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Technical Assistance Consultant's Report

Project Number: 44140
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TA 7566-REG: Strengthening and Use of Country Safeguard Systems
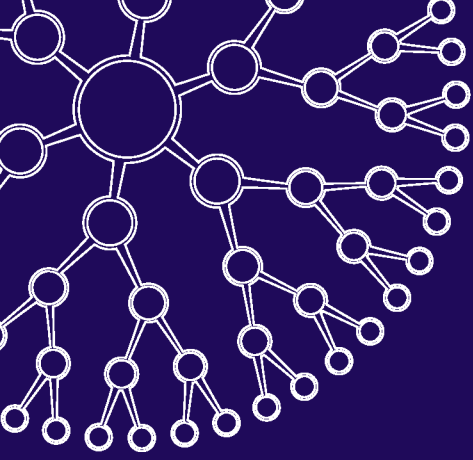
Subproject: Preparation of Draft Sub-Decree on Informal Settlers (Cambodia)

CERTIFICATE IN ENGAGEMENT TRAINING MODULE: ENGAGEMENT METHODS

Prepared by International Association for Public Participation _Australasia

Asian Development Bank

IAP international association
for public participation

Certiicate in Engagement

Engagement Methods
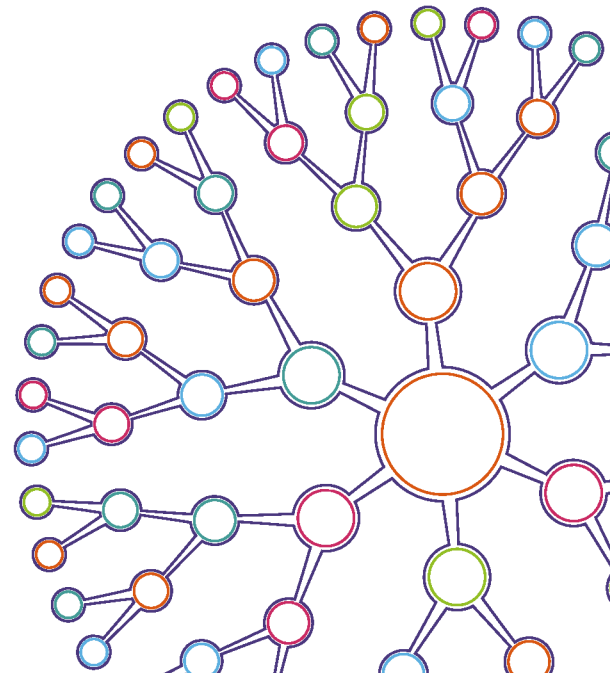
IAP2 Australasia

The International Association for Public Participation (IAP2) is an international federation of member **ailiates, which seeks to promote** and improve the practice of **public participation, or community engagement, incorporating individuals, governments,** institutions and other entities that **afect the public interest throughout the world.**

IAP2 Australasia is the ailiate for Australia and New Zealand, and is the leading public participation **association in the region.**

As an international leader in public **participation, IAP2 has developed** the IAP2 Core Values for Public Participation for use in the development and implementation **of public participation processes. These core values were developed with broad international input to identify those aspects of public participation, which cross national, cultural, and religious boundaries.** The purpose of these core values is **to help make better decisions, which relect the interests and concerns of potentially afected people and entities.**

IAP2 Core Values

1. **Public participation is based on the belief that those who are afected by a decision have** a right to be involved in the **decision-making process.**

2. **Public participation includes** the promise that the public's **contribution will inluence the decision.**

3. **Public participation promotes sustainable decisions by** recognising and communicating the needs and interests of all **participants, including decision makers.**

4. **Public participation seeks out** and facilitates the involvement **of those potentially afected by or interested in a decision.**

5. **Public participation seeks input** from participants in designing **how they participate.**

6. **Public participation provides participants with the information they need to participate in a meaningful way.**

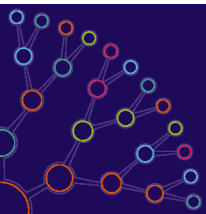7. **Public participation** communicates to participants **how their input afected the decision.**
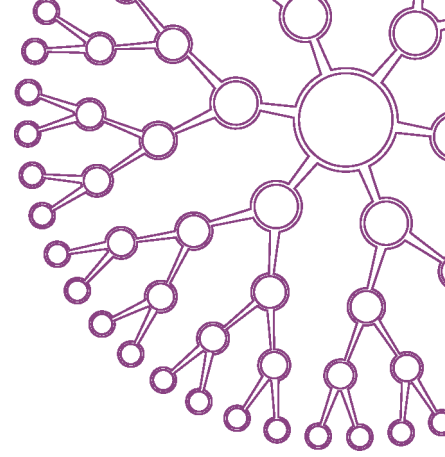
IAP2 Australasia Certiicate in Engagement

The Australasian Ailiate of IAP2 has developed training to achieve a Certiicate in Engagement which comprises ive days of training. To complete the Certiicate you can choose from:

- **One-day prerequisite:**
  Engagement Essentials

- **Two-day module:**
  Either Engagement Design OR Engagement Methods

- **Two additional days.**
  These two days can be comprised of either

  - Engagement Design OR
    Engagement Methods

  - **A one-day module provided by IAP2 Australasia, which is approved to contribute towards the Certiicate. Modules will evolve over time, but include Internal Engagement; Online Engagement; Conlict in** Engagement; Engagement Facilitation; Engagement **Evaluation.**

IAP2 Australasia also ofers further professional development for practitioners including masterclasses and an annual conference or leadership forum as **well as networking events around both Australia and New Zealand.**

IAP2 Australasia owns the copyright for this module, the participants' manual, trainer's manual, and PowerPoint slides.

Module Content

1. Module Content

The workshop will be a mixture of practical experiences backed up by evidence and dialogue, with opportunities for you to master the engagement tools in the workshop environment.

Day One

1. **Course Objectives**

2. **Review: Engagement Essentials**

3. **Engagement is Changing**

4. **Community Engagement Model**

5. **Introduction to Engagement Methods**

6. **Method Selection**
   - **6.1 Method selection as part of the Design, Plan, Manage model**
   - **6.2 Sequencing**
   - **6.3 Range of methods**

7. **Method Design**
   - **7.1 Designing Rational and Experiential Aims**
   - **7.2 Template for Designing** an Engagement Method
   - **7.3 Question Design**
   - **7.4 Data Analysis**

8. **Method Delivery**
   - **8.1 Communicating** for Engagement

Day Two

8. **Method Delivery** (continued)
   - **8.2 Social Media**
   - **8.3 Managing Groups**
   - **8.4 Hosting and Managing** Conversations

9. **Evaluating Engagement Methods**

10. **Next Steps**

2. Objectives

This course forms part of the **Australasian Certiicate in Engagement. It is based on** the principles outlined in the **Engagement Essentials prerequisite, and is closely linked to Engagement Design, which describes how to** design the broader engagement **program including how to select engagement methods.**

This program is designed for anyone who leads, creates or manages projects, prog ... engage comm ... and organisati ...

The purpose o ... Methods is to ... **understanding** ... engagement p ... **wide range of** ... **with a focus o** ... communicatio ... **dialogue with** ... **community.**

At the complet ... participants sh ...

- Communica ... **information** ... **for a range o** ...
- **Respond to community inquiries in a constructive and useful way.**
- Facilitate a small group **conversation.**
- **Demonstrate an ability to deliver small-scale, fundamental engagement techniques: world cafes, workshops, open houses, carousel, and public meetings.**

- Manage an engagement **conversation with customers, community members and stakeholders.**
- Understand the role of engagement professionals and their responsibilities in a range of **organisational contexts.**
- Describe a range of methods that **can be used for engagement.**
- **Respond to community comment** ...

... lties and ... small ... ods, and ... to manage ...

... and lack of ... mments in ...

... personal ... eir ability ... t.

... derstand ... methods, ... acilitate and manage a select number of **small group methods they can use in practice straight away.**

3. Engagement is Changing

The uses of engagement have **expanded from government** agencies consulting citizens about **policy proposals and projects to building community capacity, to encourage community contribution** to community needs or to behaviour change. Leaders in government agencies, community groups and NGO's and private sector **organisations now lead engagement** activities creating a competitive **marketplace for the attention** opinions and participation of **citizens and consumers.**

This demands a more dynamic and sophisticated quality of engagement in order to support good decision-making and action or behaviour change.

The Many Uses of Engagement

Engagement has become part of how **organisations** — government agencies and **private companies** —

Types of engagement range from engaging **stakeholders on major policy or project decisions, to** co-designing products and **services, engaging employees, community** building, and engaging consumers **in sectors such as the delivery of health services.**

Uses of Engagement diagram showing: Developing health programs (Consumer Engagement), City based community gardens (Partnerships), Social indicators of type 2 diabetes (Research), Organisational innovation (Employee Engagement), Interest free micro-loans schemes (Community Capacity Building), Reduce smoking (Getting People to Act), Create legacy projects (Project Management), Advocating for social change - family violence (Community Action), Minimising adverse impacts of construction (Stakeholder Relations), Strengthening community networks (Community Development).

The methods used for the **different types of engagement will vary based on the sector, the** purpose of engagement and the **expectations of our communities and stakeholders.**

For instance, deliberative processes are increasingly used in policy making by governments, co-design is being used in **consumer engagement, and online** engagement is being used to **engage hard-to-reach audiences.**
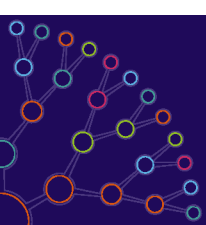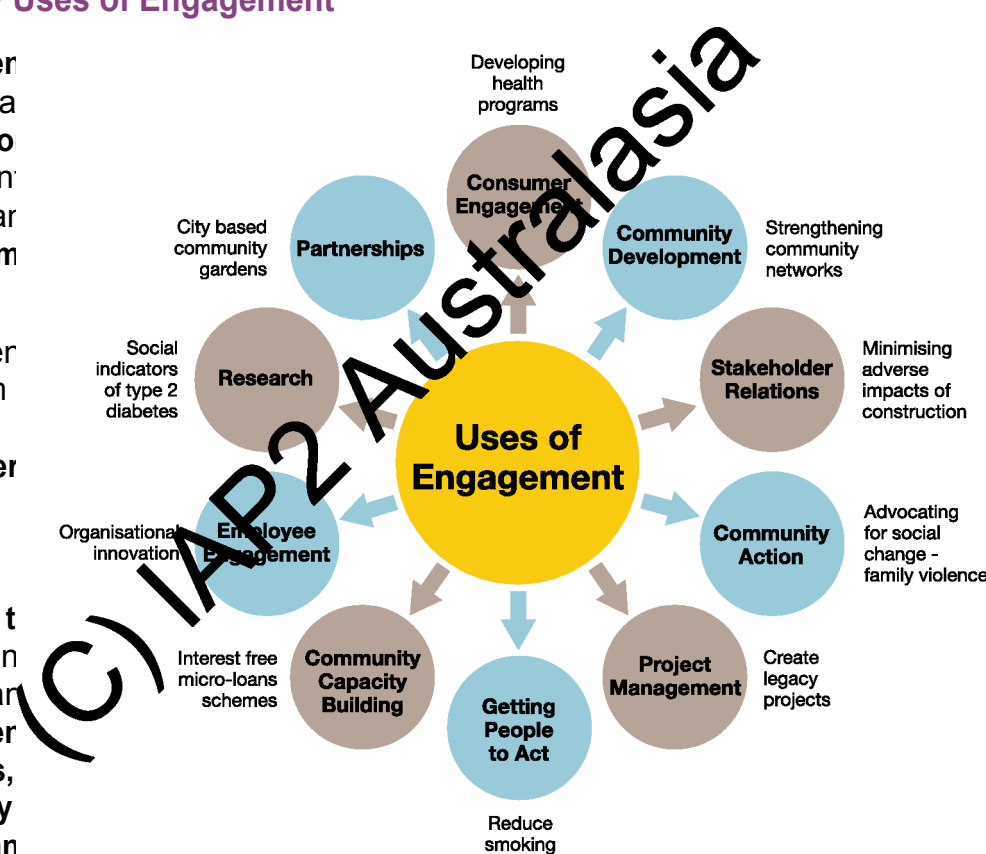
4. Community Engagement Model

Contemporary engagement dynamics are diferent from traditional approaches to public participation. The purposes and reasons to engage have expanded. While still decision and outcome focused, in the contemporary engagement dynamic the decisions being made may be those of government, local government, businesses, NGO's, community groups, families and individuals.

The lead points and hosts of community engagement may be government, local government or business or the engagement leaders may be drawn from within communities themselves. The balance of roles and responsibility in terms of decision-making and action is therefore more dynamic.

Key points of contemporary engagement

Organisations and communities interact to advance key outcomes for both. Many legislative changes need a mix of policy change, enabling or resourcing programs

Organisations are not totally responsible for hosting conversations or acting to achieve outcomes.

Mapping the roles and contributions to achieve an outcome or goal across organisations, partner organisations, community groups and citizens expands the range of actions that can be taken and resources relationships and responsibilities in the engagement.

The cost efective implementation of many policies, programs and services requires understanding, acceptance

Local governments, community organisations and public agencies make better decisions and have greater impact on their communities when they increase the frequency, diversity, and level of engagement of partner organisations, community residents and consumers.

The model considers the following deinitions:

Leads: Who is responsible for deining and managing the engagement process, including deining the problem or opportunity to be solved.

Acts: Who is responsible for leading the actions that arise from the decision that is made.

and action by citizens. For example, the implementation of legislation for seat belts used by passengers in taxis may need legislation, driver and taxi company understanding, taxi user knowledge and social pressure to support seat belt use and actions for those not complying.

The proiles are not mutually exclusive. In any project there may be elements of the dynamic of organisation and community roles and contribution. Understanding the roles and contribution of all involved in achieving the purpose, goals and outcomes helps to shape an appreciation of the people and organisations involved in or impacted by the action.

Community Engagement Model

Community Leads

- **Community leads** the engagement and the **organisation** is responsible for the action — **Community advocacy**
- **Community leads** the engagement and the **community** is responsible for the action — **Community act and contribute**

Shared Leadership and Action

Organisation Leads

- **Organisation implementation** — **Organisation leads** the engagement and the **organisation** is responsible for the action
- **Behaviour change** — **Organisation leads** the engagement and the **community** is responsible for the action

Organisation Acts   **Community Acts**

Organisation Leads/ Organisation Acts	Organisations lead engagement to seek input to shape the policies, projects and services for which they are responsible. This is a familiar and traditional approach to policy development, project management and service delivery. Engagement is used to both inform the community about the proposed policy, project or propositions and to provide some input to the shape or execution of the policy, project or proposition. Final decision making sits with the organisation and its governors and the organisation is responsible for its action.
Organisation Leads/ Community Acts	Organisations can lead the conversation with communities and individuals take responsibility for action.
Community Leads/ Organisation Acts	A community leads in this proile to identify, highlight and propose the action required to solve a problem or take an opportunity. To achieve the desired action requires the response of a focal organisation. The community alone cannot achieve the desired result and therefore advocates to motivate the organisation to act.
Community Leads/ Community Acts	Communities can lead the conversation and have responsibility for the action. Communities in a range of areas, from sport and recreation to community well-being, environmental action and education, are able to support, design, resource and deliver their own programs, services and activities. Community organisations and NGO's need to engage with community members to gather support, build understanding and commitment and to deliver the session.
Shared Leadership and Action	Leadership and actions can be shared, where communities and organisations participate and contribute to the decisions, and also lead and take responsibility for action towards the outcomes. This collaborative arrangement shared decision making, management and responsibility for delivery required to meet shared outcomes.
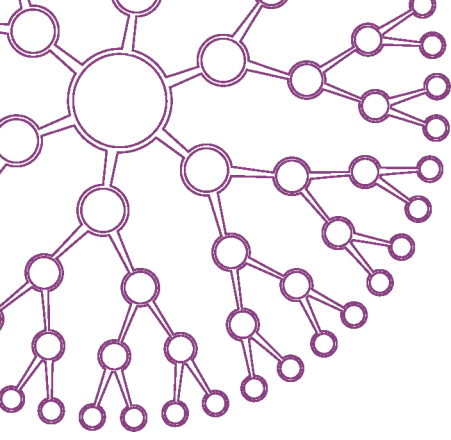
When organisations lead an engagement process, they are responsible for designing the engagement, including the type of methods used, the sequencing of engagement methods and how the community and stakeholders are involved.

When the community leads an engagement process, organisations must decide their role in a community-led engagement. From the perspective of engagement methods, an organisation may take responsibility for:

- **supporting the community to host or resource their** method

- participating in the engagement method

- partnering in the design or hosting

- **assisting in data collection or analysis**

- **contributing input or feedback**

- **encouraging other stakeholders to participate**

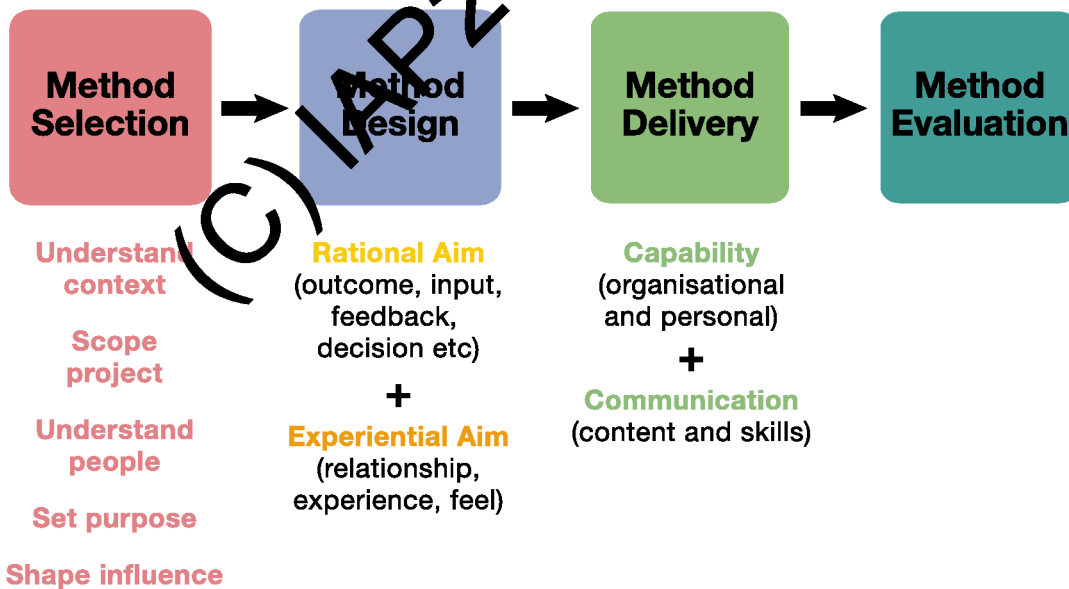- **leading some or part of the engagement methods.**

5. Introduction to Engagement Methods

Engagement methods are the touch points of our **engagement programs. They are the connection point between the sponsoring organisation and the community / stakeholders. They help create and foster relationships between the community and stakeholders themselves.**

A wide range of engagement methods are available for diferent purposes. They are designed to:

1. **Inform the community and stakeholders about our project, or about engagement process.**

2. **Generate great ideas / solutions**

6. **Empower the community and stakeholders to decide.**

There are four components of designing and delivering

Method Selection	Method Design	Method Delivery	Method Evaluation

Understand context

Scope project

Understand people

Set purpose

Shape influence

Rational Aim (outcome, input, feedback, decision etc)

+

Experiential Aim (relationship, experience, feel)

Capability (organisational and personal)

+

Communication (content and skills)

While you can successfully design, deliver and evaluate methods, it's important to remember that if you've chosen the wrong method, it's unlikely that the engagement program will be successful.

6. Method Selection

6.1 Method selection as part of the Design, Plan, Manage model
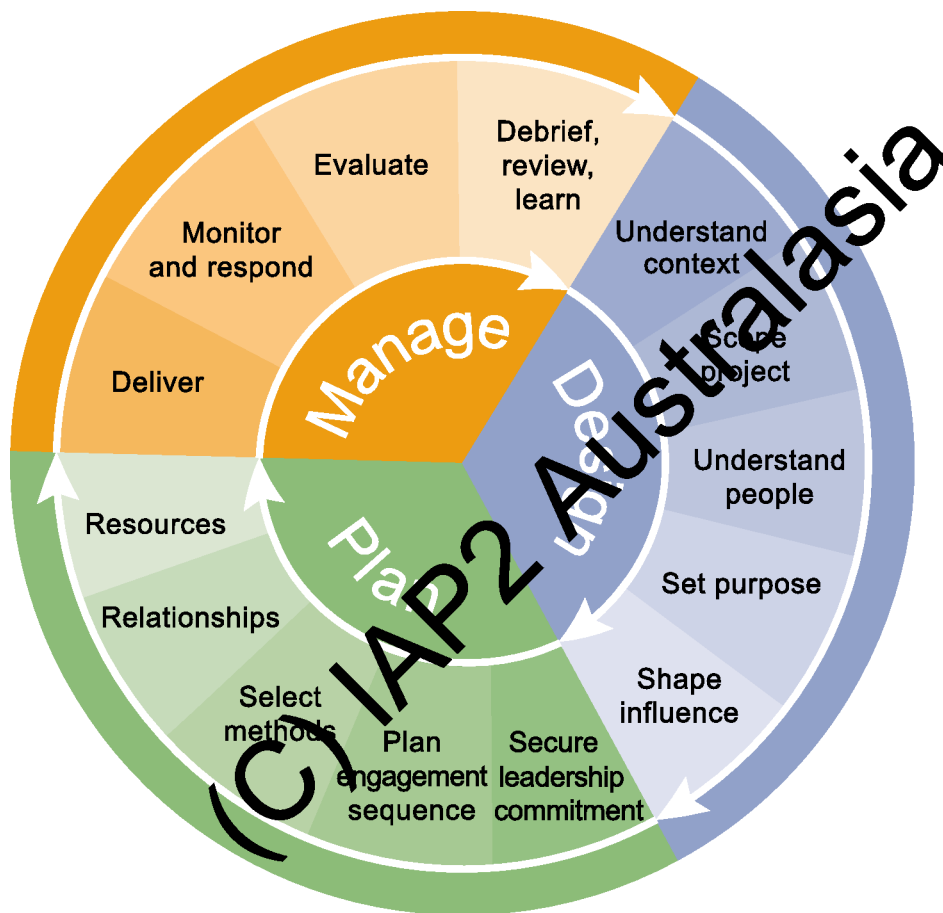
A key component of designing an engagement process is to select the right methods. It is rare to use just one method. Instead methods must work together and must be integrated.

The process of selecting methods occurs at step 7 of the *Design*, *Plan*, *Manage* (DPM) Model, during the *Plan* phase. However, the analysis and decisions that occur in the preceding six steps will impact which methods you choose.

Design, Plan, Manage (DPM) Model step	Program considerations	Implications for Method Selection
1. Understand the context	**What is happening at the personal, organisational, community, regional, national and world level** that impacts on the engagement process?	**What is the engagement context? Do any of the following contexts exist:** • **Low trust** ◆ • **Low interest** • **High complexity** • **Tight timeframes** • **A need for new solutions** • **Hard-to-reach audiences** • **High level of politics** • **High emotion or outrage** • A need to understand the **community better.** **Is there a legal requirement for a certain type of method?** **Is there a political, social or organisational will to use** certain methods?
2. Scope project	**What is the focus of the** engagement?	Are there certain methods **that are more likely to suit the focus? For instance, enquiry by design methods are useful for land planning projects.**
3. Understand people	**What communities and stakeholders do we need to engage? What are their needs, interests, values, knowledge?**	**Are my community or stakeholders likely to want to** participate in the method?

Design, Plan, Manage (DPM) Model step	Program considerations	Implications for Method Selection
4. Set engagement purpose	**What are the purposes for** engaging? The purposes might include informing; legal compliance; understanding reactions; generating options; **identifying problems** to solve; relationship **development; community capacity building;** behaviour change; support for action; social license **to operate; community adaptive capacity; innovation or others.** **What are the goals and** success measures?	If the purpose is to foster **innovation, what methods are more likely to create new thinking?** **If we want to make decisions, what methods enable informed decision making, and from a sample of the community that builds trust and reliability in the** decision made? If our purpose is to build **community capacity, which** methods create strengthening **relationships, develop skills and build ownership?** **What methods will meet our goals** and success measures?
5. Shape inluence	**What is the level of inluence that the community and stakeholders will have over** the engagement program?	**What methods suit the level of inluence on the IAP2 Spectrum?**
6. Secure leadership commitment	**What is the decision makers commitment to** the level of engagement and the engagement approach?	**Will the organisational leaders be willing to support the engagement** method? Does the organisation have the **time, people and resourcing capacity to run the method?** **If we don't have the internal capacity to deliver the method, will my organisation invest in** independent support?

Question: What happens if we choose methods without thinking through the engagement planning and design process?

Question: What are the risks of being "method-driven" in our engagement programs rather than being "process-driven"?

6.2 Sequencing

Some methods will run throughout the engagement process, while others will only occur at certain stages in the process. When selecting engagement methods, consider how they will be scheduled together?

Sequencing is about creating both an informational and a relationship based journey.

Each method builds on the one before.

In sequencing, consider what has already been decided in the Design phase.

1. **Project Stage:** **What stage in the process are you operating? What's happened before? How long is the project stage and what time pressures does this place on you? Can you extend the project stage? What skills, knowledge and relationships do you need to build for the next project stage?**

2. **Engagement Purpose:** **What are you trying to achieve at** this point in the process?

Sequencing will also be impacted by whether your engagement program is a short-term intervention or a long-term relationship **building program.**

Method Selection

Project Stage	Engagement Purpose	Method

(C) IAP2 Australasia

6.3 Range of methods

There are a wide variety of engagement methods. Some, such as the World Café, have a very precise methodology. Others, like workshops, are more luid in their design. As well as designing each method, you should also consider how diferent engagement methods could be used **simultaneously or consecutively.**

The IAP2 Australasian Methods **Matrix (See Appendices) classiies** methods ba[...] **engagemen**[...] suited to, a[...] **purposes th**[...]

1. Scale

a. Individu[...]

b. Small g[...]

c. Large g[...]

d. Public.

2. Engage[...]

Engagemen[...] multiple pre[...]

a. Low Tru[...]

b. Low Inte[...]

c. High Co[...]

d. Tight tim[...]

e. Need new solutions

f. Hard to reach audiences

g. Highly political

h. High emotion and outrage

i. Need to understand community better.

3. Engagement Purposes

Your engagement program may have multiple purposes. By deining your purpose at each stage in your engagement schedule, you will be better able to select the most **appropriate method/s.**

a. Inform

[...]ns and
[...]quences

[...]new

[...]licy,

[...]nent

[...]nd

[...]action

opportunity to address

m. Decision making.

Question: Think about your engagement practice. How many of these methods have you used? Which methods could be used?

7. Method Design

Understand context

Scope project

Understand people

Set purpose

Shape influence

➡️

Rational aim (outcome, input, feedback, decision etc)

Experiential aim (relationship, experience, feel)

➡️
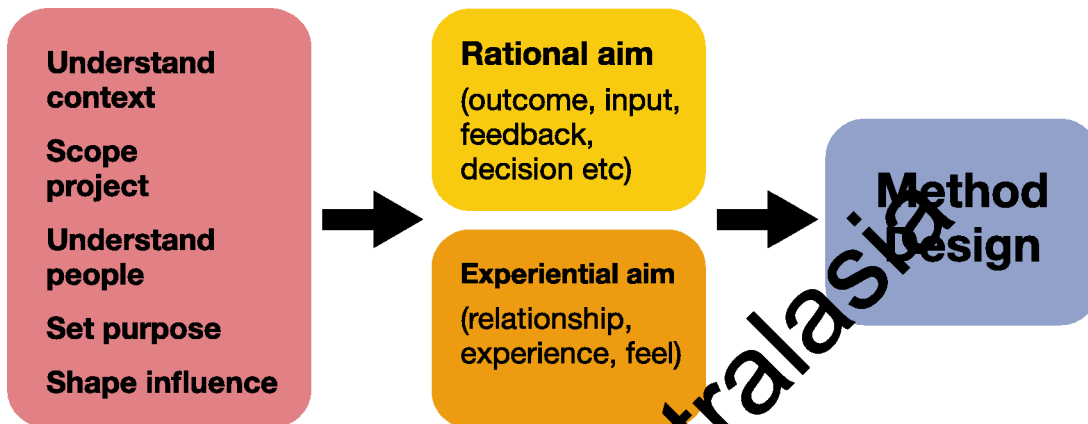
Method Design

7.1 Designing Rational and Experiential Aims

Just as the context, project scope, people, engagement purpose and level of inluence, impacts on which methods we select, they will also impact on how we design our methods.

The engagement template outlines the key components that need to be designed. We will work through each component during the course.

For each engagement method, we must irst establish key objectives. Each stage in the Engagement Process should have an agreed **rational and experiential aim. This will then inluence the speciic rational and experiential aims for each engagement method.**

1. **Rational Aims – What is the outcome you need? What type of input or feedback do you want? Do you want a decision? Do you want to establish next steps? Do you want a list of issues and** concerns?

2. **Experiential Aims – How you want participants to experience the engagement method. What relationship do you want them to have? How do they want to feel?**

When designing a method, consider how you will structure the method to achieve your aims. For instance, at the project launch phase, you may need to create awareness, activate the community to be involved, rebuild trust and inform
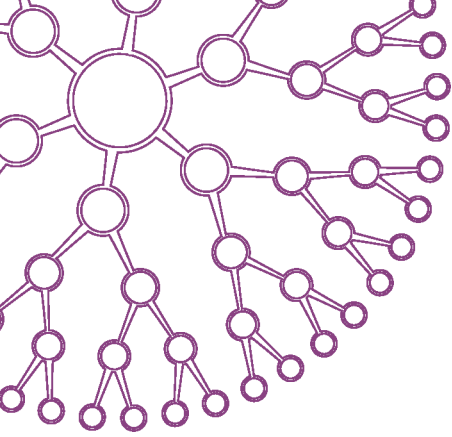
the community about the complexity of the topic. An open house will be able to create awareness and information, but you need to consider how to design the open house so that it rebuilds trust. You may also be working with a community that has low interest, therefore you will need to adapt the open house to make it appealing and relevant.

7.2 Template for Designing an Engagement Method

Method:			
Project Stage:			
Engagement Purpose:			
Rational Aim:			
Experiential Aim:			
Risks	**Risk**		Mitigation
Question Design Considerations:			
Roles and Responsibilities	Planning		
	Facilitation		
	Participant **Liaison**		
	Recording		
	Data Analysis		
	Reporting		
Method Evaluation			
Pre-work Activities			
Follow-up Activities			
Action Plan			

7.3 Question Design

When we refer to the IAP2 Spectrum and are engaging at the consult, inform, collaborate or empower levels of participation, we rely on questions to gather information, ideas or solutions.

For engagement, we need to design two types of questions

      1. Planned questions

      2. Ques

Hosting and m
manual.

Planned ques

Deciding the c
group will sea

Questions gui
frame of the to

For example,
experience pa
feedback on a

    "What i

    "What
      more v

Structuring and sequencing of questions

Each engagement method will have a focus question – the broad question being asked. The structure of the question will determine the answers that the participant will search for and the type of experience they have. Depending on the type of engagement method, you may also have a series of questions and you will need to consider the sequencing and low of these questions.

When structuring and sequencing questions, think about the:

• **Content**
  Consider the complexity of the issue. Do you need to break

it into smaller parts? Does the method have enough time? Do people have enough information?

- **Framing**

  Do you need to develop it in a positive framing (such as an appreciative inquiry type question) or do you need to frame it to recognise the community's dissatisfaction?

- **Language**

  What will the community or stakeholders want and understand? Will the language assist access and understanding?

- **Flow of questions**

  What do participants need to answer irst, before they can move onto the next question? How do they need to build on their knowledge or insights to move forward? What rational and emotional journey do participants need to go through to be able to contribute efectively?

Focused Conversation

One approach to structuring and sequencing questions is to use a focused conversation process. R. Brian Stanield talks about focused conversations in his book from 2000 "The Art of Focused Conversation: 100 Ways to Access Group Wisdom in the Workplace".

A focused conversation is a step-by-step method of leading people through phases of reflection. It is based on a series of questions posed at four levels:

- **Objective questions related to data, facts, external reality, e.g. "What did you actually see, hear, or read?"**

- **Relective questions that evoke immediate personal reactions, internal responses, sometimes emotions or feelings, hidden images and associations with the facts, e.g. "What was your gut-level reaction?" Whenever we encounter an external reality (objective data), we experience an internal response.**

- **Interpretive questions that draw out the meaning, values, signiicance, implications, e.g. "What new insight did you get from this?"**

- **Decisional questions** that bring the conversation to a **close, eliciting resolution and enabling the group to make a decision about the future, e.g. "What do you think we should do?"**

7.4 Data Analysis

When using the IAP2 Spectrum and engaging at the participation levels of consult, involve, collaborate and empower, you will need to determine what you want to collect and also how you will collect, interpret and use it.

Using information management approaches, one way to approach your data analysis is to consider:

1. How – how is the data collected?

2. How – how do you integrate data from multiple engagement methods?

3. What – what have you collected?

4. So what – What does it mean?

5. Now what – What do we do with the data?

There are diferent types of data analysis such as GIS mapping for analysing geo-spatial data, content analysis for analysing comments, and social network analysis for analysing community and stakeholder connections.

Question: Think about your most common engagement method. How do you collect data now?

How it is analysed and integrated into the data collected through other engagement methods?

8. Method Delivery

8.1 Communicating for Engagement

We can design the best engagement methods. But unless the method is delivered efectively, the engagement is likely to fail.

Communication enables efective engagement in three ways:

1. **Interpersonal communication – to connect with others.**

2. **Content communication – to explain and translate.**

3. **Recruitment / promotion communication** – to recruit **people to engagement activities.**

Communication is deined as a two-way process in which information is shared between a sender and receiver. It is imprecise, multi-channelled and depends on **many variables. Communication can be delivered via oral, printed, visual, or recorded means, or via social networking processes.**

At its most fundamental, the process of communication **(Shannon and Weaver, 1963)** involves:

- **A sender who encodes a message. This involves applying an internal ilter based on their experiences and perceptions.**

- **The message is distributed via a communication channel. This might be a conversation, advertisement, Facebook post, information display or a mobile app.**

- **The message may be distorted or disrupted by noise.**

- **A receiver who decodes the message. This involves applying an internal ilter to interpret the message, based on their experiences and perceptions.**

- **Feedback** from the receiver **to the sender. Note that in this process, the receiver becomes** the sender and encodes a **message.**

With engagement, we recognise that community members and stakeholders are receiving information from multiple senders **at the same time, which will impact on our ability to communicate efectively.**

This model helps us to understand:

- **How we connect at an interpersonal level.**

- **How our information can be misunderstood or misinterpreted.**

- **The process by which we** interpret information and **feedback from the community.**

- The challenge of gaining **the attention, interest and involvement of the community when recruiting participants.**

- **How past experiences and perceptions, as well as current communication obstacles, can impact on how we send and receive information.**

Interpersonal Communication

How we communicate impacts how successful we are in sharing information, how we form and foster relationships, and how well we are able to help the community and stakeholders to express their opinions, ideas and solutions.

Engagement professionals must be:

- **Able to adapt their communication to suit stakeholders.**

- **Willing to explore and understand their own communication strengths and weaknesses.**

- **Flexible enough to change the way in which they communicate with others, including changing the way information is presented, the communication channels chosen, the language used, and the conversational and facilitation behaviours.**

Social Styles Theory

Based on the work by academics Merrill and Reid (1981), people can be broadly categorised into four social styles:

The four quadrants are based on whether people are task-oriented or people-oriented, and whether they tend to tell, or tend to ask or consult.
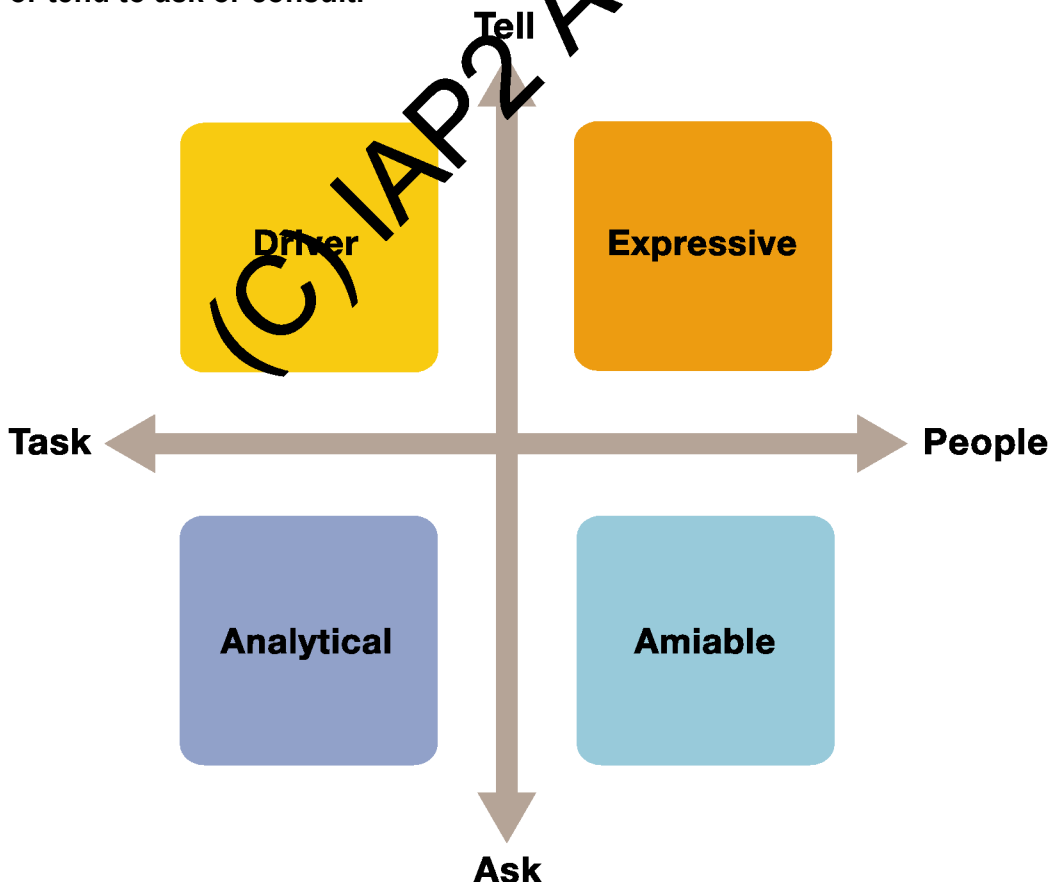
Social styles inform a person's communication style and preferences in terms of the:

a. **type of information they want**

b. form of the information

c. **way in which they communicate.**

By understanding a stakeholder's dominant style, you can tailor the way in which you communicate to improve their understanding of a project, and to improve your connection.

Stakeholders can be internal or external.

Careful observation will help you to understand who they are and how they prefer to be communicated with. A simple way to understand the diferences is to think about how each of these personalities might want you to tell them about a new project.

- **A driver will want the "bottom line" or the facts straight away. They want you to get to the point and will then expect all the details. They might ire direct and blunt questions at you. They speak fast. They are interested in what actions are planned and what actions they need to undertake.**

- **An expressive** person is animated and tends to be more informal. They are passionate people, who are likely to quickly relate and explain how a project will impact on them. They want the "big picture" story and are less interested in the details. They like visuals, images, presentations, overviews.

- **An analytical person will want to know all the facts and is most concerned with understanding the details and logic. They will be quiet and thoughtful as you talk, but when they ask questions they expect you to know the answers or have them available. They want clear, precise, speciic facts.**

- **An amiable person is most interested in relationships, connections and emotions. They are less likely to ask direct questions, and less likely to tell you how they feel straight away, although they are thinking a lot about how they feel about a situation.**

Content Communication

Process for developing communication

Objectives	Audience	Channel	Content

Objectives
What am trying to achieve? (rational and experiential)

Am I trying to convey information?

Am I trying to recruit participants?

Audience
What information do they need?

Is their learning style visual, auditory or kinesthetic?

Channel
What's the best way to reach my community/stakeholders?

Content
What messages do I want to communicate?

How do I frame the information?

Developing Key Messages

Key messages provide a collection of information about **the engagement project, process and key information. They need to be in a language which will resonate** with your audience.

Tips for creating key messages

- **Ensure your full set of key messages answer the basic ive questions of who, what, where, when, why and how.**
- **The WHY key message is often the most important.**
- **Make it relevant – creates interest** and an understanding **of impact.**
- **Explain the context – builds understanding.**

- **Provide answers to some of the key questions that your community members and stakeholders will have.**
- **Use simple language.**
- **Watch for ambiguity to avoid being misunderstood.**
- **Keep them short by breaking** up long sentences into multiple **shorter sentences.**
- **Test them with others outside your project for a reality check.**

Recruitment Communication

Sometimes it's diicult to recruit participants. Time, resources, access or a poor relationship can make it hard to entice people to get involved.

In addition to designing a better engagement process, communication can also assist in recruitment. Consider:

- **Timing: Communicating early to give the community enough time to notice.**

- **Frequency: Communicate often. It takes time for people to notice.**

- **Message: Frame the information around the WIIFM principle (what's in it for me!).**

- **Creativity: Use creative language, visuals, video, channels or other elements to get noticed.**

- **Communication Channel: Promote your engagement program where the community and stakeholders communicate now. If they network on social media, then consider sending your message via their preferred platform.**

- **Communicate via trusted sources: Sometimes this** is a person or a social group or through a trusted **media source.**

- **Make it easy to understand.**

8.2 Social Media

Designing Social Media for Engagement

Social media is deined as mobile and web-based technologies that provide interactive forums **where users can create, share and comment on c**... involves user-... which is some...

Many organisa... media as part... **programs.**

Some organisa... **promote engag**... some to gathe... while others u... make decision...

There are thre... **engagement –** ... and digital. So... **wide range of** ... common in Au...

- **Facebook**
- YouTube
- **WordPress**
- Tumblr
- **LinkedIn**
- **Twitter**
- Instagram
- **Snapchat**
- **Pinterest.**

When designing and implementing social media tools for engagement, consider:

1. **Resourcing: Do you have** ... s to

... ls do

... skills ... ne and ... ial media

... ur social ... e into your ... tivities?

... lave you ... egy and a

... you attract ... edia platform?

7. **Community Desire: Do your community and stakeholders want you to engage on social** media?

Social Media Matrix

Social Media Platform	Description	Features useful for engagement
Facebook	**Social networking site where you can post comments, photos and videos which can be seen and shared by either friends or the public.**	**Australia's most commonly used social media, with strong reach.** **Information can easily be shared.** **Ability to gather comment, post visuals and polls.** **Highly interactive.**
YouTube	**Video posting platform which is searchable. Viewers can comment.**	**Second most common** search engine behind **Google.** **Ability to demonstrate processes & products.** **Ability to share stories, tours, interviews and discussions.**
WordPress	**Blogging platform, where individuals or groups can publish their own blog.**	**Bloggers can write about your project and share with their followers.**
LinkedIn	Professional social **networking site where users** can participate in discussion groups around areas of **common interest.** Users publish their professional CVs and li**nk with colleagues, acquaintances or those with shared interests.**	Can contribute to conversations in discussion **groups.** **Can establish a new discussion group.** **Can gain feedback or input by running a LinkedIn poll.**

Social Media Platform	Description	Features useful for engagement
Twitter	**Microblogging platform. Users tweet a message of a maximum of 140 characters to their followers. Messages can be retweeted by others which makes the original message viewable to their own followers.** **Described as a "social broadcasting media" it acts like a news alert system.**	**Ability to see social connections of people by viewing their followers and who they follow.** **Can tweet about your project (including a link to a website), or can tweet questions to generate input or feedback.** Can access a broad range of **people.**
Snapchat **(Snapchat is not yet commonly** used for engagement)	**A photo messaging app where users can take photos and videos, add text and drawings, and then send these "snaps" to receivers. Users decide how long they will last before being** deleted from their recipient's **devices and Snapchat's servers.**	**Can reach young people, with the main demographic 13 to 23 year olds.**
Instagram	Photo-sharing and video-**sharing social media service. Users take photos and apply a digital ilter to them** before sharing them on other **social networking platforms. Instagrammers in a community of interest and within a similar geography also get together at InstaMeets to take photos or videos together.**	**For projects with visual elements.**
Pinterest	**Free website where users upload and sort images, videos and other content (known as pins) into collections (known** as pinboards) of ideas or for **projects. Pins can be shared, liked, repinned and commented on. Be careful about copyright.**	To create pinboards of visual ideas on an engagement **project.** **To inspire or educate.** **High female usage, particularly for food, drink, clothing, homes, travel.**
Tumblr	Microblogging platform and **social networking website. Popular with teens and early 20s.**	**Can reach young people, with the main demographic 13 to 23 year olds.**

8.3 Managing Groups

Facilitating groups and working with groups is a fundamental part of community and stakeholder engagement.

During your career as an engagement professional, you may need to:

- **Plan and**
- **Manage s**
- **Facilitate**
- **Seek out stakehold**
- Participat created b
- Participat created b

Types of G

Groups can

1. **Organisa to organi facilitate**

2. **Commur** include being asked to contribute to, become a member of, observe, support in terms of resources, time or staf, or receive and consider the output from the group. Alternatively, the organisation may not be invited to participate in the group.

3. **Organisation and community partnership.**

Organisation-led	Community-led
Committees	**Special interest groups**
Working groups	Action groups
Community Reference Groups	Neighbourhoods
Citizen juries	User groups
Consensus conferences	**Sporting associations**
Study circles	Arts groups
Formal alumni programs	**Co-workers, informal alumni groups**
User groups	Consumer groups

Understanding How Groups Work

Types of Interactions

Groups have two types of interactions. This relates to the concept of developing rational **aims and experiential aims for engagement methods.**

1. Task interactions

2. Relationship interactions

Inluences on Group Relationships
The nature of the group's **relationship can be inluenced by a** number of factors including:

- **The project: Nature of the project, scope, expectations.**

- **External inluences:** Competing **interests, comments and actions by external parties, comments in the media, environmental pressures (economic, political and social).**
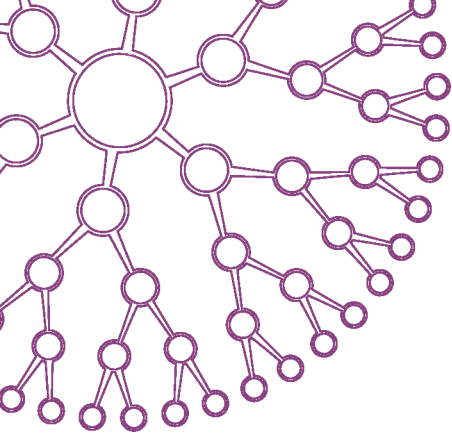
- **The sponsor: Relationship with the sponsor, transparency, trust, past experiences.**

- **The engagement process: Trust in the process, structure of the process, time provided.**

- **The method: Method design, choice of method, time allocated, information provided.**

- **Relationships: Existing relationships between individuals, relationship between the community / stakeholders and the sponsor, relationship with the facilitator.**

Group Dynamics

Group dynamics theory recognises that groups are living systems that evolve over time. It looks at how groups form and function effectively. Tuckman (1965) and Tuckman & Jensen (1977) developed the concept of **group evolution and ive stages of development. During the stages, groups may cycle back to an earlier stage, when members change.**
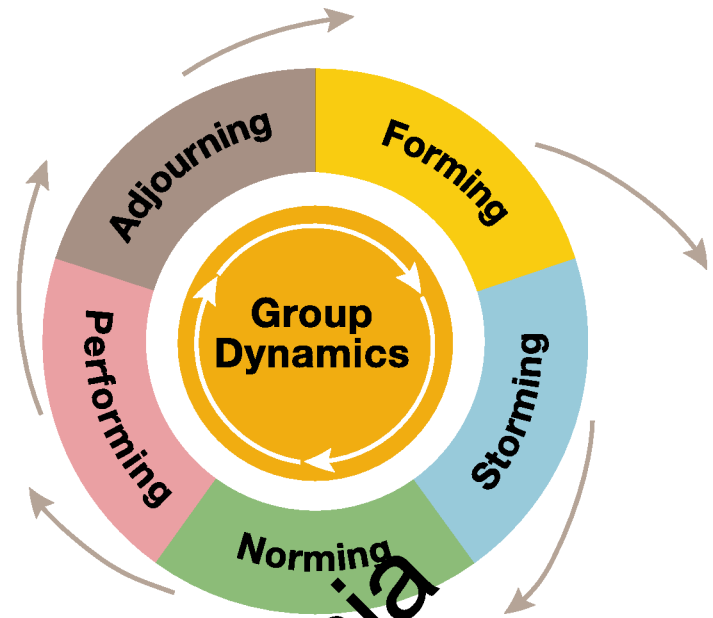
Group Dynamics	Feelings and Behaviours	Tasks
Adjourning	**Groups disband when the work is achieved or** the organisation's needs **change.**	The group must focus **on completing tasks;** evaluating the outcomes and process; and celebrating the team's and participants' achievements **and contributions.**
Forming	**Participants may feel excited and have high positive expectations and may anxious about itting in.**	**Groups focus on deining the team, and task and goals.**
Storming	**Conlicts arise as participants may feel frustrated about goals, expectations, roles and responsibilities.**	**Groups must refocus on goals and may need to develop skills in group processes and conlict management.**
Norming	Participants feel more **comfortable with expectations and work to resolve problems towards group harmony. Constructive criticisms welcome.**	**Participants show increased productivity.**
Performing	**Participants feel satisied with the group's progress and their own contribution. They appreciate diferences.**	**The group makes signiicant progress towards their groups. They celebrate** achievements and measure **progress.**

Planning a Group Template

Group Name:	
Purpose:	
Duration:	

Engagement **Group** Development **Stage**	**Task Objectives**	Relationship **Objectives**	Actions to Facilitate the **Group Working Efectively**

8.4 Hosting and Managing Conversations

Great engagement relies on great conversations. Conversations that are rich that explore issues. Where participants feel safe and supported. Conversations that explore new thinking, that recognise diferent perspectives. They are spaces where participants share their opinions, their stories, their values. In great conversations, everyone has the opportunity to contribute. No person or sub-group dominates.

As a facilitator of a group engagement, you are responsible for hosting and managing conversations so participants feel supported and feel they can contribute. This can happen in both oline engagement and online engagement.

Some groups are easy to facilitate. Other groups are not.

It will be easier to manage conversations if the group feels the processes are fair and transparent, and that they trust both you and the sponsor.

You are more likely to establish trust by actively managing power dynamics through the selection process or by choosing engagement methods that do not easily allow conversations to be dominated by a small number of individuals (Bryson, Quick, Schively Slotterback, & Crosby, 2012).
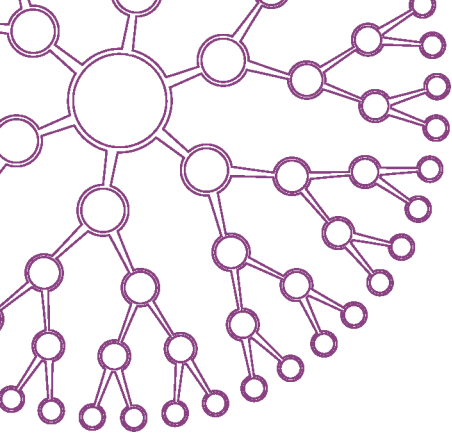
Facilitation Skills for Managing and Hosting Conversations

When facilitating engagement conversations, remember to consider the purpose, the people and the level of participation.

- **Are you asking the group to innovate?**

- **Are you aski**

- **Do you wan**
  suspend the

Tip	Why / When
Use active listening behaviours, including: • **Wait 5-10 seconds for people to answer.** • **Use non-verbals to encourage.** • **Don't interrupt or correct mid-sentence.** • **Respond to what learners REALLY say.** • **Ask follow up questions (especially clarifying, summarising, prioritising).**	**To encourage participation by making people feel they are being listened to and that you understand what they're saying.**
Establish and clearly articulate the rules of etiquette at the very start. **You might display this or include it on the tables. Rules might include:** • **Listen irst without judgment.** • **Address the issue and not the person.** • **Use polite language.** • **Allow others to inish their comments before responding.** • **Speak up if you have information or an opinion you would like others to hear.** **When managing online engagement, ensure the rules are established when people agree to join the conversation. Also state what will happen if a person breaches the rules.**	**Establish the rules early to set expectations upfront.** **By setting clear behavioural guidelines of everyone you are creating a fair playing ield in a transparent way.** **It also impacts on power dynamics.**

Tip	Why / When
When disagreements occur, acknowledge the diferences of opinions and reframe the comments so they are focused on the problem and not the person. Restate comments in a positive way, and check you have phrased it correctly.	Ensure that disagreements are problem-centred and not person-centred.
Encourage participants to use "yes and" statements rather than "no" statements.	**"Yes and" statements create opportunity and extend ideas and discussions. "No" statements stop discussions.** This is an ethos that originated in improvisation comedy, but is now used in corporate business and entrepreneurship to foster innovation.
Establish a supportive environment before your formal welcome by: • Talking to people informally as they enter. • Asking people how they are feeling about the day. • Introduce participants to new people to establish new connections. • Allowing time for people to settle in.	The arrival phase is an important part of establishing a positive and supportive setting.
Use proactive strategies to ensure dominant participants do not dominate the conversation. Try these ideas: • Start with an activity where each person gets the chance to "find their voice". • Going around the room with the question so that everyone gets a turn at contributing. • When working in small group activities, you can nominate the group spokesperson. • Include an activity where participants have time to think before they articulate their thoughts. • Include an activity where participants write down their ideas and share them in the written form.	Some participants will enter a conversation with greater power or perceived power. Those will less power or perceived power, will be less likely to contribute. Some participants will feel less conident in speaking up in a group setting.

Tip	Why / When
Be clear about the need to keep on topic, by setting up the session so that everyone is clear about what the scope of the conversation is. But don't lose the good stuf and don't make participants feel you don't care. Consider: • **Setting up a "car park" on the board to** capture other ideas • **Setting aside an allocation of time to discuss "out of scope topics"** • **Putting up a poster and asking people** to scribe up ideas / comments outside of **the scope so they can be talk about at a future event.**	**Do this early so everyone plays by the same rules.**
Name the "Elephant in the Room" by: • **Proactively asking if anyone is worried about the issue that no one has yet nominated but which you know they are** likely **concerned about. For example say "I have heard others say ..."** • Probing participants for more information **by asking questions such as "and what else?", "why do you say that?"**	**It can be hard for people to say** the things that upset them the most. **But unless we deal with** them, **participants can't deal** with the issue and move on.
Ask participants to clarify their statements to remove ambiguity or misunderstanding. For example say "When you describe that as significant, how does it compare to...?"	If a comment could be misunderstood or interpreted in **the wrong way.** **If a person is being unclear.**
Ask probing questions to understand the deep meaning or to discover a person's values. For example say **"Why do you say that?"**	**Particularly useful when a person makes statements without explaining why.**
Explore diferences rather than pretend they do not exist.	**To ensure topics are fully discussed.**
Set the context, by explaining: • **Any background information** • The focus of the engagement method • **What is expected of participants.**	**To set expectations and provide background information to** enable people to participate **in a meaningful way.**

Workshop Activity: Self-Assessment on Facilitation
Tips for Hosting and Managing Conversations

Tip	How Well Do You Do This (Rating scale 1-5. I = very poorly or I have never tried this before. 5 = Very well.)
Use active listening behaviours.	
Establish and clearly articulate the rules of etiquette at the very start.	
When managing online engagement, set clear rules of etiquette and consequences for breaching the rules.	
When disagreements occur, acknowledge the diferences of opinions and reframe the comments so **they are focused on the problem and not the person.**	
Encourage participants to use "yes and" statements rather than "no" statements.	
Establish a supportive environment **during sign in/set up.**	
Use proactive strategies to ensure dominant participants do not dominate **the conversation.**	
Clearly articulate the scope of the conversation.	
Name the "Elephant in the Room".	
Ask participants to clarify their statements to remove ambiguity or misunderstanding.	
Ask probing questions to understand the deep meaning or to discover a **person's values.**	
Explore diferences rather than pretend they do not exist.	
Set the context early.	

Planning a Conversation Template

Method:			
Participants:			
Welcome Experience:			
Setting:	Venue	**Layout**	**Support Materials**
Duration:			
Rational Aim:			
Experiential Aim:			
Focus Question:			
Conversation Flow	**Question topic**	**Question Wording.**	**Support information, materials, images etc if required**
Welcome			
Context setting			
Question 1			
Question 2			
Question 3			
Question 4			
Question 5			
Summary			
Next Steps			

Planning a Workshop Template

Workshop Name:				
Participants:				
Welcome Experience:				
Setting:	Venue	Layout		Support Materials
Duration:				
Rational Aim:				
Experiential Aim:				
Focus Question:				

Steps	Content (Information Presented or Question Posed)	Activity	
Welcome			
Introduction			
Context Setting (Provide the **background, reasons,** information)			
The Work (**Bulk of** discussion and activities)			
Synthesis (**Synthesis and sense making of** data collected)			
Future Action (Decide and **conirm actions**)			

9. Evaluating Engagement Methods

Engagement evaluation needs to occur at the program level to determine if the program **engagement goals have been met.** The basis for program evaluation is developed during the design **phase when we set the:**

- Engagement purpose
- Engagement goals
- **Success criteria.**

Evaluating methods is part of the **monitoring** ... the IAP2 Au... ***Plan, Mana***...

The succes... **method wil**... range of fac... appropriate... **to the situat**... **conducted,**... **stakeholder**... **support for**... **willingness**... **and the spo**... **and the out**...

Evaluation i... determining...

- **a method** ... both during and after its implementation

- **whether or not** the method achieved the stated **objectives of the method**

- **whether or not the method** assisted in achieving the **objectives of the overarching** engagement program

- **if and how to adjust the method** during its use

- **whether the method produced the** ... ped for ... livered ... ed ... stered ... nships.

... methods, ... be set ... e.

... olves ... **es of** ... **uate** ... **u set** ... **od.** ... ogram's ... r IAP2

2. **Experiential objectives**
3. **Engagement principles.**

Method Evaluation → Rational Aims

Experiential Aims

Engagement Principles
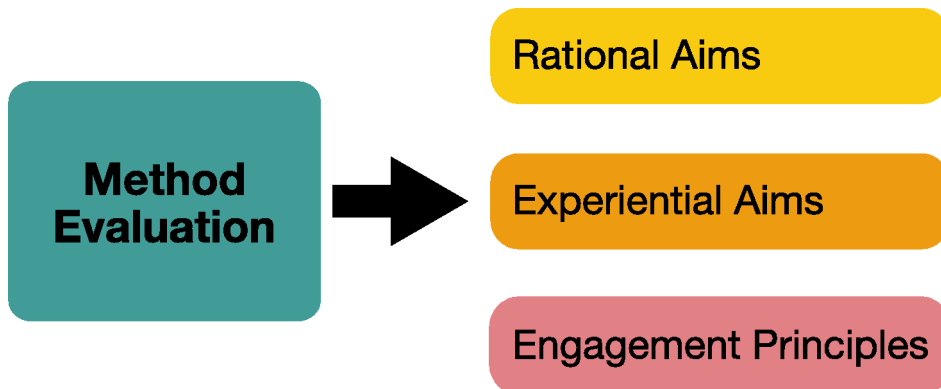
Method Evaluation Template - Example

Method Evaluation Criteria	What you would measure	Evaluation Tool / Technique
Rational Objectives		
To develop potential **solutions within technical parameters.**	**Number and diversity** of solutions that meet **technical requirements.**	**Project team analysis.**
To identify project constraints which need additional funding.	**Type of constraints.**	**Project team analysis.**
To reach a consensus **decision on next steps.**	If a consensus decision **was met.**	**Outcome on the day.**
Experiential Objectives		
To establish a productive **environment where members felt supported.**	**Participant feedback.**	Exit survey.
Non-technical community members felt conident to contribute.	**Participant feedback.**	Exit survey.
Members felt inspired to **contribute at next event.**	Number of participants who volunteered to attend again.	**Exit survey.** **Number who attend next event.**
Engagement Principles (eg IAP2 Core Values)		
Seek out and facilitate those impacted by or afected by a decision.	**Diversity of participants** – spread across **demographic information,** plus whether new people are involved.	Demographic data collected from attendance forms.
Provide information in **a way that enables the community to contribute** ideas in a meaningful **way.**	Participation satisfaction **with information provided.**	**Participant survey –** **recall, recognition and understanding measures.**
Inform the community and stakeholders of how their input inluenced the decision.	Report distributed to **attendees within 3 weeks, clearly indicating what input was received, what the project did to review that input, and how it will** be incorporated into the **process.**	**Project team report.**

Method Evaluation Template

Method Evaluation Criteria	What you would measure	Evaluation Tool / Technique
Rational Objectives		
Experiential Objectives		
Engagement Principles (eg IAP2 Core Values)		

10. Next Steps

The things I've learned that could improve **the way I engage**	
Ways I can improve the methods I **use now**	
Methods I could use	
Methods I could consider	
Skills I need to develop	
Resources I need	

11. Quick Reference Guides

11.1 35

Overview

A card swapping and ranking activity that enables a group to share and rank group-generated information.

Purpose

- Needs assessment
- Evaluation

Time

- **20 - 40 minutes**

Activity Flow

- **Introduce the topic to be explored.**

- **Invite participants to select a key insight/comment/question and write it on one side of a small index card.**

- **Explain the voting procedure – in pairs they will be giving each of two cards a score out of seven (7) (no halves allowed).**

- **Everybody stands – they each have their card and a pen.**

- **Ask people to start swapping their card with others (keep this happening at a fast pace, calling out Swap! Swap! Swap! Try to avoid people slowing down to read what's on each card they swap).**

Variations

- **Can do only three rounds if short of time (maximum score = 21) or if a smaller group.**

Supplies

- **Small index cards – one for each person.**

- **Open loor space to enable the** number of people in the group **to mingle comfortably.**

- **Bell or whistle.**

Number of Players

- **10 - 60**

- **After 30 seconds or so ring the bells and form random pairs.**

- **Compare the statements on the two cards and allocate points out of seven (7). Write the score on the back of the card.**

- **Start swapping again and continue until ive (5) rounds have been completed.**

- **Ask participants to add up the scores on the back of the card they have in the inal round. The maximum score is 35.**

- **Hear what's written on the** cards from the highest score **to the lowest.**

Source: www.thiagi.com

11.2 Focused Conversation (ORID)

Overview

A structured process that helps one plan and facilitate a meaningful **exchange of ideas.**

Description

Focused conv... **by-step metho...** **through certai...** enabling them... **experience as...** **conversation i...** who asks a se... elicit response... from the surfa... **depth.**

Purpose

- To guide a g... **process of c...** conversation... opinions and... **any topic or...**

- **To enable a conversation to low from surface to depth.**

- To orchestrate conversations for consensus-building in small **groups, for problem-solving, for trouble-shooting, coaching, research, and interpretation of all kinds of data.**

- **To broaden a group's perspective,** to elicit clear ideas and conclusions **and to allow the entire group to participate.**

Preparation

After deciding the topic of the **conversation, the irst step of the process is to write out both the rational and experiential aims to** ...ose, ...tion. ...ntent or ...rsation. ...king ...he ...on. It ...at do ...w, learn, ...e?" The ...her impact ...cts the ...ts the ...n between ...s the ...nt to ...pants in

A facilitator then leads the conversation through a series of **questions at four levels:**

- **Objective questions** related to **data, facts, external reality, e.g.,** "What did you actually see, hear, or read?"

- **Relective questions that evoke immediate personal reactions, internal responses, sometimes emotions or feelings, hidden images, and associations with**
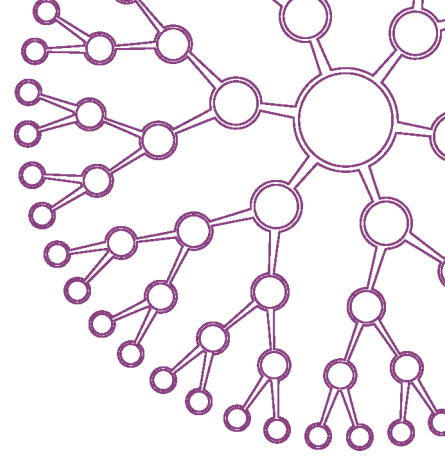
the facts, e.g., "What was your gut-level reaction?" Whenever we encounter an external reality (objective data), we experience an internal response.

• Interpret... draw out ... signiicance ... "What ne... from this?...

• Decision... the conve... eliciting re... the group... about the... you think...

The facilitat... questions i... neutral thro... He or she d... or allow the... veto ideas a... forth.

Hints

• Begin the conversation by asking the irst question or the objective-level questions around the whole group, making sure everyone has a chance to answer.

• The leader has nothing to teach. There are no right or wrong answers.

• All questions are open-ended, and cannot be answered with ...

...have to ...s wisdom. ...s confront ...h a ...a pat

...better ...What ...rather ...ember

...ions and ...answer.

...ion,

...and put them in the objective/relective/ interpretive/decisional order. When the draft is inished, rehearse it through your head, imaging some answers you might get. This may suggest better ways to ask the questions.

Source: The Art of Focused Conversation: 100 Ways to Access Group Wisdom in the Workplace. Stanield, R. 2000.

11.3 Full Circle

Overview

A participatory process to gather a lot of data from a large group in a **short amount of time.**

Purpose

- Communication
- **Gathering data**
- **Relection**

Supplies

- **Flip chart paper, marker pens**

Number of people

- **12 – 100 +**

Time required

- **30 – 90 minutes**

Activity Flow

1. Introduction

- **Identify the topics to be explored.**
- Post the topics around the room **on lip chart paper.**

2. Topic Selection

- **Introduce the activity and describe the topics.**
- **If appropriate, describe how they were developed and by whom.**
- Invite participants to select **one topic that they feel most passionate/excited/concerned about, and go and stand by that topic.**

3. Brainstorm

- **Clarify the type of information you want each group to generate:**
  - Ideas
  - **Solutions**
  - **Barriers etc.**
- **Each group spends a few** minutes at their chosen topic brainstorming comments and **writing them on the lip chart.**
- **After a few minutes, ask groups to move on to the next topic. Remind groups to only add new/diferent ideas.**
- Repeat until all topics have been **covered by each group.**

4. Analyse

- **Groups return to their original** topic and process the information:
  - **Summarise**
  - **Identify top three priorities etc.**
- Each group selects one person to **report back.**
- **The rest of the group sits down.**

5. Report and Debrief

- **Hear a brief report on the analysis only from each spokesperson.**
- **Conduct a debrief of the activity and clarify the next steps.**

11.4 Card Storming

Overview

The Card-Storming Technique is a ive-step, team-facilitation method for problem solving and consensus **building.**

Purpose

- To integrate diverse ideas to build **consensus.**

- **To generate creativity using a** rational and intuitive approach to **problem solving.**

- To develo   **issues.**

This technic   many phase   including vi   underlying   strategic di   out more s   a popular p   session bec   **collecting a   generated b**

Strengths

- **It a collab   building t**

- It saves ti   participar   **ideas on cards simultaneously.**

- **It allows information to be ordered and reordered easily.**

- **It gives a clearer viewing of relationships among ideas with data on "movable" cards, rather than in lists.**

- **It provides transparency** because the group categorises **information.**

Room Setup:

- Round tables and chairs for group of 4-6 participants to **be seated at each table.**

- Centre and front facilitator **area that is easily visible by all participants.**

- **Facilitator resource table.**

- **A wall – large, bare, and of a texture to which tape will adhere.**

                                **index
                                ards, or**

                                **enough
                                en by**

                                          ocusing

                                          oup
                                          a list
                                          **s as
                                          ion you**
)
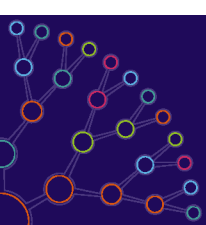
                              , of 3 or
4 (can be those seated in close **proximity), ask small groups to** share their individual comments and to come to consensus on **ive or six statements and write them on index cards.**

- **Have someone record each idea on a separate index card.**

- **Ask each group to frame their responses in concise, up to ive words per card.**
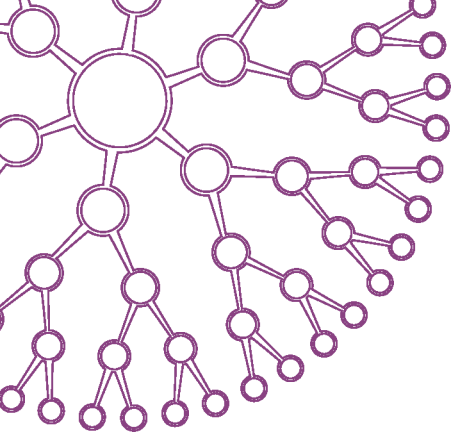
- **Ask groups to pass forward their cards, one at a time, in response to your request. You might ask:**

  - **From among your cards, pass forward the one that portrays the "clearest image."**

  - **From among your cards, pass forward the one that is most 'futuristic'.**

  - **From among your cards, pass forward the one that is most 'unique'.**

- **Ask for clariication if the message on the card is not understandable. Group members are active** participants in ordering the cards **into categories of similar images. They may suggest adding new columns, collapsing two or more columns into one, and/or moving index cards representing various** ideas around from one column to **another.**

- **Ask the groups to pass forward another card. Again, place the cards, one at a time, under the columns, clustering them as appropriate. For the third 'round', ask each group to have one person go to the wall and place the cards under columns they believe are most appropriate, or hand them to you if they need a new column.**

- Avoid naming the categories or groups during the ordering **process.**

- **If an item doesn't easily it into any group, don't force it. Categories are redeined each time an item is added. This often expands the deinition of a category, allowing some of the 'diicult to place' items to be included.**

- **Ask the group to check for the comprehensiveness of the list.**

- **Ask the group to name each column, deining a key component of the vision. The titles should be visually descriptive, noun-adjective phrases that generally portray the theme from the overall column. Summarise, or read the columns and ask the group to relect on the entire picture of the vision with a general phrase or statement of consensus.**

11.5 Open Space Technology

Overview

A method for hosting a meeting, conference or summit which is focused on a particular purpose or topic, but which has no formal agenda set. In the "self-organising" process, participants determine the topics of breakout sessions at the start. Ranges in size from a few to thousands.

Duration

Variable but can be run from half a day to several days.

Process

- **Open invitations that explain the purpose of the meeting.**

- **Participants gather in a room in a large, with a large open space in the middle.**

- **Facilitator welcomes and takes seat.**

- **Facilitator explains the context and clearly states the question.**

- **Explain that the blank wall is the agenda, and that the group will decide on the breakout session topics, and that the group will be free to choose where to go.**

- **Explain the four principles and law of two feet:**

  - **Four principles: Whoever comes is the right people, whatever happens is the only thing that could have, when it starts is the right time, when it's over it's over.**

  - **Law of two feet: If you ind yourself in a situation where you are neither learning or contributing, move somewhere where you can.**

- **Explain the responsibilities of those who convene a group – to convene and document.**
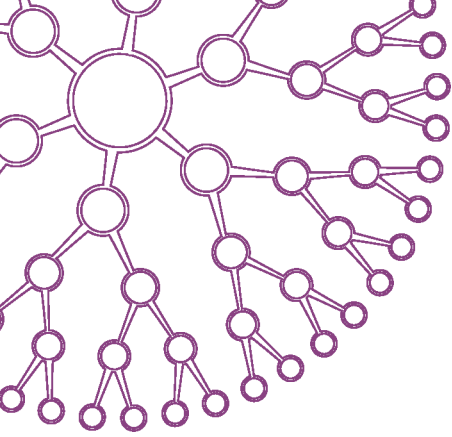
- Call on participants to grab a marker and paper and write down their issue / question and explain to the group.

- Participant then posts on the wall and nominates one of the pre-determined times and places.

- Once sessions are illed, all participants go and sign up for sessions.

- Sessions run.

- People who convene a session are responsible for documenting.

- Group comes together for the closing and sharing.

Room Set Up

- Circle of chairs around the room. For large numbers, place chairs in concentric circles so everyone around the room.

- On one wall, post up a 'Marketplace' sign and leave blank (or post up blank butchers paper).

- Provide lipchart paper and markers in the centre of the room.

- Establish spaces for breakout sessions.

- Create an empty agenda of times and spaces, which the group will ill.

- Consider if you will provide any technology for recording information.

Source http://www.openspaceworld.org/

11.6 Workshop

Overview

A structured method to explore speciic, complex issues, and where participants work in small groups.

Purpose

To gather di **provide info** ideas or so**l** group **ant** **To explor** **g** or **depth.**

To gather **ple**

Methodolo

A workshop method tha **activities. It** **purposes fr** to collabora **feedback. T** **workshop v** comprises:

- **Pre-workshop information distributed.**
- **Welcome.**
- **Set the Context, including the focus question.**
- **Provide background information.**
- **Small group activities to gather ideas (feedback or input).**

- **Synthesise learnings.**
- **Next steps.**
- **Recognise contributions.**

void hed **t is**

members tributing **think** **to** ducation **in advance, such as a learning circle.**

- **Workshops often incorporate other engagement methods.**

11.7 World Café

Overview

The World Café is a method for hosting a large group dialogue, based on participants moving around.

Purpose

- **To share diverse insights, experiences and perspectives amongst participants.**
- **To discover collective thoughts.**
- **To identify p_____ o insights**
- To gather a ____ information.

Methodology

The World Caf___ ive key compo____

1. **Setting – cr____ environmen_____ with four (4)____**

2. **Welcome ar____ – to set the ____** the process ____ **right experi____**

3. **Small group____** host facilitat____ **or more rou____** where partic____ after each round. Participants disperse and move to separate tables. **The table host remains and welcomes the next group and provides an overview of what was discussed in the previous round.**

4. **Questions – Each conversation round focuses on a question. The questions can be the same for several rounds, or diferent for each round.**

5. **Harvest – Share insights from the conversations. This is often done through graphic recording.**

Seven Design Principles

- **Set the Context.**

  _____ atter.

  _____ tives.

  _____ ns and

  _____ ies.

  _____ data.

  _____ ated on _____ ance.

  _____ ling and _____ end

  dialogue.

- Create a guide for table hosts to **prepare them.**
- **Consider how the questions will build on themselves.**

Source www.theworldcafe.com
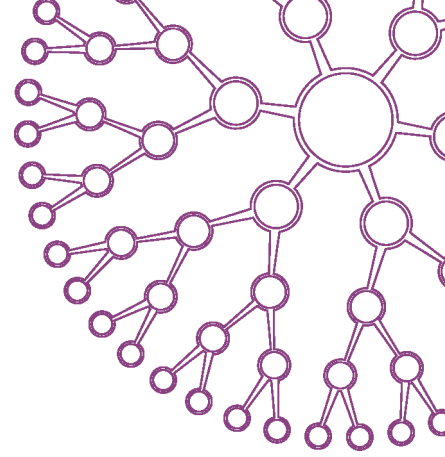
12. References

John M. Bryson, Kathryn S. Quick, Carissa Schively Slotterback & Barbara C. Crosby, 2012, *Designing Public Participation Processes*, Public Administration Review Vol. 73, Issue 1, Pages 23-24, January/February 2013

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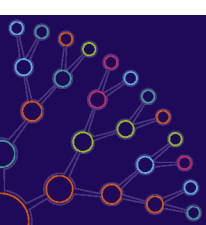
13. Methods Matrix

Method	Description	Scale				Context						
		Individual	Small group	Large group	Public	Low trust	Low interest	High complexity	Tight timeframes	Long-term engagements	Need new solutions	Hard to reach audiences
35s	A group activity to identify and then prioritise issues, concerns or ideas. Individuals develop issues, concerns or ideas which are then circulated 5 times and ranked on a scale of 1-7 to prioritise.		P	P		P	P		P		P	
Action research	Research involving a community of practice trying to solve a problem through action. Communities act as "co-researchers".	P	P					P		P	P	
Advertising	Advertisements paid for in print, broadcast or online mediums. Can be used to promote projects, engagement activities or to meet legal obligations.				P	P	P					
Appreciative Inquiry (AI)	A structured process for decision making that focuses on building on strengths ("what works well"), rather than focusing on problems and limitations. In AI Summits, participants follow a four-stage process of Discover, Dream, Design, Destiny.			P				P		P	P	
Blogs	An online series of posts about an engagement project or issues, which the community can share and comment on.				P					P	P	P
Brieings	Presentations and discussions with community or stakeholder groups. Can vary widely from informing to gathering feedback, ideas or options.		P	P								P
Card Storming	Participants individually write their ideas, concerns, issues on cards. These are shared in smi," groups then categorised by the whole group.		P	P		P			P		P	
Citizens Jury	A respresentative sample of citizens are randomly selected to form a citizens jury which deliberates on a problem or opportunity. The jury hears evidence from witnesses, in front of a public gallery, before adjourning to deliberate and make a recommendation or decision.			P		P		P			P	
Citizens Panel	Large numbers of people who are selected to be representative of the population and be a part of a panel that deliberates on a range of issues over a set period of time. Surveys are distributed during the time to understand community attitudes, feedback, issues and behaviour. Can track changes as well.				P	P	P				P	P

										Purpose
<	<		<						Highly political	
<	<		<		<				High emotion or outrage	
<		<	<				<	<	Need to understand community better	
						<			Inform	
	<					<			Legal compliance	
<	<			<			<	<	Understand reactions, implications consequences of proposition	
	<			<			<	<	Generate alternatives, new ideas and options	
<	<						<		Improve quality of policy, strategy, plans	
<			<						Relationship development	
	<		<						Community capacity & capability building	
			<	<		≡			Generate support for action	
<			<					<	Behaviour change	
<			<	<					Social licence	
			<				<		Community resilience	
<	<	<	<		<			<	Identify a problem or opportunity to address	
<	<							<	Decision making	

Methods Matrix (continued)

Method	Description	Scale				Context						
		Individual	Small group	Large group	Public	Low trust	Low interest	High complexity	Tight timeframes	Long-term engagements	Need new solutions	Hard to reach audiences
Co-design	Consumers and users work works with designers to codesign products, services or processes.		P	P	P					P	P	
Collaborative Governance	A structured decision-making process where agenices and stakeholders work collaboratively to make a decision or recommendation. Key features include collaboratively defining the problems, process and decisions through consensus.		P			P		P		P		
Community education program	A program to educate the community about a topic, project or proposition. Education campaigns can be designed to raise awareness, generate understanding or support behaviour change.			P	P					P		
Community Reference / Advisory / Liaison Groups	A structured group of community or stakeholder representatives that meet regularly and operate under a Terms of Reference. Can vary from members providing their own feedback or ideas, to members acting as a conduit between the braoder community and organsation.		P			P		P		P		
Community visioning	An exploratory, facilitated group method where participants are asked to close their eyes and visualise what their community looks like now and in the future. Uses visualisation and dialogue and may be extended to include creative arts activities.			P	P					P	P	
Consensus Conference	A highlystructured method involving a representative jury or panel of non-expert citizens who deliberate during a chaired public hearing held over 2-4 days where they hear evidence from a range of different experts. Jury members decide who to call in as expert witnesses. Participants make recommendations or decisions.		P			P		P		P		
Conversation cafes	Open, hosted conversations set in cafes or other places where community members would ordinarily gather.										P	P
Conversation circle	A leaderless meeting where particpants take a seat in a central circle to discuss a topic or question, that is controversial. Those watching follow a structured process to enter into the circle of discussion. Designed to voice multiple perspectives.		P			P				P		

1	2	3	4	5	6	7	8		
		<		<				Highly political	
		<		<		<		High emotion or outrage	
<	<		<	<		<	<	Need to understand community better	
				<	<			Inform	Pur
								Legal compliance	
<	<							Understand reactions, implications consequences of proposition	
	<						<	Generate alternatives, new ideas and options	
		<					<	Improve quality of policy, strategy, plans	
<	<		<	.		<	<	Relationship development	
<	<		<			<	<	Community capacity & capability building	
		<		<				Generate support for action	
	<				<	<	<	Behaviour change	
		<		<			<	Social licence	
<	<		<		<	<		Community resilience	
<	<	<	<	<		<		Identify a problem or opportunity to address	
		<		<		<		Decision making	

Methods Matrix (continued)

Method	Description	Scale				Context						
		Individual	Small group	Large group	Public	Low trust	Low interest	High complexity	Tight timeframes	Long-term engagements	Need new solutions	Hard to reach audiences
Crowd sourcing	Gathering ideas, services and content, from online users, rather than from staff or suppliers. Crowdsourcing can including asking for solutions to a problem, seeking funding for a project such as a start-up (crowdfunding) developing creative content or graphics, or to gather information. Can include a competition or incentive.				P			P			P	P
Deliberative democracy processes	Deliberative democracy processes are methods where a representative sample of the population, usually chosen through random selection, meet and deliberate over a few days. Participants are members of the wider population rather than representatives of stakeholder groups. Groups aim to make a decision, make a recommendation or find common ground. Includes a range of processes such as citizens juries, and consensus conferences.							P		P	P	
Deliberative forum	A forum where a representative sample of the community deliberates on a topic, issue or proposal. Forums last at least 2 days.			P				P			P	
Deliberative polling	A structured process where randomly-selected participants explore and deliberate on a topic at a meeting over 2 to 3 days and then their opinions are polled. Results of the poll are shared with the group and publicly. Can include a pre-poll, as well as additional polling that occurs after the engagement activity.		P	P	P						P	
Delphi processes	Structured process where a panel of experts answer a series of questionaires (at least two rounds). After each survey, a feedback report and a new survey is circulated. Designed to seek consensus on a complex problem.		P	P				P			P	
Design Charette	Used for planning local areas, a design charette is a multi-disciplinary design workshop held over 3-4 days, involving stakeholders, the project team, planning and design professionals, technical experts and sometimes community members. Participants walk in small groups, each containing a technical expert, to develop constraints, opportunities and solutions.		P									
Dialogue	A form of discussion where participants agree to suspend judgments to fully explore a question and seek shared meaning. Participants are asked to reflect on what the group is saying and what they are individually feeling.	P	P			P				P		

							Purpose
				<	<		Highly political
							High emotion or outrage
<	<	<			<	<	Need to understand community better
							Inform
							Legal compliance
<							Understand reactions, implications consequences of proposition
<	<					<	Generate alternatives, new ideas and options
<	<			(e)		<	Improve quality of policy, strategy, plans
<							Relationship development
<							Community capacity & capability building
						<	Generate support for action
<						<	Behaviour change
<							Social licence
<						<	Community resilience
<	<	<	<	<	<	<	Identify a problem or opportunity to address
	<	<	<	<	<		Decision making

Methods Matrix (continued)

Method	Description	Scale				Context						
		Individual	Small group	Large group	Public	Low trust	Low interest	High complexity	Tight timeframes	Long-term engagements	Need new solutions	Hard to reach audiences
Doorknocking	Community engagement or project teams go door-to-door to liaise with affected residents.	P				P	P					P
Fairs and festivals	A fair or festival involving food and entertainment, as well as activities around an engagement topic, project or proposal. Designed to make engagement topic more appealing and to reach audiences who would not normally attend workshops.				P		P					P
Fishbowl methods	Deliberation and decision making is undertaken by decision makers in view of the public, such as in a public gallery or by video streaming, to enhance transparency and accountability.				P	P						
Focus group	A small group discussion hosted by a facilitator about a focussed topic. Designed to allow for an open discussion that is guided by a series of questions, but which may follow the flow of participants' discussions.		P									
Focussed Conversation	A structured process to host a conversation with community or stakeholder representatives. Includes a series of questions that are objective, then reflective, interpretive and decisional.	P	P								P	
Future search conference	A future planning process where participants undertake a series of sessions on the past, present, future, common ground, and action planning. Designed to develop a shared vision for the future.		P					P		P	P	
Gameication	Development of online or non-digital games which participants play to solve problems and accomplish tasks. Can sometimes include rewards for players. For engagement, can be used to learn, explore a scenario, understand implications of choices, or to understand the perspectives of different people. Participants can sometimes take on the role of different characters, including decision makers.				P		P				P	P
Graphic recording	Capturing participants ideas, expressions and discussions in real-time during an engagement activity, to create a visual representation of the discussions.		P	P			P					
Hotline – telephone / web	Widely publicised telephone or email hotline that and provides one-to-one responses to community questions or complaints.				P							P

1	2	3	4	5	6	7	8	9		Pur
						✓			Highly political	
✓						✓		✓	High emotion or outrage	
			✓	✓	✓		✓	✓	Need to understand community better	
✓	✓	✓	✓		✓		✓	✓	Inform	
✓		(gray)						✓	Legal compliance	
	✓							✓	Understand reactions, implications consequences of proposition	
	✓			(gray)					Generate alternatives, new ideas and options	
				(gray)					Improve quality of policy, strategy, plans	
✓					(gray)			✓	Relationship development	
							(gray)		Community capacity & capability building	
✓									Generate support for action	
									Behaviour change	
✓			✓			✓	✓		Social licence	
									Community resilience	
✓	✓	✓	✓	✓	✓				Identify a problem or opportunity to address	
						✓			Decision making	

Methods Matrix (continued)

Method	Description	Scale				Context						
		Individual	Small group	Large group	Public	Low trust	Low interest	High complexity	Tight timeframes	Long-term engagements	Need new solutions	Hard to reach audiences
Interactive mobile apps	Interactive computer application designed for smartphones, mobile devices and computer tablets. Developed to meet project purposes and to reach community and stakeholders through smart phone technology at a place and a time that suits the community person.				P	P						P
Interactive online tools	Online software that engages the community in an interactive way. May involve seeking input or feedback, participating in games, entering or sharing data or photos, GPS markers, uploading of content, or a host of other functions. Designed to shift online users from reading to participating.				P	P	P	P				P
Interviews	One-on-one discussions to explore and understand community or stakeholder needs, perspectives, insights and feedback, and to build relationships.	P				P		P				P
Letters	Individualised letters sent to affected or interested community members and stakeholders. Can be a legal requirement.	P				P			P			P
Media stories	Media releases, pitches or briefings provided to journalists to publish free editorial on engagement projects or issues. A method to reach a broader audience and the engage the public. Media can be print, broadcast or online.					P	P	P				
Newsletters	Can be designed to inform, seek feedback, to gather ideas, and to update the community on the engagement project and how community input / feedback has been taken into consideration. Can include feedback mechanisms.	P	P	P	P							
Online discussion forum	Online forum where invited or self-selected participants contribute to an online discussion about a topic or project for a set period of time. Participants can contribute anonymously, using an avatar or using their true identifies.		P	P	P			P		P	P	P
Open House	A public information session incorporating a series of displays or stations staffed by technical experts, engagement professionals or the project team. More informal than public meetings. Can incorporate presentations, tours, interactive displays, and gathering spaces.				P		P	P	P			

1	2	3	4	5	6	7	8	Purpose
			✓	✓				Highly political
								High emotion or outrage
	✓				✓	✓		Need to understand community better
✓	✓			✓	✓	✓	✓	Inform
				✓				Legal compliance
✓	✓				✓	✓	✓	Understand reactions, implications consequences of proposition
✓	✓						✓	Generate alternatives, new ideas and options
	✓						✓	Improve quality of policy, strategy, plans
✓	✓				✓			Relationship development
								Community capacity & capability building
							✓	Generate support for action
							✓	Behaviour change
								Social licence
							✓	Community resilience
✓	✓				✓	✓	✓	Identify a problem or opportunity to address
						✓	✓	Decision making

Methods Matrix (continued)

Method	Description	Scale				Context						
		Individual	Small group	Large group	Public	Low trust	Low interest	High complexity	Tight timeframes	Long-term engagements	Need new solutions	Hard to reach audiences
Open Space	A method for hosting a meeting, conference or summit which is focused on a particular purpose or topic, but which has no formal agenda set. In the "self-organising" process, participants determine the topics of breakout sessions at the start. Ranges in size from a few to thousands. Participants set the agenda, rather than organisers.					P		P	P			
Opt-in e-panel	Community members opt in to be part of an online engagment panel. Panel members can be called on to participate in engagement projects or questions. Can range from seeking insight, input, feedback or voting. Differs from a citizen panel in that members self-select.					P	P	P	P	P	P	
Participatory budgeting	Process where the community works with an organisation through its budgeting process. Can range from setting a whole-of-organisation budget, divisional or project budgets. Participants should be a representative sample of the community.	P	P	P	P	P	P			P		P
Participatory editing	Citizens edit and shape documents and reports through a series of circula ing documents.	P	P	P	P			P				
Photo visioning / photo voice / photo journals	Communty members gather and share photos that represent their ideas or preferences for the future. Can be incorporated into face-to-face engagement events, or collected and shared online. GIS platforms can be integrated.	P								P	P	
Public Displays	Staffed or unstaffed displays of information, options drafts or final decisions which are made available in a public place.				P		P					P
Public meeting	A meeting organised by either the organisation or community with presentations and questions asked by the crowd.		P	P	P	P			P			
Randomly-selected e-panel	Similar to an opt-in e-panel except members are randomly-selected to avoid bias. Ideally panels should be a representative rample of the community.					P	P	P	P	P	P	P
Social media - Facebook	Most commonly used social networking site where you can post comments, photos and videos, which can be seen and shared by either friends or the public. Use to reach a broader audience, have online discussions, and monitor and respond to community ideas or concerns.					P	P	P		P	P	P

	C1	C2	C3	C4	C5	C6	C7	C8	C9
Highly political		✓					✓		
High emotion or outrage		✓			✓				✓
Need to understand community better	✓	✓	✓		✓			✓	✓
Inform	✓	✓	✓						✓
Legal compliance			✓						
Understand reactions, implications consequences of proposition	✓	✓	✓						✓
Generate alternatives, new ideas and options		✓							✓
Improve quality of policy, strategy, plans		✓					✓		✓
Relationship development	✓		✓				(grey)		
Community capacity & capability building									
Generate support for action	✓	✓						(grey)	✓
Behaviour change	✓								
Social licence	✓		✓						
Community resilience					✓			✓	
Identify a problem or opportunity to address	✓	✓			✓			✓	✓
Decision making		✓					✓	✓	✓

Methods Matrix (continued)

Method	Description	Scale				Context						
		Individual	Small group	Large group	Public	Low trust	Low interest	High complexity	Tight timeframes	Long-term engagements	Need new solutions	Hard to reach audiences
Social media – LinkedIn	Social networking site based on users' professional expertise. Users can participate in discussion groups around areas of common interest. Can reach and engage communities of professional interest.	P	P	P	P			P		P	P	P
Social media – Photo & video sharing	Photo-sharing and video-sharing social media services such as YouTube, Instagram and Pinterest. Community groups, organisations and individuals can upload photos and videos on a public domain and make comments. Can we used to educate the community, share ideas, capture history, future visioning or to change behaviour.				P	P	P			P		P
Social media – Twitter	Microblogging platform. Users tweet a message of a maximum of 140 characters to their followers. Messages can be retweeted by others which makes the original message viewed by their own followers. Described as a "social broadcasting media" it can act like a news alert system.				P	P	P					P
Social Media – Snapchat	A photo messaging app where users can take photos and videos, add text and drawings, and then send these "snaps" to receivers. Users decide how long they will last before beng deleted from their recipient's devices and Snapchat's servers.	P	P			P				P		
Study Circles	Small groups of people (usually between 5 and 20) who meet multiple times to explore an issue. Study circles may be lead by an organisation or by community members, and may exist to share knowledge, generate ideas, gather feedback and build community relationships.		P	P	P	P				P		P
Submissions	Formal written submissions which must be made in line with government regulations.	P							P			
Summit	A large-scale 2-3 day event where a large number of diverse people come together to consider information, engage in dialogue, participate in interactive activities and make recommendations.			P				P		P	P	
Surveys	A series of questions provided to a sample which may be a representative sample or a self-selected sample.		P	P	P	P						P
Tours	Community and stakeholders are invited to tour a site to gain a deeper understanding or to gain first-hand experience. Can be designed to foster relationships, raise awareness, increase awareness, educate, gain new insights or to change perspectives.	P	P		P	P						

		✓							Highly political
✓					✓		✓		High emotion or outrage
	✓			✓	✓		✓	✓	Need to understand community better
✓								✓	Inform
									Legal compliance
✓	✓	✓						✓	Understand reactions, implications consequences of proposition
✓	✓	✓			▓			✓	Generate alternatives, new ideas and options
		✓							Improve quality of policy, strategy, plans
✓		✓						✓	Relationship development
✓		✓				▓		✓	Community capacity & capability building
	✓							✓	Generate support for action
							▓	✓	Behaviour change
								✓	Social licence
✓		✓					✓		Community resilience
✓	✓	✓		✓	✓		✓	✓	Identify a problem or opportunity to address
	✓			✓					Decision making

Pur

Method	Description	Scale				Context						
		Individual	Small group	Large group	Public	Low trust	Low interest	High complexity	Tight timeframes	Long-term engagements	Need new solutions	Hard to reach audiences
Voting	Voting on a series of options. Need to be clear about the voting procedures; any criteria (eg. Weighted criteria); whether the results of the vote will form a decision, recommendation or insight; and provide enough information to enable informed voting.	✓	✓	✓	✓	✓						
Webinars	Online interactive web-based seminar, presentation or workshop. Webinars can include a wide range of features such as live video streaming, live navigating through websites, voting, commenting or Q&As.	✓	✓					✓				✓
Websites	Can include dedicated websites for an engagement project, a central hub for all of an organisation's engagement activites, or a specific page on an organisation's corporate website. Vary widely from being static websites to highly interactive where the community can comment, upload their own content, or jointly create.				✓			✓				✓
Wikis	A website where content is not owned by a specific person or organisation, but is created, deleted or modified by members of the public.					✓	✓					✓
Workshop	A structured method to explore specific, complex issues, and where participants work in small groups.		✓	✓				✓				
World cafe	A structured process where participants discuss a question or series of questions at a group of small tables. Each table has a host who facilitates the same conversation during a series of "rounds". At the end of each round, participants disperse and move to new tables to continue the discussion. Is designed so participants share ideas, concerns, fears, experiences or feedback with a broad range of people.		✓	✓		✓			✓		✓	

							Pur
						Highly political	
					∨	High emotion or outrage	
∨	∨	∨				Need to understand community better	
						Inform	
						Legal compliance	
		(grey)			∨	Understand reactions, implications consequences of proposition	
		∨				Generate alternatives, new ideas and options	
		∨				Improve quality of policy, strategy, plans	
			(grey)			Relationship development	
						Community capacity & capability building	
						Generate support for action	
				(grey)		Behaviour change	
						Social licence	
						Community resilience	
∨	∨	∨				Identify a problem or opportunity to address	
					∨	Decision making	

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