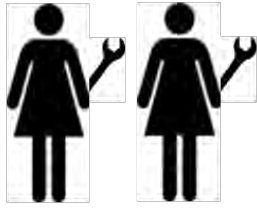


WEVE

May 2014





Heroes Mingle

CREATE.

EDUCATE.

COMMUNICATE.

FACILITATE.

COLLABORATE.

INNOVATE.

WEVE

Weve is a Heroes Mingle publication.



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Editorial

In the heady early days of a new relationship, the unknown represents opportunities and possibilities. We are enticed to explore new ideas, discover new places, and indulge in new experiences. We unlock doors and appreciate new adventures. We develop new connections. We create shared memories. We drink deeply on the new experiences.

And yet, the unknown can also be confronting and challenging. Moving beyond our known world, to seek what lies beyond the horizon, can also bring anxiety and fear.

Changing our worldview through new experiences is challenging. And yet, in acknowledging the fear and anxiety, we throw open the door to invite others in.

We can unlock and diffuse shared secrets and fears of uncomfortable spaces. We can also find less confrontational ways to explore the world without ever leaving the comfort of our own homes.

We hold the keys to making choices, and these choices can lead us down wildly divergent pathways.

In acknowledging that, as individuals, we don't hold all the answers, we recognise that others might have much to offer with their off-kilter take on the world, shining new light on seemingly unsolvable puzzles, even Mexican wrestlers.

While we do have much to celebrate in the realm of libraries and librarians, we can create so much more when we open our hearts to our community, focus on the beauty, and invite our communities to walk with us as we develop our services.

Weve invites you to explore the spaces beyond your current way of looking at the world, delving into the darkness, confronting the unknown, creating new spaces for your heart and head to come together. Weve celebrates uniqueness and individuality above conformity and consistency.

We invite you to share our journey into the unknown. We dare you to step outside your comfort zone, and discover where the real magic happens.

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INSPIRATION

This issue of Weve was inspired by the following news item:

NATURALLY FRUIT-FLAVORED FISH CHANGES THE TASTE OF THE POPULAR FOOD

While the Japanese have long eaten fish as a staple of their diet, in recent years, the sales of fish have declined, with per-person caloric intake decreasing by 20 percent. The fishing industry decided to add new interest to the market by naturally enhancing the natural flavor of fish with seasonal citrus fruits.

There is no gene mutation or strange science for creating fruity flavored fish – it all boils down to the old adage ‘you are what you eat.’ Farmed fish are being given a diet that includes regional fruit, which enters their system and results in citrus scented flesh.

In the Ehime Prefecture for instance, where *mikan* – a type of mandarin – grows in abundance, fish farmers produce *mikan* seabream. On the nearby island of Kyushu, in the Oita Prefecture, the local delicacy is flounder. There fish farmers are feeding their lot *kabosu*, a lime like fruit that is also a speciality from the area. Not only is the method used to enhance the fish’s flavor, but also to sometimes mask its inherent fishiness.

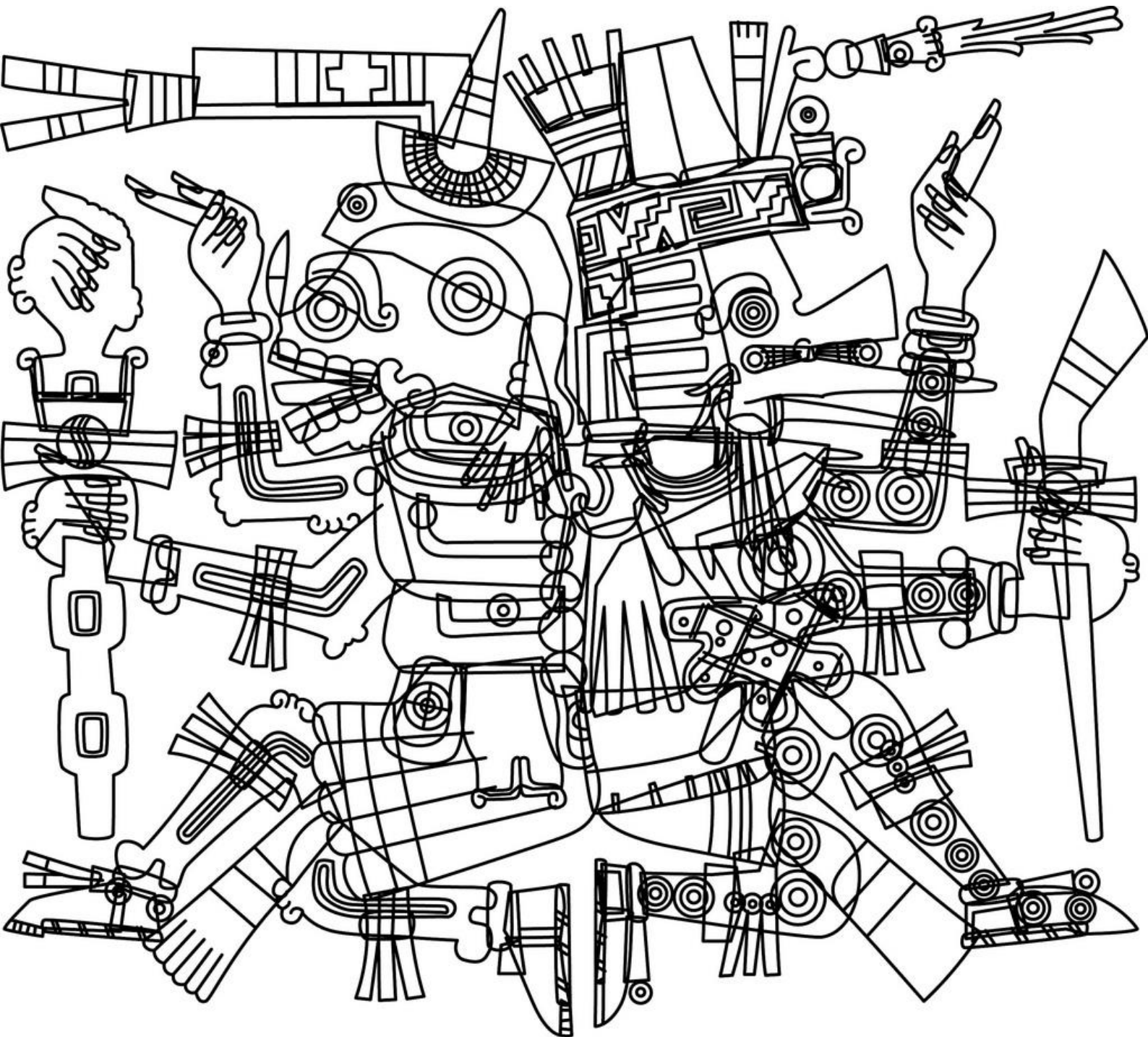
In the Nagasaki Prefecture on the same island of Kyushu, mackerel – a particularly smelly fish – is fed an assortment of herbs and spices to create a more fragrant smell.

While most of us may add a hint of citrus at the end of cooking, it seems the Japanese are way ahead of the game.

Source: <http://www.psfk.com/2013/11/fruit-flavored-fish.html#!Dlrkb>



A BEAUTIFUL OBSESSION



Libraries are awash with a raging torrent of bog-standard services. This used to be a competitive advantage when 'main street' was the only place you could buy anything without having to drive fifty kilometres to the next town. But now when the world is at your fingertips, bog-standard services are commonplace and people are overwhelmed with the choices they face. As a result people are better informed, more critical, less loyal and harder to read. The principal currency today is no longer information, products or services; it is human attention.

So how do libraries grab and keep a community member's attention? Well it certainly won't be through organisational branding and rejigging structure - two favourite obsessions of libraries and their governing bodies. Community members don't care about rebranding or whether your team is called 'Collection Management' or 'Content Management'. Community members don't even care whether a staff member has the right qualifications. All a community member cares about is: 'How can you help me?'.

In order for libraries and librarians to answer this seemingly simple question well we need to intimately understand our community; to see the world as they see it, along with their needs, wants, desires, fears and concerns. Of course libraries do not have the resources or capabilities to intimately understand the entire population it serves so it must focus its resources on its most valuable members and become obsessed with capturing their attention, surprising them and delighting them. Why?

This is the only way libraries will raise the bar of mediocrity and achieve excellence that members will want to talk about; excellence that is memorable and worth sharing.

I'm not suggesting you ignore parts of your community, or that you treat them unfairly. What I'm suggesting is that you *become obsessed with your most valuable members* within that community. Not all members are the same. Some borrow, some study, some surf the net, some ask for help, and some attend events etc. They aren't all the same, you don't treat them the same, and neither should you try to.

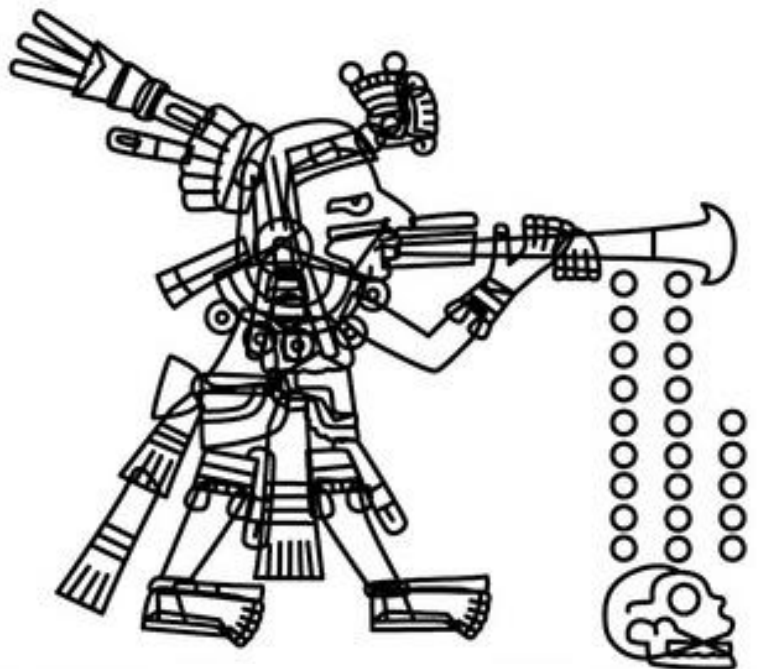
The Pareto principle or 80:20 rule means that in anything a few (20%) are vital and many (80%) are trivial, and this also applies to library members. That is, 80% of a library's value comes from only 20% of members. Therefore, doesn't it make sense to identify these members, find out more about them and provide them with the best service? And just to be clear by best service I don't mean the best service you can, but to be recognised by your community for being the best at providing that service.

WHO ARE YOUR MOST VALUABLE LIBRARY MEMBERS?

This is not an easy question to answer because it requires you to define how you measure value and whether a library member's value is based on realised value or untapped potential.

Start with whatever data you have to find a segment of your community who overlap in both library use and staff investment. Consider researching which areas of your collection and services are most heavily used *and* who uses them. Or perhaps research which collections and services staff invest the most (or perhaps least) time in *and* who uses them.

- A tertiary library may consider students who attend their information literacy classes (or perhaps lecturers who send them) to be their most valuable members.
- A public library may consider parents of toddlers to be their most valuable members.
- A special library may consider their most valuable members to be staff who use their research and analysis service.



WHAT DO YOU KNOW ABOUT YOUR MOST VALUABLE LIBRARY MEMBERS?

Once you've determined who your most valuable library members are, the next step is to find out more about them. Consider not just their demographics but also how the library fits into their lives, for example:

- When do they use the library?
- How do they get to the library?
- What do they do on their way to the library?
- What do they do after they leave the library?
- Who do they come to the library with?
- What are their favourite websites, music, sports, celebrities, television programmes, food?
- Which library services do they use and don't use?
- How often do they use the library?
- Do they place requests, have fines, or return books late?
- What else would they use the library for, if they could?





Talk with them, observe them, get to know them and ask them about their lives not just what they do in the library.

Ask for their opinions on potential new services; ask if you can shadow them for a day to more deeply understand how they live. Don't just do it once, do it all the time. And don't just shelve what you learn but integrate it into your strategic and operational plans. Integrate it into your performance management systems. Make customer intimacy a 'thing' at your library staff meetings.

HOW TO BE THE BEST

You've identified your most valuable members; you've talked with them to learn as much as you can about them. Now it's time to turn these insights into products and services that will capture their attention, surprise them and delight them.

The only way to do this successfully is by involving your most valuable members in the process.

Last year I was fortunate to participate in a Massive Open Online Course (MOOC) led by Dr Michael Stephens from San Jose State University in California. The MOOC was based on a new kind of library called 'The Hyperlinked Library'. A [hyperlinked library](#) emphasizes an open

participatory library that welcomes user input and creativity and involves community members as equal partners (rather than in consultation or advisory capacities) in library projects. The library becomes a platform for making things happen.

[David R. Lankes](#) describes how the library as a platform differs from the library as it was: "Our buildings matter. Our services matter. But they don't matter on their own, and we do not determine their value – that is a job for the community. It is only in the advancement of those we serve that we find our impact. It is only in the potential realized that we can measure our contribution. Our buildings, our books, our services, our catalogs must not be channels of assistance we provide, but part of a powerful platform that enables our communities to succeed. This platform is our infrastructure, but it is also the infrastructure of the community – co-owned."

[David Weinberger](#) elaborates further "A library as platform would give rise to messy, rich networks of people and ideas, continuously sparked and maintained by the library's resources. A library as platform is more how than where, more hyperlinks than container, more hubbub than hub."

*And when you do it
And the more you do it
It becomes a beautiful obsession.*

THE PHILOSOPHY OF LOVE

By Sally Pewhairangi

Libraries have lost their focus. As library professionals we assume we are best-placed to determine our future. But we are wrong. In our haste to keep up with a rapidly changing world and a diminishing dependence on libraries, we have lost focus on the one and only thing that matters – our communities.

Our communities determine our future.

They hold the purse-strings, they are our reason for existence and yet they generally do not have any involvement in the preparation of strategic documents, collection development decisions or new initiatives. No wonder the prevailing public perception of libraries is one of doom and gloom.

Despite the best efforts of libraries to offer more services to a greater cross-section of society, large numbers of people still think libraries are on the brink of extinction, the book is dead and all the information we could ever want can be found online. In April 2013 David Oddie, a Marlborough District Councillor, suggested it would be cheaper to buy every library member a Kindle and rely on ebooks, rather than operate a traditional library system. In December Pew Research released the findings of a survey called “*How Americans value public libraries in their communities*”. The results showed only 54% of Americans had visited a public library (branch or website) in the past 12 months. And if their local public library were to close only 29% of those surveyed said it would have a major impact on themselves or their family.

We need to change these perceptions. We need to change how libraries see themselves and more importantly how individuals within our communities feel about libraries. And we need to change so that we in New Zealand never reach the stage that many libraries around the world have reached – the closing of doors and the replacement of skilled librarians with volunteers.

We need to shift our focus from collections to connections.

The idea of shifting from collections to connections is not new. Professor David Lankes, in his book *The Atlas of New Librarianship*, urges librarians to

provide a platform for our communities to create and share knowledge. Dr Michael Stephens’ philosophy of teaching library students at San Jose State University is based on libraries being open and transparent with their communities.

The philosophy of LOVE takes the thoughts from these two leaders a step further and makes them personal, personable and personalised. Guided by the principles of Listening, Openness, Variety and Experimentation

the philosophy of LOVE illustrates intimacy in action; the beauty of sharing, spontaneity and surprise.

It’s a shift that requires a different approach to what we might be used to, but it’s a shift I know we can all make if we really want to change the public perception of libraries.

So in that spirit I’m going to take a different approach to the traditional librarianship article and allow you, the reader, to ‘pick-a-path’ towards making stronger and more valuable connections with your community. Will you choose:

[Learning, Life and Leisure](#) (p.16)

OR

[Design, Deliver and Decisions](#) (p.33)



HOMAGE TO RANGIORA

By Sally Pewhairangi

In October 2012 I moved from Auckland to Rangiora to work for Waimakariri Libraries. Waimakariri is the second fastest growing region in New Zealand - a community brimming with rejuvenation and opportunity. With more than 1200 people visiting Waimakariri Libraries each day my role was to lead and manage strategic projects that will open doors for enquiring minds. My primary focus was on two projects: the rebuild of the Kaiapoi Library after the Canterbury earthquakes, and the implementation and delivery of RFID self-service kiosks.

In March I returned to Auckland for personal reasons and I've written this article to pay homage to the many Rangiora Library customers I was fortunate enough to meet and come to know. The connection community members have with the library is personal and unique and it is important that we as librarians take the time to listen and strengthen those connections.

This article tells the stories of Rangiora Library through the eyes of two such customers - Jon Read and Tony Barnett.

FREE TO INDULGE

Jon Read plans liveable built environments for the rapidly growing Waimakariri District in a temporary portable office next door to Rangiora Library. Sometimes for a change of scenery he'll bring his work into the library, claiming a table for a couple of hours to do research or seek inspiration.

With a background in parks and recreation Jon has worked as a park ranger, developed cycling and walking tracks and been involved in the development of reserves such as the Brooklands Lagoon and New Brighton dunes in Christchurch. He's been working for the Waimakariri District Council for seven years and lives on a lifestyle block near Oxford with his partner Sharon and two children Shae (13) and Devon (11).

As I talk with Jon about his life and how the library fits into it he confesses that he has succumbed to the occasional book binge. Every now and then he will take home an armful of books that look interesting and sometimes do nothing more than skim a couple of chapters or flick through the pages

before bringing them back with the intention of reading them later.

It is his frequent use of the library for a variety of purposes that has made it easy for Jon to indulge in what would otherwise be an expensive habit.

It turns out the library and I also support Jon in another 'otherwise expensive habit' – foreign movies and tv series. When I issued Jon the *Borgen* dvd about a year ago, I asked if he'd seen the recent *Wallander* series with Kenneth Branagh and if so what he thought of it. We discussed the differences between tv series made in Scandinavia compared to those made in American or Britain, and how long it might be before the next series of *The Killing* is available in New Zealand. Jon's watched most of the library's Scandinavian dvds and nearly every week he'll flick through our entire dvd collection looking for new ones. He wishes there was an easier way to find out what's new since he last looked.

As fate would have it, I am also a fan of Scandinavian crime and have a dvd collection at home that I share with Jon so he doesn't have to wait until they become available in New Zealand, and then the library.

Jon's son Devon developed an interest in reading through the Summer Reading Programme in Oxford Library a couple of years ago and Jon will often look for the latest Andy Griffiths' book or *Diary of a Wimpy Kid* for him. Devon is in a digital class at school where all coursework is completed on a laptop. Devon loves it, but Jon is concerned about how he will keep up without broadband at home (no connection available). A slow dial-up connection doesn't make it easy to look for Andy Griffiths' email address or Facebook page so you can ask him when his next book will be out.

Jon tends to favour socio-political biographies over fiction and is also curious about landscaping, architecture, design and self-help topics. He likes the variety and diversity available at the library and he never knows what he'll discover next.

Jon's thankful the library gives him the freedom to indulge.

A LIFE-LONG LOVE OF LEARNING AND LANGUAGES

I first met Tony Barnett when he asked if he could use the library's computers during my first week at Rangiora Library. The computers can be booked for thirty minutes each day and although some customers habitually linger longer than they should, Tony respects the opportunity to check his email and rarely outstays his allotted time.

Every day for the last fifteen years Tony has visited either Kaiapoi or Rangiora Library.

He prefers Rangiora Library, as it is closer, but spent a few years visiting Kaiapoi when the noise from the children's area and the unfriendliness of staff pushed him away. Thankfully in the last three years the situation has improved and he's back at Rangiora waiting for the library to open each day. Whenever I see Tony we exchange greetings and share a brief conversation. But it wasn't until I asked him if I could write a story about him that I realised Tony was a man of many talents.

Born in Christchurch during the war Tony's family lived in a number of places in the Canterbury region and in Wellington, moving whenever his father began a new teaching position. Tony's mother supplemented the family income teaching singing to local children and both professions have had an impact in Tony's life. Tony began singing solo at the Town Hall from the age of six and has the gift of being able to read music and intuitively understand how the parts come together. Today he continues his love of music by playing the organ during Christmas church services.

It also seemed natural for Tony to continue in his father's footsteps into a life of academia. In fact you might say Tony is the embodiment of life-long learning. Tony taught in primary and secondary schools for fourteen years including three stints in England.

He has a BA in French, MA in English, an Engineering degree and has completed ¾ of a Chemistry degree.

This is his 15th year as a student with Christchurch Polytechnic, most recently completing a Diploma in Information Technology in 2006 and he is currently enrolled in the Polytechnic's Computing 4 Free Excel course. Tony is also a fluent reader in French, Spanish, German and Italian and continues to regularly attend Italian classes in Christchurch to maintain his fluency.

We talked at length about the difference in studying towards a chemistry degree versus an arts degree, the impact of a teacher's gender on their approach to teaching and whether qualifications are still an important indicator for employers.

Through Tony's love and expertise in languages I learnt the term patronymics. A patronym or patronymics is the component of a personal name derived from one's father. For example, many English names include the patronym 'son' as in Johnson (son of John), whereas the Irish and Scots use the prefix 'Mc' or 'Mac' as in McDonald (son of Donald). Barnett, Tony's surname, includes the Hebrew patronym 'Bar' (son of Nett). This led to a discussion on the Scandinavian influence of many English place names and the Danelaw. I found these stories fascinating as it prompted me to compare it with my knowledge of whakapapa and the origins of Maori place names and personal names.

You might expect Tony to be a regular borrower, using the library to extend his studies and pursue his interests, but Tony isn't even a member of the library.

He doesn't borrow books because his caravan doesn't have adequate lighting for sustained periods of reading. Instead he reads in the library.

You might also expect that with his knowledge of computing that Tony would have a computer at home and would have no need to use the computers in the library. Tony does have a computer but it isn't connected to the internet because he is concerned about viruses. So he uses the library's computer to access his email and search for information.

The library is Tony's home away from home; a place to read the newspaper, check email, and be amongst people.

LEARNING, LIFE AND LEISURE

The New York Times dubbed 2012 the year of the MOOC or Massive Open Online Course and it's one of the hottest topics in higher education right now. Several top universities such as Harvard and Stanford, along with many other organisations, offer MOOCs on a wide range of topics. For example, Google's Power Searching course is a MOOC which many librarians have participated in to polish their searching skills.

Last year I completed a MOOC in New Librarianship. This MOOC was run by the School of Information Studies at Syracuse University in New York and was taught by Dave Lankes, the author of *The Atlas of New Librarianship* on which the syllabus was based.

Like many MOOCs the content was presented through a series of videos and students were required to read the core text to get a fuller understanding of that content. And also like many MOOCs it was

free, open to anyone, and delivered asynchronously.

This meant:

- There were no pre-requisites to register.
- I didn't have to ask permission to take time off work for study
- I didn't have to ask if my library will pay for me to attend and
- I also didn't have to get up at 4am to attend classes run on New York time.

In a traditional course you purchase a knowledge contract with an institution, such as The Open Polytechnic or Victoria University of Wellington. They have the knowledge and you want that knowledge. You go to a location (it could be online), engage in this contract and take home the knowledge. The institution judges whether or not you have the appropriate knowledge at the end of that course.

A MOOC is something entirely different. A MOOC does not presume that there is one thing that you need to know. The materials that are part of the syllabus are really just a starting point for the negotiation of knowledge. Knowledge in a MOOC emerges through the conversations that occur as students share their understanding, experiences and applications.

MOOCs aren't likely to replace traditional higher education, in the immediate future at least. But because MOOCs are free and take a different approach to learning, they are changing the rules and expectations of learning. It will also have a flow-on effect on community learning.

What kinds of learning would your community be interested in that could be organised like a MOOC and how could your library be involved in this?

What would you like to explore a bit more?

[Individual, Interest and Imagination](#) (p.22)

OR

[Flipping the Familiar](#) (p.32)



TRAVEL TO NEW PLACES WITHOUT LEAVING HOME

EXPLORE THE WORLD WITH YOUR COMMUNITY



By Megan Ingle

Just as the Japanese fishing industry wants to change the way that customers consume their product, libraries can also play a role in changing how the community consumes information. Libraries can tailor the consumption experience for a community, giving them something new to try, to see what happens to their taste buds.

There are no guarantees that dedicating significant amounts of research, time and money towards developing a new consumption habit will result in changing anything at all. However, the opportunity to trial something new has given the Japanese fishing industry an opportunity to push the boundaries of “you are what you eat” to an unexplored level.

If we turn this lens to libraries and their communities, what opportunities await? Take a look at your community, take a look at your library, take a look at your collections, and take a look at your services. What new information consumption experiences could there be?

Is there a way to curate a travel experience which opens up a new information for your community offering them the chance to explore another worldview, while also introducing diverse collections and services to your community?

Could you invite your community to collectively explore the world without leaving the country, opening up new destinations and encouraging new experiences of different countries?



Find a world map. Put it up on the wall (physical and digital). Crowd source the “destination” of your next community engagement programme. Ask your community which country they would most like to visit. Allow your community one month to respond.

Explain that you will be putting together six events, one per month, focussed on the most popular destination. You might also want to ask what they would most like to know about this country, for example, language, literature, cuisine, travel tips, history, science, art, music, movies. However, it might be enough for the community to simply pick the country, and leave the rest of the programme as a mystery to entice people to join in.

Give yourself one month to curate a programme of six monthly topics focussed on this destination. Dig deep into your physical collection.

Dig deep into your digital collection. Connect the dots for your customers.

Allow the stories of the country to be told and shared. Encourage your community to learn to see a country through a new lens of language and stories. What does a fictional story set in that country tell us about the life and experiences of the country? How does this correlate with a recent travelogue? Compare and contrast the experiences of ex-pats with new migrants. Find the commonalities, find the differences, and reflect on the story of the country told by the people of the country.

Collate a list of twenty-five books. Publish the list two or three months before a book group evening. Ask people to join in for a discussion on those books, not expecting that everyone has read the same titles, but that they come to share their experiences of the stories they did read. Discuss the experience in the stories from the books.



You might find that you can make contact with a library in your chosen country (although, depending on the destination, the language barrier and/or resourcing for that country might preclude this). They may be able to assist in identifying popular authors, popular titles, or classic authors. It might also open up the opportunity for cross-country conversations.

One event focussed on the practicalities of travelling to this country may draw in a different audience, giving them an opportunity to explore the logistics of planning a trip to this country, from how to find information about visas online, medical and/or vaccinations needs, language, what to pack, cultural expectations (tips, appropriate clothing, religious considerations). Invite people in the community who have travelled to, or who have lived in, this country to join this discussion.

Delve into online image collections to find unusual and unknown images of people, countryside, cities, sports, famous events. You could also showcase how to access online newspapers and/or magazines from this country.

Opening up the world for your community encourages them to open up their worldviews.



There are a number of other areas that you could incorporate into your programme. Explore the regional food variations. Coordinate a movie night, exploring classic films from that country. Find TED talks from or about the country. Customers with an interest in family history might benefit from a focussed session on breaking through brick walls for resources related to that country. There might be specific art forms that are “known” from that country, from silk weaving, to tapa cloths, to batik, to sand paintings. Encourage your customers to read, watch, listen, eat, play – from adults to children, there are many ways to adapt and expand the theme.

Allow your community the experience of travel without leaving home. Encourage your community to bring their own findings to each monthly discussion – whether this is a facilitated face-to-face meet-up or an online meet-up.

By setting your services against the backdrop of a “travel programme”, you can introduce people to services and resources that they might not otherwise have found, such as online newspapers, family history resources, language learning apps. Once your six month programme is finished, find a new country to explore!

If we are what we consume, then our worldview can change as we consume new and different information.

Afford your community the opportunity to travel to world, even if they don't have the money to physically go right now, you can open up new doorways to travel without leaving the comfort of home.



INDIVIDUAL, INTEREST AND IMAGINATION

I think people are motivated to learn for two reasons.

1. Because they have to - such as for an exam, qualification, or to solve an immediate problem
2. Because it interests them.

Think about the last time you learnt something because it interested you. Perhaps it was learning a craft, a musical instrument, or even playing Candy Crush. I imagine you were completely absorbed in your learning and looked forward to mastering the techniques or moving up a level. I imagine you practiced over and over again to reach a level of competency that you were happy with.

And because you were interested in learning you extended the boundaries of your knowledge through curiosity, failure and experimentation.

Last year I became interested in reading maps as a readers' advisory tool. Reading maps are like bookmarks on steroids. Rather than just a list of titles or authors on a specific theme such as 'historical sagas', reading maps are information-rich and promote the library's collection in a reader-centred context. Reading maps focus on linking the reader to the collection rather than the other way around.

So far I've produced three reading maps, all in collaboration with librarians in other libraries. The

first one, [Beyond Chocolat](#) recommends 31 sumptuous reads if you loved the book *Chocolat* by Joanne Harris. This was a joint collaboration with Alison Miles from CityLibraries Townsville. The second reading map, [Beyond the Lavender Keeper](#) was a collaboration with four public libraries in Queensland to provide readers with additional titles after a visit from author Fiona McIntosh. And my most recent reading map used *IQ84* as the genesis book. This was collaborative project with Paul Brown from Auckland Libraries. With this collaboration we experimented with '[his](#) and [hers](#)' reading maps. We were curious to learn whether our interpretations of *IQ84* differed depending on gender, and I think if you have an opportunity to look at them you'll find they are quite different but whether the differences are due to gender is arguable.

Interest-driven learning is learner-centred rather than institutional-centred. It's about more than learning the content.

Interest-driven learning is about learning the tools and skills to remake that content and becoming the creator and producer of that content.

Interest-driven learning is changing the rules of education and the lives of individuals.

Will you choose:

[Open, Online and OASIS](#) (p.23)

OR

[Questions, Quizzes and Quality](#) (p.45)

OPEN, ONLINE AND OASIS



Ready Player One takes place in the not-so-distant future—the world has turned into a very bleak place, but luckily there is OASIS, a virtual reality world that is a vast online utopia. People can plug into OASIS to play, go to school, earn money, and even meet other people (or at least their avatars), and for

protagonist Wade Watts it certainly beats passing the time in his grim, poverty-stricken real life.

Along with millions of other worldwide citizens, Wade dreams of finding three keys left behind by James Halliday, the now-deceased creator of OASIS and the richest man to have ever lived. The keys are rumoured to be hidden inside OASIS, and whoever finds them will inherit Halliday's fortune.

The world of OASIS in Ready Player One fulfils many librarians' dream of a virtual utopia - free, open source, and easy to use; governed by a well-defined set of societal and cultural norms.

Halliday and Morrow referred to the OASIS as an "open-source reality," a malleable online universe that anyone could access via the Internet, using their existing home computer or videogame console...

In the OASIS, you could become whomever and whatever you wanted to be without ever revealing your true identity, because your anonymity was guaranteed...

Users could also alter the content of the virtual worlds inside the OASIS, or create entirely new ones. A person's online presence was no longer limited to a website or a social-networking profile...

The OASIS would ultimately change the way people around the world lived, worked, and communicated. It would transform entertainment, social networking, and even global politics. Even though it was initially marketed as a new kind of massively multiplayer online game, the OASIS quickly evolved into a new way of life.

Wade enters the OASIS to escape from the real world where famine, poverty and disease are widespread. Currently, libraries as a physical space offer the ultimate in escapism whether it is through reading, meeting friends or watching youtube videos. However in *Ready Player One* Wade spends **every waking moment** in the OASIS because like millions of others he's playing a game with the intent to inherit a fortune.

Ready Player One may be fiction, but there are many members of our communities who do play online games or have digitally rich lives.

How could librarians engage with community members like Wade who spend significant amounts of time online?



OPEN THE DOOR TO UNCOMFORTABLE SPACES

By Megan Ingle


While some people actively seek out the new, the unusual, the different, the unknown, for most people, finding comfort in the familiar and the known is what soothes the soul. It reaffirms our worldview, and it reaffirms the space in which we have created our lives. However, it can also isolate us when we experience something that doesn't conform to the experience of those around us.

In the same way that eating something unfamiliar can be mentally & physically challenging, opening up to the unknown spaces of our understanding and learning about something unfamiliar can be confronting. It can be confronting to learn that life isn't as we imagined it to be. However, in learning that others also experience this uncomfortableness, we learn to acknowledge that we are not alone in the uncomfortable spaces.

*Libraries are used by people.
Libraries exist for people.
Libraries are the intersection of people.*

But what do we truly know about the people who use our libraries? What do we know about the demographics of our communities? What do we know about the stories of our communities? What do we know about the lives of our communities? How can we better reflect the shared experiences of our communities?

Can we find a way to shift our focus from the differences in our communities to instead unite our communities through common experiences, to show that it is these uncomfortable experiences that can occur in all parts of communities? How can librarians open the door to the uncomfortable spaces that exist in our communities?



Life isn't always easy. Life isn't always fair. Life isn't always what we want it to be. Life isn't always what we need it to be.

It is the uncomfortable spaces in people's lives that can often show our commonality, our humanness and our place in the world.

Librarians can open the door to these uncomfortable spaces. Librarians don't need to solve the world's problems, librarians don't need to change the world, but librarians can make the world a less uncomfortable place.


Instead of fearing the uncomfortable spaces that confront us, we can acknowledge the reality of the global financial crisis, of redundancies, of trauma, of illness, of being rejected. Libraries can facilitate these community conversations. Libraries can open the door to the uncomfortable spaces. Libraries can show their communities that they are not alone.

Libraries can be kind. Libraries can be honest about the uncomfortable reality for people. Libraries can be a place to face up to, or escape from, the reality of uncomfortableness. Libraries can allow people to share their experiences with other community members. Libraries can be a place to begin the conversation of connection with the community. Ask your community to share their experiences.

Ask your community: when you faced cancer, what book made a difference in your life?

Ask your community: when you lost your job, what resources did you need most to carry on?

Ask your community: when you didn't get the scholarship needed to go to university, what resources did you access to find a new direction?



Imagine a curated collection of materials in a public library: Cancer sucks.

Stories of hope. Stories of death. eResources for medical jargon deciphering. Links to key support agencies. Stories for the young. Stories of rituals. Stories of loss. Stories of family. Identify the role of genetics. Describe the role of knowing your family history. Discuss the impact of science, religion, faith, community in people's experiences. There are so many angles to explore. Offer your community a way through the uncomfortable world of cancer and medical trauma.

Imagine a curated collection of materials in an academic library: Being unknown, unpopular and unpublished.

Stories of alternative ways to get published. Stories of using mobile technology to reach out to other academic rebels. Stories of PhD whispering. Stories of honing presentation skills. Stories of sourcing funding from unusual places.

Imagine a curated collection of materials in a school library: Be the best misfit you can be.

High school dropouts. Dyslexics. Geniuses. Everyone is good, mediocre and not-so-good, at something. Find your tribe online and offline. Celebrate talents in music, art, food, sport, writing, reading, hiking, biking, or tinkering. Show teenagers that the world beyond high school does exist. It's wild, crazy and exciting. And it does get better.

For all librarians, one of the biggest unspoken topics for our communities is the mental health of communities. Don't go at this one alone. Partner with medical and social agencies to curate the resources. Follow the lead of the University of Otago's 'Books on Prescription' model¹, or Puke Ariki's 'Turn the Page' initiative², or Bay of Plenty

Polytechnic's realignment of learning spaces based on an holistic approach to student services³. Communities don't leave their lives at the door when they walk into libraries, they bring all of themselves.

Libraries can share their curated collections, so that we don't re-invent the wheel all the time, but we can tailor the design of the wheel for our communities.

Share the programmes. Share the online resources. Share the collection ideas. Working collectively and collaboratively as a profession means providing better services for our customers.

Find a way forward into the uncomfortable spaces for our community. It might be uncomfortable to open the door on these uncomfortable experiences, but ignoring doesn't make it go away. Let's not ignore the uncomfortable spaces in our communities. Let's invite the conversation and given our communities an opportunity to find the connection with others in the community.

¹ University of Otago Library. Books on Prescription Collection - "to support the teaching and learning of students in health professions, and for the well-being of the wider University community". <http://otago.libguides.com/bop>

² Puke Ariki. <http://www.pukeariki.com/Libraries/Turn-the-Page>
³ Rowe, L., & Heke, J. 2013. Paddling The Waters, Our Journey To Ako Ātea. <http://www.lianza.org.nz/resources/conference-proceedings/2013/paddling-waters-our-journey-ako-%C4%81tea>



COMMUNITY

One of our Reality Librarianship guest speakers was Jo Ransom from [Te Takere](#) in Levin. Jo shared her views on Community Centred Learning – the [Chalkle°](#) experience.

Chalkle° is an interesting alternative to Adult Education classes, which have traditionally run through local high schools. Chalkle° flips the traditional learning model, and its tagline "six degrees of education" gives a clue. The audience (aka the local community) is asked to step up and share their passion with other community members - classes can be taught or attended by anyone. It's about connecting people who want to learn with people who want to teach.

And two ideas specifically resonated.

1. The education landscape is changing. As I've already indicated, the traditional models of teachers, students, classroom and learning are all changing. The beauty of Chalkle° is that anyone can be a teacher, anyone can be a student, and learning doesn't have to occur in a classroom setting.

For example: A Chinese language Chalkle° class in Wellington meets at the train station, a cafe, and the vege market to learn and practice their Chinese. Another example is of a 15 year old boy who has signed up to teach juggling classes so he can have other kids in Levin to juggle with. Chalkle° classes can happen anywhere by anyone. Te Takere acts as the hub connecting them all.

The library wanted a model to deliver community education and as they have a quite an elderly population there were people with a lot of experience to offer. The library offers space for classes and has a staff member dedicated to working with Chalkle° and developing relationships with the community. Chalkle° is a franchise so Chalkle° manages registrations and payments and provides training and assistance to teachers.

Classes are demand-driven, teachers offer up their knowledge and passion, and learners join in. The [range of classes offered in Horowhenua](#) demonstrates the wealth of knowledge in the community that has been unlocked through Chalkle°. There's garden mosaics, learning to speak in public with a microphone, tai chi, how to use your computer, French for travel and a whole lot more.

2. Chalkle° provides libraries with community engagement metrics. We all know that statistics such as how many times an item has been borrowed or how many kids turn up to storytime are easy to gather but they don't give a complete picture of how libraries meet community needs. Te Takere has been facilitating [Chalkle° classes](#) for just over a year and the response from the community has been huge. There are many local people who are willing to share what they know, and there are many others wanting to learn. Community engagement stories and statistics galore!

Chalkle° ticks all the community and education boxes that will make a library's funding body happy. Could Chalkle work in your library?

What will you choose:

[Shopping, Service and Secrets](#) (p.43)

OR

[Questions, Quizzes and Quality](#) (p.45)

MOBILE

Can you imagine a world without Facebook, smartphone apps, or voting off reality TV contestants? That was New Zealand ten years ago. It was also a time when many jobs being advertised today simply didn't exist. So how do we educate people for library roles that don't yet exist? It won't be by solely relying on the traditional forms of education or in-house training. Most likely it will be through keeping up with what's happening, experimenting and learning from others.

For example, keeping up with technology is one of the more obvious areas where experimentation and learning from others is of more benefit than course learning. It is also ubiquitous across all library roles whether you are in digital or childrens' services. '23 mobile things' is a free, self-directed online program that explores the potential of 23 mobile tools for delivering library services.

['23 mobile things'](#) was developed by librarians for librarians:

- You can choose to do all 23 things or just some.
- You can personalise the content to suit your needs, or you can use it as it is.
- You can choose to do it by yourself, as a team within the library, or as a larger group.

More than 400 librarians mostly from New Zealand and Australia [explored 23 mobile things together](#). This group was initiated and led by Abigail Willemse, a new library graduate from Hamilton and Kate Freedman, an academic librarian in Melbourne. They held weekly twitter chats, wrote blog posts, had mentors signed up to contribute their expertise and provided a supportive environment for librarians experimenting with mobile technology for the first time.

If you're keen to give it a go, 'go for it'. Admissions for 23 mobile things never close, it doesn't matter where you live or where you work, and you don't need to ask for permission. And imagine if your library organised something similar for your community perhaps 23 mobile things for teachers, or 23 mobile things for Dads. Or it could be even simpler than that. Waimakariri Libraries has a weekly appy hour – anyone can go along to share and learn about apps. It's not a course with structured content and a librarian being the expert in all things mobile. Far from it. It's a collaborative session with customers learning from each other – seniors and teenagers, business people and those with new tablets. Will you choose:

[Open, Online and OASIS](#) (p.23)

OR

[Rosie, Rules and Reasoning](#) (p.44)

FLIPPING THE FAMILIAR

Flipped classrooms or flipped learning is also turning traditional education on its head. In a flipped learning model teachers use online videos and podcasts to teach students outside the class (ie when at home), reserving class time for collaborative work and mastery of the key concepts.

Salman Khan of The Khan Academy was one of the most influential initiators of flipped learning. In 2004 Salman lived in Boston and was tutoring maths via phone to his 13 year old cousin Nadia in New Orleans. When they couldn't talk Salman recorded the lesson on video. What he found was that Nadia preferred him in video rather than in person. Nadia could pause and replay what Salman was tutoring without having to feel embarrassed. She could also fast-forward through the boring bits. Today the Khan Academy has over 4000 videos on youtube to help you learn what you want, when you want, at your own pace. You can learn almost anything for free.

Flipped learning isn't confined to just the classroom. For the Heroes Mingle [Reality Librarianship series](#) which we ran in June and July last year we flipped the traditional professional development model that many New Zealand librarians are familiar with.

In the traditional professional development model material is usually presented via a workshop or presentation with a sage on the stage. In Reality Librarianship we flipped this into a conversation between our guest and audience. Because the events weren't recorded Reality Librarianship was about participating in the conversation rather than listening in isolation.

Reality Librarianship was online so you could be located anywhere in New Zealand and after hours so you could be comfy in front of the fire. We weren't limited to a physical space and accepted up to 200 participants from across all library sectors. It was also free and to ensure maximum relevance for participants each Reality Librarianship event lasted just 30 minutes.

And, I suppose another flip was that instead of professional development being organised by LIANZA, SLANZA or an organisation like your library, Megan and I organised it ourselves.



We were just two librarians who wanted different staff development opportunities and we worked together to make it happen.

There are many paths we can take to turn traditional education and learning on its head. Will you choose:

[Mobile](#) (p.31)

OR

[Community](#) (p.30)

TRADITIONAL PROF DEVELOPMENT		REALITY LIBRARIANSHIP
Prepared workshop or presentation	METHOD	Conversations with guest and audience
Work hours	SCHEDULED	After hours
In person, often main centres only	LOCATION	Online, throughout New Zealand
Usually 20 participants	PARTICIPANTS	200 participants
Across library sectors	AUDIENCE	Across library sectors
From \$150 per person	PRICE	Free
At least half a day	DURATION	30 minutes

DESIGN, DELIVER AND DECISIONS

How many of you would say that your library believes that your customers are important? And how many of you would learn whatever you can about your customers to improve your library's services? This is, in essence, what customer-focussed libraries do.

The assumptions of customer-focussed libraries are:

- The library knows what's best for its customers
- The library designs and delivers appropriate products and services at the right time and
- All customers are equal, need the same products and operate in the same timeframe.

It's an "average" view.

And this is the way most libraries work most of the time. However, it's not going to work for much longer because, as you know, customers can now choose to get their information and recreational reading needs from many sources, not just the library.

If you believe your customers are important, do you believe that they are important enough to change how your library does business so that they will choose to use the library before any of those other sources? Customer-driven libraries know that their customers are their business. Notice the difference:

Customer-focussed libraries know their customers are important.

Customer-driven libraries know their customers are their business.

In a customer-driven library, customers are at the centre of everything a library does. Here are three suggestions on how you might make this happen.

Think like your Customers

Rather than *learn* about their customers, customer-driven libraries *think like* their customers and use this information to change the way their library is run. For example, let's consider acquisitions. Most libraries let customers submit suggestions for

purchase and if they meet the library's selection criteria that item is purchased. This is customer-focussed. The library learns what is of interest to customers and determines whether it fits with the library's business model before buying that item. Other libraries, particularly in tertiary libraries with ebooks, allow customers to make the purchase without intervention. This is customer-driven. The customer is the decision-maker.

Live where they live

The library as a physical place will become less relevant to a growing number of customers because immediacy and convenience is what matters most to them. Customers live on their phones, at the malls, in the local newspaper and with their friends. Libraries should also live there. How will our community know what's great about libraries if we don't live where they live? After all, we may have a public library in most communities but how many people will cross the street to use it?

Provide them with personalised, relevant content

Not all customers are the same. Some borrow, some read newspapers, some surf the net, and some ask for help. Yet why do we not provide personalised services to them? Customers could choose to have their books picked up or delivered, just like their pizza. Customers could choose to use the library unguided, or have a personal librarian, a bit like a personal trainer, design a reading and information programme to meet their goals, rather than going to the gym and hoping for the best. Not all customers will want these choices, but what about those that do?

To keep customers from defecting and therefore rendering libraries obsolete, libraries must become more customer-driven – think like your customers, live where they live, and provide them with personalised, relevant content.

[Persuasion, Peer Pressure and Publish](#) (p.42)

OR

[Reality, Relationships and Respect](#) (p.34)

REALITY, RESPECT AND RELATIONSHIPS

Last year Megan Ingle and I ran a series of free virtual professional development events for library staff called [Reality Librarianship 2013: Community Partnerships](#). One of the successful community partnerships we discussed was the partnership between [Riccarton High School and Christchurch City Libraries](#). This is New Zealand's largest urban, School / Community joint use library. Paula Eskett was the school library manager at Riccarton High School before taking up a contract with Services to Schools at the National Library at the end of 2012.

Paula shared the successes of this library, and the enthusiasm with which staff and students embrace all it can offer, have created exciting chances to incorporate new projects linking the library and school.

As I was listening to Paula share her thoughts on this new way of working and learning I couldn't help but think that many librarians (and teachers) would approach this kind of partnership with a very large dose of intrepidation - we usually imagine the worst-case scenario before we believe that the best could actually happen. But Paula's experience put those worst-case scenarios completely into perspective.

For example:

Worst-case: Everyone needs to be a member of the public library in order to borrow. What about students? We'll never get permission from their parents.

Paula's reality: Before the library opened Christchurch City Libraries put an enormous effort into marketing the new library and encouraging the community to sign up for a library card, the school followed up with parents, whanau and caregivers and by the time the library opened many students were library members. Today some classes have 100% library membership.

Worst-case: The school library's collection development will be based on the curriculum and the public library's collection will be much broader. We'll never be able to ensure students only have access to age-appropriate resources.

Paula's reality: Yes it was a concern and it was something the school kept an eye on, but since 2006 Paula has only questioned the appropriateness of 3 books, after-all we can't monitor what teenagers are looking at on their smartphones. Our discussions with staff, students and the community became less about age-appropriateness and more about critical thinking, responsibility and trust.

Worst-case: What about the senior citizens who use the library during the day? If students are using the library it will put them off.

Paula's reality: Paula found that some senior citizens were coming in *because* students were in the library - they wanted to be a part of that energy and excitement that only students have. Staff also spent a lot of time with students talking about behaviours and 'being on show' in the library. As a result students would offer to assist senior citizens with using self-issue kiosks or allow senior citizens to be served first. There were many more compliments than complaints.

Paula spoke a lot about inclusiveness and the importance of relationships, honesty and trust between the school, library, teachers, students and the community. It is a new way of thinking, working and learning for everyone. Creating a culture of respect and trust within the school, library and community is absolutely vital for a partnership to flourish and be sustainable.

[Community](#) (p.30)

OR

[Questions, Quizzes and Quality](#) (p.45)

And then the gringo said, “Waiter, there’s a *chihuahua* in my *taco*!” Ha Ha Ha Ha Ha Ha Ha.

Oh, *hola*. Zapata did not see you there. You must be some kind of ‘Speedy Gonzales’ reader to have got to this page so fast!

But it is good that you are here now. *Si*, it is good.

And now that you are here, please, please, sit and stay a while. Let’s talk like good *amigos* should.

So, this article about the tuti-fruti fish, what do you make of it? Is there a problem with fish-flavoured-fish now?! Ah, it makes Zapata laugh. But forgive this old *revolucionario*. The world has gone *loco*.

Perhaps Zapata can extrapolate the fishy story as a cautionary tale for libraries, a portent of times to come if you will, with the fish representing books (an established diet that is becoming boring) and the fish loving public well, they would be the libraries dwindling lines of devotees (whose tastes and choices are changing).

You know, we have a saying in Zapata’s village: “If you have three horses and four men, you are not one horse short, you have two horses too many. Because one of those men is a gunslinger who will easily kill the other three.”

I concede, as you can well tell, that we are not very good at sayings in my *pueblo*! That is why we have only one! But it is not a bad saying all the same.

Probe deeper and you will understand that what it is trying to convey is that the apparent solution to a problem may be no solution at all. Because the wrong problem was initially diagnosed. *Complicado*, eh? Perhaps Zapata should try to explain some more.

You will be aware that it is becoming a more frighteningly common boast amongst librarians that they are ‘More than just books.’ Just *las cuentas*!!!!!!
¡Oh, *dios mío*. What sort of fresh new lunacy is that?!

Las bibliotecas públicas are the people’s champions of humans greatest stories (both factual and fictional), founded on the genius of those artists, thinkers and doers, who have come before us and cared enough – and in some cases dared enough at great peril to themselves - to express their ideas and imaginations.



Stories that bind us, unite us, thrill and yes, even terrify us at times, but stories which help us navigate our way through this crazy, beautiful, scary, wonderful world.

But it seems that *Las bibliotecas públicas* has also become safe harbour for some to propagate, with no little zeal, an agenda which is disingenuous to people and contrary to one of the pillars of an institution which contestably more than any other, has universally permitted the arts and sciences to flourish, to shape and to transform our societies. That is some curriculum vitae libraries have *amigo*.

Regardless of the vessel they are discovered in, it has always been, and always will be, about the stories, and the achievements, that are contained within them.

If I may quote a passage from *senor* Neil Gaiman, given during his 2013 lecture for the Reading Agency (U.K.):

“I worry that here in the 21st century people misunderstand what libraries are and the purpose of them. If you perceive a library as a shelf of books, it may seem antiquated or outdated in a world in which most, but not all, books in print exist digitally. But that is to miss the point fundamentally. I think it has to do with nature of information. Information has value, and the right information has enormous value.

I do not believe that all books will or should migrate onto screens: as Douglas Adams once pointed out to me, more than 20 years before the Kindle turned up, a physical book is like a shark. Sharks are old: there were sharks in the ocean before the dinosaurs. And the reason there are still sharks around is that sharks are better at being sharks than anything else is. Physical books are tough, hard to destroy, solar-operated, feel good in your hand: they are good at being books, and there will always be a place for them. They belong in libraries...”

He is a very fine *hombre* that *senor* Gaiman.

So, what are we to make of these librarians who callously claim that *las cuentas* is dead and then scurry and seek refuge in their ‘technological solutionism’ as the answer to libraries many, many





challenges? Well, two can play at that game and it is so very, very easy to do. And Zapata can easily see a present, and a future, where the printed word co-exists with the digital. If Zapata may be permitted to slightly cannibalise Gödel's incompleteness theorems, then it is logically impossible to define and/or deduce all possibilities, laws and truisms as they apply to libraries. Thus, a future where libraries are not essentially still about the stories they blend and weave through their communities is far from a *fait accompli*. There is no inevitability about this if we so choose to shed the fatalism and fight against these supposed 'inevitabilities'.

Los libros que están en la biblioteca (the books that are in the library) are still a rallying point for people. Do not choose to ignore your national and international research on this topic. The traitors amongst our ranks desire Evidence Based Librarianship, and yet when it is presented to them, they treat it with silence and inaction. And in doing so, they fail their own people, horribly.

When Zapata sees and hears some anti-book espousing librarian striding around triumphantly on his/her high horse, he just thinks, "Hhhmm, isn't the dick supposed to be underneath the *caballo*!!!" Oh, it's a good joke Zapata tells a lot in his *pueblo*!

Please indulge your *amigo* and let Zapata tell you something else that turns things around a bit.

Libraries are more than just maker spaces. They are more than the sum of their 3D printing capacity, Wi-Fi connection and broadband speed. They are more than RFID. They are more than any number of strategic envisioning in seven acts with seven dramatic headlines. They are more than the hollow, shamolic and undignified populist commercial grabs for the Holy Grail of the 'customer experience.' Ha! Cirque du Soleil libraries are not!

From the skanky discount bin of severely damaged arguments at the temporary outlet store of faddish thinking comes these claims for libraries being more 'than just books'. The scoundrels who countenance such acts of terror upon people will initiate yet another closing-down sale for yet another delusional library which allowed its pseudo-philanthropic mission to excuse poor performance and irrelevant renderings.

Sigh.

*What it amounts to amigo is a
21st Century LibraryCrimeThink.*

Just because we have new competition in areas we could once exclusively call our own does not mean that we should eschew books and start looking around (sounding all desperate and dateless at the *pueblo fiesta*) in markets where we are improperly resourced to compete and will take a momentous *paliza*!

Of course, nowadays, not only is telling the truth in times of great deceit an act of courage, reading itself has become a magnificent act of defiance.

Too many are too lazy to meet the requirements of finding meaning, slowly peeled back, in deep and powerful reading.

Nowadays, instantaneous gratification is laziness and short-term happiness. They swallow the barons of Silicon Valley's blue pill, and they look past shrinking freedoms, just so they can get their hands on the latest version of that must-have, shiny, new consumer toy voted the best of the year by several websites of supposed repute. And then the people wake up and believe whatever it is they want to believe. I suppose it is worth it because they get to enjoy the taste of their steak.

This version of reality is objectionable to independent thinking *bibliotecarios*. And so while all those telcos, with their easy monthly payment plans and 'generous' freebies, who so much want to be your best friend (for so long as you have *el dinero*) command the hearts and minds of so many citizens, like cattle people will unconsciously download the other 'apps' of control and subservience that come with the trappings of non-reading, easy modern living.

Consume.

Obey.

Give your life... to us online.

Refuse... independent thought.

Stay... passive.

Stay... ignorant.

Stay... asleep.

Watch... T.V.

But our time is running out *mi amigo* so back to our Japanese *pescado* story.

Zapata has some advice for his Kiwi *amigos* and that is: do not throw your world-famous-in-New-Zealand pineapple lumps to the leviathans when





whale watching off the coast of Kaikoura! Their fruity fresh breath will only attract Japanese whaling ships from every ocean to feed the cravings of their new domestic tuti-fruity fish eating market.

Hhhhhmmmm, you know, perhaps this offers up a solution to another *problema*: one employing Archimedes' Principle, which is that given their size and enormous displacement, the removal of whales from our oceans should lower sea levels, which as you well know, is a major, calamitous threat to many cultures worldwide.

See, it all depends on what angle you look at any problem from.

¡Oh, dios mío. Have we just shared an innovative moment together?!

Ah, now Zapata sees that you have a wonderful laugh. You should laugh more. We all need to laugh more. Everything will be fine. You will see. Don't be despondent. This *revolucionario* is certainly upbeat about our chances. You and me *amigo*, we will end the good times for the bad people.

Muchas gracias for dropping by, and I really hope we will *charlar* again. I enjoyed our time together. And may I give you this gift to take with you; it is from a great man, a certain Mr Ernest Hemingway. Ah, you have heard of him of course, which is good, and what *senor* Hemingway once said, very perceptively, was:

"Writing is the only thing worth a damn. Unless you're a painter. Then it's painting."

Adiós mi buen amigo

Zapata's tête-à-tête could not have been possible without the kind 'donations' of the following revolutionary collaborators:

Steve Coffman, 'So now what? The future for librarians' at <http://www.infotoday.com/OnlineSearcher/Articles/Features/So-Now-What-The-Future-for-Librarians-86856.shtml>

Neil Gaiman, 'Why our future depends on libraries, reading and daydreaming' at <http://www.theguardian.com/books/2013/oct/15/neil-gaiman-future-libraries-reading-daydreaming>

Terry Heick, 'Why students hate reading – and often aren't very good at it' at <http://www.teachthought.com/teaching/why-students-hate-reading/>

This article is dedicated to every defiant librarian who gave enough of a damn about people to take a stance against the bastards who are raping the soul of Las bibliotecas públicas.

PERSUASION, PEER PRESSURE AND PUBLISHING

The value of our content is and will continue to be determined by the context it is placed in. I mean context in its broadest sense here— signage, websites, shelving arrangements, customer service as well as e-resources, books, and serials. That is, how the content of libraries is packaged and presented, and what surrounds it.

So how does our packaging need to differ?

People are easily persuaded by other people that they like

In his book “*Influence: the psychology of persuasion*”, Robert Cialdini discusses six principles of persuasion, and I think two of these are particularly relevant. One of these principles is likeability – people like those who like them. People are influenced by who liked or rated something, rather than the product itself. So while the New Zealand Post Book Award finalists are interesting, the content is somewhat isolated. Far more relevant is a list of the finalists that your friends or people you consider have good taste are reading.

People will do things they see others doing

The second principle of persuasion is social proof or peer pressure – people will do things they see others doing. What do customers see libraries doing? What does the community we serve see librarians doing? From my perspective libraries are invisible. They exist, but they just aren’t seen.

Everyone is connected to everyone else

It used to be that information was broadcast – one person talking to many. However in a world where every piece of content is available to anyone at anytime, the power of the broadcaster has diminished significantly. Consumers access content via links with other consumers. This has greatest impact in an online environment, but it is also true

offline through word of mouth. To create a successful piece of content libraries not only need to get people to like it, but must also encourage our audience to spread it through their own channels.

Everyone who interacts will change the experience of those that follow

A major consequence of these networks is that everyone who interacts with a piece of content will subtly change the experience of that content for others who follow. Every comment, share, like, and retweet builds a history, has a cumulative effect, increases the visibility of being found, and thus becomes easier to find. Content will be woven with the fabric of experiences from others.

Ownership is less important than access

Who owns that content is less important than the ability to access it. And librarians, of all professions, should know this more than others. It’s one of our core values - that information should be easily and readily accessible to those who seek it. With content becoming a shared experience ownership is more difficult to attribute. Customers are demanding content to be delivered when they want it. They don’t care where it comes from.

For libraries and librarians to survive and thrive we need to remove our cloak of invisibility, and build connections with customers so that we have a higher probability of being seen, well received, and therefore valued.

[Shopping, Service and Secrets](#) (p.43)

OR

[Rosie, Rules and Reasoning](#) (p.44)

SHOPPING, SERVICE AND SECRETS



As usual, the head office bods are obsessed with monitoring procedure and point of sale - the very things I'm realising most shoppers really don't care about. Every instance of job service I've come across since starting to shop for a living has nothing to do with procedures; it's about individuals. Individuals like

that sweet guy who tried so hard to sell me the right underwear, or the lady pharmacist whose sympathetic glances at a howling Freddie, as she sold me the morning-after pill and offered me a free condom sample, made me well up at the milk of human kindness. Those people don't need a handbook to tell them how to 'transact' - they instinctively understand what customers really want.

In a previous life I developed a training and recognition programme for over 9000 mystery shoppers in Australia and New Zealand so I know the ins and outs of waiting in queues, welcomes, effectiveness of displays and the importance of staff having product knowledge. I also know how important it is for retailers (and libraries) to view their business from a customer perspective.

Customer service is only one touch-point that makes up a user's experience, but in my view and as also observed in *The Secret Shopper's Revenge*, customer service often sways a customer's first impression and determines the likelihood of them returning.

Many libraries don't have the budget for regular mystery shopper insights but there's no reason why we can't undertake a [kindness audit](#). A kindness audit enables you to look at your library space and examine how *kind* it is for your customers.

Is the signage positive?
Are your service desks welcoming?
Can users find their way easily?
What obstacles do your users encounter?

What do you think about a kindness audit, or mystery shopping other libraries to see how kind it is to customers? What could you do to improve your customer's experience?

Making libraries easy and simple to use should be a priority for librarians if we are to change public perceptions. And involving customers in these activities is a great way to get started.

ROSIE, RULES AND REASONING



Don Tillman, a brilliant genetics professor is challenged by social situations. He has few friends and has never been on a second date. When he decides he should find a wife, he starts "The Wife Project", and creates a 16-page questionnaire to find the perfect partner. She definitely should not wear makeup or jewelry, and must not be scientifically illiterate or a vegan. No smokers, drinkers, or horoscope readers need apply.

Enter Rosie Jarman, who smokes, drinks, wears jewelry and uses makeup. Despite all of Rosie's "negatives", her spontaneity and sense of humour gets Don to do things he's never done before.

Oak Park Public Library have re-imagined community engagement with the [IdeaBox](#). The IdeaBox is a great concept that can be achieved with limited financial resourcing and South Taranaki District Libraries have adapted it into an [Idea Wall](#) at Waverley LibraryPlus.

It all seems so straightforward that I ask myself, why aren't we already doing this? And then I think about Don Tillman using a 16 page questionnaire to find a wife and it reminds me that I probably know more librarians who share similar traits to Don than those who don't. Librarians who seek comfort in rules and procedures. Librarians who want to know exactly what will happen and when. Librarians who want to know that they are in control. Librarians who get anxious when they encounter a new situation. Librarians who fear the unknown.

Participatory spaces and services such as the IdeaBox or Idea Wall are all about experimentation. They are less about customers observing what happens in a library and more about customers [creating their own experiences and content](#) within our library spaces. They are about new situations with unknown outcomes.

How many librarians are truly ready for this? And for those that are, what can we do to encourage anxious librarians to feel more comfortable in new situations?

[Summary](#) (p.50)



QUESTIONS, QUIZZES AND QUALITY



Vikas Swarup's spectacular debut novel opens in a jail cell in Mumbai, India, where Ram Mohammad Thomas is being held after correctly answering all twelve questions on India's biggest quiz show, "Who Will Win a Billion?"

It is hard to believe that a poor orphan who has never read a newspaper or gone to school could win such a contest. But through a series of exhilarating tales Ram explains to his lawyer how episodes in his life gave him the answer to each question...

Swarup's "Q & A" is a beguiling blend of high comedy, drama, and romance that reveals how we know what we know – not just about trivia, but about life itself.

Learning is fluid. Learning is everywhere.

It doesn't just happen in schools, classes or organisations. It might be a new phenomenon in education but it isn't new in life. Motivation is

central to learning. And learning is central to survival. It's all about context.

Well, Madam, we poor can also ask questions and demand answers. And I bet you, if the poor conducted a quiz, the rich wouldn't be able to answer a single question. I don't know the currency of France, but I can tell you how much money Shalini Tai owes our neighbourhood moneylender. I don't know who was the first man on the moon, but I can tell you who was the first man to produce illegal DVDs in Dharavi. Could you answer these questions in my quiz?

Another example involving questions and learning is from a [video of Sugata Mitra](#), Professor of Educational Technology at Newcastle University, talking about how his Hole in the Wall Experiment helped poor children in the slums of Hyderabad, India teach themselves English.

What have you done or what could you do differently to fuel curiosity, experimentation and learning in the library?

[Summary](#) (p.50)



TRANSPARENCY . RADICALLY

By Megan Ingle

Libraries are in the business of change, making small and big changes to services, programmes, spaces, collections. However, often these changes are made behind the scenes, without much involvement of the community.

Is transparency a core customer expectation in your library?

Can your customers easily get the answers they want and need about a library's services, collections, policies, programmes, funding and outputs? Do you, or could you, easily share the story of the statistical data you routinely collect – from membership numbers, to collection sizes, to circulation figures, to numbers of programme attendees. Is this type of information routinely shared and distributed to your community, not just to your funding agencies?

What about also sharing the quirkier and more interesting data with your community? Share the unusual and more meaningful data from your community, instead of focusing on the overall numbers.

Can you tell the story of your average library user? Who are they? What do they borrow? When do they visit the library? What services do they use most often?

Can you tell the story of your most prolific borrower of your community? How many items does your most frequent user borrow? What types of items do they borrow?

Can you tell the story of your non-member library users? What do you know about the people who use your library but who aren't actually members? They might still access services, programmes, materials, but they aren't often "counted" in your statistics because they don't appear on your membership database. How can you tell their stories if you are only focused on the data?

It comes back to the question of why you collect the data in the first place. Being clear about what data you collect, and why, is about being transparent with your community. If you collect the statistical data to demonstrate your measureable value to

SIMPLE.



your funders, because that is what they need to make decisions, then be honest and tell your community that is why you collect the data.

The 6 statements for [The Usable Library](#) are radically simple and transparent. Being interested in your library's customers is key.

Could you tell the story of your community differently? Not based on measurable statistics and numbers, but based on community stories.

Can you demonstrate how many customers have been able to find a job, complete their studies, trace their family tree, undertake research, secure funding for their community project, start a business, learn new skills, simply by being a member of your library's community?

These stories can't always be told purely by the numbers. It involves asking your community to share their stories with you. It is about asking your communities to open up about the role of the library in their lives.

Identify someone who uses your physical space on a regular basis, and ask them if they would like a coffee and to tell their story. Be honest about what you want. You want to know more about them, and about how they use the library. You want to know what you could do to improve things.

Invite people to share their ideas about making it better. It might be the layout of the space doesn't work for people with mobility issues. It might be that you shift the start time of your story time program by half an hour to accommodate that many parents have to drop off older children at a school that is further away. It might be that your students want more, not less, quiet study space.

Transparency about how and when and where and why we do what we do in libraries is at the core of our existence. Could your community benefit from knowing more about the decision making processes that typically take place behind the scenes in libraries?

For example, If you cancel a digital subscription, how do you communicate your decision making process to your customers? Do you have a clear checklist of criteria against which you make decisions? What would happen if you shared this with your community? Invite them into the decision

making process by being transparent about what you do. They might make suggestions about the validity of your decision making process, so be open to the discussion to improve the process.

Sharing your decision making process with your frontline staff is also important, as they are the ones who will field the question from customers about the decisions you make. Withholding information from staff is withholding information from our community.

Why do we limit the number of holds per customer?

Why do we charge for premium services?

How do we set the ratio of items per number of requests?

Why' is the key word behind being transparent.

Answering why can be hard if we aren't prepared to be open to discussion, and be honest and transparent about our practices.

What if we truly considered all suggestions for change, and looked at implementing some of the seemingly smaller suggestions, and aim for a culture of ongoing, consistent change. Sharing the reasons for change, and the results of change.

By implementing regular incremental changes, we can aim towards a different service model in five years, which is easier to achieve in small steps than a radical shift all in one go.

Identify some of the most common "complaints" (also known as feedback) from customers and staff about library services. Which parts of your services or collections are most frustrating for your customers? Is it the charges? Is the lack of being able to tailor the services to what they want or need? Ask for their input on ways to improve your services.

Is it the jargon used? If you need to explain the terms used in your signage, maybe you need to change the terminology. Simplify the language to be understood by the majority, not the minority.

Is it cost of borrowing? If you need to raise a percentage of your annual operating costs, then be honest with your community about the amount you are expected to cover through charges. Invite them to offer suggestions on how you could achieve this in a fair and equitable way. Ask if they agree that


those who want "preferential" treatment could pay a premium to be at the front of the holds queue. Be open about the expected total income that you need to bring in annually, and ask for their input into ways to grow your income stream instead of charging for services.

Is it the difficulty in getting hold of items in accessible formats? If the cost is prohibitive as an individual institution, could you partner with other organisations to build a larger shared collection?

Is it the different length of borrowing times for different materials? Ask yourself what might be the impact of with implementing one single borrowing period for all materials, or implementing a policy of an indefinite check out period until someone else requested an item.

Or could you find a different way to assist customers to identify what is due back when?

Does your library list items on the checkout receipt alphabetically by title or in the order they were



issued? What if you changed the way you laid out items on your checkout receipts? Reorganise the list of items, clearly identifying which items are due back first, rather than the order in which they were issued or as an alphabetically ordered tile list. Be clear, make the due date bigger than the title and the author. Aaron Schmidt clearly demonstrated this in a 2012 Library Journal column – [Consider the Checkout Slip](#) – but I have never heard of a library who has actually done it. Is it because we are afraid we'll lose revenue collected from overdue fines than if we focus on creating an environment where the community returns the items on time?

Treat everything you do as a trial. Share the results with your communities, and that includes your professional community too. Do you know of other libraries using the same library management system (LMS) as your library? Other than using the same LMS, what else could you learn from one another? Even if it appears that your community demographics aren't comparable, in sharing the small scale trials that you have undertaken, you can learn and adapt from one another. What works for one community could be tweaked and adapted to also meet the needs for another community.

Could you share your cataloguing expertise? Could you share your promotional expertise? Could you share your programming expertise? Could you set up a monthly online meeting session for staff to share their knowledge and experiences? An online lunchtime session, over a cup of coffee, sharing collective knowledge about what you have tried, what you'd like to try and also sharing tales of what worked, and what didn't with your community.

Developing a culture of ownership and transparency is about admitting to not having all the answers, but a willingness to trial new ideas.

Being upfront about your philosophy behind the small scale trials means owning up to looking at ways to make small changes which add up to big differences. It might be that you and your community have identified some clear big picture goals about what the library will be in five or ten or fifteen years time, and you want to work towards those goals, with small achievable steps along the way.

Be transparent about why you do what you do. Open up to your communities and walk alongside one another into the future of libraries.

THE PHILOSOPHY OF LOVE

Libraries will not be judged by the number of transactions or services we offer but by the quality of the conversations we have with our communities. And there is no better place to start than with the philosophy of LOVE.

Listening:

Listening shows respect, increases understanding and fosters friendship.

Openness:

Being receptive to new ideas and the opinions of others encourages community involvement and offers a greater sense of ownership.

Variety:

It is important to include a variety of perspectives because there is no such thing as a typical library user.

Experimentation:

A willingness to experiment, free from orthodoxy and convention because this is when magic happens.

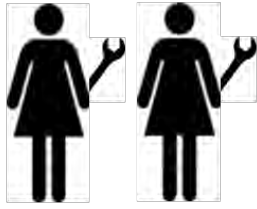
The philosophy of LOVE enables us to transform the library's trusted relationship with the community into a long-term love affair. Where together we can learn to see the world as the other sees it, along with their needs, wants, desires, fears and concerns.

I hope you'll join me and shift your focus from collections to connections to change the public perception of libraries.



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