

WORKSHOP 1

Skills for Community-Centered Libraries

BUILDING CONNECTIONS



FACILITATOR GUIDE

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ABOUT THE *SKILLS FOR COMMUNITY-CENTERED LIBRARIES CURRICULUM*

The *Skills for Community-Centered Libraries* curriculum was made possible by the Institute of Museum and Library Services’s “Laura Bush 21st Century Librarian Program” grant awarded to the Free Library of Philadelphia. Like many libraries across the nation, the Free Library of Philadelphia is undergoing a paradigm shift. Their extensive collections offer boundless discoveries, but increasingly their focus is not only on what is housed within their walls and on their servers, but also how they are engaging with their communities. The Free Library of Philadelphia consistently delivers millions of *transactions* each year—circulation counts, door counts, website use, and program attendance. However, increasingly, they seek to deliver *transformations* and to deepen the public impact of their mission. This requires staff to be more skilled in assessing community needs, developing strategic collaborations, and piloting and managing new kinds of programs. The Free Library of Philadelphia used the *Skills for Community-Centered Libraries* curriculum to train over 300 full-time library staff including regional coordinators, administrative librarians, library supervisors, librarians, library assistants, and municipal guards in community engagement skills. Seven other library networks throughout the United States and Canada also used this curriculum in rural and urban communities.

DIVERSITY PLAN

A core value of community engagement is a commitment to lifting up all people, including the underserved and marginalized. First, this curriculum is designed to engage both librarians with their Master of Library and Information Sciences (MLIS) degrees as well as library staff without advanced degrees, which helps to build a pipeline for community engagement work among the broadest possible range of staff. Second, curriculum design, testing and dissemination incorporated the experiences of multiple library systems which are urban and rural, from various parts of the United States and Canada. Third, the curriculum incorporates voices from outside the library field, specifically in community development and social work. Finally, this curriculum emphasizes the core library values of equity and inclusion.

NOTE TO FACILITATORS

Please read through all materials in the Facilitator Guide, Lesson Plan, Participant Guide, and slide deck before delivering the workshop. The Facilitator Guide includes a condensed lesson plan and a detailed script. The condensed lesson plan gives facilitators an accessible guide for time references and how the materials connect. The detailed script provides facilitators a sense of the flow, the intended connections between activities, and the opportunities to reinforce important learning objectives. However, facilitators should not memorize the script. As you proceed through the materials, adjust directions and scenarios to fit your style and the needs of your unique group of workshop participants. For example, depending on the group size, you can decide when to use pair discussions, small groups, or whole group conversations.

This curriculum was developed for all staff members in a library network, from library supervisors and library assistants to municipal guards and regional coordinators. The challenge of designing for different staff members is the varying levels of knowledge and background with specific topics. However, through piloting these workshops with participants from all different library positions, we found discussions to be better and more inclusive. Library staff members shared a variety of experiences. ALL library staff bring unique and essential viewpoints to discussions around community engagement.

The following guide incorporates Malcolm Knowles’s “Six Principles of Adult Learning”¹:

- Adults are self-directed in their learning experiences.
- Adults bring life experiences and knowledge to the learning environment/experience.
- Adults are goal oriented.
- Adults need to know that what they’re learning is relevant.
- Adults learn by doing.
- Adults prefer variety in learning.

As you engage your group with these materials, you’ll see the activities incorporate these principles in different ways. They are designed to create substantive discussion and learning opportunities.

¹ Knowles, M. S. (1984). *Andragogy in action*. San Francisco: Jossey-Bass.

Because of the nature of the topics, there will not be “right” or “wrong” answers throughout much of the workshop. Rather, participants are asked to reflect on various ideas, techniques, topics, etc., and use those that are relevant for their unique work and unique communities. An open mind is key for everyone during this process; therefore, facilitators should avoid any tendencies to tell people “the right answer.” Rather, facilitators should ask questions to help participants uncover how to use the information in a way that is relevant to their communities; these types of questions are included in this guide but are by no means exhaustive. Additionally, when leading group discussions, facilitators should encourage participants to draw from their ideas, expertise, and experience.

During this workshop, participants are encouraged to talk about what they currently know and do in their work, and to find connections and even differences throughout the workshop. Ultimately, this workshop is meant to be a space for library staff to reflect on the work they do and shift their professional practices and mindset toward a common goal of community engagement for their communities as defined by their communities.

While adjustments to the guide and extended discussions are encouraged, it will be important to keep track of time in order to move through all the activities. There are directions included in each section for how to manage time, including a website (<https://www.online-stopwatch.com/>) that you can display on a projected screen to keep groups on time.

OVERVIEW WORKSHOP 1: BUILDING CONNECTIONS

Community-centered libraries engage staff in promoting and supporting positive change in their local communities. This work is challenging, dynamic, and is helped if those involved return to a personal purpose to keep advancing positive change.

In this four-hour workshop, participants engage in self-reflection in order to connect themselves to the paradigm shift of the community-centered library from a house of books to a location of community transformation. Participants will identify personal and professional strengths and link those strengths in a statement that expresses why they work for a public library (beyond paycheck and benefits). Small groups will also discuss team dynamics using the Belbin model² and become aware of different roles that employees have on teams. Participants will reflect on which roles seem most comfortable to them, which ones they could stretch into, and which are most uncomfortable. Participants will gain a better understanding of the assets that exist in their local communities. They will consider opportunities to create partnerships with community assets in order to better serve the needs of their communities. After reflecting on personal strengths, purposes, and roles, participants will begin to craft a networking introduction. The networking introduction will highlight the work participants and their library do for their community that can be used to connect with community members and community assets. Ultimately, you'll gain a greater understanding of why it's important to step outside of your library and connect with the community at large.

² <https://knowhownonprofit.org/your-team/people-management-skills/teams/effectiveteam/roles%20retrieved%207.27.2018>

WORKSHOP 1 LEARNING OUTCOMES

At the end of this workshop, participants will be able to:

Self-Reflection on Professional Strengths and Team Roles	<ul style="list-style-type: none">... articulate a personal purpose for working at a public library... identify and describe professional strengths... categorize team roles... identify personal team roles and connect those roles to professional strengths
Asset Mapping	<ul style="list-style-type: none">... define community assets... identify current community assets/resources at their library homes... create a map of their library home's community assets... identify potential new community assets/resources within their library communities
Networking	<ul style="list-style-type: none">... network and build community relationships through sharing what they and their library have to offer

IMLS COMPETENCY³

This workshop's learning objectives were derived from the following competencies from the Institute of Museum and Library Services:

- Understands and acts in accordance with the basic values and ethics of library service
- Demonstrates leadership qualities and behavior
- Manages the development of one's own learning and ongoing improvement of skills and knowledge
- Communicates effectively with a variety of audiences and individuals from diverse backgrounds

³ From IMLS/WebJunction Competency Index for the Library Field, 2014.

VOCABULARY AND TERMS

Team roles: Roles we feel strongest performing will help us contribute to our teams meaningfully and also clarify how we can work together.

Community Asset: The individuals (their knowledge, skills, attitudes, talents, awareness, social connections—everything they embody), community organizations, and larger institutions that provide resources and services to your local community.

Asset Mapping: An inventory of the resources that exist in your local community, including individuals, community organizations, and larger institutions.

Community Engagement: Building relationships between staff and surrounding communities to empower people to take ownership of their library and its resources. Engagement is an active partnership that serves the interest of local communities and the public good. Examples: getting community members involved in the planning and execution of programming or facilitating conversations in which people can envision what they want out of their library.

Community Outreach: The act of building awareness and sharing information about programs, resources, and services with people in a community. Examples: door-knocking, tabling, flyering, and phone-banking.

ROOM SET-UP

- Desk or table at front
- Projection equipment (screen, computer, hookups, remote for advancing slides, etc.)
- Room for small-group work (round/small tables and chairs arranged around them in a space large enough for people to circulate and move from table to table)

LIST OF MATERIALS

- Participant Guide (one copy per person)
- PowerPoint Slides
- 5 x 8 inch index cards (one for each participant)
- Index card sample of Trading Card format
- Colored fine-point markers (one set for each table)
- Flipchart paper (paint-safe adhesive to hang flipchart as needed)
- Easel
- Markers for writing on chart paper
- Stopwatch/timer (<https://www.online-stopwatch.com/>)
- Triangle or other instrument or noisemaker to signal transitions

WORKSHOP STRUCTURE

ACTIVITY	DURATION
Welcome	10 minutes
Trading Card	10 minutes
Ground Rules	35 minutes
Personal Strengths and Team Roles	30 minutes
Who's on Your Team?	25 minutes
Break	15 minutes
What is a Community Asset?	10 minutes
Community Asset Mapping	40 minutes
Community Connections: Networking	45 minutes
Strengths and Stretches	5 minutes
Workshop Review	10 minutes
Take and Turn	5 minutes
TOTAL	240 minutes

WELCOME

Total Time: 10 minutes

Purpose

- Introduce participants to the facilitator and the purpose of the workshop; review agenda

Materials

- PowerPoint slides loaded on computer/projected on screen

Slides to use	Facilitator instructions/script
Slide 1	<p>Presentation to Whole Group (5 minutes)</p> <p>SAY:</p> <ul style="list-style-type: none">▪ Good morning! Welcome to Building Connections.▪ I'm _____ (insert name, qualifications, gender pronouns).▪ Let's go around the room and everyone please say your name, where you work, and your gender pronouns.▪ Before we get started, I'd like to point out where the restrooms are_____.▪ Also, please silence all cell phones.▪ If for any reason someone needs to leave the room—for the restroom, a phone call, or any reason—please do so as quietly as possible.▪ Okay, now that the housekeeping's done, let's get started!

Slides to use	Facilitator instructions/script
<p>Slide 2</p>	<ul style="list-style-type: none"> ▪ The Free Library of Philadelphia was awarded a grant to support library staff in their community engagement efforts. ▪ The Institute of Museum and Library Services funded the training of 300 full-time public service staff including librarians, library assistants, and municipal guards at the Free Library of Philadelphia. ▪ Seven other public libraries also piloted this curriculum across the United States and Canada. ▪ The feedback from participants in Philadelphia and the other pilot sites was incorporated in the final creation of these <i>Skills for Community-Centered Libraries</i> workshops.
<p>Slide 3</p>	<ul style="list-style-type: none"> ▪ Libraries are rising to the challenges of the 21st century. To do so requires more than knowing how to use the latest technology; it also requires those involved to become flexible to the ever-changing populations and needs of their library communities. ▪ Ultimately, this series of training workshops is meant to be a space for library staff to reflect on the work you do and create small shifts in your professional practices and mindset toward a common goal of community engagement <i>for your communities as defined by your communities.</i>

Slides to use	Facilitator instructions/script
Slide 4	<ul style="list-style-type: none">▪ I am going to review the sequence of the workshops so you have an idea of the topics that will be covered during the next four sessions.▪ In the first workshop we will be focusing on self-reflection exercises that will help you identify the skills and traits that will assist you in building connections with your community. Additionally, you will gain a better understanding of the assets that exist in your local communities.▪ The second workshop will address fundamental ideas about effective communication with various audiences.▪ In the third workshop you will leave with expanded definitions and concepts of programming opportunities with your community, with a focus on strategic planning as a way to drive sustainable, impactful programs.▪ In the final workshop you will be introduced to the SOAR model as a method to engage with your community in a strengths-based discussion to create a shared vision for your library and future programming. You will also review strategic facilitation skills that will help you during these dialogues with your community.

Slides to use	Facilitator instructions/script
<p>Slide 5</p>	<ul style="list-style-type: none"> ▪ We acknowledge that everyone in this room is coming into this training with varying levels of knowledge and comfort with each topic. ▪ For some participants, this information will be new and help you begin the engagement process with your library community. ▪ Some participants may know this information, but these workshops will allow you to examine whether you are implementing these topics in your daily practice and consider opportunities to improve these skills. ▪ Other participants will have strong knowledge and expertise in community engagement. And if this is true for you, we ask that you share your insights and best practices and consider this time an opportunity to reflect on how you can help others at your library in these community engagement practices. ▪ As we cover the different topics each week, please be open-minded to new strategies and perspectives. The more you put into these workshops, the more you will get out of them.
<p>Slide 6</p>	<ul style="list-style-type: none"> ▪ Depending on your role within a library system, the community that you serve may look very different. ▪ Turn to a partner and share about the library community you serve.
<p>Slide 7</p>	<ul style="list-style-type: none"> ▪ The skill set we will develop during these workshops will benefit all library communities such as: a traditional neighborhood branch; volunteers; academics and students visiting special collections; or supervisors training fellow staff members ▪ The <i>core</i> of these workshops is to deepen understanding, create meaningful dialogue, support the needs of your unique community, and evaluate the effectiveness of these efforts.

Slides to use	Facilitator instructions/script
Slide 8	<p>Presentation to Whole Group: Agenda (5 minutes)</p> <ul style="list-style-type: none"> ▪ Let’s now take a look at what we’ll be doing today. ▪ First, you’ll meet the other participants at your table by making a personal Trading Card, which will be used as we move through all four workshops. ▪ Then we’ll begin identifying personal strengths, discussing team roles, identifying community assets, creating an asset map to track those assets, and linking those topics to create connections with assets in your library community. ▪ It’s a lot to do! Let me take a minute to explain why we’re doing it.
Slide 9	<ul style="list-style-type: none"> ▪ The purpose of this first workshop is for you to examine the unique strengths you possess that allow you to connect with the community that your library serves and better understand their needs. ▪ This foundation will help you move forward with the community-centered skill set that we are developing, individually and collectively. ▪ And, you’ll leverage your strengths to work as a team to build lasting, purposeful community relationships that positively impact your library community.
Slide 10	<ul style="list-style-type: none"> ▪ Before we begin to discuss ground rules, let’s take a quick look at the Participant Guide. ▪ Please turn to page 4. On your own, take time to review the “Note to Participants” which explains the design framework for these workshops. ▪ If you turn to page 6, you will see an overview of this workshop and specific learning objectives. ▪ Lastly, we have included key vocabulary and terms for each of the workshops. The vocabulary for Workshop 1 is found on page 8.

TRADING CARD

Total Time: 10 minutes

Purpose

- Create name cards in a fun way to make everyone feel comfortable, get to know one another, and to use these cards for group activities throughout the four workshops

Materials

- PowerPoint Slides loaded on computer/projected on screen
- Index cards (one per participant)
- Markers (one set per table)
- Stopwatch/timer

Slides to use	Facilitator instructions/script
Slide 11	<p>Introduce Activity (5 minutes)</p> <p>SAY:</p> <ul style="list-style-type: none">■ Who's always wanted to have their own Trading Card? And I don't mean a business card! I mean one with your best picture and your best qualities on it that you could share with people you meet? Like a baseball card or a Pokémon card.■ Well, today you get to make one! At your table, you have index cards and markers.■ Each person will take a card and use the markers to create their very own Trading Card.

Slides to use **Facilitator instructions/script**

Slide 12

Activity Introduction and Demonstration

- If you look at the slide or at this sample card, you'll see what I mean.
- At the top of your card, you'll draw a picture of yourself. Feel free to get creative!
- Underneath your picture, make 11 bullet points and fill out the first six in this order:
 - First and last name
 - ◆ Job at your library
 - ◆ Your library "home"—where you're currently assigned
 - ◆ Number of months/years with your library
 - ◆ Then, you're going to write down two purposes you have for working at your library. You'll see that everyone has to put down paycheck/benefits.
 - ◆ This is to acknowledge that for most of us, this is a key purpose for working. Let's recognize that. Also, let's move beyond this necessity.
 - ◆ In the last bullet point, write down a word or short phrase about *why* you work at a public library. Is it a love of books? Is it to help children learn to read? Is it to support your community in free access to resources? Whatever the reason, it's yours; it's valid, so please write it down. For the sake of time, please keep it to one primary purpose. We'll be reusing and revisiting these Trading Cards for all four workshops, so if you want to change it or add to it later, you'll have the opportunity.

- You have about 3 minutes to make your card.

Set timer for 3 minutes; give 1-minute warning; announce time's up.

- Great! You'll see a sample Trading Card on the screen. Let me introduce myself to you with a few more details, and then you'll do the same in your small groups at your table.

Introduce yourself using your Trading Card.

Slides to use	Facilitator instructions/script
Slide 13	<p>Small-Group Introductions (5 minutes)</p> <ul style="list-style-type: none"> ▪ At your tables, introduce yourselves to one another by sharing your card. We have 5 minutes, so if you want to ask one another follow-up questions, please do. <p>Set timer for 5 minutes; give 1-minute warning; announce time's up.</p> <p>WRAP UP, SAY:</p> <ul style="list-style-type: none"> ▪ Thank you for sharing. ▪ For right now, your table mates are your small group. This group may change as we run through activities, so keep your Trading Card with you. You'll also be adding to your card throughout the workshops, so treat it well! <p>TRANSITION TO NEXT ACTIVITY, SAY:</p> <ul style="list-style-type: none"> ▪ Now that we've gotten to know each other just a little bit, let's take some time and establish some ground rules for our discussions during this workshop series.

GROUND RULES

Total Time: 35 minutes

Purpose

- Create a participant-generated list of rules of conduct and sharing that will guide the cohort throughout the workshops. This is to create a space for discussions that respects a diversity of experiences and opinions and to foster authentic discussions.

Materials

- PowerPoint Slides loaded on computer/projected on screen
- Flipchart at front of room
- Markers
- Stopwatch

Slides to use	Facilitator instructions/script
Slide 14	Presentation and Small Group Work (~ 10 minutes) SAY: <ul style="list-style-type: none">■ One of our outcomes from this workshop series is to learn from one another. There are a lot of great ideas in your library network and it's important to keep an open mind to these new ideas.■ Because of that, let's establish a general list of ground rules that everyone can follow to ensure that all voices are heard and considered.

Slides to use **Facilitator instructions/script**

Slide 15

- Let's turn to page 9. You'll see the directions, which state: Read questions 1 through 3. Answer these questions by writing down your ideas or think about them. You'll share your thoughts in small-group discussions after you have a few minutes to think.
- Here are the questions:
 - 1** As an individual, what do you need to ensure a safe environment to have honest discussions about public libraries and community engagement?
 - 2** What are some concerns you may have about sharing your professional experiences today? How might the group be able to manage such concerns?
 - 3** What are some ground rules that will help you share your ideas?
- You will have 5 minutes to think about these questions and share your answers with your table mates.

Set timer for 5 minutes; give 1-minute warning; announce time's up.

While participants are answering questions, write the list of six ground rules on the chart paper. Only write the main ground rule, (Example: Keep an open mind) and omit the subtext for the sake of time and space.

Slides to use	Facilitator instructions/script
<p>Slide 16</p>	<ul style="list-style-type: none"> ▪ Now let's read the list of suggested Ground Rules on page 10. ▪ One speaker, one mic <ul style="list-style-type: none"> ◆ One person speaks at a time ▪ No one knows everything, together we know a lot <ul style="list-style-type: none"> ◆ Each person brings different levels of lived experience and embodied expertise to the conversation ◆ Let's all practice being humble and look for what we can learn from each other ▪ Move up, move up <ul style="list-style-type: none"> ◆ If you're someone who tends to not speak a lot, please move up into a role of speaking more ◆ If you tend to speak a lot, please move up into a role of listening more ▪ We can't be articulate all the time <ul style="list-style-type: none"> ◆ People can feel hesitant to participate for fear of "messaging up" or stumbling over their words ▪ Embrace curiosity <ul style="list-style-type: none"> ◆ We make better decisions when we approach our problems and challenges with a question ("What if we...?") and curiosity ▪ Acknowledge the difference between intent and impact <ul style="list-style-type: none"> ◆ If someone says or does something that causes harm, they must take responsibility for the negative impact ▪ Take a minute to insert your own rules below the list on page 10. <p>Wait for participants to do this.</p>

Slides to use	Facilitator instructions/script
<p>Slide 17</p>	<p>Debrief, Whole Group (5 min)</p> <ul style="list-style-type: none"> ▪ Are there any rules that you would like to add to the current list that would create a space for authentic discussions and allow for all voices to be heard? <p>Use the remaining time to collect the group's responses on the flipchart paper. If someone suggests a ground rule that seems to be unique to that one person, ask the whole group if they are comfortable adding it to the list, rather than automatically adding it.</p> <ul style="list-style-type: none"> ▪ If at any time you'd like to revise or add an idea to this list, please share your thoughts with me and the whole group. <p>TRANSITION, SAY:</p> <ul style="list-style-type: none"> ▪ Great job, everyone. I'll be using this list of rules to help guide your discussions. At times, I may have to point to a rule to remind the group and get us back on track. ▪ This is simply to respect what we've agreed upon and to keep our discussions moving in constructive directions.
<p>Slide 18</p>	<ul style="list-style-type: none"> ▪ Ground rules can be helpful when you engage in discussions with your community. Take a minute to think of community meetings hosted at your library that could benefit from Ground Rules. Write them down in your Participant Guide. <p>Wait for participants to do this.</p> <ul style="list-style-type: none"> ▪ Let's now put these rules to the test and begin our first activity of the series!

PERSONAL STRENGTHS AND TEAM ROLES

Total Time: 30 minutes

Purpose

Participants will identify personal strengths that will connect them to different team roles using the Belbin model, a method of identifying the roles people tend to play on teams. They'll recognize and learn about the ways they're comfortable contributing to a team, the ways they may stretch, and the ways they're not comfortable participating. By understanding their strengths and preferences, participants gain an awareness of how they can help their neighborhood library team serve their communities through different programs, events, and issues as they evolve.

NOTE: The Belbin model is widely used to analyze team effectiveness. However, it has its fair share of criticisms. Some reasons for using the Belbin model include that it provides a framework/departure point for discussion, it helps to get people thinking of the different roles they assume within their job responsibilities, and this resource is concise and free to use for purposes of copyright.

Materials

- PowerPoint Slides loaded on computer/projected on screen
- Participant Guides
- Flipchart/markers
- Stopwatch

Slides to use	Facilitator instructions/script
Slide 19	<p data-bbox="435 430 1224 466">Individual Activity: Personal Strengths (5 minutes)</p> <p data-bbox="435 487 505 522">SAY:</p> <ul data-bbox="435 546 1422 1243" style="list-style-type: none"><li data-bbox="435 546 1422 667">▪ This activity begins a process of reflection that will help you uncover the qualities you possess that will help you build connections with your library community.<li data-bbox="435 688 1422 768">▪ Part of this exercise will be reflecting on strengths that you naturally bring to community engagement.<li data-bbox="435 789 1422 911">▪ In addition, you will gain a clearer understanding of your role on a team, roles you might stretch into, and roles that don't presently work for you.<li data-bbox="435 932 1422 1096">▪ Reflecting on how to build connections with your community is time consuming and can be thought about in many different ways, especially given the different job roles each of you play within this library network.<li data-bbox="435 1117 1422 1243">▪ Today, we're going to focus on how you can use your personal strengths to participate within a team that's striving towards a common goal: creating community-centered libraries.

Slides to use **Facilitator instructions/script**

Slide 20

- Let's get started. Open your Participant Guide to page 11.
- You'll see a list of qualities and some blank lines.
- Take 2 minutes and circle or write five key qualities that describe your personal and professional strengths. We're limiting responses to five for the sake of time; we know you have many more strengths! When you are finished, discuss the strengths you selected with your partner.
- Go ahead and circle your five qualities.

Set timer for 5 minutes; give 1-minute warning; announce time's up.

DEBRIEF, SAY:

- Let's hear the strengths you selected.

Write the words on the flipchart at front of room.

- I'm writing these qualities down to generate a list that highlights the variety of strengths that are represented in our library's network. This is a reminder that our unique strengths contribute to the overall diversity in the room and the organization.

Slides to use	Facilitator instructions/script
<p>Slide 21</p>	<ul style="list-style-type: none"> ▪ By a show of hands, how many people had some small realizations about strengths you bring to work that maybe you never talked about before? ▪ What are the benefits of sharing your strengths? ▪ As we look ahead to some topics covered in this workshop and upcoming workshops, which include engaging with community assets, active listening, communicating with diverse patrons, facilitating community discussions, you may consider how your unique strengths may create ease with certain skills. ▪ For example, you may discover that the strengths you possess may lead you to successfully manage facilitating large discussions with your community. ▪ The self-reflection and innate strengths that we discuss today are the building blocks for your strong connections with your community. ▪ Why do strengths matter in community engagement? <p>Accept a few responses and then move to the next slide.</p>
<p>Slide 22</p>	<ul style="list-style-type: none"> ▪ Great, thank you for sharing everyone. ▪ Let's take these strengths and look at them in relation to a team model framework.

Slides to use	Facilitator instructions/script
<p>Slide 23</p>	<p>Presentation (5 minutes)</p> <ul style="list-style-type: none"> ▪ The definition of “team roles” on the slide also appears in your Participant Guide. The term refers to the roles we feel strongest performing and the way we contribute to a team. ▪ There are many models to help explain how teams operate. The one that inspires today’s conversation is called the Belbin Model. ▪ First, let me clarify that these are loose descriptions of the actual roles defined in the model. ▪ In fact, this model is being presented as a way to start a conversation about teams and how you view your role on one. ▪ It’s a framework to have a self-reflective discussion and think about how your neighborhood library may or may not have different types of team members on staff. ▪ If at any time you think there is a role or list of attributes that needs to be added to this model to make it useful for you and your library, please share that with us and I’ll add it to the flipchart up here to the list of qualities of a good library team.
<p>Slide 24</p>	<ul style="list-style-type: none"> ▪ Dr. Meredith Belbin is a researcher from England who studies team management. ▪ Through his research, he came up with nine different roles that people may take on in any given team, in addition to the regular roles and responsibilities a person is hired to perform.
<p>Slide 25</p>	<ul style="list-style-type: none"> ▪ The idea is that a team is not strictly the positions for which a Human Resource department hires. A team also includes individual characteristics and abilities that people naturally bring to any situation. ▪ Using these roles can help us understand how we tend to behave, contribute, and work together as a team over time. We’ll talk more about how teams work together.

Slides to use **Facilitator instructions/script**

Slide 26

- When you turn to page 12 in your guide, you'll see the roles identified by Belbin:
 - Idea Maker (creative: comes up with unconventional solutions to problems)
 - Resource Investigator (explores opportunities and contacts)
 - Coordinator (clarifies goals: promotes decision making)
 - Team Worker (provides support and encourages cooperation)
 - Driver (moves team forward)
 - Monitor/Evaluator (objective thinker: sees all options and carefully evaluates)
 - Implementer (turns ideas into action)
 - Completer (attention-to-detail)
 - Specialist (technical knowledge and skills)
 - When we discuss roles today we are not asking you to do anything outside of your job description or title.
 - Our belief is that EVERYONE can be involved in community engagement in their own way. We want you to share your ideas and creativity, and feel valued and empowered for your input.
 - These job roles relate to your own personal style of working WITHIN your roles.
 - Does anyone have questions about these roles?
- Address any questions. You might need to emphasize that these roles are a way to talk about what strengths and preferences you bring to a team so that everyone is doing a part of the work that is engaging and meaningful to them, when such a situation is possible. These roles are a personal style/preference that people bring with them whenever they engage in team work.*
- Do you think that there may be roles specific to the public library that are not mentioned? What are they?

Slides to use	Facilitator instructions/script
	<p>Accept responses.</p> <ul style="list-style-type: none"> ▪ We acknowledge that some of you may be doing every one of these roles. For the purpose of this exercise we want you to focus on the role that comes natural to you. Think about the one role you enjoy most and feel strongest performing. Let's collect some of your thoughts. <p>Take notes on flipchart paper of other roles with which people identify</p>
Slide 27	<p>Small Group Discussion (5 minutes)</p> <ul style="list-style-type: none"> ▪ Now place your Trading Cards facedown in the middle of the table and shuffle them. One person should draw a card. <p>Wait for each table to have one person draw a card.</p> <ul style="list-style-type: none"> ▪ The person on the card will be the discussion leader. ▪ Discussion leaders, you have 5 minutes to help your group answer the questions on page 13, which are: <ol style="list-style-type: none"> 1 When you participate on a team outside of work, whether it is in a community organization, a faith-based organization, your child's school, or your groups of family and friends, what two roles apply to you? How do you demonstrate these roles? What about these roles appeals to you? 2 Is there a team role on the list that you can imagine yourself stretching into over time? What steps would you need to take to perform this role? Is there a mentor you could reach out to that could guide you towards this role? ▪ Refer to the list of team roles on page 12 as you explore these questions. ▪ Go ahead and begin. <p>Set timer for 5 minutes; give 1-minute warning; announce time's up. Circulate around the room to address any questions.</p> <ul style="list-style-type: none"> ▪ Thank you for your thoughtful responses to these questions. I hope looking at these team roles provides you with more clarity on what you bring to a team.

Slides to use	Facilitator instructions/script
	<p>TRANSITION, SAY:</p> <ul style="list-style-type: none"> ▪ Now is where we start to connect our strengths to our team roles. The purpose is to build connections within our communities and consider strengths and talents that may have been hidden.
<p>Slide 28</p>	<p>Partner Discussion (5 minutes)</p> <ul style="list-style-type: none"> ▪ Turn to page 14 in your guide to the activity called “Connection: Personal Strengths and Team Roles.” ▪ Taking time to analyze your strengths allows you to gain a better understanding of the roles that you take on in a group or team. ▪ Examining these strengths may also lead you to consider new roles that you have not tried before that are better suited to your strengths. ▪ By understanding your strengths and preferences on a team, you will gain an awareness of how you can best serve your neighborhood library community. ▪ Ultimately, you can leverage your strengths on a team to create programs and solve issues to best meet the needs of your community.
<p>Slide 29</p>	<ul style="list-style-type: none"> ▪ At your table, with one or two partners, answer the questions on page 14 about connections between your strengths and team roles. You have 5 minutes. <p>Set timer for 5 minutes; give 1-minute warning; announce time’s up.</p> <p>Below are the questions for facilitator reference.</p> <p>There’s no need to read them aloud:</p> <ol style="list-style-type: none"> 1 How do your identified roles connect to your strengths? Or maybe they don’t? Explain. 2 If your strengths don’t seem to connect to your identified roles, why might that be? Is it possible your strengths could lead you to consider a different role for yourself? 3 Think about the people you work with daily. What might their roles be? How many different roles do you think exist on your library team?

Slides to use	Facilitator instructions/script
	<p>TRANSITION, SAY:</p> <ul style="list-style-type: none"> ▪ Let's get back together and debrief on your conversations. <p>Debrief (5 minutes)</p> <p>The following facilitator-led discussion is to help participants strategize how they can function better individually on teams and communicate with their library team about team roles.</p> <ul style="list-style-type: none"> ▪ What did you discover in your discussions? <p>Accept responses from participants. It's likely that many will have found that they've not thought of themselves within such a framework and that there's little discussion in their library branch about team roles and how to leverage people's strengths.</p> <p>Ask questions such as:</p> <ul style="list-style-type: none"> ▪ Can you think of a way to start a discussion about team roles and individual preferences at your library? ▪ How might your neighborhood library team be able to use the ideas of team roles as you implement new ideas and programming for your community? <p>On the flipchart, note good 'to do' items that people can take and use at their neighborhood library.</p>
Slide 30	<p>TRANSITION, SAY:</p> <ul style="list-style-type: none"> ▪ Let's take an inventory of what team roles are at your table and why this matters.

WHO'S ON YOUR TEAM?

Total Time: 25 minutes

Purpose

- Participants will take an inventory of what team roles are at their tables. They'll become aware that community engagement work requires reaching out to different partners, from within and outside of their library, in order to achieve stated organizational goals and have as diverse and complete of a team as possible, in terms of strengths and skills.

Materials

- PowerPoint slides loaded on computer/projected on screen
- Flipchart at the front of the room with ideas and comments from previous activities
- Participant Guides
- Flipchart/markers for each table
- Pens

Slides to use	Facilitator instructions/script
Slide 31	<p>Small-Group Work/Discussion (10 minutes)</p> <p>SAY:</p> <ul style="list-style-type: none"> ▪ First, put your Trading Cards facedown in the middle of the table and shuffle them. One person should draw a card. ▪ That person will be the new discussion leader. <p>Wait for participants to do this.</p> <ul style="list-style-type: none"> ▪ Great, now turn to page 15 in your guide. ▪ You'll see a table and some discussion questions on the next page. ▪ Before we do this exercise, I want you to think of an activity that all libraries across your network engage in, such as summer reading programs. ▪ As a group, let's select an activity and write it at the top of page 15 where it says "Program Activity." <p>Accept responses from the participants and select one activity.</p>
Slide 32	<ul style="list-style-type: none"> ▪ Now that the activity is selected, you need to discover which preferred team roles are at your table. The purpose of this exercise is to mimic a discussion you could have when you're assembling a team for a project. ▪ The idea is that, when it's possible, allowing people to participate in self-preferred ways and by using their personal strengths, you're going to get their best. ▪ Realistically, we know that at some point in your career, you'll be taking on roles that you don't prefer, but if you had your choice, and you could share that with your coworkers, what would you share with them?

Slides to use **Facilitator instructions/script**

Slide 33

- After you complete the table with your group, begin the discussion exercise on page 16.
- Participants who are familiar with community engagement should discuss ways to implement these tools and strategies at their libraries. Community engagement expertise is spread across all library staff and all participants should feel empowered to explore all of the questions .
- You have 10 minutes to find out what team roles are at your table and answer the discussion questions. Discussion leaders get your team started.

Set timer for 10 minutes; give 1-minute warning; announce time's up.

The projected questions are:

- 1** Are all nine team roles covered? What roles are missing?
- 2** How might you share this tool with your library team? When would you introduce the topic?
- 3** Identify friends, group members, library patrons, civic groups, or local nonprofits that could potentially fill a missing role or expand your abilities in a certain role (ex. resource investigator, specialist).
- 4** Plan specific ways to begin to engage with these individuals and organizations on an upcoming project idea or to strengthen a current program.

Slides to use **Facilitator instructions/script**

Slide 34

Debrief, Whole-Group Discussion (5 minutes)

- By a show of hands, how many people volunteered to try out a new role?
- How can this tool be useful at your library? How do you envision utilizing team roles with your staff, seasonal employees, friends, group members, and other community partnerships?
- When you look at your inventory, you'll likely notice there are key team roles missing—this is a reality. While libraries staff particular positions, team roles and preferences aren't typically considered.
- This is why it's essential to identify team role preferences and strengths, so you can then plan how to fill those roles and minimize the gap.
- For example, if your team does not have "a completer," it will be necessary for someone *to stretch* into the role. Having team members willing to stretch into new roles is essential to successful planning.
- The purpose here is knowledge. You need to know what your team likes to do and is willing to do and then put your heads together to find ways to fill those other roles.
- What are other ways you may be able to fill any role gaps in your library?

Accept responses from participants. Write down key ideas or past success examples from participants on flipchart. Provide at least one example of using a local nonprofit as a resource investigator.

- Ideally, you'll be able to reach out to your coworkers across the organization to help fill those missing roles or you'll have community relationships with individuals who can.
- And of course, there's the reality that some of you may be asked or required by your own leadership to take on a role that you're not comfortable with.
- In that case, it's to your benefit to reach out to your teammates, both inside your library and in your community, to seek guidance on this new role and do your best to fill it.

Slides to use	Facilitator instructions/script
	<ul style="list-style-type: none"> ▪ In the next section of this workshop we will go into depth about engaging individuals, businesses, and organizations as assets in your community. These assets could potentially fill vital roles on your library team. ▪ Is anyone in the room already reaching out for team help within their clusters? ▪ How about within the neighborhood surrounding your library? <p>Participants will likely talk about friends, group members, community councils, community nonprofits, or individual community members. Allow a few minutes for people to share their experiences with this.</p>
Slide 35	<ul style="list-style-type: none"> ▪ Let's turn to page 17 in your guide. You'll see a "Library Team Roles" planning template. This worksheet can be used with your library team to clarify roles, create action plans for library programming, and strategize which community partners might fill roles on your team. This planning template is here for you as a tool to use later. ▪ The next question is: how do you find out what people outside of your library staff team want to do? ▪ How can you make sure that you're connecting with individuals who will serve a role different from one you already have covered? ▪ Does anyone have any ideas? <p>Allow participants who have approached their work in this way to share their wisdom/knowledge. Make sure to keep track of time!</p> <ul style="list-style-type: none"> ▪ Thank you so much for sharing.
Slide 36	<ul style="list-style-type: none"> ▪ Your first step is to get to know your community and that's the next part of today's activities. ▪ You will be creating an asset map of the individuals, community organizations, and institutions that reside in your library neighborhood.
Slide 37	<ul style="list-style-type: none"> ▪ But first, take a 15-minute break.

BREAK: 15 MINUTES

WHAT IS A COMMUNITY ASSET?

Total Time: 10 minutes

Purpose

- Participants will reflect on their understanding of community assets for public libraries. This information will be used later to talk about community assets and how to identify them.

Materials

- PowerPoint slides loaded on computer/projected on screen
- Chart paper for each table
- Markers
- Participant Guides
- Pens
- Trading Cards

Slides to use	Facilitator instructions/script
Slide 38	<p>Small Group Brainstorm (5 minutes)</p> <p>SAY:</p> <ul style="list-style-type: none">■ I want to review two important terms for today's workshop and for the next three workshops too, because the goal of these workshops is to build staff capacity in community engagement.■ Community Outreach, as defined by the Free Library of Philadelphia, is the act of building awareness and sharing information about programs, resources, and services with people in a community.■ Outreach is traditionally an area of strength for libraries, so today we will focus on the partnerships and relationship building necessary for community engagement.■ What are some examples of Community Outreach at your library or department? <p>Allow participants to answer.</p>

Slides to use	Facilitator instructions/script
Slide 39	<ul style="list-style-type: none"> ▪ Community Engagement, as defined by the Free Library of Philadelphia, is the practice of building relationships between staff and surrounding communities to empower people to take ownership of their library and its resources. ▪ Engagement is an active partnership that serves the interest of local communities and the public good. ▪ What are some examples of Community Engagement at your library or department? <p>Allow participants to answer the question.</p>
Slide 40	<ul style="list-style-type: none"> ▪ Now, let's brainstorm. ▪ When you hear the phrase "community asset," what words and phrases come to mind? How do you conceive of this term as it relates to your work with your library community? ▪ Take 5 minutes to discuss with your table—the possibilities are endless! <p>Set timer for 5 minutes; give 1-minute warning; announce time's up.</p>

Slides to use **Facilitator instructions/script**

Slide 41

Whole Group Activity (5 minutes)

TRANSITION, SAY:

- Think of the ideas that your table discussed.
- On your Trading Card, write an example of a community asset. My example is on the slide up here—"people who frequently use the library."

Allow a couple of minutes.

- What did some people write?

Accept participant responses. Facilitator Note: The purpose of this workshop is a mindset shift. By writing a definition now, participants can track how their ideas about defining community assets change as they proceed through the day. They'll engage in discussions about assets and programming, realizing that an asset can be anything, anywhere, at any time. Some participants may already possess this mindset, which is great! Be sure to ask those participants the following questions to share what they know to encourage and help others: "That's a great insight. Can you tell me more about how you realized that?" Or, "How did you learn that? Tell us more."

- Thank you for sharing. Let's discuss other ideas about community assets.

COMMUNITY ASSET MAPPING

Total Time: 40 minutes

Purpose

- Participants will reflect on the idea that community assets are everywhere—they themselves are assets, along with other individuals, institutions, and physical resources. They'll see that such assets are found not only in affluent communities but in other places, in differing ways and to varying degrees. They'll create an asset map and consider ways to create an inventory for their library team.

Materials

- PowerPoint slides loaded on computer/projected on screen
- Flipchart with words/phrases from "community asset" brainstorm
- Participant Guides
- Pens

Slides to use	Facilitator instructions/script
<p>Slide 42</p>	<p>Presentation and Whole Group Discussion (2 minutes)</p> <p>SAY:</p> <ul style="list-style-type: none"> ▪ Let’s take a look at the Free Library of Philadelphia’s definition of a community asset. Can I have a volunteer to read the definition on the slide? <p>A volunteer will read:</p> <p><i>Community Asset: The individuals (their knowledge, skills, attitudes, talents, awareness, social connections—everything they embody), community organizations, and larger institutions that provide resources and services to your local community.</i></p> <ul style="list-style-type: none"> ▪ Thinking back to your brainstorm, what could you add to your discussion that expands on your initial thoughts for community assets? <p>Encourage participants to discuss qualities and strengths within themselves, their libraries, teams, community members, etc.</p> <ul style="list-style-type: none"> ▪ Let’s go a little further. Earlier in this workshop, you listed your personal strengths. Those are assets, too. ▪ Assets are everywhere and they’re not just physical. They are not only connected to money. They are anything that helps you and your community! <p>Collect responses if participants want to share; if not, move on.</p> <p>TRANSITION, SAY:</p> <ul style="list-style-type: none"> ▪ Now that we have a definition about community assets, let’s talk about mapping them.
<p>Slide 43</p>	<p>Whole Group Activity—Start an Asset Map (8 minutes)</p> <ul style="list-style-type: none"> ▪ What is an asset map? It is an inventory of resources in your community, including individuals, organizations, and institutions. Asset maps can be created in a variety of formats. ▪ We are presenting a few example formats of Asset Maps created by librarians in Philadelphia after attending these workshops.

Slides to use	Facilitator instructions/script
Slide 44	<ul style="list-style-type: none"> In the first example, a librarian from the Philadelphia's Parkway Central Library created a city-wide Google Map of resources for teens. The map is color coded by the type of resource. There are Education, Housing, Sports, Arts, LGBTQ+, Health & Wellness, and Advocacy & Civic Engagement resources.
Slide 45	<ul style="list-style-type: none"> In addition to the Google Map, there is a corresponding spreadsheet that lists the type of asset, closest library, region of Philadelphia, address, phone number, and contact or connection.
Slide 46	<ul style="list-style-type: none"> In the second example, a librarian from the Walnut Street West Library created a Google Map of the assets closest to her neighborhood library which include parks, gardens, communities of faith, universities, hospitals, schools, nonprofit organizations, arts organizations, and government agencies.
Slide 47	<ul style="list-style-type: none"> In the third example, a librarian from Greater Olney created an Asset Map PowerPoint that describes existing assets.
Slide 48	<ul style="list-style-type: none"> The librarian also detailed the relationship between the assets and the neighborhood library.
Slide 49	<ul style="list-style-type: none"> In the last example, a librarian from the Kingsessing Library also used a PowerPoint to organize the local community assets. The assets are color coded by type.
Slide 50	<ul style="list-style-type: none"> Each asset also has their own page with a description of the services they provide. Our hope is that giving you a variety of models will allow you to replicate this process for your library.
Slide 51	<ul style="list-style-type: none"> Turn to page 18. You will see a community asset flowchart. This format considers different types of resources and lists specific assets in a given library's community. The first step is writing the assets down. That's what we'll focus on today: identifying the specific community assets that are present in the community.

Slides to use **Facilitator instructions/script**

Slide 52

- Before we create our map, let's consider the types of resources that could be assets in your community. As we discussed, our communities are composed of unique resources including individuals, community organizations, and institutions.
 - Individuals provide a wealth of knowledge, skills, time, and their commitment. These "personal" assets may include business owners, retirees, activists, teens, and children, among many others.
 - Next are community organizations that provide support through volunteer opportunities, services, and social support. They can also provide expert knowledge and connect you with community members who you'd like to see use your library services more often.
 - Then there are institutions: larger public and private entities that provide educational opportunities (such as universities and colleges), economic development (such as grants or programming), libraries, hospitals, large and small businesses, parks, etc.
 - People who work at these institutions (some of whom may live in your community, as well) can offer access and connections into resources.
 - This map is just an example and a starting point.
 - As we mentioned before, there are many ways and methods to map a community. Some of you may have already started community asset maps in your neighborhood library, perhaps in other ways or forms.
 - Use what works for you and share your knowledge and experience of making asset maps with your fellow participants who are just starting on this topic.
 - Let's consider the community assets that surround your libraries.
- Facilitator Note:** To manage the time for this activity, keep a limit of six responses when asking participants to list individual assets, community organizations, and institutions.
- We're going to start with individuals.

Slides to use	Facilitator instructions/script
	<ul style="list-style-type: none"> ▪ Does anyone know of community members in your neighborhood that could share their knowledge, skills, or time? ▪ If you don't know individuals in your library community, what is a way to connect with more people to identify community assets? ▪ Now let's consider community organizations that provide support to your community. ▪ What are some ways to learn more about the community organizations that you could partner with? ▪ Lastly we'll focus on institutions. ▪ Can anyone share their experiences working with institutions in your neighborhood library? <p>Accept responses. Pay attention to time.</p> <p>TRANSITION, SAY:</p> <ul style="list-style-type: none"> ▪ Thank you for your thoughtful responses. It's exciting to hear about all of these potential assets.
Slide 53	<p>Individual Activity—Start an Asset Map (10 minutes)</p> <ul style="list-style-type: none"> ▪ Turn to page 19 in your Participant Guide. ▪ Let's take 10 minutes to work on an Asset Map for your neighborhood library. ▪ First you will want to make a list of your existing and potential assets. ▪ Remember to consider the individuals, community organizations, or institutions in your neighborhood that could potentially be an asset. ▪ If you notice a gap in your map, you might want to reach out to your community organizer, speak with other library staff in your cluster, or research on the Internet. For example, there are websites that track nonprofit organizations or specific services by zip code. ▪ I will be walking around, so if you need help getting started please raise your hand.

Slides to use **Facilitator instructions/script**

- If you have a well-established asset map at your neighborhood library and would like to share your knowledge with others, please walk around and offer your assistance.

Set timer for 10 minutes; give 1-minute warning; announce time's up.

- It's okay and expected that you didn't finish this map; today was merely an introduction of how to get this map started.
- Creating your initial list is just the beginning.
- After you create your list you will want to consider the connections among the entities.
- For example, are there a large number of arts organizations in your neighborhood? How could you leverage these assets to create new partnerships and programming?
- Next you will want to create a format for mapping your assets that is sustainable for you. Are you someone who would prefer a binder with pages for different types of assets or would you prefer files on a shared drive?
- Other formats that have been utilized by librarians in Philadelphia have included Google Maps, PowerPoints, spreadsheets, or lists of website links.
- You will need to establish a system for tracking changes and share this system with your team.
- This will be a "living document" that will continually need to be updated and expanded as you meet new individuals and make more contacts with businesses, organizations, and institutions in your community.

TRANSITION, SAY:

- Okay, great work!

Slides to use	Facilitator instructions/script
<p>Slide 54</p>	<p>Small Group Discussion Debrief (10 minutes)</p> <ul style="list-style-type: none"> ▪ Let’s debrief about this experience and discuss what you learned. ▪ We are going to move around to get our energy up and talk with different people. ▪ Everyone put your Trading Card in this container. I’m going to pull two cards and you’ll work with your partner and complete your reflection together. ▪ On page 20 there are some questions to discuss. In pairs, you have 10 minutes to talk. When you’re done, we’ll get back together to share insights. <p>Set timer for 10 minutes; give 1-minute warning; announce time’s up.</p> <p>Facilitator Note: the questions they’re discussing are:</p> <ul style="list-style-type: none"> ▪ Talk about the community assets with which your library has relationships. How did you or your library start those relationships? How are these relationships maintained and nurtured? Do you regularly communicate with your assets through email or social media? ▪ Identify asset gaps in the map you created for your library. Are there certain types of assets that are not represented at all? Who could you talk to in order to learn whether your map is as complete as possible? ▪ Talk about two or three new community assets you believe would help your library programming. How can you engage these assets? ▪ Does your neighborhood library have a system for tracking your assets? Is your method for tracking assets in a location (ex. binder or Google Doc) that all staff members can access and add to?
<p>Slide 55</p>	<p>TRANSITION, SAY:</p> <ul style="list-style-type: none"> ▪ Excellent job. ▪ Now you’re going to create a networking introduction for yourself that you can use in a variety of situations to inspire people to be on your team. ▪ This networking introduction can help you achieve organizational goals and further your understanding of the needs of your community.

COMMUNITY CONNECTIONS: NETWORKING

Total Time: 45 minutes

Purpose

- Participants will create and practice giving a networking introduction that highlights the unique programs and resources that their library has to offer. This introduction can be used when engaging with new community members, building community relationships, or even networking across the library system.

Materials

- PowerPoint Slides loaded on computer/projected on screen
- Flipchart at front of room with ideas and comments from previous activities
- Participant Guides
- Pens
- Role cards from reproducible section (15 copies of the library staff role, one copy each of the other roles)

Slides to use	Facilitator instructions/script
Slide 56	<p>Facilitator Led Activity (20 minutes)</p> <p>SAY:</p> <ul style="list-style-type: none">■ We've looked at personal strengths, team roles, and the assets that exist in your community.■ Now it's time to use this information to connect with community members and organizations in order to bring about positive change and support for your community and library.■ May I have a volunteer to read page 21 in your Participant Guide? <p>Participant will read the following information:</p> <p><i>As an employee serving the public, you will need to engage in conversations with a wide range of people in many different settings. It is important to remember that your ultimate goal is to connect with the community and other service providers throughout the city.</i></p>

Slides to use **Facilitator instructions/script**

However, the word “connect” is often hard to define. What does it mean to create a connection? Is it simply sharing your name or business card? Is it handing out a pamphlet with a smile on your face? Or does it require you to go deeper?

Connecting, especially “Cold Connecting,” when first meeting someone, isn’t always easy. Sometimes we aren’t in the mood to make small-talk or network. Sometimes we don’t feel comfortable doing so. Sometimes we don’t feel accepted by those around us. That is all normal.

For most people, introducing yourself and engaging in conversations that lead to larger connections—or networks—take conscious effort...and it can be exhausting! It can even feel unnatural sometimes. However, like riding a bike, it comes with time and practice. You have to put yourself out there and experience these situations in order to navigate them more effectively and to feel more comfortable doing so.

- Thank you for reading. A part of community engagement is relationship building. All relationships start with some kind of networking introduction.
- Your networking introduction can connect you with people who can be part of this library network’s community engagement efforts and your neighborhood library’s community support system.

Facilitator Note: Share an example of an introduction that led to a successful partnership within your library network.

Slides to use	Facilitator instructions/script
<p>Slide 57</p>	<ul style="list-style-type: none"> ▪ Let's discuss your experience with networking, the aspects you find challenging and strategies that have led you to build connections with your community on page 22 as a group. <p>Accept responses from participants.</p> <p>For your reference, the discussion questions are listed below:</p> <ol style="list-style-type: none"> 1 Describe the types of networking experiences you have engaged in as part of your library outreach (ex. tabling events, bookmobile, school visits). 2 What aspects of networking do you find the most challenging? 3 What strategies have led to new connections with your community or new partnerships? <ul style="list-style-type: none"> ▪ Let's get working on your networking introduction.
<p>Slide 58</p>	<ul style="list-style-type: none"> ▪ Let's look at the "Networking Essentials" table on page 23 of your Participant Guide. You will see a list of the information you need to share when you are networking for your library. ▪ Based on the discussion we just had, what are some essential pieces of information or strategies we should add to this list? <p>Participants may talk about creating mutually beneficial partnerships, promoting the neighborhood library's use as a free space, engaging with friends, groups members, and other community groups and using social media.</p> <ul style="list-style-type: none"> ▪ Now it's time to organize and write a draft. I say draft because these networking introductions take some time to complete and polish, especially if this is your first time trying to talk about yourself this way. ▪ Take the next 3 minutes to write your networking introduction. <p>Set timer for 3 minutes; give 1-minute warning; announce time's up.</p>

Slides to use	Facilitator instructions/script
Slide 59	<ul style="list-style-type: none"> ▪ Before we move into practicing your networking introductions, let's go through some tips that can help you not only introduce yourself but push that conversation into a place of building a connection. ▪ Turn to page 24 in your Participant Guide. Let's review some tips. <p>Facilitator to read the text below:</p> <ul style="list-style-type: none"> ▪ Getting Started: Strategies for Introducing Yourself in a New Situation ▪ Every conversation is different; there isn't a one-size-fits-all formula for talking! As already mentioned, practice makes perfect. However, there are a few strategies you can use to help you get started. ▪ Tip 1: Prepare ▪ You must be able to briefly introduce yourself, your role/job position, and potentially your goals/motivation for the conversation. This means you must think about this prior to an anticipated situation or conversation. You may choose to write down these bits of information and/or simply think about them, whichever works best for you.
Slide 60	<ul style="list-style-type: none"> ▪ Tip 2: Smile ▪ Looking approachable goes a long way.

Slides to use	Facilitator instructions/script
<p>Slide 61</p>	<ul style="list-style-type: none"> ▪ Tip 3: Find Common Ground ▪ It's important to find common ground. Why? Because when you can find an interesting connection, you are memorable to that person and they are memorable to you. Remembering your common ground can go a long way to establishing partnerships. Do you both have the same job position or responsibilities? Do you both serve similar communities? Are you from the same field? Do you live near each other? One easy way to find common ground is by focusing on the current situation—where are you both? Use that as the common ground. Some questions you can use to start a conversation are: <ul style="list-style-type: none"> ▪ What brings you to this event? ▪ What organization are you representing today? ▪ Have you found any new resources you think you might use? ▪ Have you attended this resource fair before? <p>Answers to these questions can grow into a meaningful and natural conversation that becomes a potential connection.</p>
<p>Slide 62</p>	<ul style="list-style-type: none"> ▪ Tip 4: Use “Power” Questions ▪ These are questions that can help you start the conversation, shift the conversation to make sure it's two-way, and to delve deeper into the conversation, giving it the possibility of creating a platform for future engagement. These “power” questions will help you to (1) show interest in others, (2) learn about others' ways of thinking, and (3) build trust. Some examples are: <ul style="list-style-type: none"> ▪ To show interest: <ul style="list-style-type: none"> ◆ How'd you get your start in this work? ◆ What's your experience with...? ◆ What do you think about...? ◆ To learn about ways of thinking:

Slides to use	Facilitator instructions/script
	<ul style="list-style-type: none"> ▪ What are some of the challenges you face at your organization in terms of providing resources for the community? ▪ How has your organization tried to tackle these challenges? ▪ Why do you do this work? ▪ To build trust: ▪ Is there any way I could be helpful to you or your organization? ▪ Do you think there are any resources I have that could be of assistance to you? ▪ By a show of hands, who here is reluctant to have these small-talk, networking types of conversations?
Slide 63	<ul style="list-style-type: none"> ▪ Believe it or not, that’s completely normal! Most people, despite what we may think, are not “natural” at having these types of short interactions. It comes down to two things: ▪ First, these interactions are a skill that people can turn on and off. While many of us who identify as introverts might naturally avoid networking situations, if you think of this skill as a switch that you can turn on and off, it makes it easier to approach the situation. ▪ Second, like I said, it’s a skill. Like any other skill that you learn, you need to practice. With practice comes expertise and comfort, so let’s practice!
Slide 64	<p>Introductions at a fictional event we will call the Nonprofit Institute for Community Providers (20 minutes)</p> <p>Facilitator Note: the flow will be as follows:</p> <ul style="list-style-type: none"> ▪ 3 minutes: Facilitator and one volunteer will model an interaction using two of the role-play cards ▪ Debrief on what each person said, what went well, which ideas were used/relevant, which weren’t ▪ Pass out role-play cards to all participants, giving half the room the library staff role, and the other half the various other roles

Slides to use **Facilitator instructions/script**

- Set timer for 3 minutes, have people mingle (they'll be all over the place, approaching people)
- Ring bell/announce next activity: switch role-play cards so that the other half of the group now works for the library
- Set timer for 3 minutes, role-play new cards with different partners
- Come back together as a whole group
- Debrief on role-play
- Okay, let's see how this might go. This is the scenario:
- Imagine you're at the Nonprofit Institute for Community Providers with organizations and various individuals. This is a time to meet others and make initial connections that may lead to future partnerships. Your library is hosting an information table at this event, as are a variety of other organizations. Your goal is to find a connection with the person to whom you're speaking. You want to share what you and your library/organization has to offer and find out if there is some crossover in your and the other person's work.
- Can I have one volunteer to come to the front of the room to practice their introduction with me?

Facilitator will begin the role play as a role from a community organization; give the library role card to the volunteer. The facilitator should be sure to mention who they are, their team role, and what they can offer. If possible, weave in what they love to do in their job and their strengths.

- Thank you for volunteering (ask for some applause).
- What did you see in our interaction?
- What strategies should we add to improve our networking?

Accept responses. Debrief on highlights.

- Now, it's your turn. We're going to have a mingling event at this Nonprofit Institute.

Slides to use	Facilitator instructions/script
	<ul style="list-style-type: none"> ▪ You will have one opportunity to give your library networking introduction. You will also play a role from a community organization. ▪ You have 3 minutes for this first role-play. I'll announce when time is up. For the second role-play, you will trade cards with your partner, and then find a new partner. If you were a library staff member before, you now represent a different organization. <p>Pass out the role-play cards and answer any remaining questions at the same time.</p> <ul style="list-style-type: none"> ▪ Remember to use the "Getting Started Strategies" on pages 24–25 of your Participant Guide. Consider how you might utilize "power" questions or "find common ground" questions to facilitate stronger connection. ▪ You have 3 minutes for your first role-play. <p>Set timer for 3 minutes; give 1-minute warning; announce time's up.</p> <ul style="list-style-type: none"> ▪ Trade role cards and then find a new partner. <p>Set timer for 3 minutes; give 1-minute warning; announce time's up.</p> <ul style="list-style-type: none"> ▪ Great, thanks everyone. Let's come back together as a whole group and talk about the experience.
Slide 65	<p>For reference, the questions on page 26 are:</p> <ol style="list-style-type: none"> 1 Consider how you could create a more compelling library networking introduction by leveraging your library's programs and services when discussing the specific needs and goals of the community. 2 If you supervise staff, how might you train members of your library team to create an introduction that engages community members? If you are not a supervisor, how might you lead by example? <p>Use remaining time to discuss these questions.</p>

STRENGTHS AND STRETCHES

Total time: 5 minutes

Purpose

- Participants will have an opportunity to reflect on the skills they learned during the workshop. Participants will perform a self-evaluation to identify areas of strength for each skill. Then participants will think of the ways they can stretch to develop this skill further or share this skill with your library team.

Materials

- Flipchart
- Markers
- Participant Guide

Slides to Use	Facilitator Notes
Slide 66	<p>Individual Activity (5 minutes)</p> <p>SAY:</p> <ul style="list-style-type: none">▪ Let's take some time to evaluate your levels of knowledge and expertise with the community engagement skills that were discussed today.▪ What strengths do you bring to team roles, asset mapping, and networking?▪ On page 27, after you have identified your strengths, consider how you can stretch in order to develop each of these community engagement skills or share them with your library team. <p>Set timer for 5 minutes; give 1-minute warning; announce time's up.</p> <p>WRAP UP, SAY:</p> <ul style="list-style-type: none">▪ Thank you for reflecting on the strengths you naturally bring to community engagement. Let's come back together as a whole group and talk about the experience.

WORKSHOP REVIEW

Total time: 10 minutes

*Note: this part can be skipped if time is running out.

Purpose

- Participants will quickly think of ways to implement what they've learned by writing action statements and reviewing their "Take and Turn" assignment.

Materials

- Flipchart
- Markers
- Participant Guide

Slides to Use	Facilitator Notes
Slide 67	<p>Small-Group Activity (3 minutes)</p> <ul style="list-style-type: none">■ Let's take some time to review the topics we have discussed today, using the questions on page 28.■ At your table, assign a note taker who will write what people have learned on the flipchart.■ For 3 minutes, talk about what you've learned today FOR YOU. Share your personal realizations or anything you learned that will improve your community engagement practices. <p>Set timer for 3 minutes; give 1-minute warning; announce time's up.</p> <ul style="list-style-type: none">■ How can you TAKE what we talked about today and TURN it into action?■ There are some examples on the slide. Perhaps it's something like:■ Networking Introduction: try meeting with a store owner near my library to get to know their name. Or,■ Team Roles: share what I learned about my strengths and preferred support roles with my supervisor and seek advice on how I can support a current program with my strengths.

Slides to Use	Facilitator Notes
	<ul style="list-style-type: none">▪ Note takers, go ahead and start. <p>Set timer for 3 minutes; give 1-minute warning; announce time's up.</p> <ul style="list-style-type: none">▪ Take the remaining 3 minutes and briefly browse other people's ideas and action statements.▪ If you like, bring your guide with you and write down inspiring ideas on page 28. <p>Set timer for 3 minutes; give 1-minute warning; announce time's up.</p> <p>WRAP UP, SAY:</p> <ul style="list-style-type: none">▪ Thank you for your work today everyone. Let's go over a short assignment and some important details.

- Note takers, go ahead and start.

Set timer for 3 minutes; give 1-minute warning; announce time's up.

- Take the remaining 3 minutes and briefly browse other people's ideas and action statements.
- If you like, bring your guide with you and write down inspiring ideas on page 28.

Set timer for 3 minutes; give 1-minute warning; announce time's up.

WRAP UP, SAY:

- Thank you for your work today everyone. Let's go over a short assignment and some important details.

TAKE AND TURN

Total time: 5 minutes

Purpose

- Participants will review a “Take and Turn” homework assignment.

Materials

- PowerPoint Slide

Slides to Use	Facilitator Notes
Slide 68	<p>Whole-Group Discussion (5 minutes)</p> <p>WRAP UP, SAY:</p> <ul style="list-style-type: none">■ First, I need to collect your Trading Cards for future activities.■ Next, we will turn to the final pages of your Participant Guide, pages 29–30. You’ll see the “Take and Turn” assignment.■ This is a homework assignment that we would like you to complete during the next week.■ On page 29, you will reflect on how you have used the skills in this workshop during your daily work routine. We would like you to reflect on your team roles and to practice your networking introduction. Please make sure to do this during the next week as the material you just learned is fresh in your memory.■ May I have a volunteer to read the top of page 30? <p>Participant will read:</p> <p><i>Get to know your community for yourself!</i></p> <p><i>You’re going to create a game plan for exploring your neighborhood library. While you’re exploring, you’re encouraged to introduce yourself to people and find out how they use your library. If your library is located in a suburban or rural area, consider where you could go to connect with community members. Perhaps you can visit a strip mall where people do their shopping or a local park that families in your community frequent. Each community will look different, so think of the spaces in your community that will allow you to meet new people.</i></p>

Slides to Use	Facilitator Notes
	<p><i>There is no outcome to your introductions other than to learn someone's name and make a personal connection with them about your library. Remember that this is the first building block to creating relationships. Please talk with your supervisor about how to find the time for you to go on your community expedition.</i></p> <ul style="list-style-type: none"> ▪ Part of your "Take and Turn" will be creating this game plan for your community expedition. ▪ Please talk with your supervisor about how to find the time for you to complete this activity. ▪ We suggest that you take a minute to find an accountability partner. Please check in with this person during the week to make sure you stay on track to complete your "Take and Turn" assignment. Take a minute now and exchange information with someone.
Slide 69	<ul style="list-style-type: none"> ▪ We hope you have learned skills in today's workshop that will shift your practices toward a common goal of community engagement for your community as defined by your community. Thank you for participating!

REPRODUCIBLE

Introductions at the Nonprofit Institute for Community Providers

Copy this page 4 times and cut into cards.

Yourself: You work for the Library and are portraying yourself. Your main goal is to share information about the Library and represent the important work of the Library. You want to make sure the community at large understands the wide array of offerings available through the Library system. While doing so, you also want to be aware of any possible connections/networks you meet that might benefit the Library.

Yourself: You work for the Library and are portraying yourself. Your main goal is to share information about the Library and represent the important work of the Library. You want to make sure the community at large understands the wide array of offerings available through the Library system. While doing so, you also want to be aware of any possible connections/networks you meet that might benefit the Library.

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Copy these pages one time and cut into cards.

Adult education volunteer tutor: Your center offers GED classes. You have noticed that a lot of your students need additional support, particularly with résumé writing. Your goal is to find other organizations/resources throughout your neighborhood that may support this need.

Public school nurse: Your school has a new focus on healthy eating and living. You are attending this networking event in order to see if there are resources throughout the neighborhood that may be able to support this initiative.

Community Center Leader: You recently had instances of overdoses in your community center. You are concerned about the bigger opioid crisis affecting your neighborhood as well as across the U.S. You have no training or experience in this area and you don't know how to handle this situation. You have heard that the Library and other organizations have also been faced with this epidemic and you are hoping to find some support.

Food Bank Employee: You work for a local food bank. You want to reach more members of your community that are experiencing food scarcity. You are attending this event to look for opportunities to advertise your services and identify places for distribution.

Healthy Eating Educator: You are a healthy-eating educator. You work for an organization that provides nutrition education. Your goal is to promote behavioral changes related to nutrition and physical activity. Your organization is looking to take on new partnerships to extend your reach throughout the local area.

Foster Care Case Manager: You are a foster care case manager. You are looking for resources for foster parents such as parenting classes or story hours that will provide free support for parents and educational activities for the children.

Running Club Director: You work for a local running club that inspires girls in 3rd through 8th grade to be healthy and confident. Additionally, girls in your program participate in community impact projects to understand the vital role they play in their community. Your organization is looking for places to share information with the local community and enroll new participants for the upcoming year.

Director of Homeless Services: You are the director of homeless services at a local shelter. You are looking to connect individuals in the shelter with employment resources such as résumé, cover letter and job-search workshops.

Restaurant Owner: You are a local restaurant owner invested in seeing your community thrive. Your children attend the local public school and you are part of your neighborhood civic organization. You are looking for partnership opportunities to strengthen your community.

Job Skills–Training Nonprofit Employee: You work for a local nonprofit that provides job-skills training to recent immigrants. You have a new program that will train participants in language and technology skills beginning in a few months. You are looking to advertise to members of the community that would benefit from this training course.

Director of Arts Education Nonprofit: You are the director of an arts education nonprofit that specializes in serving children, families and communities experiencing crisis or poverty. You collaborate with local schools, community centers, transitional homes and religious organizations to bring music, drama, dance, creative writing, and visual arts to underserved communities. You are looking for new partnership opportunities to serve more residents in your area.

Comic Book Store Owner: You are a comic book store owner and community activist. You want to share your love of comics with a wider audience, especially middle school–age students. You are looking for partnership opportunities with schools, libraries, and after-school programs.

City Council Community Liaison: You are the community liaison for your local city councilperson. You are looking to connect with local nonprofit organizations, schools, libraries, and businesses to better understand the most pressing needs of the community and opportunities for your councilperson to become more engaged.

Parent Organizer: You are a parent organizer. You work with the state and city government for fair funding for schools and libraries throughout your local area. You are looking to understand the most pressing needs of the schools and libraries in the communities you serve to share this message with government officials.

School Counselor: You are a school counselor. You are looking for free, after-school programs for your middle school–age students. You want to find a safe space for your students to spend time with engaging programs.



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