Technical Assistance Consultant's Report

Project Number: 44140
Date: September 2014

## 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: CONFLICT IN ENGAGEMENT

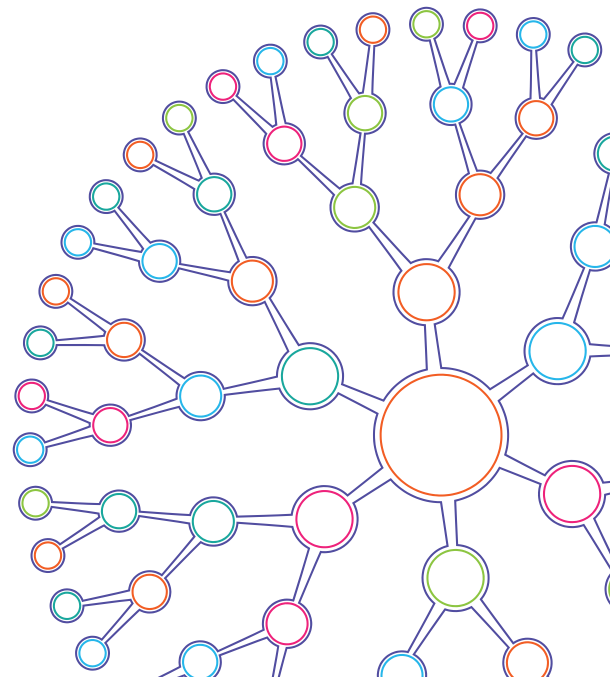Prepared by International Association for Public Participation–Australasia

Asian Development Bank

international association for public participation
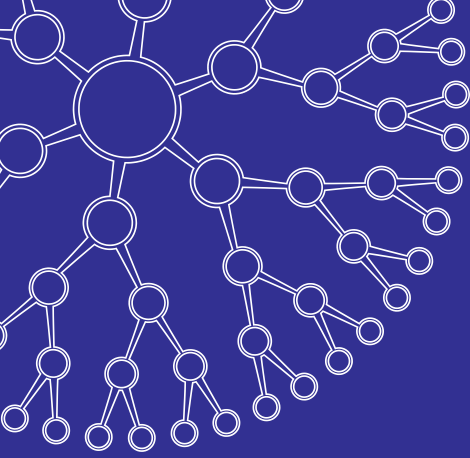
Conflict in Engagement
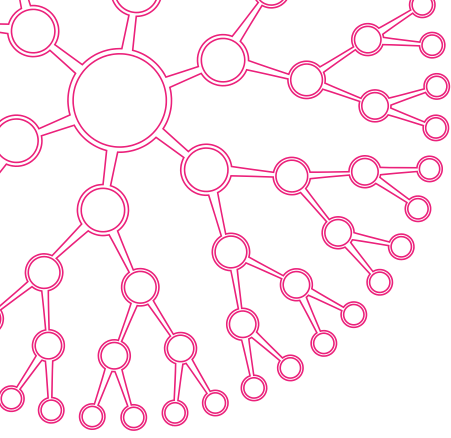
IAP2 Australasia

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

IAP2 Australasia is the affiliate 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 reflect the interests and concerns of potentially affected people and entities.

IAP2 Core Values

1. Public participation is based on the belief that those who are affected 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 influence 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 affected 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 affected the decision.
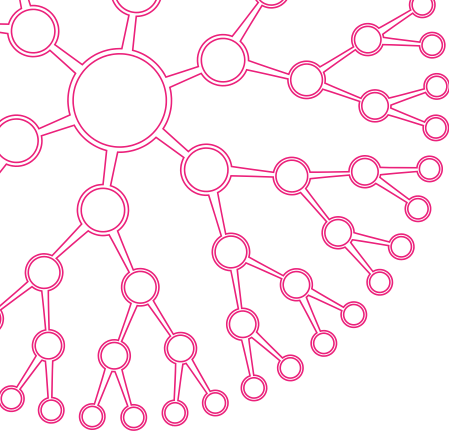
IAP2 Australasia Certificate in Engagement

The Australasian Affiliate of IAP2 has developed training to achieve a Certificate in Engagement which comprises five days training. To complete the Certificate 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 Certificate. Modules will evolve over time, but include Internal Engagement; Online Engagement; Conflict in Engagement; Engagement Facilitation; Engagement Evaluation.

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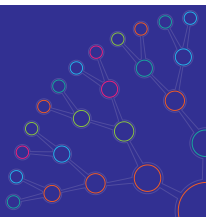
IAP2 Australasia owns the copyright for this module, the participants' manual, trainer's manual, and PowerPoint slides.

Module Content

Introduction

This module forms part of the IAP2 Australasia Certificate in Engagement. It is based on the principles outlined in the Engagement Essentials prerequisite, and is closely linked to Engagement Methods, which is about how to design engagement methods, and to experience how to facilitate and manage a select number of small group methods that can be used in practice straight away.

1. Module Objectives

The Conflict in Engagement module objectives are to:

- Identify the triggers and context for conflict in engagement scenarios

- Understand a range of strategies for responding to difficult situations and challenging behaviours

- Practice a number of strategies to respond to difficult situations

- Demonstrate a range of strategies to anticipate, prevent and/or mitigate difficult situations or behaviours now and for the future

- As a facilitator of engagement activities understand your own role and manage your own behaviour and build personal resilience.

The participant experience objectives are:

- To experience the impacts of conflict in engagement and challenging behaviours

- To experience strategies to prevent and/or mitigate difficult situations or challenging behaviours

- To experience the development of confidence and personal resilience in dealing with difficult situations.

The other modules and what they do

The Methods module is based on the principles outlined in the Engagement Essentials prerequisite and closely linked to Engagement Design, which describes how to design the broader engagement program including how to select engagement methods.
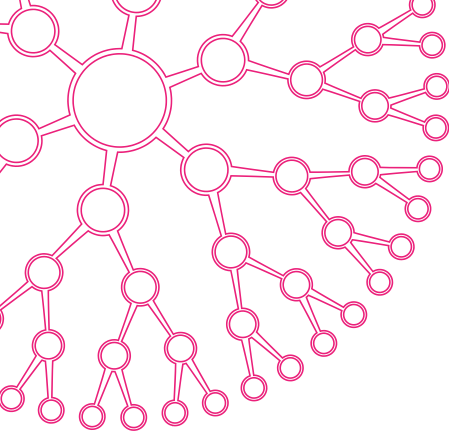
Community and stakeholder engagement practice

In Australasia the practice of community and stakeholder engagement is constantly evolving, being shaped by global and local influences and events, changing democratic practices and creative minds.

This certificate program recognises that engagement practice is undertaken by professionals who:

• May have engagement practice as a significant part of their role, or

• May have very little to do with engagement practice as others within their organisation design and implement the engagement processes to support their work, or

• May have engagement practice as a small role amongst the many other aspects of their role,

• Or they may be more involved in the communications area and are charged with broadening their role to embrace community and stakeholder engagement practice.

Whatever the nature of your role, the Conflict in Engagement module provides a framework to understand what is conflict in engagement, what factors contribute to conflict emerging, and strategies for mitigating and managing conflict considering both face to face situations and online environments.

Rather than having the behaviour of others shape your reactions, this course is about helping practitioners learn how to 'step forward' and identify and manage the conflict with confidence.
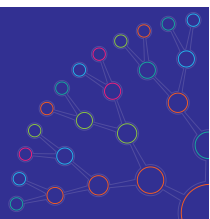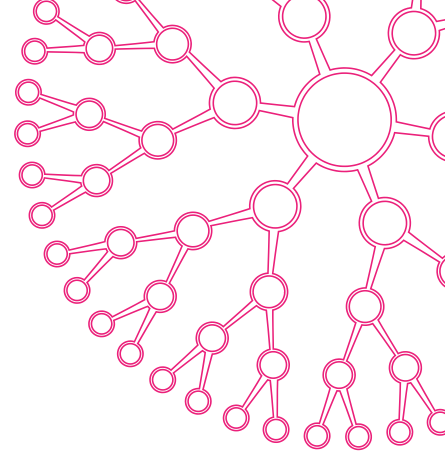
2. What is Conflict in Engagement?

What is Conflict?

A useful definition of conflict is from Peter Condliffe's Conflict Management: A Practical Guide,

"... a form of relating or interacting where we find ourselves (either as individuals or groups) under some sort of *perceived threat* to our personal or collective *goals*. These goals are usually to do with our *interpersonal wants*. These perceived threats may be either real or imagined."

It has three concepts:

1. Conflict is seen as involving *perceived threat*

2. Conflict is experienced at an *interpersonal* level

3. It relates to our interpersonal wants or aspirations.

When we experience conflict in engagement it often relates to all three of these concepts. It may be about an issue or a proposition and the community's or stakeholders' perception of the impact of that issue for them personally.

Our role as practitioners in planning and delivering engagement processes is to ascertain whether conflict is evident or likely and how we can plan to mitigate against the destructive aspects of conflict. This is not about avoiding conflict, rather stepping forward to manage conflict in a constructive way that maintains integrity for everyone involved.
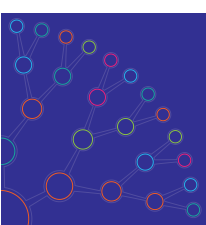
3. Community Engagement Model

Contemporary engagement dynamics are different 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 effective 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.
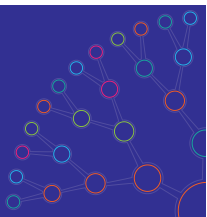
The model considers the following definitions:

Leads: Who is responsible for defining and managing the engagement process, including defining 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 profiles 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

|	
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 profile 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.
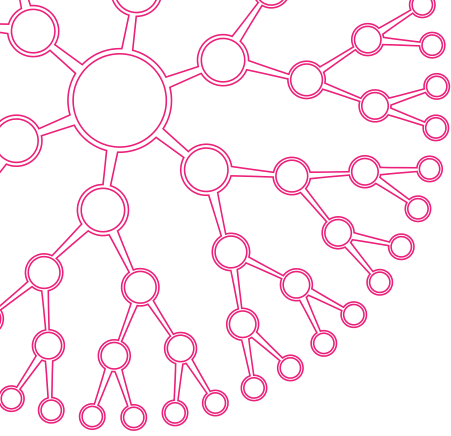
Orbits of Participation

A model developed by Lorenz Aggens of Involve (Wilmette, Illinois) depicts these graduating levels of interest in proximity to the decision or problem. This model has influenced practitioners to consider how distance from the decision and interest level can affect participation in engagement opportunities.

This model also helps to visualise the need for opportunities for the public to be engaged at varying degrees – and by different methods – in different steps of the process. It identifies the need for a range of engagement and communication methods that inspire relevance and hook interest.

If we overlay the 'orbits' on the IAP2 Spectrum we are prompted to think about those people who may be in the inner orbits and how much 'say' they expect to have on the issue or the proposition. We can compare this to those people who may see themselves in the outer orbits and their expectations on levels of influence on the issue or proposition.

When there is the likelihood of conflict in engagement we are likely to be dealing with those people who have a high investment on the outcome. Our challenge is, not just in contending with these people who may feel they are in conflict with the proposition or the organisation, but to consider how to achieve some balance in the participation of the community – the other 'orbits'.

Aware
Watchers
Reviewers
Advisors
Creators
Deciders
Project
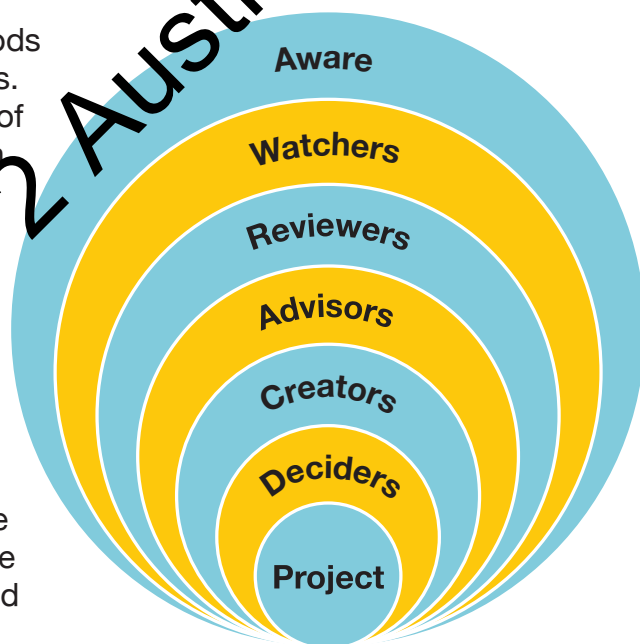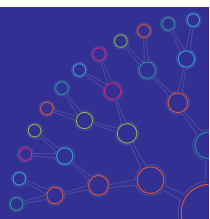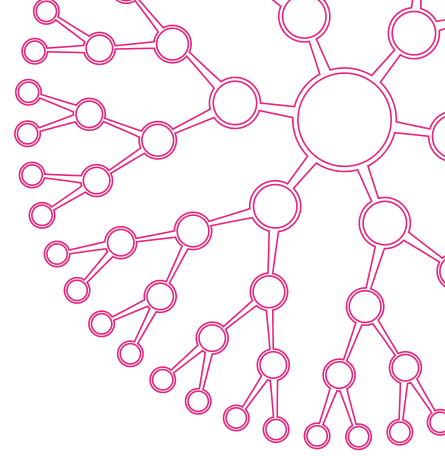
4. Components that Contribute to Conflict in Engagement

There are a number of factors that contribute to conflict in engagement. At times we will have a sense there is likely to be conflict because of the nature of the issue being talked about or because of some of the context, what has happened before, the community values or the level of impact. At other times we may be in the 'moment' of engaging the community and stakeholders and conflict 'emerges' or 'appears' and confronts us as we are managing the engagement process.

As engagement practitioners we need to understand what are the differing factors or dimensions that contribute to conflict in the engagement process. There are five dimensions that may contribute to conflict in engagement and that need to be considered in planning and managing community and stakeholder engagement:

People

- What have been the previous experiences of the community and stakeholders in relation to the issue?

- How are the community and stakeholders feeling about the issue and the organisation that is leading the engagement?

- What is their ability to access the engagement opportunities?

- What are their expectations on how they will be engaged?

Facilitators

- What is their skill and ability in managing engagement processes?

- What is their capacity for self-awareness and how do they respond to situations involving conflict?

- How well has the facilitator prepared for the engagement activities and used their own hosting and group management skills with the stakeholders?
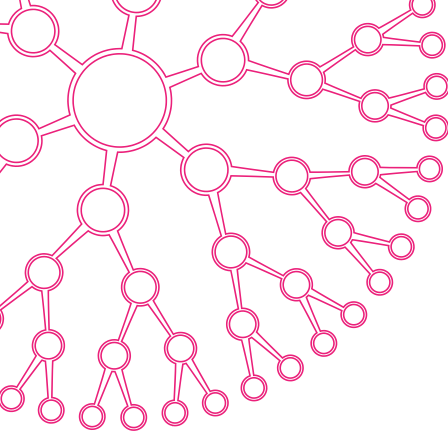
Setting

- Is the physical environment conducive for hosting conversations?

- Will the space for hosting the conversations be considered as neutral?

- Is the layout suitable for conversations or does it create a sense of power play or 'us and them'?

Context

- What is the history of the problem or proposition?

- What is the level of impact of the issue or proposition for the community and for the organisation?

- How important is it to the organisation?

- What is the relationship between the organisation and the community and stakeholders?

Process

- What level of preparation has occurred?

- What is the level of commitment by decision makers for the engagement process?

- Is the engagement process appropriate to resolving the issue or proposition?

- Does the engagement process enable fair access opportunities for meaningful engagement?
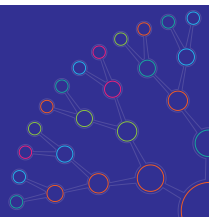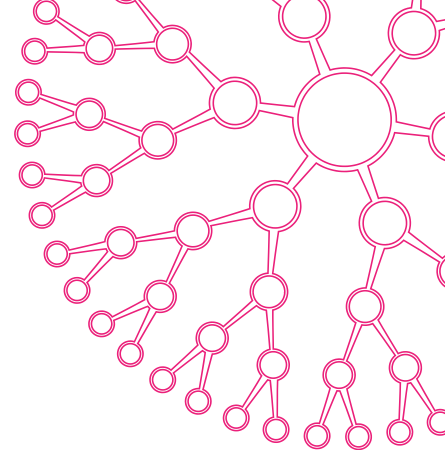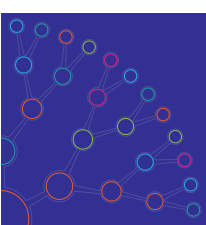
Five dimensions that contribute to Conflict in Engagement

Whether we are designing the engagement process or engagement method we would need to consider each of these factors. This enables us to develop appropriate strategies to mitigate risk of conflict or to manage conflict as it is going to happen anyway.

This course explores the range of strategies that can be used in the planning of an engagement process.

People
- Strong emotions
- Previous experience
- Ability to engage
- Expectations

Facilitators
- Self-awareness
- Facilitation skills
- Self management

Process
- Preparation and process method
- Commitment by decision makers
- Time constraints

Context
- History of the issue
- Level of impact
- Scale of concern
- Risk and opportunity

Setting
- Physical environment
- Venue and layout
- Neutrality

5. Strategy: People

When we are considering strategies to engage with people who are passionate about an issue we need to consider concepts of:

- Empathy
- Different types of conflict behaviour
- Escalation of difficult behaviours.

Empathy

Conflict in engagement is often about people feeling a perceived threat or that their personal wants or aspirations are being compromised. In order for us to be able to identify the emotions or feelings that may be evident with our audiences, and to enable effective management of the conflict, we need to have the capacity for empathy.

Empathy is the capacity to recognise emotions that are being experienced by another person and is a precursor to genuine sympathy or compassion. If we have a strong capacity for empathy then we have a tendency for greater positive regard for others and are more likely to help others. In an engagement sense this makes us more likely to identify and help others to resolve or reduce their conflict.

Different types of conflict behaviour

When there is conflict in engagement, people can express their emotions in different ways. As practitioners we can get caught up in seeing behaviours that look like anger but in fact may not be anger. Below the surface there may be other emotions such as frustration, anxiety, grief, disappointment and fear due to loss of control. If we miss recognising these other emotions that could be at play we miss the opportunity to respond to those emotions appropriately.

People respond to conflict in different ways. Some can be aggressive; others withdrawn and non-participatory, while others again could be cynical or self-absorbed.

Things to consider...

How would you rate your capacity for empathy?

How have you seen empathy for others helping in an engagement context?
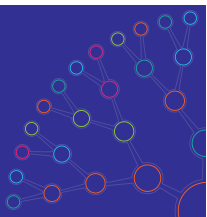
Strategies for dealing with difficult behaviours

Some typical roles that participants may fall under are outlined in the next table along with some suggested strategies to manage their behaviours.

Common Group Roles	Strategies to manage
Defeatists They feel the problem is hopeless, and are always blaming, failure to act on the problem or someone else. Use the term "they" a lot (They are always …).	• Ask them who "they" is. • Ask what part of the problem they can act on. • Ask what would have to change to resolve the problem.
Storytellers Have a focus on their own personal problems and experiences, and tell long stories about these. They can bore the group, or get the group more interested in the story than in the topic.	• Interrupt, and ask them to summarise the problem in one sentence. • Check that the rest of the group is interested in the issue. • Check that the problem is current, not history.
Experts Often feel they know at least as much, if not more than the facilitator does. They can compete with the facilitator, try to "help" them, contradict them, or undermine them. Often they are looking for recognition or acknowledgement.	• Use their expertise constructively in coaching and assisting others. • Keep them focused on the topic.
Cynic Sneering 'been there, done that' attitude; able to describe previous negative situation. Uses the power of always being partially right.	• Acknowledge them. • Invite participation. • Don't pander to them or negotiate with them.
Activists Have an analysis, which they apply to everything. The source of every problem can be the same, and it is usually up to someone else or something else (the system, the government, and management) to change.	• Ask "is it realistic to expect this situation to change?" • "How can we work around the problem?" • Structure activities to take all the groups point of view into account. • "Let's hear from everyone." • "What is the range of factors contributing to this problem?"
Withdrawer Has a low participation level, does not get involved in discussion, may take lots of notes, or get involved in private conversations.	• Give them a choice of roles. • Ask them to bring it back to the group. • Feedback their behaviour and ask them to do something different.

PEOPLE

FACILITATORS

CONTEXT

PROCESS DESIGN

SETTING
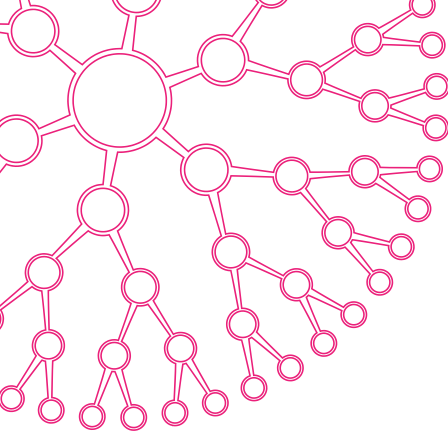
Strategies for managing people where there is conflict

- Use empathy – unless we can experience empathy we can't understand what values are important and get to understand the source of the conflict

- Use active listening skills to demonstrate an interest to listen and understand people when they are emotive

- Acknowledge feelings

- Use the opportunity to understand people better – determine what is important to the process

- Don't take on responsibility to solve the individual's dilemma – this is not our role

- Our role is to advocate for an effective process to help manage the conflict and engage effectively, not to run a great project

- Demonstrate integrity and transparency in what we do

- We need to not let others' behaviours affect our role – we need to be able to comfortably step forward and work confidently in contexts where there are conflicts.

Online Users

The engagement activities are not always occurring in the face-to-face sense where we have the opportunity to consider verbal and non-verbal behaviours. These help to interpret how the community and stakeholders are feeling or responding to the issue or proposition. But what if the conversation or the reaction of the community is occurring online? What are the typical roles that the community take in the online space? Sometimes we will face more difficult users in the online space.

By understanding online users, we can consider the following strategies:

User	Strategy
Legitimate complainant	• Treat them with respect and politeness. Be responsive to their concerns. Ask if they would like to contact you directly. Invite them to direct message you.
Troll	• Trolls post comments in order to inflame a situation, create an argument or upset other users. They can post negative and inflammatory comments. They do not really wish to participate. • Ask for detail and if you can help. Ask them to direct messages to you. If they don't respond, then politely say you are sorry you weren't able to help them but invite them to keep in touch if they want to talk or work through the issue.
Watchdog	• Watchdogs will monitor the web or your organisation for topics of interest, and then engage vigorously. They are motivated by passion and want to be involved. • Review and analyse past engagements to identify watchdogs. Develop a proactive engagement strategy to involve them. Consider doing this offline first.
Advocate	• Identify and foster. Advocates are the most credible party to support you. Develop a user loyalty program.
Lurker	• A person who watches and reads but does not actively participate. The 90-9-1 principle says that in every 100 users, 1 will create content, 9 will edit content or contribute, and 90 will lurk. • You may need a strategy to de-lurk your community – similar to reaching out to non-participants in offline engagement. Research has shown strategies that work include time (lurking reduces over time), linking participation with social capital, and demonstrating benefits of participation.

PEOPLE

FACILITATORS

CONTEXT

PROCESS DESIGN

SETTING

Escalation of difficult behaviours

In the online environment the escalation of conflict can be influenced by trigger points based on contributor comments or new information. The escalation can happen quite rapidly giving us very little time to consider whether to respond or not. If the decision is made to make a response then the key messages or other strategies need to be developed and implemented very quickly.
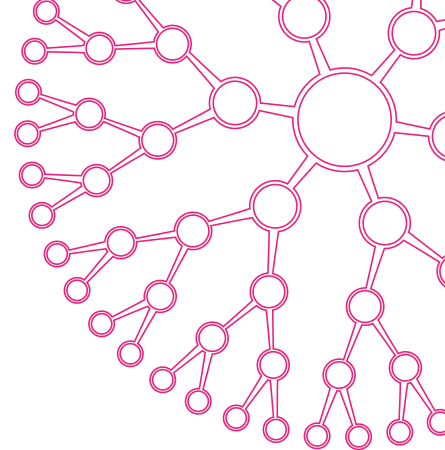
The following illustration shows the potential rise of conflict that can occur in the online environment. The bottom curved line shows what an ideal aim would be and the gap between the two represents how much 'ground' we have to contend with in managing the conflict.

Irrespective of whether we plan to use online engagement platforms, we need to prepare for the likelihood of the topic being discussed online. We therefore need to have a strategy to manage online conversations regardless.

The key points for us in managing conflict in the online environment is:

- Know your topic or the emerging issue – consider what is the trend and what is the escalation about
- Engage with media early and reduce chance of community led negative coverage
- Decide on what strategy may be appropriate and be prepared to act quickly
- Consider language and tone to use in the response so as not to inflame the situation – avoid defence language
- Follow through with your strategies
- Have a strategy in advance for actively managing online – a media management plan.

Conflict Escalation Online
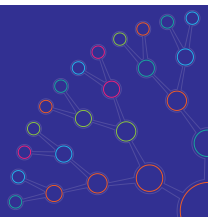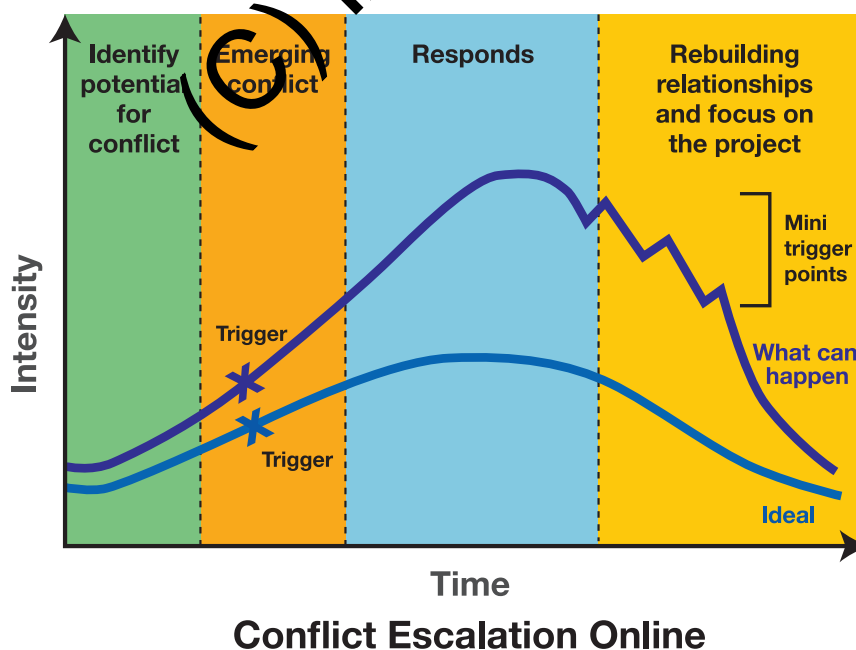
# 6. Strategy: Facilitators

Stepping Forward

When we are engaging the community and stakeholders where there is likely to be conflict, a critical factor is our role as facilitators and our capacity to manage ourselves and our reactions. What is important for us as facilitators is to not let others' behaviours control us but rather we need to step up or step forward and manage the conflict effectively while maintaining integrity.

Peter Condliffe (1987) in his model "Reframing Conflict" talks about the positiveness of conflict and how it can help to contribute to better relationships, better strategy and policy when managed successfully. In other words we should not be in fear of it and see the potential for using the passion about an issue or proposition in a constructive process.

The illustration below highlights that too little conflict (as experienced with the passive aggressive types) or too much conflict (aggressive agitators) leads to negative outcomes however appropriate conflict or a moderate level of intensity in conflict can contribute to positive outcomes.

Facilitators need the strategy of frame of mind' – stepping forward not stepping back.

Stepping Forward – Reframing Conflict – It's not all bad!!
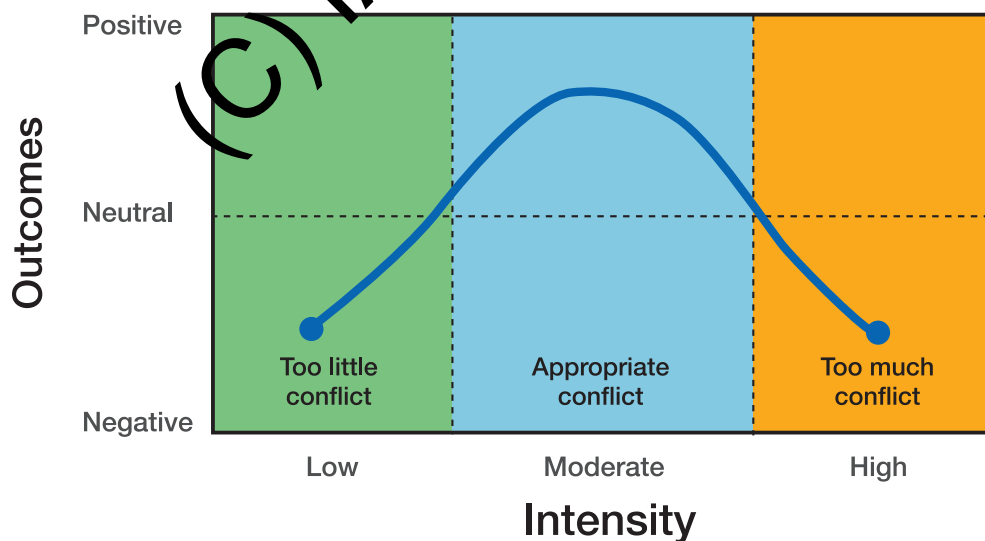
(Source: Condliffe, Peter Conflict Management – a Practical Guide., 2012)
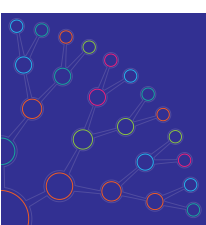
What are our hot buttons?

Have you ever wondered why you might react or perhaps overreact to a situation? Where you feel that your 'hot buttons' have been pressed and you lose your calm and controlled state?

Daniel Goleman has written a great deal about the concept of 'emotional intelligence' and our capacity as human beings to manage our emotional state based on neurological concepts associated with our amygdala. The amygdala is the older part of our brain that makes us "snap" in circumstances of stress. In ancient times this was important for our survival for the 'fight' or 'flight' responses needed when confronted with dangerous situations.

It is responsible for the sudden outburst we may have when experiencing 'road rage' for example, or in Mike Tyson's case when he bit a piece of the ear off his opponent Evander Holyfield in the 1997 heavyweight title match. These Goleman calls an "amygdala hijack".

In the community and stakeholder engagement context we need to understand the matters that trigger our own amygdala hijack so that we can develop strategies to avoid them occurring or strategies for managing them when they do.
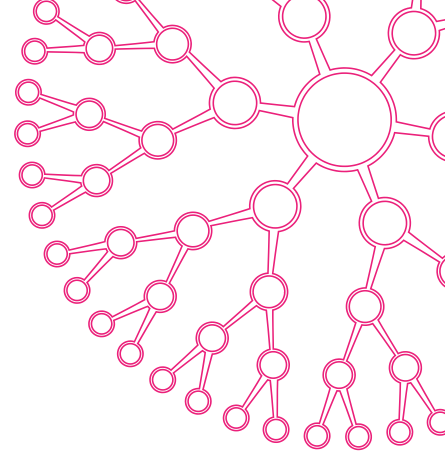
Some of these include:

- Counting to 10 or if it is really bad count to 100! This might sound corny but from a neurological perspective the physical act of counting switches on our neurocortex (previously shut down by the amygdala hijack) and enables us to create space from the thing that caused stress.

- Breathing – or deep mindful breaths help to calm us down. Mindful breathing triggers the 'rest and digest' hormones in our brain and physically helps us to feel peaceful.

- Sharing your insights with your team members who are assisting with the engagement activities. Let them know what are the triggers that activate your 'hot buttons' and sharing ideas on how team members can help each other will better prepare you and your team to manage those 'moments' when there is a risk of losing your calm, control and neutrality.

Things to consider...

Do you know what your hot buttons are?

How does this help us understand ourselves and our community when we are experiencing stress in engagement contexts?
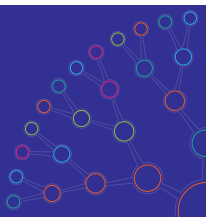
7. Strategy: Context

Context is the background setting environment in which the project is being under taken. Careful consideration of the context will help to identify possible points of conflict within the community that can then help us shape the appropriate response or process to manage the conflict and still engage effectively.

The engagement context is shaped by:

- The history of the problem or proposition
- Reputation or standing of the host of the organisation and its leaders
- The industry or international approaches to similar issues
- Organisational approaches
- Local issues
- Relationship between an organisation and the communities or the communities relationship with the organisation
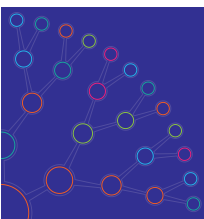- Scale and consequence of the proposed changes.

PEOPLE

FACILITATORS

CONTEXT

PROCESS DESIGN

SETTING

All engagement must fit the context in which it is taking place.

Context for any project is shaped by:

World, national and regional trends

What has been the response to similar projects?

What are the major factors impacting from international, national or regional trends?

What political debate is occurring?

Are there policy changes?

What is the media saying?

Community factors

What are the strengths and weaknesses of the community?

What is the history of the community?

Organisational factors

How important is the project to the organisation?

How important is the engagement to the organisation?

What is the policy or approach to engagement?

Personal factors

What is the approach and priorities of the key leaders and decision makers?

Strategies for dealing with contextual factors

A thorough assessment of context is important to planning any engagement process, however this step becomes quite critical when there is the likelihood of conflict. Some strategies to help understand and potentially mitigate the conflict in engagement include:

- Develop a detailed understanding of the scope of the matter or issue.

- Complete a risk and opportunity analysis and share this with team members and decision makers.

- Understand how others may be dealing with similar issues and consider how they have acted – what has been successful? What hasn't been successful and why?

- Where possible meet with decision makers to understand how they have approached matters such as this in the past? Openly explore and discuss their views on the potential for conflict and their views about managing the conflict in the engagement processes.
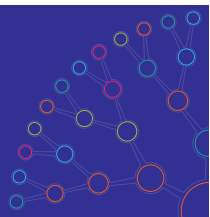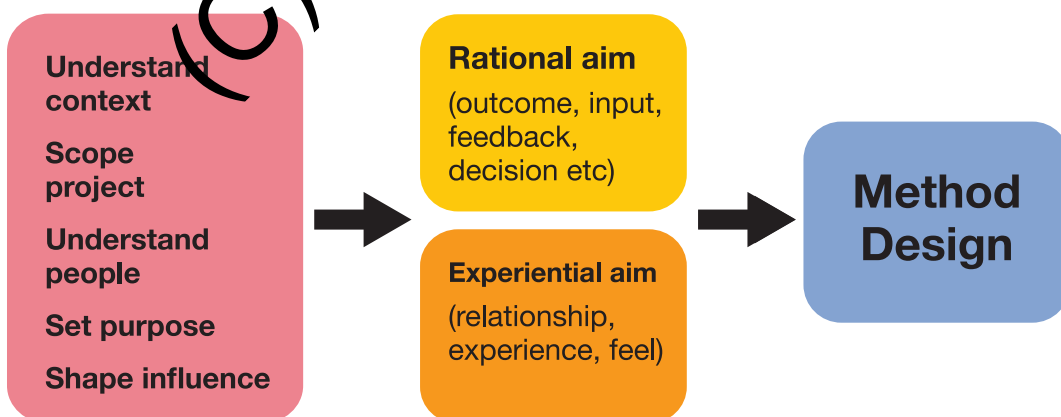
8. Strategy: Process Design

Engagement design is planning engagement activities, methods and approaches to engage stakeholders, organisations and communities in decision-making, problem solving, informing and behaviour change.

At each stage of the engagement process we may review earlier elements. New information about the perspectives of the community and/or stakeholders may change the engagement goals or method selection. Review and redesign is a critical requirement of any design.

Skipping any of these elements could set us up for potential conflict in the engagement process. Equally particular challenges can occur that will test our planned process and so we need to be flexible and adaptive to accommodate new information or challenges that may come from the community. Once any aspect of these elements changes then the others need to be reconsidered as well.

The community and stakeholders may already be activated and looking to engage with the organisation about the issue because they are in conflict with the project, proposition or issue. In this instance we need to consider the engagement goals and objectives in the context of the emerging conflict as well as choosing methods that are more useful when there is conflict emerging.
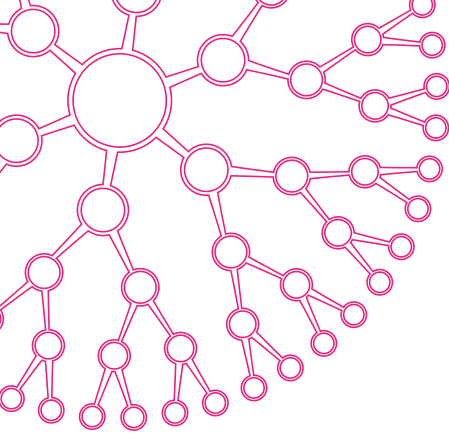
Understand context

Scope project

Understand people

Set purpose

Shape influence

→

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

Experiential aim
(relationship, experience, feel)

→

Method Design

PEOPLE

FACILITATORS

CONTEXT

PROCESS DESIGN

SETTING

Strategies for Process Design

Our strategies need to include:

- Choosing methods that help to build trust

- Allowing opportunities for venting of concerns and issues

- Demonstrating transparent processes

- Have clear expectations from the decision makers on the negotiables and non-negotiables

- Creating multiple opportunities for participation in the engagement process

- Ensuring that comprehensive engagement occurs that enables those with less than a vested interest to be engaged as well as those who have high concerns – refer to Orbits of Participation

- Choosing methods that enable deliberation of the many factors involved in the project or proposition.

9. Strategy: Setting

The setting or spaces in which the engagement occurs can contribute to conflict in the engagement or help to mitigate it. Some of the considerations in choosing and using the appropriate space are:

- **Neutrality** – having a space that most people will feel comfortable in.

- **Comfortable** – ensuring that people can move freely within the space and do not feel trapped or confined. Similarly that the temperature is comfortable for the number of people in attendance.

- **Accessible** – having a space that is located centrally, with good access to car parking or public transport and has good physical accessibility.

- **Ambience and setting** – creating a space that is welcoming and conducive to open conversations. Provide refreshments appropriate to the time of day and ensure that team members are available for playing 'host' – greeting people and making them feel comfortable.

- **Layout** – use of chairs and tables that promote small group discussions as well as comfortable viewing of the facilitator and any visual displays that are planned.

- **Venue choice** – avoid clashes with other activities particularly those that may be noisy and ensure that the venue size will accommodate expected numbers comfortably.
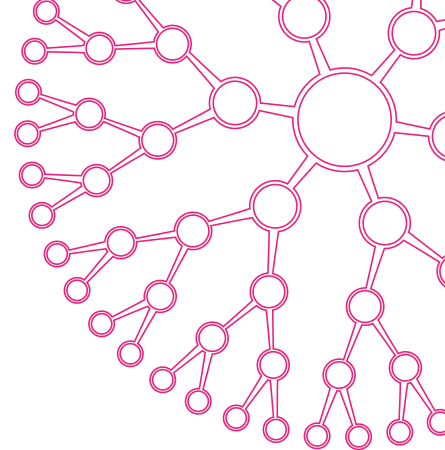
10. Resilience

Resilience is the capacity to bounce back in response to adversity. In an engagement context, resilience is the capacity to be able to bounce back following emotional and conflict driven engagement processes or the capacity to demonstrate empathy but not have your personal self adversely affected by others' behaviour.

So what are the characteristics of resilience? How do we know if we have it or what we need to do to enhance our resilience?

Gail Wagnild through her own research has developed a way in which to measure and strengthen our resilience core. She has identified five essential characteristics of resilience:

1. **Meaningful life (purpose)** – knowing that we have a sense of purpose in our life and being able to articulate that. Consider, "What do I do that others value?"

2. **Perseverance** – the determination to keep going despite difficulties, discouragement and disappointment rather than giving up. The capacity for courage and emotional stamina when things are tough. Consider, "Do I finish what I begin? Do I give up too quickly?"

3. **Self-reliance** – is a belief in yourself, with a clear understanding of your capabilities and limitations. Consider, "Can I usually think through a problem and work out a good solution?" or "Can I do what needs to be done in an emergency or will I fall apart?"

4. **Equanimity** – this is a about balance and harmony rather than dwelling on disappointments or being weighed down with regret and catastrophes. Consider, "Do I see the glass half-full or half-empty?"

5. **Coming home to yourself** - the capacity to be at home with yourself. Being comfortable in your own skin and being able to recognise your own worth. Consider, "Am I willing to take a course of action that I know to be right, but which is unpopular with my peers?"

Resilience is important to our mental and physical health and so in the context of community engagement we need to be able to develop and strengthen our resilience in order to withstand the pressures and stresses in managing conflict. Knowing our resilience score and taking steps to strengthen it will provide us with the courage and emotional stamina to manage conflict in engagement.

## Strategies for building your resilience:

- Consider your support systems – resources, colleagues and line management

- Create time to prepare and make time to step away when it is affecting you adversely

- Use debriefing strategies to share the experiences, insight and possible next actions

- Look for continuous learning

- Extend new strategies

- Reframe the conflict – keep the conflict in perspective.

Things to consider...

How well do you know your resilience core?

What supports do you have available to you to strengthen your resilience?
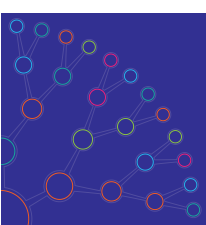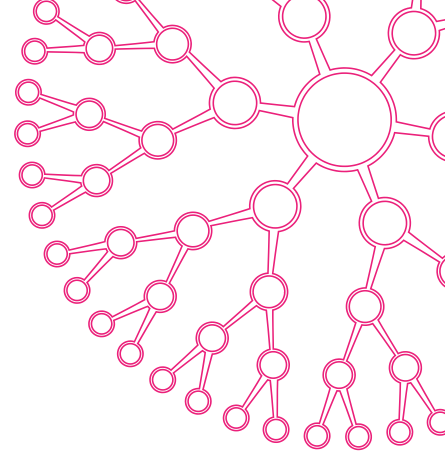
11. Reflections

Take a few moments to reflect on the day's learning, activities and sharing of stories.

Write responses to the following prompts:

What's your view about…	Your responses …
How does engagement fit with your role?	
What might you do differently as a result of the learning from this course?	
What supports and resources do you have to assist in embedding this into your practice?	
As a result of what has been covered, what else do you need to learn to enhance your practice for engaging?	

(C) IAP2 Australasia

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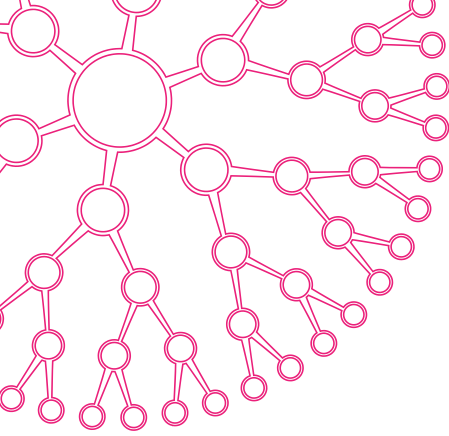Goleman, Daniel, 2000, *Working with Emotional Intelligence*, Bantam

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Acknowledgements

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T +61 2 4225 0555   E info@iap2.org.au   W www.iap2.org.au

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