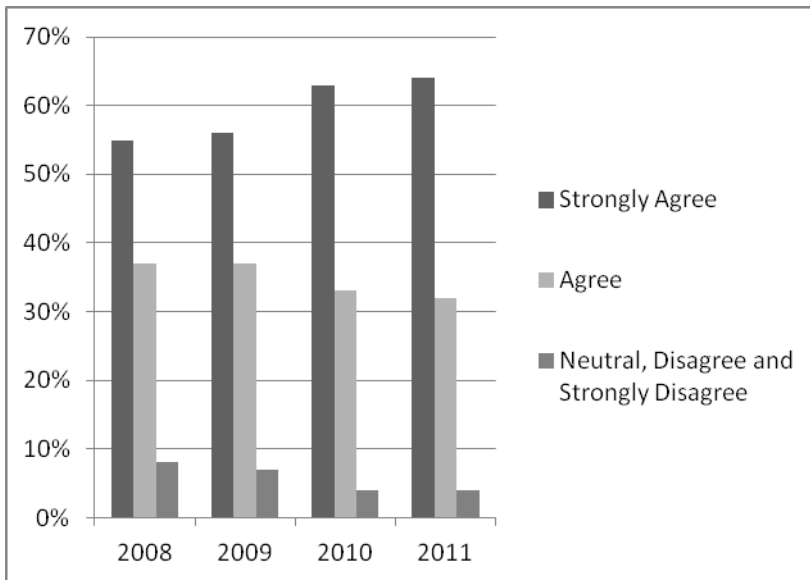


## Using CPD interventions to develop skills

### Coaching and mentoring using feedback

The Instruction Service team members possess a range of skill sets ranging from developing to proficient, in addition to their different personalities. This can be ascertained especially when the instruction librarians have to all teach the same courses or conduct the same training. Thus, for mass training that requires the involvement of different instruction librarians, two standardised questions are asked relating to trainer preparedness and trainer delivery of content. An online survey feedback form using SurveyMonkey is administered to measure learner reaction at Level 1 in the Kirkpatrick's evaluation model (2011). The summary data is shared at communication platforms such as meetings and confidential individual feedback is given to the respective instruction librarian as this forms part of their performance appraisal.

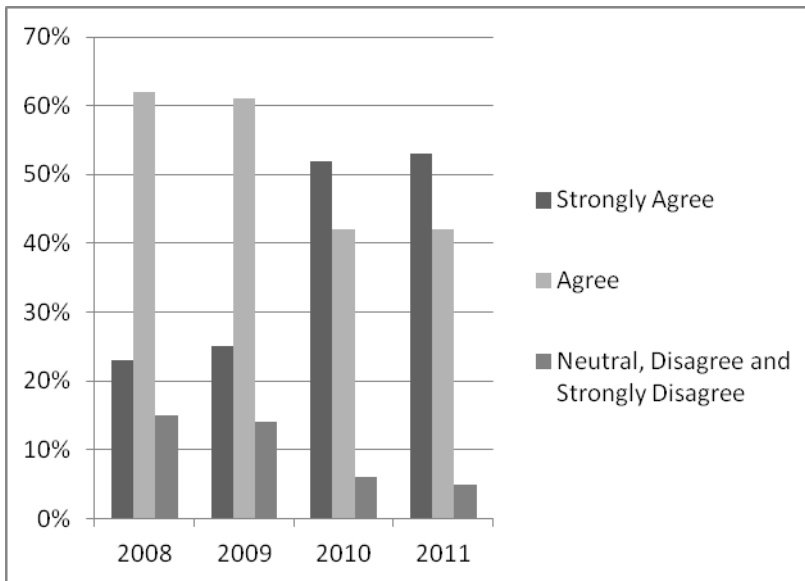
Data from the last four years indicate a steady increase in the number of respondents strongly agreeing that the trainer was well prepared. A significant increase can be seen in Figure 4 where in 2010 there was a 7% increase in the number of respondents strongly agreeing (63%) that the trainer was well prepared. The percentage of respondents being neutral, disagreeing or strongly disagreeing had declined from 8% in 2008 to a constant 4% in 2010 and 2011.



**Figure 4:** Trainer preparedness responses

Similarly, more students strongly agreed that the trainer delivered the content effectively. The trends can be seen in Figure 5. In 2008 and 2009, a higher percentage of respondents agreed (average of 60%) rather than strongly agreed that the trainer delivered the content effectively. In the last two years this has shifted where on average now 50% strongly agreed that the trainer delivered the content effectively. The feedback responses for neutral, disagree and strongly disagree decreased too from 15% in 2008 to 5% in 2011.

The improvement in feedback ratings for trainer preparedness and delivery of content responses could be a result of the appointment of the Head for Instructional Services who co-ordinates and also reviews the programme regularly in addition to providing feedback and developing intervention strategies. This is one of the administrative skills listed in the *Standards for Proficiencies for Instruction Librarians and Coordinators* where it is noted that he or she, “documents the activities, effectiveness, and needs of the instruction program through statistical analysis, formal reports, presentations, and data analysis.” (Association of College and Research Libraries, 2008, 6).



**Figure 5:** Delivery of content

### Mining qualitative feedback to identify training courses

Open-ended feedback though difficult to process is a useful intervention strategy to also identify training courses for staff development. Below is a sample of some of the open-ended feedback received and the ‘coding’ or categorisation of the responses to identify themes or topics for intervention.

<b>Comment/Feedback</b>	<b>Identifying Themes/Topics for Intervention</b>
It packed slightly too much information	Content
Maybe can provide a printed step by step instruction	Learning Materials
It was a little dry	Delivery Techniques
There is not enough time to brainstorm or think of ideas. It would be more useful if we can do it before lesson and bring our mindmap to class	Time Management
It's not necessary to attend the session, since all information is covered in the research guides	Managing Expectations
The class was distracted and unfocused	Classroom Management
The boolean method is overly emphasized	Content
There were videos to enhance though provoking ideas about the topic of research the trainer was engaging and helpful	Use of Media
It would have been better if the instructors provided handouts on what to type in the fields when searching for an article in the database	Learning Materials
Interesting and fun delivery	Positive Delivery Techniques

**Figure 6:** Identifying themes or topics for intervention using qualitative feedback

When reviewing staff's individual feedback, learning and development programmes can be identified and this can then be included in the staff's training plan for the year. These areas can be monitored or tracked on a regular basis and if necessary, the staff may be advised to co-train with another instruction librarian possessing strength in a certain skill or competency. The collated and analysed feedback is shared with the instruction team at the Training Coordination Meeting (TCM).

#### Voices during the training coordination meeting (TCM)

The TCM is a 90 minute session that is held monthly where the team members discuss and share issues and experiences. Typically, the meeting reviews the minutes of the last month, and follows up on actions needing closure. The training statistics are reviewed too. Data and documents are stored using SharePoint. The team reflects on the training achievements for the previous month. Resulting from this is a round-table open discussion where each instruction librarian shares about the classes they conducted. They highlight both

the positive and negative issues experienced, the latter being mainly IT related. This is a similar practice used by LaGuardia, Griego, Hopper & Melendez (1993, p60-61) where “team members do informal “debriefings” after each presentation, discussing how the class went, what worked, what bombed.” Interestingly, even though LaGuardia, Griego, Hopper & Melendez wrote this article in 1993, it is a common but effective communication technique used today and the author believes many other instruction teams worldwide still do this. There is a lot of laughter during the ‘debrief’ and this becomes a cathartic session as it provides again, that ‘safe environment’ for the team members to seek help, solutions and support. Everyone is given a voice and everyone’s voice is heard at the TCM.

Opportunities to ‘showcase’ something new or another team member’s achievement such as a published paper helps to build morale, innovation and creativity. The Head, Instructional Services also use the meeting to introduce new concepts, approaches and strategies, interesting articles and invite guest speakers to talk on the latest trends and developments. Issues and action items from the senior management meetings are also shared at this meeting. Guest speakers or presenters are also invited, a case in point being a recent demonstration of WebEx.

#### Conference attendance sharing platform: the learning circle

The library’s monthly Learning Circle is another avenue for the Instructional Services team to keep up to date with trends and developments. Staff who have attended conferences both locally and internationally share key learning points and best practices at these sessions. Finding and creating opportunities for the instruction librarians to present and share is a way of nurturing them so that they are rewarded and recognised for their efforts. The Learning Circle has also been used for sharing of professional readings, trends and best practices from site visits, or teaching other staff a new social media application.

#### Internal collaboration: faculty and other key departments

The Head, Instructional Services is also the Research Librarian for the School of Business and supports the Corporate Communication discipline in addition to two other subjects. Having built a close working relationship from the numerous in-class sessions and other research help provided, some faculty extend an invitation to team members to attend relevant topical lectures and talks by industry speakers in the area of presentation and communication. Again, this highlights one of the many benefits from being an embedded librarian and also helps to build the required skills staff need to teach effectively.

Over the years the library has developed strong ties with many departments on campus, a case in point being the Centre for Teaching Excellence

(CTE). The role of the CTE is to promote teaching excellence and build best practice in pedagogy. They also help facilitate the use of new technologies for faculty. The Head, Instructional Services invited CTE staff to share with team members, during the TC, themes and topics such writing learning objectives using Bloom's Taxonomy and an overview of instructional design using the ADDIE model. For the latter the team contextualised their own training where reflected on the different phases such as Analysis, Design, Development, Implementation and Evaluation. The team appreciated the theoretical foundations to instruction and pedagogy. The more experienced instruction librarians applied what they learnt and reviewed their own instructional programmes to align it to sound pedagogical principles.

Another example of collaboration was when the library was invited to participate in the inaugural Teaching Innovation Week held in September 2011. A small task force was set up and the instruction team involved in the Academic Writing programme showcased the blended learning approach used to teach this course. This was a refreshing experience for the team as it highlighted the need to 'tell and share their stories' and in this case they shared the same platform with faculty using innovative teaching methods.

Recently the university implemented a new elearning management system, Desire2Learn. Again the CTE were invited to the TCM to share how the instruction librarians can use the elearn system to embed themselves. Currently the Research Librarian for the School of Information Systems is prototyping a curriculum for the new students in the new academic year. An elearning project team also work closely with the CTE team where necessary to co-create learning objects.

### External training and 'outsourcing' professional development

Partello (2005: 115) passionately remarked and highlighted:

“Whether librarians teach outside the library or not, we need to learn to teach. We should know about learning theories, including multiple intelligences, and how to construct a class so that we reach learners of all abilities. Too many of us focus on what we think is important and not what the students need. We cram too much information into 50- or 80-minute sessions and don't allow time for students to reflect and retain the information”.

This again warrants the need for continuing professional development opportunities for instruction librarians who are passionate about teaching. Instruction and training librarians receive on-the-job training or in-house arranged training typically on topics such as communication and presentation skills. The latter

are often offered by commercial training providers and whilst generic enough, often lack customisation and contextualisation.

#### Workforce Development Agency (WDA) programmes

Recently in Singapore, the Workforce Development Agency (WDA) launched the Workforce Skills Qualification (WSQ) framework for Training and Adult Education. The Institute of Adult Learning (IAL), one of the various training providers, offers the Advanced Certificate in Training and Assessment (ACTA). It is targeted at individuals in training and adult education to become certified trainers. The university arranged for an in-house run of the course and the Head, Instructional Services together with two other staff, one of whom is involved in instruction, successfully completed it and found it to be useful. The course is made up of six competency units such as: Applying adult learning principles and codes of ethics relating to training; Designing and developing a WSQ training programme; Preparing and facilitating a classroom training programme and Developing and conducting a competency-based assessment. The entire duration of the course is 15 days and learners can pick and choose the modules and dates making it a flexible learning programme. This certificate programme provides an opportunity for experienced instruction librarians wanting a specialised qualification and also an opportunity for those needing to develop their skills and competencies in training in general. Currently a para-professional staff member is completing the programme with two other staff having expressed interest to do the course. This 'outsourced' programme can help raise the skills and competencies of instruction librarians. The Head, Instructional Services will encourage other team members to pursue this certification programme and include it in their training plan.

#### Library Association of Singapore's Professional Development Scheme (PDS)

Recently the Library Association of Singapore (LAS) Professional Development Scheme (PDS) was established as a means to motivate librarians to keep up-to-date with their professional training and development. Using a points system members can participate in a range of development areas such as:

- Expertise development : activities that will help to upgrade and improve the skills and knowledge of practitioners
- Industry knowledge development : activities that keep the practitioner informed of current developments in the information industry
- Personal development: activities that help the practitioner improve on his/her work productivity, personal management skills and general knowledge.

Upon attainment of the required points they will be awarded the title of “Practicing Professional” by the PDS Board. Their names are listed in the gazette and on the official LAS website (Library Association of Singapore, Professional Development Scheme Guidelines, n.d.). Librarians, including the Instructional Service Team at the Li Ka Shing Library, are not formally required to participate in this scheme but benefit from the courses, programmes and activities arranged by the LAS.

## CPD: The bottom line for instruction

### Developing a team of passionate instruction librarians

So how do librarians teach, ask LaGuardia, Griego, Hopper & Melendez (1993)? They describe the situation practically as being, ‘usually a trial by fire’. Elaborating this further they describe the process as being fast paced where the instruction librarian is required to package a class and ‘pack and go’ to deliver the instruction. Most times using ‘instinct’, and seizing the opportunity by setting aside the frills and the luxury of time to develop ‘perfect’ instructional designed programmes. But how long does it take? In the typical solo-act “trial by fire school”, probably years, but in today’s context it has become on-the-job (LaGuardia, Griego, Hopper and Melendez, 1993).

This scenario is characteristic of the Li Ka Shing Library and it begins upfront during the interview where anyone applying for a professional position has to do a 30-45 minute presentation on any topic to the interview panel, in our unique case the entire library staff. This is very significant and critical as it helps to determine whether the prospective staff member has the necessary communication and presentation skills. It helps to ascertain whether they ‘fit’. It also helps the Heads of Departments to determine the learning curve required for the staff to transition from understudy to going ‘solo’. Over the last few years, all the Research Librarian positions have been filled and this has helped the team members to bond and work as a team creating a nurturing and caring environment celebrating our diversity.

### Unity in diversity

Our unity in our diversity comes from the complementary strengths amongst us and we leverage on the subject-domain knowledge that each one brings. Many of the Research Librarians have industry and practical experiences and this immediately inculcates a sense of respect for the individual. As Head of Instructional Services, the author realised the importance of building a ‘safe environment’ of trust and care, as not everyone enjoys teaching, thus echoing

LaGuardia, Griego, Hopper & Melendez's (1993; p.58) approach of team cohesiveness and teamwork. The culture and work ethic in the library is one of helping and this has transcended to training and co-training activities. This has been one of the hallmarks of success amongst the instructional team members who exude a sense of passion and make training and teaching less burdensome as they are willing to share and transfer knowledge. The benefits of co-training are well documented in the literature, the salient one being a holistic beneficial learning experience for not only the trainer but also the students and faculty.

## Conclusion

Revisiting the “*Standards for Proficiencies for Instruction Librarians and Coordinators*” (2008) instruction or teaching embraces communication skills, curriculum knowledge, information literacy integration skills, instructional design skills, leadership, planning and presentation skills. Similarly, reflecting on the question of nature or nurture, the author's personal answer and response to this is that it is both, especially if one has a diverse team and has seen the team grow and develop over the years. If you are in a leadership role such as co-coordinator or head, then it is important to have a holistic perspective and profile for each of the instruction librarians where a mental map is formed for each team member noting their related areas of strengths and development. For instruction librarians displaying characteristics of ‘nature’ it important to give them the freedom to be innovative and creative where through advice and guidance they transfer their skills and passion by helping to coach and mentor other team members. Nurturing relates to creating a ‘safe environment’ and making everyone feel inclusive by providing leadership, direction, mentoring and a ‘safe environment’. These have been some of the qualities that has made the information literacy and the instructional services team passionate as they strive for excellence in training and teaching. As Head, Instructional Services, the author advocates and celebrates the nature-nurture process as part of the continuing professional development of the instructional services team.

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