WORKSHOP 4

Skills for Community-Centered Libraries
COMMUNITY ENGAGEMENT

FACILITATOR GUIDE

CONTENTS

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.

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[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 4: COMMUNITY ENGAGEMENT

Community-centered libraries engage library staff in promoting and supporting positive change in their local communities. In this four-hour workshop, you will reflect on the differences between Community Outreach and Community Engagement practices. Then, you will be introduced to the SOAR (Strengths, Opportunities, Aspirations, Results) Model. You will learn facilitation skills which will help you conduct meetings with various groups in your library community. You will engage in a SOAR analysis of community engagement practices as a model for the type of discussion you will have with your community members. For additional SOAR and facilitation practice, you will role-play a Back-to-School SOAR meeting. You will finish the workshop by planning the essential aspects of a SOAR discussion with your community. Ultimately, you'll gain the skills you need to engage your community in a meaningful dialogue to understand how to best serve their needs.

LEARNING OBJECTIVES

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

Outreach vs. Engagement	... clarify the difference between community outreach vs. community engagement ... share community engagement strategies that have been most effective in building connections with your community
Facilitation	... review skills to facilitate community discussions ... utilize strategic facilitation skills to role-play a Back to School SOAR meeting
SOAR Model	... become familiar with SOAR, a strengths-based approach to strategic planning ... practice the SOAR model to create a vision and set priorities for community engagement at your library ... develop a plan to host a SOAR discussion at your library

IMLS COMPETENCY[2]

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

- Develops and maintains effective relationships with others to achieve common goals

- Designs and implements library services to engage and meet the needs of the community

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

ROOM SET-UP

- Desk at front

- Projection equipment (screen, computer, hookups, etc.)

- Room for small group work (round/small tables around a room large enough for people to circulate)

LIST OF MATERIALS

- Participant Guide (one copy per person)
- PowerPoint slides
- Trading Cards from previous workshop
- Bucket/container to hold Trading Cards
- Colored markers (one set for each table)
- Flipchart
- Markers
- Dot stickers
- Triangle or other instrument or noisemaker to signal transitions
- Stopwatch/timer (*https://www.online-stopwatch.com/*)

VOCABULARY AND TERMS

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.

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, 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, phone-banking.

WORKSHOP STRUCTURE

ACTIVITY	DURATION
Welcome	10 minutes
Trading Card/Warm-Up	10 minutes
SOAR Model	15 minutes
Facilitation Tips	10 minutes
Strengths	20 minutes
Opportunities	15 minutes
Aspirations	15 minutes
Results	15 minutes
Break	**15 minutes**
Setting our Priorities as a Group	30 minutes
SOAR Role-Play	50 minutes
Taking SOAR to your Community	15 minutes
Final Trading Card Activity	5 minutes
Strengths and Stretches	5 minutes
Workshop Review	10 minutes
TOTAL	**240 minutes**

WELCOME

Total Time: 10 minutes

Purpose

- Get participants warmed up for the workshop and get them thinking about community engagement and outreach. Review the agenda and what's in it for the participants.

Materials

- PowerPoint slides loaded on computer/projected on screen
- Trading Cards from last session: ask participants as they enter to find their Trading Card and take it to a table
- Bucket/container for Trading Cards
- Flipchart

Slides to use	Facilitator instructions/script
Slide 1	**Welcome/Whole Group Discussion** **SAY:** ▪ Good morning! Welcome to Community Engagement. ▪ 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! **Facilitator Note:** If this workshop is not presented in sequence, skip the content that reviews the previous workshop

Slides to use	Facilitator instructions/script
	▪ Let's review what happened last time in Workshop 3: Program Development. What do you remember about Workshop 3? Write down "Program Development" at the top of the flipchart and record responses. ▪ Great, thanks.
Slide 2	▪ Your "Take and Turn" assignment had two parts ▪ First, you needed to evaluate one of your programs and consider how to strengthen it for the long-term through changes in capacity, sustainability or communication. ▪ Then you needed to create a survey for a successful program or a program that needs improvement. ▪ With a partner, discuss the changes to one of your programs and the survey you created, the specific program that it was created for, what type of feedback you are hoping to get from this survey, and the platforms that you can share your success stories and the voices of your community. Give participants a few minutes to discuss their "Take and Turn" assignment with a partner. ▪ Would anyone like to share a "Take and Turn" moment you experienced when you returned to your library? Collect a few responses. ▪ Great, thank you for sharing. I hope you'll continue to share your experiences with one another. ▪ We're going to begin by forming new teams. ▪ I need six volunteers to come to the front of the room to be team captains. Maybe those that have identified themselves as Belbin Model Drivers in Workshop 1 could come up? Please bring your Trading Cards.

Slides to use	Facilitator instructions/script
	Call on volunteers or strongly invite six people to come to the front of the room. Choose another volunteer to go around the room to collect everyone else's cards.
	Facilitator Note: The following outlines how to separate participants into six groups using trading cards. If this is a standalone workshop and participants have not made a trading card, divide the participants into six groups yourself. Make sure to put participants who have not yet spoken with each other extensively together to create more new and exciting conversations.
	▪ Thanks! I need another volunteer to collect everyone's Trading Cards.
	▪ While they do that, I would like each of our team captains to introduce themselves to the group using their library introductions. Captains, think about why you are introducing yourself. For example, the purpose could be to build a connection with someone because you need their help. Or maybe the purpose is that you want to promote a meaningful program that is occurring at your library.
	While the introductions are happening, place the trading cards into six piles, making sure to separate people who have been at tables together a lot.
	Thank each team captain after they tell their story and ask for a round of applause.
	Give each captain a stack of Trading Cards and ask the captains to stand by a table. Ask each captain to read the list of names in their stack.
	▪ Captains, please stand near one of our tables and read out your list of team members. When you hear your name, please go over to the Captain's table with all of your materials.

Slides to use	Facilitator instructions/script
Slide 3	**TRANSITION, SAY:** ▪ Let's review our agenda and start talking about today's topic: community engagement. ▪ As we have previously mentioned, the purpose of these workshops is to work toward a common goal of community engagement *for your* communities *as defined by* your communities. ▪ Today we will focus on the skills needed to engage your communities in order to achieve this goal.
Slide 4	▪ Here's what's in it for you: utilizing the SOAR model to better understand your community; and improved facilitation skills. ▪ We recognize that participants in this training have varying levels of experience with all of these topics. ▪ For participants who are engaging with community assets and regularly facilitating community meetings, we ask you share your experiences, difficulties, and insight. ▪ For participants who are familiar with these topics but do not implement them regularly, we ask you to consider when you can incorporate these skills into your work practices. ▪ Finally, for participants who are just learning about these skills, we hope to give you strategies that will strengthen your ability to best serve the needs of your community. ▪ Just be engaged; your wisdom, your questions, and your experience may shed light or produce new perspectives for your fellow participants.

Slides to use	Facilitator instructions/script
Slide 5	▪ 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 4 is found on page 8.
Slide 6	**Facilitator Note:** If this workshop is not run in sequence, use the Ground Rules page that is included as an appendix in the Lesson Plan. Distribute this page to participants and establish Ground rules. ▪ Let's begin with a review of our ground rules. ▪ Remember the purpose of these rules is to create a space that respects a diversity of experiences and opinions and to foster authentic discussions. Facilitator reads ground rules that are posted at the front of the room.
Slide 7	▪ 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 on track. ▪ 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
(use if workshops are run in sequence)

Total Time: 10 minutes

Purpose

- Participants will add an idea to their Trading Cards about strategies that are useful in building connections with their communities.

Materials

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

Slides to use	Facilitator instructions/script
Slide 8	**Group Brainstorm (5 minutes)** **SAY:** - Before we begin our brainstorm, I want to review two important terms for today's workshop. - We talked about them in a previous workshop as well. - Turn to page 10 in your Participant Guide. - Community Outreach, as defined by the Free Library of Philadelphia, is the act of building awareness and sharing information about programs, resources, and services with people in a community. - Outreach is generally an area of strength for most libraries, so today we will focus on the partnerships and relationship building necessary for community engagement.

Slides to use	Facilitator instructions/script
Slide 9	- Community Engagement, as defined by the Free Library of Philadelphia, is the practice of building relationships between staff and surrounding communities to empower people to take ownership of their library and its resources. - Examples of Community Engagement from these trainings include team roles, networking, community walk, asset mapping, the iceberg, open-ended questions, program development with community input, survey design, sharing your program success, thinking about "failure" as information and a small step towards success. - One additional practice which we will discuss today is facilitating conversations in which people can envision what they want out of their library. - Engagement is an active partnership that serves the interest of local communities and the public good.
Slide 10	- Let's reflect on the community engagement strategies. 1 Select two community engagement practices from these workshops that have been valuable to you (team roles, networking, community walk, asset mapping, the iceberg, open-ended questions, program development with community input, survey design, sharing your program success, thinking about "failure" as information, etc.). How will you continue to incorporate these into your day-to-day work? 2 Is there another community engagement practice that you use that helps you build connections with your community? Explain why this practice has been successful. ◆ Examples: community meetings, bookmobiles, working with friends, or shelving nonfiction books in a way that supports all reading abilities.

Slides to use	Facilitator instructions/script
	▪ You have 5 minutes to reflect on these questions and discuss your answers at your table. Set timer for 5 minutes; give 1-minute warning; announce time's up. Ask participants to discuss answers at their table.
Slide 11	**TRANSITION, SAY:** ▪ Look at the ideas that your team discussed. ▪ On your Trading Card, write down one or two community engagement practices that you find most valuable. Give participants a few moments to write their answer. ▪ What did some people write? Accept responses. ▪ Thank you for sharing.

WARM-UP
(use if workshop is presented as a standalone)

Total time: 10 minutes

Purpose

■ Participants will brainstorm about strategies that are useful in building connections with their communities.

Materials

■ PowerPoint loaded on computer/projected on screen

■ Trading Cards

■ Pens/Markers

Slides	Facilitator instructions/script
Slide 8	**Individual and Small Group Activity (10 minutes)** **Facilitator Note:** If this Workshop is run as a standalone, use this Warm-Up Activity (Slide 12 and skip Slides 10–11). **Group Brainstorm (5 minutes)** **SAY:** ▪ Before we begin our brainstorm, I want to review two important terms for today's workshop. ▪ Turn to page 10 in your Participant Guide, ▪ Community Outreach, as defined by the Free Library of Philadelphia, is the act of building awareness and sharing information about programs, resources, and services with people in a community. ▪ Outreach is generally an area of strength for most libraries, so today we will focus on the partnerships and relationship building necessary for community engagement.

Slides	Facilitator instructions/script
Slide 9	▪ Community Engagement, as defined by the Free Library of Philadelphia, is the practice of building relationships between staff and surrounding communities to empower people to take ownership of their library and its resources. ▪ Examples of Community Engagement from these trainings include team roles, networking, community walk, asset mapping, the iceberg, open-ended questions, program development with community input, survey design, sharing your program success, and thinking about "failure" as information and a small step towards success. ▪ One additional practice which we will discuss today is facilitating conversations in which people can envision what they want out of their library. ▪ Engagement is an active partnership that serves the interest of local communities and the public good.
Slide 12	▪ Let's reflect on the community engagement strategies we are currently using. ▪ What community engagement practices do you use to build connections with your community? Explain why these practices have been successful. ▪ Examples: community meetings, bookmobiles, working with friends, or shelving nonfiction books in a way that supports all reading abilities. ▪ Reflect on these questions and then discuss your thoughts with the people at your table. You have 5 minutes. Set timer for 5 minutes; give 1-minute warning; announce time's up. **TRANSITION, SAY:** ▪ What did some people discuss? Accept responses. ▪ Thank you for sharing.

SOAR MODEL: A STRENGTHS-BASED APPROACH

Total Time: 15 minutes

Purpose

- Participants will be introduced to the SOAR model (Strengths, Opportunities, Aspirations, Results) as a way to identify what their library communities want. It's an aspirational model that promotes positive thinking and desired results as defined by communities. SOAR helps library staff engage with library communities and allows participating community members to come to agreement about what they would like to see in the future.

Materials

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

Slides to use	Facilitator instructions/script
Slide 13	**Presentation and Whole Group Discussion (5 minutes)** ▪ Knowing what matters to people helps you set programming and plan initiatives. ▪ As a library staff member, you can connect your community's priorities to partners that you've identified on your asset map. Partners may be able to fulfill desires and goals that are outside of your library's programming capacity ▪ Library staff can facilitate community conversations with partner organizations and community members. ▪ The big question is: how do you find out what your community wants? Do you think your current methods are sufficient, or do you think you might need to follow Einstein's advice and try a different approach?
Slide 14	▪ "We cannot solve our problems with the same thinking we used when we created them." —Albert Einstein Accept responses.

Slides to use	Facilitator instructions/script
Slide 15	▪ One way to get a different angle on things is by using a SOAR analysis. ▪ Turn to page 11.
Slide 16	▪ The SOAR Analysis[3] is a way of assessing and describing an organization, program or plan. ▪ It uses a process called appreciative inquiry to focus on an organization's strengths, not its weaknesses. SOAR encourages collaboration of all stakeholders. During the SOAR Analysis, stakeholders use their collective wisdom to create a vision and plan of action for their communities, building on their unique strengths. ▪ Library staff can use this framework to facilitate discussions with their team and community members to determine the programming, partners and services that meet the needs of their community.
Slide 17	▪ SOAR stands for Strengths, Opportunities, Aspirations, Results ▪ Strengths: What can we build on? ▪ Opportunities: What are our best chances to leverage success? ▪ Aspirations: What do we care deeply about? ▪ Results: How will we know we are succeeding? ▪ You may have heard of a similar tool called the SWOT analysis, which is Strengths, Weaknesses, Opportunities, and Threats. In SWOT, the W stands for Weakness, and the T stands for Threats! ▪ We prefer SOAR, because it is more positive and strengths-based.

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[3]   *A detailed look at SOAR and a facilitator guide for engaging in the process with communities is available at:*
   http://csreports.aspeninstitute.org/Dialogue-on-Public-Libraries/2014/report

Slides to use	Facilitator instructions/script
Slide 18	▪ SOAR can be used to guide any type of discussion with your community to inspire innovation and creativity. ▪ We will use the SOAR analysis as a framework to move beyond the community outreach model in order to create a vision and action plan for community engagement in this library network. ▪ As we go along you will see that this workshop has two purposes. ▪ First, we will have a SOAR discussion here in the room so that you can experience the model. In this activity, you will rely on your own experience, ideas, and hopes, rather than doing a role-play. ▪ Second, we will look at how you might use the SOAR model to engage your library patrons, stakeholders and community assets.

Slide 19	▪ As a group, we are going to discuss the two questions on page 12 in your guide.
	
	   1 Have you ever been part of a SOAR discussion, or used a similar model such as SWOT? What was it like?
	
	   2 What types of meetings have you attended or facilitated at your library or elsewhere that engaged the community in planning or goal setting? (ex. school meetings, church meetings, civic meetings)
	
	 Collect responses from the group. Pay attention to the time and move on quickly if necessary.

Slide 20	**TRANSITION, SAY:** ▪ Now we are going to review some facilitation tips that will be helpful as you discuss SOAR at your tables.

FACILITATION TIPS

Total time: 10 minutes

Purpose

■ Participants will learn effective strategies to manage facilitating meaningful dialogues with their communities.

Materials

■ PowerPoint slides

■ Chart paper at each table

■ Markers

■ Tape to hang group work

Slides to use	Facilitator instructions/script
Slide 21	**Small Group Discussion (15 minutes)** **SAY:** ▪ By a show of hands, how many people have facilitated a community meeting that was difficult to manage or perhaps you weren't able to discuss everything on the agenda? ▪ Can someone share a little about this experience? Why was it difficult to manage? Accept a few responses. ▪ Facilitating a meeting does not always go smoothly. ▪ We often have participants that dominate the conversation, bring us off topic, or perhaps we have a complete lack of participation. ▪ In your Participant Guide on page 13, you'll see a list of tips for facilitating. ▪ Can I have one volunteer to read the paragraph at the top of the page?

Slides to use	Facilitator instructions/script
	A volunteer will read:
	An essential aspect of being a community-centered library is facilitating discussions to understand the needs of your community. These tips will help you to facilitate meaningful dialogues during today's activities as well as with your library community.
	▪ Thank you for reading!
	▪ Let's discuss the tips for facilitating a group discussion.
	▪ Prepare in advance:
	▪ Imagine the group, the setting, and the directions the conversation might take.
	▪ Note these ideas and share them with a colleague to see whether they might add any information that will help you think about your meeting.
	▪ Plan to have someone on your team take notes.
	▪ Create an agenda:
	▪ Plan and distribute an agenda—this agenda should flow from your preparation in step one.
	▪ Share your objectives:
	▪ What are one or two results you are seeking/your community is seeking?
	▪ If you mention more than one or two, conversations can veer off topic.
	▪ Manage conversations:
	▪ Establish ground rules at the beginning of your meeting.
	▪ Guide the group by asking open-ended questions.
	▪ Use a non-verbal cue to stop discussions such as holding up your hand, or using a bell or another sound device.
	▪ If you find it hard to manage the group, take a break!

Slides to use	Facilitator instructions/script
	▪ During the break respectfully talk with the individual who is disrupting the meeting. Engage them in participating on the topic but ask them to stop the problem behavior. ▪ Engage everyone in the room to participate to allow for all opinions, ideas and concerns to be heard. ▪ End with action items: ▪ Provide closure by sharing one or two action items that you will guide your community to complete. ▪ Emphasize that these small action items are the key to community success! ▪ Many of the tips we have just reviewed have been used throughout our workshops. ▪ We always begin our discussion with a review of the objectives for the workshop. ▪ Ground rules were established by the group to promote a space where all members feel respected and safe to share. ▪ The facilitator gets the group's attention or transitions to a new discussion by either making announcements or using an instrument to signal the beginning/end of a new activity. ▪ At the end of the workshop we set action items through our "Take and Turn" assignments.
Slide 22	**TRANSITION, SAY:** ▪ Now you will have an opportunity to use these tips as we engage in the SOAR analysis at each of your tables.

STRENGTHS

Total Time: 20 minutes

Purpose

◼ Participants will be introduced to the Strengths part of the SOAR model. They will use it in the training and think about how the same questions could be used in a community setting.

Materials

◼ PowerPoint slides loaded on computer/projected on screen

◼ Participant Guides

◼ Pens

Slides to use	Facilitator instructions/script
Slide 23	**Small Group Discussion (15 minutes)** **SAY:** ▪ In your Participant Guide on page 14, you'll see a description of "SOAR of Community Engagement." Can I have one volunteer to read the paragraph at the top of the page? A volunteer will read: *You will use the SOAR Analysis as a framework to move beyond the community outreach model. Through this process you will come to a clear understanding of the current strengths in your community engagement practices. Then, you will build on those strengths in selecting your opportunities and aspirations. Lastly, you will decide how to measure your progress in these efforts. This entire process will help you create a vision and action plan for community engagement at your library that meets the unique needs of your community.* ▪ Let's get started! ▪ SOAR can be used to guide any type of discussion with your community to inspire innovation and creativity.

Slides to use	Facilitator instructions/script
	▪ We will use the SOAR Analysis as a framework to move beyond the community outreach model in order to create a vision and action plan for community engagement in this library network.
	▪ This discussion will provide you with a model for how to engage your library patrons, stakeholders and community assets in a SOAR discussion. In this activity, you will rely on your own experience, ideas, and hopes, rather than doing a role-play.
	▪ You will draw from your own experiences within this library system or other systems.
	▪ Consider the different roles that you have had and how each plays a part in community engagement.
	▪ Some of you may have started as a library assistant and then advanced to a librarian role. This will give you a unique perspective.
	▪ Or perhaps you were a librarian at different branches and can draw from those varying experiences on how each branch interacts differently with their community.
	▪ Or perhaps you are a municipal guard and you interact often with patrons of all ages coming in and out of the library, which lets you know what topics people are interested in.
Slide 24	**Facilitator Note:** As you go over the material from this slide, make sure you are preparing or have already prepared a SOAR chart. This will be an example to the groups on how to organize their own SOAR chart and also will be used to collect the groups' top responses for each element of SOAR.
	▪ The slide on the screen shows you how to lay out your SOAR discussion on your chart paper.
	▪ Try to make one bullet point for each idea.

Slides to use	Facilitator instructions/script
	▪ At the end of this discussion you will select your group's top response for each element of SOAR and I'll write them down onto our collective flipchart at the front of the room. One idea per bullet point will simplify the discussion and selection process.
Slide 25	▪ Let's start on page 15 with S—strengths. ▪ I will be guiding the groups through the S—strengths part of the SOAR model.
Slide 26	▪ Let's look at the first question: What is the library known for? ▪ Most libraries are known for their books, resources, programs, and free space.
Slide 27	▪ Now let's think about our second question: What does the community think the library does well? How can we build on that together? ▪ The community has given positive feedback about staff actively listening to the communities needs, access to WiFi, storytimes, children's programs, afterschool programs, and job programs
Slide 28	▪ Let's move on to the third question: What key resources give the library an advantage to connect with their communities in a world where information resources can be found nearly everywhere? ▪ The first key resource is staff: your experiences, training, and expertise. ▪ Additional key resources include programming for all ages, free access to WiFi, computers, programming, author events, databases and collections.

Slides to use	Facilitator instructions/script
Slide 29	- Now we'll tackle the last question: What makes the library unique? - There are so many reasons! - The library is free and open to anyone, it offers a safe space and place to socially connect - Libraries have neighborhood locations and work to serve the needs of each unique neighborhood - Libraries offer free resources for English Language Learners and Job Seekers - Free computer classes - And special collections, archives and rare books
Slide 30	- Here is how we can organize our ideas on our SOAR chart paper - Each table needs to choose someone to create your SOAR chart and start taking notes. - Note taker: you will write down ideas that will be shared with the larger group during our debrief, so make sure we can all read your writing. - Take a look at the slide to see how we will organize the discussion points at your tables. - Note-taker and groups, select your answers for the strengths section of SOAR from the questions and answers we just went over in the powerpoint. - You'll be discussing your group responses for the other elements of SOAR. For now, practice selecting and filling in responses for the strengths section from the questions we went over in the powerpoint. Wait 2-3 minutes for small groups to select their note-taker and create their SOAR chart, filling in the S section. **TRANSITION, SAY:** - For the next sections of SOAR, as a small group you will be brainstorming opportunities, based on the strengths at your libraries.

OPPORTUNITIES

Total Time: 15 minutes

Purpose

■ Participants will be introduced to the Opportunities part of the SOAR model. They will use it in the training and think about how the same questions could be used in a community setting.

Materials

■ PowerPoint slides loaded on computer/projected on screen

■ Participant Guides

■ Pens

Slides to use	Facilitator instructions/script
Slide 31	**Small Group Discussion (15 minutes)** **SAY:** ▪ Each table will need to select a discussion leader to guide you through each of the questions on page 16 and a new note-taker. ▪ Discussion leaders: remember to use the facilitation tips we just discussed to engage everyone at your table. You may need to use a specific technique to prevent a tablemate from dominating the conversation or to encourage participation from a tablemate that is complaining or not engaged in the process. ▪ Remember that the SOAR Analysis challenges you to consider opportunities for community engagement that build on the existing strengths. ▪ As you answer these questions, draw on the different roles and experiences you have had throughout your career in this library network or a different network.

Slides to use	Facilitator instructions/script
	▪ The opportunities you select will be part of a larger group discussion at the end of the SOAR Analysis.
	▪ These questions can also be used in discussions at your library or in other community settings.
	▪ Community Engagement Opportunities:
	1 What community needs and wants could the library address?
	2 How do the library's strengths align with community needs? How could the library develop programs or services targeting these needs?
	3 What community partnerships would lead to greater programming success?
	4 What are key areas of untapped potential for the library?
	5 What changes do we expect to see in our communities over the next five years? Where could the library make a difference?
	▪ You have 10 minutes in your groups to answer these Opportunities questions and fill your responses in your SOAR chart.
	Set timer for 10 minutes; give 1-minute warning; announce time's up.
Slide 32	▪ Each group will share one opportunity for community engagement that builds on an existing strength.
	▪ Let's hear from each group.
	Facilitator note: Write each of the opportunities on the SOAR chart paper at the front of the room. Ask each small group to connect the opportunity they selected to an existing strength.
	▪ Thank you for sharing!
	TRANSITION, SAY:
	▪ Let's move onto our aspirations!

ASPIRATIONS

Total Time: 15 minutes

Purpose

■ Participants will be introduced to the Aspirations part of the SOAR model. They will use it in the training and think about how the same questions could be used in a community setting.

Materials

■ PowerPoint slides loaded on computer/projected on screen

■ Participant Guides

■ Pens

Slides to use	Facilitator instructions/script
Slide 33	**Small Group Discussion (15 minutes)** **Facilitator Note:** The Aspirations section of SOAR asks participants to connect with the strategic plan of their library. Include the Strategic Plan from your library system as a handout to support this activity. The strategic plan for the Free Library of Philadelphia has been included as an Appendix in the Participant Guide. **SAY:** ▪ Now let's select a new discussion leader and note taker for the aspirations discussion on page 17. Discussion leaders, make sure to use the facilitation tips to engage everyone at your table. ▪ In this part of the SOAR Analysis your table will create a detailed vision for the direction that your library will move in to connect with and support your community. ▪ The aspirations you select will also be part of a larger group discussion at the end of the SOAR Analysis. ▪ These questions can also be used in discussions at your library or in other community settings.

Slides to use	Facilitator instructions/script
	▪ Community Engagement Aspirations:
	1 What is our community passionate about?
	2 What should our future community look like?
	3 What strategies and actions support our vision for this future library and community?
	4 Based on the passions and needs of our community, what can we do to advance the library's strategic plan goals? (Build a Culture of Literacy, Deliver an Exceptional Customer Experience, Embrace Creativity and Innovation, Promote Diversity and Inclusion)
	▪ You have 10 minutes in your groups to answer these Aspirations questions and fill your responses in your SOAR chart.
	Set timer for 10 minutes; give 1-minute warning; announce time's up.
Slide 34	▪ Each group will share one aspiration for community engagement that builds on an existing strength.
	▪ Let's hear from each group.
	Facilitator note: Write each of the aspirations on the SOAR chart paper at the front of the room. Ask each small group to connect the aspiration they selected to an existing strength.
	▪ Thank you for sharing!
	TRANSITION, SAY:
	▪ Let's discuss effective ways to measure your results!

RESULTS

Total Time: 15 minutes

Purpose

■ Participants will be introduced to the Results part of the SOAR model. They will use it in the training and think about how the same questions could be used in a community setting

Materials

■ PowerPoint slides loaded on computer/projected on screen

■ Participant Guides

■ Pens

Slides to use	Facilitator instructions/script
Slide 35	**Small Group Discussion (15 minutes)** **SAY:** ▪ Select a new discussion leader and note taker for the results discussion on page 18. Discussion leaders, make sure to use the facilitation tips to engage everyone at your table. ▪ This final part of the SOAR discussion sets the tangible results that indicate you have reached your goal. ▪ These questions can also be used in discussions at your library or in other community settings. ▪ Community Engagement Results: 1 Considering the identified strengths, opportunities, and aspirations, how will we know we are on track in achieving our goals? What results do we want to see? 2 How might we track the impact or changes that have happened? 3 Imagine it's ten years in the future and your neighborhood library is being recognized as one of the most community-centered libraries in the country. What is said in the proclamation? What did you do along with the community to receive this recognition?

Slides to use	Facilitator instructions/script
	▪ You have 10 minutes in your groups to answer these Results questions and fill your responses in your SOAR chart. Set timer for 10 minutes; give 1-minute warning; announce time's up.
Slide 36	▪ Each group will share one idea for measuring results for community engagement. ▪ Let's hear from each group. **Facilitator note:** Write each of the results on the SOAR chart paper at the front of the room. ▪ Thank you for sharing!
Slide 37	**TRANSITION, SAY:** ▪ Let's take a 15 minute break!

BREAK: 15 MINUTES

SETTING OUR PRIORITIES AS A GROUP

Total Time: 30 minutes

Purpose

- Participants will vote on three opportunities and three aspirations that will shape their vision for community engagement and inform the action steps needed to fulfill these goals.

Materials

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

Slides to use	Facilitator instructions/script
Slide 38	**Small Group Discussion (15 minutes)** ▪ We are going to review all of the Opportunities and Aspirations that were shared after each of the discussions, and vote on three opportunities and three aspirations that will shape our vision for community engagement and inform the action steps needed to fulfill these goals. ▪ Our goal for this discussion was SOAR for community engagement in this library network. ▪ The definition of Community Engagement is 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. ▪ And remember the wise words of Albert Einstein, "We cannot solve our problems with the same thinking we used when we created them."

Slides to use	Facilitator instructions/script
	▪ The Opportunities and Aspirations that you vote for should promote Community Engagement and springboard from areas of strength.
	Facilitator Note: Have participants vote for their Opportunities and Aspirations by raising their hands to vote. Circle the three Opportunities and three Aspirations with the most votes.
	▪ Your group has selected the following Opportunities and Aspirations.
	Read each of the three Opportunities and three Aspirations.
	▪ Now let's discuss the action steps that we need to take to connect with these opportunities and turn our aspirations into a reality.
	▪ What are concrete ways that we can take action on our opportunities and aspirations?
	Allow 10–15 minutes for this discussion. Pay attention to the time. Write Action steps on chart paper. Take notes on group discussion. Select five action steps at the end of the discussion.
	▪ Thank you everyone for taking part in this discussion.
	▪ Engaging in SOAR discussion with your community will allow you to hear the needs and desires of your patrons and create an opportunity to map out how to achieve those goals together.

Slides to use	Facilitator instructions/script

Slide 39	**Partner Discussion (10 minutes)**
	
	WRAPPING UP:
	
	▪ There are two discussion questions on page 20 that you should consider as we wrap up this introduction to the SOAR model.
	
	   1 Identify one idea about the community or the library that stands out more clearly for you after participating in the SOAR Analysis.
	
	   2 Now that you have experienced the SOAR model and practiced some facilitation skills, what opportunities can you think of for encouraging similar community conversations at your library?
	
	▪ Take 10 minutes to discuss your thoughts on these questions with a partner.

Slide 40	**TRANSITION, SAY:** ▪ Let's go through the SOAR model again, but this time we will role-play a Back-to-School meeting.

SOAR ROLE-PLAY

Total Time: 50 minutes

Purpose

■ Participants will engage in a Back-to-School Community Meeting role-play to better understand the needs of their community and capitalize on the strengths of current programming. Participants will maintain a strengths-based focus and will review a list of facilitation tips. One person will role-play facilitating a short community meeting.

Materials

■ PowerPoint slides loaded on computer/projected on screen

■ Participant Guides

■ Pens

Slides to use	Facilitator instructions/script
Slide 41	**Small Group Discussion (15 minutes)** **SAY:** ▪ SOAR for Community Engagement was a great introduction to this strengths-based model for strategic planning. ▪ Let's practice SOAR as a Back-to-School Community Meeting to gain more confidence in the process and use the facilitation tips! ▪ In your Participant Guide on page 21, you'll see the SOAR Role-Play Scenario. Can I have one volunteer read the paragraph at the top of the page? A volunteer will read: Scenario: *Your library is brainstorming activities, events, and programs to help kick-off the new school year. You are hosting a Back-to-School Community Meeting at the beginning of August to better understand the needs of the community and strategize how to strengthen current programs that relate to our neighborhood students.*

Slides to use	Facilitator instructions/script
	*You want to engage the entire community (parents, students, young adults, seniors) in this conversation to **hear all perspectives** and **gain diverse feedback** and knowledge. Remember that members of our community could be **potential community assets** or have **connections** to community assets that will strengthen and help focus our programming.*
Slide 42	▪ As a reminder the definition of a Community Asset is: ▪ 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.
Slide 43	▪ Let's review the steps for this role-play on page 22 of your participant guide. Let's get started! ▪ First, each group will select a *discussion leader* and a note-taker. The discussion leader will use facilitation tips to manage conversations and to engage participants (refer to p. 13 in the Participant Guide) for the entire SOAR model. ▪ Other participants in the group will choose a role for the meeting (examples: parent of a 3rd grade student concerned about the high cost of school supplies, senior citizen that wants to volunteer to work with a gardening club after school). ▪ Take the 2–3 minutes to select the discussion leader, note taker, and individual roles for the Back-to-School role-play. Set timer for 3 minutes; give 1-minute warning; announce time's up.
Slide 44	▪ Now that we have our roles, we will start the role-play. ▪ The discussion leader will guide each group in brainstorming "S" for Strengths. ▪ The discussion leader will use facilitation tips to manage conversations and to engage participants. ▪ The note taker will write the group's ideas on chart paper.

Slides to use	Facilitator instructions/script
Slide 45	Project the questions that the participants will be discussing on the screen. ▪ The questions for this exercise are on page 23 in your Participant Guide. ▪ You will have 8 minutes for this discussion. Set timer for 8 minutes; give 1-minute warning; announce time's up. The questions projected on the screen are: **1** What is the library known for? **2** What does the community think the library does well? How can we build on that together? **3** What key resources give the library an advantage to connect with their communities in a world where information resources can be found nearly everywhere? **4** What makes the library unique?
Slide 46	▪ Now, the discussion leader will guide the group in brainstorming "O" for Opportunities, building upon the Strengths.
Slide 47	Project the questions that the participants will be discussing on the screen. ▪ The questions for this exercise are on page 23 in your Participant Guide. ▪ You will have 8 minutes for this discussion. Set timer for 8 minutes; give 1-minute warning; announce time's up. The questions projected on the screen are: **1** What community needs and wants could the library address? **2** How do the library's strengths align with community needs? How could the library develop programs or services targeting these needs?

Slides to use	Facilitator instructions/script
	3 What community partnerships would lead to greater programming success?
	4 What are key areas of untapped potential for the library?
	5 What changes do we expect to see in our communities over the next five years? Where could the library make a difference?
Slide 48	▪ Next, the discussion leader will guide the group in brainstorming "A" for Aspirations, building upon the Strengths.
Slide 49	Project the questions that the participants will be discussing on the screen. ▪ The questions for this exercise are on page 23 in your Participant Guide. ▪ You will have 8 minutes for this discussion. Set timer for 8 minutes; give 1-minute warning; announce time's up. The questions projected on the screen are: 1 What is our community passionate about? 2 What should our future community look like? 3 What strategies and actions support our vision for this future library and community? 4 Based on the passions and needs of our community, what can we do to advance the library's strategic plan goals?
Slide 50	▪ Now it's time to brainstorm "R" for Results, building upon "S" "O" and "A". ▪ The discussion leader will use facilitation tips to manage conversations and to engage participants. ▪ The note taker will capture the group's ideas on chart paper.

Slides to use	Facilitator instructions/script
Slide 51	Project the questions that the participants will be discussing on the screen. ▪ The questions for this exercise are on page 23 in your Participant Guide. ▪ You will have 8 minutes for this discussion. Set timer for 8 minutes; give 1-minute warning; announce time's up. The questions projected on the screen are: 1 Considering the identified strengths, opportunities, and aspirations, how will we know we are on track in achieving our goals? What results do we want to see? 2 How might we track the impact or changes that have happened? 3 Imagine it's ten years in the future and your neighborhood library is being recognized as one of the most community-centered libraries in the country. What is said in the proclamation? What did you do along with the community to receive this recognition?
Slide 52	▪ Lastly, the discussion leader will guide the group to create a shared vision for the future based on the Opportunities and Aspirations shared.
Slide 53	▪ Turn to page 24 in your Participant Guide. ▪ Each group will vote on three Opportunities and three Aspirations. ▪ Share your reasons for the choices you are making before your vote. ▪ Then your discussion leader will help you select five action steps to turn your Opportunities and Aspirations into action steps. ▪ You will have 10 minutes for this discussion. Discussion leaders, keep track of time and make sure you have at least 5 minutes to create action steps. Set timer for 10 minutes; give 1-minute warning; announce time's up.

Slides to use	Facilitator instructions/script
Slide 54	▪ As a group, let's debrief about this role-play. ▪ What insights about facilitation did you gain from this role-play? ▪ What ideas were you most excited about from this role-play? ▪ Which part of the SOAR was the most challenging? How could you prepare to make this part work more smoothly? ▪ What would you need to practice or prepare to feel ready for a SOAR meeting with your community? Accept participant responses. Pay attention to time.
Slide 55	**Transition, SAY:** ▪ Thank you for participating in this SOAR role-play. We hope you have a better understanding of how to use this helpful tool with your community to inspire dialogue and action. Let's take some time to plan the logistics for a SOAR meeting at your library or within your department.

TAKING SOAR TO YOUR COMMUNITY

Total time: 15 minutes

Purpose

■ Planning can oftentimes be a barrier for library staff members as they are actively engaged with their patrons and regular job responsibilities during their work day. Participants will be given the time and opportunity to plan the logistics for a SOAR meeting with their community. This planning framework will hopefully make hosting a SOAR meeting more accessible.

Materials

■ PowerPoint slides

■ Chart paper at each table

■ Markers

■ Tape to hang group work

Slides to use	Facilitator instructions/script
Slide 56	▪ Please take a moment to read the scenario on the screen. Give participants a few moments to read the scenario projected on the screen. ▪ You'll need to ask community members what matters to them and collectively agree on topics. As a community-centered library, you can then connect your community's desires to library resources or partners who can fulfill these goals. ▪ Within our daily roles at the library, we often don't have time to plan all of the details for a meeting with our community.

Slides to use	Facilitator instructions/script
Slide 57	▪ The questions on pages 25–26 in your guide will help you plan a successful discussion with your community. Use page 27 to make additional planning notes as needed. ▪ Review the questions and begin to plan a discussion at your library. Add specific planning notes in the bulleted spaces. Take some time to fill these questions out now. Set timer for 12 minutes; give 1-minute warning; announce time's up. The questions the participants will be filling out include: **Planning** **1** What are the goals of this dialogue? **2** What *community stakeholders* should be invited to this discussion? **3** What are *strategies* to increase attendance? **4** Will this discussion involve a *panel or roundtable*? **5** Are there experts in your community or assets that can bring additional knowledge to the conversation? (such as a community member who writes grants for a non-profit) **Capture the Dialogue and Sharing Success** **1** Identify one or two individuals who can take notes to summarize the discussion taking place. If budgets and resources allow, consider an audio or video recording. These strategies will be helpful for developing your event summary for a newsletter, email, or library website. **2** Assign a staff member or volunteer to take a few photos to use on social media.

Slides to use	Facilitator instructions/script
	Logistics
	1 What space in your library will be the best location for this discussion?
	2 Consider how you will select a time and date for the meeting?
	3 Could this meeting happen more than once to include more voices in the discussion?
	4 Can you provide childcare for participants?
	5 What A/V arrangements do you need to make and will your Digital Resource Specialist be available to assist?
	6 Will you create a handout or takeaway materials?
	Feedback
	▪ How can you create a way for attendees to provide feedback or other thoughts and ideas following the meaning? Would an electronic survey after the meeting or a paper survey at the end of the meeting provide better results?
Slide 58	**TRANSITION, SAY:** ▪ With facilitation tips, the SOAR model, and these meeting planning guidelines, I hope you now feel more confident about planning and facilitating meetings at your library or in other settings.

FINAL TRADING CARD ACTIVITY

Total time: 5 minutes

Purpose

- Participants will reflect on all of the skills they have learned throughout the workshops and select a key skill that will help them connect with the community-engagement model.

Materials

- Flipchart
- Markers
- Participant Guide

Slides to use	Facilitator instructions/script
Slide 59	**Facilitator Note:** Only complete this Trading Card activity if the workshops have been run in sequence. ▪ Get out your Trading Card and get ready to fill in the final bullet. ▪ Thinking back on all four workshops, what is one thing you can do to embrace this community-engagement model? ▪ I hope you will hang on to your card and consider posting it on your refrigerator or bulletin board as a reminder of what we talked about in these workshops. Set timer for 3 minutes; give 1-minute warning; announce time's up. **WRAP UP, SAY:** ▪ Thank you for your work today everyone.

STRENGTHS AND STRETCHES

Total time: 5 minutes

Purpose

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

Materials

■ Flipchart

■ Markers

■ Participant Guide

Slides to Use	Facilitator Notes
Slide 60	**Individual Activity (5 minutes)** **SAY:** ▪ Let's use page 28 to take some time to evaulate your levels of knowledge and expertise with the community engagement skills that were discussed today. ▪ What strengths do you bring to community engagement, facilitation, or the SOAR model? ▪ 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. Set timer for 5 minutes; give 1-minute warning; announce time's up. **WRAP UP, SAY:** ▪ Thank you for reflecting on the strengths you naturally bring to community engagement. Let's come back together as a whole group and talk about the experience.

WORKSHOP REVIEW

Total time: 10 minutes

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

Purpose

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

Materials

■ Flipchart

■ Markers

■ Participant Guide

Slides to Use	Facilitator Notes
Slide 61	**Small-Group Activity (3 minutes)** ▪ Let's take some time to review the topics we have discussed today, using the questions on page 29. ▪ At your table, assign a note-taker to write what people have learned on the flipchart. ▪ For 6 minutes, talk about what you've learned or reflected on today. Share your moments of realization or anything you learned that will improve your community engagement practices. ▪ Reflect on how can you TAKE what we talked about today and TURN it into action. Perhaps it's something like: ▪ Use a few new facilitation tips at my next community meeting. Or, ▪ Plan a SOAR meeting with community members for a new project or a specific priority for your community.

Slides to Use	Facilitator Notes
	Set timer for 6 minutes; give 1-minute warning; announce time's up.
	▪ Take the remaining 3 minutes and briefly browse other people's ideas and action statements.
	▪ If you like, bring your Participant Guide with you and write down inspiring ideas on page 29.
	Set timer for 3 minutes; give 1-minute warning; announce time's up.
Slide 62	**WRAP UP, SAY:** ▪ Thank you for your work today everyone. ▪ We hope you have learned skills in today's workshop that will shift your practices toward a common goal of community engagement *for your* community *as defined b*y your community.