WORKSHOP 1

Skills for Community-Centered Libraries

BUILDING CONNECTIONS

Free LIBRARY OF PHILADELPHIA

LESSON PLAN

CONTENTS

INSTITUTE FOR MUSEUM AND LIBRARY SERVICES GRANT

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.

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

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.

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 along if those involved can return to a personal purpose to keep such work advancing.

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 model[2] 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 that highlights the work they 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.

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[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	… 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	… 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	… network and build community relationships through sharing what they and their library have to offer

IMLS COMPETENCY[3]

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

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[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**

LESSON PLAN: WORKSHOP 1

WELCOME

Facilitator Notes

Grant Background

The goal of this project is to build the skills that public library workers need to connect with and understand the needs of their communities through meaningful dialogue. With this understanding library workers can support the needs of their unique communities using strategic partnerships and high-impact programming. Library workers will also be given the tools to evaluate the effectiveness of these supports.

21st Century Communities

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 agile and 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 they do and create small shifts in their professional practices and mindset toward a common goal of community engagement for their communities as defined by their communities.

Workshops

Workshop 1: Building Connections

This workshop focuses on self-reflection exercises that will help participants identify the skills and traits that will assist them in building connections with their community. Additionally, they will gain a better understanding of the assets that exist in their local communities.

Workshop 2: Effective Communication

This workshop will address fundamental ideas about effective communication with various audiences.

Workshop 3: Program Development

Participants will leave this workshop with expanded definitions and conceptions of programming opportunities with their community, with a focus on strategic planning as a way to drive sustainable, impactful programs.

Workshop 4: Community Engagement

In the final workshop participants will be introduced to the SOAR model as a method to engage with their community in a strengths-based discussion to create a shared vision for their library and future programming. They will also review strategic facilitation skills that will help them during these dialogues with their community.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
10 min	1 Introduce grant background 2 Describe the ways in which libraries are changing to meet the needs of 21st century communities 3 Describe four workshops 4 Acknowledge participants' levels of experience in community engagement 5 Participants will discuss the different types of library communities they serve in pairs 6 Review the workshop agenda 7 Highlight the purpose of the workshop 8 Review Participant Guide	Pgs. 4–8	Slides 1–10	Introductory Materials: (Pgs. 4–8) *Whole Group*	This content provides the background for the workshop. There is room to cut time towards the end of the session as documented below.

TRADING CARD

Facilitator Notes

Trading Card

Participants will create name cards in a fun way to break the ice, get to know one another, and to use these cards for group activities throughout the four workshops. This activity can be introduced as if participants are creating a baseball card or Pokémon card for their library "superpowers" with their best pictures and best stats.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
10 min	**Materials Prep:** Facilitator will create their own trading card filling out the top six bullets. The facilitator will use their card as a model and introduce themselves using the card during the activity. 1 Introduce Trading Cards activity 2 Show model and give participants directions on creating their own. Directions are on PowerPoint Slide 12. Give participants time to finish their Trading Cards. *Remind participants to write "paycheck/benefits" on Trading Card to acknowledge them as a primary reason for working. They do not need to disclose specific information regarding paycheck/benefits 3 Facilitator introduces themselves using their own trading card 4 Participants take 5 minutes to introduce themselves at their table using their trading card *Even if participants already know each other, it is helpful to do this exercise because it highlights each individual's purpose for working at a library. This can lead to connections and deeper understanding between participants	N/A	Slides 11–13	Create Trading Card: *Individual* Share Trading Card: *Small Group*	Do not cut; this activity is used in each workshop to demonstrate growth of knowledge and library "superpowers."

GROUND RULES

Facilitator Notes

Ground Rules

The purpose is to establish a list of rules of conduct for sharing that will guide the participants throughout the workshops. This is to create a space for discussions that respects a diversity of experiences and opinions and to foster authentic discussions.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
35 min	**Materials Prep:** Facilitator will write the six main Ground Rules on pg. 10 on chart paper to prepare for ground rules group discussion 1 Introduce the purpose of ground rules 2 Participants individually answer the questions on pg. 9 and share thoughts with small groups 3 Facilitator reads list of suggested ground rules on pg. 10 4 Give participants two minutes to think of ground rules they would add to the list 5 Have a group discussion to add ground rules *If someone suggests a ground rule that seems to be unique to that person, ask the group if they are comfortable adding it to the list, rather than automatically adding it. 6 Remind participants that they may refer back to the ground rules throughout the workshops to keep discussions on track and constructive 7 Participants will take a minute to reflect on when they can use ground rules with their own library communities to facilitate constructive discussions.	Pgs. 9–10	Slides 14–18	"Ground Rules" Questions: (Pg. 9) *Individual, Small Group* "Ground Rules": (Pg. 10) *Whole Group*	Do not cut; this activity creates a set of rules so that ALL participants have a safe environment for honest discussions.

PERSONAL STRENGTHS AND TEAM ROLES

Facilitator Notes

Personal Strengths and Team Roles

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: 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.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
30 min	**Materials Prep:** Facilitator will list strengths of participants in the workshop on chart paper 1 Introduce benefits of reflecting on personal strengths in relations to Community-Centered Libraries 2 Participants select five strengths from the list on pg. 11 3 Participants share their strengths with their partner 4 As a whole group, Facilitator highlights how strengths align with specific community engagement skills 5 Introduce Team Roles and describe the Belbin Model 6 Facilitator reads each of the Belbin Team Roles on pg. 12	Pgs. 8, 11–14	Slides 19–30	"Personal Strengths": (Pg. 11) *Partner Discussion* "Team Roles": (Pg. 12) *Whole Group*	If participants seem to need to move around a bit allow them a moment to do so and encourage them to find a partner they haven't communicated with yet for the "Connection" questions on pg. 14

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
	7 Participants answer questions on pg. 13 in small groups **8** Facilitator discusses the benefits of connecting our strengths with our team roles **9** Participants answer questions on pg. 14 with a partner *Have participants communicate with someone at a different table for these questions			"Team Roles" Discussion Questions: (Pg. 13) *Small Group* **Use trading cards to select discussion leaders for each small group activity* "Connection" Questions: (Pg. 14) *Partner Discussion*	

WHO'S ON YOUR TEAM?

Facilitator Notes

Who's on Your Team

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 a team as possible in terms of strengths and skills.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
25 min	1 Facilitator will help the whole group select an activity that all libraries within the network engage in, such as summer reading programs or workforce development 2 Small groups will take an inventory of the roles present at their table that would work on the chosen specific activity 3 Small groups will answer questions on pg. 16 in order to brainstorm how to add members of their community to their library team and how to use this tool with their library team 4 Facilitator leads the whole group in a discussion to brainstorm how to effectively use the team role model and add members of the community or other libraries in the network to their team 5 Facilitator introduces participants to "Library Team Roles" planning template on pg. 17 which can be used to clarify roles, create action plans, and strategize which community partners could fill roles on their team	Pg. 15–17	Slides 31–36	*As a whole group, select a program activity that every library in the system engages in. "Who's on Your Team?": (Pgs. 15–16) *Small Group, Whole Group Discussion* "Library Team Roles": (Pg. 17) *Whole Group*	If you are running behind on time, cut the activity on pg. 15 and have a Whole Group discussion for questions 2–4 on pg. 16. These discussion questions will help participants think about engaging their library team and community using a team roles framework.

BREAK

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
15 min	1 Enjoy your 15-minute break!	N/A	Slide 37	N/A	Do not cut

WHAT IS A COMMUNITY ASSET?

Facilitator Notes

What is a Community Asset

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.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
10 min	1 Review terms community outreach and community engagement on pg. 8 2 Highlight that community engagement is two directional and requires one to have relationships in order to build successful partnerships 3 Participants will brainstorm what the phrase "community asset" means with their small groups 4 Participants will write an example of a community asset on their Trading Card 5 As a whole group, participants will share examples of community assets that they wrote on Trading Cards	Pg. 8	Slides 38–41	Community Asset Brainstorm: *Small Group* Trading Card: *Whole Group*	Do not cut

COMMUNITY ASSET MAPPING

Facilitator Notes

Community Asset Mapping

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, albeit in differing ways and to varying degrees. They'll create an "asset map" and consider ways to create an inventory for their library team.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
40 min	**Materials Prep:** Facilitator preps chart paper with community asset map flow chart for individuals, community organizations, and institutions 1 Review term "community asset" on pg. 18 2 Participants will continue to brainstorm community assets and share their responses with the whole group after reading the definition 3 Facilitator will discuss what an "asset map" is and the various formats it can take 4 Facilitator will review the different types of asset maps that librarians in Philadelphia created after attending this workshop 5 Highlight that the purpose of providing a variety of models is to give participants ideas on how to create an asset map that would work for their libraries	Pgs. 18–20	Slides 42–55	"Community Assets": (Pg. 18) *Whole Group* "Create your own Community Asset Map": (Pg. 19) *Individual* "Community Assets" Reflection: (Pg. 20) *Partner Discussion*	Participants should have at minimum 10–15 minutes of the facilitator modeling asset mapping and 10 minutes to begin to work on their own map. Asset mapping was rated as one of the most useful activities in these workshops.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
	6 Review the community asset flow chart on pg. 18. Highlight that this chart organizes assets into 3 categories: individuals, community organizations, and institutions. Acknowledge that there are many different ways to organize/categorize assets; this will be the framework for today's discussion			*Either pair participants using trading cards or ask participants to partner with someone that isn't at their table	Extension Activities

(1) Trainings to create usable formats for their asset maps (Google Maps, spreadsheet, PowerPoint, binder, etc.);

(2) Create asset maps for specific programs or;

(3) Leverage assets for more dynamic programming is recommended. |
	7 Facilitator leads the whole group in a community asset map exercise keeping a limit of six responses when asking participants to list individual assets, community organizations, and institutions.				
	8 Encourage participants to think deeply on how they could learn about and begin to engage with individuals, community organizations or institutions in their communities				
	9 Participants will work on an asset map, refer to pg. 19, for their own neighborhood libraries considering the individuals, community organizations, and institutions that could be potential partnerships				
	10 When asset mapping activity is complete, remind participants that this activity was merely an introduction. Next steps will include creating an inventory for their entire library team to update and use. Then they will need to reach out to potential assets, find connections between assets, and leverage assets to create new programming or support existing programs				
	11 Participants answer questions on pg. 20 with a partner *Have participants interact with someone at a different table for these questions				

COMMUNITY CONNECTIONS: NETWORKING

Facilitator Notes

Community Connections: Networking

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.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
45 min	1 Facilitator read "Community Connections" text aloud on pg. 21 2 Highlight that networking can connect participants' libraries with people and organizations that can support their libraries with time, expertise, and resources 3 Facilitator can share personal examples of partnerships that increased capacity of library staff or led to stronger programs 4 As a whole group, discuss networking experience of participants on pg. 22 5 Review the Networking Essentials table on pg. 23 6 Highlight key points brought up in the group discussion about networking that will help participants create stronger introductions 7 Give participants 3 minutes to work on their networking introduction	Pgs. 21–26	Slides 56–65	"Community Connections" Questions: (Pg. 21-22) *Whole Group* "Networking Essentials": (Pg. 23) *Individual* "Getting Started": (Pgs. 24–25) *Whole Group* "Networking Role-Play": (Pg. 26) *Pairs*	Do not cut

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
	8 Facilitator will read the "Getting Started" tips on pgs. 24–25				
	9 Remind participants that it's completely normal to feel uncomfortable with networking				
	10 Reinforce that networking is a skill that can be turned on and off and improves with practice				
	11 Facilitator will read the directions and scenario for the networking role-play on pg. 26				
	12 Facilitator will invite a participant to practice the role-play and model the tips to "find common ground" and use "power" questions			"Networking Role-Play" Questions: (Pg. 26) *Whole Group*	
	13 After modeling the role-play, ask participants what went right during the interaction and what could be improved on				
	14 Half of the participants will receive a role card and half of the participants will use their library networking introduction				
	15 Participants will have 3 minutes to complete the role-play				
	16 Then participants will switch roles and talk to someone new, so each participant has the opportunity to use their library networking introduction.				
	17 As a whole group, discuss the questions on pg. 26				

STRENGTHS AND STRETCHES

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
5 min	1 Participants will reflect on the skills discussed during the workshop and identify their areas of strength and ways they can stretch to develop community engagement skills	Pg. 27	Slide 66	"Strengths and Stretches": (pg. 27) *Individual Activity*	Do not cut; participants need to reflect on the unique strengths they bring to community engagement and ways they can stretch to further these practices.

WORKSHOP REVIEW

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
10 min	1 Participants will share key takeaways that will support and improve their community engagement practices 2 Participants will brainstorm how to TAKE the skills that were discussed and TURN them into action	Pg. 28	Slide 67	"Workshop Review": (Pg. 28) *Small Group Activity*	This activity can be cut for time.

TAKE AND TURN

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
5 min	1 Facilitator will review the "Take and Turn" assignment	Pgs. 29–30	Slides 68–69	"Take and Turn": (Pgs. 29–30) *Whole Group Activity*	Do not cut; review activities that participants can engage in to take the skills learned during the session into their daily work routine.

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