

# Engaging and Attracting Young Adults to the Westfrieze Libraries: An Exploration into the Library

MASTER THESIS  
STRATEGIC PRODUCT DESIGN  
BY DAAN DE WOLF

de Bibliotheek  
Westfrieze Bibliotheken

TU Delft

# Colophon

Master Thesis

Author

Adriaan N. de Wolf | 4383869

Strategic Product Design

Delft University of Technology

Industrial Design Engineering

Chair

Dr. ir. Giulia Calabretta

Associate Professor

Delft University of Technology

Industrial Design Engineering

Mentor

Ir. Silje R. Dehli

Lecturer

Delft University of Technology

Industrial Design Engineering

Company mentor

Dhr. R.A. Wierenga

Employee Front Office Manager

Stichting Westfriese Bibliotheken,

Bovenkarspel

June 14, 2021

Rotterdam, the Netherlands

# Acknowledgments

Every project brings its own challenges, and some challenges you always bring with you. Luckily, every project also brings a variety of fantastic people and support.

First of all I would like to thank my supervisory team. Thank you Silje, as throughout the project I could count on a critical and motivational note, to help me to align my priorities, show me where I could do more and give praise to what went well. Thank you Giulia, as your feedback was always on point, you gave me the space to take responsibility and you checked up on me to ensure I was holding up well. Thank you Ruud for stimulating the creativity and emphasizing the freedom available in the project. Thanks to my supervisors, I came out of every coach meeting happier and more confident than I went in.

Second, I would like to thank the people near me throughout this project who listened to my rambling about the project and always provided support and advice. Specifically, I would like to thank Marisa, Maarten and Liesbeth. Marisa for putting up with the happy moments when it went well and the agitated moments when I got stuck. Maarten for the company on every available afternoon to work on our projects alone together. Liesbeth for checking my report repeatedly and helping me to catch countless of grammar and spelling errors.

Lastly, I would like to thank the friends, employees of the library and Stephanie who helped in my interviews, brainstorm and validation. Thank you for all the time each of you put in, the amazing creativity and glimpses into your lives. Before I forget, also thank you Fjord, my cat, for being a distraction on every rainy day, during every meeting and for always being at my side on my desk.

When reading, I often devour books whole, turning page after page looking for what comes next. However, before this project I often did not make the time to read. The research into the value (and beauty) of reading and speaking with the employees from the library about reading has rekindled my motivation to read, and I set myself a goal to read 24 books this year to get back into it. I am happy to say that throughout this project, I managed to read 12 books already.

# Summary

Libraries play a central role in society, a gateway to knowledge, culture and learning. But recently libraries have seemed to fall out of fashion, especially with young adults. Libraries have had a tough time with a streak of budget cuts, whilst adapting to many innovations and changes. This alone may make it hard for a library to keep up, but with a generally older staff and whilst addressing a young and dynamic target group (being young adults, 18-30), this task becomes overwhelming.

One thing libraries could rely on in the past is the value of its massive book collection. Although reading is important for young adults, they seem to read less and less. Mostly the concentrated reading of longer pieces of text, referred to as 'deep reading' has had a strong decline. However, deep reading is important, as on a personal level deep reading improves critical evaluation, reflection and drawing conclusions on induction and deduction (Onderwijsraad en Raad voor Cultuur, 2019). On a societal level, especially in the current knowledge and information society, reading skills are important in functioning in society. In a society, strong reading skills improve the GNP and strengthens democracy (Onderwijsraad en Raad voor Cultuur, 2019).

The goal of this project is to increase the young adult engagement with the library in Bovenkarspel which falls under the foundation Westfriese Libraries. Based on research into the company, the target group (desk research and interviews) and context, a future context was sketched with the ViP approach. Through this process the following design statement was defined: *Westfriese Libraries want to support young adults' self-development by providing them with the space and tools to explore themselves by culture.* From this design statement a concept was designed which engages young adults by a treasure trail. Taking them step by step through discovery of different media and presenting them with challenges to explore all the library has to offer and develop their views and skills. Furthermore, this report presents two roadmaps which show the way for developing and implementing the concept and engaging and attracting young adults to the library.

# Table of Contents

- Introduction* ..... 9
- Analysis** ..... 10
  - Organisation ..... 11
  - Internal Analysis ..... 12
  - Competitor Analysis ..... 24
- Target Group ..... 28
  - Interviews: Reading, free time and library experiences. .... 36
- Context ..... 42
- Define and Develop** ..... 48
  - Domain ..... 50
  - Future Context ..... 52
  - Creative Process ..... 64
- Designing the Future** ..... 69
  - The Concept ..... 70
  - Storyboard ..... 72
  - Strategic Roadmap ..... 78
  - Tactical Roadmap ..... 82
  - Services ..... 86
  - Resources ..... 94
  - Market Trends ..... 102
  - Technology ..... 106
- Validation ..... 108
- Recommendation* ..... 116
- References* ..... 120
- Appendices* ..... 128

# Introduction

Reading is important for Dutch young adults, especially the concentrated reading of longer pieces of text, referred to as 'deep reading'. On a personal level deep reading improves critical evaluation, reflection and drawing conclusions on induction and deduction (Onderwijsraad en Raad voor Cultuur, 2019). On a societal level, especially in the current knowledge and information society, reading skills are important in functioning in society. In society strong reading skills improve the GNP and strengthens democracy (Onderwijsraad en Raad voor Cultuur, 2019).

However, there has been a decline in the reading behaviour of young adults as it dropped from 87 percent in 2006 to 49 percent in 2016 according to the Netherlands Institute for Social Research (Wennekers et al. 2018). The Dutch government has launched a reading offensive to counter this change, in which libraries are an important actor.

Libraries play an important role in societies as they are "the local gateway to knowledge" and provides opportunities for "lifelong learning,

independent decision-making and cultural development" (IFLA, 1994). The current idea many young adults hold of a library is one where the library just provides access to books and motivates people to read. This does not cover the what libraries are (or aim to be) now. The libraries functions of today are shifting more towards creating and maintaining local communities (Cubis, 2017).

Young adults seem to respond little to what the library offers, as is the case for the Westfries Libraries. The goal for this project is to engage the young adults (18-30) with the Westfries Libraries, specifically location Stede Broec. Young adults are split across several different stages of life (moving out of the house, starting and finishing their studies, working their first job), and cover two generations (Millenials and Gen Z).

Due to Covid-19 restrictions visits to the library were limited, but at three stages in the project (analysis, idea generation and validation) organised sessions and discussions with employees of different departments were held to procure insights and opinions.

The report consists of three parts (see Table of Contents): Analysis, Define and Develop, and Designing the Future.

The first part Analysis is subdivided into three chapters Organisation, Target Group and Context. Both of the (sub) chapters (of) Organisation and Target Group are followed by its main takeaways.

In the next part of the report, Define and Develop, a future context is sketched with the ViP approach, which concludes with a sketch of the future context and a position for the library within it. The design statement created in the ViP process and the creative process provide the basis for the next chapter: Designing the Future.

The last part of the report combines the analysis and vision in a final design. In this chapter the concept is presented, followed by the strategic roadmap and the tactical roadmap. The strategic roadmap outlines the value provided over time, whilst the tactical roadmap shows a detailed overview of the services and resources developed throughout the roadmap. It also shows relevant market

trends and technologies. This chapter is rounded with the validation of the concept.

The report is concluded with the recommendation.

# Analysis

## Organisation

This chapter shows the results of the analysis concerning the organisation, target group and context. To start off with the results of the organisational analysis which are presented in two chapters: internal analysis and competitor analysis. In the chapter about the internal analysis, the current offer of the library is presented, followed by an analysis of their resources and a look at their promotion. This helps to create an overview of the current offer of the library, how it attempts to reach its target group and what other value is in the resources of the organisation. With this overview, we can later identify how the

needs of young adults line up with the offer of the library, and what value of the library is left unexplored by young adults.

The chapter competitor analysis provides an overview of what other parties offer young adults to specify the unique strengths of the library.

**“ Development of reading skills, improving participation in the information society, and enabling life-long development. ”**

*The focus of libraries as noted in the National Libraries Covenant (2020-2023)*

# Internal Analysis

By looking at the company organisation and its stakeholders, a better understanding of the network of the library is created. Later this will help to determine the direction for the library's future strategy and to ensure the relevant actors are kept in mind.

## THE ORGANISATION

This project is commissioned by the organisation of Westfries Libraries, specifically Library Stede Broec, the largest library of the organisation. The foundation Westfries Libraries has 23 library locations spread out over 6 municipalities. Each library is connected to general management and staff often work at multiple locations. However, each library is free (and sometimes obliged) to their own individual programming, as different municipalities allocate different resources to each library. All municipalities pay a standard contribution for the libraries, moreover, different agreements per municipality can grant libraries extra funds.

The organisation Westfries Libraries is connected to the Royal Libraries (Koninklijke Bibliotheek, KB), Association Public Libraries and other libraries. Furthermore, the Westfries Libraries are



Figure 1: Overview of different library stakeholders, plotted by influence and interest.

connected to the Dutch Government by the library covenant. The Royal Library, for instance, coordinates the national branding of the library, which is why the different library websites look alike. Figure 1, provides an overview of the stakeholders of the library. The stakeholders are positioned by influence

and interest. The "interest" of actors is defined as to how much each is affected by the gains and losses in value of the library in Stede Broec. "Influence" is defined as to what extent each actor can affect the library's operations and the value provided by the library.

**"Offer the inhabitants of West-Friesland access to knowledge and culture close to home, in an accessible and affordable form."**

Figure 2: Westfries Libraries' Goal (translated).

**"Provide the inhabitants of the library an extra living room. A safe and comfortable space in life besides home and school or work, where you can be yourself and return to yourself and meet others."**

Figure 3: Westfries Libraries' Future Vision (translated).

All in all, there are quite a few organisations that have an interest in and an influence on the library. It reflects the central role the library plays in society.

The goal and future vision of the library are shown in figure 2 and 3 respectively. The goal highlights the roles of the library as an institution of knowledge and culture, whilst the future vision focuses on creating a living space for people. The future vision of the library as a living room sets it apart from similar cultural institutions, such as museums.

## PRODUCTS, SERVICES AND ACTIVITIES

Next an overview is presented of what products and services the library offers to young adults, excluding senior programming. Figure 4 provides an overview. The music advice and reading advice is based on the services presented on the website, however, in (actual) practise library employees also provide more engaging advice for reading. Central themes in the activities are digital skills, language skills and cultural activities. Regular programming includes regular themed meetings, courses and the digilab (which engages children, aged ~8-16, in fun digital activities). There are two yearly, nationally coordinated events, the Boekenweek and NederlandLeest (which in turn include other activities). Lectures and interviews with writers commonly take place, but not per se regularly. One off activities catches all the other activities and happen only once or in a short series.

## RESOURCE ANALYSIS

In this section I will give an overview of the library resources (figure 5).

## INTELLECTUAL RESOURCES

The library is a public institution and due to legislation, a large amount of its data has to be publicly available. These data are kept by the Royal Library (KB) and organisations such as ProBiblio draw conclusions from them. The data are bundled per organisation, so for Westfriese Libraries as a whole and not specifically for the location of Stede Broec.

Given the requirement to have the data publicly accessible and the fact that libraries do not compete with others, the library can easily compare its data to other libraries and even copy successful projects with the help of the other library. The recent National Library Covenant mentioned this, as they called for a national library system to aid innovation and cooperation between libraries (Bibliotheekconvenant, 2020).

## Products

Books  
Scientific books  
E-Books  
Audio books  
Magazines



CD's  
DvD's



## Services

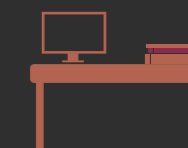
Music advice



Reading advice



Study places



## Activities

"Meet ..., writer of ..."  
Lectures and Workshops



Work on your future  
Friday Morning Coffeebreak  
Coffee and art  
Reading clubs



Digi-courses  
Reading course  
Writing course



One off Activities



DigiLAB



Boekenweek &  
Nederlandleest



Figure 4: Overview of products, services and activities.

The library's rental system has been digitized, which enables employees to collect information about the books which have been rented out, to whom, how long and other data. However, these data lack qualitative feedback about the rented books.

Other intellectual resources can be found in the available research into topics such as increasing reading motivation, which is gathered to combat the decline in reading among the youth. These findings can also help libraries to shed light on reasons for the decrease in library attendance, ways to improve it and general trends in reading.

### FINANCIAL RESOURCES

The library mostly runs on funds from the municipality and on membership fees. However, data from the National Library show a lack of funding as a common hurdle for libraries. Moreover, due to a decline in library activity, fewer funds are allocated to libraries. In some areas this resulted in libraries getting smaller or disappearing altogether. Increased digitization and efficiency also resulted from these budget cuts. Another way to offset these cuts is to look for financial resources outside municipalities.

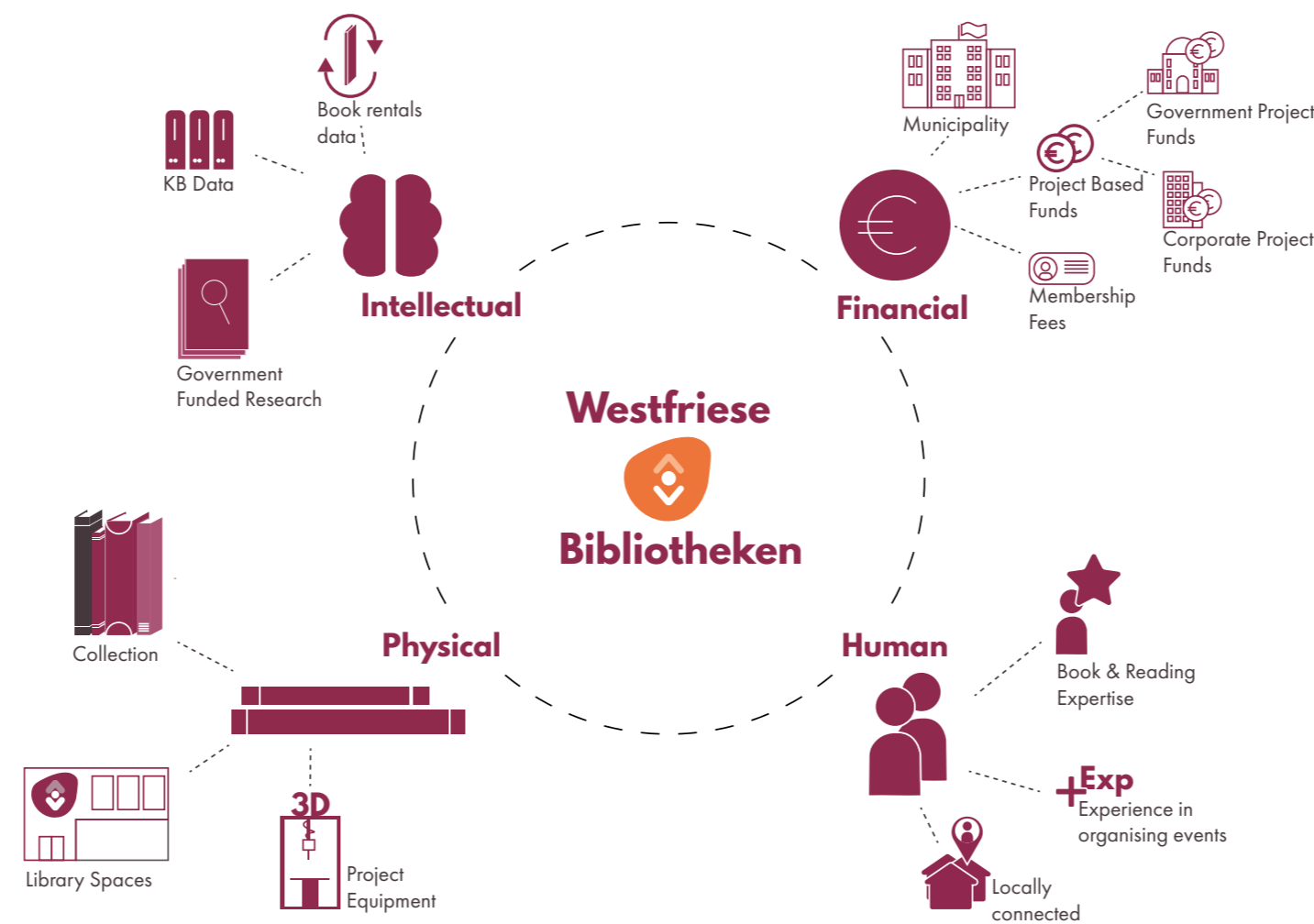


Figure 5: Resource Analysis Westfriesse Libraries.

### PHYSICAL RESOURCES

Westfriesse Libraries manage their own collection, but has outsourced the acquisition of new books to MBD Biblion. Other physical resources include the library buildings, with places to work or study, and spaces for workshops (figures 6 to 11 on the next page show a few images of the library). Further resources include project equipment, such as 3D printers and some robots for the DigiLAB. The library in Stede Broec has renovated its interior early April 2021 to improve accommodating events, work and study.

### HUMAN RESOURCES

The Westfriesse Library has circa 50 employees and 200 volunteers. These employees are well connected locally and have knowledge of the local activities and goings-on. Most employees read a lot themselves and have knowledge about how to read: their expertise may help readers to choose the right book (or book project), understand a book better, or see it from a different perspective to enrich the content. Additionally, they have experience with setting up projects and activities.

Diversity among employees is low in terms of gender (89% female) and age (70% aged 50 and older, 13% aged 40-50 and 17% under 40). There are a few employees in their early 30s, but they mostly work in the back office, whereas the front office staff is generally older. In the DigiLAB there are also some volunteers from within the target group. With these people the library might be able to connect more directly to young adults. Whilst there is an employee who focuses on youth programming and one on adult programming, neither is particularly concerned with on the target group specifically, as youth programming focuses mostly on primary education and secondary education, and the adult programming focuses on all adults.

This lack programming and staff specialized in young adults is also in literature mentioned as an area of improvement (Drexel, n.d.).



Figure 6: Initial view when entering the library.



Figure 7: Kids book section.



Figure 8: Entrance hall of the library.



Figure 9: Main bookshelves in the library.



Figure 10: Lecture and workshop space.

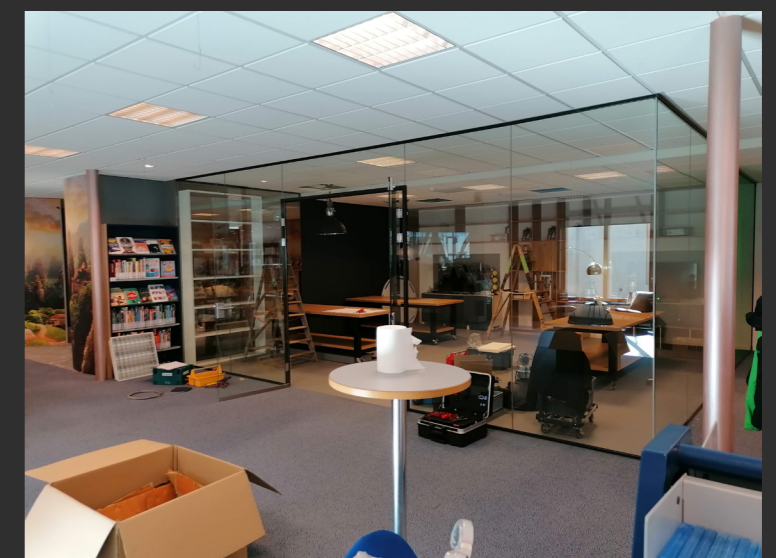


Figure 11: Project Room in the Library.

## PROMOTION

By looking at the library's promotion, an assessment can be made of the communication with the target group. The promotion of the library and its events happens through the following channels:

- Flyers and posters
- Local newspaper articles
- Stands at events and infomarkets
- Netpresenters
- Word of mouth
- Social media: Facebook, (LinkedIn)
- Library website

The Facebook page of the Westfrieze Libraries is relatively active (figure 13), but their Instagram account only contains 2 posts from 2014. As Instagram is currently the more popular medium for the target group (Auxier & Anderson, 2021; Piper Sandler, 2020), this platform should be utilized more. However, successfully utilizing Instagram requires work and knowledge, for which the staff might lack expertise. An example of a well managed Instagram page of a cultural institution is the Philadelphia Museum of Art (figure 12). Factors which aid success are using original images with engaging passages, providing more than just direct advertisement.

In conversations with the staff, many ideas for events for young adults were mentioned, however, employees noted that successfully reaching the people in the target group was often the problem.

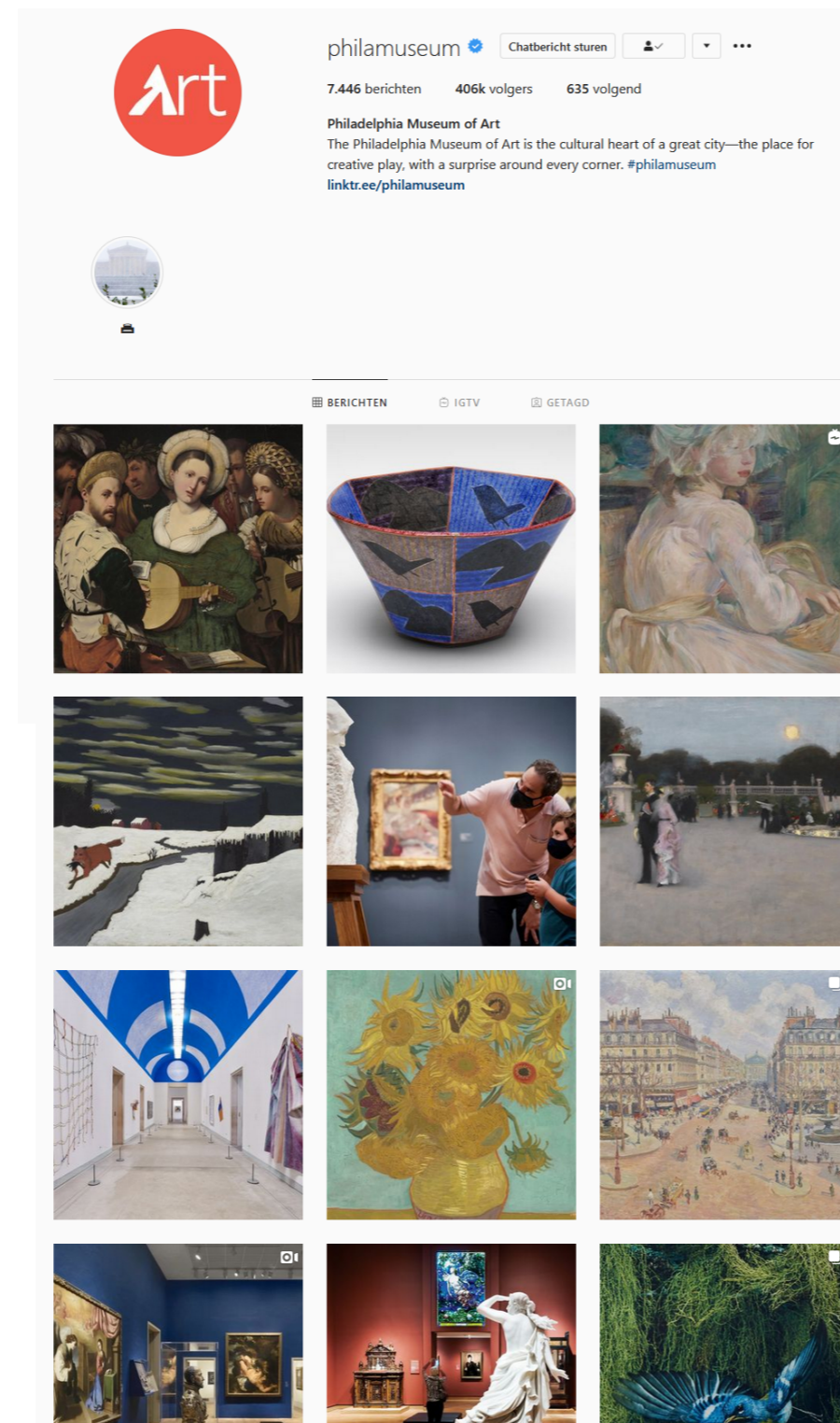
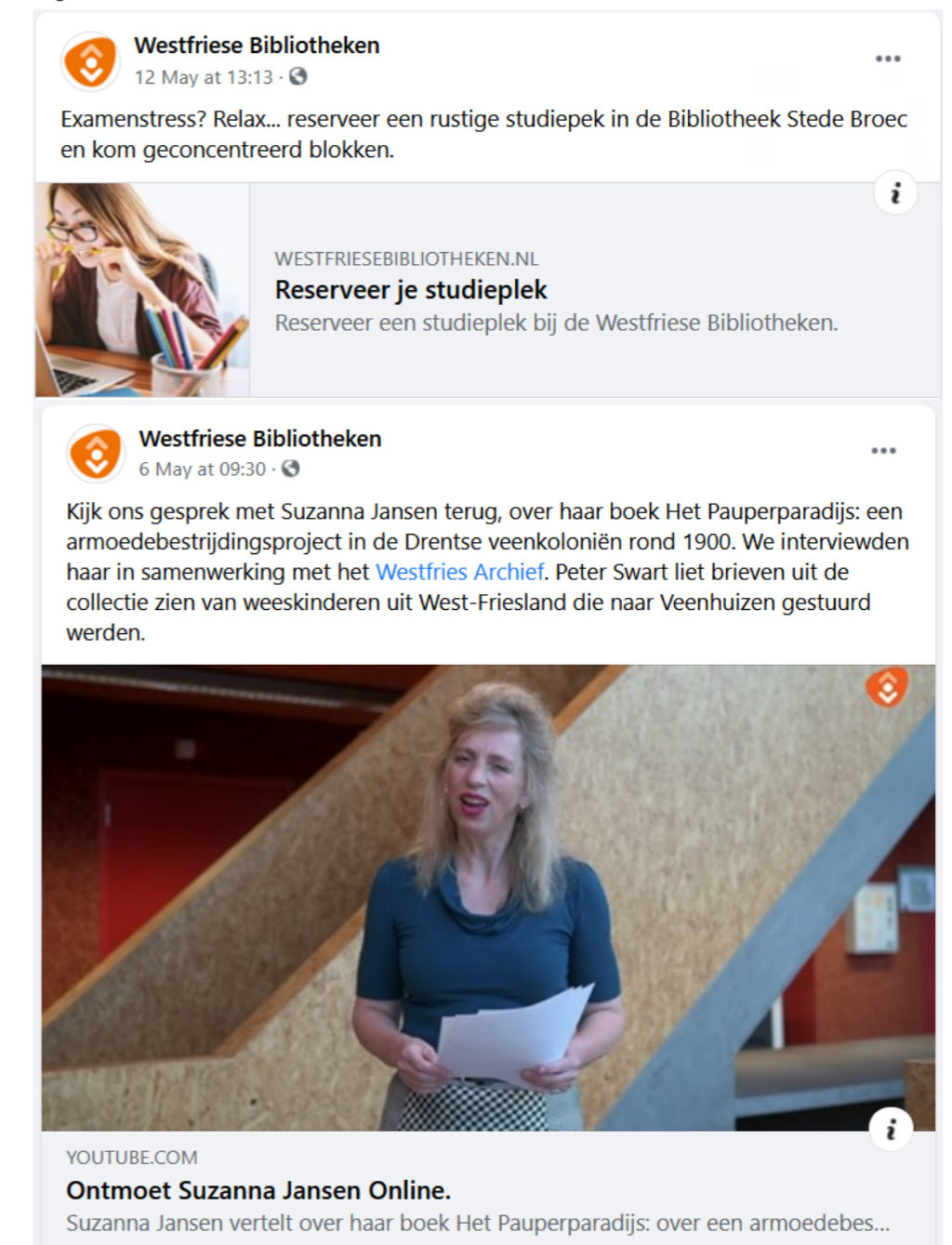


Figure 12: Instagram of the Philadelphia Museum of Art.

Figure 13: Facebook Westfrieze Bibliotheken.



# Takeaways

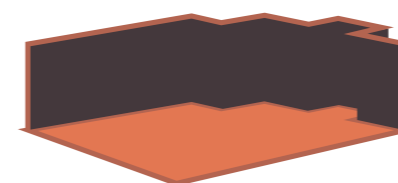
## POSITIVES



Book Expertise

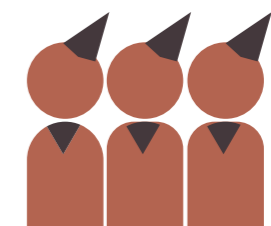


Network of Libraries

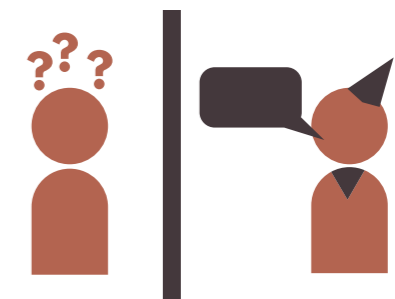


Location for Activities

## NEGATIVES



Low Diversity Staff



Weak Target Group Connection

### TAKEAWAYS

As figure 14 shows, the main positives of the library are its expertise in books and reading, their network with other libraries with whom they can freely exchange information and resources, and their location, which was renovated early April and which has space for activities and events.

Their negatives are mainly in the low diversity in staff, which weakens their connection to the target group. This may well contribute to not only in a low amount of young adult members, but also in low attendance of events and difficulty ensuring events which are relevant for the target group. This makes it difficult for the library to gauge if their offer is suited but unheard, or unsuited and unheard.

Figure 14: Positives and negatives internal analysis.

# Competitor Analysis

## COMPETITOR ANALYSIS

In this chapter I will be looking at the competitors in the area of the Westfriese Libraries. By looking at its competitors, the unique strengths of the library can be determined.

The products, services and activities provided by the library compete with

many of the other products which appeal to one's free time. Three general categories which the library competes in are: knowledge & learning, entertainment and culture.

These categories are broad categories and thus not all products, services and activities will be listed. However, a few competitors which are relevant to the

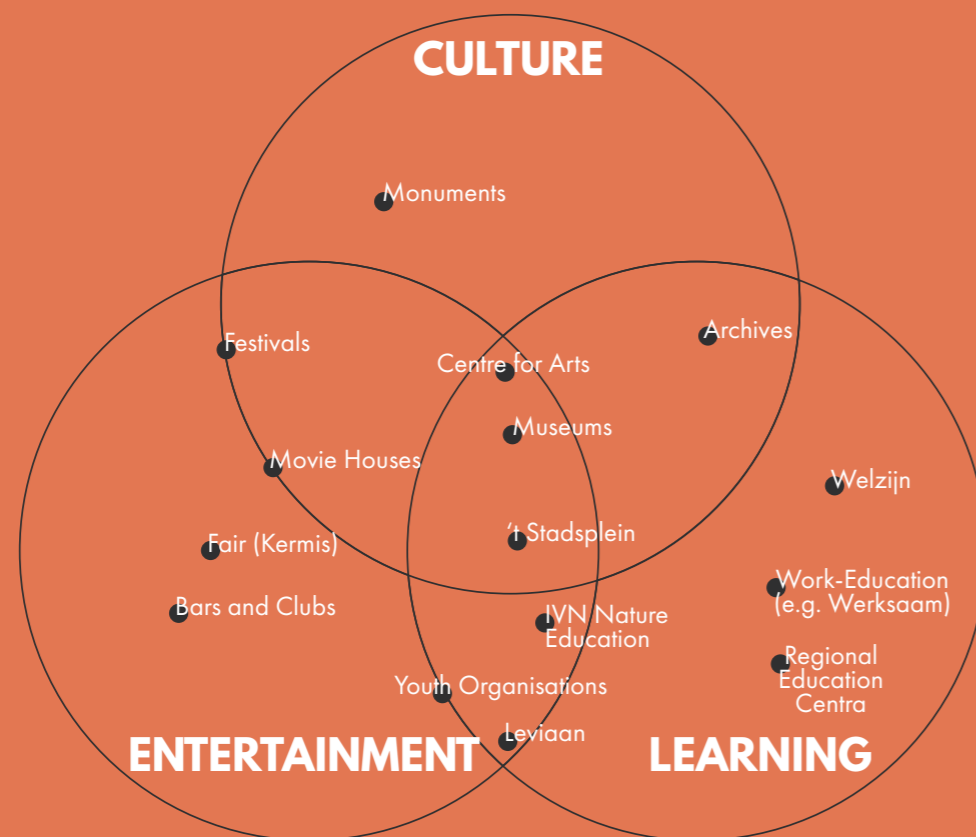


Figure 15: Local competitors divided into entertainment, learning and culture.

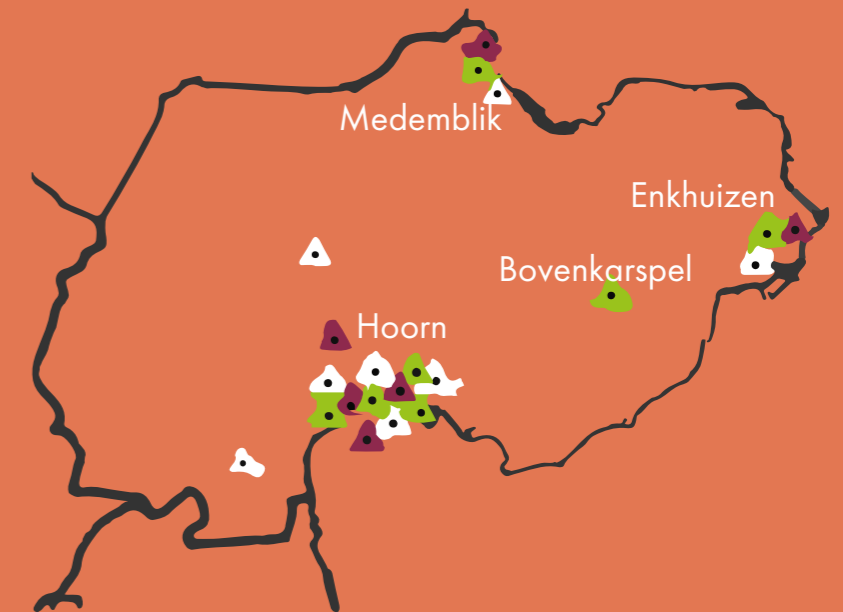


Figure 16: Illustrative overview cultural services in West Friesland, adjusted from DSP-group (2013). Only major libraries are displayed.

majority of the target group can be found in the on-demand online entertainment.

## PRODUCTS AND SERVICES

With online (book) shops, people have access to a wide variety of books. Furthermore, with e-books people even have access to them at low costs. Other leisure time entertainment can include music streaming services such as Spotify and podcasts. Additionally, there are movie streaming services such as Netflix, HBO, Disney+ and Videoland, as well as user-created content sites such as Youtube and Twitch. Lastly, browsing social media and gaming are popular activities which one can spend leisure time on.

Many of the other more subtle services the library offers, such as reading advice, also have an online counterpart, for example Goodreads.com. Of course, there are differences, as Goodreads has more data on user (profiles), as opposed to library employees who have the advantage of being more personal.

A library's full book collection is large, but comes with several limitations. The availability on a singular location is limited, although books can be shipped between libraries. Besides, books are predominantly available in Dutch and the collection only has one or two copies per book, which can result in a relatively long waiting period before one can loan a specific book.

## ACTIVITIES

Activities, such as those organised by the library, also consume free time. The competition on this is often more local as many of these events are in physical form. Young adults in Bovenkarspel can be expected to visit the neighbouring city of Enkhuizen easily, but with the direct train connection, commuting to Hoorn and Amsterdam does not require an unreasonable amount of effort. An overview of alternative activities in the surroundings of Bovenkarspel is presented in figure 15 and 16. On the

areas of culture and knowledge there are few activities relevant for young adults, however, Amsterdam offers a lot more cultural activities such as museums and workshops. Appendix B contains an overview of some other cultural organisations' attempts to create relevance for the target group.

## TAKEAWAYS

Concluding this chapter, several positives and negatives were identified (figure 17).

Starting with the negatives there are threats to the library caused by the low cost and online alternatives which are easily available in e-books and online books. Secondly, physical threats; other cities are easily accessible with their own wide selection of cultural alternatives. Finally, local threats since 't Stadsplein provides a similar offer when looking at culture, learning and entertainment.

As for the positives, although youth organisations are active and known, young adults specifically are overlooked or just not addressed. In addition to the competition, personal advice is the library's strong suit, together with the ability to convey their passion. Furthermore, most of the alternatives are further away in the larger cities, thus leaving room for more frequent local activities.

# Takeaways

## POSITIVES



Unaddressed Target Group

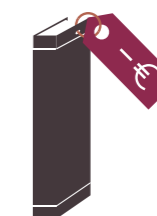
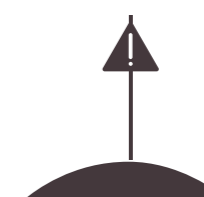


Personal Advice & Passion

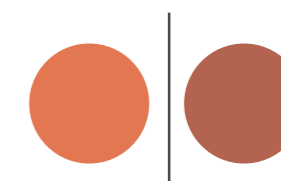


Few Alternatives in the Local Area

## NEGATIVES



Low Cost, Easy Access Alternatives



Similar Local Alternative

Figure 17: Positives and negatives competitor analysis.

# Analysis

## Target Group

To understand the needs, behaviour and trends of the target group, an analysis of the target group is presented. The first part of this section discusses findings in literature, and afterwards findings from interviews are discussed.

### LIFE PHASES

Eighteen to thirty year-old adults are a diverse target group considering their different life phases. At 18 years old, they are fresh out of high school and may start studying. A few years later the target group starts working and at the upper end of this range people are looking to settle down and to take next steps in life.

Starting at the young end of the spectrum; you can no longer reach them through the local high school; they leave the restraints of their parents and have a lot of autonomy over their choices. Making these choices is an important part of this phase of their lives, as this allows for self development which is a key part of young adults' lives (Magolda, 2004).

The insecurities of their teenage years make room for individual development and recognition of their own strengths (Elchardus & Smits, 2002). Stepping away from parental restraint gives freedom, but also responsibility. This is something which they continue to explore



**Young adults want to make their own choices**



**Allow young adults to use their own inventiveness**



throughout their young adulthood. Meticulously organised events are often not what they are looking for. An environment to use their own inventiveness would be better suited for them at this stage (Donker, 2008). Donker (2008) finds young adults independent and enterprising with a desire for space to release their creativity.

Within this self-development era of their lives, young adults are more than willing to learn, but they have to be inspired first. The authors of CJProfiel (n.d.) argue that young adults should be sensitised first, before they are open to art and culture. If the target group is engaged in art and culture, it can help them in their self-development and as a result experience art and culture as an extension of their identity.

#### EMPLOYMENT AND EDUCATION

The target group consists of two generations: Millennials (born between 1981 and 1996) and Generation Z (Born

between 1996 and 2012, Dimock 2019). Millennials were raised in a rough economic climate, in which there was a record high unemployment rate among 18-24 year-olds (Taylor et al., 2012). This unemployment was followed by rising housing costs and now the corona crisis which limits their ability to explore and start new (risky) ventures. However, research shows Millennials remain optimistic and 34% of Millennials went back to school as a result of the economic downturn (Taylor et al. 2012).

This trend towards extended education continues with Generation Z, who are 'on track to be the most diverse, best-educated generation yet' according to Fry & Parker (2018). A study by OECD



**Young adults are longer in education**

*But see plenty who do fine without*

**“The business model is simple: the more attention a platform can pull, the more effective its advertising space becomes, allowing it to charge advertisers more.”**

A quote from Morgans (2017) as he speaks about social media addiction.

supports this trend as more young adults are in education in 2018 compared to 10 years earlier. A side effect of an increase in general education results in a devaluation of diplomas and degrees. Additionally, people see very successful entrepreneurs such as Bill Gates and Mark Zuckerberg without a degree, leaving many to wonder if education is even worth the investment.

#### DIGITAL ORIENTED

Young adults are tech savvy and always online. Information has to be accessible anytime, anywhere. Information travels



**Young adults rely on their phones for information**

through their phones, and this is reflected in their phone usage. A study (Lopez-Fernandez et al. 2017) into European phone usage shows an average self-reported use of 3 hours per day. Mainly young females (89.1%) were described as highly dependent on their phone, averaging 6 hours per day spent on their mobile phones. The target group is plagued by the constant quest for a new dopamine hit provided by social media, or the need to stay up-to-date with everything that is going on, due to a fear of missing out. This is the core business model of most social media platforms, 90.4% of Millennials are active social media users (eMarketer, 2019), which compete in an economy based on the amount of attention a platform can claim (attention economy, Griffiths, 2018). As young adults are very active online, a strong online profile is important in reaching this target group (Deloitte,

2020). With digitalisation, the only human touch point that remains is customer service, which makes it an important (purchasing) step.

Important to note, however, is that this digitalisation has spread beyond just the younger generations to older generations as well. And whilst younger generations might be more technologically skilled or comfortable, older generations are able to function just fine with technology. This is due to CoVid-19, and the subsequent shift to working online and social distancing (Boland et al. 2020).

#### SOCIAL PRESSURE

Related to working from home are trends such as mindfulness. As it rose in

“**Yes, maybe I just meet with friends and head for the local bar, but is your life in the big city so much more exciting?**”

A response by a young volunteer at the library in a line of questions about her free time.



### Mental well-being is important

popularity in 2018, it signifies a heightened awareness of people of their mental health and work-life balance. The shift from working at location to working at home inspired Microsoft to add features to their Teams software in order to boost mental well-being (Microsoft, 2020). The term ‘burn-out’ is not anything new either (NRC, 2017), and affects both young and old. A study by the Mental Health Foundation (2018), found that 93 percent of young adults (18-24) have had a feeling of being overwhelmed or unable to cope in the last year (compared to 30 percent for aged 55 plus).

With social media and globalisation

achievements are measured against a much larger population, generating more pressure and adding complexity to the idea of being unique. People often post the best parts of their lives on social media, the best (edited) photos, the most amazing events and with the most popular people. This gives a very one-sided reflection of life, which is often hard to keep up. Not surprisingly, Generation Z sees their peers quite differently from how they see themselves. Whereas they see their peers as competitive, spontaneous, adventurous and curious, they do not readily see any of these characteristics in themselves (Incomeresults, 2020, based on Seemiller, 2016).

#### VALUES

Young adults are often egocentric, due to a lack of responsibilities to others. Twenge (2013) refers to Millennials as Generation Me, as Twenge finds them to be more self-focussed than previous generations, scoring higher on egotism,



### Young adults value access over ownership



### Young adults are willing to work with the system

self-esteem and narcissism. Twenge (2013) also notes a shift towards “extrinsic values (money, image, fame) and away from intrinsic values (community feeling, affiliation, and self-acceptance)”. This difference is also associated with more anxiety and depression, which has also been on the rise with the last few generations (in America). In an article in Time, Stein (2013) also noted similar studies, but on the positive side remarks that Millennials challenge conventions, are both inclusive and tolerant, optimistic and pragmatic idealists, thinkers rather than dreamers who embrace the system. Francis and Hoefel (2018. [1,2]) argued Generation Z equally possess these attributes, if not more than Millennials. Additionally, Francis and Hoefel argue that Generation Z is more focussed on access rather than ownership, is comfortable with errors and is more willing to forgive those errors.

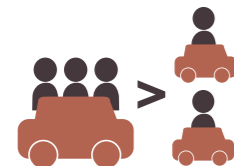
## Takeaways



**Mental well-being is important**



**Young adults are willing to work with the system**



**Young adults value access over ownership**



**Young adults rely on their phones for information**



**Young adults want to make their own choices**



**Allow young adults to use their own inventiveness**



**Inspire young adults to engage them**



**Young adults are longer in education**  
*But see plenty who do fine without*

### TAKEAWAYS

The main takeaways (figure 18) show the importance for the library to engage young adults by allowing them to do more than just participate, but instead allow them to shape the library content.

Art and culture can be very relevant for them, but young adults should be inspired first. The library can help by showing arts and culture in a different light and by demonstrating its relevance to current actualities.

Young adults are in education longer, however, with several very successful role models who did not get higher education, and new jobs created by social media, they understand that simply getting a degree is not all that is relevant for success. The library can play a role in educating young adults beyond what schools or universities teach them.

Young adults experience a lot of pressure and look for ways to take care of their mental well-being. With reading being an activity in which young adults feel they may disconnect (see interviews), the

library can strengthen this quality to attract more young adults. The library can use the young adults' willingness to work with the system to achieve what they seek, to engage them into making the library's content more engaging for them.

Young adults value access over ownership, which is what the library offers. This illustrates that the lack of young adults in the library is first and foremost a matter of perception, awareness and reading behaviour.

Considering how much young adults communicate and experience through the internet and their phones, libraries' content and promotion should be properly aligned with it.

Figure 18: Positives and negatives competitor analysis.

# Interviews: Reading, free time and library experiences.

In order to extend my target group research beyond online sources, I conducted interviews with people from within the target group. This is because I discovered only a few sources talking about young adults reading behaviour and library perception. That is why I wanted to dive into their obstacles and motivation in reading and in their free time allotment. Due to a lockdown at the time of this research, I had difficulty reaching people from the local target group. Instead, the interviewees are from within my extended social circle. The interviewees were aged 18-25, thus capturing the younger half of the target group. They are also generally higher educated, and 6 out of the 11 interviewees read multiple times per

week, which is well above the average (27% in a study by Stalpers, 2020). Additionally, two were specifically selected because of their subscription to the library. Consequently, the selection is not a representative selection. During the interviews an interview guide was used, as well as an interactive visual tool (miro.com) to help visualise and engage the interviewees. The interview guide, the interview transcripts and the completed visual tool are in Appendix (C, D and E respectively).

The analysis of the interview will contain a collection of quotes, insights and items from the visual tool. The overview on the right (Figure 19) presents the insights which will be discussed.

**“There is a special sort of pleasure one can get out of a well written book.”**

A quote from interviewee EvB about reading.

**“You are constantly trying to do your best, but when you are reading there is no pressure, no accomplishment you have to achieve.”**

Interview JD



**A book helps to escape reality.**

The experience of escaping the real world with a book is probably known to most readers. In a comparison to gaming, one interviewee mentioned how reading does not come with the pressure of having to perform, and is in that sense a more relaxing activity.

**In a busy life it is nice to ‘purchase’ comfort.**



A common objection to the library is that it feels like a hassle. One interviewee mentioned that online she might spend more money, but if she had to go to the library she’d spend more time (EvB). A related objection was that people became more selective in what they read, be it either a preference for English books or just more selective in the book choice, for which the library cannot easily account.

**“I think computering, watching series and gaming are all relatively passive activities. Everyone knows they easily take up a lot of time, but other activities which require more effort to get started with, also give you more energy in return.”**

Interview Lvl



**Digital media easily takes up a lot of time and are (often) seen as unproductive.**

Many interviewees noted they easily reach out to their phones when they had time to kill. However, some interviewees noted an urge to pick up more analogue hobbies and felt the need to balance their on -and off screen time.



**Starting a new book is one of the biggest obstacles.**

Starting a new book was often seen as one of the larger obstacles for reading, but also one of the better motivations to keep reading. For situational readers, finding a good book that engaged them was the obstacle. However, when they did find a good book, many finished it quickly. For situational readers, reading also did not feel like something you can just do for thirty minutes, but rather an activity for which a good chunk of time had to be planned out.

**You get attached to a book you read.**



**“You get attached to the world in which it takes place. With a new book you have to get totally reacquainted with the world and its characters.”**

*Interview LvE*

The more avid readers often felt connected to a book and its characters. Having to return the book to the library, would not feel satisfying, as they would rather have it on their shelves as a reminder to the story and its characters.

**“I generally like reading better, as it is easier to delve into the world and it has more depth. With series it is more difficult to show motivations and feelings, which is easier in words.”**

*Interview JvG*

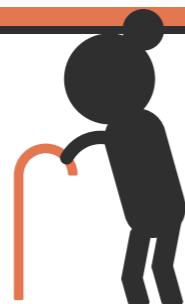


**The power of a good book is the characters and their decisions.**

One of the strong suits of reading are character development and characters' decision making. This is also why novels often outshine series and movies. One interviewee mentioned that a book cannot get away with weak characters or bad decisions by covering it up with music and visual effects, it is really about the quality of the story. The effect of losing yourself into a story is also referred to as narrative transportation (van Laer, et al., 2013). Narrative transportation causes peoples' attitudes and intentions to reflect those in the story.

**“I have no negative associations with the library [...], but I just imagine an old grey, hunched lady waddling around.”**

*Interview JD*



**The library does not feel like a place for young adults.**

I asked one interviewee what he would say if I (or another friend of his) told him “I am going to the library today”. He would laugh and ask me what I'd be doing there? If his mom said so, maybe, she is older and reads more, but he would not expect it from me or his friends. Having said that, people who did go to the library described it as a more modern place.

*[1] JD did explicitly, many times over, note that this was not his opinion, nor based in any facts, but just the visual that had popped into his mind.*



**Young adults do not expect many of the activities to be engaging.**

When asked about activities and communication from the library, it got eerie quiet every time. The interviewees do not know of the activities, and if they did know the library organises different activities, they never have the feeling it is targeted at them. Meeting a writer would only be considered interesting if it was the right category book, and did not discuss the book itself, but a related subject. Except if the author was rather famous. And once again, they do not expect much of the atmosphere and setting of the library.

**“... for the other activities [the library's activities], it's all hypothetical, I would have to guess if it is fun.”**

*Interview LvL*

**“If I would attend them with you and J. they would not suddenly become very special, whilst wheelchairhockey [...]”**

*Interview JD*

**“It [reading, exploring the workings of a fictional world] is also a kind of learning, but not in a high quality way.”**

*Interview KSB*



**Free time is desired to be productive.**

**“It is also important to take the opportunity in your free time to strengthen yourself - your own life is essentially your project.”**

*Interview JD*

What the optimal free time allocation would be like, differed from person to person. Some were already happy, others just wanted more free time. However, many felt that they would ideally spend more free time on productive activities. A common hurdle towards productivity was the amount of energy they had left.

**“**  
 You already have so little time together, so in the free time we do have I'd rather do something together.  
**”**  
*Interview CC*

**Reading is a solo and active mental activity.**



Reading is really an activity you do on your own. A disadvantage of this is that young adults are not able to do it with friends, which normally would be one of the big motivators to engage in an activity. Additionally, during one's free time no one is really motivating you to read, whilst through other platforms friends might shoot you a message to ask if you want to join in. Reading a book is considered to be a healthy, productive activity. And although you might get distracted and read a sentence twice, you can also read at your own pace.

**Friends and family are good motivators.**



When asked how information reached people the most, via friends or family was almost always in the top 2, with self sought and social media as the other top contenders. Additionally, going with friends or family to an activity was also one of the most mentioned factors which determined if they were to attend an event or not.

**“**  
 Information via friends or family has a lot of impact, but it doesn't happen that often.  
**”**  
*Interview JdW*

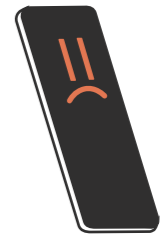
## Takeaways



**A book helps to escape reality.**



**In a busy life it is nice to 'purchase' comfort.**



**Digital media easily takes up a lot of time and are (often) seen as unproductive.**



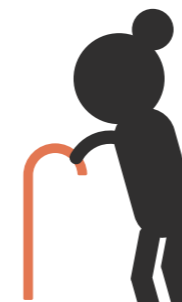
**The power of a good book is the characters and their decisions.**



**Starting a new book is one of the biggest obstacles.**



**You get attached to a book you read.**



**The library does not feel like a place for young adults.**



**Reading is a solo and active mental activity.**



**Young adults do not expect many of the activities to be engaging.**



**Free time is desired to be productive.**



**Friends and family are good motivators.**

# Analysis

## Context

In this section, the context of the library is explored. This context will help shape to the surrounding factors of the design, which create a future vision in the future landscape.

### READING OFFENSIVE

In 2020 the Dutch government initiated the 'leesoffensief' (reading offensive), an initiative to improve students' reading motivation and enjoyment. This initiative consisted of three sets of measures (Slob, 2020):

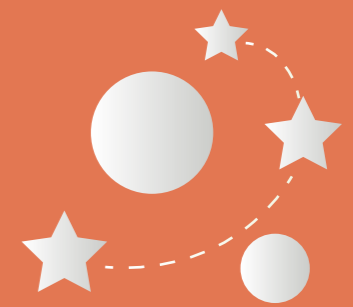
1. A strong and unified reading approach
2. An important role for libraries
3. A broader and more diverse selection of young adult books.

An important aspect of this reading offensive was the difference between surface-level and deep reading. The Onderwijsraad en Raad van Cultuur (2019) explained how surface-level reading focuses on getting an understanding of the core of the information and retrieving information. This kind of reading is frequently used as news articles, shorter messages and study- and work related reading often still require this kind of reading technique.

Deep reading, however, focuses on concentrated reading over a longer period of time, which stimulates several competences as shown in figure 20.

However, the younger half of the population is reading less and less.

Several initiatives have been launched in line with the reading offensive. One of them is Taalbaas, which sets up a series of online workshops and readings targeting the age group 12-18 years old. Another is Passionate Bulkboek, an organisation which organises programmes for schools to stimulate reading. Other initiatives also focus on free time reading, for which a 'Geen Daden Maar Woorden' (No Deeds But Words) festival was organised and a writing competition for people aged 15 to 24.



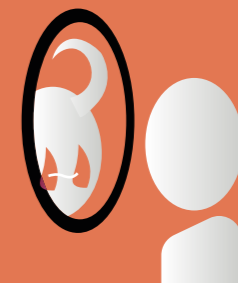
Making connections with prior knowledge



Making an active representation of the text



Drawing conclusions based on deduction and induction



Empathy and self-reflection



Critically and ethically reading text

Figure 20: Illustration of the competences deep reading helps improve based on The Onderwijsraad en Raad van Cultuur (2019).

## LIBRARIES IN SOCIETY

Libraries have to take a more prominent role in society, providing not only a book borrowing function, but also a social and educational function. The library becomes a community space, as reflected in the future vision of Westfriese Libraries. A development in response to this trend is the start of the 'community librarian' study, which aims to teach (aspiring) librarians to create and strengthen communities (Cubiss, 2017). However, in order to put this into effect next to their normal workload, libraries first have to improve their efficiency to reserve time and money. Innovation solutions can go towards digitalisation, linking the digital and physical, improved logistics and marketing, and co-creation with users and partners (SPN, 2019).

This change is not the only challenge libraries are facing. The average age of library employees is 49, which means that 60% of its employees will probably retire within the next 10-20 years. To encourage cooperation among young employees within libraries a national young librarian network was set up in 2015. Its aim was to facilitate contact between young librarians. Additionally,

the progressively digital environment also ask for different competences. However,, the older target group is in general less technologically adept. Yet they are in charge of making the technological innovations (Bibliotheekinzicht, n.d.).

Another major change in the role of libraries in society is that high schools no longer commonly employ librarians, as only 21 % of the multimedia libraries of high schools on VMBO level have a multimedia librarian. This results in a lack of knowledge on the collection of the available books (Lezen, 2019).

A further gradual development is that cultural and societal organisations are increasingly housed under one roof.

## CULTURE

Another topic to discuss is culture. There are different levels of culture, from culture that stretches over a whole population to culture of a single individual. On a national level for example, Japanese culture places more importance on balance and harmony, whereas Western culture mostly focuses on striving for the highest degree of happiness. On a

smaller level of culture differences can be found between two football clubs: even within fans from one football club there will be different cultural groups.

Culture can be defined as a set of attitudes, beliefs and behaviours shared by a group of people (Hofstede 1991/1994). It allows different individuals to come together as it sets out rules for the group. Whenever one puts multiple people together, they will exchange cultural data and this will, over time, result in a new subculture (Fox, 2008). People may not always be aware of what their culture exactly entails, but when you go on vacation you will quickly see how your culture differs from others (Little, 2016).

Moreover, culture influences a large part of people's lives. How people see themselves (an independent-self, where the self is seen as unique and stable, or an interdependent-self, where the self is determined by the connections to others and the environment), what the brain finds rewarding, and how people perceive their emotions can all be influenced by culture. Culture in its turn is dynamic and changing. Recent examples

of these are the discussion of the appropriateness of some cultural traditions in the Netherlands. Another aspect of culture is culture as seen in the combination of arts and culture. The Raad voor Cultuur (Council of Culture) names "culture is the oxygen of society, without art and heritage it suffocates" (van Hees & van der Waarden, 2021). What is culture, and art in its extension, is up to the people within the culture. We can see how modern art stretches the boundaries of the traditional view of arts, for example, as digital media is also considered cultural heritage (Fonds voor Cultuur Participatie, n.d.).

Still, the importance of culture is not always recognised, Steman (2020) wrote in "Lekker Boekie" about the value of reading: how life has become more and more about euros, and culture is seen as just a hobby.

## TECHNOLOGICAL LANDSCAPE

Another element in the context is the virtual landscape. First of all, the internet as a whole allows people to have access to a vast amount of information, and connect more easily with like-minded people. However, this connection with

like-minded people, may also shelter people from other opinions and opposing views, which might pave the way for polarisation. This is enhanced by (social media) platforms which often hold one view more strongly, or focus on showing pleasing information, congruent with individuals' current views.

Culture and social media platforms, on the other hand allow for the rise of new forms of art and culture. A first form is in the ways people can share culture. As everyone is able to photograph cultural heritage and artefacts, people can experience far away culture in their instagram feed everyday. Additionally, different cultures and subcultures also have influencers, prominent figures, who may have a lot of followers by displaying a certain topic or lifestyle.

Some cultural institutions also notice the usefulness of technology and are looking for a way to implement this in their offer. They want to use technology without suppressing the authenticity of art, but rather to enhance the experience (Personal communication based on thesis Vrijdag, 2020).

# Define and Develop

This chapter will report the process of creating the future vision and design statement with the Vision in Product Design approach (Hekkert & van Dijk, 2011), followed by the creative process. In the ViP approach the first and foremost focus is on the vision of what the designer wants to create. By taking a step back and looking at the context and then projecting this into the future, the designer can start with the reason for existence of the design. I will not complete all steps of this approach, rather will I go through the first four steps as numbered in figure 21.

The future vision and design statement devised in this process will carry forward towards the design stage. By using the ViP approach, stepping back and starting with the reason for existence, I aim to create a future proof solution which will fit with the future context.

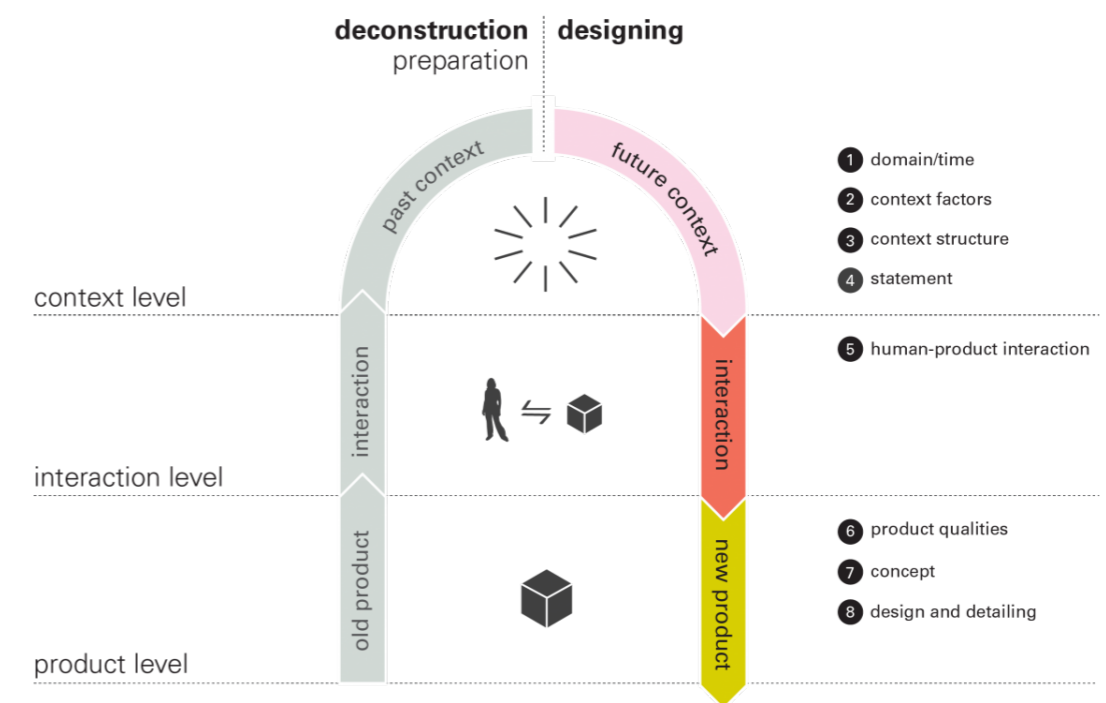


figure 21: 8 steps of the ViP process (Hekkert & van Dijk, 2011).

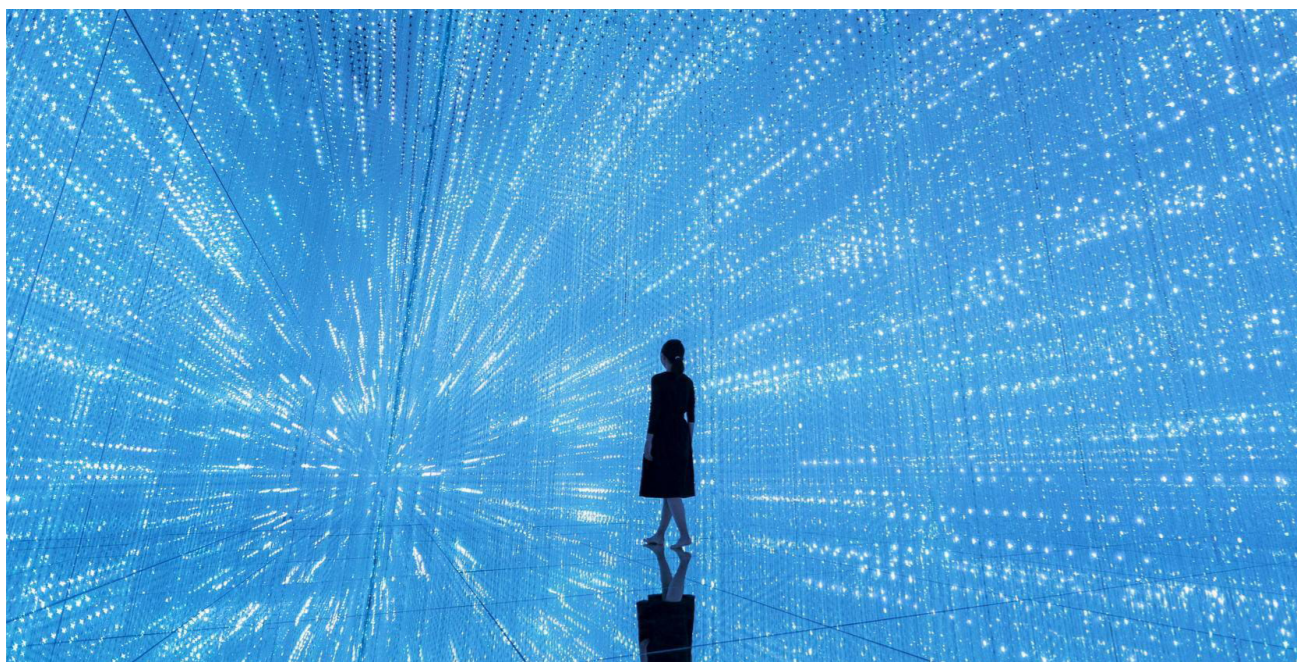
# Domain

The first step in the ViP process is to establish a domain. The domain defines where the design aims to make its contribution. By widening the domain more trends become relevant and the final solution space becomes larger. The current assignment is already quite wide in that it does not present a direction for the solution.

## Assignment

### Engage young adults in the Westfriesse Library.

The domain used for this project is 'Young adult's cultural and societal leisure time'. The target group is included in this domain. Normally you would refrain from including a target group, however, as the assignment focuses on specifically engaging the target group, it makes sense to include them in the domain. By looking at a broader domain than just the library with the domain 'cultural and societal leisure time', I allow for factors from outside of the library context. Additionally this allows for a broader exploration of possibilities for a design solution.



## Domain

### Young adults' cultural and societal leisure time.

The building blocks for this world are the context factors. These are divided into four types:

Developments: the process in which someone or something grows or changes and becomes more advanced<sup>[1]</sup>.

State: a condition or way of being that exists at a particular time<sup>[1]</sup>.

Principle: a fundamental truth or proposition that serves as the foundation for a system of belief or behaviour, or for a chain of reasoning<sup>[1]</sup>. And

Trends: a general direction in which something is developing or changing<sup>[1]</sup>.

The factors can come from anywhere: be it a fictional book or my own mind to an expert opinion or scientific resources.

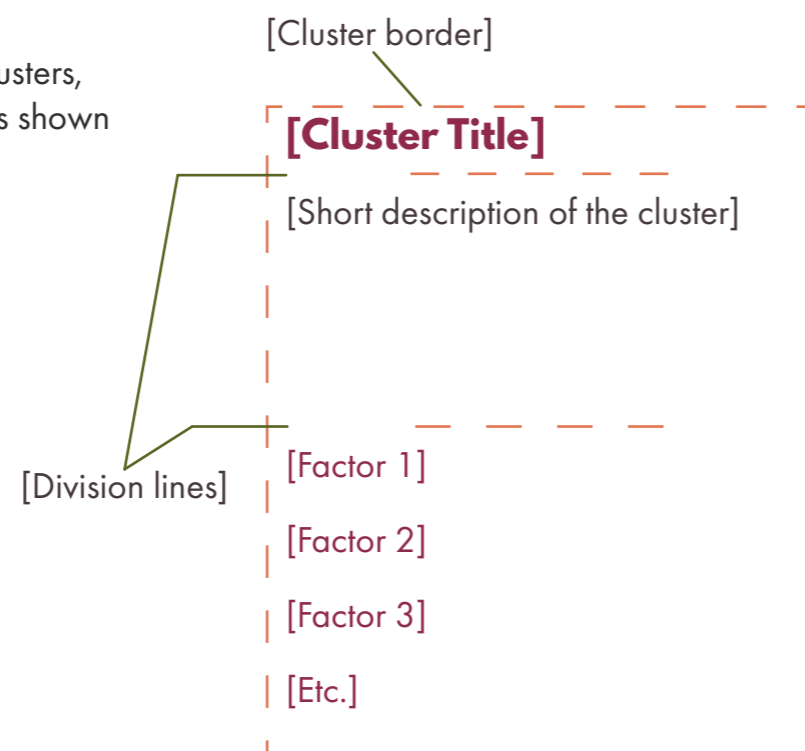
The following pages contain the context research, followed by the factors which are derived from this research. These factors are grouped into clusters to organise these building blocks in a better way. Afterwards these are plotted in two dimensions which will capture the future context.

[1] Definitions are drawn from the online Cambridge dictionary for each word respectively.

# Future Context

From the context research I formulated factors: one sentence descriptors which provide the building blocks for the future context. These factors are derived from the earlier analysis, and in order to structure these factors they are clustered. The factors can be clustered together because (a) they describe a similar attribute or (b) they form together a new factor. The goal of each of the clusters is to capture the direction of the factors which reside inside it.

In this chapter there are several clusters, and the layout of each cluster is as shown on the right.



## Enriching Perspectives

It is easy to shelter in your own social circles, however, reaching out and seeing what differences there are helps to put everything into a richer perspective.

Current virtual spaces mostly enable polarisation (Van der Vorst, 2020).

During the pandemic, people strengthen current social bonds and are less likely to find new connections (Cusumano, 2021).

One party is in fact always two. In the first hours a gathering of bored and unnatural people, and in the small hours the true party (Diodge in Peterson, 2018, paraphrasing Honoré de Balzac, n.d.).

Deep reading increases the empathetic abilities (Onderwijsraad en Raad van Cultuur, 2019).

The power of our own culture is best realised when encountering a different culture (Little, 2016).

Any group of people put together will inadvertently begin a process of exchanging cultural data, whereby new cultural expressions will emerge (Fox, 2008).

The appropriateness of culture is currently strongly under discussion (Klapwijk, 2019).

## Cultural Connections

Culture, historically, helps people to connect. Currently, the focus of cultural institutions is shifting more towards this in order to engage its visitors more.

Younger generations become more tolerant and inclusive (Stein, 2013; Francis & Hoefel, 2018 [1]).

Youth wants to make content together (Kessels, 2019).

Digital communication starts to cross generations (Boland et al. 2020).

Culture is the oxygen of society: without art and heritage it suffocates (van Hees & van der Waarden, 2021).

Cultural and societal organisations are increasingly housed under one roof.

Culture is the set of attitudes, values, beliefs, and behaviours shared by a group of people (Hofstede, 1994).

Co-operations with peers or celebrities are used to increase young adults' interest in museums.

Libraries' functions shift to community and education in addition to knowledge and accessibility (Cubiss, 2017).

Emotions are the products of a particular culture, produced by culture to help define values and negotiate social roles (Fox, 2008).

## Craving Development

Craving development describes how self development is a key part of young adults lives, but it is not always easy to know how to achieve this development.

Many are educated, but few have developed themselves (Thomas More).

You can be hungry, without knowing that you are hungry or for what, because you have no image of what the mind longs for (Steman, 2020).

Young adults feel the need to spend more free time on self development, but in practise they often spend their time on 'easy' media (Target Group Interviews).

Personal development is key for the quality of life of young adults (Elchardus & Smits, 2002).

Leisure time allocation is largely dictated by the amount of energy that is left (Target Group Interviews).

Reading (tough media) requires active mental effort (Kirschner & Kirschner, 2007).

Knowledge helps young people to make a bigger contribution to society (Varkey Foundation, 2016).

Depending on culture, the self-construal is either independent (: where the self is seen as unique and stable, and behaviour is caused by internal factors), or interdependent (: where the self is determined by the connections with other people; Fox, 2008).

## Culture as a Common

Culture is a common, and thus should be accessible to all. There is a difference in culture as shown in a museum and culture as expressed in habits of a group of people, and we cannot expect every subculture to be open to others. This cluster, thus, focuses heavily on managed culture.

Museum collections become available online (Foam, n.d.).

Culture should be accessible for everyone (Personal communication based on thesis Vrijdag, 2020).

Everyone participating in the cultural activity wants the opportunity to contribute on their level (Personal communication based on thesis Vrijdag, 2020).

Emerging adults do not see themselves as either adolescents or adults (Arnett, 2000).

When reading many books, the library offers a cheaper alternative to buying books.

The municipality of Stede Broec has the lowest average income of Noord-Holland (Allecijfers, n.d.).

By introducing a pay per use model the library eases entry for new members.

The government tries to promote reading among youth and young adults (Slob, 2020).

## Social Pressure

Social pressure often influences peoples choices, which is nothing new in itself. However, with technology allowing for broader broadcasting and communication, this pressure is exaggerated.

Young adults experience a lot of pressure (Mental Health Foundation, 2018).

Social Media provides an idealised representation of life (Fardouly & Holland, 2018).

Young adults are less often active as volunteers than older adults (Gray, Khoo & Reimondos, 2012).

What the brain finds rewarding is a reflection of the values of the dominant culture (Ambady, 2011).

Millenials and Generation Z experience and FOMO and FOBO subsequently (Mosmans, L., Harmelink, T. & Malcorps, L., (2019, [Podcast Ed. 3])).

Subjective norms only significantly influence decisions if a person is concerned about others' disapproval (Terry and Hogg, 1996).

## Virtual Impact

Digital influence is increasing, and real world consequences are seen more and more directly as the digital sphere of influence is growing.

Gaming continues to explode and virtual currency can translate to real world impact (Hellman's Canada, 2020).

Museums want to use technology without suppressing the authenticity of art, but rather to enhance the experience (Personal communication based on thesis Vrijdag, 2020).

About 90% of the millenials are social media users in 2019 (eMarketer, 2019).

The pandemic causes digitalisation to accelerate (Deloitte, 2020).

## The widening of Mind and Spirit.

Exploration and venturing out in the dark helps self-development. For one person this can entail travelling the world and seeing nature and culture across the world, whilst for others a similar feeling can be experienced by reading a novel of a fantasy world.

Art and culture help young adults to explore themselves (CJProfiel, n.d.).

Reading stimulates imagination and creativity (Berns, et al. 2013).

Development is shaped by bi-directional influences between individuals and context (Gottlieb, 1996).

The readiness of digital information lowers physical exploration.

Reading is the basis for the acquisition of knowledge.

If something is made safe, people will figure out a way to make it dangerous (Peterson, 2018).

Young adults are independent and venturesome (Donker, 2008).

## Fluidity of Culture

Culture is often not one constant entity, and within each culture there are subcultures. Culture is constantly changing, and new culture is constantly being formed. This cluster is dedicated to trends which explore the boundaries of what culture is and will be in the future.

(Some) Games have stories rivalling those of movies (and books).

Cultural heritage includes not only physical, but also starts to include digital media (Fonds voor Cultuur Participatie, n.d.).

Young adults challenge conventions (Stein, 2013; Francis & Hoefel, 2018).

TikTok and Instagram is a rising form of art & culture within young (adult) communities.

The pandemic caused traditions to change or be parted with (OECD, 2020).

Culture exists on different levels of scale (Hofstede, 1991).

Culture is dynamic and continuously in the process of change.

## Drawn Down Into the Digital Rabbit Hole

The ever encroaching digital. It takes over processes and does a lot of good, however this cluster focuses on how it consumes people and their time.

Social Media is engineered in such a way for you to spend as much time as possible on it (Orlowski (Director), 2020).

The largely unregulated use of technology leaves young adults to navigate on their own account (Van Alstyne, 2019).

Game addiction is a growing problem (Bal, 2018).

Instant knowledge anywhere has become the norm (Deloitte, 2020).

## Measurable Goals

Individuals goals are heavily determined by the prominent ideas of their culture. Degrees, work experience and other measurable achievements are emphasized in society, and less emphasis is placed on culture and the skills achieved by interacting with culture.

Library use declines sharply throughout teenage years (Cook, Parker & Pettijohn, 2002).

Since the 80's, life has been expressed more in Euros, and culture has been seen as a useless hobby. (Steman, 2020)

Dutch young adults are longer in education (OECD, 2019).

How individuals construe their main goals is heavily determined by their culture (Fox, 2008).

### Focus on self care

It is important for the target group to focus on themselves, to take time out and focus on their own well-being.

Books allow you to experience a story at your own pace (Target Group Interviews).

Young adults have become more egocentric (Elchardus & Smits, 2002).

Books are written to be read as a private activity (Target Group Interviews).

Young adults are self-focussed - due to a lack of obligations to others (Arnett, 2000).

Work-life balance becomes increasingly important (Microsoft, 2020).

### Conscious balancing

This clusters focuses on the need to disconnect from the digital from time to time, as to not get overwhelmed by it.

People look for balance in their screen and non-screen time (Target Group Interviews).

Reading is to disconnect (Target Group Interviews).

Reading, and the library, offers space for people to disconnect (Target Group Interviews).

Digital and physical become increasingly intertwined, also in libraries (SPN, 2019).

Japanese culture places importance on balance and harmony, compared to western culture, which strives for pleasant feelings (Fox, 2008).

The different clusters all have their own implications on the future world, some strengthen each other whilst others are in conflict. This is only natural, as the future world will not be one steady state, and in the future factors can be in conflict with one another as well. To bring further order to these clusters they have been grouped around two dimensions, combining clusters which are similar on the one end

of a dimension and opposing clusters on the other end of the dimension.

By combining and opposing many different combinations of clusters, I created the two dimensions (figure 22): Engaging Culture and Social Nature. These two dimensions will be explained next.

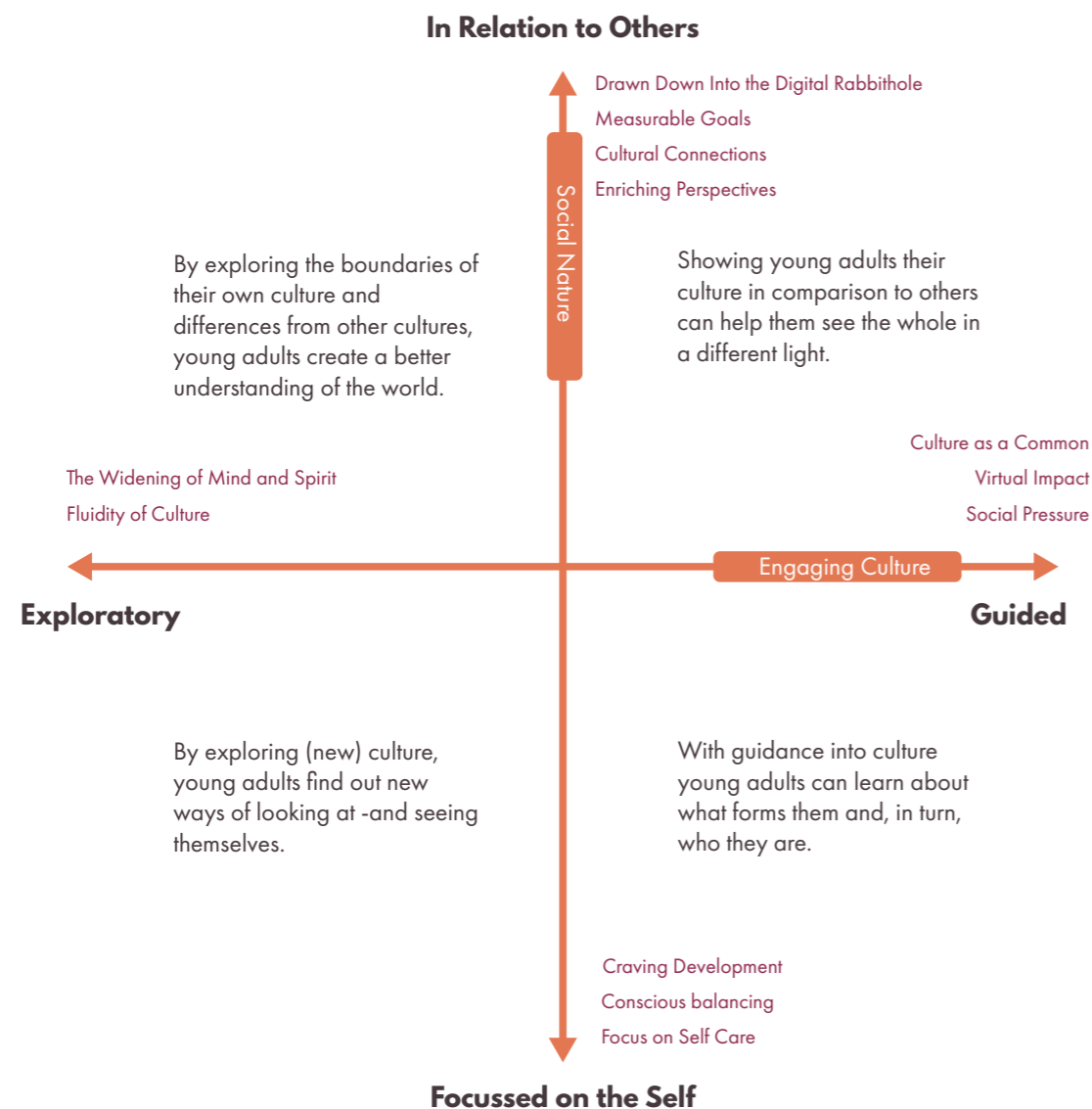


figure 22: Two dimensions and subsequent quadrants.

## ENGAGING CULTURE

This dimension contains two different ways of engaging in culture. On the one side we have exploratory. This part of the dimension focuses on culture which is new, developing and changing rapidly. To come into contact, one has to explore the context to see where it can be found.

On the other side is guided engagement. Opposing exploratory, this culture is often the more settled culture, which has been around longer and is more matured. There is a lot to learn from this culture, and for someone to grasp all there is to it, guidance is often in order. This side rather relates to culture found in museums where you are guided through a museum by a guide who can enhance the museum visit by all the knowledge available. What it might lack in novelty compared to the exploratory culture, is made up for by depth and knowledge.

## SOCIAL NATURE

This dimension contains the social nature of spending your cultural free time, with on the one hand an individual nature where the time spent is focused on developing and looking at yourself. The other side, relation to others, presents culture rather as an opportunity to engage with others and other cultures and in this broadens your horizon.

### **Exploratory** **In Relation to Others**

In this quadrant, individuals explore the boundaries of their own culture and go beyond these boundaries to learn how their culture relates to other cultures and what they might learn and adopt from other cultures. The library provides entrance and insight into these other cultures.

### **Guided** **In Relation to Others**

The library can be a central place for bringing people together from different areas to guide individuals to venture out of their cultural habitat and broaden their vision. By presenting and discussing culture, the library can also leverage its role in this quadrant to strengthen the community.

### **Exploratory** **Focussed on the self**

This quadrant encompasses the need for the individuals to understand themselves better by exploring culture and trying their views, conflicting or in line with their culture, to understand better who they are and what they think. The role of the library here would be to facilitate the expression of young adults' ideas and to develop their ideas further.

### **Guided** **Focussed on the self**

In this quadrant the library would take on a mentor's role, in which it guides young adults by showing how culture shapes the world around them and in turn themselves. This fits in well with the traditional view of the library, with the librarians as older mentors managing a collection of old teachings.

For this project, the quadrant of 'exploratory' and 'focussed on the self' is chosen as the area to continue in with.

Social media engages the target group with other cultures from all over the world, stimulating learning from other cultures. The strong competition on this front, together with the lack of cultural diversity in Bovenkarspel, makes 'In Relation to Others' a suboptimal choice for the library in Bovenkarspel due to the advantage of the competition.

When considering the dimension 'Engaging Culture', a guiding role calls for a strong connection between the target group and the library, positioning the library as a mentor. The current connection with the target group is weak

and requires the library not only to get a better relation with the target group, but also to create an image of an inspiring and knowledgeable mentor.

Exploratory provides a better fit as it allows for a better connection between the target group and the library, without this current weakness of being at the core of the future vision. Additionally, although social media also allows an individual to express themselves, it does not have the similar advantages as for 'in Relation to Others' especially when exploring your views through culture.

The design statement focuses on facilitating young adults exploring themselves, their position in the world and renders the library a supporting role.

## Design Statement

**Westfriesse Libraries  
want to support young  
adults' self-development  
by providing them with  
the space and tools to  
explore themselves by  
culture.**

# Creative Process

This chapter of the report describes how the design statement is translated to a design. Figure 23 provides an overview of the process. The intended effects will be described, followed by a description of the creative activities and its results.

## INTENDED EFFECTS

The design statement defines the first two elements which should be captured in the final design: self-development through culture and exploration.

## SELF-DEVELOPMENT

As a starting point for self-development, we will first look at a description of self-development. Magolda (2004) describes self-development for young adults as taking the information and values one has learned in the past, envisioning a path and proceeding down that path. In other words: this self-development is about articulating views, ideas of the self and one's personal future to be able to determine the next steps to take. This development entails epistemological development, the study of how we know things, intrapersonal development, understand oneself and one's emotions, and interpersonal development, developing how one connects with other people.

## EXPLORATION

The other aspect in the design statement, exploration, focuses on exploring culture. Currently, exploring culture in the library mostly focuses on the literature available in the library, however, culture can be explored in a variety of ways. A classic example is exploring culture by food, but also movies, music religious events and even conversation with people from other cultures can be ways to explore another culture. Moreover, exploration can hint towards the interaction of exploration.

## BOOK CHOICE

An additional element interviewees mentioned, book choice, was often an

obstacle in starting with reading, and with their knowledge of books librarians might help to mitigate this obstacle. Online there are already plenty of other platforms which provide recommendations. Thus in order to set itself apart, the library has to extend beyond online recommendations.

## ACTIVITIES

Although the community librarian trends suggest libraries will become centred around building communities, the books and activities will remain at the core of what these communities will be built around. Most of the current activities focus on reading and authors, whilst in

order to engage young adults, activities beyond this scope should be organised.

## CREATIVE ACTIVITIES

To get the ideation started, I organised three brainstorm sessions. Two with a mix of fellow IDE students and former interviewees, and one with library employees to get their views on this. After a brief introduction and warm up, the participants were presented with the following question: How do we get young adults to go on an exploration in the library? They were asked to think of ideas for not only now, but also 5 or even 10 years from now and to explore more future oriented options as well. Several brainstorm techniques were applied and the results were clustered at the end of the session.

After all three brainstorms, I further clustered all the results together and started ideation with these clusters and ideas.

Another method used was taking an analogy which aligns with the design statement and applying the qualities of the analogy over on to the design. The analogy used is a walking vacation where one camps in the wild. The

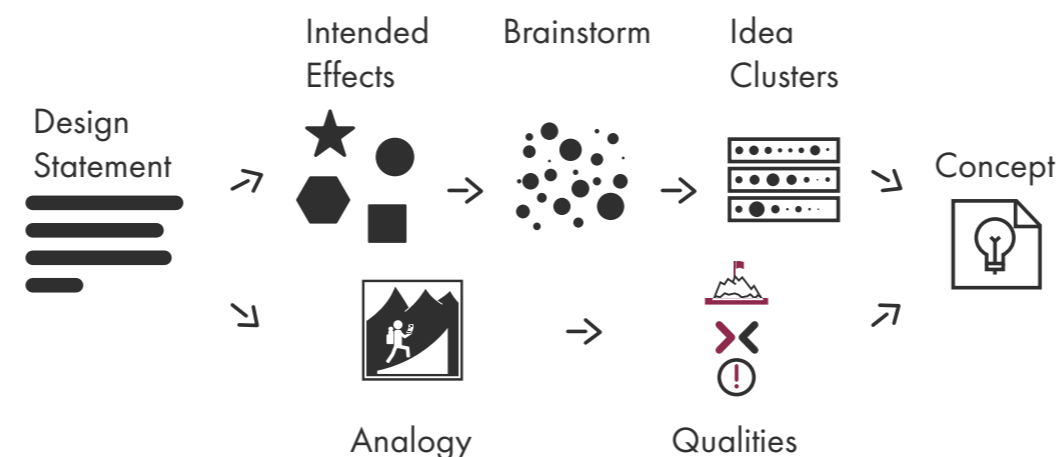


Figure 23: Process Overview.

analogy came to be as it also requires one to go out, rely on one's own preparation and skills and is left to cope alone for days. You take a road which is not meticulously kept and well marked, but just the map of the area, a compass and a rough idea of where you want to end up at the end of the day. It requires you to make your own calls, and to be confronted with the consequences. It takes some effort, but rewards you with unique experiences.

The qualities I related to this analogy is that the experience is adventurous, confronting and interest (figure 24), which were three criteria I looked for in a design.

## RESULTS

The brainstorm resulted in several clusters per brainstorm. For the unedited results and clustered results see appendix F. Within all the different clusters interesting ideas can be found, such as putting notebooks in the library where one can anonymously ask questions, Instagram Monday (where every Monday a new insta-worthy space is created), creating festival style programming (e.g. lowlands) and walking routes linked to audiobooks. However, there is one cluster which provided the most direct inspiration to the final concept: Game Elements and Sharing Stories. The cluster Game



Figure 24: Analogy characteristics.



Figure 26: Example takeaway icon.

Elements shows a lot of different interactions in the library. Besides, sharing stories fits in well with the trend of libraries to offer community platforms (see appendix F). From these ideas I worked towards two outline concepts: one with the vision of the library as a gate to exploration (of culture) and one of the library as a reading hub. The first vision aligned better with the design statement, but allowed more room for the library to go beyond reading.

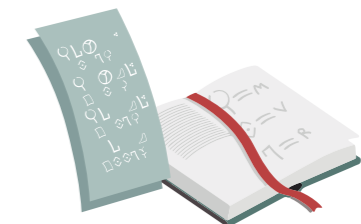
From this point onwards several suggestions put forward during the brainstorm sessions were combined into an overall concept which will be presented in the next chapter. A few features in the concept of the next chapter can be recognised from the cluster 'game-elements in the library' (figure 25).

After the initial concept had been designed, I returned to the takeaways from earlier concepts and ensured the concept aligned with the takeaways. Throughout the description of the concept and the tactical roadmap there are icons of the takeaways, linking the results to the insights (see example in figure 26). At the bottom of each page the name and page of the takeaway is noted.

## GAME ELEMENTS IN THE LIBRARY



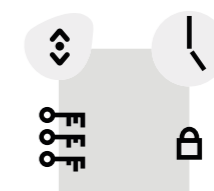
Hints on the basis of (to read) books



Secret tickets in books  
Coded messages in Books  
Library related challenges



Murder mystery



Escaperoom in the library  
Weekly rotating content (themed)

Figure 25: Selection "Game Elements in the Library".

In this next chapter, I will be discussing the proposed strategy of the library for the future. This chapter will start off by introducing the concept which is to be introduced in 5 years. Next, the road towards this concept will be discussed in the strategic and tactical roadmap containing the three horizons of 2022, 2024 and 2026.

The strategic roadmap explains how the library can continue to develop value

whilst working towards the implementation of the concept in 5 years. The tactical roadmap shows the more detailed steps of the services and resources developed over time, in combination with trends and technologies which provide input for the products, services and resources.

# Designing the Future

# The Concept

This chapter introduces the concept which will form a goal for the library to introduce culture to young adults in 5 years. In the chapters following, the roadmaps will present steps to gradually come to the concept.



The concept is a treasure trail through the library. Figure 28 and 29 show two variations on the treasure trail. Genre-based exploration focuses on discovering one genre, whilst societal-topic exploration focuses on developing one's world views on current societal topics. To provide a more step by step overview, figure 30 provides a storyboard on the genre-based exploration theme. The goal of the treasure trail to lower the library threshold by introducing visitors to a variety of content in a interactive, step by step approach. Each step is designed to take you further into the library and get more acquainted with it, with later steps motivating visitors to browse through the collection, read books and put this knowledge into practice by challenges, mysteries, discussions and activities. Even though the societal topic version will aid young adults' self-development more directly, both versions are relevant. The genre-based exploration is a more light-hearted encounter with the library which

lowers the threshold for young adults to explore the societal based topics. The reading of fiction, which genre-based exploration aids, also has had a positive effect on civility (Pinker, 2011), and ones ability to perceive, interpret, and respond to social information (Fiske & Taylor, 2013).

The treasure trail has four phases, the inciting incident, discovery, challenge and culmination. Figure 27 shows how discovery and challenges can loop around before ending up in a culmination. For example, the inciting incident leads one to discover a book. The book then presents a challenge, which in turn leads one to discover a podcast to help solve the challenge.



Figure 27: Overview Treasure trail Stages.

Completing the challenge leads to other media, which brings one to another challenge and so forth.

The location within the library of each step is also important. The first step should be located at the entrance of the library or even online, to make it as approachable as possible. Consequent steps

Figure 29: Societal-Topic Exploration.



## GENRE-BASED EXPLORATION

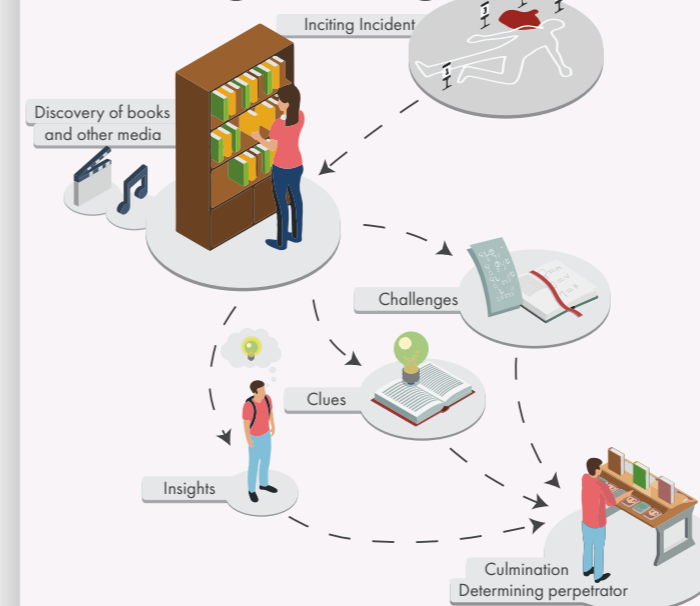


Figure 28: Genre-based Exploration.

draw the visitors further and further into the library as they become more familiar with it.

### INCITING INCIDENT

The first phase, inciting Incident, draws users in by surprising the visitors when they step into the library. The goal of the inciting incident is to draw the users in to explore the setting, provide a first layer of information, and show several threads the users might follow towards the next exploration. For users who are initially unacquainted with the library, it is important that the threshold for the first interaction is as low as



# Storyboard

Figure 30: Storyboard.



possible. Placing this first interaction on social media or even outside the doors will aid this. It is also important that this trigger is set up in a visually pleasing way and challenging enough to be taken seriously. For a genre-based exploration into detectives this might be a crime scene, whilst for the societal topic exploration this might be a compilation of social media images of the protests on different digital screens.

#### DISCOVERY

The next step is discovery. The goal of this activity is to help users to discover more content, which can be activities, books, films, websites, social media pages, music, or any other content. For the example of genre-based exploration, the hints at the inciting incident can be a picture with a logo of a book on it or an only half readable message. For the societal topic this might be by presenting fragments of interviews with prominent figures in the scene.

#### CHALLENGE

Following the discovery phase, is the challenge. The goal of this phase is to push the user to interact with the content and the library. For the example of genre-based exploration this can be a cryptic clue based on a book read before or

applying a detective technique which was talked about in the book. These For the societal topic exploration, a challenge could be pinning a one-sentence opinion or question on a (digital) board and responding to another.

#### CULMINATION

The last phase is the culmination. In this phase, the content and challenges lead to a final activity which marks the end of the event. It is important to provide a strong finish to leave the participant with a sense of accomplishment and closure and not just letting the session die down. In the example of genre-based exploration this can be determining which killer of the three different books committed the crime. For the societal topic exploration the culmination can be a discussion with a speaker on the topic, or an activity aimed at solving a problem locally. Additionally, a reward can be offered, for instance first access to new book of the writer, notes by the authors or a discount in participating in the next event. For new members, this can include a free book in a pay-per-rent book loaning system which the library is considering to introduce.

## Organisation

### USER ORGANISATION

A second part of this concept is in the organisation. As mentioned in the target group analysis, young adults want to stand on their own two feet and are looking for a way to express themselves, develop their world view and the relation between the world and themselves. By giving the young adults the agency to organise events, the library gives them room to express themselves, learn new skills and test their abilities. Young adults could be given the opportunity to organise events and treasure trails (or elements of those). Besides the advantages mentioned above, this also helps to ensure that the activities line up with their interests, and it will ease promotion as the organising young adults will have access to relevant channels and will provide word of mouth promotion. Figure 31 shows an overview.

### STRUCTURE

This user organisation is done by a team of three to five young adults (depending on availability, scale and time), supervised by one staff member. In the third horizon, young adults are already familiar with the library and can come to the library with ideas for treasure trails. In

the second horizon this will be done by a committee which will have a runtime of circa 6 months.

The team of young adults are expected to come up with ideas, contact partners, set up the activity and take care of the promotion. The staff member's foremost role is to provide input gained from the experience in organising events, which the young adults might still lack. However, their function also encompasses communication with other library staff, alignment with library logistics and events, providing additional ideas, introducing contacts and providing insight into library resources.

Additionally, the structure also entails the framework that the organisational team will work in. This allows the young adults to focus on organising the events without hitting any major speed bumps before even getting started. This framework could include staff member availability, software (email, cloudstorage, etc.) and library resource availability (such as physical space to organise events).

### PARTNERS & COLLABORATIONS

Although the library has its own book



# Service Blueprint



|                    |   |   |   |  |                                     |                               |
|--------------------|---|---|---|--|-------------------------------------|-------------------------------|
| EVIDENCE           |   | Promotion                                     | Inciting incident scene                   | Clues in content                                   | Displayed books                     | Reward                        |
| USER INTERACTION   |   | View promotion                                | Investigate scene                         | Engage with media, clues and challenges            | Choose right book with the crime    | Claim reward                  |
| YA ORGANISATION    | Discuss theme and outline of treasure trail | Create and distribute promotion               | Set up the scene and link clues to media  | Create and link up clues and challenges with media | Set up concluding scene or activity | Determine and arrange rewards |
| STAFF ORGANISATION | Create teams and monitor progress           | Check promotion                               | Provide additional information if desired | Upkeep availability clues, challenges and media    |                                     | Hand out rewards              |
| SUPPORT PROCESSES  | Software (email, cloudstorage, etc.)        | Promotion resources and distribution channels | Interior decoration                       |  | Display stands                      | Reward specific processes     |

Figure 31: Service Blueprint.

collection and knowledge, partners and collaborations will allow similar projects to extend beyond what the single library might be able to organise.. For instance, contacts with writers can be used to help create a plot, and expertise on their books can pave the way for the generation of and depth in clues. Other experts can also be consulted for clues, inciting incidents and challenges to ensure the content is accurate and deeper insights can be provided.

By cooperating with other libraries or setting up one treasure trail on two locations, the workload can be shared and the pressure on employees can be

reduced, especially at the beginning when young adult participation is still starting up. Additionally, working with other libraries can help to ensure that there will be enough books and other resources available.

## PROMOTION

The library should actively promote the opportunity to organise events, activities, and the advantages of organising events. Especially in the early phases of user organisation when there are no past successes and word of mouth to rely on yet. Once past successes have been achieved, these can be utilized for promotion. Promotion can explain how

participating in the organisation allows the participant to address actual concerns, provides experience for on a resume, teaches soft skills and is a fun team activity. This promotion can be done through social media, but also in special recruitment events.

Part of this promotion is also providing positive feedback on ideas which come in, as young adults should feel welcome with their ideas. Positive experiences lead to a positive word of mouth, which, as shown in the interviews, is one of top contenders for how young adults hear about events and opportunities.

## CONTEXT AND CONDITIONS

The frequency of the treasure trails depends partly on the user initiative, but each activity should be around for at least two months, to give users time to read the books and engage with the content. Two months is an estimate to the minimum length of time, as a longer duration reduces the workload on staff and users involved in the organisation. However, as change increases novelty and helps to make the library more dynamic, it is recommended to aim at striving for new genre -and societal-based exploration regularly (~3 to 4 months). Treasure trails can also be organised in a series, all of which can be participated in individually, but extra value is gained by completing all of these.

If there is, at any time, a lack of users who come up with ideas library staff should organise a treasure trail, to maintain the incentive for young adults to visit and to provide inspiration for future treasure trails.



# Strategic Roadmap

This chapter presents the strategic roadmap (figure 32), which shows the road to the concept for the coming five years. The roadmap presents the value provided for the user by the library at each stage of the roadmap, shown by the different services which are introduced over time. The first horizon is in 2022, the second in 2024 and the third in 2026. In the next chapter a more detailed roadmap is presented looking closely at each activity specifically.

## HORIZON 1

The first horizon focuses on enhancing the current offer of the library. The most important aspect is to increase promotion towards young adults. Activities should focus on actualities and the library should introduce rotating content in exhibitions and collections to get into a more dynamic mindset whilst presenting the library as a space with a wide variety of content. As a first step towards the treasure trails, this exhibition can already contain hints towards books and present questions for discussion and further exploration.

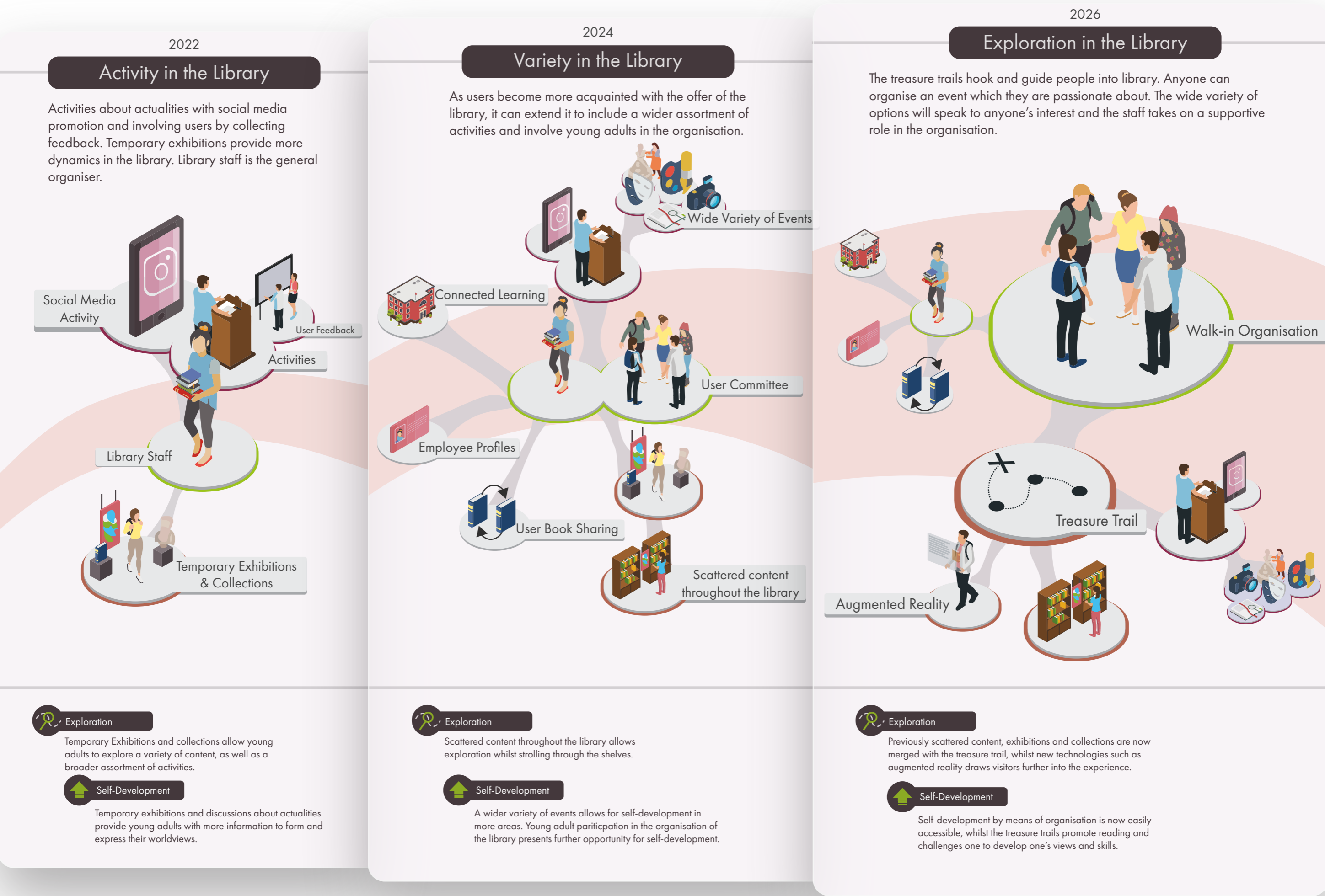
## HORIZON 2

The second horizon focuses on

addressing users' desires and dilemmas. It introduces user book sharing for a wide assortment of books and employee profiles to show the person rather than the stigma of a library employee displayed within the library. Additionally, it introduces a wider variety of activities to tempt young adults who are not interested in reading initially. In this horizon, a user committee of young adults is set up. In committee format, users can help organise events, provide input for services, shape developments and offer easy channel for the library to ask for feedback.

## HORIZON 3

The third horizon focuses on the creation of a new value proposition. Here the treasure trails are introduced, enabling young adults to explore the library, the books and actual topics. Furthermore, whereas in horizon 1 all events were organised by staff, in the third horizon any user can walk in and organise treasure trails and events. By allowing users to walk in and organise treasure trails, rather than a fixed team, the treasure trails can be organised around actualities more easily.



# Tactical Roadmap

This chapter shows the tactical roadmap (figure 34) for the library (Simonse, 2017). This roadmap gives a more detailed representation of the different services introduced over time. The service launches are combined with the sections: market trends, technology (trends) and resources. By presenting these four sections in one roadmap, the roadmap shows the relative timing and links between the sections. This is illustrated in the roadmap by connecting icons from market trends, technology and resources to the services. All the elements of each section are discussed in the sub-chapters which follow.

As mentioned before, this chapter will contain icons linking some elements of the tactical roadmap description to earlier insights. Additionally, this chapter will also contain icons representing employee insights (see figure 33). Similarly to the icons which reflect earlier takeaways, a small icon will be positioned next to the relevant text, and at the top of the page a larger icon is displayed with extra information.



Figure 33: Employee Insights.

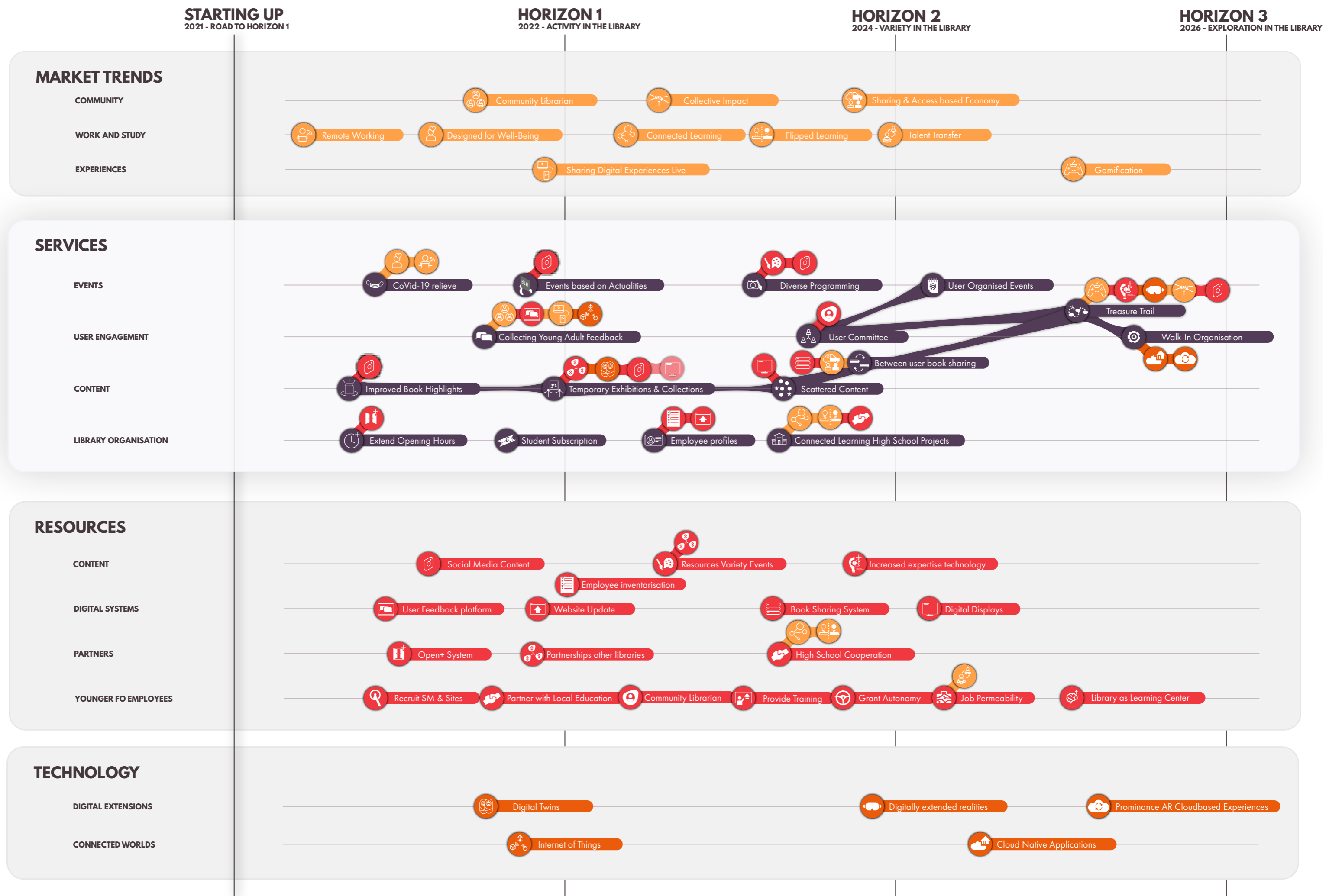


Figure 34: Tactical Roadmap.

## SERVICES

### EVENTS

### USER ENGAGEMENT

### CONTENT

### LIBRARY ORGANISATION

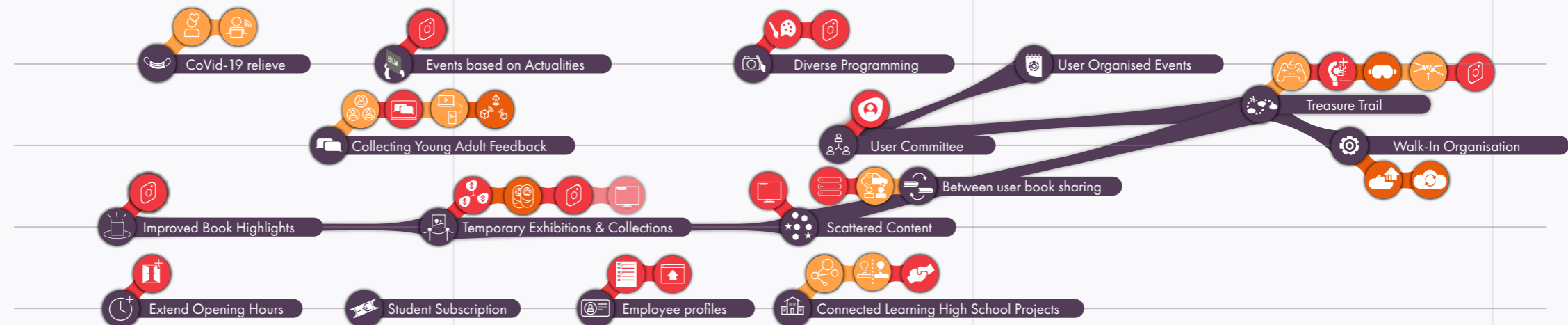


Figure 35: Tactical Roadmap: Services.

# Services

This sub-chapter, services, describes each of the services mentioned in the tactical roadmap. For each element which has not yet been discussed in the chapter 'The Concept', a description is given to what the service is, what it aims to achieve and how it relates to the third horizon. The elements are discussed per category (horizontal line), top to bottom and left to right (chronologically). Figure 35 shows the section service from the tactical roadmap.

## EVENTS



### COVID-19 RELIEVE

Whilst CoVid-19 still grips society, many students are stuck at home and are getting quite tired of working from home constantly. Reaching out to these students at this time, might prove to be an easy way to connect to these students. A conversation with a local youth panel illustrated a need for a place away from home to work, surrounded by fellow students, as well as (for instance) walking buddies during the breaks to meet new people. The library has study spots where students can work, and in combination by a break-buddy system, the library could be put on the map for young adults as a place to visit.

### EVENTS BASED ON ACTUALITIES

Currently, most of the activities organised for young adults by the library are focused around books and writers, however, many young adults do not read, and those who do read are often not engaged enough to be interested in these

type of events. However, in their development they become more actively engaged in what is going on in the world. Activities surrounding actualities, such as for instance the Black Lives Matter movement or the elections, would be more interesting to the target group. For some book lectures different promotion can already achieve this. An example being a writer who visited early April. It was promoted as Reading Passion: Meet Henk van Straten Online. A large part of the interview talked about a societal topic of the position of males in today's society and what still is manliness (= similar topics to a popular podcast Man Man Man The Podcast). By advertising the activity as a discussion about a societal topic, events can appeals to more young adults then advertised as "meet a writer". Better addressing the interests of young adults will increase their engagement. In the third horizon, treasure trails are also based upon societal actualities.





In the past, DigiLab events for young adults could receive no funding, which caused the participation fees to be a limiting factor.

## DIVERSE PROGRAMMING

As mentioned earlier in this report, the libraries' activities mostly focus around books and writers, with the exception of 'coffee and arts' and (digital) literacy courses. However, as the library develops beyond just books, the activities in the library should reflect this. For elderly there are already DigiFit courses and for children the library offers the DigiLab. In the interviews and brainstorms with young adults they also expressed an interest in a wider variety of events, including those organised by the DigiLab. The variety in young adult content can be achieved by DigiLab events for young adults, but also public speaking, photo and other creative courses. In order to determine what courses are relevant at what the time, communication with young adults as mentioned in 'collecting young adult feedback' is necessary. Some events might be time sensitive. For instance the popularity of the series 'Queens Gambit' on Netflix. The rise in popularity of chess, chess streams and youtube content (Stokel-Walker, 2020) presented an opportunity for chess-related events. A diverse programme allows the library to appeal to a wider target group, and enables the library to create a treasure trail in the third horizon with a wider variety of activities.

## USER ENGAGEMENT



### COLLECTING YOUNG ADULT FEEDBACK



In order to better align events with the interests of young adults, continuous feedback has to be gathered. The best scenario would be to speak to those visiting and those not visiting the library about why they do (not) visit certain activities. However, with the current young adult engagement of the library this is difficult. To start off, the library can reach out towards libraries in other cities with higher young adult engagement (such as Amsterdam and Rotterdam) to win in advise and get insights with their feedback. Figure 36 shows further advise for collecting feedback from young adults.

One of the mentioned criteria is going to the target group and not waiting for them to come to you. Over the course of this graduation project, the youth programming employee already contacted a young adult panel of Bovenkarspel. For a wider audience, the library can reach out to local organisations, events and social media profiles with which young adults already engage with.

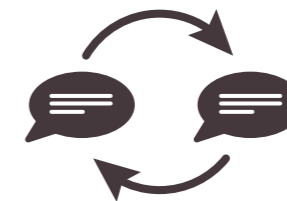


### BETWEEN USER BOOK SHARING

One of the problems mentioned by interviewees was the availability of some of the books. We can currently see trends such as the sharing economy and sustainability, and libraries, as a book sharing service, are in perfect position to promote user based book sharing, where users can offer out their own books to be borrowed by another user. By doing this, the library can effectively broaden the collection of available books for users.



Transparency and Honesty



Consistent Check-in and Feedback



Listening



Define parameters in flexibility and change



Young adults value access over ownership



Weak Target Group Connection

Figure 36: Advise for Obtaining Young Adult Feedback.



Young adults are willing to work with the system



Allow young adults to use their own inventiveness



With the new interior of the library, one employee indicated that they were indeed also looking into a similar idea for new book highlights.

## CONTENT

### IMPROVED BOOK HIGHLIGHTS

In the old interior, the library had several elements showing off noteworthy books. However, the stands were not very distinct (figure 37 and 38), thus these do not draw the attention of visitors. Additionally, there is little extra information given for these books besides being marked "Best Books for Youth 2020". These books are as anonymous as the rest of the books in the library. By lowering the amount of books on each stand, but adding engaging information next to each book helps highlight certain books. The lower amount of books on the stands can be compensated for by a faster rotation of books. This is a first step towards the third horizon as it already starts with giving young adults more information over the recommended books.

### TEMPORARY EXHIBITIONS & COLLECTIONS

In order to make the library a space which has more to explore, the library should introduce variety in its content. By setting up temporary exhibitions and collections, the library can provide a more dynamic offer allowing for more

frequent opportunities to explore. These exhibitions and collections can be organised in light of actualities and societal topics. Additional formats can be original, extra, notes from an author, first edition books, but also a temporary expanded fantasy section from young writers or (digital) art related to actualities. Aligning these temporary exhibitions and collections with



Figure 37: Library Book Highlight (old).



Figure 38: Library Hall (old) Overview.



workshops, speakers and other events can enhance the value of both the activities and the exhibition and collection. These exhibitions can contain first hints and clues as those later in the treasure trails, allowing young adults to explore different media and be inspired to read a book by the its context.

### SCATTERED CONTENT

The next step from temporary exhibitions, is to distribute similar and extra content throughout the library, allowing for exploration throughout the library. Additionally, the library can share user generated knowledge and insights, such as reviews on books, interesting takes on the stories and theory crafting. This extra content can be placed throughout the library, enabling visitors to discover more than just the books they came for, which is also what the treasure trails in the third horizon enable.

## LIBRARY ORGANISATION

### EXTEND OPENING HOURS

Current opening hours of the library are very limited due to the pandemic, however also in normal circumstances, the opening hours are mainly during working hours. The library can look to change this by introducing a system called Open+. This system allows visitors to enter the library at any hour, even if the library is unmanned through ones membership card. Open+ was first popularised in Scandinavia, but it has also been applied in Puttense, the Netherlands. This allows young adults to visit at more convenient times to engage with the new content and treasure trails. Additionally, these hours will be less optimal for parents with children and elderly. This split can make the library feel as if it is 'just' for (young) adults for those hours.

### STUDENT SUBSCRIPTION

The library currently offers 5 subscriptions, of which 1 trial subscription (€17,50 per quarter) and 1 donor subscription. The other three subscriptions are priced €39,50, €54,50 and €69,50, which are quite steep prices. For example, the Rotterdam Library offers a starter





The employee in charge of finance saw merit in the recommendation, but would test this out after the upcoming test with a pay-per-rent system



membership for €12,- (opposed to €39,50), which allows for borrowing only 6 books per year (opposed to 20); a standard membership for €42 (opposed to €54.50),- per year with similar perks, with reduction for 18-20 year old and with the Rotterdam pass. In this comparison, Westfries libraries is lacking an entry level subscription to lower the barrier of entry. The library could adjust its prices and the different perks, revise their trial subscription and introduce a young adult discount in order to lower the barrier of entry.

#### EMPLOYEE PROFILES



A lot of young adults will have the stereotypic idea of librarians in mind; female, old, glasses at the edge of the nose, grumpy and telling you to keep quiet. And even though the average front office employee is female and above 40, they are passionate and more than willing to help out. In the increasingly digital society, employees are an important touch point, and the personal book advice of front office employees is one of the things which sets them apart from online bookstores. To get the most out of this touch point, employee profiles can be created, telling visitors about their

strengths and expertise, but also sharing some personal interests, such as favourite genre and writers. These profiles can be put up on promotion channels such as the website and social media, but also in the library when the staff is working to make the staff feel more approachable. At its core the idea is to break the stigma and this does require careful consideration and user testing to see if these profiles convey the correct message.

#### CONNECTED LEARNING HIGH SCHOOL PROJECTS

Following previous developments in the variety of events offered, the library can approach high schools with 'connected learning' projects. Connected learning projects focus on students choosing projects which are interesting and relevant for them. With connected learning programmes it is important to have a network of actors and resources to which the students can reach out to. Examples of this are YouMedia ([youmedia.org](http://youmedia.org)), QuestToLearn ([q2l.org](http://q2l.org)) and ConnectedCamps ([connectedcamps.com](http://connectedcamps.com)). Connected learning programmes are targeted at youth and thus younger than young adults, but reaching out to them at a younger age will make it easier

to keep them connected when their free membership stops. Additionally, other trends suggest that with all the content available online the way of teaching might change. Examples are flipped classrooms, where students present material, and lessons focussing on discussing rather than simply listing the content. Students will have to look elsewhere for to further deepen their understanding, which is where the library can play a role.



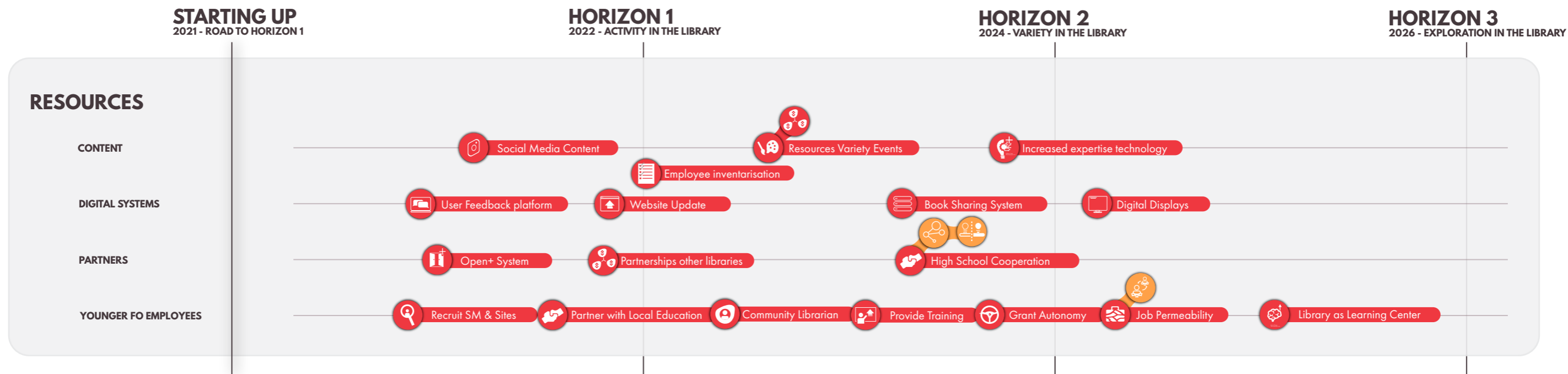


Figure 39: Tactical Roadmap: Resources.

# Resources

This sub-chapter, resources, describes each of the resources mentioned in the tactical roadmap. For each element, it describes what the resource is, what it aims to achieve and how it relates to the third horizon. The elements are discussed per category (horizontal line), top to bottom and left to right (chronologically). Figure 39 shows the section resources of the tactical roadmap.

## CONTENT



### SOCIAL MEDIA ACTIVITY

Although the library is active on Facebook, this is no longer the primary social media platform of young adults. Additionally, not all the Facebook posts of the Westfriesse library are interesting for youth and young adults, thus content on relevant social media platforms should be shaped differently. This is a crucial stage in the process, as this is where many young adults will get their promotion information from and where first interest and bonding with the library can occur.

Having an effective social media (Instagram) profile is more than the occasional post. To really grab the attention and be worth following, posts should be beautiful, inspiring and consistent (in style and interval); text should be concise and engaging; collaboration and hashtags should be utilized; interaction with followers is needed; and generated data should be analysed. On the one hand, it is

something anyone can do if they invest the necessary time in it. However, it can be more efficient to hire an employee with experience, even if temporary, or reach out to other libraries who have developed sufficient expertise and cooperate with them.

### RESOURCES VARIETY EVENTS

A variety of events also requires a variety of resources, but it might not always be possible to purchase these resources. However, if young adults show a demand for a specific event in West Friesland, a similar demand might be present in neighbouring municipalities and resources can be shared. These resources will later on extend the range of possibilities for the treasure trails.

### INCREASED EXPERTISE TECHNOLOGY

For the DigiLab (targeted at kids aged 8-14), several employees are already increasing their technological expertise, however much of this knowledge is self-acquired and employees have expressed





Employees are (painfully) aware of the state of the website, but the employees experienced difficulty with the structure and tools provided nationally.

that the level of knowledge might not be sufficient when instructing (more advanced) young adults, as they already rely on a few more knowledgeable volunteers. In order to keep up with the changing technology and to effectively implement new technology, schooling on new technology and how to apply it will be needed, also beyond the DigiLab to more efficiently make changes to the website.

## DIGITAL SYSTEMS

### USER FEEDBACK PLATFORM

As mentioned under Products and Services, the library should offer a variety of ways for young adults to give feedback. This can be a combination of social media opportunities (WhatsApp, Instagram), a website form, a feedback board in the library, an actively distributed survey and word of mouth. Currently, feedback can be provided if contacting customer support, when visiting the library, or on their Facebook page.

be with their website (figure 40). Therefore it should be appealing and relevant.

The style of the website is set nationally, but several improvements are still possible. For instance, the top navigation bar is unclear and ineffective, several topics overlap and what the library offers is unclear. Additionally, the agenda and future programming are located at the bottom of the home page, which actually show the mostly unknown content of the library. The many different pages overwhelm the visitor with content, and the quality and value of each page differ in standards. For example, under 'actualities' > 'new in our collection' the visitor is just presented with an enormous list of categories. 'Lees Passie' (reading passion) has a better presentation, however it provides less content. The website should be streamlined with better navigation and a clear idea for each of the pages. The website is already a work in progress, and to ease the process, the library can reach out to other libraries as they work on a similar platform and can make edits where they see fit.



### WEBSITE UPDATE

Young adults turn to their phones first when looking for information, thus their first interaction with the library is likely to



Figure 40: Front page of the website of the Westfriese Libraries.

### EMPLOYEE INVENTARISATION

For the employee profiles, information has to be collected about the employees, ranging from interests and favourite authors, to strengths and information that makes the profile feel unique.



### BOOK SHARING SYSTEM

The library already has a system in place for lending out books to its customers. When promoting book sharing between users, the library should adapt its system to also facilitate peer-based sharing. A similar rule set might apply, but books of users are not located in the library and thus should be reserved in advance.

### DIGITAL DISPLAY

As more and more content becomes available digitally, the library will need an effective way of showing this content. Two services (Employee Profiles and Improved Book Highlights) mention digital displays in the library. Adding digital displays opens up new communication methods for the suggested book highlights and employee profiles. Additionally, this allows for more variations in exhibitions and promotion.

These displays also play an important role in the library, as it can show information on books and authors for a visitor to discover whilst strolling through the library. As the library is seen as a centre of knowledge and facts, the displays can be used to show facts on actualities, such as data about the vaccinations, tests and side effects.

Although digital displays are set quite late in this roadmap, it signifies when they should be available at the latest, as earlier services could also benefit from its availability. At the same time newer technologies should be studied as at this point in time newer display technology or augmented reality might be an option.

### PARTNERS

#### OPEN + SYSTEM

As mentioned under 'Products and Services', the library can increase its opening hours without many extra staff hours through a system already implemented in other libraries, Open+. The library should reach out to other libraries and the developers to look to implement this.



#### PARTNERSHIPS OTHER LIBRARIES

Multiple times throughout the report, the added benefit of a closer cooperation with other libraries was noted. To reduce the workload of events, for example a treasure trail, the library can look to partner up with libraries across the Netherlands and work with other parties. An example of a continuous, high involvement partnership is one where treasure trails are created in unison.

#### HIGH SCHOOL COOPERATION

The library is already in contact with local high schools. This element focuses on redefining this relation in alignment with trends (see Trends; Flipped Learning, Connected Learning). For the libraries this cooperation will bring them into contact with more youth, allowing the library to

become more top of mind for young adults later, whilst the advantages for schools include better student results and reduced pressure for teachers.





When asking one of the older employees specifically about this, she was positive as she expected them to be passionate, but did stress the need that the core teams are well in place, as they are currently experiencing too much fluctuation to actually invest in and implement new ideas.

## RECRUITMENT

The stigma that the library is not a place for young adults, is reflected by the generally older staff. By recruiting younger staff the library will also become a more attractive place to visit for young adults. Although recruitment in both front and back office functions will boost the rejuvenation of the library, young adults in the front office will hold the most visibility.

### RECRUITMENT WEBSITES AND SOCIAL MEDIA



In order to attract young adults, the library should be actively recruiting on job offer websites and on their social media. In order to make the job offers appealing to young workers, the library should reach out to their younger volunteers and research which aspects of the library should be highlighted in job offers. Additionally, websites such as Glassdoor allow for reviews and information about secondary benefits which aids recruitment.

### PARTNER WITH LOCAL EDUCATION

Connecting with local education centres raises awareness with young adults for the job opportunities the library has. This

current project is a good example, as it gets one young adult acquainted with the library (just not locally).

### PROMOTE COMMUNITY LIBRARIAN

The old librarian functions are not as appealing to many young adults. However, the community librarian function could appeal more to them, especially when it is combined with social media management functions and variety programming.

### PROVIDE TRAINING PROGRAMMES (LIBRARIAN, SOFT SKILLS, ETC)

For many young adults, working in the library is not what they want to do for the majority of their career. The library can take this into account in their recruitment strategy, by focussing on providing training and experience, which is useful for young adults in later stages of their work. Additionally, providing training plays into the overarching vision of this project for the library as it furthers the libraries position as place for self-development.



### GRANT AUTONOMY

Autonomy gives employees the opportunity to innovate the organisation

organically. A continuous flow of new employees means many new ideas pass through on which the library can capitalise. However, this does require a flexible mindset from employees, and sufficient structure elsewhere in the library.

### CREATE PERMEABILITY TO OTHER JOBS

As mentioned in 'providing training programmes', a front-office job in the library will for many young adults not be where they see themselves long term. The library can actively create more value by creating pathways to other jobs. This can be done with partnerships with other companies and active promotion of the employees on the website (see trend "Talent Transfer").

### LEARNING CENTRE FOR YOUNG EMPLOYEES

By combining the previous activities, the library can establish itself as a learning centre for young adult employees who have yet to figure out where they want to go, or for young adults who want to take some extra time to learn and develop their skill set.



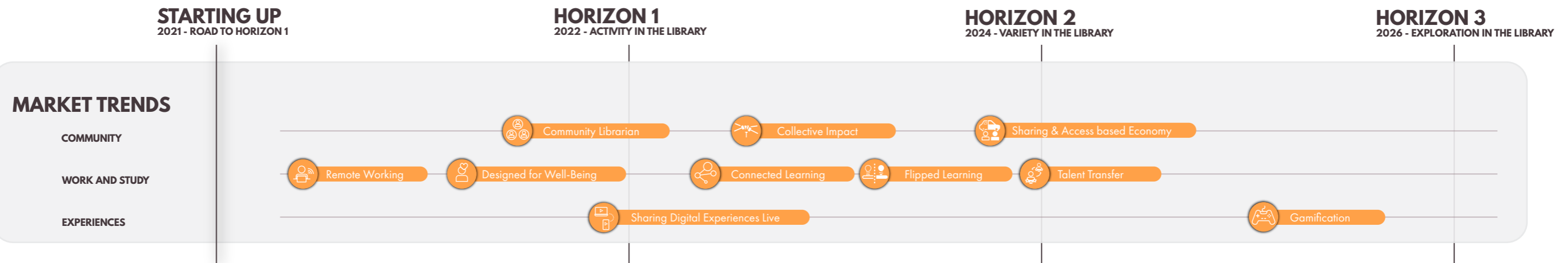


Figure 41: Tactical Roadmap: Trends.

# Market Trends

This sub-chapter, market trends, describes each of the market trends mentioned in the tactical roadmap. For each element, it describes what the trend is, why it is relevant and which other elements it influences. These trends also provide context and support for some of the services and resources which are developed. The elements are discussed per category (horizontal line), top to bottom and left to right (chronologically). Figure 41 shows the section market trends of the tactical roadmap.

## COMMUNITY

### COMMUNITY LIBRARIAN

The librarians functions currently (storing and maintaining book collections) become almost secondary to what the library is about, as the focus shifts to the people that visit the library and the creation of communities. With this shift in focus, librarians will also need to have a different skill set and focus. For some employees this might mean additional training, or hiring staff with skills that align with these new functions.

### COLLECTIVE IMPACT

Social challenges are often large and complex, extending beyond what one set of actors can solve. By combining the efforts of actors from different sectors, solutions come within reach. Collective impact distinguishing from traditional collaboration as collective impact has a central infrastructure with staff focused on driving the collaboration forward. As libraries are a central force in society, they are able to position themselves as the central infrastructure. By showing commitment of multiple organisations and actors, funders might also be more willing

to invest in a project. Taking on such projects provides opportunities to work with organisations which have a stronger connection to young adults. This allows the library to connect with the young adults through these companies.

### SHARING & ACCESS BASED ECONOMY

Sharing is caring is a common proverb almost anyone is familiar with. However, with the current global warming and over consumption, sharing is caring does not only apply to humans, but also to the world. We can see trends or sharing and access based economy already in larger corporations with AirBnB being a prime example. The library is already an access based system, but a lot of the modern examples focus on peer-to-peer lending, crowd funding being peer-to-peer lending compared to the traditional bank loans. The library already is an access based system, and as it has the systems for book renting in place, it can also facilitate between-user book sharing.

## WORK AND STUDY

### REMOTE WORKING

Digital innovation, but mostly Covid-19, has forced many to work from home. This change has many positive and negative side effects. One aspect of this is that we do not all work or study in one location anymore, and thus we can personalise our workspace to what works best for us. No longer being at the workplace, however, does mean that soft skills and casual interactions with others are no longer available through work, which leaves people to search elsewhere for them, for instance at the library.

### DESIGNED FOR WELL BEING

With the shift to working from home, it is even more difficult to 'leave work at the door'. And with employers and schools having less control over the work environment the need for well-being to designed into software, operations and content is increasing.

### CONNECTED LEARNING

According to CLA (Connected Learning Alliance, n.d.), students are more motivated and engage in deeper learning when they study about topics of personal interest. In the rise of connected

learning, libraries can work alongside schools to provide a wide range of knowledge and expertise for students and young adults to reach out and interact with.

### FLIPPED LEARNING

The amount of content available online allows students to study a topic at their own pace, whilst time in class will be more focussed on coaching, interaction and hands-on learning. This shift will require a lot of work by educators, and librarians can take a more central role in young adults' lives by helping finding additional information and offer a place to study.

### TALENT TRANSFER

A Gallup report shows Millennials are job hoppers, switching jobs as three times as many as non-millennials. Frobes (2020) notes similar trend in career switches with younger generations. A trend report by LinkedIn (2020) shows how 36% of Generation Z found 'Investment in Employee training' to be top factor when considering a new job, with only 'inspirational colleagues and culture' scoring higher at 42%. AirBnB (n.d.) plays into this trend, by offering

employees additional value as they help them look towards a next job. The plans presented for the recruitment of young adult employees play into these trends.

## EXPERIENCES

### SHARING DIGITAL EXPERIENCES LIVE

Young adults look for new ways to engage with each other, as activities such as shopping and going to the movies moved to online and at home, and physical human interactions disappeared. New interactions are being discovered as young adults start sharing digital experiences live online. The library treasure trails and other activities should play into this digital sharing trend by allowing for opportunities to share visitors (digital) experiences.

### GAMIFICATION

The use of games has grown beyond just recreational means. Gamification can help learning and motivation, and is already used in education. When making use of gaming, players can be motivated to explore further, "including communicating with experts, watching or creating tutorials, or reviewing how-to texts (online or in print)" ( American Library Organisation, n.d. based on Wired 2014). This insight can be used to stimulate users to further explore all the library has to offer.

**STARTING UP**  
2021 - ROAD TO HORIZON 1

**HORIZON 1**  
2022 - ACTIVITY IN THE LIBRARY

**HORIZON 2**  
2024 - VARIETY IN THE LIBRARY

**HORIZON 3**  
2026 - EXPLORATION IN THE LIBRARY

## TECHNOLOGY

DIGITAL EXTENSIONS

CONNECTED WORLDS



Digital Twins



Internet of Things



Digitally extended realities



Prominence AR Cloudbased Experiences



Cloud Native Applications

# Technology

This sub-chapter, technology, describes several technologies and technological trends which have influence on the roadmap or its execution. For some technologies it is too difficult to gauge if when exactly on this time scale they are suitable for implementation, and they should thus be watched carefully. Each technology or technological trend is explained and the potential relevance is highlighted, how it influences other elements on the roadmap and how it works towards the concept. The elements are discussed per category (horizontal line), top to bottom and left to right (chronologically). Figure 42 shows the section Technology of the tactical roadmap.

## DIGITAL EXTENSIONS

### DIGITAL TWINS

Digital Twins are digital versions of physical objects, products or systems. Digital twins allow users and companies to try items out and adjust without having to deal with the trouble of fabricating the real object, product or system.

### DIGITAL EXTENDED REALITIES

Digital extended realities encompass all of virtual reality, augmented reality and mixed reality. We can expect an increase in prominence of these technologies in the world every year. These technologies will enable the library to provide visitors with richer experiences and a wider selection of culture they can offer. For horizon three this could mean that challenges, clues and inciting incidents can be enhanced with augmented reality.

### AR CLOUD BASED ACTIVITIES

The AR Cloud can be most easily explained as a digital copy of the real world. It is made by a collection of data aligned with a real-world location. The AR Cloud will make everyday AR practical and functional.

## CONNECTED WORLDS

### INTERNET OF THINGS

Internet of things (IoT) is a collective definition, encompassing the increase in connectedness of products. This increases what one product can do, as IoT allows it to receive and send information towards other products to provide a better overall experience. In an ever expanding digital environment, this also means that every connected product will be another interface to connect with the (digital) world. Digital interactions in the library will not need their own digital consoles, but can use digital devices carried on the person, such as phones, smart watches and other technologies.

### CLOUD NATIVE APPLICATIONS

Cloud native applications work fully through the cloud, often using open source code, which allows for fast creation of applications due to implementation of several modular elements. This opens up opportunity for many people to create applications, by using ready made modules and also easily change and remove micro-services as needed. This can help the library create and adapt software more easily to adjust to changing demand, context and events.

Figure 42: Tactical Roadmap: Technology.

# Validation

Although the design is based on research into the target group, library and context, it remains important to get more direct feedback on the final results for validation. This tests if the insights have been applied properly and allows me to address the remaining concerns. The validation consist of three steps: Expert consultation, employee validation and user interviews. Some of the insights from the validations have been applied to the project already and therefore might now seem redundant.

## EXPERT CONSULTATION

Starting off with the expert consultation, for which I spoke with Stephanie Gieles. Her expertise lies in human interaction design in relation to space. In the consultation the treasure trail was introduced, after which the conversation began from the question: what is important to keep into account when placing the treasure trail in the environment?

The meeting resulted in three takeaways:

- Lower the barrier of entry
- Enable discussion and group participation
- Allow customisability

## LOWER THE BARRIER OF ENTRY

The first and foremost takeaway was the importance of lowering the barrier of entry. The example given was the Mauritshuis, or which Stephanie Gieles had redesigned the entrance hall. In the redesign there was no counter (with or without employees behind it) as this will often feel like a warden rather than welcome embrace, not matter how kind the employees might be. Similarly, the entry to the library should feel like the entry to a square or café where one feels comfortable to walk in and out. The stairs at the entrance of the library make this more difficult right from the start. It will be helpful to place the initial trigger for the treasure trail downstairs, or even outside or online. Visitors should already get a taste of the richness of the library at this stage through an exhibit of its content.

The more one gets acquainted with the library, the further they should be drawn into the library. Every consequent step should require them to explore the library just a little more, rather than the second step throwing them in the deep end.

Another part of a lower barrier of entry should be feeling welcome and like one

belongs. Stephanie Gieles stressed the importance of diversity among employees, including age, background and gender. This could also be amplified by specifically mentioning young adults in their directed content and promotion.

#### ENABLE DISCUSSION AND GROUP PARTICIPATION

The second aspect mentioned by Stephanie Gieles was that the activity might work well if it was group-oriented, rather than a solo activity as showcased in the storyboard. She expected the treasure trail to work well as an activity for two people (as per her words: a careful first date). This would enhance the 'escape room experience' and something you can do as a afternoon activity. Moreover, when the activity is partaken by two people instead of one it is easier to discuss different elements of the treasure trail which reinforces the self-development.

When the activity is conducted individually, the discussion element should also be empowered by stimulating interaction. A simple example could be by asking participants to pin either a blue or red pin on a board with a one-sentence opinion.

Lastly, the activity should present more opportunities to share the experience. One option is launching a platform on the website to discuss ideas, clues and challenges. Another option is providing opportunities for taking pictures on social media or having clues require your friends' involvement.

#### ALLOW CUSTOMISATION

The last aspect mentioned by Stephanie Gieles was allowing young adults to further customise the treasure trail as they completed it by allowing them to add and alter elements. This would increase the involvement with the activity.

#### EMPLOYEE VALIDATION

The second step in validation was speaking with employees. As the project was conducted in the height of the second and third peak of Covid-19, there was no weekly feedback on ideas. Rather a series of meetings were scheduled at the final stage of the project with employees from several departments: promotion, free/youth programming, finance and customer service. With each employee the results as a whole were discussed as well as topics relating to their expertise. The overall feedback was positive in terms of desirability. The largest concerns were about the overall workload and general willingness to accept young adults.

#### THE WORKLOAD

First of all was the concern of the workload. This was not a problem specifically with the concept, however, realising the proposed changes do require time.

This was especially an issue for promotion, which is a key factor throughout the project. The promotion has to be organised from the ground up, which takes a considerable amount of time (in learning and labour). As this

employee already had a lot of tasks, some of her other work would have to be dropped or delegated. Simply hiring more employees was also not an option as there are only few full-time functions available. In the conversations with the employees, it did become apparent that the increased workload was also in part due to a lack of top down management. The director had been absent for a while and reorganisations and organisation wide changes had been put on hold. With her recent return, the director announced that some more changes are to be expected, which would allow for a more efficient working environment. For the plans proposed in the roadmap to work, these reorganisations will have to put young adult higher on the priority list and allocate adequate time to engaging young adults.

General remarks were also made to the overall communication which was sometimes lacking. This made employees feel of disconnected from some of the goings-on. For some functions, there were opportunities to get a help (e.g. putting back books), but some employees at smaller branches did not like it, as they felt like it would not go right if they did not

do it themselves. This reflects on how the sector has had a lot of changes recently, and multiple people within the organisation look for control in the changing landscape.

#### YOUNG ADULTS

The second category of concerns focussed on young adults specifically. First of all, employees mentioned the importance of including all staff in user organised projects, as this would also allow: members of the staff to learn from the young adults, members of the staff to provide feedback to increase chances of success, and older members of staff to accept ideas more easily. In line with this third advantage was a remark that changes were best implemented first on one location, Stede Broec, as its employees were likely to be the most flexible.

Secondly, there is a problem with trust with young adults. As mentioned earlier already, some employees want to do work themselves, for when someone else does it they do not expect it to be done right. It does not end there, however, as location Stede Broec had a difficult time with youth as at one point in time. Youth

frequented the library to vandalise it. This causes staff to be wary of youth, and when discussing an Open+ system, this issue came up strongly. Further elaboration on the idea showed increased support for trying out the system with some specific details such as a minimum age and personal contact before activation.

#### USER VALIDATION

For the user validation, three interviews were conducted with young adults who were also involved in earlier stages of the project. The advantage of asking young adults who had been involved in the project before is that they will have spend some initial time thinking about the problem and solution. Because of this incubation period their feedback can be more in depth.

The user validation started with a short presentation of the concept, followed by a discussion from four main questions:

- What is your first impression?
- What obstacles do you foresee in using this service?
- What could make this service more appealing to you?
- How do you think this service can help you?

#### FIRST IMPRESSION

All three responded well to the concept and felt as it would be a valuable contribution to the library as it is interactive, provides various types of triggers and would be a fun activity to contribute in to get acquainted with the library.

Each interviewee was personally more interested in the genre-based exploration, but all noted this was mainly due to personal interests. Different versions of each treasure trail will help draw in a certain subset of young adults in for a first time depending on their interest, but if a first activity was successful the connection with the library would make them more likely to afterwards also engage in different treasure trails which might not originally be their primary interest.

The appeal for the societal topic based exploration specifically was in how it presents a topic from the neutral position of the library, where you can slowly ease into the subject without many of the polarising opinions commonly found elsewhere.

#### DURATION

They judged that the activity would be easiest to partake in for new visitors if the activity lasted for one afternoon. For returning visitors, however, they also saw value if the activity would be completed over multiple visits. Related to this was the suggestion to release one treasure trail in several subsets or to make a series on one trail over a longer period of time. It

would allow people to discuss (online), theory craft and create more excitement for the next release.

#### REQUIREMENTS

One requirement for the challenges is that it should be substantially challenging, as the interviewees felt that when this was not the case, they would not be engaged. A significantly difficult challenge would also create incentive to work together with other participants or reach out to family or friends to help solve the challenge.

#### PROMOTION

Similar to the expert opinion, the interviewees too emphasized the need for the first trigger to be strong. Presenting a first challenge online would lower their barrier of entry. Interviewees expressed the need for a good promoter and content creator. Frequent promotion from the library can help to create a bond with the user. Weekly content in the form of puzzles, book, movie or audio fragments, chess lines and recipes from cookbooks were mentioned as an example.

Having said this, not all interviewees would be reached directly through social

media, but might indirectly see it by the help of family or friends. At an early stage, partnerships with organisations which the users already follow may help.

#### OTHER IDEAS

The importance of the atmosphere in the library was also highlighted, as the library should also feel like a place one can hang out. On the photo's of the new interior, it looked too plain and formal. The location should feel more casual and laid back, like a "hipster café", with various nooks and crannies to crawl into and read, and plants hanging from the ceiling.

Additionally, one interviewee mentioned that such a reward, although relevant for when people are already engaged with the library, would not necessarily help draw new people in if mentioned on a poster. Rewards should thus not be positioned as a reason to engage with the library, but rather to provide a feeling of closure after an event.

# Recommendation

Several recommendations have already been made in the chapter Validation. This chapter discusses some further recommendations for the project.

## LIBRARY STAFF

Throughout this project I have made an effort to discuss to with multiple employees, but I have not found an opportunity to speak to the director of the library. If there were to be a continuance on this project, speaking to the director may help align her vision with the project vision.

For the employees, time and money remain an issue, as for some the workload is too high and there are not a lot of full time positions. On the other hand, underlying problems in communication and an unclear division of tasks sometimes surfaced during this project. In order to make the most out of the resources available, revisiting the general communication and distribution of labour could be necessary.

## USER INSIGHTS

The user validation already discussed some of the recommendations derived from those interviews. However,

additional user validation should be conducted with more individuals, specifically with individuals who are more interested in societal topics than the current subset. The three individuals from the current test in comparison much less interested in societal discussions than in the genre-based exploration. This does not mean to say that the interest for societal topics overall is lower, as the brainstorm and the conversation with the user panel showed the contrary.

Other ideas from the users which could be further expanded upon are location related ideas. The first two ideas link the location of the story to a physical location. An audiobook which takes place in the forest could be combined with a walking route through the forest and a treasure trail step from a book which is set in Haarlem might contain a clue which could be completed in Haarlem (as well as in Bovenkarspel for those not willing to travel).

A third location related idea came from Geocaches. Once the interior of the library is sufficiently appealing, an easy way to get visitors over the doorstep is by placing one or two Geocaches in the

library. Geocaches are small capsules hidden around the world. Through an application on a phone, coordinates and hints can be retrieved. By placing one or two Geocaches in the library some people will enter the library after which they can be hooked by the library's content.

The current roadmap presents options on collecting user insights, however, one option is still left unexplored. The Noord Oost Brabantse Bibliotheken (NOBB) has their own youthpanel which, similar to this concept, gets coaching and support from library staff. But where in this project young adult involvement is aimed at the events and treasure trails, the youth panel of NOBB also co-decides on a wider variety of library initiatives such as study places and the collection. For the short term such involvement can be used to cover for the current gap in young adult employees in the Westfriese Libraries.

## NATIONAL EFFORTS

As this project was done for the library in Bovenkarspel, changes on the national level were often left out. Not only because this tackles a different set of

problems, but also because in this project there was no coordination with the national libraries. Still, some changes would do better with the aid of national coordination such as the website, promotion and expertise.

## TECHNOLOGY

This project did not go very in depth into the technological dimension. This is in part due to the little expertise and interest in the organisation. The project mentioned the use of augmented reality, but did not expand on this. The use of augmented reality will greatly increase the amount of options available to the library to put in the treasure trails as well as making it a more immersive experience. If this technology is developed and applied in the library it can also be used to enhance book highlights and the reading experience by providing a suiting atmosphere.

Another technological pathway involves data. Data is becoming more and more important. Devices will record and use more of your data, and the result is double-edged. The extra information can be used to improve services, but also to grab your attention at the most opportune

time for them to make a profit. For users it is important to be aware of this data and in control of it. On this front the library could position itself as a neutral stakeholder in all of this, and help users gain insight into the effects and how to get control over the outflow of information. This does requires a high level of expertise which might be better organised nationally, as it might not be worth the investment locally.

In a similar vein, data is also important for the library. It can provide insights into the library's user behaviour and improve the libraries services. If managed responsibly, the library can use the data collected both to educate users and improve its services.

# References

AirBnB, n.d. AirBnB's Talent. Retrieved on June 6, 2021 from [https://www.airbnb.nl/d/talent?\\_set\\_bev\\_on\\_new\\_domain=1617283996\\_NTZhMGlxNGM2ZjNk](https://www.airbnb.nl/d/talent?_set_bev_on_new_domain=1617283996_NTZhMGlxNGM2ZjNk).

Alle cijfers, n.d. Gemeente Stede Broec. Retrieved from [allecijfers.nl/gemeente/stede-broec/](http://allecijfers.nl/gemeente/stede-broec/)

Ambady, N., 2011. The Mind in the World: Culture and the Brain. Association for Psychological Science, 24(5).

American Library Organisation, n.d. Gamification. Retrieved on June 1 2021, from <http://www.ala.org/tools/future/trends/gamification#Notes%20and%20Resources>

Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55, 469–48

Auxier, B. & Anderson, M., 2021. Social Media Use in 2021. Pew Research Centre. Retrieved on May 20, 2021, from <https://www.pewresearch.org/internet/2021/04/07/social-media-use-in-2021/>

Bal, E. 2018. Verslaafd aan games, is dat een ziekte? Retrieved on January

20th from <https://www.trouw.nl/nieuws/verslaafd-aan-games-is-dat-een-ziekte~b2b6a7c2/>

Berns, G.S., Blaine, K., Prietula, M.J. & Pye, B.E., 2013. Short- and Long-Term Effects of a Novel on Connectivity in the Brain. *Brain Connectivity*, 3(6). <https://doi-org.tudelft.idm.oclc.org/10.1089/brain.2013.0166>

Bibliotheekinzicht (n.d.). Bibliotheekmedewerkers in een veranderende branche. Retrieved December 17, 2020, from <https://www.bibliotheekinzicht.nl/organisatie/bibliotheekmedewerkers-eenveranderende-branche>

Boland, B., De Smet, A., Palter, R. & Sanghvi, A. (2020). Reimagining the office and work life after COVID-19. Retrieved on Februari 10 2021 from <https://www.mckinsey.com/business-functions/organization/our-insights/reimagining-the-office-and-work-life-after-covid-19>

CLA, n.d. About Connected Learning. Retrieved on June 6, 2021 from <https://clalliance.org/about-connected-learning/>

Collins, 2016. Top 10 Collins Words of

the Year 2016. Retrieved on January 7 2021, from <https://blog.collinsdictionary.com/language-lovers/top-10-collinswords-of-the-year-2016/>

Cubiss, 2017. Community Librarians: De Nederlandse Praktijk. Retrieved December 17, 2020. From <https://cubiss-longread.nl/communitylibrarians/>

Cultuurmarketing, 2018. Van Gogh Museum trekt jonge kunstliefhebbers. Retrieved on december 19 from <https://cultuurmarketing.nl/hoe-van-goghmuseum-jongeren-aantrekt/>

Cusumano, K., 2021. Find and keep new friends. The New York Times. Retrieved from <https://www.nytimes.com/2021/01/23/at-home/find-and-keep-new-friends.html>

Deloitte, 2020. Consumer 2020: reading the signs. Retrieved from <https://www2.deloitte.com/ru/en/pages/consumer-business/articles/consumer-2020.html>

Deshpande, S., 2020. 10 Consumer Trends That Will Spark Innovation In 2020. Retrieved on December 20 2020 from <https://www.forbes.com/sites/saradeshpande/2020/01/16/10-consumer-trends-that-will-spark->

[innovation-in-2020/?sh=27e1e7ce1011](https://www.forbes.com/sites/saradeshpande/2020/01/16/10-consumer-trends-that-will-spark-innovation-in-2020/?sh=27e1e7ce1011)

Dimock, 2019. Defining generations: Where Millennials end and Generation Z begins. Retrieved on January 7 2021, from <https://blog.collinsdictionary.com/language-lovers/top-10-collins-words-of-the-year-2016/>

Drexel, n.d. The Future of Public: Libraries Attracting Young Adults to Public Libraries. Retrieved on January 5 from <http://www.pages.drexel.edu/~jlm449/eport/docs/futureofpubliclibraries.pdf>

Emarketer, 2019. US Social Media users by generation 2019. Retrieved from <https://www.emarketer.com/chart/226029/us-social-media-users-by-generation-2019-of-population>

Fardouly, J. & Holland, E., 2018. Social Media is not Real Life: The effect of attaching disclaimer-type labels to idealized social media images on women's body image and mood. *New Media & Society*, 20(11). DOI:10.1177/1461444818771083

Fiske, S. T., & Taylor, S. E., 2013. *Social Cognition: from brains to culture* (2nd edition). Los Angeles: SAGE.

Foam, n.d.. FoamAtHome. Retrieved on May 20, 2021 from <https://www.foam.org/nl/museum/foamathome>

Fonds voor Cultuur Participatie, n.d.. Creatief Gebruik Digitaal Erfgoed. Retrieved on May 20, 2021 from <https://cultuurparticipatie.nl/subsidie-aanvragen/28/creatief-gebruik-digitaal-erfgoed>

Fox, E., 2008. *Emotion Science*. Palgrave MacMillan

Francis & Hoefel, 2018 [1]. Gen Z and the Latin American Consumer Today. Retrieved on January 10 2021 from <https://www.mckinsey.com/industries/consumer-packaged-goods/our-insights/gen-z-and-the-latin-american-consumer-today>

Francis & Hoefel (2018 [2]). True Gen: Generation Z and its implications. Retrieved on January 10 2021 from <https://www.mckinsey.com/industries/consumer-packaged-goods/our-insights/true-gen-generation-z-and-its-implications-for-companies>

Fry, R. & Parker, K., 2018. Early Benchmarks Show 'Post-Millennials' on Track to Be Most Diverse, Best-Educated Generation Yet. A demographic portrait

of today's 6- to 21-year-olds. Retrieved on January 7 2020 from <https://www.pewsocialtrends.org/2018/11/15/early-benchmarks-show-post-millennialson-track-to-be-most-diverse-besteducated-generation-yet/>

Gottlieb, G., 1996. Developmental psychobiological theory. *Developmental Science*, 63–77.

Gray, E., Khoo, S.E. & Reimondos, A., 2012. Participation in different types of volunteering at young, middle and older adulthood. *Journal of Population Research*, 29(4). DOI:10.1007/s12546-012-9092-7

Hellman's Canada, 2020 October 20. Twitter. <https://twitter.com/HellmannsCanada/status/1318658397936537601>

Hofstede, G. (1991/1994) *Cultures and Organizations: Software of the Mind*. London: HarperCollinsBusiness.

Incomeresults.com, 2020. Generation Z. Retrieved on January 7 from [http://incomeresult.com/generation-z/#Risky\\_behaviors](http://incomeresult.com/generation-z/#Risky_behaviors).

Kessels, M., 2019. Waarom is TikTok zo razend populair onder jongeren? Retrieved from <https://www.frankwatching.com/archive/2019/08/27/tiktok-app-succes-tieners-populair/>

<https://www.frankwatching.com/archive/2019/08/27/tiktok-app-succes-tieners-populair/>

Kirschner, P.A. & Kirschner, F., 2007. *Mental Effort*. Seel N.M. (eds) *Encyclopedia of the Sciences of Learning*. Springer, Boston, MA. [https://doi-org.tudelft.idm.oclc.org/10.1007/978-1-4419-1428-6\\_226](https://doi-org.tudelft.idm.oclc.org/10.1007/978-1-4419-1428-6_226)

Klapwijk, P., 2019. Tweederde vindt dat Nederlandse identiteit onder druk staat. Retrieved from <https://eenvandaag.avrotros.nl/panels/opiniepanel/alle-uitslagen/item/tweederde-vindt-dat-nederlandse-identiteit-onder-druk-staat/>

Lezen (2019) Urgentie inzetten op leesmotivatie in het onderwijs hoog Retrieved December 17, 2020, from <https://www.lezen.nl/nl/urgentieinzetten-op-leesmotivatie-in-hetonderwijs-hoog>

Little, W., 2016. Introduction to Sociology: Chapter 3. Retrieved from <https://opentextbc.ca/introductiontosociology/>

Lopez-Fernandez, O., Kuss, D.J., Romo, L., Morvan, E., et. al. 2017. Self-reported dependence on mobile phones

in young adults: A European cross-cultural empirical survey. *Journal of Behavioural Addiction*, 6(2), 168–177

Magolda, M.B., 2004. *Making their Own Way: Narratives for Transforming Higher Education to Promote Self-Development*. Stylish Publishing.

Mental Health Foundation (2018). *Stress: Are we coping?* London: Mental Health Foundation

Microsoft (2020). New tools can help boost wellbeing: sooth unexpected stresses working from home. Retrieved on January 23 from <https://news.microsoft.com/features/new-tools-can-help-boost-wellbeing-soothe-unexpected-stresses-working-from-home/>

Moma, n.d. <https://www.moma.org/calendar/exhibitions/3860>

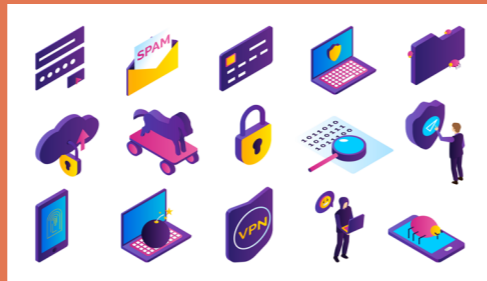
Morgans, J. (2017). The secret ways social media is built for addiction. *Vice*. Retrieved on January 21, from [https://www.vice.com/en\\_uk/article/vv5jkb/the-secret-ways-social-media-is-built-for-addiction](https://www.vice.com/en_uk/article/vv5jkb/the-secret-ways-social-media-is-built-for-addiction)

Mosmans, L., Harmelink, T. & Malcorps, L., (2019, June 13). Datevermaak (No. 3) [Audio podcast].



# Roadmap Visual Sources

The visuals of the roadmap and concepts were created with help of freepik.com resources, specifically a profile called Macrovector provided a lot of the resources used. These resources were modified as allowed by the free use licensing. To give a better overview of which resources I used and how some of them were changed, all original images are shown on the right.



# Appendices

Appendix A: Project Brief

Appendix B: Other Cultural Instances  
their efforts to engage young adults.

Appendix C: Interview Guide

Appendix D: Summarised Interview  
Transcripts

Appendix E: Visual Tool Interviews

Appendix F: Brainstorm Results

Appendix C through E can be found in  
the added Appendix Interview file.