IFLA Knowledge Cafe

The Knowledge Economy: How continuous learning can prepare Information Professionals for the future

Continuous learning is key in preparing and building the skills necessary to succeed. The Knowledge Café at the 2018 IFLA World Conference focused on the essential role information professionals play in managing the knowledge within their organizations in order to best support customers, whether they are public, university, parliamentary, governmental, or corporate libraries. This was an interactive session using round tables and facilitators with a number of different topics such as coaching and mentoring, change management and staff continuous learning. The reports below summarize the various discussions.

Table topics:

1. *Stimulating collaboration and social interaction: best uses of library spaces*
2. *Librarians as mentors and coaches*
3. *Staff continuous learning: practices and techniques*
4. *Competencies for future success: libraries and librarians*
5. *Building leadership skills for individuals and teams*
6. *Transforming the library with creativity*
7. *Learning from others: best practices for peer learning*
8. *Learning within the constraints of limited staffing and budgets*
9. *New tools for teaching and learning*
10. *Effective and innovative ways to measure the impact of library services*
11. *Building partnerships to expand library skills and services*
12. *Change management techniques for staff: communication and leadership*

1. Stimulating collaboration and social interaction: Best uses of library spaces
Summary submitted by Rebecca Hankins, Texas A&M University (United States)
Discussion Leader: Julien Sempéré, Université Paris-Saclay (France)

Discussion points included the need to create new library spaces that center and encourage access to resources, new learning opportunities for collaboration, improved user experience and design of smart spaces, both physical and virtual. Exhibits, flexible furniture, focus on events, and virtual reality are all means of change to consider for library spaces.

Some participants are working on designing new facilities, reorganizing current spaces, developing new ways of engaging students, encouraging governmental agencies to work more collaboratively, and finding opportunities to bring back new research ideas from other countries that may benefit others in developing spaces that facilitate learning. Some of the restructuring of space will focus on employees internally. This has the cascading effect of benefiting the agencies while improving the employee work environment.

The ultimate goals are to encourage more communication from the community or audience served, and create an improved user experience, with the added result that the library becomes the center of learning.

2. Librarians as mentors and coaches
Summary submitted by Cindy Hill, Federal Reserve Bank (United States)
Discussion Leader: K.Jane Burpee, Centennial College (Canada)

The discussion started with a question about the difference between coaching and mentoring
- Coaching: it is important to ask questions, and to ask the right ones that lead the individual on a path of self-discovery. Coaching may take more time than mentoring as it is a process of conversation and introspection rather than providing a direct answer or solution to the problem or issue that is being explored
- Mentoring: it is a partnership between two people and emphasizes listening and sharing experiences.

There was also a question about when the mentoring process can be helpful. Responses included:
- When helping the mentee focus on leadership, not technical skills since the junior staff were hired for their technical competencies.
- When exploring how to be a good asset to the institution
- Since the younger generation is more comfortable moving / jumping from job to job, mentoring can be helpful as they move through their careers

Other ideas discussed included how mentoring often occurs from the top down. Several participants focused on leadership at the senior level. In one case, managers provide on-the-job training.

Sometimes the organizational culture and hierarchy can affect mentoring and coaching opportunities. One participant from a governmental library shared that they must follow protocol (hierarchical structure) when approaching others. Sometimes senior management will coach the junior staff because they are tied to certain protocol. A participant shared that in their organization, senior management needs to get approval from top management to change certain processes. It is important to understand how to work within the existing cultural environment.

In Malaysia, middle management staff encourage junior staff to enjoy their work and the work processes. They work on viewing situations as challenges, not negative incidents. They work with the junior staff to explore possible solutions.

In Kenya, management staff mentor local librarians on a volunteer level by taking in young staff and introducing them to the system. They meet once a month for a full day for updates and check-ins. They discuss challenges they are facing, figure out ways that senior management can support them. Moreover, management invites junior staff to bring forward innovative ideas.

There was a very short discussion about peer-to-peer mentoring that one organization used. Groups are formed to:

- Include eight to ten people that are from various departments and divisions
- May not know each other at the start of the peer-to-peer mentoring term

- Term lasts for nine months
- Group can discuss any topic they like; meet at least monthly; one person facilitates, and one person takes brief notes
- Everything discussed in the group is confidential to ensure a level of trust
- Peer managers have similar issues and challenges, regardless of their subject areas or business lines

3. Staff continuous learning: Practice and techniques
Summary submitted by Mary Sengati-Zimba, Zayed University (United Arab Emirates)
Discussion Leader: Catharina Isberg, Helsingborg City Library (Sweden)

The table

4. Competencies for future success: Libraries and librarians
Summary submitted by Almuth Gastinger, NTNU University (Norway)
Discussion Leader: Sandy Hirsh, San Jose State University (United States)

The discussion leader started the conversation by talking about a report on needed skills and what skills have the highest priority. These skills are communication and interpersonal skills.

A link to this report is included below:

MLIS Skills at Work: Snapshot of Job Postings (Spring 2018). Prepared by San Jose State University School of Information

http://ischool.sjsu.edu/sites/default/files/content_pdf/career_trends.pdf

The participants then discussed what skills the participant's libraries/institutions should focus on. Everybody around the table got a chance to talk. The following skills/topics were mentioned during the discussions:
- Communication/marketing to users
- One-to-one communication including library to users or to other departments at university
- Big data / data analysis
- Technology (software skills, all types of technology)
- Flexible mind-set
- Interpersonal communication (psychological perspective, user orientation)
- Information literacy skills
- Change management skills, open mindedness, flexibility, creativity
- Pedagogic skills (course design, learning styles)
- Scholarly communication process (how researchers work, communicate, publish)
- Writing and presentation skills (report writing etc.)
- Leaderships skills (need to be able to inspire and motivate people)
- Lobbying, advocacy, skills on how to influence people/stakeholders
- Strategic planning
- Problem solving skills
- Collaboration on institutional, national and international level
- Open and eager to learn more – a commitment to life-long learning
- IT/technology (how do we cope with new ICT in order to support users best – sometimes users are ahead of us librarians!)

- Attitude that LIS is a career, not only a job
- Ability to do one's job well (i.e. for parliament librarians who may need to write speeches)
- Adapting skills to new developments and new technologies, (i.e. big data)
- Developing more technology-based services
- Digital literacy
- Knowing who your users are and understanding their needs
- The importance of CPD/workplace learning/lifelong learning
- Skills needed depend on what services are offered and what the goals/strategies of the institution

Conclusion: Colleagues from all over the world have quite similar opinions on what skills are important in libraries now and in the future.

5. Building leadership skills for individuals and teams
Summary submitted by Sylvia Piggott, Global Information Solutions (Canada)
(For Victor Walusimbi)
Discussion Leader: Sylvia Piggott, Global Information Solutions (Canada)

The discussion kicked off by defining leadership:

Leadership is often misunderstood as a position of formal authority, but anyone with the right abilities can be a leader

Leadership is the ability to direct people to achieve a goal as well as to guide others in times of trouble.

Leadership abilities were identified as:
- Guidance
- Initiative
- Advocacy
- Stewardship
- Motivation
- Networking
- Responsibility
- Dependability
- Generosity
- Empathy
- Flexibility

Leadership qualities were also discussed:
- Charismatic
- Responsible
- Competent
- Decisive
- Open-minded
- Motivated
- Objective
- Calm
- Ethical
- Truthful

Participants were also asked to think about experiences of leadership in their personal lives.

1. Can think of a family member who has directed the family toward a goal?

2. Can you think of a time when you guided others?

The participants concluded that leadership includes abilities, actions and characteristics that you can apply in the workplace or in your personal life

The discussions were animated and full of personal examples that also included cultural examples. The full amount of time allocated for the session was well used. In addition, a quick verbal evaluation indicated that the session was well received and helpful.

6. Transforming the library with creativity
Summary submitted by Svetlana Gorokhova, All Russia State Library for Foreign Literature (Russia)
Discussion Leader: Loida Febo Garcia, Information New Wave (United States)

Insights gained at this discussion included the following:

- It is necessary to provide space for exchange. Both best practices and concerns are important to share
- We need to provide and get more training on how to attract new audiences and therefore we need to know how to present our mission and "sell it out" – elevator speech!
- One school librarian mentioned that we often talk about libraries in general, not looking at the history and peculiarities of many of them. It is necessary to look at how the library is being used and by whom. One of the ways is to involve students, asking them to create an ideal library through online tools. It is important that everyone should hear each other – students, teachers and administration as these three groups need different things from the library
- It is important to use multicultural approaches in creative transformation, otherwise some groups will feel unwelcome
- Local historical and heritage collections are often lost to the hearts of users. Organizing exhibitions using local materials – curator, librarian and the third voice such as a local artist are effective techniques
- One unique and interesting idea was to look at building trendy partnerships such as tattoo salons. This could bring new audiences to eventually get used to coming to the Library not only for tattoos. Another idea could be to provide tattoo designs from the collection of the library. Awesome! And unique!!
- Parliamentary libraries could become essential if transformed into an interest club such as cinema evenings, exhibitions, subject cultural discussion, etc.
- Sometimes it is enough to start from re-arranging the reception/consultation area. A Canadian university started their renovation on the ground floor and put the user at one desk with the Librarian/consultant. This created no barriers between the librarian and the user, just working together. They have had very positive feedback.
- Embrace the usage of new technologies in full. The libraries should have the best resources to be able to provide the most up-to-date services
- Libraries should become the places of creation, providing space, knowledge, and resources to everyone. Design studios for students. Personalized publications are some ideas
- Quantity of changes will become qualitative very soon. Great breakthrough is just around the corner. Are libraries ready for this? Which aspects are already obvious as library/literature/language/reading ones? What will we do if Siri is unable to understand us (languages, pronunciation, etc.)?

7. Learning from others: Best practices for peer learning
Summary submitted by Nancy Bolt, Nancy Bolt & Associates (United States)
Discussion Leader: Steve Wise, House of Commons Library (United Kingdom)

It is important to share information and learn from each other.   In some cases such as parliamentary and state libraries, you may be the only one in the state/country. As a result sharing mainly occurs through attending international conferences, or by email, or other means. Since libraries in different countries do things differently, new ideas emerge.

Some of the best practices the participants found most helpful were capacity building, ethics, and preparing and following guidelines on library service

Some libraries share information through technical service vendors who work closely with them and share across systems. Libraries report problems to the vendor who solves the problem and then sends the answer to all libraries.

In some countries, there are multiple states and the national library makes sure that they all stay in touch with each other, sharing information. An example shared was that their state library reports to the state government but the national library facilitates communication.

An additional discussion revolved around training. One library said when staff was sent to training, they were required to share what they learn with their colleagues. Another shared that they deposit the handouts so that others can read them. And an option was to bring in trainers to teach when it was too expensive to send staff to trainings.

Ask that reports on training or a conference summarize the best points of what was learned and recommend what the library should consider implementing in the future.

Ask staff to build their own personal training through reading or webinars and then share what they learn with their peers. They might do a long paper about books they read and could also share with the public.

Host lunch time talks and invite speakers or have people report on where they have been and what they have learned, such as IFLA.

Experiment with how to make a presentation interesting. One staff member prepared a PowerPoint with photos, not words.   Another did a "show and tell" on how to repair a damaged book.

Consider meeting in a more informal place, outside the library.

Pair IT staff with the content librarians. They co-locate so each can learn the needs and issues of another.

And bring people together across departments so they learn from each other. The more people know each other the more they cooperate and are willing to share information.

8. Learning within the constraints of limited staffing and budgets
Summary submitted by Reshma Dangol, SAARC Secretariat (Nepal)
Discussion Leader: Ewa Stenberg, Malmo University (Sweden)

This discussion group had a global diversity of participants including Nepal, the United States, Germany, Thailand, Botswana, United Kingdom, Malaysia, and Kenya. Establishing positive learning attitudes was a main theme of the discussion. This is something that the organization needs to foster and encourage.

The conversation began with a discussion about dealing with one's own learning. Participants agreed that networking was an important aspect of their learning. Suggestions were shared for how participants learned including using social media.

In terms of learning, there is often not enough money for trainings. Budget is limited so not everyone has a chance to attend. In this case, one method is to share learnings during lunchtime, break time, etc. to share knowledge with colleagues. Key important points learned during conferences and trainings are shared including some specifics such as techniques for implementation of some of the ideas.

Peer learning processes were shared. Organizations often bear the cost for the conference, workshop, or training. It is incumbent upon the attendee to share what they learned when they get back to their workplace using things like PowerPoint. In some countries, the associations provide the platform to share the skills and knowledge. However, in some countries, there is no budget to attend seminars and participants may have to pay for these themselves.

One question that was raised had to do with small and big libraries and how to manage with limited staff. Examples were given of an institution that had a historical collection with limited staff and that staff from other departments were given an opportunity to learn.

In the case of limited budgets, opportunities for learning partially depends upon specific needs of individuals. One participant shared that people in her organization who have attended a national or international conference are required to make a positive change back at their institution based on their learning, whether it is a major or minor change.

Some organization with limited budgets use opportunities for training as a reward for excellent performance, for adding new skills due to promotions or to help motivate promising team members. Because of limited attendance at trainings and meetings, attendees are expected to share what they learned, either in person or via online methods.

The main duty and responsibility of libraries and librarians is to share resources within and outside their institutions. Investing time for learning is considered an important part of being a leader. Learning is key factor in improving the skills of staff.

9. New tools for teaching and learning
Summary submitted by Mary Ellen Davis, ALA Association of College & Research Libraries (USA)
Discussion Leader: Chama Mfula, National Assembly of Zambia (Zambia)

The discussion began with a reminder that Association for College and Research Libraries (ACRL) has a Framework for Information Literacy http://www.ala.org/acrl/standards/ilframework and the American Association of School Librarians (AASL) has Info Lit Standards https://standards.aasl.org

One participant reported that their institution uses online systems (Moodle and Blackboard) for student grading and assignments. Moodle has an embedded tool to highlight copying/pasting that helps faculty identify plagiarism.

A school library inspector talked about spaces in school libraries that attract students who do not want to use more traditional libraries, e.g., maker spaces, collaborative spaces for sharing/working on projects. This includes spaces for blind people, computers for charity action. Connected Garden is an interesting example. It is a real garden with Wi-Fi and technology. The technology monitors the plants. Readers and

librarians come together to share information and this encourages a reading culture. They use it as a collaborative measure to exchange information and encourage reading culture. This is more of a pilot project, not mandatory.

A librarian from an education foundation is developing new tools for learning. Her institution is experimenting with more interactive learning methods rather than just lecture/workshops. They are developing interactive/simulation methods to help people learn. Some of these are for staff and committees. They work in twenty-seven countries so they are developing a comparative study of post-legislative scrutiny system. If this is not being done in someone's country, they are developing a systematic guideline for the parliaments. Some of the trainings are for libraries, some are for HR, some are for those elected parliament. The more technical training is for staff and involves interactive learning. Some of the modules have been adapted for other countries.

One school has two to three activities for students who interact with each other. This is an e-learning library project. This helps students learn about scholarship or new technologies as well as English language learning. The school provides Wi-Fi connections for every student that can be used for learning. Students learn how to use e-libraries and how to access resources online. This is a pilot in one province. The main purpose is to promote e-learning and eventually going paperless.

A state and university library that is a legal depository is open to everyone, much like a public library. In the university, the librarians are the specialists in information competency. However, the lecturers thought it was a topic they could do on their own. The library is trying to create a program for lecturers to work with librarians. They are helping them create online tools, e.g., recorded sessions on topics, such using the catalog. Users can read and/or listen to the speaker on special topics. They also offer monthly meetings with guided tours highlighting specific services of the library. They have developed specific presentations for just for one service. Teachers can book for special courses, e.g., historian focus. There is not enough training for the library staff and there is still work to be done.

A School of Continuing Education and Professional Development is using a virtual reality format. They upload content on YouTube and make it available to students to highlight a section of the library, a 'how to use' user guide, etc. The pictures are taken in VR format. They have done VR for different types of libraries and then show them the difference, e.g., school libraries that are traditional, and then they show the teacher-librarians the VR photos to illustrate the new concepts of library spaces. This helps encourage students to understand education.

A parliamentary library in Africa does very little teaching except for new members of parliament. New members of parliament are a bit difficult to teach. It is hard to keep them in a formal environment. They invite fifteen and get three to ten at the session. As a result, they do more one-on-one training, rather than the workshop.

An association president shared several team-building ideas: When you have a group of people who do not know each other, start with a big ball of yarn or ribbon. The goal is to help participants feel like a group and understand what they have in common. People say something about themselves. Someone recognizes himself or herself in the other, e.g., gardener, then throws the ball of yarn to the other person. This makes connections around the group so that you know who else has things in common with you. This helps make connections that last into tea breaks, etc. It builds energy, team building, etc. There are always a few people who do not want to talk publicly so this is a good technique to bring them together. It helps to break down barriers.

Another technique she used was an outward-bound type technique with adults. The adult is taught something, then the leader stops and checks in with them to see what they understand. After a break, they do a check in, asking the participants to line up from one to ten according to their understanding. Then the first talks to the tenth, the second with the ninth, etc. so there is peer tutoring.

An Adult Education department in a public library is working with adults to help create learning objectives such as why are they here, what do they want to learn, etc. As a group, they develop the objectives in an interactive way, e.g., if they want to learn to teach grammar, then they are given some tools they can use to teach grammar. Stephen Brookfield, guru of adult education and pedagogy has written about this: https://en.m.wikipedia.org/wiki/Stephen_Brookfield. As part of this, students are asked to share concerns, challenges, and what they learned. Before the workshop is over, they review the objectives and ask if the workshop helped them meet the objectives.

A financial institution uses game-based learning and gamification. The younger people do not like classrooms. They start out with playing games. One of the programs they use is Kahoot. They also use gamification where there are games on mobile phones to learn things about the central banks. They also use board games, e.g., Monopoly, Chance and opportunities and adapt them to help accomplish what they want the younger people to learn.

A parliamentary library works to help teach the Parliamentarian. They do workshops for officers on things such as how to access the website and how to use new tools such as infographics and statistics, etc. They also focus on workshops for information literacy.

One participant was a library school student but she also teaches. She frequently uses brainstorming. She also likes to use games for adults. She shows them pictures of things and encourages them to engage around the projects. She also uses TED talks and recommended the TED Education series.

A university in India is training librarians. For team building, they use exercises in management schools. Students get blocks and they have to build a tower. However, the person who builds the tower is blindfolded. The other two people guide the person. This reinforces the team approach but also encourages self-learning. Unless there is good instruction, the tower fails. This is good for participatory learning and improves teamwork. Brainstorm sessions also work well. And case studies are another good technique for teaching.

10. Effective and innovative ways to measure the impact of library services
Summary submitted by Iain Watt, European Parliament, Policy Department (Belgium)
Discussion Leader: Maria Hani Mustaffa, Universiti Teknologi Petronas (Malaysia)

Participants for this discussion came from organizations in Malaysia, Canada, Kenya, United States, Thailand, Switzerland, Germany and Pakistan, plus two international organisations: ECOWAS and EU. Institutions served included universities, adult education services, parliaments, central bank and government agency. One participant was an academic library user.

There was no common or precise concept of 'impact'. One participant stressed that we should not just measure 'what we are doing' but should look for impact, as understood by clients and not what the library *thought* it was, and measure that. She noted, however, that success was hard to define. Client satisfaction, measured by surveys, appeared the most common concept or proxy for impact. It was observed that client satisfaction could be a universal indicator, relevant in all kinds of service. Others took the view that clients usually expressed satisfaction and satisfaction ratings did not really indicate impact or ways to improve impact.

A distinction was made between input (book purchased), output (book borrowed), outcome (book read, client satisfaction with library provision of the book) and impact (client applies knowledge from the book to achieve something e.g. pass an exam). Impact is making a difference.

Some of the discussion focused on results which services could measure (e.g. visits, enquiries). The academic library user observed, however, that her library considered e-books a great success because of usage statistics but they had made her work more difficult. She habitually worked with multiple books open

simultaneously and e-books were not designed for that. Regarding the introduction of e-books, she said, "Nobody asked me if I wanted them!" Therefore, what looked like success and positive impact to library management, based on statistics, was actually felt as a degradation of service by at least some clients – but that was only discoverable by talking to them. Striking the balance between digital information and physical collections, with contradictory client views, was seen as a challenge in achieving impact. A similar contradiction between measurable success and dissatisfaction of (some) clients was anticipated with the trend to libraries as 'happening' places. Events and activities could bring in numbers and make the library a dynamic place in its community, but for some people the library was valued as a quiet place for study and reflection.

The limitations of 'standard' usage statistics led an adult education service to collect stories as a way of identifying and demonstrating impact. They made 'stone soup' where every client was asked to bring a story of their use of the service. These were collected and presented at 'celebrate literacy' receptions where hundreds of clients might attend. It might be easier to apply this model in an adult education service than in some other services, but the power of stories can be used anywhere.

Measurement of impact through statistics can present serious difficulties when indicators are chosen without reference to context. One service is judged on visit statistics but these vary seasonally and there is not much the library can do to manage that. In another case, journals are provided in greater numbers than before through digital services but the student clients are making less and less use of them in their work. The reasons for this change in working habits, compared to students in the past, are not clear, and probably not something the library itself can turn around.

Parliamentary services do high-value work for small populations of users. The usual statistics may not say much about impact. In some services, work for individual Members of the parliament is confidential. Sometimes the service may prefer not to be publicly recognised as the source of information. "The library told me" could put the service into the political contest. In any case, the information/research provided is not necessarily used in a direct and traceable way in parliamentary work, so impact is hard to measure. One solution is to run user surveys to measure client satisfaction. This can give reassuring statistics and, in some services, surveys give useful indications for action. Other services find that surveys lack any useful feedback. Encouraging verbal comments can give more insight than just asking for a rating. In the context of public libraries, it was noted that encouraging verbal comments allowed for strongly favourable satisfaction ratings that could be reported to funding authorities while also allowing for verbal criticisms that could be acted on but could not be quantified and reported. In parliamentary research services and libraries, neither usage statistics nor customer surveys were seen as giving adequate insight into impact, satisfaction and areas for improvement or innovation. Face-to-face contact with clients was essential, whether structured interviews, focus groups or just ad hoc conversations as part of daily business. Stories and subjective views, direct interaction to understand needs and wants, are amongst the most effective tools for measuring and demonstrating impact. Some of these methods have the advantage of reaching non-users, which e.g. client surveys and feedback forms might not. Interactive methods might be easier in services like those in parliaments where the staff/client ratio is smaller.

Academic libraries would like to measure their impact on educational outcomes but this has proved very difficult to achieve. When a result arises from multiple inputs it is hard to know which inputs contributed how much to the final result. In at least one case, external assessors attempt to rate the transmission of information and knowledge as part of a wider rating of university quality.

An earlier discussion in the parliamentary services section was reported. It suggested three types of impact:

1. Information supplied that is used, applied to parliamentary work, possibly traceable, possibly not
2. Information supplied that is understood but rejected. It is used in the assessment and choice of options, but is not used (or visible) directly in parliamentary work

3. Information supplied that dispels ignorance. It changes the frame of action and debate, it might eliminate options that are not feasible or not based on science, but not necessarily used directly and probably not visible

Only one type of impact, out of three, is likely to be sometimes visible and partly measurable.

11. Building partnerships to expand library skills and services
Summary submitted by Vanessa Middleton, Khalifa University (United Arab Emirates)
Discussion Leader: Gilliam Hallam, FAILA, Professor retired (Australia)

Librarians from a wide range of libraries joined the discussion to share and exchange ideas on building partnerships to promote library skills and services to a broader audience.   The robust discussion was kicked off by the moderator. After brief introductions, librarians enthusiastically shared their outreach methods and networking strategies to ensure their services extended beyond the walls of their institutional libraries. A university library in Malaysia shared creative ideas on collaborations and partnerships between academic librarians and student organizations.   Creative roadshows, exhibitions and participation in student programming was a successful method of promoting library services to the core stakeholders – students, faculty and administrators. Leisure reading stations, very popular within a campus library, encourages young adults to feel comfortable using the university campus library.

Several parliamentary librarians from Thailand shared their effective strategies of empowering their citizens throughout the rural regions with the dissemination of government information. The program involved setting up smaller libraries and providing training to staff to ensure the communities are empowered with vital information, including financial literacy. In addition, the "Friends of the Library" partnership with various community groups, served as a community depository of government publications and information.

Due to limited resources at some universities, a smaller private academic university based in Sri Lanka shared a unique resource sharing initiative. The librarian discussed her strategy to encourage resource sharing within the region and beyond to ensure enhanced resources for students, faculty and administrators of the university. This included digitization of local resources made available through a unique repository hosted on Library website.   Some international institutions participated including Japanese universities.   Overcoming challenges of ownership and access were the biggest barrier to resource sharing.

Other examples of national literacy initiatives included The United Arab Emirates, *Arab Reading Challenge* and the *Year of Reading* in Australia to ensure literacy and the importance of a literate society that is vital to the success of a knowledge economy.   The magazine publication entitled, *Hope* was distributed to participants for review about other United Arab Emirates-based outreach initiatives.

A brief intermission allowed roundtable discussion participants to shift to another topic of interest.   A fresh set of participants joined our discussion, eager to share their ideas and proven strategies of outreach and proactive examples of engaging their community and primary stakeholders.

External technical assistance and training delivered to legislators and other users of information was discussed by librarians who delivered training sessions on how to effectively navigate the complex government information landscape. Improving methods of sharing information was demonstrated by the government librarians based in New Delhi. They discussed their systematic methods of distributing information and efficient response to inquiries from their users. Purveying the internal information data flow was also important for a library in Myanmar. The librarian discussed her careful survey of successful

models from India, Canada, Cambodia and other existing models of organizing and delivering information to ensure access and thereby improve the democratic process. Challenges of skills set of information workers and expectations of the clients resulted in a creative method of establishing sound procedures and best practices to ensure sustainability of effective access to information and sharing of knowledge across various departments. An African Parliament librarian also discussed creative means of digitizing legal reports, training independent researchers and the public to properly utilize government primary resources from the library archive or the current legislative information.

Diversity of language impacts how effective information is disseminated by the varied audiences throughout the region. This was critical for Parliamentarian libraries distribute legislative information widely, covering multiple regions. *Arab Reading Challenge* was also another initiative discussed, as it promoted Arab literature and reminded readers that, while learning a second language is important, retention of the native language is just as important to cultural development and advancement. Australia's national initiative's like *Reading Australia* seeks to promote indigenous and local authors; an example of a national outreach effort to bring together communities through literary discussions.

12. Change management techniques for staff: Communication and leadership
Summary submitted by Ida Keleman, Hungarian National Assembly (Hungary)
Discussion Leader: Karin Finer (European Parliamentary Research Service (Belgium)

Participants from a wide variety of countries, which included Australia, Brazil, Canada, France, the European Parliament, Greece, Italy, Japan, Netherlands and Russia, participated in the discussion.

Karin Finer, the discussion leader (Library of the European Parliamentary Research Service) emphasized that there are some different models of change management with different steps and described the Kotter's 8-Step Model. John P. Kotter, a business and management thought leader and Harvard Professor defined the following steps – as success factors – of change management:

- Create the sense of urgency – that motivate people to get things moving;
- Form a Powerful Coalition – by bringing together a team of influential people who can help in realizing the change;
- Create a vision for change – that help everyone to understand why, what and how they should change their work;
- Communicate the vision – and communicate it frequently and powerfully;
- Remove obstacles – it can empower the people you need to execute your vision;
- Create short-term wins – as short-term an easy-to-achieve targets motivate people;
- Build on the change – do not settle for quick wins, but set new goals based on the lessons learned in order to improve further;
- Anchor the changes in corporate culture – the values behind your vision must show in day-to-day work.

The participants unanimously agreed about the usefulness of the model. They emphasized the importance of communication as it has a key importance in involving people into the changing procedures. People are often afraid of and frustrated by change. It is important to make them understand the reasons and necessity of change as well as their final goal. These aspects should be articulated as concretely as possible.

The usefulness of creating a coalition also was emphasized. Involvement creates ownership and wakes up the creativity of people. Involving resistant staff members into the work of the team can help to convince and engage them.

The participants presented some changes being managed in their organization, e.g. launching a digital platform that changed the way research papers were published, reorganizing the services because of closing the information centre, and implementation of new library system, etc.

Some scenes from the 2018 Knowledge Café:
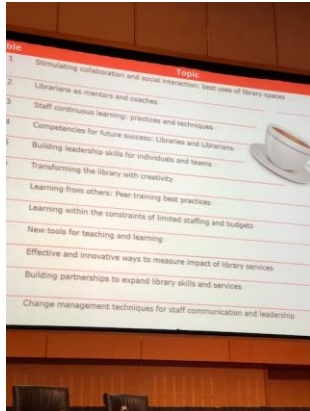
Sylvia Piggott & Victor Walusimbi
*Building leadership skills for
individuals and teams*

Catharina Isberg
Staff continuous learning

Nancy Bolt & Steve Wise
Learning from others

Cindy Hill & Ulrike Lang
*Librarians as mentors
and coaches*

Sandy Hirsh
Competencies for future success

Gilliam Hallam
*Building partnerships to expand
library skills & services*

Eva Semertzaki & Loida Garcia Febo
Transforming the library with creativity

Leda Bultrini & Julien Sempéré
Stimulating collaboration and social interaction

Karin Finer
Change management techniques for staff

Reshma Dangol & Eva Stenberg
Learning within the constraints of limited staffing & budgets

Please join us next year!