"MORE THAN BOOKS", CREATING LIBRARY SERVICES DURING COVID-19: A CASE FROM SWEDEN

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ABSTRACT

Title: "More than Books", Creating Library Services During COVID-19:
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Aim of the Study: This thesis aims to enhance the existing knowledge about cultural management and expanding its scope to discussing service creation in times of COVID-19 from a practice perspective, using public libraries as an example. There is extensive research on public libraries focusing on service encounters, service experience, service quality, place-making processes, and digitalization of library services. However, little has been investigated about creation processes in libraries and even less has been researched about service creation in times of crisis. Thus, this thesis tries to identify how public libraries combine practices to create innovative services in times of COVID-19 and how these practices are shaped by COVID-19.

Methodology: This project is a qualitative case study drawing on the analysis of data collected through participant observation, semi-structured interviews, and document analysis at a Swedish public library.

Results: The creation of innovative library services is a complex process that requires an effective combination of dispersed and integrative practices to understand the needs of users, employees, and stakeholders and produce attractive and legitimate services. These practices are influenced by values, understandings, and external events such as COVID-19. Thus, practices for service creation require a certain degree of flexibility to be effective and obtain a positive outcome regardless of the circumstances.

Keywords: Service creation; practice theory; cultural management; library management; value creation; crisis management; public libraries

ACKNOWLEDGMENTS

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LIST OF ABBREVIATIONS

COVID-19: Coronavirus Disease

IFLA: International Federation of Library Associations and Institutions

IPLF: Iran Public Libraries Foundation

NAPLE: National Authorities on Public Libraries in Europe

OECD: Organization for Economic Co-operation and Development

SDGs: Sustainable Development Goals

VR: Virtual Reality

WHO: World Health Organization

1.   INTRODUCTION

1.1.   Background

> We (librarians) had to know what kind of functions we need and what kind of spaces we need for it. So, we talked about what people want to do in the future and where they will like to be but maybe are not there today. And we talked about values, people's dreams, people's plans, and sources of inspiration; what works well in the library today and what needs improving, and what role does the library play in the future… So, those are the questions that we asked. And we did it through interviews, workshops, observations, surveys, and just chatting. We did it in many different ways: online, through the phone, in person, we did it outside of the library. So it's been kind of all over…Now what did we learn? (Project Manager LB1, 2021)

Since the beginning of 2020, the Coronavirus disease (COVID-19) has taken the lives of millions of people around the world (WHO, 2021). To reduce the spread of the virus causing the COVID-19, governments implemented a series of restrictions including travel bans and social distance measures (see e.g. Government Offices of Sweden, 2021). These measures have affected the normal execution of routines, leading cultural organizations to create new types of services and use new forms of communication. However, there are many doubts on how to integrate different practices to create innovative and attractive services that could be offered not only during COVID-19 but in the future, as illustrated in the previous quote. Thus, this master thesis aims to enhance the existing knowledge about cultural management and expanding its scope to discussing service creation in times of crisis from a practice perspective, using public libraries as an example. To do so, it will attempt to identify how are organizational practices combined to create innovative services in times of COVID-19 within a public library? And, how are these practices shaped by COVID-19?

According to the Organization for Economic Co-operation and Development (OECD), the cultural and creative industries are amongst the most affected by the global spread of COVID-19 having up to a 5.5% of jobs at risk across the different countries members of the

organization (OECD 2020). Before the crisis, the cultural and creative industries emerged as an important source of local and global wealth and development (Kong 2014). In Sweden, for instance, these industries represented 3.1 percent of the national GDP in 2016 (Tillväxtverket 2018). Also, they generated a considerable number of jobs and helped to increase the national competitiveness in the fields of tourism, media and software development, design, fine arts, advertisement, libraries, museums, and music (Power 2002). However, with the COVID-19 outbreak, the supply of most of these services was abruptly affected; forcing the Swedish cultural and creative industries to create new services to continue supplying the demand (see e.g. Mabuie 2020).

Libraries are part of the core industries from the cultural and creative sector (Collins and Cunningham 2017; Papcunová, Urbaníková, and Dvorák 2017). There are different types of libraries including private and public libraries. This thesis focuses on public libraries as they are open to all regardless of status, gender, or political and religious affiliations. Traditionally, public libraries have been illustrated as serious and quiet places, where individuals can access extensive and well-preserved library collections (Kosciejew 2020). However, this image has been changing over the years (see e.g. Golten 2019; Kosciejew 2020). Today, these libraries are seen as inviting places where knowledge, aesthetics, and technologies are combined to offer access to information and new technologies, in comfortable, friendly, and attractive atmospheres (Schöpfel 2018). Also, they facilitate public debate and offer the means to create and share content, acquire new skills, and meet new people (Golten 2019), becoming facilitators for literacy, digital and social inclusion, innovation (IFLA 2018).

Sweden has a generous number of libraries including 290 public libraries, around 4000 school libraries, 38 university and university-college libraries, 100 health science libraries, among others (Thomas 2010:111). Libraries in Sweden are considered essential actors in public wellbeing, popular education, and culture (Glasgow 2002). One of the pioneers of the public library system in Sweden is Valfrid Palmgren, who brought to Sweden the North American concept of public libraries where all kinds of people could have access to information (Torstensson 1990). At the beginning of the 1900s', Palmgren's narratives illustrated North American libraries as aesthetic and welcoming places with a high flow of visitors, serving as a model for the public library system observed in Sweden today (Hedemark 2017).

The Swedish Library Act stipulates, among other things, that Swedish libraries financed by public funding should be open to all, and borrowing material shall be free of charge regardless of its publication format (Thomas 2010). In the last years, this stipulation has represented a great challenge for Swedish public libraries due to the increasing demand for digitized material, digital platforms, and new forms of interaction between libraries and users (see e.g. Golten, 2019; Kyrillidou & Persson, 2006). Today, these demands are particularly high due to the restrictions derived from COVID-19 and the increasing need to access digital information instead of visiting public venues. In 2010, Barbro Thomas indicated that gaining access to e-books is extremely expensive which limits the offer to this service. The author, then suggested that there is a need for libraries to acquire new technologies and create new alliances to guarantee access to electronic material (Thomas 2010).

Apart from that, public libraries are also called to implement effective classificatory systems that could be easily accessed by the new "self-sufficient" user who can find more or less everything on its own with the help of an electronic device (Golub 2016; Kyrillidou and Persson 2006); Also, librarians need to acquire knowledge in technologies, information seeking, and retrieval to assist users when they require it (Aabø 2005); and libraries need to develop the capacity to efficiently combine physical services with virtual ones to meet the demands of the new users (*ibid*).

Despite the mentioned challenges, public libraries have proved to be important actors for social and cultural development, both in the local and global spheres (IFLA 2018). Indeed, a basic online search shows that modern public libraries offer a great variety of services, including language training, music production, digital media labs, automated book dispensing machines, and Mobile Apps, among others (see e.g. Pew Research Center, 2013). These services are central for helping governments strengthen democracy, educating citizens, lowering poverty rates, developing a sense of belonging, and promoting social inclusion (Aabø 2005). Thus, all libraries are encouraged to develop and market innovative services that attract a high number of users while increasing their perceived social and economic values (see e.g. Weinstein and Mcfarlane 2017).

Public libraries have not escaped from the COVID-19 crisis. At the moment, some libraries have to shut down all services, while others were forced to shift to online formats, reduce their service offer and open hours, or implement alternative forms to support users (see e.g. IPLF, 2020; Mabuie, 2020). There is no doubt that this is a challenging situation, but

according to Temiz and Salelkar (2020), this should be also seen as an opportunity to expand and improve existing digital services, create new services, and attract more users. Thus, as indicated by Mabuie (2020), to tackle the negative effects of COVID-19, all libraries are called to develop robust strategic plans to maximize their resources and produce innovative library services.

1.2.   Research Problematization

Looking at public libraries as the unit of analysis, one can find several articles discussing service encounters, service experience, and service quality (Mclaughlin 2015; Tan, Chen, and Yang 2017; Voorhees et al. 2017). Also, there exist different articles debating the role of libraries in place-making processes (Golten 2019; Kim 2016), digitalization of services and digital inclusion (Aabø 2005; Jaeger et al. 2012), and collaboration processes (Farr 2018; Somerville and Brown-Sica 2011). However, few scholars have discussed the managerial practices for value creation in the cultural sector and how they adapt to larger contexts (DeVereaux 2009), and even less have explored the creation of library services in times of crisis (Haasio and Kannasto 2020).

In regards to studies of Swedish public libraries, one can see an increasing interest in the relationship between technology and library services. For instance, Adrial et al. (2005) explored the outcomes from The Swedish Quality Handbook Project ran in 2002, identifying a series of issues that Swedish public libraries had about information technologies and quality management; Kyrillidou and Persson (2006), discussed the needs of expectations of "new self-sufficient" library users who can navigate on the internet and find resources on their own; Thomas (2010), also touched upon the increased demand for digital material and the need for developing a stronger and collaborative library system; Macevičiūtė and Borg (2013), explored the incorporation of e-books into academic and public libraries in Sweden; and Golub (2016) discussed the challenges in accessing library catalogs.

The above-mentioned literature, in one way or the other, contributes to enhancing library experiences under normal circumstances. However, the COVID-19 is an exceptional phenomenon that has destroyed the status quo. Thus, individuals and organizations have found themselves in an unknown environment where fast decisions and search for information in new and underexplored scenarios are required (see e.g. Haasio and Kannasto 2020).

According to Haasio and Kannasto (2020), most of the studies on crisis management in libraries focus on one-time events like terrorist attacks and natural disasters and their effects on individual and organizational communication and behaviors, but none of these studies had contemplated the total shutdown of library services. In the Swedish context, previous studies on pandemics had primarily focused on social structures, transportation, households, and the military but they did not explore the response of libraries to the pandemics (Temiz and Salelkar 2020:366).

Moreover, researchers have depicted the need to further investigate different issues related to public libraries, including access to information and inequalities in the digital era (Jaeger et al. 2012), library managerial practices, collaboration processes, library-user relationships, innovation processes (see e.g. Temiz and Salelkar 2020), working conditions and emotional labor in public libraries (see e.g. IPLF 2020). However, these gaps have not been closed yet. Thus, departing from the practice theory, this master thesis seeks to contribute to the existing knowledge in cultural management and more precisely in the library management field by discussing the practices for service creation in public libraries in times of crisis.

To do so, this thesis will answer the following questions:

a. *How are organizational practices combined to create innovative services in times of COVID-19 within a public library context?*
b. *How are these practices shaped by COVID-19?*

These questions will be answered through a triangulation of qualitative data collected between February and April 2021, through online participant observation, semi-structured interviews, and document analysis. Upon conclusion, this thesis will contribute to understanding how public libraries create value in times of crisis while identifying the dispersed and integrative practices involved in the process, the role of these practices, how they are interconnected, and how they are shaped by external factors such as COVID-19.

1.3.   Research Context and Limitations of the Study

This master thesis has employed a descriptive case study to offer an in-depth understanding of the practices adopted by a Swedish public library to create innovative services during

COVID-19. Due to the allocated time for fieldwork, selecting only one library was a reasonable way to gain a deep understanding of the different integrative and dispersed practices used by the organization for service creation. This decision also allowed me to comprehend the three constituents of the different practices: discursive knowledge or procedures, rules, instructions; the embedded knowledge or skills, abilities, and understandings; and engagements or drivers that make people commit toward the goal (see Schau, Muñiz, and Arnould 2009), and how components and practices are interconnected.

However, the development of this thesis has encountered the following limitations: a. the data has been collected in the middle of the second wave of the COVID-19 in Sweden. Thus, being this an exceptional moment, the conditions of this study are difficult to recreate and therefore no replicability is expected; b. This thesis presents a descriptive study of the different intra-organizational practices adopted by a single public library to create value in times of COVID-19. Therefore, further research will be required to obtain a more holistic approach to this topic where for example the views of users, funders, and employees from different libraries are analyzed; c. I have a basic knowledge of the Swedish language that allows me to comprehend basic texts as well as to communicate at a basic level in this language. However, some of the information found for this thesis required more advanced language skills. Thus, when technical words or expressions were employed I needed to use a search engine to find the meaning or request help to translate it into English. Furthermore, to prevent misunderstandings or misinterpretations, all interviews were conducted in English. This then reduced the number of interviews conducted as librarians were not comfortable speaking in English.

Despite the mentioned limitations, developing the research in this way allowed me to gain deep insights into the managerial strategies used by public libraries in Sweden to develop novel services as well as I could see first-hand how intra-organizational collaboration works in these types of organizations and challenges and opportunities derived from this process. Also, this research design helped me to maintain the focus and increase the efficacy of data collection and analysis.

1.4. Thesis Outline

This master thesis has been divided into five different chapters, as follows:

-Chapter 1: The first chapter provides the reader with a brief introduction to the research topic, depicts different research gaps and enumerates the research questions selected to conduct this study, and describes the research context and limitations of the study.

-Chapter 2: Departing from the identified gap and the topic of this research, the second chapter presents the theoretical background and framework used to develop the thesis. This chapter has been then divided into three different parts: a brief introduction to the practice theory, understanding organizational practices, and the existing knowledge on library practices for value creation.

-Chapter 3: The third chapter describes the research design used for the fulfillment of the present study, discusses the qualitative methods selected to collect and analyze the data for this thesis and the reasons behind these choices, and explains the ethical considerations taken into account during the development of this project.

-Chapter 4: The fourth chapter presents the data collected for this project and makes a complete analysis of it to allow the reader to fully understand the topic discussed in this thesis.

-Chapter 5: The fifth chapter discusses the results obtained from this case study in relation to the theoretical framework.

-Chapter 6: The sixth and last chapter provides the answers to the research questions, outlining the academic contributions to the existing knowledge, and highlights topics for further research.

2. THEORETICAL BACKGROUND

The previous chapter depicted the need to further explore cultural organizations from a managerial perspective. It was said that COVID-19 has considerably affected cultural organizations, risking thousands of jobs, restricting the business scope and activities, and curtailing the economic growth of these industries (see e.g. OECD 2020; Tammaro 2020; United Nations 2020). Thus, to contribute to the debate on cultural management in times of crisis, this thesis will explore how public libraries combine practices to create innovative services during COVID-19 and how these practices are affected by external factors such as COVID-19.

The present chapter will introduce the practice theory as the theoretical framework used to analyze the collected data. This chapter is divided into three parts: a brief introduction to the practice theory, understanding organizational practices, and the existing knowledge about practices for value creation among libraries.

Cultural management, also known as arts management, has been portrayed as an interdisciplinary field where tangible and intangible resources are combined to produce, distribute, and exhibit cultural products within nonprofit, for-profit, and public organizations (DeVereaux 2009). The management of cultural organizations requires the establishment of strong collaborations, the use of innovative methods for cultural engagement, attract external funding, networking, the creation of new services, and the development of strategic leadership (Rius-Ulldemolins and Klein 2020). Thus, by discussing the practices and analyzing the discourses about these practices one can understand the 'how to' aspects of cultural organizations related to action-oriented aims e.g., how to create new services, attract users, implement a plan, or market new products (see DeVereaux 2018; Schatzki, Cetina, and Von Savigny 2005).

Indeed, as argued by different authors, detailed studies of organizational practices help researchers and practitioners to conceptualize how organizations, values, ethics, and powers are constituted and how the actors involved in the practice relate to each other (see e.g. Fuentes, Hagberg, and Kjellberg 2019). Furthermore, by analyzing the organizational practices used by the selected library to create new services, one can understand which types of practices could be more effective for public libraries in times of crisis, their challenges, and opportunities. Also, since public libraries are constituted by different actors with different

goals and assumptions, studies of these types of organizations from the practice theory perspective are useful to explain how actions are enabled or constrained both in the micro or macro levels (see e.g. Thornton et al. 2013).

2.1. A Brief Introduction to Practice Theory

In the last decades, the practice theory has gained space in the field of social sciences and particularly in management (Fuentes, Hagberg, and Kjellberg 2019). Practice theorists agree that phenomena like power, language, meaning, knowledge, and transformation are components of and occur within the practice arena (Schatzki et al. 2005:11). However, there is no univocal approach to practice yet, to some scholars, practice is simply defined as a group of activities, while others understand practice as the different skills and assumptions that reinforce human and non-human activities (Schatzki et al. 2005). To set a common ground for this thesis, I will use the definition of practice provided by Reckwitz:

> A 'practice' (*Praktik*) is a routinized type of behaviour which consists of several elements, interconnected to one other: forms of bodily activities, forms of mental activities, 'things' and their use, a background knowledge in the form of understanding, know-how, states of emotion and motivational knowledge. (Reckwitz 2002:249)

This approach focuses on how practices are made and how the different components relate to each other (Fuentes et al. 2019). Also, it analyzes 'doings' and 'sayings' to comprehend how activities are embodied, understood, and described (Dolan, Seo, and Kemper 2019).

From the practice theory perspective, organizations are made of shared practices that guide actors and determine their actions (Echeverri and Skålén 2011). These practices have been described by Schatzki "as open sets of nonregularized actions that are organized by practical understandings, rules, and teleoaffectivity" (Schatzki et al. 2005:16). It means that practices are arrays of activities that follow common understandings, skills, and affective engagements and provide the social, symbolic, and material tools to fulfill a job, generate a strategy, and complete daily activities (see e.g. Echeverri and Skålén 2011; Fuentes et al. 2019).

However, scholars such as Alpenberg and Scarbrough (2021), indicate that organizations involve not only shared practices but dispersed practices that are also important to understand

what to do and how to do it. Schatzki et al. (2005) explained that shared or integrative practices are structured groups of practices that follow a common goal, while dispersed practices are disconnected actions that help individuals to understand how to do things. For instance, activities like teaching, fishing, and driving a car, are examples of integrative practices because they follow certain routines created by mental understandings and meanings (see e.g. Alpenberg and Scarbrough 2021; Fuentes et al. 2019). On the other hand, activities like defining, describing, testing, and probing are examples of dispersed practices as they can be replicated in several other practices without constituting the main activity (e.g. Fuentes et al. 2019). This means that dispersed practices have their own identities or agency and could be applied in different scenarios; while integrative practices remain together to reach a common goal (see Schatzki et al. 2005).

Furthermore, it has been argued that practices are constituted by different elements including symbols, meanings, technology, and objects that provide a structure to social actions (see e.g. Dolan et al. 2019). Schau, Muñiz, and Arnould (2009:31) divided these constituents into three different groups: discursive knowledge (procedures, general rules, and instructions), embedded knowledge (understandings, skills, and abilities), and engagements (drives that make people commit to them). According to the authors, to engage in a practice, individuals need to fully understand its three constituents and acquire all the different competencies required to perform it (Schau et al. 2009). Once a practice is embedded people know how to execute it but are unable to explain the process to someone else (Schatzki et al. 2005:115–116). To Reckwitz (2002), however, practices go beyond bodily behaviors and mechanized actions, to the author, practices require that individuals' understanding, knowledge, and desire.

Schau et al. (2009) further indicate that organizations can create value through the combination of different practices. To do so, managers need to first understand practices at the micro-level to then activate the right mechanisms to initiate a transformation (see Alpenberg and Scarbrough 2021). The creation process, however, is complex and might lead to co-destruction, conflicts, misunderstandings, or delays as illustrated by Echeverri and Skålén (2011). According to the authors, the ability to co-create is developed when practices are congruent, understood, and applied by all participants in the same way, but if these practices are incongruent and misunderstood, the organization would have co-destruction (Echeverri and Skålén 2011).

2.2. Understanding Organizational Practices

The French sociologist, Émile Durkheim, indicated that shared and internalized practices (Schatzki et al. 2005) create a "collective conscience" that resulted from a complex social order where disorganized breakdowns are observed (Gilbert 2013:88). From the managerial perspective, this view implies that all members of an organization follow the same practices, share the same interests, history, values, customs, normative codes, and principles (Lincoln and Guillot 2004). These facts facilitate the creation of collective cognition and organizational cohesion (*ibid*) and set the grounds for the establishment of organizational culture, mission, and vision (Starkey 1992). Thus, a 'collective conscience' is important to building a stronger sense of community within the organization as it allows employees to be interconnected by the same principles and work to achieve the same objectives (Lincoln and Guillot 2004). In the Durkheimian view, organizations with a collective conscience would require less supervision as employees are encouraged to contribute and take satisfaction in their work, stimulating their creativity (Starkey 1992). These facts, at the same time, help organizations to increase intra-organizational collaborations and reduce possible frictions between members (*ibid*). In other words, when organizations share a strong culture, employees tend to be more responsible, proactive, and comprehensive, decreasing intra-organizational conflicts and increasing their ability to innovate and create cultural services.

The Durkheimian approach to organizational practices contrasts with the one proposed by Weber. According to Weber, organizational practices should be founded on bureaucratic controls and clear and organized working and organizational structures (Starkey 1992). Under this view, the organization and its employees have separate lives and therefore managers should exercise an impartial and impersonal authority based on rules and hierarchies (Pinisoara 2008). It means that practices should reflect a clear division of labor framed by an employment contract where salary and position are clearly stated (*ibid*). The Weberian bureaucratic control would then imply legitimate domination and power where work is constituted by rules and procedures (Farr 2018). It contrasts with the Durkheimian view where employees offer a solidary response derived from their trust in the common order (Starkey 1992).

The Durkheimian approach to practices has been also criticized by other authors who suggest that practices are affected by external factors making it difficult to homogenize (see e.g. Farr 2012; Schnackenberg et al. 2019). For instance, Marcel Mauss indicated that

subjectivities like dependency on the local environments and gestures affect the social dynamic and need to be considered when exploring the production of culture and organizational practices (Schnackenberg et al. 2019:72–73); Daniel Bell indicated that organizational relationships are carried by subjects who negotiate with other subjects, meaning that their actions are influenced by moral and cultural values (Gilbert 2013); and other critics of the Durkheimian approach indicated that individuals tend to copy and adapt actions and practices according to their own needs and interests (Lincoln and Guillot 2004).

Building on Durkheim's approach, the French sociologist Pierre Bourdieu, further indicated that practices are influenced by symbolic powers including language, symbols, and rituals that shape 'habitus' and understandings and define actions and decisions (Farr 2012). According to his view, practices are guided by collective behaviors derived from the power of the habitus and involve personal routines (carried by individuals according to their habits and social routines) and transpersonal customs (criteria used by organizations to categorize things or people) that are taken for granted or unconsciously done (Schatzki et al. 2005). Yet, Schatzki et al. (2005) indicated that factors like negotiations and interpretations are also present in practices and cannot be depicted as embedded parts of the practice because this will reduce the power and scope of reasoning. Other authors further argued that practices are not always taken for granted and therefore a different discourse of practice is required, where reflections of tacit practices are included (DeVereaux 2009). Thus, to understand how practices are embedded in a culture or organization one must observe and analyze the interaction between actions and discourses to perceive hidden practices and provide an objective 'thick description' (Schatzki et al. 2005).

Managerial practices in the cultural sector are conditioned and influenced by diverse social, economic, and political factors including national rules, beliefs, emotions, and access to economic and technological resources (Alpenberg and Scarbrough 2021). These facts turn cultural management into a complex process (DeVereaux 2018), curtail managers' freedom of action and reaction, and hinder managerial activities such as problem-solving, fundraising, audience development, marketing, training, value creation, strategic planning, and decision-making processes (see e.g. Rius-Ulldemolins and Klein 2020). According to DeVereaux (2009), practices in cultural management are fragmented hindering the definition of a specific set of characteristics common to all cases. According to the author, similarities in the ways that organizations and individuals engage in practices are the result of similarities instead of being indicators of explicit and well-defined categories (*ibid*). Therefore, practices in the

cultural field cannot be totally standardized or individualized as managers need a combination of both to maximize the potential of the organization (DeVereaux 2018). Thus, in the authors' view, cultural managers must integrate the different reasoning displayed by the cultural actors to successfully manage the sector's requirements (*ibid*).

2.3. Existing Knowledge on Library Practices for Value Creation

According to Bourdieu (1985), the production of cultural goods (and services) is divided into two different parts: products of restricted production (cultural items with a high symbolic value, where profit is secondary) and those of large-scale production (commercial cultural items made to obtain a profit). From the practice perspective, it will mean that practices in the cultural field might vary according to the purpose of the organization. According to Bourdieu, organizations or individuals creating cultural products of restricted production have more freedom of creation while those creating cultural products at a larger scale follow more restricted practices and have less freedom of action (Bourdieu 1985). This is because in Bourdieu's eyes cultural products are judged and consumed according to individuals' social class and education, hence, to create something attractive, establish strong relationships with the public and build legitimacy, producers tend to adopt practices that allow the understanding of public taste (Belfiore and Bennett 2008).

Scholars have argued that practices for value creation in the cultural service are influenced by intrinsic values including public reputation, networking, expertise (OECD 2020:10–11), morale, passion, and empathy (Collins and Cunningham 2017), instead of following market-oriented values aiming at economic growth (Collins and Cunningham 2017). In the particular case of public libraries, Aabø (2005) indicated that practices for service creation are mainly influenced by democratic, educational, and cultural values, while library performance is instead influenced and judged by social expectations, including access to literacy, IT services, education, social cohesion, and cultural programs.

According to Cruz et al. (2020), when incremental innovations are pursued, libraries tend to apply formal and structured innovation processes following four main steps: *idea generation, concept testing, development, and implementation*. Yet, the authors claim that most libraries follow less informal practices where innovative ideas and knowledge are derived from informal conversations and friendly environments (Cruz et al. 2020). The

literature further shows that some of the practices used in the creation or intervention of library services include ethnographic studies, customer feedback, user surveys, focus groups, and interviews, and crowdsourcing of activities and ideas (Ippoliti, Nykolaiszyn, and German 2017); collaborative planning to engage different stakeholders and beneficiaries in the exchange of ideas and recommendations leading to the creation of new services (Somerville and Brown-Sica 2011); human-computer relationships to design and test prototypes before running the service to reduce the risk of failure (Mclaughlin 2015); and use of well-known libraries as role models for access to information, technologies, and space distribution (see e.g. Golten 2019; Schöpfel 2018). Most of these practices aim to maximize the user response (Ippoliti et al. 2017) and in many cases extended throughout the whole organization making value creation a part of the working culture (Chow and Sajonas 2020). However, Ippoliti et al. (2017), pointed out that some of these practices could be expensive, time-consuming, and may not be effective on their own. Thus, the authors suggest that effective practices for value creation in libraries should take into account different approaches that effectively uncover user needs (Ippoliti et al. 2017).

According to Cruz et al. (2020), two of the main practices used by libraries for value creation are the inclusion of information and communication technologies (that allow libraries to accelerate processes, modify the existing services, and increase intra-organizational and inter-organizational relationships) and the inclusion of user-centric perspectives (that allow libraries to develop the services that are required by users in a determined time). The authors further explained that these practices are affected by different intra-organizational factors such as leadership, organizational culture, communication, and trust, and external factors like external funding, users' needs, and value to stakeholders (Cruz et al. 2020). It means that to complete value creation processes in public libraries, the library employees must observe and understand the needs of users and stakeholders, and implement services that are in line with their expectations (Mclaughlin 2015). Yet, Ippoliti, Nykolaiszyn, and German (2017) added that libraries are encouraged to implement simplistic and less informal organizational processes to facilitate the identification of short-term and long-term social needs while allowing employees to increase their creativity and ability to innovate.

3. METHODOLOGY

3.1. Research Approach

This master thesis has adopted a qualitative research approach where an iterative strategy was used to establish a connection between the theoretical background and the collected data. The iterative strategy, according to Bryman (2012), allows the researcher to move back and forth between theory and data offering him/her more flexibility to collect further information to determine the conditions in which a theory is appropriated or not. So, I have first reflected on the existing theories to identify the research gaps and establish the research strategy. Once the gaps were identified and the research questions were set, I proceed to carry out 2 pilot interviews and I also run a preliminary online search on the selected library to build a more solid point of departure. The same process has continued along during the whole fieldwork period. Thus, I was continuously moving between theory and fieldwork, collecting data and comparing it with the theoretical framework.

The decision of adopting a qualitative research approach derives from an interpretivist epistemological orientation where I sought to collect the perspectives and positions of the librarians working at the selected library, particularly those who are involved in the design, presentation, and creation of library services. This decision allowed me to have greater flexibility during the fieldwork as well as in the management of the three research methods selected: participant observation, semi-structured interviews, and document analysis. Another reason to select a qualitative research approach is that an important part of the theoretical background relates to managerial practices and subjectivities, including gestures, behaviors, and discourses. These aspects are better explored through observations and face-to-face interviews, or in this case, online interviews where the camera was turned on. The final reason for selecting this approach is my academic background in anthropology and familiarity with the selected methods. Hence, using qualitative methods to collect and analyze data helped me to feel more comfortable in the field. Also, it allowed me to build a friendly environment where participants felt comfortable while talking to me or being observed by me.

Finally, this thesis has applied the two main features of the grounded theory mentioned in Bryman (2012:387): iterative (which was already explained) and the development of theory out of data, which means that I have critically analyzed the data collected to offer a new

theoretical approach that seeks to complement the existing knowledge in the field of service management related to the organizational practices adopted by public libraries to create value in times of crisis.

3.2. Research Design

This master thesis has applied a case study research design to obtain a deep understanding of the organizational practices adopted by a Swedish public library to create value in times of COVID-19. By selecting this research design, I had the opportunity to explore the phenomenon in its context (see also Yin 2013). It means that this design allowed me to see how project managers and librarians work in their environment. Further, by applying this design, I placed all my attention in a single library having the time to participate in a high number of managerial meetings also had access to different corporate documents including online collaborative whiteboards, online manage project platforms, PowerPoint presentations, PDF files, and videos. The amount of detailed information collected for this project would not have been possible to gain during the allocated time if a different method would have been chosen.

3.3. Research Methods

I have used three different qualitative research methods to collect and analyze the data: participant observation, semi-structured interviews, and document analysis. In the following lines, I will then proceed to explain how they have been used and the reasons behind these decisions.

3.3.1. Participant Observation

Online participant observation constitutes the main data-collection method used for this thesis. Between February and April 2021, I have observed the collaboration processes between employees from the selected library to create innovative services during the COVID-

19 outbreak. Through these observations, I aimed to gain a deep understanding of how librarians interact with each other, how they share knowledge, what types of values are depicted in these collaborations, and the challenges and opportunities derived from these processes.

Due to the different measures adopted by the Swedish government to reduce the spread of the virus and their recommendations to work from home, I had only participated in online meetings carried through Microsoft Teams. This decision helped me and all the participants to maintain safe interactions and continue virtually carrying the ordinary tasks. To participate in these meetings, the project manager sent me an email (one per meeting) with the corresponding invitation and a link to the meeting. These invitations could be either accepted or declined and they could be also linked to Google calendar. Thus, I took advantage of this feature to register all the different accepted invitations in my calendar. This allowed me to maintain a structured agenda where no overlapping was seen. To access the meetings, apart from having the link, permission needed to be granted by the organizer.

I applied an overt observation. It means that all participants knew what I was researching, the objective of my research, and the ethical considerations taken along the project. During the meetings, I acted merely as an observer, even when working in smaller groups. This decision was made to avoid any type of interference with the process. By doing so, I could perceive all the interactions between the different participants. Apart from looking at their work and the tasks that each of them was assigned during the meeting, I also paid attention to non-verbal communications such as physical and virtual gestures (body language and/or emoticons), tone of voice, and expressions of happiness, engagement, tiredness, disapproval, or doubts. Furthermore, I was also interested to know who was speaking and when and what they were saying, as well as I paid attention to the reactions from the rest of the participants. This means that during my observations I connected verbal and non-verbal expressions and I also had the opportunity to observe the content of the different presentations, communications, and workshops. Also, I had the opportunity to take notes of the different discussions and ideas shared during these meetings which allowed me to understand the different practices followed by the selected library to interact during the COVID-19, create value, and develop working strategies and future projects. Since these meetings were held online, then it was also important to observe how people reacted to the use of technological devices, platforms, and features. I also noted if technological issues were faced, the consequences of these failures, and people's reactions.

Expressions and gestures were also observed during the interviews as well as on the online content shared by the library on their social channels. Thus, during the interviews, I was careful to observe how interviewees used their voices, faces, and hands to transmit feelings and emotions. Regarding online communications, I observed the types of emoticons, pictures, and videos that were shared as well as the reactions from the public (even if the public reactions were not my focus). Further information on interviews and document analysis will be provided in the following subchapters. Then, I will not provide more details about them at this stage.

Furthermore, I used a notebook as a research diary to keep track of my observations. In this diary, apart from writing down the observations and comments about participants and the organization, I also noted my reactions, limitations, challenges, and feelings. The reason for this is to document all interesting details that might be easy to forget otherwise. Finally, the different notes were later codified to run a triangulation of data that allowed me to find the links between the three different methods adopted for this thesis.

The limitations of this method reside in the fact that all the events were conducted in an online form. Though this is the way that librarians are using at this precise moment to develop most of their daily activities, remote working is not the normal way of working at the library. Thus, further studies would be required to understand how this managerial process runs under normal conditions and to establish a difference (if any) between this process in times of crisis and social distancing and this process on-site and under normal working conditions.

3.3.2. Semi-Structured Interviews

Semi-structured interviews were used as a complement for the observations. I carried a total of 7 interviews: 4 librarians, 1 service designer, 1 expert guide and service developer from the cultural field, and 1 expert in the field of cultural management. Their participation was possible thanks to the implementation of a snowball process where one person introduced me to one or two interviewees and the others did the same.

Also, it is important to mention that 2 pilot interviews were conducted at the beginning of the fieldwork through Microsoft Teams. They helped me to clarify the direction of my research and prepare the interview guide that was later used during the data collection. The

pilot interviews were very important for the results of this thesis as they helped me to establish the link between the theoretical background and the data. Also, they allowed me to have a first approach to the librarian world in times of COVID-19 and the different challenges faced by the organization.

The interviews were conducted online through either Microsoft Teams or Zoom and they lasted on average 1 hour. To do so, I needed to create the online invitations that were sent to the interviewees well in advance. These invitations were made in a friendly way, where no password was required to enter the meeting and the information was understood; further, I made sure of being ready for the interview at least 10 minutes before the meeting to check that everything was set in place: background, sound, camera, microphone, and internet connection.

All the interviewees have voluntarily accepted to participate in the research. Six out of seven interviews were recorded after granting the participants' consent. The last interview, however, was rather treated as an informal (unstructured) interview. So, even though I sent in advance the questions and all the information related to the research and the objective of the interview, I preferred not to record. I did take notes instead, but before doing that I informed my interviewee.

Previous to the interview, I sent an interview guide to all interviewees. Apart from containing the interview questions, this document also enclosed information about the objective of this research, use of the data, estimated length of the interview, and the different ethical considerations (see Annex 1). The interview was formed by a series of open-ended questions that allowed the interviewees to adequately elaborate their answers while allowing me to add follow-up questions when required. During the interviews, I carefully track the time to maintain the focus of the interview and respect the allocated time for each interview.

The interviews were recorded either on Zoom or Microsoft Teams. The recordings were downloaded and stored on my personal computer. Then, I had transcribed all the interviews, with the help of Otter (a speech-to-text app). Once the transcription was done, I saved them as a Word document to be further explored during the document analysis. Though the app is very useful in the process and helped me to save time, I must check that all the information was properly transcribed as my memory can fail and if the recordings are not properly transcribed I might end up losing information or misunderstanding the data. Once the transcription process was finished, I proceed to delete the recordings and only kept the copy

of the transcripts. To maintain the identity of my interviewees private, I had changed their names for a label, following the next structure: Librarian 1, 2, 3, and 4; Project Manager LB1; Project Manager HM1; and Expert LU1. Furthermore, the transcripts were later coded in the same way as the field notes to proceed with the triangulation of data. The transcripts, as mentioned in (Bryman 2012:482), helped me to document and remember all the details of the interview; examine what people had said, their perceptions and thoughts; and have a written document in the case that further analysis would be done by other researchers or myself.

Using semi-structured interviews as a research method was essential to hear directly from the interviewees their perceptions and thoughts about collaboration processes in the selected library. It also allowed me to identify the different subjectivities that have positively or negatively affected the process. The advantages of having online interviews lie in the fact that the three platforms use to interact with interviewees and transcribe the interviews (Zoom, Microsoft Teams, and Otter) are free of charge, which means that no economic resources were invested in this process; Furthermore, Zoom and Teams offer the possibility to make and record video-calls. Thus, thanks to these features, I managed to observe the faces and expressions of the participants even if they were not physically present. Also, by having the opportunity to record the call on these platforms, I did not need to use a different device to record the interview and all the information was directly stored in my laptop, helping me to save a considerably high amount of time.

The main limitation that was encountered while using online semi-structured interviews was that they required a stable internet connection to carry out a flawless interview where no interruptions or missed information are present. Thus, both, my interviewees and I had to make sure of having all the details ready in place before the interview: internet connection, a quiet place, headset or microphone, and a laptop or mobile phone with a camera. All interviewees had advanced knowledge in the platforms that were used, they managed to join the meeting on time and we created an appropriate and friendly atmosphere where a high interaction was perceived. However, I must indicate that my connection failed a couple of times in one of the interviews. When that happened, then I repeated the question/information to the interviewee to make sure that she understood. On and on the interview was completed within the allocated time, but I could perhaps add 1 or 2 follow-up questions if the connection would not have failed.

3.3.3. Document Analysis

The third research method used for this thesis was document analysis. I collected information posted by the selected library on Facebook and Instagram; I also listened to one podcast and watched a series of YouTube videos published by the library; I collected data from blogs owned by Swedish public organizations and non-profit organizations, and; I analyzed the transcripts of the different interviews.

Following Flick (2009), the mentioned documents were seen as means of communication, so I took into account social and organizational meanings (why was the document written), representativeness (typicality or normality of the communicated message), authenticity (document's veracity and genuineness), and credibility (which entity produced the document). These documents were coded in the same way as observations and interviews. This decision allowed me to do a triangulation of data and identify possible patterns in public discourses and representations of realities. Yet, document analysis was seen as a complementary method to the two main methods used in this thesis: participant observation and semi-structured interviews.

3.4. Data Analysis

Data analysis follows an abductive approach where findings are explained in relation to other similar phenomena that have been already experienced and explained (Timmermans and Tavory 2012). Thus, by following this approach I could understand participants' perspectives about service creation processes in public libraries while taking into account previous research.

During the analysis process, a triangulation of methods was important to identify and categorize the main themes derived from observations, interviews, and document analysis (See Appendix 2). In doing so, I followed a thematic analysis where data was sorted in a way that I could identify patterns and categorized the data to later abstract the information that was relevant to the selected topic and analyze it in regards to the existing knowledge to provide new theoretical input (see also Bryman 2012). Once the themes were identified, I proceed to codify the information found inside these themes to further develop the concepts and establish possible relationships between categories (see Timmermans and Tavory 2012). During the

coding process, and following Bryman (2012), I used a series of labels that helped me to better separate, compile and organize data.

Following an abductive approach and creating a coding table was very useful to visualize the different integrative and dispersed practices involved in the service creation process in public libraries. Also, it allowed me to identify the "sayings" and "doings" that form part of the creation process but that sometimes are not easily communicated or observed.

3.5.   Ethical Considerations

Data has been collected in times of COVID-19. Thus, to protect the physical integrity of my participants, as well as my own, and following the recommendations provided by the Swedish government, all interviews and observations took place online. Participants were informed from the first moment about my presence, the objective of my project, and the different ethical considerations followed during and after the completion of this thesis:

a.   The provided data was treated confidentially, following Chapter 24, Section 8 of the Swedish Public Access to Information and Secrecy Act from 2009. Thus, neither the place of work nor the names of my participants or any other information leading to the identification of my participants are revealed in the paper.

b.   The data collected here is used explicitly for academic purposes and it has been saved in a passport-protected computer that is accessed only by me.

c.   Interviewees have voluntarily participated in the interviews and verbal consent was provided to record the interview. During the process, all participants have turned their cameras on. It allowed me to see their faces and body language, and establish a stronger connection with them. But, it implies that their faces were recorded too. Then, to protect the identity of my interviewees, I have first used Microsoft Teams, a platform that automatically deletes the information recorded 21 days after the meeting. So, right after the interviews, I proceed to download the interviews and store them on my computer. Later, when I had finished all the transcriptions, the videos were also deleted from my computer.

4. DATA PRESENTATION AND ANALYSIS

Despite the negative effects of COVID-19 on the supply of library services, some scholars indicate that this situation should be also perceived as an opportunity to expand the existing services and attract new users (Temiz and Salelkar 2020). The problem for public libraries is that neither managers nor employees were prepared for this kind of situation, where fast decisions needed to be made in underexplored scenarios (see e.g. Haasio and Kannasto 2020). Mabuie (2020) claimed that libraries should establish strategic plans to maximize resources and produce innovative services. But, the question is how to do it?

Few scholars have explored managerial practices for value creation and even less have studied the creation of library services in times of crisis (Haasio and Kannasto 2020). Thus, aiming to contribute to the discussion on library management during COVID-19, this thesis seeks to answer the following questions: How are organizational practices combined to create innovative services in times of COVID-19 within a public library context? How are these practices shaped by COVID-19? According to different authors, detailed analyses of organizational practices and discourses are useful to understand how organizations create value, the powers behind these actions, and the different connections between actors (see e.g. DeVereaux 2009; Fuentes et al. 2019; Schatzki et al. 2005). Therefore, to answer the research questions, this chapter uses the practice theory to analyze data collected through participant observations, semi-structured interviews, and document analysis within a Swedish public library between February and April. This analysis will then lead to a final discussion and the conclusion of this thesis.

According to Schau et al. (2009), practices are linked by understandings, saying, and doings through discursive knowledge (general procedures, understandings, and rules), embedded knowledge (understandings, skills, know-how), and engagements (purposes that make people commit to something). Thus, following this idea, data presentation and analysis will be divided into three different parts: first, I will briefly present the library and the discursive knowledge; second, I will move to the know-how, where I will present collaboration as a managerial strategy, the routines included in the creation process and the different structured, semi-structured, and unstructured practices for service creation; third, I will present and analyze the drivers that motivate librarians to create innovative services.

4.1. Introduction to the Library: The Discursive Knowledge

Discursive knowledge refers to general understandings, values, and instructions (see Schau et al. 2009) rooted in librarians' discourses and influencing their practices and views about the library and its objectives. Then, to present the collected data in an organized way, the findings will be divided into general understandings about the library and its mission, organizational values, and procedural changes derived from COVID-19:

4.1.1. "More than Books": General Understandings about Library

The selected library is strategically located in the center of a Swedish city making it accessible to locals and visitors. According to my interviewees, the library receives an average of 2500 users per day and offers a great variety of services free of charge except for printing services which are offered at a low cost. For instance, access computers, printers, virtual reality (VR) sets, 3D printers, and robots, among others:

> We also have a digital center where we have public computers and other tech stuff for the visitors to borrow and use free of charge. I think we have about 25 computers and we have printers and scanners that are available when the library is available. The digital center is also staffed with 15 to 20 different people. Our goal is to help visitors with whatever they need to have done: printing a statement from the bank, filling out a form, applying for jobs or housing, composing a CV or personal letter. But, it's also about how to learn more about the digital world. So we also have like 20 to 25 different kinds of robots, VR sets, a 3D printer, and other kinds of things that we can bring forward. (Librarian 3, 2021)

This quote depicts a message often transmitted by library employees in public discourses: "we offer much more than books", an expression that was often heard and read during my fieldwork, making me curious about the different services offered by the library. Thus, to gain a better understanding of the library services, I looked at the library's website, from a user perspective, to see what users see when they first access the page. In doing so, I found out that a large number of on-site, online, and phone services are, in effect, offered by the library. For example library tours, drone demonstrations, 3D goggles, 3D printers, 3D pencils, book clubs, printing and scanner, board games, film clubs, podcast studios, centers for digitalization, TV

games and movies, inter-librarian loan, and exhibitions, among others. Further, I observed that visitors have the opportunity to listen to the information provided as well as they can translate it into different languages. These features allow different types of users, including those who are unable to communicate in the local language and people with learning disorders such as dyslexia, to understand the content provided. Apart from that, I observed that different channels of communication such as chatbots, email, and phone were opened to users to provide suggestions and share ideas, thoughts, and doubts. By offering these options, a two-way communication strategy is depicted where librarians and users provide and receive information. These features are important not only to establish stronger relationships with users but to collect data that might be later used in the creation of new services. Furthermore, on the homepage users can also visualize the latest news about COVID-19, recommended books and e-books, debuting authors, and the list of events offered by the organization. This could be seen as a strategy to engage users and increase the number of visitors.

Then, one could say that the information displayed on the library's website allows users from different backgrounds to build a first image of the library and recognize the services provided by the institution. However, according to Librarian 3, there is low web traffic, meaning that only a few people get to learn about new library services and events through the website. In this regard, other library employees also indicated that many individuals and organizations are unaware of the services offered by the organization. For example, in one of my interviews, Project Manager LB1 said: "when you look at the library, it's not so obvious that we work with those things, but we do". Thus, to increase people's awareness, librarians actively participate in debates, forums, and discussions and they also provide daily information on Facebook and Instagram.

Library employees agreed that public libraries are to be seen as "more than books". Instead, they should be seen as a tool for "social development", and "cohesion", where "visitors feel comfortable at all times". For instance, in a podcast[1], a librarian said "public libraries are to be seen as places for literacy, digital inclusion, and inspiration where all people can freely meet to access information, participate in cultural events, or drink a cup of coffee". This discourse suggests that library employees aim to increase social inclusion and development. But at the same time, it could indicate that public discourse is a mechanism to increase the number of visitors and gain some sort of social recognition.

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[1] No link to the podcast will be provided as it discloses the names of the three participants, their roles, and the exact location of the library.

Moreover, data from different websites indicates that the library seeks to become one of the most influential and attractive libraries in Europe. To do so, they are adopting two main strategies: *creating innovative services* and *designing modern and sustainable environments*. For instance, two articles from a local newspaper explained how the city was "heavily investing in the library to increase digital inclusion" and how the library is creating new events aiming to "lift known and unknown women". Also, an online magazine indicated that the library seeks to build a green roof that combines with natural vegetation within and outside urban spaces, replicating the city's architectural values and reflecting the resident's stories and identity. Identifying these two strategies is very important to this thesis as they might influence the different practices, actions, and decisions made inside the library in regards to the creation of new services during COVID-19. So, it is important to mention them and take them into account while analyzing the collected data.

4.1.2. Library Organizational Values

Organizational values were not explicitly mentioned by any participant, neither were they found on the library's website. However, since values, symbols and understandings are important to comprehend organizational practices and they are often embedded in discourses and actions (see e.g. Dolan et al. 2019; Schau et al. 2009), I tried to infer them from the data collected through interviews and observations:

During the fieldwork, different values were exhibited by librarians including inclusion, democracy, and a high sense of belonging, ownership, collaboration, public involvement, determination, empowerment, and proudness. For instance, in the following quote, the interviewee pointed out the importance of spreading democracy, knowledge, and stimulating public involvement:

> Our mission is that we give everybody access to information and knowledge and we create an inspiring, meeting place. We work with reading comprehension and understanding, we work with digital learning, maybe we like teaching people how to use devices so that they can participate in society… that is so that we can spread democracy and give people the knowledge they need and the access to things that they need to succeed… then we said to figure out what the future is and what we're trying to build, we involve as many people as we could. (Manager LB1, 2021)

According to this information, the mentioned organizational values are important for the creation of a more inclusive library where individuals can access information and knowledge, and get the tools to successfully participate in society. Also, these values are important for the co-creation of an inspiring place where users are more involved.

Additional organizational values are illustrated in the following quote:

> Right now, I will say that I am really proud of my work environment and my library for doing what we are doing. That makes me feel empowered and makes me feel like I am doing something to help the people through this because we are in this together. (Librarian 2, 2021)

In this quote, the expressions "my library" and "I am doing something to help the people" illustrate a high sense of ownership and rooted sense of service that gives the librarian a motivation to fulfill daily activities. These feelings are also reflected in the discourse used by librarians to promote services where they frequently use the expressions "we are doing", "we have", and "we want". However, "we" in the librarian discourse may also refer to the relationship between librarians and users as illustrated in the previous quote when the interviewee said, "we are in this together" referring to users and librarians. "We" can further be a reflection of one of the strategies used by library managers to create value where they aim intra-organizational collaboration as well as public involvement.

Furthermore, in an interview, Librarian 3 said: "We have trust-based governance, so the decision-making is not top-down, it goes deeper down to the people that really do the work, not just the bosses". This indicates trustworthiness, collaboration, integration, and respect.

Also, when participating in meetings and searching in the library website, I observed that librarians often collaborate in the creation of activities aiming to involve children, families, senior citizens, youth, and immigrants. This concern could be then seen as a sense of community where librarians seek to take into account different personas to be more inclusive.

4.1.3. Organizational Changes Derived from COVID-19

The global spread of COVID-19 led many countries around the world to implement lockdown measures to prevent the spread of the virus. In Sweden, however, the situation has been managed differently, as illustrated by local and international newspapers (see e.g. ABC News, 2021; The Local, 2020; The New York Times, 2020). Instead of applying a complete lockdown, the Swedish government has introduced a series of recommendations to minimize risks, including washing hands frequently, keeping distance and avoiding crowded places, work from home if possible, staying home if any COVID-19 symptoms are shown, safe traveling, and being careful while visiting people in the risk groups (Emergency Information from Swedish Authorities, 2021). Though these measures are less strict than those applied in other parts of the world, they still affected the production and consumption of services and intra-organizational and inter-organizational relationships in multiple forms, e.g. several places have closed their doors, and many public events have been canceled.

Public libraries in Sweden are considered an essential public service, hence, they have remained open during the pandemic (The Local, 2021). Yet, some adjustments were applied to continue providing services accordingly to the public recommendations. A report from the National Authorities on Public Libraries in Europe (NAPLE), published in April 2020, shows that 86% of the Swedish public libraries have kept (more or less) their normal operations, while 10% operate with restrictions, 3,7% offered a minimal service, and the remaining 0,3% are fully closed (NAPLE 2020). This data contrasts with the one from countries like Albania, Argentina, Armenia, Bangladesh, Bosnia, Brazil, the Cayman Islands, Colombia, Mexico, Nepal, Peru, Philippines, South Africa, the United Arab Emirates, and others where full closure of public libraries was observed (IFLA 2020). And countries like Germany, Norway, and Lithuania where some library employees were asked to work from home while others work at the libraries but maintain social distancing (NAPLE 2020).

The data provided by NAPLE matches the information given by my interviewees who indicated that the library has been open during the pandemic but with some restrictions:

> The library has been open during the whole process, we never closed. We had a brief period around Christmas, where we were officially closed but still open. You could come to our digital center and do whatever you needed to do. I think we limited it to eight people, just to be sure. Maybe you had to wait for five minutes, and when somebody left, you could go up and do whatever you wanted to do. And, you could

pick up books that you had pre-ordered from the library. We closed down our branches and only had the city library operating, but that was due to restrictions, it was out of our hands, we needed to follow the restrictions. (Librarian 3, 2021)

As illustrated in the previous quote, the library implemented a series of procedures and practices to continue supplying library services during COVID-19. For instance: Branches were closed and only the city library operated; books had to be pre-ordered before pick-up; the number of users at the digital center was restricted to 8 people. Other procedures were also observed on the organization's website:

- Keep at least two meters distance.
- The maximum number of users at the library is based on the size of the premises.
- Users and employees should stay home if they show any sign of sickness.
- Librarians can only direct users to computers and printers but they cannot supervise users.
- Users are allowed to use a computer for a maximum of 60 min, with the possibility to extend 60 minutes more if there is no queue.
- Librarians can only guide and assist users from behind the counter which is to be protected by an acrylic sheet.
- A bookcase to return books was installed in the backside of the library for those who did not want to enter the premises.

According to librarians, these procedures are the result of the national recommendations to reduce the spread of the virus and do not represent the organization's desires. However, in their opinion, the application of these rules is important to continue offering library services in times of COVID-19 and therefore they must be followed and accepted even when causing some sort of discomfort among users and employees. For instance, an interviewee argued that during COVID-19 employees' responsibility and freedom of decision was affected, shifting from employees to the board of directors:

During COVID, something changed … our board had to make a plan, and they also had to take charge because there were all these regulations and restrictions to take into account… they had to put out a strategy with different scenarios… This was nothing new for them, what was new for us was that we needed to do what they said. We needed to switch that up a bit... (Before) we had freedom and responsibility together. Now it's a bit different. (Librarian 3, 2021)

In this quote, the expression "had to" is a good illustration of how external events, like COVID-19, may force library managers to design and implement new managerial strategies and take responsibility for organizational decisions and actions to continue operating. By adopting these procedures, managers guarantee the application of national guidelines as well as the creation of safe environments for users and employees. But at the same time, the working environment is also affected creating some distance between employees and managers. In other words, in times of crisis, library managers tend to exert full control over decisions and practices, creating and imposing rules and processes. Instead, in normal circumstances, decisions tend to be made in consensus with employees or delegated following trust-based principles. Therefore, one could say that hierarchies seem to have a higher power in times of crisis, curtailing the influence that employees may have in decision-making processes. Then, responsibility is also moved from the base to the top of the organization.

Furthermore, it was also observed that managerial adjustments derived from COVID-19 affected employees' emotions and expectations in different ways. For instance, some employees seem to be anxious and confused:

> Many people are feeling a lot of anxiety because they feel that they're not performing the way they want, or they worked very hard to get funding for a project but now they're on standby. (Project Manager LB1, 2021)

While others seem to be more optimistic and perceive this situation as an opportunity to learn and create:

> It's tough, but we have learned a lot of new things. Now, we need to evaluate all of those things and see what can we bring forward and what things we need to quit doing… Since you don't know what tomorrow will bring or the next week, you go with the flow, but you have a direction, and you have a purpose; but still go with the flow. It's hard to describe it, you know what you want to do, and you have a plan for it, but if the plan doesn't work you make it work anyway but in a different manner. (Librarian 3, 2021)

These two contrasting quotes evidence the emotional difficulties faced by librarians during this period. On the one hand, employees are anxious and ignore what would happen with projects that were already approved and funded but cannot be implemented at the moment; and, on the other hand, employees are also positive as they see in COVID-19 an opportunity to create, test, and learn practices and services that might be applicable in the long

term. Therefore, one could say that external events influence not only managerial decisions but employees' performance, thoughts, feelings, and expectations. So, they have to be analyzed together with sayings, doings, and motivations to produce an objective 'thick description'(see also Dolan et al. 2019; Schatzki et al. 2005).

4.2. Practices for Service Creation in the Library: The Know-How

According to (Schau et al. 2009), the second constituent of practices is the embedded knowledge or how to. Thus, in the following subchapters, I will present and analyze the different practices used in the library to create innovative services.

4.2.1. Service Creation as a Managerial Strategy for Collaboration

COVID-19 led library managers to make fast decisions and implement new practices and procedures to guaranteeing the supply of services in this period. However, collected data suggest that, for this library, ideas of creating innovative services are not directly linked to COVID-19. Instead, they come from a managerial strategy implemented some years ago aiming to turn the library into one of the most important and influential public libraries in Europe. According to my interviewees, working together and creating value for one another is an "ingrained" process, instead of being "a quick fix". It means that intra-organizational collaboration for value creation in this library is rather an integrative practice rooted in the organizational culture:

> At the library, we have something called together leadership up. I'm not sure about the words in English, this is my free translation. But, it is like I am leading myself, I create value for myself but I also create value for my colleagues and the visitors; I create value for my boss and the bosses' boss, and they create value for me. So it's a two-way street, where we work together. So before COVID, we had all these discussions. We had four forums where we addressed difficult situations, how to handle them… So, this is something that we have worked on for the past five years. It's not just a quick fix, it's something that has been ingrained in us, it's the way we work, we process. We're always processing, it's really tedious sometimes, but it gives you so much. The way we deal with it now is that we process and we work together,

we form a small group that should take care of something like an idea or interest, and we have all these the way from our bosses. We need to communicate with them and check with them, but it's not a hierarchy like that. It's like we are all on the same level... This is not common in other places, but it has to do with the library director and her work, where she worked before she came to us, because she had started to implement that there, and she continued with it. (Librarian 3, 2021)

This quote indicates that value creation processes in the library are derived from a 'collective conscience' where actors collaborate towards the achievement of a common goal. It does not mean, however, that creation processes are always easy and enjoyable. On the contrary, as indicated by the interviewee, they can also be "tedious sometimes". But they give participants something in return, for instance, the freedom to contribute and a higher sense of collaboration and egalitarianism. This practice, according to this data, is not often observed in other public libraries. Thus, it should be seen as a managerial strategy adopted by the library director to develop some sort of reciprocity where one creates value for others and the others, at the same time create value for one.

Also, the previous quote has briefly illustrated the creation process. According to the interviewee, library employees work in small groups to develop ideas or interests and once the process is completed they proceed to present the project to managers. It will then mean that new services are generated at the base of the organization departing from employees' tacit (derived from personal experiences or intuition) and formal (acquired through education) knowledge (see e.g. Schau et al. 2009). During my fieldwork, I also observed that these groups were guided by an expert, whom I will call "the project leader", who gave participants different tools to collaborate in a more formalized way to achieve the goals within a determined period.

In one of my interviews, the expert indicated that one of her goals is to involve employees and the public in the creation of services, listen to their voices, and develop a sense of belonging and ownership. In her own words:

We're interested in five main groups. We're interested in the people that are visiting today, the people that are not visiting today, the people that work at the library, and then the people that use the library to do something now, like an event or something else; and lastly, the people that could use it once and to whom we could provide certain services that are not using it today. Based on those groups, we broke them down to children and youth; seniors; people that are working; people that come to the library to study; people

that want to start a business; people that have NGOs in the city; people that want to teach certain skills, but don't have their own space; and any group that needs a space to work. There's a broad range of people. We want them to have this feeling of ownership and to feel like the library is their place, and that they can decide what happens in there, they have a kind of responsibility to take care of it and maintain it… The ultimate goal is to have a much cherished place and used by a lot of people, so as we said to figure out what the future is and what we're trying to build, we involve as many people as we can. (Project Manager LB1, 2021)

This means that the library aims to develop formal and structured processes where different actors co-create novel services and attractive spaces. In this process, participants are motivated to share ideas, skills, needs, and expectations to design services that meet users' needs and expectations satisfied. This collaboration process can also be understood as a strategy to increase public involvement while developing a sense of place, belonging, and ownership among library employees and users.

Collaborations have been depicted by scholars as an important mechanism for innovation, legitimation, reciprocity, and empowerment (see Farr 2012; Schatzki et al. 2005; Swan and Scarbrough 2005). Therefore they could be seen as a positive practice for the creation of library services. However, a problem with collaborations is that they are not necessarily coordinated leading groups to do parallel work:

I have been part of many meetings over the past where I hear almost all the librarians trying to involve the public (especially youth and children) so they are part of giving input and deciding things. While this is very positive, it is also not necessarily coordinated together, so we end up doing parallel work with similar groups. Then, we have not yet solved, what happens to all these insights that we collect? Can we make them a reality? (Manager LB1, 2021)

It then means that collaborations are more effective and produce better results when participants establish solid mechanisms for communication that allow the synchronization of processes, exchange of ideas, and consecution of objectives.

Also, it has been detected that COVID-19 has somehow limited public participation in the creation process. Therefore, this situation led managers to reinforce intra-organizational collaborations giving employees the responsibility to design services thinking on user

expectations. To do so, library employees follow a series of routines and practices that will be described in the following subsections.

4.2.2. Routines Included in the Collaboration Process

Intra-organizational collaborations for service creation, as previously mentioned, are part of a managerial strategy to involve employees in creation processes. Thus, these practices follow certain routines that somehow facilitate the process. For instance, I observed that the meetings took place online through Microsoft Teams, and included the use of online platforms for intra-organizational collaboration such as MIRO[2] and TRELLO[3]. These meetings were normally held in the morning and lasted between 1 and 4 hours depending on objectives and deadlines. This strategy, according to the leader, gave participants the possibility to carry their normal routines after concluding the session.

Meetings were organized and coordinated by the project leader. She was always present during the encounters, indicating the different steps of the process, answering doubts, and motivating the team to conclude the process. Participants were all library employees, in their majority females (only one man was present), from different cultural backgrounds and ages who represented different library departments. According to the information provided by the project leader, all participants have previously been involved in the development of different library projects and have several years of experience in the librarian field. This fact seemed to be very important for the intra-organizational collaboration as participants brought their knowledge, experience, and multiple points of view to the discussion. Also, by having people from different backgrounds, the ideas were analyzed from different angles, depicting pros and cons and making the process more dynamic, realistic, and productive. Indeed, in one of the meetings, a participant pointed out that these types of sessions were positive as they allow all participants to be aware of the different issues faced by other departments. This idea was further complemented by the project leader, who indicated that the goal was not just sharing ideas but having the possibility to validate and test these ideas in the field to identify the ones that could be implemented in a later stage. In a private conversation with the leader, she told me that these types of group exercises help librarians to change their mindset and become

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[2] For more information see https://miro.com/
[3] For more information see https://trello.com/en

more creative. In her opinion, this way of working also influences the implementation of new habits and serves as a vehicle for inspiration and innovation.

During the meetings, participants completed a series of intense and challenging activities, including brainstorming, debates, data collection and presentation, and prototype creation, among others. I observed that these exercises tended to increase the levels of stress in the participants, making them look visibly tired at the end of the sessions. These feelings were also expressed by participants who indicated that completing tasks within a determined time makes them feel anxious and stressed as they are afraid of not being able to conclude the process on time or not being able to provide a full explanation of their ideas. Indeed, in some meetings, I observed how some groups continue working during the breaks to clarify ideas and present them in a more concrete way to other participants.

I also noticed that the time allocated to presentations was limited. So, participants had to use it effectively. When projects were not properly discussed, participants were invited to contact the leading group via e-mail to further debate the themes. Additionally, a limited number of pauses were also observed, a fact that could also influence the tiredness among participants. When asking about this to the leader, she mentioned that being in front of the computer for long periods can be very demanding, but, since they could not exceed the allocated time, then the number of breaks had to be limited to develop the project as planned. At the end of the meetings, participants had to symbolically 'check out' by adding emojis to a whiteboard. These symbols were also used as feedback allowing the leader to re-evaluate the process and implement adjustments whenever they were required.

Moreover, since these collaborations were held online, then it is important to understand how online platforms for intra-organizational collaborations affect the routines for value creation. Hence, in the following lines, I will proceed to present and analyze the use of these platforms and the challenges and benefits derived from them.

4.2.2.1. Use of Online Platforms for Intra-Organizational Collaboration

COVID-19 has led participants to collaborate from distance. Thus, the use of online platforms for intra-organizational collaboration has become a good alternative to share knowledge, assign and follow and collaborate during COVID-19. This practice could be seen as an

integrative practice made of multiple dispersed practices aiming to achieve one particular objective: the creation of innovative services.

Although library employees had used Microsoft Teams to run online meetings, the use of platforms such as MIRO and TRELLO was also important to collaborate, track and visualize the process (see Appendix. 3). MIRO was used by the project manager to allocate tasks and coordinate discussions. Also, it was used as a whiteboard where all steps were written in an organized manner to allow participants to understand the flow of the exercise. To do so, the manager used a series of cards forming a map of information that was visible to participants at all times (even if the session had concluded). Participants could choose to visualize just one part of the map or the whole map by expanding it or minimizing it. It means that each step of the process, with the different notes and instructions, was always visible to participants allowing them to observe and analyze previous steps and thoughts whenever it was necessary. Furthermore, I observed that this platform allowed participants to share and connect ideas (through sticky notes and connection lines) and illustrate feelings and reactions (through emojis). These features were very important as participants could group ideas and divide them into categories using sticky notes of different colors (e.g. pink for social projects and light blue for digitalization projects). Also, the platform offers the possibility to add comments to the existing ideas, include pictures and links. These features were used by participants to enhance the content and facilitate other members to understand meanings. Lastly, through MIRO participants could also react to others' ideas and use emojis to provide feedback at the end of the exercise. Thus, by using MIRO, participants can observe and analyze all the steps followed in the creation of services. Also, they can review the file and deepen or further develop ideas that might be viable in a different stage.

TRELLO, on the other hand, helped participants to assign and organize tasks. On this platform, tasks were divided into "to do", "doing" and "done", facilitating participants to keep track of all different assignments and visualize the name of the person who was responsible for them. It was useful as participants knew exactly the steps that were already completed and those that needed to be finished. Also, by having names linked to tasks, participants could easily contact the person in charge to discuss their doubts or inquiries. Finally, I noticed that this tool allowed teams to add extra tasks whenever it was required and it also served as a mechanism to visualize motivating participants to increase their levels of engagement as they had the opportunity to see how many steps were missing to reach the final goal. By using TRELLO, all participants were aware of the different processes involved in the creation of

library services. It then helps to make awareness of the challenges and advantages that teams may face during this process, as well as it allows participants to identify when external help is required and who these external collaborators might be.

Despite the benefits brought by platforms for online collaboration, these tools also seem to be problematic when participants are not familiarized with them. For instance, I observed that some participants had issues accessing the platform, so the leader used some extra time to guide them step by step until they could access it. While she explained the process, other colleagues also tried to help as a symbol of solidarity and empathy. Once the problem was solved, the team continued working. However, this helping process took around five minutes resulting in a shorter break and affecting the whole team. Also, I observed that some participants unintentionally duplicated the content or had difficulties adding sticky notes or typing information.

Another interesting point is that participants who possessed a greater knowledge about online platforms were always prompt to assist the others. This empathy facilitated the collaboration while giving others the freedom to ask questions and request help and guidance:

> It has been a long process as we have quite varied knowledge. Some of us are more digital, but others are more traditional. During these times we merged a bit … We use Teams a lot, but the challenge is, as I mentioned before, the knowledge gaps when it comes to technology and understanding how to bridge those gaps, not only within our personnel but also towards our users. It's been a huge challenge! But, right now, I feel like most people are comfortable with the digital meeting setup. Of course, it's not optional. It's not like meeting people face to face, but sometimes it helps people not having to travel as much and just working from home. For me, a lot of internal work has to be done, but when you're at the place (the library) it's a lot of distractions. But when you work from home, it takes away those distractions and you can set focus on your work. (Librarian 2, 2021)

This quote summarizes the thoughts of all my interviewees. They believe that moving to online platforms has been challenging but also it helped them to discover new tools to continue working in times of COVID-19. Participants also argued that finding support from their colleagues is essential to learn and adapt, even if sometimes they feel frustrated or insecure. Also, as mentioned in the quote, participants believe that using online platforms helps them to avoid distractions and have better time management, increasing their productivity.

Yet, two additional issues were encountered during these online meetings: connectivity failures and sound disturbances. When a poor connection was perceived, the image of participants was frozen and it was nearly impossible to understand their comments. Hence, participants tried to let the speaker know about the issue and moved to the next participant while the other solved the issue. Once the issue was solved, he/she had the opportunity to share again his/her thoughts. The problem with this was that it interrupted the flow of ideas and also the affected participants needed to repeat their thoughts. When sound was the main issue, participants could not hear what the speaker was trying to say or they were distracted by external sounds. Thus, having all the required devices and avoiding disturbances is important to collaborate and increase productivity.

4.2.3. Formal and Structured Practices for Service Creation

During the meetings, I observed how the leader implemented five different practices to create services: plan, involve, create, test, and implement. Each of these practices seems to be important for participants to identify the problem and create a viable and innovative solution. To have a better understanding of the process, I will present these practices following my observations:

a. *Planning:* During the planning, the project leader identified the steps to be followed, determined the length of each session and its structure, selected and invited participants, and decided, based on the participants' schedule and skills, when and how to gather (time and platforms).

b. *Involve:* In this step, the selected employees were invited to work together with the project leader in the development of innovative library services. At this point, they determined the target group, clarified doubts about the process, and got familiar with the platforms for online collaboration used to create and share information.

c. *Create:* In the creation process, employees sought inspiration from different sources including other libraries, the internet, and conversations with other employees or users. Once they had an idea, this was shared with the rest of the participants and they proceeded to develop it. In doing so, participants tried to answer 5 questions: what service is being produced? Who is going to benefit from the service? How is the service

going to be implemented? When is it going to be implemented? And where is it going to be offered, online or onsite? Once these questions were properly answered and organized the project was considered to be complete and ready to be tested.

d. *Test:* During this phase, participants tested their ideas to determine their attractiveness and viability and identify any possible failure. The team evaluated the results of the test and determined whether the project could be presented to managers or if it has to be re-formulated. Once the project satisfied the team, it was then presented to managers and other colleagues (who did not intervene in the creation process) to receive feedback and determine its viability.

e. *Implement:* I did not observe the implementation process, but according to my interviewees, once projects are accepted and funded, they enter an implementation phase. This will then be the last step in the process and the moment when the service is launched and offered to the public.

The mentioned five steps are formal and structured dispersed practices constituted by clear phases and a demarcated timeframe. They seem to be stricter and more difficult than other practices. Thus, to successfully achieve the goal, participants require guidance, precision, organization, flexibility, and commitment. According to the project leader, these practices "are vital to plan the future and face the challenges caused by COVID-19". Also, they could be seen as a tool "to increase employees' engagement and morale, especially now when some of them feel down because of the closing of different services or the cancelation of projects", the leader continued. She further added that by involving library employees in these processes, "they, as a team, can find new ways to perform daily routines becoming, more creative and innovative". Thus, despite the strictness of formal practices they seem to be productive to the creation of library services within a determined time and under difficult and underexplored circumstances.

However, this does not mean that formal practices are easier to follow and process than other less structured practices. On the contrary, they are demanding, challenging and stressful. For instance, in one of the meetings, I observed how participants had difficulties 'thinking out of the box' and sharing innovative ideas. Here, the role of the project leader was extremely important to encourage the different teams to reflect on actions from other organizations (without limiting to libraries) and thinking about the things done to manage the crisis. While

saying this, the leader also mentioned that "every brilliant idea has a hundred ideas behind it". These words helped to relax participants who quickly started to share their thoughts. Thus, the practice of creating services is demanding and may cause high levels of stress, especially when several groups participate in the same meeting. From my observations, I will say that having different teams working in the creation of services, at the same time and in the same place, creates an environment of competition that might limit the production of ideas and reduce productivity. For instance, during the same meeting, I observed that participants seemed to be worried about the amount of text and information that others had already submitted. To tackle this issue, the manager reminded the teams of the importance of focusing on their idea and the facts that were important to their teams.

Furthermore, my observations suggest that 'testing' goes beyond trying out the project. It is the moment when different perspectives (including those from managers, colleagues, users, and creators) are combined to determine the viability of the project concerning objectives, costs, attractiveness, and social need. Therefore, this step becomes one of the most critical dispersed practices involved in the creation of innovative library services and perhaps the one that generates the highest levels of stress in the whole process. Thus, to obtain positive results and continue motivating the participation of employees in these types of processes, managers and project leaders require the use of positive and assertive communication aiming to make the process enjoyable and productive.

4.2.4. Analysis of Public Libraries as an Integrative Practice

One of the practices that I observed during my fieldwork was the use of other public libraries as a source of inspiration. This practice cannot be described as a formal and structured practice as it varied between participants, yet it was not an unstructured practice either as participants tried to find particular details and followed certain steps. Thus, I will rather introduce it as a semi-structured practice for service creation where variations could be applied depending on the final goal.

> When we have to more or less shut down, and in several stages, we knew that we had
> to do something and to try to find a way to do what we do daily but now in a digital
> form. We have racked our brains thinking what we should do and we have looked at
> the things that other libraries, a lot of other libraries, have tried. So we have been

inspired by material from other places until we built this new course on our own. We know that we are not yet where we would like to be with this because it is a little bit too difficult for the ones who want to take this course. But that is the best we can do. (Librarian 1, 2021)

This seems to be an extensive and demanding practice where participants analyze what other libraries have done and how they did it, the cost, beneficiaries, and the time used to develop services or improve environments. This step is known as "*fakta-ruta*" (fact list) and aims to create an image of other libraries' evolution. Once a general idea of the library is depicted, participants continue to explore the organization more in detail. To do so, they categorize services and events into "*plus, minus, och intressant*", where the plus illustrates things that have been satisfactorily achieved and therefore are more attractive to users; in the minus, participants illustrates services or spaces that are less attractive and somehow uncomfortable to either users or library employees; and under the interesting category, participants place all the services that are new to them as well as novel and interesting use of space.

After categorizing plus, minus, and interesting facts, participants proceeded to analyze "*framgångsfaktorer*" (success factors), "*smarta detaljer/lösningar*" (smart details/solutions) and finally, they posted "*nya frågor*" (new questions). This process seems to be complex but important as it provides new ideas and increases participants' curiosity and engagement. Indeed, I observed how participants wanted to know why certain factors were a success while others failed. Also, they discussed potential things that could have been done to increase the attractiveness of less successful services and environments, and they imagined how their library could eventually develop the services that were perceived as successful and interesting.

While analyzing the applicability of these services, participants questioned several details including managers' thoughts and concerns, politically controversial topics, effectiveness and attractiveness of new services, the intervention of external experts and users, and research methods used to collect and analyze data. In their discussions, participants could not provide a univocal answer to all these questions, but these interrogations stimulated the discussion and brought different perspectives to the creation of services and environments.

Another point that got my attention was the participants' strong desire to gain approval from both managers and users. Thus, when discussing services provided by other libraries,

they also presented different strategies to get people involved in the service creation. They also pointed out the need of providing a concrete plan: "sharing thoughts is good, but implementing a plan is a different thing. We have too many good paths, but there is no concrete plan yet. We have to work on it", they said. Further, they also mentioned the importance of testing interview guides and questionnaires before sending them to the public:

> If you create questions, you generate expectations and if you cannot deliver them, then your reputation goes down. So, it is important to think of questions when involving external contributors. We need to create a space where they can open up to know who they (users) are, where they come from, and what they need and expect from us. We need to be honest and picture the reality. (Project Manager LB1, 2021)

Finally, participants pointed out the importance of establishing a strong relationship with users and the need of using adequate language to communicate projects ("make it simple and understandable to people") both inside and outside the organization. Thus, when analyzing other libraries, participants tended to observe how projects have been advertised and how the library looks from the very first moment when one enters the venue. In this analysis, they also focus on the use and application of technological developments, the creation of sustainable environments, and the library aesthetic.

4.2.5. Additional Integrative Practices for Service Creation

According to the information provided by my interviewees, librarians use interviews, observations, workshops, surveys, and chatting to collect data. These practices are carried by phone, online, or in person. Also, they can be processed inside or outside the library as illustrated in the following quote:

> We asked, and we did it through interviews, workshops, observations, surveys, and just chatting. We did it in many different ways: online, through the phone, in person, we did it outside the library…What we have done is observe public spaces just in general, or before some of the restrictions, one of the staff would just sit in a corner of an area and just observe how space is used, how we intended it to be used and how it's used. And problems that have happened or what are they trying to do with their time… Are they seeking other people? Do they do it alone? Do they do it in groups? What are they trying to do? What do they look for? And then it would be nice to couple that with interviews of

what were your plans for today? What were you trying to do? What did you come here to do? Did you get to do what you wanted? (Manager LB1, 2021)

These practices are then less structured as they respond to the desire of collecting information aiming to satisfy users' expectations and do not follow a clear pattern. Indeed, as indicated by the interviewee, they could be carried in many different ways and spaces, meaning that they can also be adjusted according to the circumstances. For instance, before COVID-19 observations were done inside the library, but now they are carried in public spaces. Also, questions seem to come from librarians' knowledge and curiosities instead of following a structured interview guide. Yet, the inclusion of these types of practices in the creation of innovative services seems to be important to gain a better understanding of users' perspectives and expectations. At the same time, these practices reinforce the relationship between librarians and users feel more involved and heard.

4.3. Librarians' Motivations: The Drivers for Service Creation

Different motivations for service creation were perceived during the fieldwork, both in meetings and interviews:

a. *Becoming a smarter library*: One of the main motivations observed during the fieldwork is the desire of building a smarter library where users have access to information and technologies in more comfortable and sustainable environments. Departing from this idea, participants collected data, shared ideas, and built together a renovation plan aiming to enhance existing services and create new ones.

b. *Social recognition*: The library offers an important range of services, free of charge and available to all regardless of origin, gender, status, or religion. However, librarians feel that many individuals and organizations are unaware of new services and the importance of public libraries to national development and social cohesion. Thus, moved by these feelings, librarians try to promote the organization and its services through different channels including social media, podcasts, magazines, blogs, and magazines.

c. *Contributing to social and technological inclusion:* I have observed that library employees were especially interested in creating new services aiming to promote social

inclusion. For instance, during the meetings librarians often discussed the difficulties encountered by newly arrived immigrants when trying to fill in public documents, respond to announcements, apply for education, or write a CV in Swedish or a recommendation letter. These thoughts led them to propose different ideas to enhance existing services such as language training and homework support (*språkträning* and *läxhjälp*) or creating new ones such as a Library app where not only the list of services is provided but some assistance in multiple languages. Apart from discussing immigrants integration, librarians had also discussed possible services aiming to increase the inclusion of elders and youth, as well as families with small children.

d. *Contributing to technological inclusion*. According to my interviewees, it is important to create services for those who "have no access to the internet", "do not possess a smartphone", or "do not know how to use a computer". Librarians indicated that people normally think that everyone has access to these types of devices or features, but in reality, not everyone does. This situation becomes particularly problematic in times of COVID-19 when physical contact is restricted and people need technologies to keep in touch with the external world. To fulfill this need, librarians have adequated the help desks with an acrylic sheet to prevent contact between librarians and users, but continue assisting users when using computers and searching for information. Another solution was the creation of an online course for senior users (+65) who want to increase their digital knowledge. To facilitate the learning process, librarians have prepared a PDF file to guide users step by step. However, during my interviews, librarians indicated that several difficulties have been faced during the process. For instance, users must have some basic knowledge to be able to follow the instructions; when the course is online, it is difficult for librarians to visualize what participants are doing, so, the communication between librarian-user becomes more difficult; classes are voluntary, hence, it is difficult for librarians to have full control of assistance and also if a student misses a class, he/she might not be able to understand the upcoming one as they are strategically connected; the last point mentioned by librarians is that they are not teachers per se, so they also need to get the ability to teach, they need to learn how to communicate, and how to react when students are unable to follow commands. This online course has been created by two librarians who are eager to keep providing services to senior users during the pandemic. However, they recognize that maintaining these types of courses in the long term or developing new ones, could be very expensive for the library, especially, taking into

account the number of hours used to produce the service (5 employees working almost full time during one week in the production of the service), the cost to students (free of charge), the length of the course (10 hours), and the number of students that are taking the course (5 registered students). For these reasons, employees are unaware of the project's viability in the long term. To them, this is a two-way learning process as students learn to use a computer while librarians learn to produce and teach online courses, and the final decision about continuing or not will come from the managers.

e. *Creating comfortable environments*: According to participants, the ideal library should have environments where users feel comfortable and develop a sense of place and ownership. This applies to both, physical and virtual environments. Thus, when discussing the creation of these environments participants tend to formulate the following questions: "How should the library be perceived?" "How is the venue used by visitors and employees?" "What are the needs and meanings of the library?" "How is the library going to look after COVID-19?" "What changes will be kept in the long term?". While formulating these types of questions, participants also seemed to be interested in understanding what values have been used by other libraries when building modern libraries e.g. symbolic (messages, decoration, objects distribution), cultural (language, beliefs, customs), or historical values (location, books and films manipulations). In the case of physical environments, employees indicated that attractive environments are especially required now when COVID-19 has led to loneliness and isolation. In their eyes, the library needs to be a place where people feel welcomed and they could also feel comfortable working alone. Also, they mentioned that building a more attractive, spacious, and environmentally friendly library would help to either increase the number of visitors per day (around 2500 users a day) or offer them a cozier and pleasanter venue. Regarding virtual environments, participants have discussed the need of establishing strong relationships with developers who can help to create secure and user-friendly platforms where librarians and users could safely interact, and users could easily access a greater amount of information remotely. In this discussion, participants pointed out different ethical considerations including the age of users, cookies, and data management. Also, they indicated that the cost of producing online services could be extremely high and unaffordable for public libraries without external support. They concluded that the creation of online services needs to be carefully analyzed, designers and developers need

to have a clear understanding of the project, and the final idea has to be tested with few participants before launching it to the public.

f. *Professional engagement, proactivity, inclusion, and organizational culture*: During the meetings, I noticed participants building a friendly environment where everyone could freely communicate thoughts and fears. Also, my interviewees indicated that participating in the design of library services makes them feel more included, proactive, and engaged with these types of activities. For instance, in one of my interviews, Librarian 1 said:

> We have to be quite flexible now and we are lucky to have our bosses. They like to include us and interact with us. So, we have a lot of possibilities to reach out. But the process, in general, is usually like we have an idea, we'll present it to our managers and they take it up with you with the risk analysis, how it will affect our ordinary work. (Librarian 1, 2021)

Expressions such as "*om ni kan*" (if you can), instead of "you must" were also heard in the different meetings, especially when participants had difficulties completing a task. For instance, one of the exercises required the fulfillment of a couple of interviews. But participants were somehow reluctant to carry the exercise. They did not know who to interview or the type of interview that should be designed. Thus, to encourage participants, the project leader explained again the process and added the phrase "if you can" which symbolized an obligation without verbally obliging participants to complete the task. At this point is important to indicate that the project leader supported the teams at all times and she tried to clarify all doubts in the best possible way. In doing so, she also increased the confidence of participants who carried the interviews and were extremely satisfied with the process. Indeed, when doing the check-out and providing the feedback, participants indicated that it was a very positive exercise. According to the participants, carrying interviews allowed them to obtain different insights, perceive things from a different perspective, and understand different expectations.

Then, looking at the mentioned engagements, one can say that personal and professional motivations lead library employees to collaborate in the creation of innovative services during COVID-19. These motivations are important to develop a sense of ownership, community, and belonging, making employees feel empowered and included and increasing their willingness to collaborate.

5. DISCUSSION

This chapter discusses the results from the empirical data collected through participant observations, semi-structured interviews, and document analysis. To do so, it will follow the three constituents of practices presented by Schau et al. (2009): discursive knowledge, embedded knowledge, and engagements.

5.1. The Library: General Understandings, Values, and Instructions

The results of this study show that library employees perceive Swedish public libraries as 'more than books'. To them, these organizations are places where individuals can access information and new technologies in comfortable and attractive atmospheres. This notion is similar to the one depicted by authors like Aabø (2005); Golten (2019); IFLA (2018); and Schöpfel (2018) who claimed that modern public libraries offer several services in inviting spaces becoming facilitators for literacy, digital and social inclusion, and innovation. This discourse is valid in places like Sweden where equal and free access to education is compulsory and public libraries effectively supply an extensive range of services. Yet, this notion might be contested in less developed countries where not everyone has access to public libraries and not all public libraries have attractive environments or offer access to new technologies. Therefore, one could argue that understandings of public libraries are not univocal, instead, they are tied to national values and economic resources.

Previous research indicated that organizations are made of shared practices that guide actors and determine their actions (Echeverri and Skålén 2011). According to Durkheim, shared practices create a 'collective conscience' that allows employees to be interconnected by organizational principles and work towards the achievement of the same goals (Lincoln and Guillot 2004). When this happens, less supervision is required and employees tend to increase their satisfaction and desire to contribute and create (Starkey 1992). Data analysis suggests that library managers used a collective approach to govern the selected library. This was particularly perceived before COVID-19 when librarians had the freedom and responsibility to participate in decision-making processes. However, COVID-19 led managers to make unilateral fast decisions and implement new practices, affecting in this way the 'collective conscience'. This means that external events, such as COVID-19 influence affect

organizational practices and managerial approaches (see Schnackenberg et al. 2019). For instance, in the studied case, library managers moved from a collective approach to a hierarchical approach where top-down decision-making processes allowed managers to take immediate control over the organization and find quick and straightforward solutions to the problem. Data also indicates that during a crisis library managers do not delegate decisions to employees in lower positions, not because of their abilities but because of the critical situation. These findings then support Rius-Ulldemolins' and Klein's (2020) idea that political decisions constrain cultural managers' freedom of action, and Farr's (2012) notion that political and economic contexts influence the rationales and environments within which adjustments are established.

Yet, data proved that libraries can also take advantage of situations like COVID-19 to create services and environments and attract new users (see also Temiz and Salelkar 2020). Indeed, the results from observations and interviews indicate that COVID-19 empowered and motivated library employees to participate in creation processes and continue offering services despite the situation. However, the same data also shows that intrinsic motivations are not enough to create viable, durable, and replicable services. So, projects need to be tested before implementation to validate feasibility, otherwise, they risk failing. Thus, it is true that intrinsic and symbolic values are important to create innovative projects (Zott and Huy 2007), but before developing these services, managers need to test them and analyze their viability for example through interviews or machines (see e.g. Ippoliti et al. 2017; Mclaughlin 2015).

Then, one can say that COVID-19 constrains services provided by public libraries, but, it does not mean that new services cannot be created and offered. Instead, as argued by Mabuie (2020), libraries are encouraged to develop strategic plans to tackle the negative effects of COVID-19 and continue offering services.
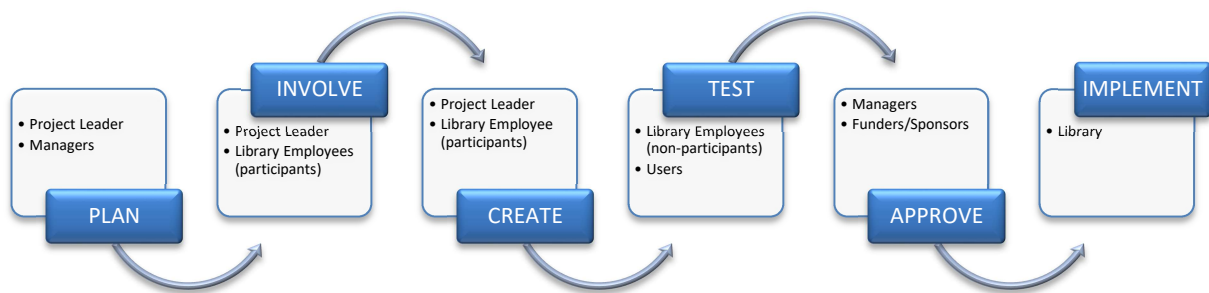

5.2.   Organizational Knowledge Towards Service Creation

It has been argued that intra-organizational and inter-organizational collaborations are important for the creation of innovative services (Farr 2012; Schatzki et al. 2005; Swan and Scarbrough 2005). However, the empirical data indicates that during COVID-19 public libraries have difficulties setting and accomplishing inter-organizational collaborations. Thus, under this situation, managers tend to stimulate library employees to participate in

collaborative processes where organizational and users' needs are openly discussed to create services that effectively meet internal and external expectations.

In the selected library, intra-organizational collaborations were implemented before the pandemic. This gives the organization an advantage in comparison to other libraries as employees were already familiarized with these types of collaborations. However, data suggest that COVID-19 influenced how these practices were combined and developed. Meaning that some practices were avoided while others were implemented, resulting in new routines and learning processes. Therefore, one can say that creation processes in times of COVID-19 require a strategic plan (Mabuie 2020) combined with participants' training, understanding, and desire (Reckwitz 2002). Hence, if library employees do not master collaborative practices, they will need to acquire the competencies required to perform the practice adequately, otherwise, the goal will not be achieved (see e.g. Schau et al. 2009), and value will be destroyed instead of being created (see Echeverri and Skålén 2011).

Furthermore, previous studies indicated that the creation of library services include practices such as ethnographic studies, crowdsourcing of activities and ideas (Ippoliti et al. 2017), exchange ideas and recommendations with stakeholders (Somerville and Brown-Sica 2011), use machines to design and test prototypes (Mclaughlin 2015), and analysis of other libraries (see e.g. Golten 2019; Schöpfel 2018). The empirical data proved that these practices are valid for the selected library. Yet, the same data also showed that practices are accommodated to the circumstances, combining dispersed and integrative practices in different ways depending on punctual goals and timelines. For instance, if the library's main goal is to create long-lasting services applicable during and after COVID-19, then participants tend to follow formal and structured practices (see Cruz et al. 2020), which in the case of the selected library were combined in the following way: planning, involving, creating, testing, approving and implementing:

INVOLVE

PLAN
- Project Leader
- Managers

- Project Leader
- Library Employees (participants)

CREATE
- Project Leader
- Library Employee (participants)

TEST
- Library Employees (non-participants)
- Users

APPROVE
- Managers
- Funders/Sponsors

IMPLEMENT
- Library

The analysis suggests that this combination of dispersed practices helps the library to exert more effective control over practices while creating services that successfully meet internal and external needs. Yet, it does not mean that library practices are always structured and formal. For instance, if the final goal is to create temporary services such as developing online courses to be offered during COVID-19, then librarians rather use integrative practices such as observing and analyzing similar online courses without necessarily following a structured and well design pattern.

Moreover, data also suggest that integrative and dispersed practices used by the library to create services involved the three components of practices described by Schau et al. (2009): discursive knowledge, embedded knowledge, and engagements. Indeed, chapter 4 described how participants follow guidelines and rules; provide and debate ideas according to their knowledge; and demonstrate a great sense of engagement and commitment towards the achievement of organizational goals. However, it does not mean that practices were done automatically or that they were never debated. On the contrary, participants objectively questioned practices and even suggested some changes to increase their productivity. Hence, the idea that practices are embedded in a way that people carry them but are unable to explain them to someone else (Schatzki et al. 2005), could be contested in the present case. Indeed, as mentioned by Schatzki et al. (2005) factors like negotiations and interpretations cannot be depicted as embedded parts of the practice because this will reduce the power and scope of reasoning. For instance, when COVID-19 influenced the use of online collaborations, the project leader explained to participants how to carry the practice, and participants at the same time proposed new forms to combine this practice with other dispersed practices to be more effective. Yet, when practices are modified, participants tend to show certain resistance to change, hence, managers need to provide an adaptation period to avoid frictions or

misunderstandings. That is because 'habitus' and transpersonal customs that are normally taken for granted (OECD 2020:10–11) are being altered and participants have difficulties adapting to the new practice.

5.3. Drivers for Value Creation in the Public Library

Previous studies indicated that value creation in cultural organizations is motivated by intrinsic values including public reputation, networking, expertise (Collins and Cunningham 2017), morale, passion, and empathy (Collins and Cunningham 2017). It means that market-oriented practices aiming at economic growth are not the primary goal for these types of organizations (Ippoliti et al. 2017). Data collected for this thesis validated this notion. Indeed, it was seen that library employees participate in the creation process following their desire to help users integrate into the Swedish society, or seeking to contribute to social and technological inclusion, or helping the library in its goal to become one of the most influential public libraries in Europe. Also, they may seek to increase the library's social recognition, or increase professional engagement, flexibility, and proactivity. But economic retribution does not seem to be a motivator for value creation for this library. Though, being a public library, the development of services depends to a great extent on public funding. So, projects must be legitimate and attractive to receive the required resources for developing the project.

6. CONCLUSION

Previous chapters depicted an increasing interest in public libraries as a unit of analysis. However, it was detected that most of the previous studies contribute to enhancing library experiences under normal circumstances, but very few analyzed managerial practices for value creation, and even less have explored these practices in times of crisis. Thus, this thesis aimed to contribute to the existing knowledge in cultural management by exploring practices for service creation in public libraries during COVID-19. Further, I have explored how the current COVID-19 pandemic has influenced those practices, adding also knowledge to the crisis management field of study.

Scholars have indicated that some of the practices followed by libraries to create services include the use of ethnographic studies, customer feedback, and crowdsourcing of activities and ideas to create new services (Ippoliti et al. 2017) and the use of new technologies and user-centric perspectives to determine users' needs and accelerate the creation process (see e.g. Cruz et al. 2020). The findings presented in the previous chapter support these ideas and deepen the analysis to understand how these practices are combined within a public library context to create innovative services during COVID-19 and how these practices are shaped by the pandemic.

Through my research, I have discussed how librarians have conducted daily routines before and during the current pandemic. From the findings, I have highlighted that during COVID-19, based on recommendations from national public authorities, librarians had to implement multiple changes, e.g. they had to limit the contact with and the number of visitors, branches were closed down and employees were relocated to the headquarters, alternating online and on-site operations and they also worked on the creation of new services to offer alternative solutions to all the users of the public libraries that are preferably suitable for a long-term period. These changes led to the constitution of new routinized practices followed by all employees during the COVID-19 outbreak. Yet, the results also showed that some of these practices might end when the restrictions are lifted; while others might be embedded in the organizational routine.

Applying the practice theory, this thesis showed that creating innovative services in public libraries in times of COVID-19 implies the combination of multiple integrative

practices, such as: collaborating, meeting, collecting, and analyzing data, and dispersed practices, such as planning, involving, creating, testing, and implementing. The empirical results suggested that integrative practices also include different dispersed practices, understandings, and emotions, and they can be carried by different actors in different scenarios without altering the result (see e.g. Fuentes et al. 2019). For instance, it was discussed how librarians use different methods to collect data including interviews, questionnaires, and chats. These methods, at the same time, are made by practices, such as: talking, recording, and writing; involve feelings and expectations from researchers and participants, and can be carried on-site, outside, or online. It means that libraries need to effectively combine integrative and dispersed practices to create innovative services. Yet, these practices must be clear to all participants to secure their understanding, and they also have to be flexible enough to suit different scenarios. Thus, one can conclude that to achieve organizational goals, library managers must understand the context and decide what practices use and how to combine them, but practices as pointed out by DeVereaux (2018) cannot be standardized or individualized instead they must be combined according to their need to maximize the results.

Furthermore, this thesis also discussed how library practices for service creation have been shaped by COVID-19. It was said that the pandemic influenced library managers to adopt new managerial approaches and unilaterally implement practices and procedures to guarantee the provision of library services following national regulations. Thus, instead of following collective management, they adopted bureaucratic controls; also they shifted focus from inter-organizational collaborations to intra-organizational collaborations; they also moved from physical encounters to online meetings. Moreover, it was discussed how these measured curtailed the influence of employees in decision-making processes and moved the responsibility from the base to the top of the organization. This could signify that hierarchical control systems are perceived by library managers as an effective form of governance in times of crisis. Indeed, although it restrains the employees from making their own decisions, it allows managers to take full control over decisions reducing possible risks of divergences, misunderstandings, and delays (see Pinisoara 2008; Starkey 1992). However, the data also showed that once library managers provided the new guidelines to operate under COVID-19 and they were fully understood by employees, then the moment of crisis is over and employees are ready to continue creating services under trust-based principles. As described by Alpenberg and Scarbrough (2021) practices in the cultural sector are conditioned and

influenced by external factors including national rules, emotions, and access to economic and technological resources. Thus, library practices during COVID-19 must be flexible and adaptable to maximize the resources, preserve visibility and achieve the goals despite the circumstances (see also DeVereaux 2009).

In regards to the adoption of new intra-organizational practices for value creation, the results pointed this is a valid solution to continue creating projects when external circumstances constrain the participation of other stakeholders. Also, it was discussed how intra-organizational collaborations and a 'collective conscience' help employees to develop a greater sense of ownership and belonging while increasing their motivations towards participating, producing, and creating, as noted by Durkheim (see Lincoln and Guillot 2004; Starkey 1992). However, this does not mean that intra-organizational practices are easier than other practices or that everyone understands them in the same way. Indeed, the data indicated that these practices might be influenced by employees' own cultural and professional backgrounds. This, on the one hand, makes processes more dynamic, realistic, and creative as everyone provides different points of view, but on the other hand, also makes them more challenging and demanding. In this case, then, higher attention, coordination, dedication, and a combination of tacit and formal knowledge are required to achieve goals and increase productivity. Moreover, this thesis has also illustrated the advantages and challenges of using online platforms for intra-organizational collaborations during COVID-19. It was said that using these platforms allows librarians to collaborate and create services when distance measures are in place. It was further showed how these platforms allow participants to visualize the process, share ideas, increase engagements, avoid distractions, track tasks, and communicate feelings and emotions. Yet, it was also indicated that when these tools are not understood the process becomes stressful and delays occur, and the same happens if connection or sound fails.

Finally, this thesis illustrated how COVID-19 led to a classification of library services where projects associated with the creation of online and technology-related services were prioritized while others were either placed on hold or canceled. This categorization also influenced practices and perceptions limiting somehow brainstorming processes and framing the approval of projects. Thus, one can say that apart from being influenced by rooted values and symbols practices for service creation are influenced by other values (see Farr 2012), turning the creation process into a demanding, challenging, and stressful practice (Echeverri and Skålén 2011) particularly when practices are well structured, formalized, and bounded by

time. Then, empirical results suggested that expert guidance and assertive communication are important to guarantee engagement, organization, and proactivity in the creation of library services.

6.1.   Further Research

While this thesis answered the research questions, it also was perceived that analysis of value creation processes in public libraries could benefit from the use of different approaches. For instance, this topic could be explored from the institutional logics perspective concerning inter-organizational collaborations. This will allow researchers and practitioners to identify the logic behind these collaborations and to understand how these logics encourage or curtail the creation of new services. Or, it could be analyzed from the symbolic management perspective to identify how symbols influence the formulation of projects and funding.

Likewise, this study focused on a Swedish public library but understanding that public libraries in other parts of the world might be different in terms of aesthetics, services, and organizational values. It will be also interesting to analyze and compare how creation processes are carried in other places and how practices and views affect the outcome. Also, it could be interesting to explore how servicescape and emotional labor in public libraries are affected by COVID-19 and how these facts shape service creation processes. In doing so, future research could contribute to creating a historic antecedent with possible solutions for comparable future events affecting library service creation.

Furthermore, the use of online platforms for intra-organizational collaborations was depicted as an important practice for creating value in times of COVID-19, but it is still necessary to investigate how information collected through these platforms is managed after concluding the project. Also, this thesis indicated that online platforms allow participants to share their feelings through emojis, but it was not studied yet how depicted emotions can influence the creation or adoption of new practices. Neither was studied how shared feelings affect collaborators' thoughts and reactions, and how these reactions influence projects.

Finally, this studied was carried during COVID-19, when several restrictions were set and affected face-to-face interactions. Thus, it will be also interesting to observe how creation

processes are developed on-site and what factors could enhance or delay the process. Further, it will be interesting to compare the difference between online and onsite creation processes.

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APPENDICES

Appendix 1: Interview Guide

The main objective of this interview is to understand how the service supply from public libraries in the Skåne region has been affected by the spread of Covid-19 and the strategies adopted by public libraries in the Skåne in response to the Covid-19 crisis. The information collected here will be used by the interviewer to write her master thesis as part of the program Service Management, Culture and Creativity Management at Lund University. The interview is constituted by open-ended questions and it will last a maximum of 1 hour. Upon agreement between the parties, follow-up interviews could be conducted.

Participation in this interview is voluntary. Thus, interviewees have the right to decline to answer a question or withdraw from the interview at any time.

Consent to record the interview will be requested from interviewees. If this consent is granted, then the information recorder will be transcribed and stored in a passport-protected computer accessed exclusively by the interviewer. Once the transcription is complete, the recording will be destroyed.

The data provided is confidential and it will be treated following Chapter 24, Section 8 of the Swedish Public Access to Information and Secrecy Act from 2009. Further, all information leading to the identification of interviewees will be destroyed upon completion of this thesis.

Note: After being informed about the objectives of this interview and the different ethical considerations, do you authorize me to record this interview? Yes _____   No _____
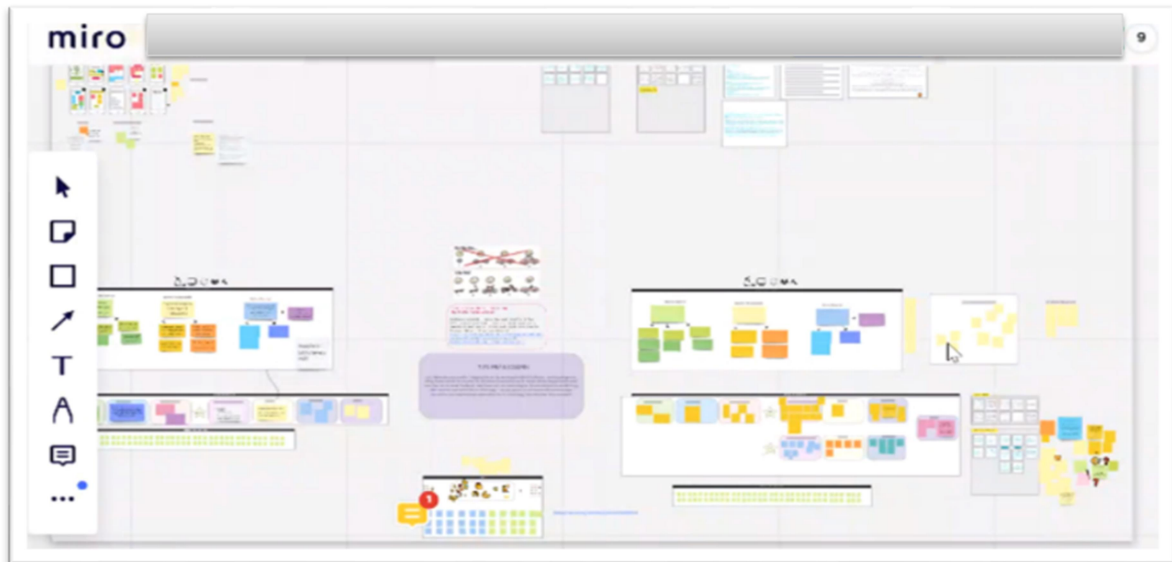
1. Please introduce yourself (name, organization, position).
2. For how long have you been working in this library?
3. Please describe your role at the library.
4. How did a normal day at the library look for you before Covid-19?
5. In your opinion, how has Covid-19 affected the library?
6. How have your activities at the library been affected by Covid-19?
7. How does a normal day at the library look for you now?
8. What are the main differences between your activities before and after the Covid-19 outbreak?
9. In your opinion, what are the main challenges for the library at this moment?
10. What is the library doing to face this crisis?
11. How are you and your department contributing to tackling the issue?
12. Which obstacles have you faced in this process?
13. In your opinion, how what will change at the library after Covid-19?
14. Is there anything else you would like to add?

Thank you for your time!

Appendix 2: Coding table

THEMES	OBSERVED PRACTICE	SAYING	DOING
ORGANIZATIONAL CULTURE	-Trust-based management -Team building -Innovation -Goal-oriented -Empowerment -Ownership	-Intra-organizational discourse: trust-based management, employee's feelings & expectations, citizen involvement -Public Discourse: **"we" "our"**	-Meet -Participate -Collaborate -Delegate -Create -Promote
LIBRARY SERVICES/ MORE THAN BOOKS	-Service Creation -Space Design -Marketing	-Diverse users: kids, youth & seniors, students, employees, teachers, immigrants. - Focus on the new self-sufficient user. -Public Discourse: **"more than books"**	-Service Creation -Promotion of Library Services (podcast, forums, seminars, websites, blogs, magazines…) -Emphasis on technological services, exhibitions, outdoor activities, language training.
SERVICE CREATION (Intra-organizational collaboration)	-Planning -Involving -Creating -Testing -Approving -Implementing **Formal & Structured Process**	-Project Discussion -Feedback -Freedom of expression **Public & Employee Involvement**	-Team building -Idea generation (other libraries, interviews, chats, questionnaires, internet, feedback…) -Dialog with third parties -Data collection: observations (online/physical) & interviews -Data analysis: Plus, Minus, Interesting -Discussion - Project Presentation -Validation
ONLINE COLLABORATIONS	-Use of online collaboration platforms (MIRO, TRELLO, Microsoft Teams…) -Planning -Time Management -Task Assignment -Task Control -Task Execution **Structured Process**	-Brainstorming -Project Discussion -Feelings & Emotions	-Training -Practice -Collaboration -Tracking results

Appendix 3: View of MIRO

In this image, we can observe:

- Different tools used to add tasks, comments, icons.

- Number of Participants

- Tasks Assignments (sequence)

- Instructions, Comments, Feedback (emojis)

- Ideas grouped by colors