

saw structural reorganization as an opportunity for special collections and liaison librarians to collaborate on reference and instruction services. At the University of Oklahoma, an administrative reorganization prompted a new working relationship between the history and area studies librarian and the western history collection librarian, resulting in noticeably improved services to faculty and students. This book will be a conversation starter for librarians at large and mid-sized institutions with established special collections departments. It makes a convincing case for such partnerships and explains how each institution made these partnerships a success. The focus of this work is necessarily narrow, and it does an outstanding job of filling a specific need in academic library publications. Librarians at small institutions, however, will probably find works that take a broader approach to collaborative partnerships more helpful.—Allison Embry, *Youth Librarian, Tulsa City-County Library*

Collaborating with Strangers: Facilitating Workshops in Libraries, Class, and Nonprofits. By Bess G. de Farber, April Hines, and Barbara J. Hood. Chicago: ALA Neal-Schuman, 2017. 160 p. Paper \$55 (ISBN 978-0-8389-1542-4).

The premise of this book is that talking to strangers should be less frightening and more rewarding than it often is. The authors present a unique collaboration-based program that they refer to as CoLAB, which was originally developed as a workshop on creating partnerships between people and organizations to meet community needs. The authors explain the origins, benefits, and logistics of running this workshop, which has been utilized often at the University of Florida and presented to about six hundred organizations and more than two thousand individuals.

CoLAB workshops typically host between 14 and 120 people and last from ninety minutes to a few days. During the workshop, pairs of people who don't know each other "speed-meet" in three- or four-minute sessions and discuss what they are passionate about, what they specialize in, and what their or their organization's immediate needs are. These workshops create face-to-face connections and enable collaboration and socializing aimed at creating innovation and sparking creativity.

Provided in the book are step-by-step instructions for various situations and groups. The authors discuss the logistics of setting up a CoLAB, from recognizing a need through preparing and carrying out the workshop, addressing budgeting, grant seeking, marketing, setting up the space, trouble-shooting, and creating paths for participants' ongoing networking with each other and the facilitators.

CoLAB workshops can be used for a variety of functions. They can serve as icebreakers, conference sessions, or class assignments. They can give students a chance to find a compatible partner or group for a project. They can facilitate connection-building among nonprofit organizations, enabling them to serve their communities better. The authors point out that this type of workshop can be hosted

in almost any space, including an academic or public library, a nonprofit location, or a classroom. CoLAB has great potential for fostering community and individual connections and long-lasting partnerships.

This book is recommended mainly for academic librarians. Although it is possible for public libraries to be involved in CoLABs, the potential noise and the requisite amounts of space, time, and funds will likely be prohibitive for many public library spaces.—Teralee El Basri, *Librarian, La Prade Branch Library, North Chesterfield, Virginia*

Developing Librarian Competencies for the Digital Age.

Edited by Jeffrey G. Coghill and Roger G. Russell. Lanham, MD: Rowman and Littlefield, 2017. Paper \$39 (ISBN 978-1-4422-6444-1).

Today's librarians appear to be at a crossroads, offering traditional library services (such as reference) alongside digital library services, with some services overlapping the two areas. Change in the library profession occurs at a rapid pace in the twenty-first century, so how do librarians (particularly academic librarians) embrace this change successfully to serve their users effectively? And what technological changes can academic librarians expect in the next few years?

Jeffrey G. Coghill and Roger G. Russell, librarians at East Carolina University, answer these questions in *Developing Librarian Competencies for the Digital Age*, a useful volume that identifies and provides assessments for librarian competencies in the digital age. Beginning with a short history of the library profession and its response to changing technologies, the editors (and their contributors) address how technologies have changed library skills in areas such as reference, information technology, library marketing, and library management, and they discuss specific skill sets that academic librarians will need to confront technological change in their libraries. One interesting chapter deals with online and distance-education students, addressing how librarians can best assist them and what potential trends and outcomes librarians can expect from this growing education area. Each chapter contains extensive references, and the book includes the contributors' contact information.

Change is inevitable in any organization, and *Developing Librarian Competencies for the Digital Age* is a well-organized, content-rich book that gives academic librarians the necessary tools to adapt to technological changes to serve their patrons effectively. Highly recommended.—Larry Cooperman, *University of Central Florida Libraries, Orlando, Florida*

The Heart of Librarianship: Attentive, Positive, and Purposeful Change. By Michael Stephens. Chicago: ALA, 2016. 158 p. Paper \$48 (9780838914540).

Having worked in libraries since her undergraduate days, this reviewer found that reading *The Heart of Librarianship* as she approached her fiftieth birthday helped rekindle some professional fires that may have begun to do more