

WORKSHOP 2

Skills for Community-Centered Libraries

EFFECTIVE COMMUNICATION



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 2: EFFECTIVE COMMUNICATION

Community-centered libraries require library staff to form and sustain relationships with community partners. A key to any relationship is communication. Therefore, this workshop will address fundamental ideas about effective communication with a variety of audiences. Participants will reflect on the life experiences and lenses that impact how they communicate, review strategies for effective communication, practice behaviors that demonstrate active listening, and develop the skill of open-ended questioning. By the end of the workshop, participants will leave with the knowledge of what they need to do on an individual level to facilitate deeper discussions and stronger connections with community members.

OBJECTIVES AND COMPETENCIES

Learning Objectives

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

My Lens	... reflect on the life experiences and lenses that impact how you communicate
Iceberg	... understand that the experiences, traditions, and beliefs of others are not initially visible and can potentially be uncovered with deeper connections
Effective Communication	... analyze your conversational tendencies ... practice behaviors that demonstrate active listening ... develop the skill of open-ended questioning to facilitate deeper discussions and stronger connections

IMLS COMPETENCIES²

- 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
- Builds relationships with community organizations
- Communicates effectively with a variety of audiences and individuals from diverse backgrounds
- Selects and applies the most appropriate and effective style, depending upon the situation

² From IMLS/WebJunction Competency Index for the Library Field, 2014.

ROOM SET-UP

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

LIST OF MATERIALS

- Participant Guide (one copy per person)
- PowerPoint slides
- Trading Cards from Workshop 1
- Colored fine-point markers (one set for each table)
- Flipchart (paint safe adhesive to hang up papers as needed)
- Markers for writing on chart paper
- Sticky notes
- Stopwatch/timer (<https://www.online-stopwatch.com/>)
- Triangle or other instrument or noisemaker to signal transitions

VOCABULARY AND TERMS

Lens: A personal way of interpreting the world

Iceberg: A metaphor for an individual's lived experiences. That is, if any individual were an iceberg, we would only see what's above the water. Below the water are many more, rich lived experiences that we can't see.

WORKSHOP STRUCTURE

ACTIVITY	DURATION
Welcome	20 minutes
Trading Card/Warm-Up	10 minutes
My Experience: My Lens	25 minutes
The Iceberg	45 minutes
Break	15 minutes
Communication: A Self Survey	20 minutes
Role-Plays and Observations	20 minutes
Strategies for Effective Communication	15 minutes
Question Types	15 minutes
More Role-Plays and Observations	35 minutes
Strengths and Stretches	5 minutes
Workshop Review	10 minutes
Take and Turn	5 minutes
TOTAL	240 minutes

WELCOME

Total Time: 20 minutes

Purpose

- Review Workshop 1: Building Connections “Take and Turn” assignments; introduce Workshop 2 agenda; review participant-generated list of rules of conduct and sharing that will guide the participants throughout the workshops.

Materials

- PowerPoint slides loaded on computer and projected on screen
- Trading Cards from Workshop 1; ask participants as they enter to find their Trading Card and take it to a table with them
- Flipchart

Slides to use	Facilitator instructions/script
Slide 1	<p>Whole and Small Group Discussions (5 minutes)</p> <p>SAY:</p> <ul style="list-style-type: none">▪ Good morning! Welcome to Effective Communication.▪ 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>	<p>Facilitator Note: If this workshop is not presented in sequence skip the content that reviews the previous workshop</p> <ul style="list-style-type: none"> ▪ Let’s review what happened last time in our Building Connections workshop. What do you remember from the previous workshop? <p>Write down “Building Connections” at the top of the flipchart and record responses from participants. Be sure to include:</p> <ul style="list-style-type: none"> ▪ Purpose for working at public library ▪ Identifying personal strengths ▪ Team roles and how to assemble effective teams ▪ Asset Mapping ▪ Networking Introductions
<p>Slide 3</p>	<ul style="list-style-type: none"> ▪ Great, thanks. At your tables, please introduce yourself using your networking introductions from Workshop 1 to a partner. Be sure to adjust it as you need. This is for practice, so please introduce yourself even if you already know the person sitting next to you. <p>Allow a few minutes for participants to introduce themselves.</p>
<p>Slide 4</p>	<ul style="list-style-type: none"> ▪ Now, with your partner, share your experiences from the “Take and Turn” assignment from Workshop 1. Please briefly describe who you spoke with, the purpose of the networking introduction, and how it went. <p>Set time for 5 minutes; provide 1-minute warning.</p> <ul style="list-style-type: none"> ▪ Great, thank you for sharing. The experience from last week’s “Take and Turn” assignment builds toward what we will learn in today’s workshop. I hope you’ll continue to share your experiences with one another. <p>TRANSITION, SAY:</p> <ul style="list-style-type: none"> ▪ Let’s take a look at the agenda and what’s in it for you today.

Slides to use	Facilitator instructions/script
<p>Slide 5</p>	<ul style="list-style-type: none"> ▪ Today's agenda will have you examine and reflect on communication, in general. You'll talk about how life experiences create certain ways of looking at the world that have an impact on how you communicate. ▪ You'll also role-play an interaction and use that role-play to analyze what might be happening underneath the surface. ▪ Reflection is important because it helps you better understand your own experiences so that you can more meaningfully learn about others' experiences. It's a big day for reflection and understanding others, so get ready to share!
<p>Slide 6</p>	<ul style="list-style-type: none"> ▪ Why should you do this? Well, communication skills are at the foundation of how you engage with your community. ▪ Improving these skills is necessary if you want to facilitate deeper discussions and make stronger connections, in order to have two-way conversations that help you learn about and meet the needs of your community, as defined by your community. ▪ Community-centered libraries are responsive to the needs of their communities, and communication is important in this process. For example, one library was publicizing a job fair for formerly incarcerated people. The library soon realized, through conversations with community members, that people did not want to advertise their personal circumstances, which might decrease attendance at the job fair. The library changed the name of the event and invited the whole community to the job fair. ▪ Because this library engaged in a dialogue with their community, they were able to increase attendance and allow the members of the community who were formerly incarcerated the opportunity to attend without judgement or stigma.

Slides to use	Facilitator instructions/script
Slide 7	<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 pages 6 and 7, 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 2 is found on page 8.
Slide 8	<ul style="list-style-type: none"> ▪ Let's begin with a review of our ground rules. ▪ Remember the purpose of these rules is to create a space for discussion that respects a diversity of experiences and opinions and to foster authentic discussions. <p>Facilitator reads ground rules that are posted at the front of the room.</p>
Slide 9	<ul style="list-style-type: none"> ▪ We'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 to the original conversation. ▪ This is simply to respect what we've agreed upon and to keep our discussions moving in constructive directions. ▪ Are there any new ground rules we should consider adding today, or any we might want to revise or edit? ▪ Let's use these rules today to create a safe space for all of us to broaden our perspectives and connect.

TRADING CARD/WARM-UP

Total Time: 10 minutes

Trading Card Purpose

- Participants will add an idea to their Trading Card that will help to start the day's activities.

Warm-Up Purpose

- Participants will brainstorm about "effective communication" as a way to help start the day's activities.

Materials

- PowerPoint slides loaded onto computer/projected onto screen
- Trading Cards from previous workshop (picked up by participants on their way in)
- Flipchart/markers

Slides to use	Facilitator instructions/script
Slide 10	<p>Facilitator Note: If this Workshop is run in sequence, use the Trading Card Activity (Slide 10). If this Workshop is presented as a standalone, use the Warm-Up Activity (Slide 11).</p> <p>Presentation to whole group/small group discussions (10 minutes)</p> <p>TRADING CARD</p> <p>SAY:</p> <ul style="list-style-type: none">▪ Today you're going to add some more information about communication to your Trading Card.▪ Using one word or a short phrase, answer this question on your card: What is effective communication? For example, if you think effective communication means "listening," write that word on your card.▪ Write your response on your Trading Card. <p>Allow participants to write; announce time's up.</p>

Slides to use	Facilitator instructions/script
<p>Slide 11</p>	<p>WARM-UP</p> <ul style="list-style-type: none"> ▪ Today you're going to reflect on your beliefs about communication. ▪ Using one word or a short phrase, answer the question: What is effective communication? ▪ After you think about your response, take a few minutes to share your thoughts with the person sitting next to you. When you're done, we'll write some ideas on the flipchart. <p>Set timer for 3 minutes; give 1-minute warning; announce time's up.</p> <ul style="list-style-type: none"> ▪ Great, what are some ideas that you all had? <p>Write responses on flipchart. When finished writing, rip off that sheet of paper and hang it in the front.</p> <ul style="list-style-type: none"> ▪ Thanks for sharing everyone. As you know by the title of today's workshop, our subject is communication. We all bring different ideas as to what "effective" means in relation to the topic.
<p>Slide 12</p>	<ul style="list-style-type: none"> ▪ Effective communication is often considered in terms of what experts call pragmatics, which is a term for the practical aspects of communication: turn-taking, asking different types of questions to better understand, showing interest through both verbal and non-verbal signals, and the words we choose to communicate, just to name a few. ▪ These features, in addition to your thoughts on effective communication, are always in play during an interaction. Whether you're having a conversation or writing a text or email, pragmatics are always involved.

Slides to use	Facilitator instructions/script
Slide 13	<ul style="list-style-type: none">▪ When you work at a public library, these pragmatics change from person-to-person.▪ When you have so many different people coming in your doors, all with different needs and ideas of “effective” communication, it becomes important to reflect on what we think is effective communication and consider how our definitions of it may differ from others’.▪ How does your idea of “effective” communication differ depending on the library patron? Why is this important? <p>Accept a few responses.</p>

MY EXPERIENCE: MY LENS

Total Time: 25 minutes

Purpose

- Participants will reflect on their life experiences and discuss how these factors influence the way in which they view the world. Then, they'll reflect on how these experiences impact their communication.

Materials

- PowerPoint slides loaded onto computer/projected onto screen
- Flipchart at front of room
- Markers for flipchart

Slides to use	Facilitator instructions/script
Slide 14	<p>Facilitator Note: During the Life Experience Connection activity, you are asking participants to share their personal experiences. Please be prepared to build in time for processing in case someone shares something that is very emotional. Perhaps thank them for being brave in sharing and then take a quick break. If others want to support what was said, allow a minute or two for that to happen. Make sure to get back to the original workshop materials and conversations.</p> <p>Present Activity and Individual Work (5 minutes)</p> <p>SAY:</p> <ul style="list-style-type: none">■ Turn to page 10 in your Participant Guide. Can I have a volunteer to read the top of that page? <p>Volunteer reads: <i>Our cultures, races, faiths, socio-economic statuses, neighborhoods, and life experiences, among many other factors, shape the lenses with which we view the world. These lenses then shape the way in which we communicate, whether we recognize it or not.</i></p>

Slides to use	Facilitator instructions/script
	<p><i>How do we uncover what's happening behind our lenses? One method is through introspection: looking inside ourselves and analyzing our own thoughts, feelings, and biases. Looking inward helps us understand how our lenses and life experiences impact the way we communicate with our library communities (and our communities at large). We all see situations differently as a result of our varied lenses and life experiences.</i></p> <ul style="list-style-type: none"> ▪ Thanks for reading. This activity begins your introspective, reflective journey for the day.
Slide 15	<ul style="list-style-type: none"> ▪ When you look at the directions in your guide, it asks you to take 3 minutes to create a list of words or short phrases that you associate with the phrase "My Self." ▪ The slide up at the front of the room has an example for you. Notice that it has words and short phrases. ▪ You don't need to write complete sentences nor explanations. You can use any words, labels, job titles, etc., with which you want to describe yourself. ▪ Please note: this is different from the personal strengths activity that we did in the last workshop. ▪ These words represent your identity, affiliations, and interests. ▪ You can write down anything you want and don't have to share anything you don't want to. <p>Set timer for 3 minutes; give 1-minute warning; announce time's up.</p>
Slide 16	<p>Small-group discussion (5 minutes)</p> <ul style="list-style-type: none"> ▪ Okay, that's time. Turn to one or two people next to you, and talk about the words you used. Choose the words that you'd like to share, only, and explain why you wrote those words down. ▪ When you're talking, note the one or two words that have the biggest impact on your view of the world—they are your lens—and explain why to your partner.

Slides to use	Facilitator instructions/script
	<ul style="list-style-type: none"> ▪ We recognize that our worldviews are influenced by numerous aspects of our identity, but please select one or two for the purpose of time. <p>Time for 5 minutes; provide 1-minute warning.</p>
Slide 17	<p>Individual activity and small-group discussion (15 minutes)</p> <ul style="list-style-type: none"> ▪ Let's take a deeper dive. Remember, there's always more beneath the surface, and we're trying to get to some of that today. ▪ Page 10 in your Participant Guide asks you to choose one of the words, or a set of words, from your debrief discussion for further reflection on how life experiences shape your relationship to others around you. How do your lenses impact how you interact with others? How do other people's lenses impact how they relate to you? ▪ For example, maybe you wrote "mother" or "biracial." These are the primary lenses through which you see and experience the world.
Slide 18	<ul style="list-style-type: none"> ▪ You will share your thoughts with your table mates, so be sure to choose a word, or set of words, that you're comfortable talking about. ▪ I would like everyone to review our ground rules and consider how we can all be respectful listeners and participants. ▪ Much of our discussion today will be about creating deeper connections through dialogue. Creating a safe space will allow you the opportunity to connect with fellow participants, as well.
Slide 19	<ul style="list-style-type: none"> ▪ The life experience, or experiences, you chose has had a major impact on you and has allowed you to connect to and have a level of empathy for people who have similar experiences. ▪ Your job for the next couple of minutes is to write a few sentences about your word, or words on page 11 of your Participant Guide. <p>Set timer for 2–3 minutes; give 1-minute warning; announce time's up.</p>

Slides to use	Facilitator instructions/script
<p>Slide 20</p>	<ul style="list-style-type: none"> ▪ That's time. Now let's share. Share your answers to the questions on page 11 and discuss the questions on page 12 with your partner. ▪ When you're done, we'll come back together to share insights. ▪ You have about 8 minutes. <p>Set timer for 8 minutes; give 1-minute warning; announce time's up.</p> <p>Facilitator Note: page 12 questions are below:</p> <ol style="list-style-type: none"> 1 Explain how that deep life experience makes it easier for you to communicate with others with the same life experience. 2 What experiences don't you have that others might? How might that impact your lens of communication or your ability to be empathetic? 3 How do positions of power that you and others hold impact communication? <ul style="list-style-type: none"> ▪ What are some of the insights you shared during your discussion? <p>Accept responses for this whole group discussion. Allow 1-2 minutes if others want to support what is said.</p> <ul style="list-style-type: none"> ▪ Thank you for sharing everyone. When we gain a clearer understanding of ourselves, it makes it a little easier to gain clarity about others.
<p>Slide 21</p>	<p>TRANSITION, SAY:</p> <ul style="list-style-type: none"> ▪ For the next phase of today's introspection, we ask: what might be some of the lenses that others have when they interact with people and the world in general?

THE ICEBERG

Total Time: 45 minutes

Purpose

- Participants will consider others' life experiences using an iceberg visual. This helps to make participants aware of the fact that what we can see is only the surface of another person's lived experiences. Participants will become aware of how everyone's lenses and lived experiences impact communication and come to the conclusion that communication is many layered and complex.

Materials

- PowerPoint slides loaded on computer/projected on screen
- Flipchart
- Markers
- Participant Guides
- Pens

Slides to Use	Facilitator instructions/script
Slide 22	<p>Facilitator Note: If you have a small number of individuals of color participating in the workshop, they may be uncomfortable in sharing their personal experiences (perhaps they have always shared and are tired of it; they're trying not to make an issue of it; issues below the line may be unresolved; may not want to put themselves out there if they haven't established trust with the group). This is something to consider if people of color don't participate broadly in this activity.</p> <p>During the iceberg discussion, people may say, you can't tell "x" about me by looking at me. When participants bring up this point, affirm that they are correct. We do not have full understanding of others' life experiences, even for aspects that are "visible." This realization is an important component to fully understanding the iceberg.</p>

Slides to Use	Facilitator instructions/script
	<p>Small Group Discussion (15 minutes)</p> <p>SAY:</p> <ul style="list-style-type: none"> ▪ In our next activity we will take a look at the iceberg as a metaphor for an individual’s lived experiences. ▪ The iceberg represents the fact that under the surface, there’s always more to a person than we know.
Slide 23	<ul style="list-style-type: none"> ▪ Our discussion of the iceberg in previous cohorts has brought up passionate conversations about race, gender identity, types of marginalization, and power dynamics, among many other lived experiences. ▪ These discussions underscore each of our desires to be fully understood and not just have others make assumptions about us. This is true for our library patrons as well. ▪ Because we only have 45 minutes for this discussion, I ask each of you to share your perspectives and experiences, but keep your comments brief. ▪ If I remind you of a ground rule it is simply to keep our discussion moving along; it is not because we do not value your input or experiences. ▪ We will be going past the surface today. I strongly encourage you to continue this conversation with your colleagues.
Slide 24	<ul style="list-style-type: none"> ▪ As humans, we constantly categorize information and make assumptions as we move through the world. We make decisions about what to do next, what to say, how to approach a problem, etc. ▪ Our life experiences shape us to have a specific worldview. This worldview causes us to approach certain people or situations with assumptions.

Slides to Use	Facilitator instructions/script
	<ul style="list-style-type: none"> ▪ However, these assumptions are often generalizations about a group of people and can be false. ▪ Part of combating false assumptions is realizing that we have them so that we can challenge them and correct them. Challenging our assumptions starts with considering our own worldviews.
Slide 25	<ul style="list-style-type: none"> ▪ Our goal in this activity is to help you “go beneath the surface.” There are many opportunities to truly connect with individuals in your library communities when you have the tools to understand someone on a deeper level.
Slide 26	<ul style="list-style-type: none"> ▪ Has anyone seen this kind of activity before? It’s used a lot when discussing communication across identities. ▪ The basic idea is that we’re all icebergs! People can see a small amount about us, but underneath there’s a lot more information. ▪ Could someone please read aloud about the iceberg on page 13 of your guide? <p>Volunteer will read the following text:</p> <p><i>The way we communicate and the beliefs we have are deeply layered. Our life experiences impact how we connect and communicate with others. At the same time, those with whom we’re communicating also have a lived experience that they’re bringing to the interaction. They also have lenses through which they see the world. Because of the different aspects individuals bring to an interaction, communication is complex. Before we get to strategies for clear communication, it’s important to take a moment and uncover the many layers and hidden experiences that impact communication.</i></p> <ul style="list-style-type: none"> ▪ On this sample version of the iceberg, there are physical characteristics such as race, age, gender expression, etc., that are above the waterline. ▪ These items above the waterline are what we can observe through looking or listening. They are sometimes but not always, accurately interpreted.

Slides to Use	Facilitator instructions/script
	<ul style="list-style-type: none"> ▪ People make assumptions based on what they see, but these assumptions are not necessarily true. ▪ Who's had an experience in which someone made an incorrect assumption about you? <p>Accept some responses from the group.</p> <ul style="list-style-type: none"> ▪ Below the waterline of visibility are the things we may not know about others, like education, skills, housing status, wealth, religion etc.
Slide 27	<ul style="list-style-type: none"> ▪ I'd like you to turn to page 14 to discuss the iceberg with your table. You are going to discuss ways you can go below the waterline to connect with your library community members. ▪ Additionally, you will begin to think about how awareness of the iceberg can help you better serve your library community. <p>Facilitator Note: If this is a standalone workshop, ask a participant to volunteer as the discussion leader.</p> <ul style="list-style-type: none"> ▪ First, put your Trading Cards in the middle of the table. I need one person to raise your hand at each table. ▪ Person with your hand up—choose a card from the middle of the table! ▪ Great! The person whose card you're holding will lead the discussion!
Slide 28	<ul style="list-style-type: none"> ▪ You have 15 minutes for your discussion. I'll let you know when time is up. Leader, get your group started. <p>Set timer for 15 minutes; give 1-minute warning; announce time's up.</p> <p>Iceberg Analysis Discussion Questions included as reference:</p> <ol style="list-style-type: none"> 1 Why is it important to keep this iceberg in mind when performing our daily roles at the library? How does it impact communication? 2 What physical characteristics above the waterline may be misinterpreted? Why?

Slides to Use	Facilitator instructions/script
	<p>3 People reveal more about themselves when they are comfortable and feel welcomed and valued. What are some of the specific strategies your library employs to create an inclusive, welcoming culture that shows patrons they are valued? For example, do you have welcome signs with library hours and programs translated into multiple languages?</p> <p>4 Based on your unique community, consider one additional way you could promote an inclusive, welcoming culture.</p> <p>5 Consider a patron or group of patrons that you have struggled to connect with in the past. What ways could you attempt to connect with this person or group in relation to their iceberg?</p>
<p>Slide 29</p>	<p>Debrief (10 minutes)</p> <ul style="list-style-type: none"> ▪ What is interesting about the iceberg as a visual representation of human complexity? <p>Collect responses; emphasize that icebergs, like people, have very strong foundations that we can't see. Their "lives" are largely invisible, but that foundation is what moves it through the world, just like our foundations move us through the world. Going below the iceberg's waterline of visibility with our library patron provides an opportunity to understand our patrons more fully and the possibility to find more common ground or connection.</p> <ul style="list-style-type: none"> ▪ Thank you for your thoughtful responses. What are some other insights you have from your discussions? <p>Accept responses; write the responses on the flipchart if necessary.</p>
<p>Slide 30</p>	<p>Individual Activity (10 minutes)</p> <ul style="list-style-type: none"> ▪ Now it's time to do just a little more reflection. You'll actually finish this activity for your "Take and Turn" assignment, but we want to get you started on it right now.

Slides to Use	Facilitator instructions/script
Slide 31	<ul style="list-style-type: none"> ▪ On page 15, you're going to create your own iceberg. You'll use ideas from the "My Self" word association activity and the "Life Connection" activity to begin filling out your iceberg. ▪ Remember to be specific. For example, instead of writing, "religion," note the religion with which you may identify. You may place words wherever you like on the iceberg, either shallow or deep. ▪ For some people, a word/idea such as "religion" might be under the waterline of visibility. For others, it might be above the waterline because it is expressed in their clothing or jewelry. ▪ Everyone's visible and invisible characteristics are going to be different. ▪ Please begin your "My Iceberg" activity by writing three things you are comfortable sharing above the surface and five things you are comfortable sharing below the waterline of visibility. Take 5 minutes to complete your iceberg. <p>Set timer for 5 minutes; give 1-minute warning; announce time's up.</p>
Slide 32	<ul style="list-style-type: none"> ▪ Before we begin our break, I would like you to consider one key question. What did you write that you are certain impacts your communication with others? ▪ Take the last five minutes before our break to talk with your group. <p>Set timer for 5 minutes; give 1-minute warning; announce time's up.</p>
Slide 33	<ul style="list-style-type: none"> ▪ Thanks everyone! It's break time.

BREAK: 15 MINUTES

COMMUNICATION: A SELF SURVEY

Total Time: 20 minutes

Purpose

- Participants will reflect on their communication styles by completing a short survey and answering questions about it. Through this discussion, participants will become aware of how they communicate and understand how it's different from other participants. They'll consider their answers in light of the previous activities examining life experiences and lenses. All of this is to encourage participants to understand the strengths in their communication styles and the areas that they need to grow and develop in order to connect with diverse audiences.

Materials

- PowerPoint slides loaded on computer/projected on screen
- Flipchart
- Markers
- Participant Guides
- Pens

Slides to use	Facilitator instructions/script
Slide 34	<p>Facilitator Note: It is recommended to change up the groupings for the second part of this workshop. This will allow participants to share with more people. However, it is at the discretion of the facilitator to make this change.</p> <p>Individual Activity (2 minutes)</p> <p>SAY:</p> <ul style="list-style-type: none">▪ Welcome back from break!▪ Turn to page 16 in your guide. You'll see a table survey there. It's asking you to think about your conversational tendencies.▪ You're going to read each statement and mark either "yes," or "no," based on how YOU think you communicate.

Slides to use	Facilitator instructions/script
	<ul style="list-style-type: none"> Take 2 minutes to fill out this chart about your conversation/communication tendencies. <p>Set timer for 2 minutes; give 1-minute warning; announce time's up.</p>
Slide 35	<p>Partner Discussion (10 minutes)</p> <p>SAY:</p> <ul style="list-style-type: none"> When you are finished with your survey, discuss your results and the questions at the bottom of page 16 with a partner. You have 10 minutes to focus on the questions, then we'll debrief. <p>Set timer for 10 minutes; provide 1-minute warning.</p> <p>Facilitator Note: List of questions include,</p> <ol style="list-style-type: none"> How does knowing how you communicate help you to communicate with others? Why is it important to adapt to others' communication styles or preferences in your day-to-day role in your library? How might an individual's life experiences and lenses impact their styles of communication? <p>Debrief (5 minutes)</p> <ul style="list-style-type: none"> That's time, everyone. I'd like to take the last few minutes of this activity to hear the whole group's thoughts on questions 2 and 3. Why is it important to adapt to others' communication styles or preferences in your day-to-day role in your library? How might an individual's life experiences and lenses impact their styles of communication? <p>Collect responses. Some examples might include: A person who has lived overseas may have an easier time talking with people learning the English language; if you have experienced cancer you may be more empathetic to someone who is undergoing treatment for cancer; if you have a religious practice, you may be more empathetic about the life situations/struggles for members of other faith communities.</p>

Slides to use	Facilitator instructions/script
Slide 36	TRANSITION <ul style="list-style-type: none"><li data-bbox="435 491 1424 560">▪ Now we are going to practice having a conversation as a way to think more about effective communication.

ROLE-PLAYS AND OBSERVATION

Total time: 20 minutes

Purpose

- Participants will engage in role-play with an observer. The observer will provide feedback on areas of strength and places to improve communication. Participants will repeat this role-play again later in the workshop, after reviewing effective speaking and listening strategies and question types.

Materials

- PowerPoint slides loaded on computer/projected on screen
- Flipchart from the Trading Card Activity
- Markers
- Participant Guides
- Pens

Slides to use	Facilitator instructions/script
Slide 37	<p>Introduce and Run Activity (20 minutes)</p> <p>SAY:</p> <ul style="list-style-type: none">■ Turn to page 17 of your guide. We are going to engage in a role play to analyze how we communicate.■ In small groups of three people, or a group of four people if needed, engage in a short conversation to uncover some of the things that you do when you're talking with other people. The purpose here again is to understand the ways we communicate and reflect on how to use more effective strategies.■ In each group, two people will practice the conversation and the third person will observe.■ Role A is yourself, a library staff member in a situation that is likely to occur at your library. If you are interested in receiving specific feedback about your communication skills make sure you choose to be a library staff person.

Slides to use	Facilitator instructions/script
	<ul style="list-style-type: none">▪ The descriptions for Role B choices are on pages 17–18. Please review the roles▪ The chart on page 19 in your guide is for Role C, the observer.▪ There is space for the observer to take notes on what each person in the role-play says and does. Many of these boxes need a simple yes or no, but observers should note details as needed.▪ Form groups of three people, or four people if needed, and select roles.▪ When we do these types of workshop exercises, we all know that it's an ideal scenario rather than the "real world" of what might happen in your workplace. Yes, it can feel awkward and artificial. However, give it a try and use the role-play as a way to think about actual interactions you have had or will have with patrons or coworkers.▪ Please be aware that we are not asking you to go outside your job description and role as you participate in this role-play.▪ Whether you are a library assistant, guard, or any other staff member in the library, you have a window into the community that others on the team may not have.▪ We are simply presenting an opportunity to engage with your community in response to the needs that they are presenting. As a community-centered library, this type of dialogue is essential to understand how best to serve our neighborhood community.▪ Okay, observers get your pens ready.▪ You have 3 minutes to role-play. <p>Set timer for 3 minutes; give 1-minute warning; announce time's up.</p>

Slides to use **Facilitator instructions/script**

Slide 38

- Observers, now it's your turn. You're going to lead your small group in the Round 1 Debrief Questions that are on the page 20 of your Participant Guide.
- Share your notes with your partners. Role-players will then consider the strategies they need to focus on to improve their role-play.
- Observer: Using the observation form, what areas of strength did you observe from the library staff member (Role A) and community member (Role B)? Which areas would you suggest growth or improvement?
- We'll come back together in 3 minutes.

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

Facilitator Note: If time allows, run this role-play twice, so that two participants can be observed. If you are running behind on time, only run the role-play once, as there will be another opportunity after the "Effective Speaking," "Effective Listening," and "Question types" activities.

- Now we are going to switch roles. Someone else in your group will be the library staff member, community member and observer. Remember to pick a scenario that is likely to occur at your neighborhood library.
- Okay, observers get your pens ready.
- You have 3 minutes to role-play.

Slides to use	Facilitator instructions/script
	<p>Set timer for 3 minutes; give 1-minute warning; announce time's up.</p> <ul style="list-style-type: none"> ▪ Observers, now it's your turn. You're going to lead your small group in the Round 1 Debrief Questions that are on the page 20 of your Participant Guide. ▪ Share your notes with your partners. Role-players will then consider the strategies they need to focus on to improve their role-play. ▪ We'll come back together in 3 minutes. <p>Set timer for 3 minutes; give 1-minute warning; announce time's up.</p>
Slide 39	<p>TRANSITION:</p> <ul style="list-style-type: none"> ▪ Thank you for your participation in the role-play! We will practice this role-play again after we review some effective listening and speaking tips, and talk about question types. ▪ Think back to the very beginning of our workshop when you wrote down what you thought about effective communication. We'll get to that now.

STRATEGIES FOR EFFECTIVE COMMUNICATION

Total Time: 15 minutes

Purpose

- Participants will review tips for “Effective Speaking,” “Effective Listening” and discuss what effective body language looks like. Participants will practice these strategies and receive feedback during the role-play at the end of the workshop.

Materials

- PowerPoint slides loaded on computer/projected on screen
- Flipchart from the Trading Card Activity
- Markers
- Participant Guides
- Pens

Slides to use	Facilitator instructions/script
Slide 40	<p>Whole Group Discussion (10 minutes)</p> <p>SAY:</p> <ul style="list-style-type: none">■ Let’s look at some strategies for effective communication.■ On pages 21–22 of the Participant Guide, you’ll see there’s a short paragraph and some tips for effective speaking and effective listening.■ May I have a volunteer to read the paragraph at the top of page 21? <p>Volunteer will read:</p> <p><i>Throughout your day, you engage in both verbal and nonverbal, spoken and written communication. Communication is fundamental to your success, and it’s important to regularly reflect on how we communicate and how it impacts those around us. To start this workshop today, you answered the question: How would you describe good/effective communication? Through our next activity, we will be reviewing that list and reflecting on if/when we personally use these strategies.</i></p>

Slides to use **Facilitator instructions/script**

- Thank you, _____.
- Now I would like to share with you this list of tips for effective speaking, which you will see on page 21.

Facilitator reads:

- 1** Use a calm, patient tone
- 2** Speak in clear, short sentences
- 3** Make eye contact. (However, neurodivergent individuals may avoid eye contact when engaging in conversations. Additionally, certain cultures avoid eye contact as a way of showing respect.)
- 4** Avoid sarcastic comments
- 5** Ask varied types of questions (open, closed)
- 6** To prevent confusion, avoid using phrasal verbs (such as “check it out”) and idiomatic expressions (such as “sit tight” or “not my cup of tea”) when communicating with English Language Learners or neurodivergent individuals
- 7** Utilize the passive voice as a de-escalation technique
 - For example, say “the book was returned late” rather than “you returned the book late.”
 - Does anyone have any questions?

Answer any questions that participants may have.

- Let’s continue with the tips for effective listening on page 22.
 - 1** Be present and ready to serve
 - 2** Listen sympathetically. Believe that it is your duty to try to make meaning of the speaker’s message, especially when interacting with non-native English speakers or neurodivergent individuals

Slides to use	Facilitator instructions/script
	<ul style="list-style-type: none">3 Backchannel (i.e. nodding, eye contact, facial expressions of reaction, etc.) to show interest and understanding4 Listen and try to visualize what the speaker is saying5 Don't interrupt; let the speaker give their full explanation. Interrupting can send a signal of being rushed or pushed aside. However, interrupting should not be completely avoided in cases where individuals have gone far off topic and/or are speaking incoherently for a substantial period of time. Use your professional judgment on when to interrupt, but try to make sure that you have given the speaker sufficient time to share their thoughts. Interrupting also becomes much more acceptable and understandable when you have a close relationship established. If you do need to interrupt, try to use a sentence starter like, "If I may just interrupt for a second...."6 Wait for the speaker to pause to ask clarifying questions7 Pay attention to what isn't said8 Observe non-verbal cues and their meaning9 Conclude with a summary statement to assure understanding<ul style="list-style-type: none">▪ Does anyone have any questions? <p>Answer any questions that participants may have.</p>

Slides to use	Facilitator instructions/script
<p>Slide 41</p>	<ul style="list-style-type: none"> ▪ There are a couple more questions at the bottom of page 22: What does effective body language look like? ▪ How might life experiences, lenses, and icebergs impact a person's body language? <p>Collect responses. Basically, body language does tell us something about a message. For example, in U.S. culture, direct eye contact indicates that you have a person's attention. However, in Japan or China, when speaking with an authority figure, a person might not give direct eye contact in order to show respect. Thus, a person's iceberg impacts how they move/use their body to communicate. Being aware of this can help us to stop from making assumptions about someone and try our best to effectively communicate with the skills and awareness we've developed today.</p>
<p>Slide 42</p>	<p>TRANSITION, SAY:</p> <ul style="list-style-type: none"> ▪ Let's take a look at two types of questions: open-ended and closed questions.

QUESTION TYPES

Total Time: 15 minutes

Purpose

- Participants will review open-ended and closed question types and rewrite some closed questions to be open. They'll reflect on why open questions create a chance for connection and understanding and reflect on their role-plays to identify potential missed opportunities to have asked an open-ended question. Participants will also learn about times when closed questions are more appropriate, such as communicating with English Language Learners or Neurodivergent individuals. Participants will learn additional strategies for supporting communication with English Language Learners and Neurodivergent individuals.

Materials

- PowerPoint slides loaded on computer/projected on screen
- Markers
- Participant Guides
- Pens

Slides to use**Facilitator instructions/script****Slide 43****Group Review of Closed vs. Open-Ended Questions (10 minutes)**

SAY:

- Turn to page 23, where you'll see information about question types, followed by a chart.
- Can I have a volunteer read the first three paragraphs on that page?

Select volunteer to read the following:

As you can see, there is a LOT that goes into effective communication. In addition to some of the tips and strategies already discussed, it's also important to consider the types of questions you're asking as you seek to understand what's happening in a conversation.

While there are many types of questions, two types that we need to be consciously aware of are open-ended vs. closed questions. Open-ended questions allow for a more detailed response. Engaging in open-ended dialogue provides the opportunity to understand aspects of a person that are below the water line. Open-ended questions prompt responses with a bit more opinion, detail, and reasoning, which allows the receiver to understand more about what the sender is saying.

The process of asking a series of open-ended questions is similar to the "reference interviews" library staff use to clarify a patron's initial request before suggesting specific resources.

- Thanks _____.

Slides to use **Facilitator instructions/script**

Slide 44

- You may be familiar with these question types, but let's use them during interactions with people.
- You'll see on the chart up here and in your Participant Guide that closed questions usually elicit a "yes"/"no" response.
- And while that is useful and necessary at times, it's not especially useful when you're trying to reach a deeper understanding or to make a connection with someone. Ultimately we need to make a connection in order to serve your community or solve a problem.
- If your community is dealing with the opioid crisis and you have a staff meeting to discuss this issue, asking a closed question such as "Should staff be trained on how to deal with the opioid use in the library" will elicit far less information and suggestions than, "How would you go about dealing with the opioid use/impact on the library system?"
- Yes, you'll be opening up a difficult conversation but it might yield solutions or ideas that no one has thought of. Our diversity of life experiences and opinions can be one of this library network's greatest assets.
- It can actually be a great place to begin to build on ideas.
- Let's look at the second question in the chart using a closed format.
- "Do you think we accurately measure the success of our programs?"
- This question doesn't really get to what "success" means, does it?
- In fact, each community is going to define success in different ways according to their needs and ideas.
- A better question in a successful conversation could be, "How would you define success for a program?" or "for your community?"
- These open-ended questions lead conversations into areas for growth and community engagement that is defined by the community.

Slides to use **Facilitator instructions/script**

Slide 45

- Take 5 minutes and at your table, rewrite the closed questions on page 24 to be open-ended questions.

- You can work alone or with your partners.

Set time for 5 minutes; give 1-minute warning; announce time's up. This activity shouldn't take more than 5 minutes. While participants are completing this activity, prepare flipchart with the questions:

1 Do you need help?

2 Have you been to library programs before?

3 Are you familiar with our bilingual children's story time?

4 Has your child attended our Lego building club?

5 Do you know about our résumé writing workshop every Tuesday?

- What open-ended questions did you write?

Take notes on different questions people wrote down; adjust questions that are still closed questions. Some answers are:

1 What can I help you with today?

2 Tell me about programs you've heard about at the library. How did you hear about them? What else might be interesting to you? What are some of your personal interests?

3 What kind of stories might you be interested in for our bilingual children's story hour?

4 What kinds of activities does your child enjoy? We have a very popular club that allows kids to use their creativity and build friendships.

5 How familiar are you with our career building resources? We offer assistance with résumé writing weekly.

- Great job. Again, there are no "right" answers when communicating.

Slides to use **Facilitator instructions/script**

Slide 46

- Although open-ended questions are a powerful communication tool, there may be some conversations where open-ended questions will not be the best strategy.
- Asking English Language Learners open-ended questions may be too challenging for their level of English proficiency. This is another thing to consider about communication.
- In this case, once you realize that a community member learning English may not be able to answer open-ended questions, you might ask a longer series of closed questions to elicit more information.
- Another strategy you could use at your library with English Language Learners is providing visuals if you are trying to discuss a topic in detail or get specific feedback. And of course, there's always Google Translate!
- If you are trying to share information with your community members learning English you could consider creating short videos to post on YouTube, that have speakers sharing program information or any other important announcement in various languages.
- In addition, Neurodivergent individuals who have a diagnosis on the Autism Spectrum may struggle with open-ended questions as well.
- When communicating with Neurodivergent individuals, try to keep your questions short and be as specific as possible. You could also structure your questions to provide choices such as, "Do you want a construction book or dinosaur book?"
- Neurodivergent individuals may not respond to body language such as eye contact, facial expressions, or gestures, but using visual supports could help your conversations.
- Neurodivergent individuals may have a specific area of interest. Speaking to them about their interests could open the door for a great conversation!

Slides to use	Facilitator instructions/script
	<ul style="list-style-type: none"> ▪ Do any of you have strategies that have helped you connect with community members learning English and/or Neurodivergent individuals? <p>Accept responses. If there are not a lot of responses, emphasize that these communication strategies deepen connection with community members.</p>
Slide 47	<ul style="list-style-type: none"> ▪ Almost every conversation can be a community engagement opportunity. To go beyond outreach, or providing information, you can use conversation to learn from the person you are talking to. ▪ Our communication styles and tendencies impact how we communicate and in turn, how others communicate with us. ▪ By regularly reflecting on your communication and making small adjustments, like asking open-ended instead of closed questions, you can create opportunities for impactful community engagement.
Slide 48	<p>TRANSITION, SAY:</p> <ul style="list-style-type: none"> ▪ Okay, let's use the Effective Communication tips and question types to connect in a meaningful way during our role-plays. It's time to practice!

MORE ROLE-PLAYS AND OBSERVATION

Total time: 35 minutes

Purpose

- Participants will engage in role-play with an observer. The observer will use the tips and strategies from the previous activity to make people aware of some of the things they do when they're talking. After receiving feedback from the observer, the participants will practice the role-play again, improving their effective communication strategies.

Materials

- PowerPoint slides loaded on computer/projected on screen
- Flipchart from the Trading Card Activity
- Markers
- Participant Guides
- Pens

Slides to use	Facilitator instructions/script
Slide 49	<p>SAY:</p> <ul style="list-style-type: none">■ Now that we have discussed the "Effective Listening and Speaking Strategies" and "Question Types," let's try to incorporate these ideas and strategies into your practice conversations.■ Think about the feedback you received from the observer during the first round and select a few strategies to focus on that will improve your interaction and lead to deeper, more productive discussions with your community.■ If you were the observer during the role-play, reference your "Observation Form" on page 19, think about the areas of strength you observed from the library staff member and community member? Which areas would you suggest growth or improvement?■ Take 3 minutes to reflect on the first role-play.

Slides to use	Facilitator instructions/script
	<p>Set timer for 3 minutes; give 1-minute warning; announce time's up.</p> <ul style="list-style-type: none"> ▪ Now we will practice again, with Role B choosing a different role. Your job is to incorporate the feedback from the observer and improve a few areas of your communication skills. ▪ Perhaps focus on two or three behaviors that would most improve the interaction. ▪ Observers: you'll find another chart for taking notes on what each role says and does on page 26. ▪ You have 3 minutes to conduct this role-play. <p>Set timer for 3 minutes; give 1-minute warning; announce time's up.</p>
Slide 50	<ul style="list-style-type: none"> ▪ Observers, now it's your turn. You're going to lead your small group in the "Round 2 Debrief Questions" found on page 27 of your Participant Guide. ▪ Share with your partners the improvements you noticed based on your feedback. ▪ Then library staff members and community members, respond to that feedback. ▪ Finally, all of your group members should reflect on the whole experience. We'll come back together in 5 minutes. <p>Set timer for 5 minutes; give 1-minute warning; announce time's up.</p> <ul style="list-style-type: none"> ▪ Note: Here are the debrief questions groups will discuss: ▪ Observer: What were the biggest improvements you noticed after providing feedback to the librarian? What were the biggest improvements you noticed after providing feedback to the customers/guard? ▪ Library Staff Member: How did your interaction change when you incorporated more effective communication strategies? Which strategies do you need to focus on when you return to your library?

Slides to use	Facilitator instructions/script
	<ul style="list-style-type: none"> ▪ Community Member: How did your interaction change when you incorporated more effective communication strategies? Which strategies do you need to focus on when you return to your library? ▪ All: What is it like to pay close attention to a conversation like this? What did you learn/realize? What about your life experiences, lenses, or communication style impacted the WAY that you communicated? How so? <p>If time allows, run the role-play and debrief twice with a different person in Role B.</p>
Slide 51	<ul style="list-style-type: none"> ▪ Let's take a look at the Discussion Questions on the slide and also on page 28 of the Participant Guide. ▪ These are reflection questions that ask us to look more deeply at our own communication and consider how to implement effective strategies with our library teams. ▪ We are going to get up and have this discussion with a new partner. Find someone you haven't talked to yet during the training. <p>Set timer for 10 minutes; give 1-minute warning; announce time's up.</p> <p>Discussion Questions included below for reference:</p> <ol style="list-style-type: none"> 1 Which communication strategies did you consciously use to try to connect and understand each other? 2 Think of a time when using an effective communication strategy or open-ended questions could have prevented a miscommunication with a library patron. 3 If you participated in the Security Guard role-play, consider how you can empower and engage members of your library team to share insights regarding programming and the needs of your community.

Slides to use	Facilitator instructions/script
	<p>4 Are there life experiences, lenses or communication styles that impede you from connecting with others when you are communicating? How might you reframe your lens to be more open during communication?</p> <p>5 How could you strategically use these communication tools with your team to improve channels of communication with library patrons?</p> <p>6 Reflect on how using Belbin's Team Roles may create a space for team members to share their unique knowledge and insight.</p> <ul style="list-style-type: none"> ▪ What are some of your thoughts or reflections you shared during your partner discussion? <p>Accept responses from the participants.</p> <ul style="list-style-type: none"> ▪ Thank you for such thoughtful responses. I really appreciate your willingness to share.

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 their library team.

Materials

- Flipchart
- Markers
- Participant Guide

Slides to Use	Facilitator Notes
Slide 52	<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 looking at p. 29.■ What strengths did you bring to the Iceberg activity? What are your strengths for effective speaking and listening and open-ended questions?■ After you have identified your strengths, then 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 bring to community engagement. Let's come back together as a whole group and talk about the experience.

WORKSHOP REVIEW

Total time: 10 min

*Note: time might be tight, cut if needed

Purpose

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

Materials

- Flipchart
- Markers
- Participant Guide

Slides to Use	Facilitator Notes
Slide 53	<p>Small Group Activity (3 minutes)</p> <ul style="list-style-type: none">▪ Let's take some time to review what we've done today, looking at page 30.▪ At your table, assign a note taker. Note takers will write down on the chart paper what people have learned today.▪ 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 time 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?▪ Note takers, go ahead and start the discussion. You have 3 minutes. <p>Set timer for 3 minutes; give 1-minute warning; announce time's up.</p> <ul style="list-style-type: none">▪ Now take the remaining 2 minutes and briefly browse other people's ideas and action statements.▪ If you like, bring your Participant Guide with you and write down inspiring ideas.

Slides to Use	Facilitator Notes
	<p>Set timer for 2 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 look at your "Take and Turn" assignment.

TAKE AND TURN

Total Time: 5 minutes

Purpose

- Participants will review their “Take and Turn” Assignment for Workshop 2 to be completed before their next workshop.

Materials

- PowerPoint slides loaded on computer/projected on screen
- Pens

Slides to use	Facilitator instructions/script
Slide 54	<p>“Take and Turn” Assignment</p> <ul style="list-style-type: none">■ Take a look at pages 31–32 in your Participant Guide. For this “Take and Turn,” you’ll continue your reflection on your personal journey.■ We suggest that you find an accountability partner. We want you to check in with this person during the week to make sure you stay on track to complete your “Take and Turn.” Take a minute now and exchange information with someone.■ First, complete your personal iceberg on page 15.■ Second, reflect on one conversation you had in your library. It can be with a library community member or a staff member.■ It would be best to pick a conversation that is a bit more engaging rather than transactional (i.e. not just someone asking where the restroom is).■ This could be a small talk conversation or an exchange during a meeting or program, etc.■ Reflect on your conversation with this individual. Use the template to guide your reflection.■ Finally, there’s an optional idea at the end of the template.

Slides to use	Facilitator instructions/script
	<ul style="list-style-type: none"> ▪ If you want to make this a true “Take and Turn,” share something that you learned about yourself and your communication skills from this activity with a trusted coworker or friend/loved one. ▪ That’s it, just share what you’ve learned and see if you can inspire another person to consider their own communication styles and how their life experiences may impact their interactions.
Slide 55	<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 <i>for your community as defined by your community</i>. Thank you for participating! ▪ Please turn in your Trading Cards on the way out. Thank you everyone!



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