

# Community Engagement

## LESSON PLAN

### **LESSON TITLE:** Community Engagement- Part II

**PREPARED BY:** Dee Bell

**DATE:** April 2012

#### **MODULE OVERVIEW:**

Introduce yourself and tell the participants a little about your involvement in working with communities both as an employee of NYC Probation and as a community member in your home community. Tell participants that this course will assist them in learning new strategies to work with communities. Explain that many of the activities and discussions of topics will happen in small groups, so it is helpful to know their fellow participants. The purpose of the lesson is not to persuade or convince people how they should do their work. This time together is to share experiences and offer perspectives. We are all teachers and learners; we all have different pieces of the truth.

#### **TIME FRAME**

Time: 1.5hours

#### **PARAMETERS**

Audience: Justice Professionals

Number: 15-20

Space: Chairs at tables in a U shape or chairs around tables allowing for 4-5 people at each.

#### **LEARNING OBJECTIVES:**

At the end of this module participants will be able to:

- Define community engagement
- Understand their role in promoting community engagement.
- Understand Kotter's 8 Stages of Change
- Create a Vision for Change in Community.
- Understand how to anchor change to move to outcomes.

#### **EVALUATION TECHNIQUES**

- Trainer's observation of participation levels
- Participant questions and feedback

## **INSTRUCTOR MATERIALS**

Lesson Plan  
Slide Show  
Exercises

## **EQUIPMENT/SUPPLIES NEEDED**

Easel pad & stands  
Markers  
Masking tape  
Cardboard tents for name cards  
Computer & LCD  
Overhead projector  
Projector screen


## **METHODS/TECHNIQUES**

Lecture  
Large group discussion  
Small group assignments and reporting

## **REFERENCES**

Leading Change, Kotter, John, Harvard Business Review Press, 1<sup>st</sup> edition, 1996.

**LESSON PLAN**

<b>TITLE: Community Engagement- Part II</b>	
<b>TRAINER NOTES</b>	<b>PRESENTATION GUIDE</b>
 <p># 2.2: Learning Objectives</p>	<p>Remind participants that we are learning about ways to engage community to work on areas of common concern that will make communities safer and lead to more productive outcomes for our clients.</p> <p><b>Explain</b> that many of the activities and discussions of topics will happen in small groups, so it is helpful to know their fellow participants.</p> <p><b>Remind</b> participants to examine and think about what is new or doesn't initially make sense, and then decide if it helps them to do their work in a way which makes them proud. We would like to proceed as explorers together seeking a good way to make a contribution to the world we live in.</p>
	<p><b>Introduce</b> the learning objectives using the power point slide:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p align="center"><b>Learning Objectives:</b></p> <p>At the end of this module participants will be able to:</p> <ul style="list-style-type: none"> <li>• Define community engagement</li> <li>• Understand their role in promoting community engagement.</li> <li>• Understand Kotter's 8 Stages of Change</li> <li>• Create a Vision for Change in Community.</li> <li>• Understand how to anchor change to move to outcomes.</li> </ul> </div> <p><b>Ask</b> for any questions before continuing with the lesson.</p>



### # 2.3: Community Engagement

Display the slide: Community Engagement. State this is a broad definition of community engagement:

Community engagement is the process of building relationships with community members who will work side by side with you as an on-going partner to build support for your mutual mission with the end goal of making the community a better place to live.

**Ask** participants, do they have any current partners from the community that support them in achieving the mission of supervision of clients.

**Build** a list of their suggestions on the easel chart. If the following are not included, ask in these are partners:

- Police
- Family members of clients
- Employers
- Department of Labor
- Adult Education
- Treatment Providers

**Review** the slide pointing out that these are common tasks involved in community engagement.

- We connect to individuals and agencies with the intention to build lasting relationships.
- We are consistently interactive with each other.
- We bring honesty, enthusiasm, respect and resources to the table.
- We give as we receive

**Ask** if these are the commitments they bring to the tasks they are currently involved in?

**Ask** for examples from the participants.

Once several are given, **point** out that community engagement is not new to probation but that we want to increase our engagement to have more partners in reaching our mission to “build stronger and safer communities by working with and



### #2.4: So what do we do in Community Engagement



#2.5: So...this is about change

supervising people on probation, fostering positive change in their decision-making and behavior, and expanding opportunities for them to move out of the criminal and juvenile justice systems through meaningful education, employment, health services, family engagement and civic participation.” This will require us to learn and use new skills and be open to new partnerships.

**Discuss** with participants that this process is about change.  
**Review** the slide.

- Government agencies are composed of professionals with expertise.
- We are trained to provide services- we are the experts.
- Community engagement is based on providing and receiving- all are experts.
- In the communities we work with, the residents are the experts on location.

**Ask** if they are comfortable in viewing the community as experts?

**Build** a list of why we are comfortable and a list of doubts on trusting the community as experts.

**Encourage** participants to name their concerns so that we can address them as we move forward. Be aware that for many participants this may be a radical change in their view point.

**Tell** participants that community engagement is a big change for probation specialists but that it is also a big change for community members. Over the decades, communities have become accustomed to government agencies providing the answers to problems. In this model, we will be asking communities to craft solutions to their problems. To help us be better prepared, let’s look at a model of change that will guide us.

In 1996, John Kotter, a leader in organizational dynamics and leadership, provided a model of change. This model works well in almost any situation, but works especially well in establishing change in communities or agencies.



#2.6: 8 Stages of Change

**Review** the 8 Stages of Change from the slide.



## #2.7: Create Urgency

1. Create Urgency
2. Form a Powerful Coalition
3. Create a Vision for Change
4. Communicate the Vision
5. Remove Obstacles
6. Create Short Term Wins
7. Build on the Change
8. Anchor the Changes in the Culture

**Tell** the participants that we will look at each of these stages in detail.

**Inform** the class that change happens easier when there are situations that encourage change. Kotter stated that we need to identify and discuss crisis situations, potential crisis situations and major opportunities. In other words, we need to create a sense of urgency around change to motivate the change.

**Review** the slide:

Develop a sense of urgency around the need for change...Creates motivation

How do you do this?

- Identify threats and positives
- Start discussions and give reasons
- Examine opportunities that can be used
- Request support from stakeholders




For example: Why NeON now? What helped create a sense of urgency to start the NeONs?



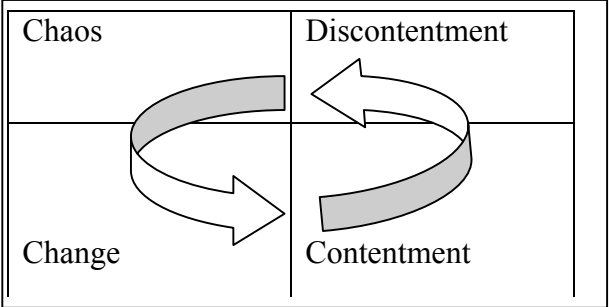
**Solicit** input from the class and build a list of factors that assisted in creating a sense of urgency for developing NeON.

**Ask** the class if the communities where the NeONs are placed have urgent issues?


**Ask** them to name some of them.

**Remind** the class that we are using NeON as an example of change in the community that results in increased community engagement.

TRAINER NOTES	PRESENTATION GUIDE
 <p>#2.8 Form a powerful coalition</p>	<p><b>Tell</b> participants that step 2 is forming a powerful coalition.</p> <p><b>Discuss</b> the slide, pointing out that it is critical that all stakeholders are needed for a coalition if change is to occur.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>Convince all stakeholders that change is necessary. You can't just manage change...you have to lead it!</p> <ul style="list-style-type: none"> <li>• Identify true leaders from organization and community</li> <li>• Get Commitment from leaders</li> <li>• Work on team building</li> </ul> </div>
 <p># 2.9 Types of Leaders</p>	<p><b>Point</b> out that to identify true leaders we need to understand the types of leaders in a community.</p> <p><b>Review</b> the slide and ask the class for real-life examples of each type of leader.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <ul style="list-style-type: none"> <li>• Elected leaders- mayors, city council persons, congressmen</li> <li>• Formal leaders- Probation Chief or sub-chief, fire captain, police commander</li> <li>• Informal leaders- Those who's actions and wisdom have made them leaders. Elders, long term business owners...</li> </ul> </div> <p><b>Ask</b> if these are leaders that participants interact with now? How are they helpful to probation's efforts?</p>
 <p>#2.10: Developing a Change Vision</p>	<p><b>Review</b> the slide and state that Kotter felt that this may be the most important task. If no vision was developed by the stakeholders, then change would not be achieved.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">Step 3</p> <ul style="list-style-type: none"> <li>• For change to occur, it is necessary for stakeholders to be able to visualize the change and what will be achieved.</li> <li>• Create a vision to help direct the change effort, and develop strategies for achieving that vision</li> </ul> </div>

TRAINER NOTES	PRESENTATION GUIDE
 <p># 2:11: Create a Vision for Change Exercise</p>	<p><b>EXERCISE:</b></p> <p>Use the power point slides to <b>review</b> the Exercise.</p> <p><b>Give</b> participants 20-25 minutes to complete this exercise as a group at their table. Tell them this could be a large change or a small change and that it could be a change that has occurred or one they would like to propose.</p> <p><b>Ask</b> each group to have a spokesperson to report out their findings.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>• Chose a change for your office or the agency for this exercise</li> <li>• Determine the values that are central</li> <li>• Develop a short summary (2 sentences) that capture the future of this change.</li> <li>• Create a strategy to execute this change</li> <li>• Ensure that your change coalition can describe the vision in 5 minutes or less</li> </ul> </div> <p><b>Ask</b> each group to report out on their change, the values that guided the change, and the strategy they recommended leading the change.</p> <p><b>Point</b> out the commonalities between the report outs and how the vision guided the proposed change.</p>
 <p># 2.12: Change</p>	<p><b>Display the slide Change.</b></p> <p><b>Tell</b> the participants that this is an easy model that works on both the micro and macro levels of change.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p><b>Explain</b> that the model begins in the lower right quadrant with</p>



	<p>contentment and moves counter clockwise. Moves to discontentment, then to chaos and finally to change.</p> <p><b>Give</b> an example of your own or use the following example:</p> <p>For many years, probation agencies mostly focused on requiring clients to meet the public safety conditions issued by the courts. Probation agencies were content and comfortable in this role. Then, research began to accumulate that this strategy was not reducing recidivism.</p> <p>Research went on to show that simply enforcing public safety conditions did not produce the required behavior change to prevent new crime by clients under supervision. Research showed that public safety conditions, partnered with cognitive-behavioral change programs, produced the desired result of reduced recidivism. This new information led to discontent in agencies as they were not able to prevent new crime.</p> <p>Leadership in agencies began seeking new strategies and often a number of new strategies were begun at one time...leading to chaos.</p> <p>Over time, research showed which strategies produced the desired results and agencies moved to these evidenced based programs and began reducing recidivism. This was implemented change.</p> <p>As agencies become experienced in providing evidenced based programming, they are again moving into the contentment quadrant.</p> <p><b>Ask</b> a participant to give another example of the model working-it could be either a professional situation or a personal situation. If no one volunteers, <b>give</b> one more example of your own.</p> <p><b>Encourage</b> participants to share this model with stakeholders in community efforts as it will help them be comfortable in the chaos that precedes change. Chaos produces the needed energy for change to occur.</p>
15 Minutes	BREAK
 <p>#2.13-Exercise 2</p>	<p><b>Tell</b> participants that change must be guided by a common set of values that ensure that the change is of service to the community.</p> <p><b>Tell</b> participants that Exercise 2 will assist them in developing a common list of values to guide change.</p> <p><b>Display</b> the slide and ask participants to work as a group at their table to complete the exercise.</p>



# 2.14: Values for Change



#2.15: Communicate the Vision

Using the slide, **review** Exercise 2:

- 1<sup>st</sup>: At your table, think of the 5 top values you use when working in your community.
- 2<sup>nd</sup>: Share your list with one other person at your table and make a combined list of 5 values you agree on.
- 3<sup>rd</sup>: Share your combined list with your table and make a list of 5 all agree on.
- 4<sup>th</sup>: Chose someone to report out.

Have the tables **report** out their findings and list on easel chart.

**Ask** participants to look at the common themes and see if they have anything to add to the list.

**Display** slide Values for Change and ask participants to compare this values list with the one they developed in the preceding exercise. Using the suggestions below, **discuss** each value and how it would guide community work.

- *Respect-mutual respect is needed to build trust*
- *Trust-allows all partners to work towards common goal and not have hidden agendas*
- *Conflict Resolution-competing interests and ideas will naturally lead to conflict...resolution will be achieved by remaining focused on goals.*
- *Empowerment-community has become reliant on government to provide solutions- here the strategy is to empower community to find its own solution*
- *Achievement- celebrate all accomplishments as achievement sets the stage for larger change*

**Tell** participants that we will continue moving through Kotter's 8 Steps by looking at Step 4- Communicate the Vision. Kotter tells us to use every opportunity to communicate the new vision and change strategies and to teach the new behaviors associated with the change.

Review slide 2.15: Communicate the Vision

Communicate the Vision:

- Your message of the vision for change must be strong to be heard...it needs consistency both verbally and in walking the walk.
- Talk about the change vision often.
- Talk honestly about concerns and worries
- Apply the vision across the board
- Lead by example.

Ask participants if anyone has an example of a leader doing a good job of communicating the vision? Tell them it does not need to be work related.

If no one has an example, give one of your own or use the following:

A number of years ago, an adult probation agency decided to begin arming their officers when the officers were in the field. This decision necessitated many changes, but the largest change was carrying a firearm and qualifying with the firearm on the range. A number of officers had never shot a gun before and some staff were more of the therapeutic school of working with offenders. Before the change was announced, the agency surveyed officers for their concerns about safety in the field. The survey identified that most officers were concerned. This information as well as data from other armed agencies was shared as the change was introduced. The executive management team explained the change and assured all impacted staff that they would have both help and time to qualify and become comfortable carrying a firearm.

A policy committee was formed to develop written policy and to guide the change. Membership on the committee included staff from all affected job classes...bottom to top.

Next the executive management team was first to attempt qualification. Ultimately, all members of the executive management team did qualify, but for several it was a lengthy process. These staff openly shared their challenges with the line staff.

Next front line supervisors and staff begin the process. On each occasion at the range, at least one member of the executive management team was there to provide coaching and support.

When all staff finally qualified, there was an agency wide ceremony with new peace officer badges being presented and a formal luncheon.

The change went smoothly and was accepted.



### # 2.16: Remove Obstacles

**Ask** the class, why was this change successful?

**Display** the power point slide that discussed Step 5: Removing Obstacles.

The “ Yes...but...syndrome”:

What to do about resistance?

- Identify change leaders whose role is to model and deliver the change
- Align the organization(s) for change
- Reward those that make the change happen
- Take action to remove barriers

**Tell** the class that there are always some early adopters of any change...use them as change leaders as well as using management staff. Align the staff by ensuring that your organizational structure is congruent with the proposed change. Be sure to recognize and reward those that make the change happen and finally, work diligently to identify and remove any barriers.

Give the following example of removing barriers: in the example of an agency moving to arming their officers, the agency also provided body armor to the officers. Unfortunately, all of the body armor was ordered in men’s sizes medium, large and extra-large. Forty percent of the staff to receive body armor was female and the vast majority was too small for the body armor that was issued to them. This made the women very uncomfortable and inhibited their shooting ability and their willingness to adopt the change. Once this barrier was identified, appropriately sized armor was ordered and the change moved forward.

**Explain** the 6<sup>th</sup> Step of Kotter’s model: Create Short Term Wins.

Nothing breeds success like success....

- Create short-term targets- not just a long term goal
- Look for sure fire projects that will not have strong critics
- Look for cost effective strategies first-justify investment
- Check out all the pros and cons from all viewpoints
- Build the relationships and rewards



### #2.17: Create Short Term Wins

**Point** out that you need to create short term wins for all stakeholders and that some short term wins will not meet everyone’s needs. For example: budget directors will be looking

for cost reductions or cost savings as a short term win, while the community will be looking at increased services as a short term win. It is important to try and meet each stakeholder groups' needs over time.



# 2.18: Commitment

**Review** the slide: Commitment

**Community collaboration requires long-term commitment by the engaging organization and its partners.**

Agencies, and sometimes their leadership, want immediate results from change. When working with communities, a long term commitment is required. Building trust, a common agenda and mutual goals with multiple stakeholders takes time. It is best to recognize this early in a community engagement process and build strategies that produce short term wins while moving towards the engagement outcomes.

**Review** the slide and discuss ways to build on change. Use the following to guide your discussion.



Keep adding new change agents and leaders- *As stated before, community engagement is a long process- be sure to add new players and leaders as*



#2.19: Build on the Change

Change fails because we declare victory too early...real change runs deep... but quick wins help us stay motivated and committed to the change.- *We need to be able to stay committed to our long term goals even as our environment changes due to budgets, new leadership or in the case of government, politics. Management has to commit and continue to move towards the desired change no matter how the environment changes.*

- After each step, analyze what went right and what needs improvement- *Having a leadership team that includes representation from all stakeholders to analyze progress and make course corrections is critical.*
- Set goals and share them to keep the motivation going- *meet with all stakeholders often and pay attention to communication strategies.*
- Think CQI- *Establish a continuous quality improvement process will guide towards accomplishment*
- Keep adding new change agents and leaders- *As stated before, community engagement is a long process- be sure to add new players and leaders as they emerge so that they support and contribute to the process.*

	<p><b>Ask</b> the group if they find these steps reasonable?</p>
 <p>#2.20: Anchor the Changes in the Corporate Culture</p>	<p><b>Refer</b> to the slide: Anchor the Changes in the Corporate Culture</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>To make changes stick... it has to become part of the core of the organization...how we do business every day...that is why values are so important...they ground our day to day work.</p> <ul style="list-style-type: none"> <li>• Talk about progress and goals every time you have a chance</li> <li>• Include the change ideals and values when you hire</li> <li>• Publicly recognize key members of the change coalition.</li> <li>• Do succession planning to sustain the change.</li> </ul> </div> <p><b>Tell</b> participants that this 8<sup>th</sup> step of sustaining change requires attention and thought to succession planning. Those that have led the change will move on to new positions or retirement, new leadership both in agencies and communities will be required to keep the engagement with community functioning and achieving.</p>
 <p>#2.21: Community Engagement</p>	<p><b>Conclude</b> this lesson by showing the slide Community Engagement. Review the slide as a summation of this lesson.</p> <p><b>Ask</b> for any questions or comments. Tell participants now that we understand the dynamics of change that we will next look at a model of community engagement.</p>
	<p><b>Break</b></p>