



Local Government Community of Practice –  
***Consulting with your Community***

Participant workbook

*22 June 2017*

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## Agenda

10.00 am	<p>Welcome and Introductions</p> <p>Session outline</p> <p>Who's in the room, and where are you up to now?</p> <p>What is community engagement?</p> <p>What are the characteristics of good and poor engagement?</p>
11.00 am	<p>Some community engagement theory</p> <ul style="list-style-type: none"> <li>▪ Core Values</li> <li>▪ Levels of engagement</li> <li>▪ Risk communication</li> </ul> <p>Theory and practice</p> <ul style="list-style-type: none"> <li>▪ Negotiable/Non-negotiable</li> <li>▪ Stakeholder analysis</li> </ul>
12.30 pm	Lunch
1.00 pm	<p>Managing yourself</p> <ul style="list-style-type: none"> <li>▪ Dialogue role play</li> </ul> <p>Building a Plan</p> <ul style="list-style-type: none"> <li>▪ Diverge/Converge</li> <li>▪ Matching level of engagement to stakeholder</li> </ul> <p>Selecting engagement tools</p> <p>Strategy to action plan</p>
2.45 pm	<p>Summary of the day</p> <p>Evaluation</p>
3.00 pm	Close

## Introduction

This practical one day training workshop has been developed by The Regional Development Company to enable participants to learn about and practice community engagement planning and implementation:

This program is tailored to participants who:

- Want to learn about the principles and approaches for community engagement and why it is so important to the community and to your organisation
- Want to learn more about practical, effective community and stakeholder consultation that produces meaningful results
- Are looking to improve their community engagement activity outcomes
- Interested in learning some engagement strategies and techniques that can be used consultation

At The Regional Development Company, we established our own simple community and stakeholder engagement principles many years ago. We aim to share these with you today, and model these principles in action.

<b>Clarity of Purpose</b>	Clear purpose, agenda and process with a clear outline of what is negotiable and not negotiable
<b>Inclusiveness and Diversity</b>	Open and inclusive processes with real attempts to ensure representation from a diversity of people, community groups and stakeholders
<b>Engaging Processes</b>	Use of a variety of techniques which appropriately gain involvement, encourage questions, learning, information sharing and feedback
<b>Relationship and Trust</b>	Building relationships based on respect, active listening, consistency, continuing contact and delivering promises
<b>Responsiveness and Feedback</b>	Transparency in decision-making process, and feedback to community and stakeholders that demonstrates responsiveness to the issues raised
<b>Informed Deliberation</b>	Ensuring all information relevant to building community understanding and evaluation of the issues is made available in a clear, concise manner

### Using the Workbook

This Workbook has several purposes. It provides:

- Background material and reading on some of the key concepts being introduced
- Space for individual thinking and reflection (recording your insights for future reference)
- Space to work through key questions and exercises to build understanding of and skills in community engagement.

## Your purpose for this session

Picture cards are a useful and non-threatening way to engage people. This highly interpretive, versatile tool can open up conversations, storytelling and creative writing about feelings, goals, and points of view.

Photographs have a unique ability to stimulate the imagination, memory and emotions. They can be powerful catalysts for storytelling, writing and reflection about our values and priorities—and changes that we want to bring into our lives.

So, choose two cards to represent your answers to the following questions, and record your answers:

*How do I feel about community engagement?*

*What do I want to learn in today's session?*

## Community Engagement – Characteristics of good and poor engagement

Think of the **best** community engagement experience you have seen or worked with:

*Why did it work so well?*

*What were the characteristics or skills that contributed to its success?*

Think of the **least successful** community engagement experience you have seen or worked with:

*Why didn't it work so well?*

*What were the characteristics or skills that contributed to this?*

What are the characteristics of good and poor community engagement?

**Good Community Engagement**

**Poor Community Engagement**



## Fundamentals of Community Engagement – Context and Theory

At its simplest community engagement is about involving the community in the decision making process.

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*“Community engagement is a broad term that refers to any process, project or initiative that involves the community, or requires community input, in order to make a decision or solve a problem. It includes all level and ways of including the community”*

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As community engagement thinking evolves, there has been a significant shift to recognise the community engagement may also be motivated from within the community or even led by the community itself. This is a shift in that it no longer defines community engagement as a one-way path from local government to the community.

The Contemporary Engagement Model developed by the International Association of Public Participation (IAP2)<sup>1</sup> recongises that there are 7 key drivers of contemporary engagement:

1. The level of connectedness that exist in communities
2. Greater access to information
3. Increased visibility
4. Increased pressure to deliver value for money
5. Complex or ‘wicked’ problems
6. Commercial pressure to innovate
7. Mobility affecting pace and form of communication

### IAP2 Community Engagement Model:



<sup>1</sup> IAP2 Australasia Certificate in Engagement

## Core Values of Participation

The International Association of Public Participation 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 over a two year period 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 organisations, decision makers and practitioners make better decisions which reflect the interests and concerns of potentially affected people and entities.

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

## Community Engagement Principles

Most governments operate with a Community Engagement Policy, which usually define a set of principles and policies for engaging your community. For example the Horsham Rural City Council Community Engagement Policy cites:

*“When engaging the community in a decision-making process, Council promises to:*

- *Provide a genuine opportunity for the community to have input and an influence on decisions that are the subject of the engagement*
- *Actively seek out and encourage contributions from people who may be affected by or interested in a decision*
- *Provide relevant, timely and balanced information so people can contribute in a meaningful way including clearly defining negotiable and non-negotiable elements of any subject of engagement*
- *Provide a variety of appropriate and accessible ways for people to have their say and to speak honestly*
- *Actively listen so that people’s ideas and input assist in making the final decision*
- *Consider the needs and interests of all people in the decision-making process*
- *Tell the community about the final decision, and how their input was considered*
- *To effectively record engagement plans, methodologies, community responses, outcomes and evaluations”*

The principles that guide Horsham Rural City Council’s community engagement are:

<b>Genuine</b>	Council will be upfront and explain the level of influence the community can have in the community engagement process and will highlight the negotiable and non-negotiable elements of any community engagement
<b>Focus and clarity</b>	Council will provide clear statements about the scale, focus and purpose of each community engagement activity
<b>Inclusiveness and accessibility</b>	Council will facilitate processes for a diverse range of perspectives to be heard. Community engagement processes will recognise that there are a number of groups within the community who have particular requirements to enable them to participate effectively in engagement processes and will seek to accommodate and include those groups
<b>Provision of information and feedback</b>	Council will provide sufficient, easy to read and accessible information so that community members are given the opportunity to provide informed input in the engagement. People participating in a community engagement process will be advised on issues of interest or concern and the outcome
<b>Timing</b>	Council will ensure that community engagement is timed so that results are able to influence the policy, planning, decision making process and the implementation of those decisions. Council will, by using the Engagement Tracker, ensure that the risk of engagement fatigue is reduced by co-coordinating engagement activities where possible
<b>Transparency</b>	Council will communicate in an open and transparent way with the community to ensure meaningful input into Council’s planning and prioritisation process
<b>Evaluation</b>	Council will evaluate community engagement processes against the goals as articulated in each community engagement plan
<b>Resourcing</b>	Council will consider the effective resourcing for community engagement at the start of each project and when ongoing operations are reviewed allowance should be made for the resources required for any community engagement that is warranted. Council will, by using the Engagement Tracker, ensure that where practical engagement activities will be conducted together

**Does your Council have a Community Engagement Policy and principles?**

In your groups, consider the promises and the principles:

*Specifically, where and how have you seen these promises and principles in action?*

*What challenges can these promises and principles present?*

*How can you build these promises and principles into what you do?*

## Levels of Engagement

A widely used model to describe different levels of engagement was developed by the International Association of Public Participation (IAP2).

# IAP2 Spectrum of Public Participation



Increasing Level of Public Impact

### Inform

To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.

### Consult

To obtain public feedback on analysis, alternatives and/or decisions.

### Involve

To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.

### Collaborate

To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.

### Empower

To place final decision-making in the hands of the public.

### Public participation goal

### Promise to the public

We will keep you informed.

We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.

We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.

We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.

We will implement what you decide.

### Example techniques

- Fact sheets
- Web sites
- Open houses

- Public comment
- Focus groups
- Surveys
- Public meetings

- Workshops
- Deliberative polling

- Citizen advisory committees
- Consensus-building
- Participatory decision-making

- Citizen juries
- Ballots
- Delegated decision

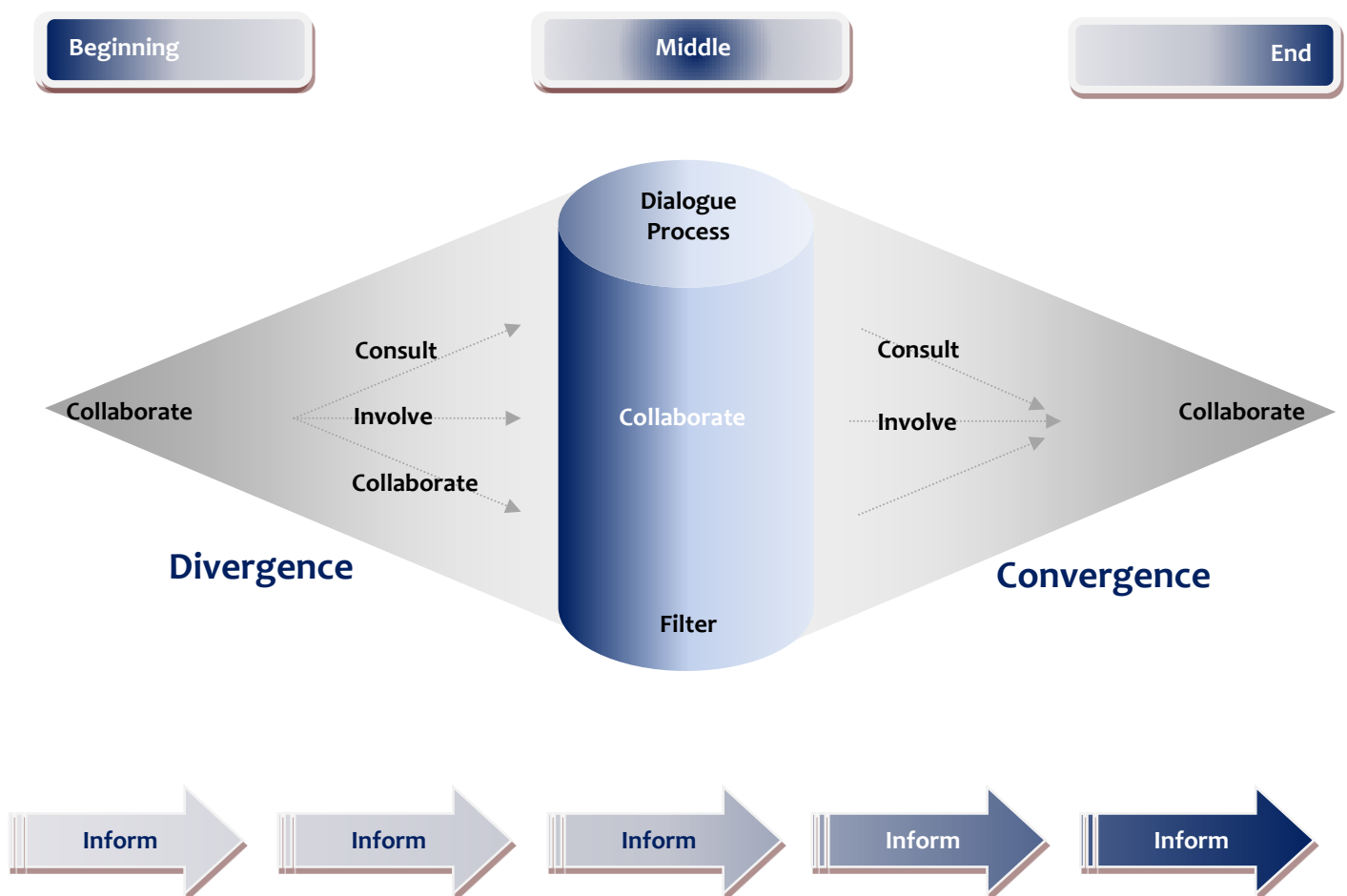
## A Model of Community Engagement

A community engagement activity can be explained as a process of divergence and convergence.

**BEGINNING** (divergence) – Asking lots of questions and gathering info from the stakeholders you **consult, involve** and **collaborate** with. Things may appear to becoming more complex and confusing as you learn more.

**MIDDLE** (dialogue, filtering) – Looking at the data working with **collaborating** stakeholders you make sense of and sort the data to determine options you could live with.

**END** (convergence) – Test the options with **consult** and **involve** stakeholders and move to a final conclusion with your **collaborative** group.

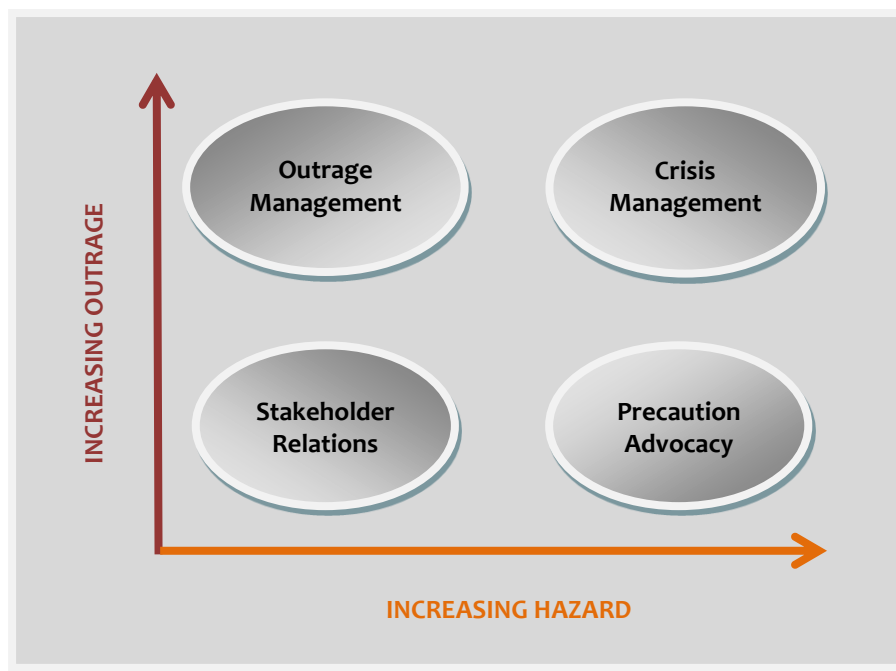


### The Risk Communication Spectrum

Engaging with communities without considering their emotional buy-in can lead to surprises.

Communicating to stakeholders who are intensely interested is different from many other forms of communication. To help explain the difference we will look at some different scenarios.

Peter Sandman ([www.psandman.com](http://www.psandman.com)) has defined a risk communication spectrum to describe different areas of engagement practice.



Where hazard is high, frequently people are not concerned about the hazard – examples are smoking or drink driving. The task is to increase their outrage/emotional buy-in so that they will react to the hazard and take action.

Where hazard is high and people are appropriately concerned, the audience is listening and wanting clear direction – examples are a bushfire or flood. The outrage/emotional buy-in is useful to help drive action.

Where hazard is low and outrage is high, the community's concerns are much more intense than the "experts" in the field expect the outrage/emotional buy-in prevents people giving and hearing necessary messages.

<sup>2</sup> Peter Sandman developed a theory of outrage:

Risk = Hazard + Outrage



## **Four Kinds of Risk Communication**

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### **1. Public Relations (also health education) – high-hazard, low-outrage**

**Audience:** *Apathetic and inattentive; but undefended, uninterested in talking back.  
Huge - most people, most of the time, on most issues.*

**Task:** *To produce brief messages that reinforce whatever appeals are most likely to predispose the audience toward your goals. For serious hazards, this usually means provoking more outrage.*

**Medium:** *Monologue via the mass media.*

**Barriers:** *Audience inattention; audience size; media resistance; need to package everything into short sound bites; policy implications of trying to provoke outrage.*

**"Silver lining":** *There is little need to listen, or to address audience concerns, reservations, or objections; this audience has few if any.*

### **2. Stakeholder Relations – medium-hazard, medium-outrage**

**Audience:** *Interested and attentive, but not too upset to listen: The ideal audience ...but a fairly unusual one.*

**Task:** *To discuss the issues openly and rationally, explaining your views and responding to audience questions and concerns.*

**Medium:** *Dialogue in person, supplemented by specialized media (web site, newsletter, etc.).*

**Barriers:** *None, except perhaps the inefficiency of one-on-one dialogue. And you have to be prepared to explain the technical details; this is the only audience that really wants to hear them.*

**"Silver lining":** *This is the easiest communication environment. Duplicating it is the goal of the other three kinds of risk communication.*



### 3. Outrage Management – low-hazard, high-outrage

**Audience:** *Outraged, largely at you. A small group of "fanatics" is usually accompanied by a larger, less outraged constituency watching to see how the controversy evolves.*

**Task:** *To reduce audience outrage by listening, acknowledging, apologizing, sharing control and credit, etc. The controversy ends when the "fanatics" declare victory or their constituency thinks they have won enough.*

**Medium:** *In-person dialogue ... in which the "audience" does most of the talking. But journalists may also be watching.*

**Barriers:** *The audience's outrage at you; your own outrage at the audience; coming to grips with the need to focus on outrage when you'd really rather talk about substance.*

**"Silver lining":** *At least you have their attention, though it is hostile (or at least highly skeptical) attention.*

### 4. Crisis Communication – high-hazard, high-outrage

**Audience:** *Huge and very upset. In a crisis, the outrage is mostly fear and misery rather than anger; if either is unbearable, it may flip into denial or escalate into terror or depression.*

**Task:** *To help the audience bear its fear and misery. Key strategies include avoiding over-reassurance, sharing dilemmas, being human and empathic, providing things to do, and acknowledging uncertainty.*

**Medium:** *Monologue via the mass media, and dialogue in person to the extent possible. There is no "public" in a crisis; everyone's a stakeholder.*

**Barriers:** *The stress of the crisis itself; missing the difference between crisis communication and routine public relations.*

**"Silver lining":** *Though outrage is very high, it is not directed at you. Any anger at you is put aside until the crisis is past.*

For more Peter Sandman information, see:

- Risk Communication and the War Against Terrorism: High Hazard, High Outrage (Oct 2001) – [www.psandman.com/col/g-11.htm#No-1](http://www.psandman.com/col/g-11.htm#No-1)
- Anthrax, Bioterrorism, and Risk Communication: Guidelines for Action (Dec 2001) – [www.psandman.com/col/part1.htm#head2](http://www.psandman.com/col/part1.htm#head2)
- Anthrax, politicians, and PR (Feb 2002) – [www.psandman.com/gst2002.htm#rowan](http://www.psandman.com/gst2002.htm#rowan)
- Four Kinds of Risk Communication (Apr 2003) – [www.psandman.com/col/4kind-1.htm](http://www.psandman.com/col/4kind-1.htm)

## Managing Self and Developing Trust

Managing yourself and your own emotions in challenging situations must be acknowledged as a difficult but vital task in successfully managing other people's participation.

If you are not able to remain calm, empathetic and focused on the task, you will not be able to get someone else's outrage or emotional state to moderate.

### Developing Trust

Steven Covey, in the *Seven Habits of Highly Effective People*, introduces the concept of an "Emotional Bank Account".<sup>3</sup>

Covey suggests that the emotional bank account is a useful metaphor to describe the amount of trust being built in a relationship. If you make deposits into the emotional bank account, you can build up a reserve. The trust becomes higher, making communication easier, instant, and effective. Withdrawals can eventually overdraw the account, reducing, and sometimes destroying trust. The relationship and communication flows suffer.

It is important to note that the account never starts with the balance at zero. Someone will always have opinions that they instantly apply to the account before any spoken communication has occurred - are they well dressed, are they from an organisation they have dealt with before, are they male/female?

You do not know what is in the account already. You need to start making deposits before you think about withdrawals.

THE EMOTIONAL BANK ACCOUNT	
DEPOSITS	WITHDRAWALS
<ul style="list-style-type: none"> <li>▪ Seek first to understand</li> <li>▪ Keeping promises</li> <li>▪ Honesty, openness</li> <li>▪ Kindnesses, courtesies</li> <li>▪ "Win-Win" or "No-Deal" thinking</li> <li>▪ Clarifying expectations</li> <li>▪ Loyalty to the absent</li> <li>▪ Apologies</li> <li>▪ Receiving feedback and giving "I" messages</li> </ul>	<ul style="list-style-type: none"> <li>▪ Seek first to be understood</li> <li>▪ Breaking promises</li> <li>▪ Smooth manipulation</li> <li>▪ Unkindness, discourtesies</li> <li>▪ "Win-lose" or "Lose-Win" thinking</li> <li>▪ Violating expectations</li> <li>▪ Disloyalty, duplicity</li> <li>▪ Pride, conceit, arrogance</li> <li>▪ Not receiving feedback and giving "you" messages</li> </ul>

<sup>3</sup> Steven Covey, *Seven Habits of Highly Effective People*, 1990, Simon and Schuster, New York.

## Planning an Engagement

To undertake a successful community engagement activity, it is important to plan carefully and consider what is to be achieved through the engagement (your purpose), with whom you will need to engage, how you will engage, and when you will engage. This section provides a step-by-step overview of the planning process.

Remember that a community engagement plan forms a subset of the overall project plan. The format and language of the action plan should be consistent with your standard practice.

Once again, the IAP2 has set an internal statement and a quality assurance process that is used as a guide for planning and implementing public participation.

The following table outlines their key headings/steps in planning an engagement;

IAP2 Quality Assurance Standard Process for Community and Stakeholder Engagement	
1	Problem Definition
2	Agreement of Purpose/Context Identification of Negotiables and Non-Negotiables
3	Level of Participation
4	Stakeholder identification and relationship development
5	Project requirements
6	Development and approval of engagement plan
7	Execution of engagement plan
8	Feedback
9	Evaluation and review
10	Monitoring
11	Documentation of Evidence

In a much, simplified version, RDC have refined this to 7 Steps in Community Engagement

### **Step 1 – Why?**

The first step is to decide on the specific purpose or objective for the planned community engagement.

### **Step 2 - What is negotiable and not negotiable?**

The parts of your project open for negotiation need to be determined. This needs to be agreed with the project team so that you can move with confidence into dialogue. Negotiating changes to your project with the community is a powerful way to build trust.

### **Step 3 - Who are the stakeholders?**

Consideration needs to be given to the target groups for engagement. You will need to identify communities/community groups and key stakeholder groups that may need to be involved and consider their needs, values and expectations about the project.

### **Step 4 – How will the stakeholders be engaged?**

Once the level of engagement required has been determined and the target groups identified, the appropriate community engagement processes can be established. Using a range of tools helps to provide effective engagement.

### **Step 5 – When?**

The timing and scheduling of community engagement activities need to be considered. This includes project timelines, potential timing issues for the target group(s), and the time required for community and stakeholder participation. Consideration should also be given to any budget constraints.

### **Step 6 – Resources**

Community engagement requires knowledge, skills and time. The resources available to the team conducting the engagement need to be assessed. Do they have the time, knowledge and temperament within the team, and the support of management?

### **Step 7 - Action Plan**

There is great benefit in creating a team to plan and implement community engagement activity. Different perspectives build more robust plans. Outrage management can feel risky. Going forward with confidence, knowing that your team will support you, that this is the right thing to be doing, alters your perspective and gives confidence to the people with whom you are working.

## Community Engagement Project – Practice

We will be working with a real example from your experience.

### Scoping for Engagement

#### Why?

Defining the purpose for the community engagement is essential. Your Community Engagement Plan Template helps you work through this definition.

To help think through the community engagement process, it is important to begin with the end in mind. Specifically:

- What are the issues that need to be addressed/resolved/answered?
- What are we trying to find out?
- What do we need feedback on?
- How will it shape the final decisions we are trying to make?

After considering these questions, it should be easier to define the specific purpose or objective of the community engagement for your project. There should be a main purpose to focus the engagement. There may also be some secondary benefits that need to be recognised and which may help shape your questions to the community.

*Do you think Council needs to engage community in this project?*

*(Use Table p4 – Engagement 2016)*

*Explain the project in a few sentences*

*What do you want to find out or tell the community?*

*What are your indicators of success for this project?*

**What is negotiable and non-negotiable?**

It is important to clearly establish the boundaries of the engagement. This helps define the purpose of the engagement and builds relationships and trust within your team and with the community.

There will be aspects of the project that are negotiable, where input from others can shape the way something is done.

Some aspects are not negotiable, that is, they have already been determined or they cannot be changed. People may have strong feelings in this regard, but clearly stating what is not negotiable ensures that the engagement has boundaries.

<b>What is available for negotiation?</b>	<b>What is not negotiable? What are the constraints?</b>

**Who do you think will be involved in the process?**

Stakeholders are the groups or individuals who are affected by the project: knowingly or unknowingly, positively or negatively. Stakeholders can be individuals, organisations, or informal groups. They can include neighbours, industry groups, regulators, current users, or potential future users. They can also be internal (within Council) or external (community, government, and other organisations.)

Brainstorm the possibilities for your project:



[Name of Project]

## Stakeholder analysis

Working from your brainstormed list, think about the interests of each stakeholder from **their** perspective. This helps to work out how best to engage them.

For each stakeholder consider what is their stake in the project? Are they really concerned about this issue?

Then consider what resources each stakeholder brings to the project. Do they have influence and power to make the project successful or unsuccessful?

Make a copy of the matrix on the next page on butchers paper or whiteboard.

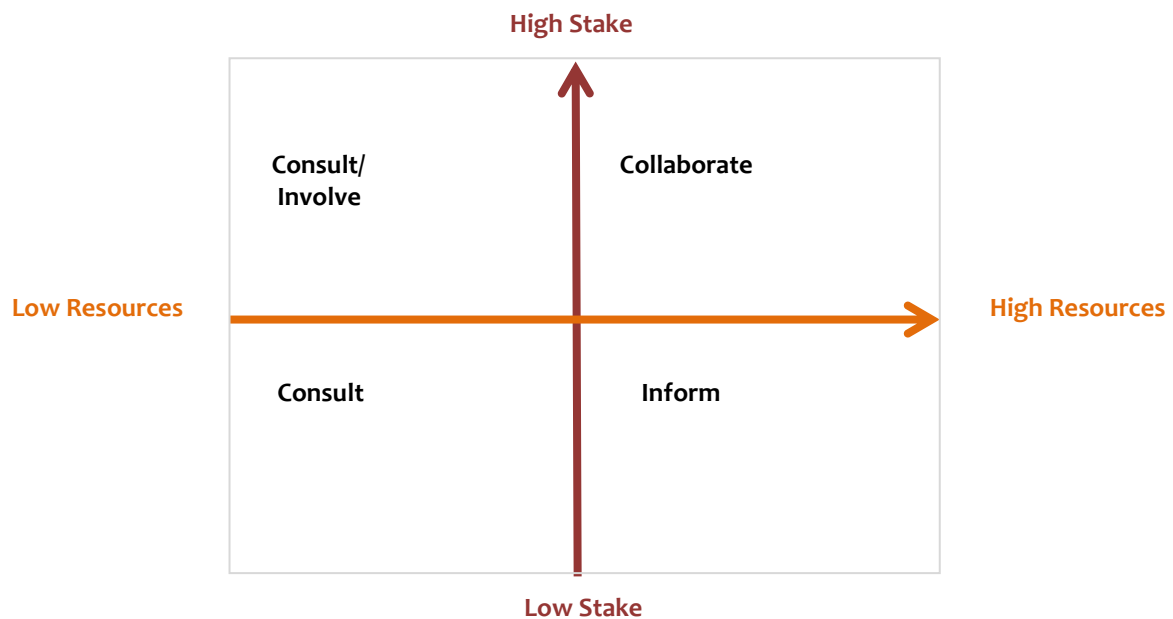
Make an assessment for each stakeholder and place them on the matrix. It can be useful to have each stakeholder written on a “sticky note” to make it easier to move them as you discuss their “place”.

**Note:** This is a basic yet robust stakeholder analysis tool. Some stakeholders may need deeper analysis.

See the Useful Resources section to locate:

- *“Effective Engagement: building relationships with community and other stakeholders”* which contains extended discussion on this and other stakeholder analysis tools of a general nature
- <http://www.psandman.com/col/stakeh.htm>  
A Peter Sandman article describing different common characteristics of stakeholder behaviour in outrage situations





### High Stake - High Resources

People in this group can be enthusiastic supporters or enthusiastic detractors; they may use their powerful resources against the project! Stakeholders in this group can have strong opinions. Typically you may need to be **collaborating** with these stakeholders.

### High Stake - Low Resources

You have to go out of your way to engage with these people and meet them “where they are”. You may need to ensure these people do not become critics. Typically you may need to **consult** or **involve** them.

### Low Stake - Low Resources

The opinions of people in this group are important; you may want their support in the future. If they become interested you want them interested on your side, not against you. Typically you may need to **consult** with them.

### Low Stake - High Resources

People in this group may just want you to get on with it and do a good job. Typically they tend to be over-consulted. They may just wish to be kept **informed**.

**The rest of the community** needs to be kept **informed** even if they are not considered stakeholders.

### Level of Engagement and Engagement Activities

Level of Engagement	Stakeholder	Possible Tools and Methods
<p><b>Collaborate</b>                      IAP2 Promise:                      We will look to you for direct advice and innovation in formulating solutions and incorporate your advice Transfer the stakeholders from the stakeholder analysis into the appropriate place in the stakeholder column.</p> <p>There are a wide range of tools and methods available. Seek advice on possibilities to match your purpose, available expertise and resources, and recommendations into the decisions to the maximum extent possible.</p>		<p>Project Committee                      Visits to stakeholder committee meetings                      One-on-one interviews</p>
<p><b>Involve</b>                      IAP2 Promise:                      We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.</p>		<p>Kitchen Table Discussion                      Community Champion Interviews                      One-on-one interviews where stakeholders meet</p>
<p><b>Consult</b>                      IAP2 Promise:                      We will keep you informed, listen to and acknowledge concerns and provide feedback on how public input influenced the decision.</p>		<p>Surveys                      Open House                      Site visit                      Submissions</p>
<p><b>Inform</b>                      IAP2 Promise:                      We will keep you informed.</p>	<p>All stakeholder groups plus the wider community</p>	<p>Open House                      Site Visit                      Web Site                      Letters                      Newsletters                      Information Posters                      Media Releases</p>

Consultation and Engagement Ideas:

### **When?**

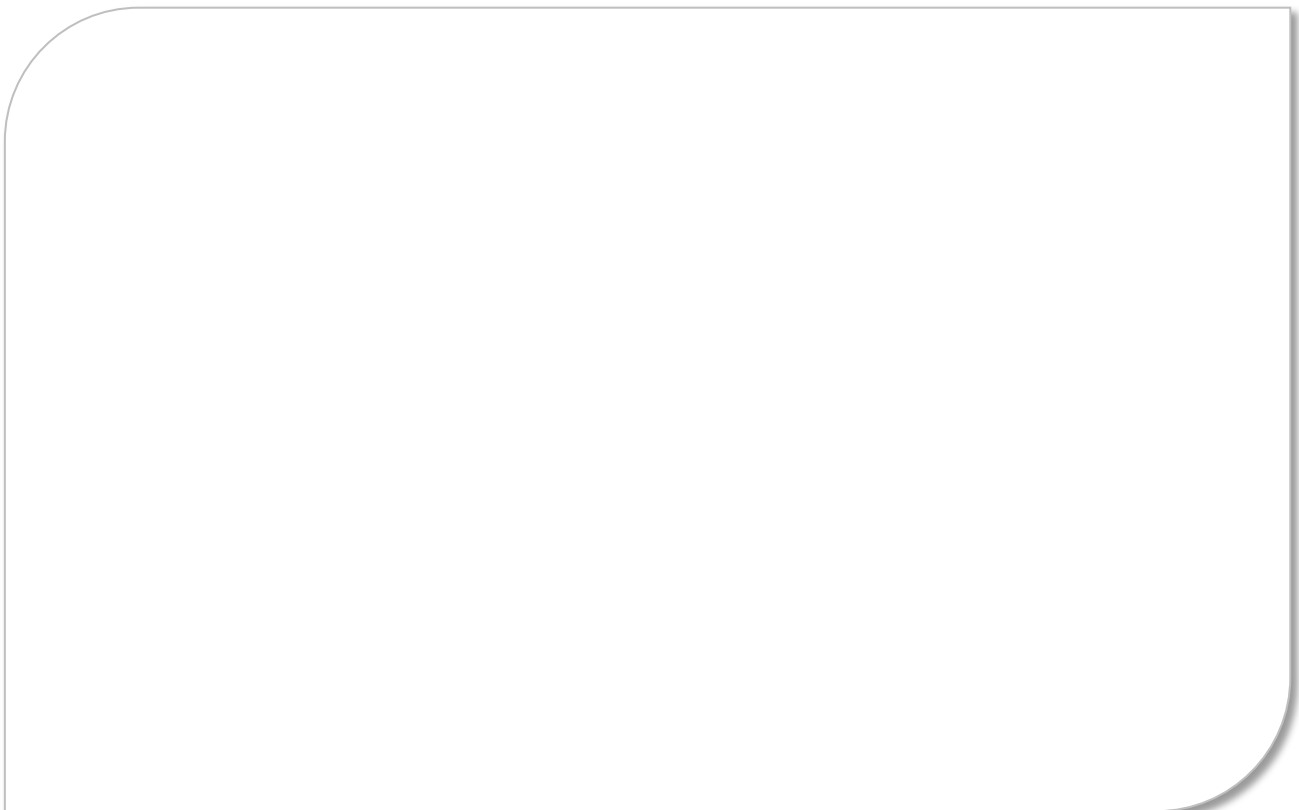
Considering factors such as when your project needs to be delivered and other factors including when critical people are on leave or major community events that may provide opportunities or risks to your project. What windows of time are available for your engagement project?



### **Resources**

Community engagement requires knowledge, skills and time. The resources available to the team conducting the engagement need to be assessed. Do they have the time, knowledge and temperament within the team, and the support of management? Do you need external skills or facilitators?

Is there a budget available to support this process?



## Action Plan

A detailed action plan can now be developed from the information gathered in the previous steps. This sets out the scheduling of individual activities for the consultation.

The community engagement action plan will form part of the overall project plan. If your existing action plan templates are not appropriate the following action plan headings are offered as a guide.

Consider each activity you will do, when it will happen, its purpose, and its target.

Communication and feedback are an integral part of the engagement process. You need to consider the communications for advising stakeholders of the project and how to have their say, as well as how you will report back to the community and stakeholders about the outcomes of engagement including the decisions made and the next steps.

Your notes

## Checklist

Checklist	Your Consultation Approach
<p><b>Focus</b></p> <p>Why is the consultation being undertaken?</p> <p>What exactly are we consulting about?</p> <p>Is the start and finish of the consultation process clear?</p> <p>How will the consultation improve the final outcome?</p>	
<p><b><i>Inclusiveness, Accessibility and Diversity</i></b></p> <p>Who are the stakeholders in regard to the issues in question?</p> <p>Are there any groups of stakeholders which are difficult to access?</p> <p>What are we going to do to ensure these people have the opportunity to be heard?</p> <p>How can we take the consultation to them?</p> <p>Are the venues suitable and accessible?</p>	

Checklist	Your Consultation Approach
<p><b>Provision of Information</b></p> <p>What information are we providing to the people being consulted?</p> <p>Is the information adequate to ensure they can express an informed opinion?</p> <p>Is the information provided in a way that is meaningful and easy to understand?</p> <p>Are we providing an adequate opportunity for people to receive the information or is it a 'one off' item?</p>	
<p><b>Timing</b></p> <p>At what stage of the process is the consultation occurring?</p> <p>Is it early enough to identify all the issues or is it merely seeking comment on already identified issues?</p> <p>Is it sufficiently early in the process for people to feel that your organisation is genuinely interested in their opinion?</p>	

## Community Engagement Evaluation

Engagement evaluation and review enables you to reflect on and understand the effectiveness of the engagement and make recommendations and decisions based on the outcomes of the engagement.

IAP2 recommends that evaluation involves reviewing the engagement project to determine:

- The extent to which engagement project requirements were satisfied
- Successful stakeholder identification and engagement
- Achievement of project goals and objectives
- Satisfaction levels amongst all stakeholders from power brokers to minority groups
- Cultural awareness of and commitment to community and stakeholder engagement
- Degree of stakeholder involvement in decision making (compared to the community engagement promise and proposed level of engagement)
- Change and impact as a result of engagement outcomes
- The need for further analysis of outcomes or additional engagement activities

Your notes



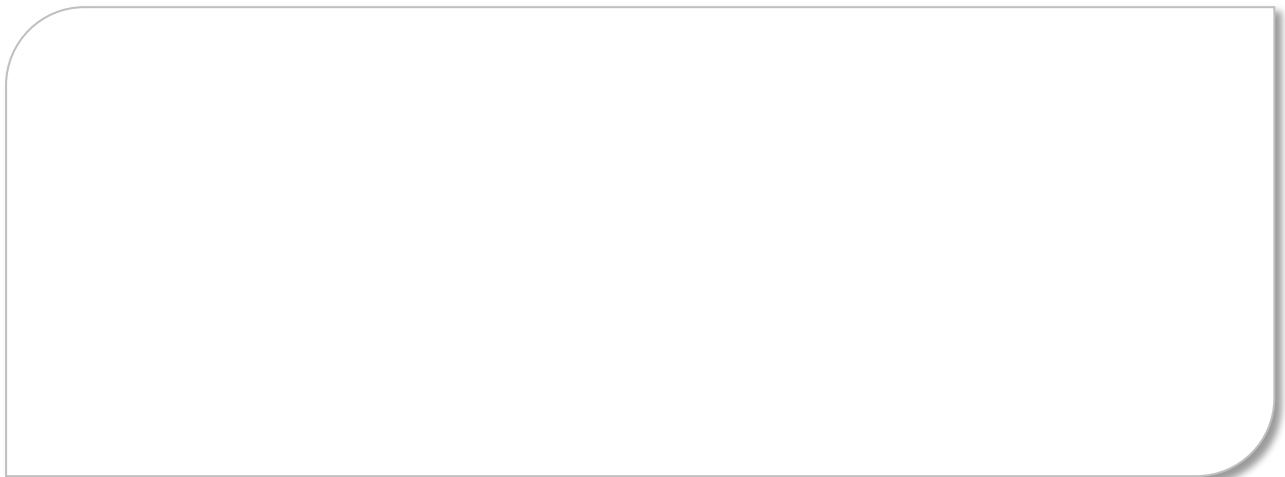
## Reflection

What insights have you had from the today's session?

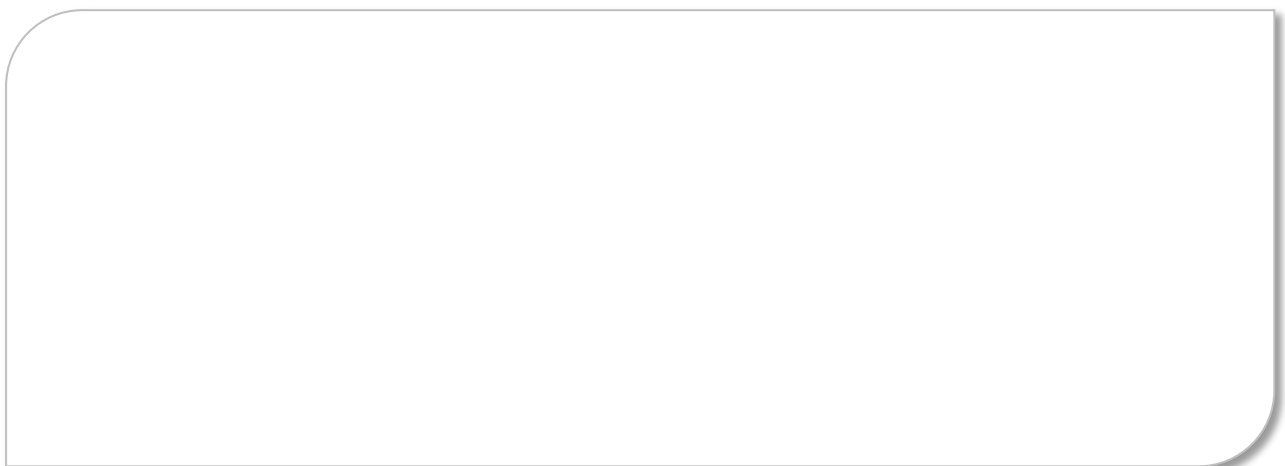
*About Community Engagement?*



What questions remain?



What will I undertake to do to answer these questions?



## Useful Resources

### Community Engagement

Department of Sustainability and Environment 2005, *Effective Engagement: building relationships with community and other stakeholders* Books 1-3, State of Victoria <http://www.dse.vic.gov.au/effective-engagement>

IAP2 *Public Participation Spectrum*, developed by the International Association for Public Participation <http://www.iap2.org/>

Aslin, HJ, and Brown, VA, 2004, *Towards whole of community engagement: A Practical Toolkit*, Murray-Darling Basin Commission

Keating, C, 2003, *Facilitation Toolkit: a practical guide for working more effectively with people and groups*, Department of Environmental Protection, Water and Rivers Commission and Department of Conservation and Land Management

Cavaye J. (2001) *Community Engagement Framework Project: Scoping and Review* paper, for the committee on Land Resources, Queensland.

URP Toolbox, <https://www3.secure.griffith.edu.au/03/toolbox/index.php>

Wates, N, 2000, *The Community Planning Handbook*, Earthscan Publication Ltd

### Outrage Management

Dr Peter Sandman generously maintains a website [www.psandman.com](http://www.psandman.com) which has a wide range of material including articles, handouts, audio and video.

Places to begin:

- Stakeholders <http://www.psandman.com/col/stakeh.htm>
- Outrage Management <http://www.psandman.com/index-OM.htm>
- Outrage Reducers <http://www.psandman.com/col/laundry.htm>
- Risk Communication Games <http://www.psandman.com/col/games.htm>