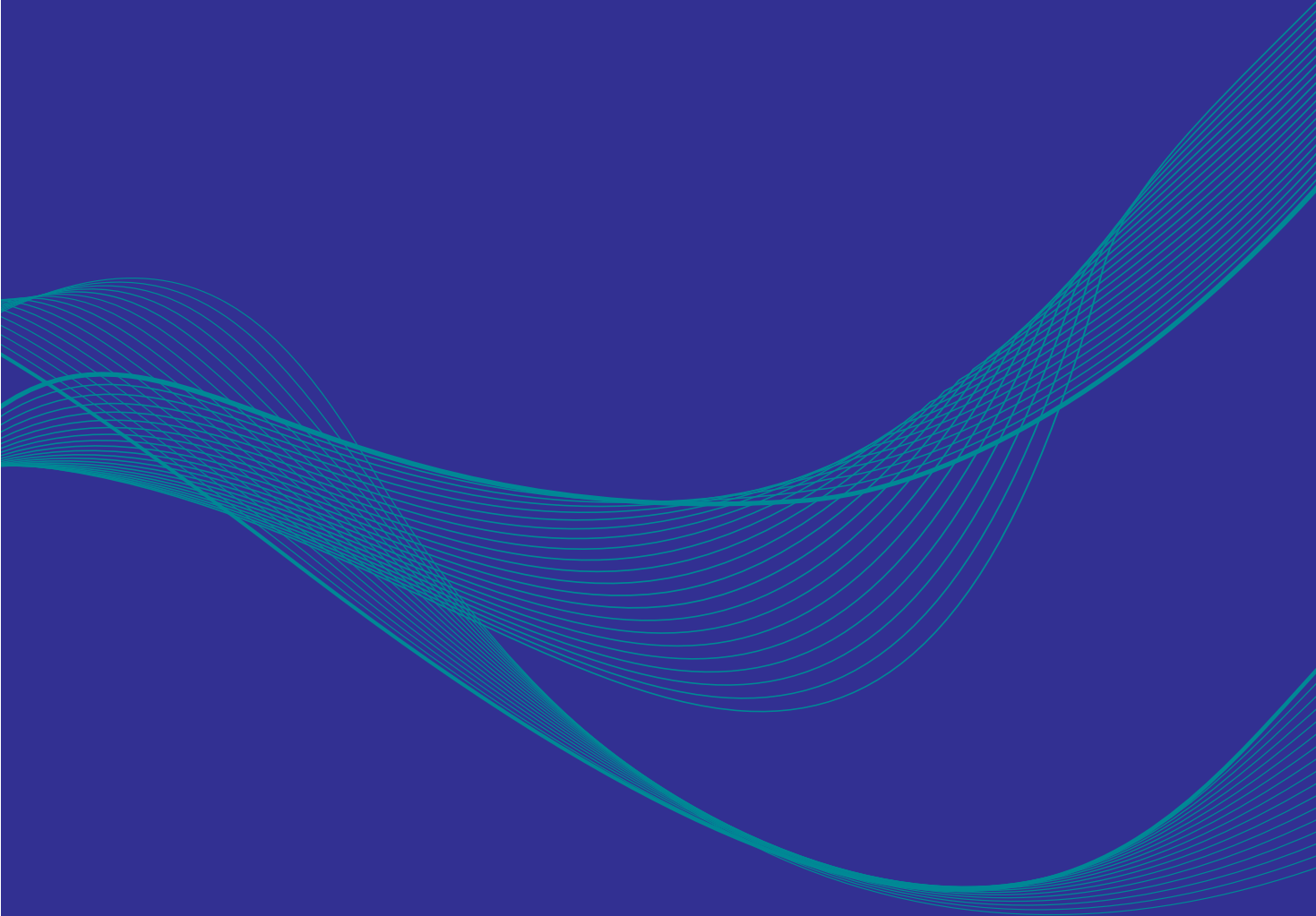




IAP2 AUSTRALASIA
CERTIFICATE IN ENGAGEMENT

Engagement Methods



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.

IAP2 Australasia

The International Association for Public Participation (IAP2) is an international federation of member affiliates, that 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.

IAP2 Australasia is the affiliate for Australia and New Zealand, and is the leading public participation association in the world.

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 Australasia Certificate in Engagement

IAP2 Australasia offers a Certificate in Engagement which comprises five days training consisting of:

- Engagement Essentials (a one-day prerequisite)

and either

- Engagement Design OR Engagement Methods (each course is two days)



The two additional days can be comprised of either:

- Engagement Design, OR
- Engagement Methods, OR
- two one-day modules provided by IAP2 Australasia, and approved to contribute towards the Certificate. Current modules include:
 - Conflict in Engagement
 - Engagement Facilitation
 - Engagement Evaluation
 - Engaging with Influence.

Continuing Professional Development (CPD)

IAP2 Australasia also offers an annual conference, a leadership forum, master classes and networking events throughout Australia and New Zealand.

IAP2 has introduced a Quality Assurance Process and will be consulting members on a model of membership certification.



Acknowledgements

Engagement Methods is owned by IAP2 Australasia which thanks the members of the working party who undertook this update:

- Michelle Feenan, principal, Engagement Plus PL
- Amanda Newbery, principal, Articulous PL
- Anne Pattillo, principal, patillo PL

We acknowledge their work in the development of this material and also IAP2 Australasia members who have provided feedback and input to ensure this course is contemporary and relevant to the current practice of engagement in Australasia.

The IAP2 Spectrum, Core Values and Code of Ethics are the property of International Association for Public Participation (IAP2) Federation and form the basis of engagement practice across Australia and New Zealand.

The materials used for this course are the property of IAP2 Australasia however, as IAP2 Australasia is committed to advancing the practice of community and stakeholder engagement, we encourage the use personal of these materials, and ask that recognition of IAP2 Australasia be provided when materials are used.

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Disclaimer

The aim of Engagement Methods is to introduce the key concepts and process in IAP2's Engagement Model.

These materials are provided as support reading to develop the concepts presented in the courses and do not purport to provide sufficient information to act, or to give advice. The emphasis is on broadening perspective, providing examples and developing a sense of what to look for, what to question and from whom to seek guidance.

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Aim Objectives and Learning Outcome

Aim

The aim of Engagement Methods is to develop skills in the implementation of key methods.

Objectives

The objectives of Engagement Methods are to 

- Examine the key steps in selecting an appropriate method
- Explore the aspects of design, question design and data analysis
- Examine issues which arise in delivery and how to manage groups
- Communicate technical information in an accessible way.

Learning Outcome

By the end of Engagement Methods you will be able to a focus on creating effective communication and constructive dialogue with stakeholders and the community.

Who should do this course?

Engagement Methods is intended for anyone who leads, creates or manages projects, programs or approaches to engage communities, stakeholders and organisations.

Key benefits

- Understand the importance of starting the decision process – as to what method to use - by defining the appropriate profile of the Community Engagement model
- 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
- Examine how to decide on appropriate methods
- Link the methods to the purpose of the engagement to create a cohesive plan and experience for the community.

The role of the engagement practitioner

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

This Certificate of Engagement Program recognises that engagement practice is undertaken by professionals who:

- May have engagement practice as a significant part of their role
- May have little to do with engagement practice as others within their organisation design and implement the engagement processes to support their work
- May have engagement practice as a small role amongst the many other aspects of their role, or

- May be more involved in the communications area and are charged with broadening their role to embrace community and stakeholder engagement practice.

As an engagement professional, our roles can be to:

- Design the engagement program or the engagement method
- Develop engagement materials
- Facilitate the engagement process
- Participate in the engagement method (including recording, analysing and evaluating the method). IAP2 Core Values for Public Participation.

IAP2 Core Values for Public Participation

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.

By the end of Engagement Methods you will be able to a focus on creating effective communication and constructive dialogue with stakeholders and the community.

IAP2 Code of Ethics

As professionals, we support the IAP2 Code of Ethics.

1. Purpose	We support public participation as a process to make better decisions that incorporate the interests and concerns for all affected stakeholders and meet the needs of the decision-making body.
2. Role of Practitioner	We will enhance the public's participation in the decision-making process and assist decision-makers in being responsive to the public's concerns and suggestions.
3. Trust	We will undertake and encourage actions that build trust and credibility for the process among the participants.
4. Defining the Public's role	We will carefully consider and accurately portray the public's role in the decision-making process.
5. Openness	We will encourage the disclosure of all information relevant to the public's understanding and evaluation of a decision.
6. Access to the Process	We will ensure that stakeholders have a fair and equal access to the public participation process and the opportunity to influence decisions.
7. Respect for Communities	We will avoid strategies that risk polarising community interests or that appears to "divide and conquer".
8. Advocacy	We will advocate for the public participation process and will not advocate for interest, party or project outcome.
9. Commitments	We will ensure that all commitments made to the public, including those by the decision-maker, are made in good faith.
10. Support of the Practice	We will mentor new practitioners in the field and educate decision-makers and the public about the value and use of public participation.

Contemporary Engagement

The first notice and comment legislation were passed in 1946 in the United States of America. By 1998, 19 OECD countries had notice and comment or consultation legislation.

Community engagement and public participation have been a legal expectation of government agencies in Australia and New Zealand since the 1970s. Since then, government and local government agencies and their contractors have been working to meet their legal and the social expectations of communities and the public. Most government and local government organisations now have public participation or community and stakeholder engagement policies, engagement specialists and practices.

There is a maturing practice of public consultation or community engagement within government and local government agencies. The practice of engagement has extended to a broader range of purposes and engagement is now a practice undertaken in organisations across government, local government and by business.

Drivers of contemporary engagement practice

Key drivers of contemporary engagement practice are include:

1. The **changing level of connectedness and complexity** that exists in communities and that is driven by social media and disruptive technologies. There is an increased visibility of organisations' practice and approach - there is no 'backyard' to do things in private, away from scrutiny.
2. Community members have **more access to information** and are not entirely reliant on the organisation hosting or sponsoring the engagement. Communities can form expectations based on other people's experiences in other settings.
3. **Increased visibility**, especially of government and government-funded organisations, which are more keenly attuned to reputational risk. The expectation

of doing the 'right thing', being seen to do the right thing and then actually doing it is much greater than before.

4. Government, not for profit and private sector organisations are under pressure to create **increased value for money**.
5. Government organisations' **drive for improved outcomes** for citizens in relation to complex problems. These problems are classically called 'wicked problems' where the solution does not entirely rest within an organisation itself. Action and solutions to the problem requires action from other organisations, commitment of community organisations and action or behavioural change among citizens. Some examples of 'wicked problems' include decreasing the incidence of road traffic crashes, eliminating workplace injury and preventing family violence.
6. Commercial **pressure to innovate, create new products and services** or reinvigorate existing services has led to the creation of more engaging product and service design-led business practice. Core to the design-led approach is engaging customers and key internal staff in the design of new policies, services and products.
7. **Mobility** has been a major change in the pace and form of communication. As the use of mobile technology, phones, tablets, and computers increase, organisations are under pressure to change how they communicate. Citizens can give feedback, make comment and research issues wherever they are and at any time of the day or night, at the moment they are interested or motivated to comment to their friend, colleagues, networks or the organisation. As a result people don't need to wait for an organisation to engage with them to suggest, comment and engage.

The outcome of these drivers of contemporary engagement practice is to see an increase in the use of engagement approaches and an expansion of the purpose for which we engage.

Assumed knowledge: Core engagement models and concepts

Engagement Definition

Community engagement is an intentional process with the specific purpose of working across organisations, stakeholders and communities to shape the decisions or actions of the members of the community, stakeholders or organisation in relation to a problem, opportunity or outcome.

There are a broad range of definitions of community engagement. The definition we are using for this training reflects the many uses of engagement.

In the community engagement model, who is the organisation? The organisation is the entity responsible for the project or proposition, which is the focus of the engagement: it may be a government or local government agency, not-for-profit or community organisation or a company. Increasingly, networks and coalitions are becoming influential.

- Purposeful
- Intentional and mostly-planned process
- Shaping of decisions and actions of communities and/or organisations
- Recognition of the interrelationship between the decisions and actions of organisations, stakeholders, communities and individuals
- Recognition of the rights and responsibilities and roles of organisations, stakeholders, communities and individuals.

The linking of the term 'community' to 'engagement' serves to broaden the scope, shifting the focus from the individual to the collective, with the associated implications for inclusiveness to ensure consideration is made of the diversity that exists within any community.

Community and Stakeholder

The word '**community**' includes individuals and groups of people; stakeholders, interest groups and citizen groups. A community may be a geographic location (community of place), a community of similar interest (community of practice), or a community of affiliation or identity (such as industry or sporting club).

The word '**stakeholder**' defines individuals, a group of individuals, organisations or a political entity with a specific stake in the outcome of a decision to the impact of a policy, project or proposition.

The word 'community' includes individuals and groups of people; stakeholders, interest groups and citizen groups.

Uses of Engagement

In a changing world, there are many uses for Engagement; broader than government agencies engaging citizens and communities about policy proposals and government activities. A more diverse range of leaders in government agencies, community groups, NGO's and private sector organisations lead engagement activities and programs creating a competitive marketplace for the attention, opinions and participation of citizens and consumers. The recognition of these broader uses of engagement has occurred because the focus point of influence for people across all levels - governments, companies, local councils, community organisation, NGO's, individuals and families - has changed.

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

Our language of describing engagement as *being for the purpose of decision making within the traditional model of organisations engaging the public in order to make better decisions*, has shifted.

Our language now includes such contexts as *stakeholder relations, consumer engagement, employee engagement, community-led engagement, and motivating community to take action, community development* and many more.

What do we mean by 'Uses of Engagement'?

When we talk about the 'uses of engagement', we are talking about the intent of involving the community and stakeholders, and the differing contexts in which that may occur. *Figure 2* shows different types of work that we may be involved in that can benefit from community and stakeholder engagement.

Decision making is fundamental to engagement

Whatever the use or purpose of the engagement, it is still about decision-making that can be led by the organisation or the community. The decision may be about solving a problem or issue, or it may be to change behaviour or the delivery of a project such as:

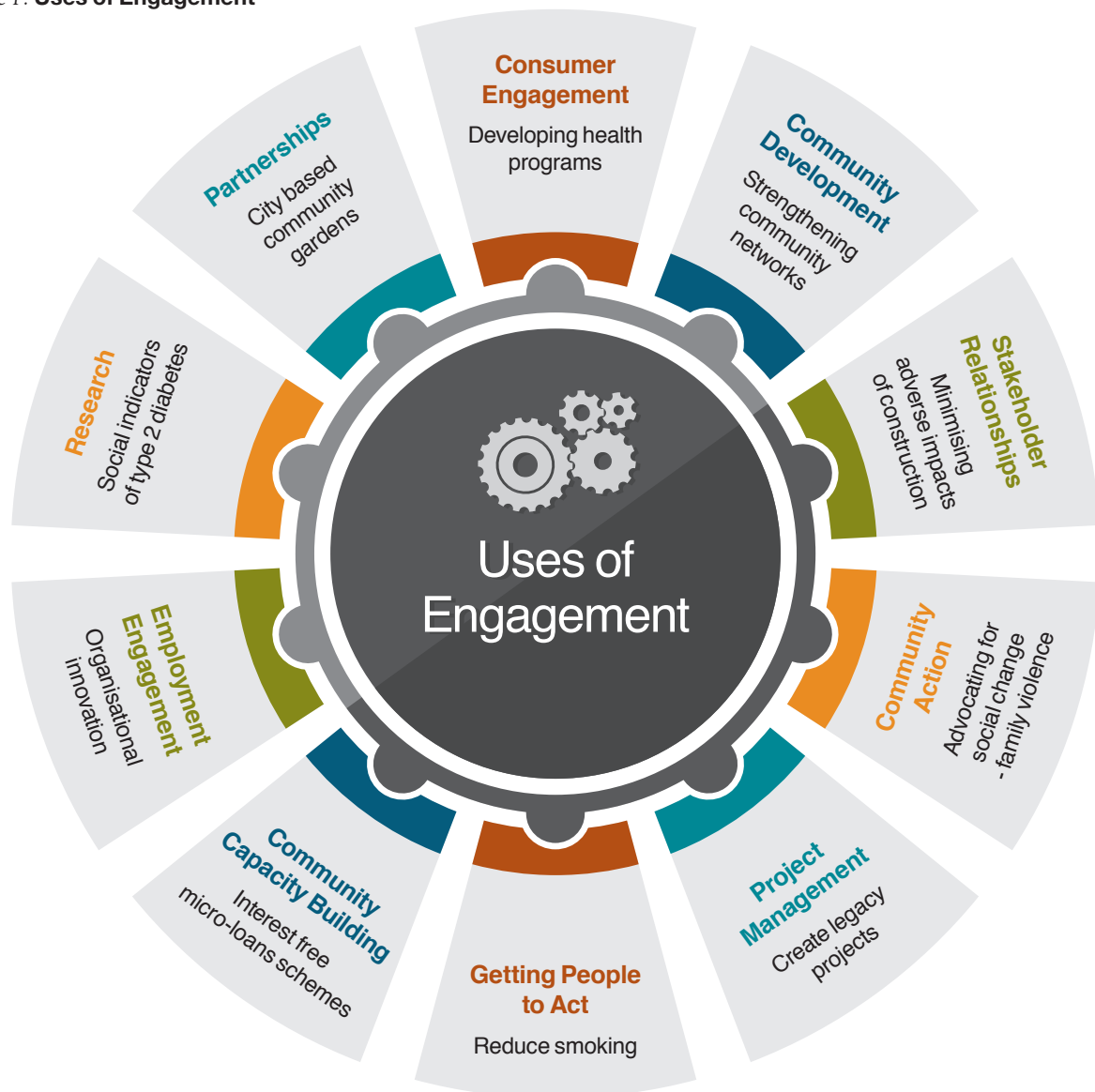
- Stopping smoking
- Social and economic infrastructure, and
- Exploring different ways to respond to family violence,
- Homelessness, refugee and migrant impacts and intercultural engagement.

An organisation has lost the sole power to dictate the community and stakeholder engagement agenda.

If there is no possibility for influence over the decision by the community or relevant stakeholders, then we are referring to a communication strategy or traditional marketing strategy, not an engagement strategy.

Assumed knowledge: Core engagement models and concepts

Figure 1. Uses of Engagement



Assumed knowledge: Core engagement models and concepts

Community Engagement Model

Leads/Lead: Those **primarily responsible** for defining and managing the engagement process, including defining the problem or opportunity to be solved.

Acts: Those **primarily responsible** for leading the actions that arise from the decision that is made.

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. The balance of roles and responsibility in terms of decision-making and action is therefore more dynamic.

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 five discreet ways in which community engagement can work are shown following.

Figure 2. **Community Engagement Model**



Assumed knowledge: Core engagement models and concepts

The roles are described following.

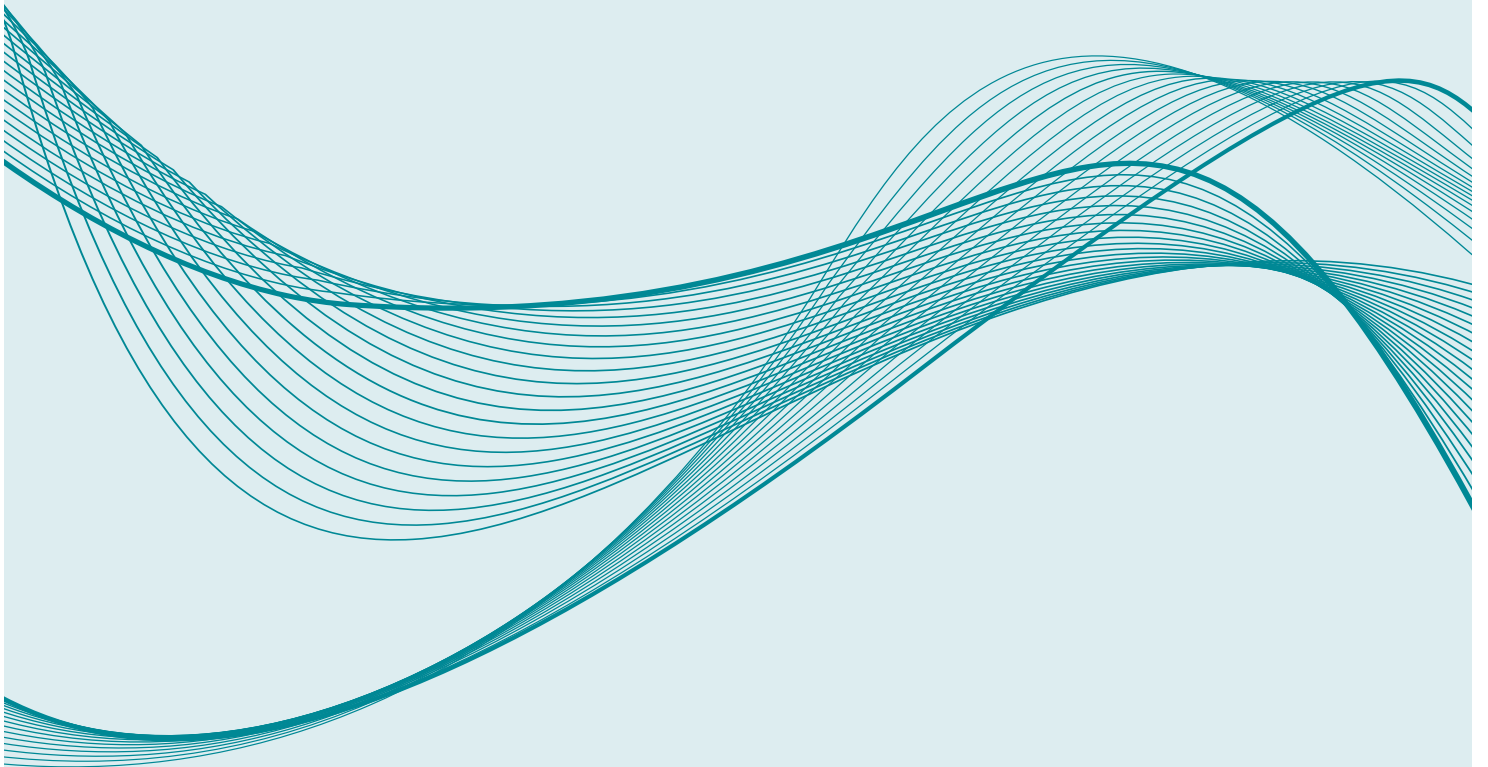
Roles	Description
COMMUNITY ADVOCACY Community Leads / Organisation Acts	<p>A community leads to identify, highlight and propose the action required to solve a problem or take an opportunity.</p> <p>To achieve the desired action requires the response of a focal organisation because the community alone cannot achieve the desired result, and therefore advocates to motivate the organisation to act.</p>
COMMUNITY ACT AND CONTRIBUTE Community Leads / Community Acts	<p>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 - 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 to deliver the project.</p>
ORGANISATION IMPLEMENTATION Organisation Leads / Organisation Acts	<p>Organisations lead engagement and 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.</p>
BEHAVIOUR CHANGE Organisation Leads / Community Acts	<p>Organisations lead the conversation with communities and individuals taking responsibility for action.</p>
SHARED LEADERSHIP AND ACTION Shared Leadership and Action	<p>Leadership and actions can be shared. Communities and organisations participate and contribute to the decisions and also lead and take responsibility for action towards the outcomes.</p> <p>This collaborative arrangement shared decision making, management and responsibility for delivery required to meet shared outcomes.</p>

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.

When the community leads
an engagement process,
organisations must decide
their role.



Introduction

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.

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 different purposes. They are designed to:

- Inform the community and stakeholders about our project, or about engagement process.
- Generate great ideas / solutions / options / opinions / stories.
- Form better relationships.
- Create a base for future engagement, especially when the community will take responsibility for acting on the decisions made.

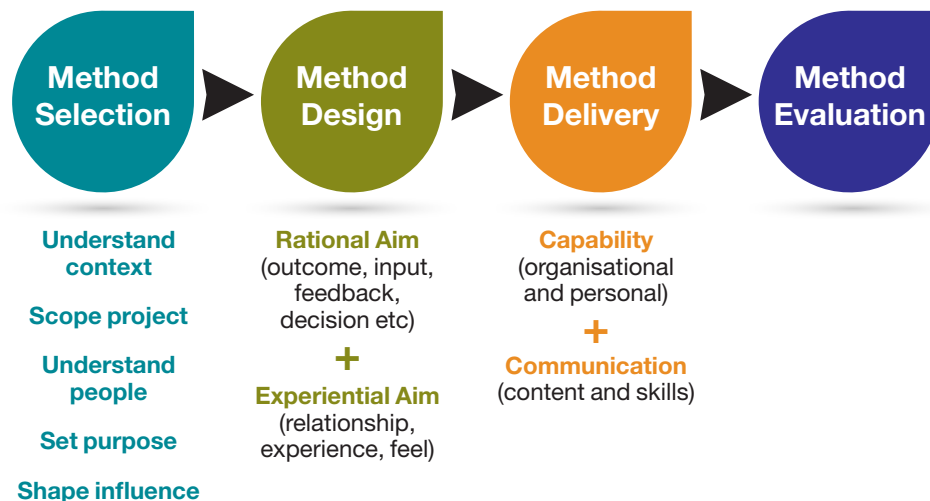
- Create partnerships for decision-making and action.
- Empower the community and stakeholders to decide.

There are four components of designing and delivering successful engagement methods:

1. Method Selection
2. Method Design
3. Method Delivery
4. Method Evaluation

and are shown following.

Figure 3. The four steps in Engagement Methods



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.

Method Selection

Figure 4. The Design, Plan and Manage Model¹



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 8 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.

¹Adapted by Amanda Newbery, Michelle Feenan and Anne Pattillo from Bryson et al (2012)

Figure 5. The implication of the design platform for the method selection

Design, Plan, Manage (DPM) Model step**Project considerations****Implications for Method Selection****DESIGN PLATFORM****1. Understand the context**

What is happening at the personal, organisational, community, political and world level that impacts on the engagement process?

What is the engagement context? Does the following exist:

- Low trust
- Low interest
- High complexity
- Tight time frames
- 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?

DESIGN PLATFORM**2. Scope project**

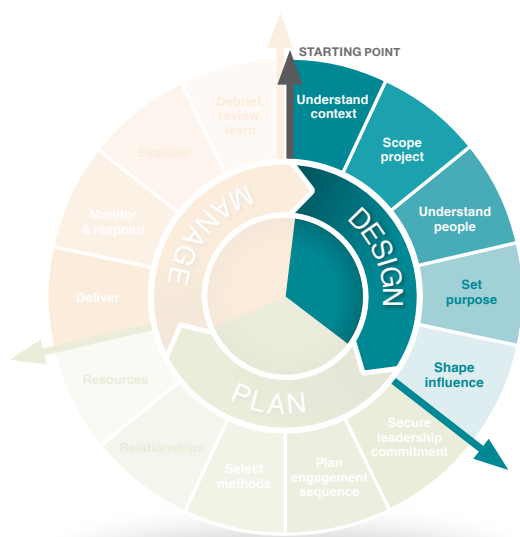
What is the focus of the engagement?

Are there certain methods that are more likely to suit the focus? For instance, enquiry by design methods are useful for land planning projects.

DESIGN PLATFORM**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

Project considerations

Implications for Method Selection

DESIGN PLATFORM

4. Set engagement purpose

What are the purposes for engaging?
The purposes might include:

- informing
- legal compliance
- understanding reaction
- 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?

DESIGN PLATFORM

5. Shape influence

What is the level of influence that the community and stakeholders will have over the engagement program?

What methods suit the level of influence on the engagement spectrum?

PLAN

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?



Sequencing of methods

Sequencing is about creating both an informational and a relationship-based journey and each method builds on the one before and consider what has already been decided in the Design phase.

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?

Project stage

- What stage in the process are you operating in?
- 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?

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.

Range of methods

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

The IAP2 Australasian Methods Matrix classifies methods based on scale, which engagement contexts they are suited to, and which engagement purposes they meet.

Engagement scale

- individual
- small group
- large group
- public.

Engagement contexts

Engagement programs may face multiple pressures, such as:

- low trust
- low interest
- high complexity
- tight time frames
- need new solutions
- hard-to-reach audiences
- highly political

Engagement purposes

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

Key purpose include:

- share information
- comply with law
- understand reactions
- problem solve
- improve proposals
- build relationships
- community development
- generate support
- behaviour change
- decision making
- identify a problem or opportunity
- social licence
- reputational risk

Method Design

Designing rational and experiential aims

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

The engagement template outlines the key components to be designed.

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

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?

Experiential Aims

How do you want participants to experience the engagement method:

- What relationship to the process 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 example:

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. While the selection of 'open house' as a method will be able to create awareness and information 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.

Template 1. Method Design Tool

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

Question Design

When we are engaging we rely on questions to gather information, ideas or solutions.

For engagement, we need to design two types of questions:

1. Planned questions, where we decide the structure and sequencing of questions and focused conversation, and
2. Questions posed 'in the moment'.

In this section we focus on planned questions and the questions we pose 'in the moment' when hosting and managing conversations will be explored in the section on Method Delivery.

Planned questions

Designing the question is important because questions will determine the answers that the group will search for and the type of experience they have.

Questions also guide the conversation; they set the scope and the frame of the topic. For example, consider the different responses and different experience participants might have when asked to provide feedback on a project option that there is mixed support for:

- "What issues do you have with this option?"
- "What parts of the option do we need to do more work on?"

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 flow 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 approach such as an appreciative inquiry-type question?
- Do you need to frame it to recognize 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 first, 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 effectively?

Focused conversation

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. This method is called ORID, based on the work of Stanfield (2000).

- i. **Objective questions** related to data, facts, external reality.

For example: “What did you actually see, hear, or read?”

- ii. **Reflective questions** that evoke immediate personal reactions, internal responses, sometimes emotions or feelings, hidden images and associations with the facts.

For example: “What was your gut-level reaction?”

Whenever we encounter an external reality (objective data), we experience an internal response.

- iii. **Interpretive questions** that draw out the meaning, values, significance, implications.

For example: “What new insight did you get from this?”

- iv. **Decisional questions** that bring the conversation to a close, eliciting a resolution and enabling the group to make a decision about the future.

For example: “What do you think we should do?”

Method Delivery

Communicating for Engagement

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

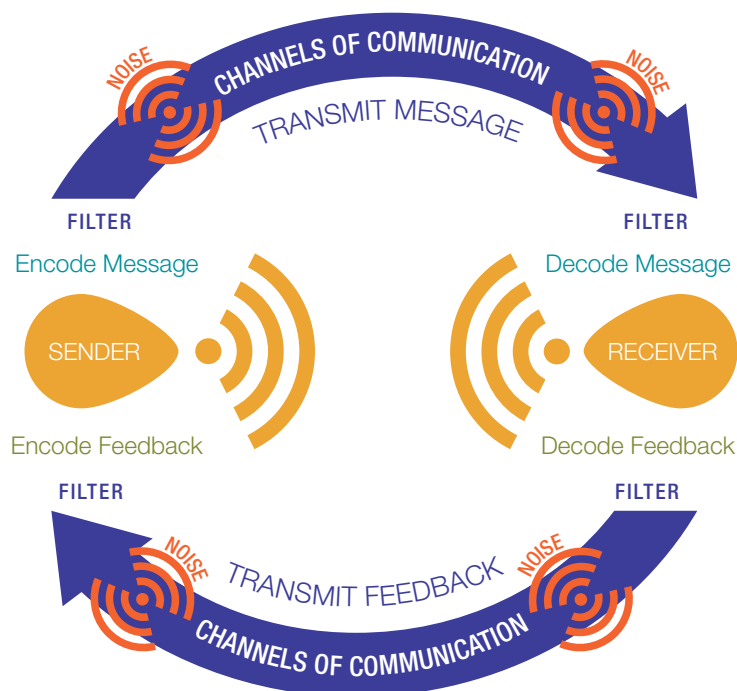
Communication enables effective engagement in three ways:

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

The following model² is commonly used to depict the process – and potential risks – with the communication process.

Figure 6. **The basic model of communication**²



² Adapted from Weaver, W and CE Shannon (1963)

At its most fundamental, the process of communication involves:

- **A sender who encodes a message.** This involves applying an internal filter 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 filter 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.

The impact on engagement effectiveness

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

This model helps us, as engagement practitioners, 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 one-to-one, and one-to-various groups and through the range of communication channels and tools, affects 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 need to 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

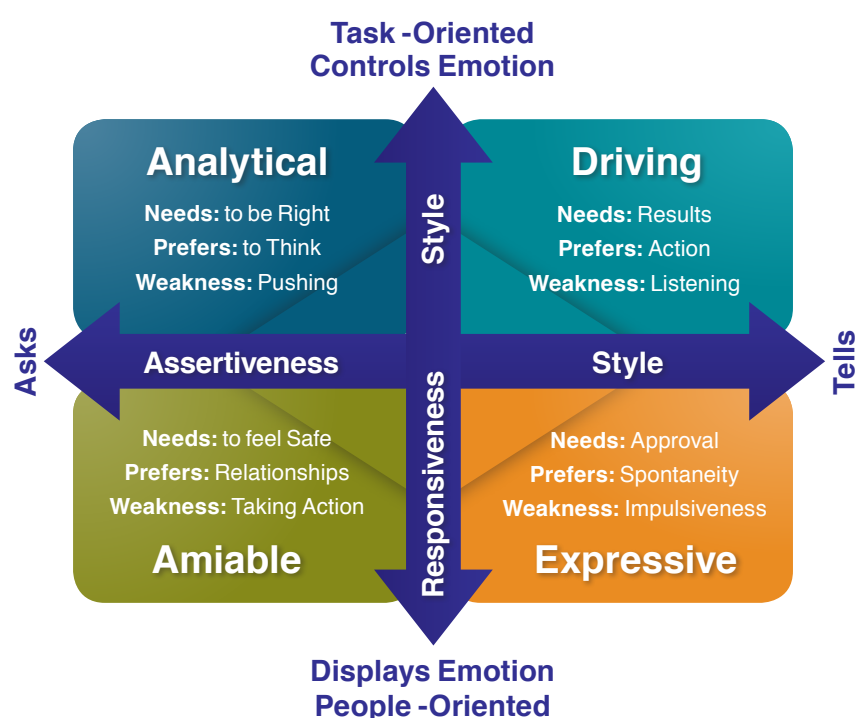
In the 1960s, Industrial psychologists, Merrill and Reid, sought to determine *how* social styles – how people interact with others in social situations – affects their leadership performance. They were not interested in *why* people interacted in a particular way.

In their model shown following³, Merrill and Reid propose that people can be broadly categorised into four social styles, based on whether they 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:

- type of information they want
- form of the information, and
- way in which they communicate.

Figure 7. Merrill and Reid's Social Styles model



³<https://www.pocketbook.co.uk/blog/2017/04/18/david-merrill-roger-reid-social-styles>

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 differences is to think about how each of these personalities might want you to tell them about a new project.

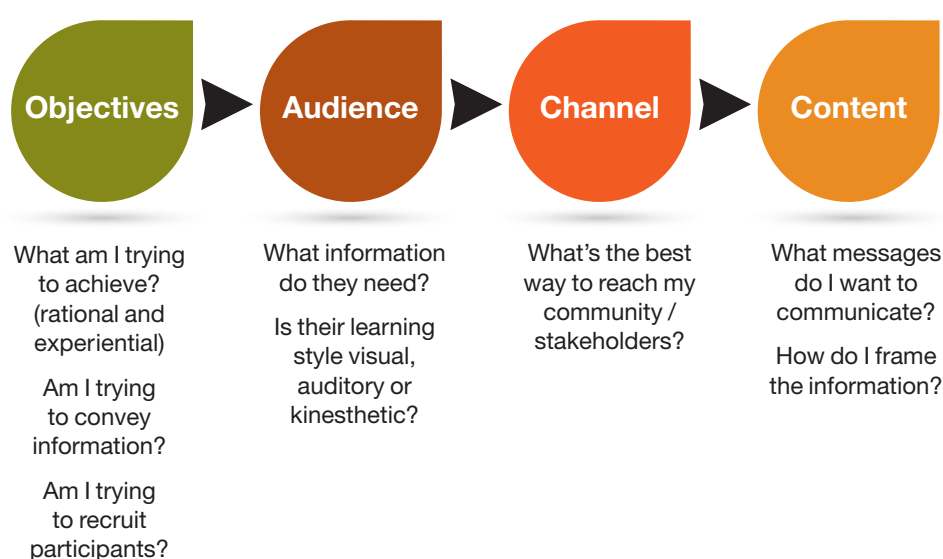
The features of the four styles are:

- **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 fire 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, specific 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

The application of theories of communication to the engagement context is shown following.

Figure 8. **A process for developing communication**



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 5 'W&H' 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 difficult to recruit participants. Time, resources, access or a poor relationship can make it hard to entice people to become 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.**

Social Media Communication

Social media provide interactive forums where users can create, share and comment on content. User-generated content, is sometimes moderated.

Many organisations use social media as part of their engagement programs: some use it to promote engagement activities, some to gather feedback or input, while others use it to collaborate or make decisions.

There are three categories of digital engagement:

- i. social media
- ii. online and
- iii. digital.

Social media includes a wide range of platforms. The most common in Australia are:

- | | | |
|-------------|------------|--------------|
| ■ Facebook | ■ Twitter | ■ Instagram |
| ■ YouTube | ■ Tumblr | ■ Snapchat |
| ■ WordPress | ■ LinkedIn | ■ Pinterest. |

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

- **Resourcing:** Do you have the necessary resources to implement, monitor and respond in real-time?
- **Systems:** What protocols do you need?
- **Skills:** Do you have the skills to write in the correct tone and language to suit the social media format?
- **Integration:** How do your social media activities integrate into your broader engagement activities?
- **Implementation Plan:** Have you got a social media strategy and a content plan?
- **Recruitment:** How will you attract people to your social media platform?
- **Community Desire:** Do your community and stakeholders want you to engage on social media?

Figure 9. 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 and 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 link 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.
Twitter	Microblogging platform. Users tweet a message 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 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.

Social Media Platform	Description	Features useful for engagement
Instagram	<p>Photo-sharing and video-sharing social media service.</p> <p>Users take photos and apply a digital filter 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.</p>	For projects with visual elements.
Pinterest	<p>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.</p>	<p>To create pinboards of visual ideas on an engagement project.</p> <p>To inspire or educate. High female usage, particularly for food, drink, clothing, homes, travel.</p>
Tumblr	<p>Microblogging platform and social networking website. Popular with teens and early 20s.</p>	Can reach young people, with the main demographic 13 to 23-year olds?

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 for and create, stakeholder groups
- Manage stakeholder groups
- Facilitate groups
- Seek out and engage existing community and stakeholder groups
- Participate as a member of engagement groups created by other organisations, and
- Participate as a member of engagement groups created by communities.

Types of Groups in Engagement

Recalling the Community Engagement Model, groups can be categorised as either:

1. **Organisation-led:** the organisation's role will be to organise, structure, recruit, report on, and either facilitate or organise facilitation.
2. **Community-led:** the organisation's role could include being asked to contribute to, become a member of,

observe, support in terms of resources, time or staff, 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

Examples of the types of groups that you may encounter are shown following.

Figure 10. Types of groups in engagement

Organisation-led	Community-led
Committees	Special-interest groups
Working groups	Action groups
Community reference groups	Neighbourhoods
Citizen groups	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

Groups have two types of interactions:

1. **Task interactions** – related to the concept of developing rational aims
2. **Relationship interactions** – related to the concept of developing experiential aims

Influences on group relationships

The nature of the group's relationship can be influenced by a number of factors including:

- **the project:** nature of the project, scope, expectations
- **external influences:** competing interests, comments and action 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.

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

Different opinions are given and some dominate, some listen. Eventually everyone settles down and starts to do the work the group was set up to do (norming).

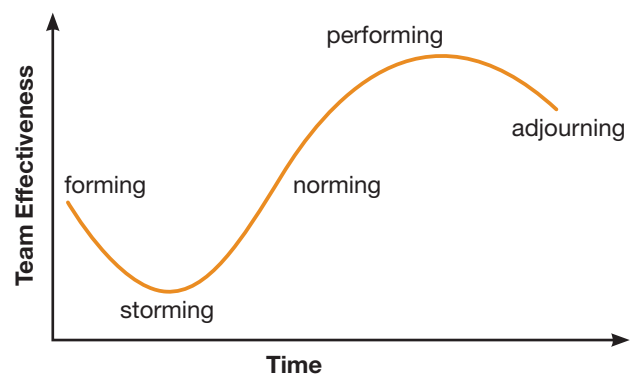
Group Dynamics

The theory of Group Dynamics proposes that groups are living systems that evolve over time. It seeks to explain how groups form and function effectively.

Tuckman (1965) and Tuckman & Jensen (1977) developed the concept of group evolution and five stages of development. The concept argues that as a team is formed, friction is created especially when authority is to be established. Different opinions are given and some dominate, some listen. Eventually everyone settles down and starts to do the work the group was set up to do (norming). The group starts to work well (performing) and the natural cycle is that the work of the group will end (adjourning).

The pattern of a group's work is shown following to the right.

Figure 11. Tuckman's stages of group development



The following table summarises the experience in terms of engagement's rational and experiential aims.

Figure 12. Tuckman's model applied to engagement

Stage	Rational Aims	Experiential Aims
Forming	Groups work on defining the team, task and goals	Participants may feel excited and have high positive expectations. They might also be anxious about fitting in.
Storming	Groups must refocus on goals and may need to develop skills in group processes and conflict management.	Conflicts arise as participants may feel frustrated about goals, expectations, roles and responsibilities.
Norming	Participants show increased productivity.	Participants feel more comfortable with experiences and work to resolve problems. Constructive criticism is welcome.
Performing	The group makes significant progress towards their goals. They celebrate achievement and measure progress.	Participants feel satisfied with the groups' progress and their own contribution. They appreciate the value that differences can bring.
Adjourning	The group must focus on completing tasks, evaluating outcomes and process, and celebrating the team's and participants' achievements.	

Planning Group Interactions

When tasked with creating, managing and facilitating an engagement group, you need to plan how that group will operate. Some groups, such as workshop groups, will only come together for a short time, sometimes just a few hours. Citizen juries may come together for two to four days. Community reference groups may come together for months or even years.

The following is a template for engagement professionals when planning an engagement group. It is designed for groups that operate for more than a few hours.

Template 2. Planning a group

Group Name:			
Purpose:			
Duration:			
Engagement Group Development Stage	Task Objectives	Relationship Objectives	Actions to Facilitate the Group Working Effectively

Hosting and Managing Conversations

Effective engagement relies on conversations that:

- are rich, explore issues and explore new thinking
- encourage participants to feel safe and supported, and recognize different perspectives
- are spaces where participants share their opinions, their stories, their values and 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 that participants feel supported and that they can contribute. This can happen in both offline 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.⁴

⁴Bryson et al (2012)

Facilitation Skills for Hosting and Managing 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 asking for their feedback?
- Do you want open dialogue, where participants suspend their judgments and truly explore and listen?

Figure 13. **Facilitation tips for managing and hosting conversations**

Facilitation Tips: Hosting and Managing Conversations	Why / When
<p>Use active listening behaviours, such as:</p> <ul style="list-style-type: none"> ■ Wait 5-10 seconds for people to answer ■ Use non-verbals to encourage ■ Don't interrupt or correct mid-sentence ■ Respond to what participants REALLY say ■ Ask follow-up questions (especially clarifying, summarising, prioritising). 	<p>To encourage participation by making people feel they are being listened to and that you understand what they're saying.</p>
<p>Establish and clearly articulate the rules of etiquette at the very start.</p> <p>You might display them on a chart or on each table.</p> <p>Rules might include:</p> <ul style="list-style-type: none"> ■ Listen first without judgment ■ Address the issue and not the person ■ Use polite language ■ Allow others to finish their comments before responding ■ Speak up if you have information or an opinion you would like others to hear. <p>When managing online engagement:</p> <ul style="list-style-type: none"> ■ Establish the rules when people agree to join the conversation ■ State what will happen if a person breaches the rules. 	<p>Establish the rules early to set expectations.</p> <p>By setting clear behavioural guidelines you are creating a fair playing field in a transparent way.</p> <p>Behavioural guidelines also impact on power dynamics.</p>
<p>When disagreements occur, acknowledge the differences of opinions and reframe the comments so they are focused on the problem and not the person.</p> <p>Restate comments in a positive way and check you have phrased them correctly.</p>	<p>Ensure that disagreements are problem-centered and not person-centered.</p>

Facilitation Tips: Hosting and Managing Conversations

Why / When

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.

You can do this by:

- Talking to people informally as they arrive
- Asking people how they are feeling about the day
- Introducing 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”
- Go around the room with the question so that everyone has a turn at contributing
- Nominate a spokesperson when working in small group activities
- 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 with less power or perceived power, will be less likely to contribute.

Some participants will feel less confident in speaking up in a group setting.

Be clear about the need to keep on topic, by setting up the session so that everyone is clear about the scope of the conversation.

If the conversation is relevant and interesting to all, allow some time. If you cut off a person making a relevant point it can 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 discussed about at a future event.

Do this early so everyone plays by the same rules.

Facilitation Tips: Hosting and Managing Conversations

Why / When

Name the “Elephant in the Room”.

You can do this by:

- 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 those issues, 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 differences rather than pretend they do not exist.

To ensure topics are fully discussed.

Set the context by explaining:

- 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

Facilitation Tips for Hosting and Managing Conversations

Rating scale 1-5

1 = 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 start.	
When managing online engagement, set clear rules of etiquette and consequences for breaching the rules.	
When disagreements occur, acknowledge the differences 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 differences rather than pretend they do not exist.	
Set the context early.	

Template 3. Planning a Small Group Conversation Template

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



Template 4. Planning a Workshop

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 confirm actions		

The success of an engagement method will be influenced by a range of factors including the appropriateness of the method to the situation.

Method Evaluation

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.

The success of an engagement method will be influenced by a range of factors including the appropriateness of the method to the situation, how well it was conducted, the community or stakeholders' expectations, support for the process, the willingness of the stakeholders and the sponsor to be involved, and the outcomes of the method.

Evaluation is a critical element in determining:

- a method's effectiveness 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 results or outcomes hoped for
- whether the method delivered the experience expected
- whether the method fostered positive working relationships.

Three criteria are evaluated

To evaluate engagement *methods*, three evaluation criteria should be set:

1. evaluation criteria for the **rational aims** – the factual aspects
2. evaluation criteria for the **experiential aims** – the feeling or experience aspects are defined for the engagement *method(s)*, and
3. evaluation criteria for the program's **engagement principles** (or IAP2 Core Values) are assessed using appropriate criteria.

Template 5. Method Evaluation

Method Evaluation Criteria	What you would measure	Evaluation Tool / Technique
----------------------------	------------------------	-----------------------------

1. Rational aims

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

2. Experiential aims

To establish a productive environment where members felt supported.	Participant feedback	Exit survey
Non-technical community members felt confident 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 the next event

3. Engagement principles (eg. IAP2 Core Values)

Seek out and facilitate those impacted or affected 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 influenced 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



Template 6. Method Evaluation

Method Evaluation Criteria	What you would measure	Evaluation Tool / Technique
1. Rational aims		
2. Experiential aims		
3. Engagement principles (eg. IAP2 Core Values)		

Conclusion

This course, within IAP2 Australasia's Certificate in Engagement, has provided an opportunity to examine the key steps in selecting, designing, delivering and evaluating methods used in the engagement process.

Once the appropriate profile is determined, using the Community Engagement Model, all decisions as to the appropriate methods to use, will flow from that organisation/community dynamic.

A range of templates and tools are provided to assist your decisions and engagement projects and IAP2 Australasia requests that you attribute the models appropriately.

Reflections

Take a few moments to reflect on the day's learning, activities and sharing of stories. Write responses to the following prompts:

	Your responses...
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	

Quick Reference Guides

Guide 1: 35 Shuffle

Overview

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

Purpose

- Needs assessment
- Evaluation

Time Required

- 20 - 40 minutes

Supplies

- Small index cards – one for each person.
- Open floor space to enable the number of people in the group to mingle comfortably.
- Bell or whistle.

Number of People

- 10 - 60

Source: www.thiagi.com

Process

- Introduce the topic to be explored.
- Holds a card and a pen
- Invite participants to select a key insight/comment/question and write it on one side of a small index card.
- Explain the voting procedure:
 - 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).
- 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 five (5) rounds have been completed.
- Ask participants to add up the scores on the back of the card they have in the final round. The maximum score is 35.
- Hear what's written on the cards from the highest score to the lowest.

Variations

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

Guide 2: Focused Conversation (ORID)

Overview

Focused conversation is a step-by-step method of leading people through certain phases of reflection, enabling them to process their experience. The conversation is led by a facilitator who asks a series of questions to elicit responses that take a group from the surface of a topic to its depth.

Purpose

- To guide a group through the process of discovery. The focused conversation surfaces diverse opinions and insights regarding any topic or issue.
- To enable a conversation to flow 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 first step of the process is to write out both the rational and experiential aims to determine the focus, purpose and mood of the conversation.

- The **Rational Aim** is the intent or practical goal of the conversation. It guides the collective thinking process and determines the direction of the conversation. It answers the question, "What do you want the group to know, learn, discover, explore or decide?"
- The **Experiential Aim** is the inner impact of the conversation. It affects the mood of the group and sets the tone of the communication between the participants. It answers the question, "What do you want to have happen to the participants in responding to this topic?"

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

1. **Objective questions** related to data, facts or external reality. For example: "What did you actually see, hear, or read?"
2. **Reflective questions** that evoke immediate personal reactions, internal responses, sometimes emotions or feelings, hidden images and associations with the facts. For example: "What was your gut-level reaction?" Whenever we encounter an external reality (objective data), we experience an internal response.
3. **Interpretive questions** that draw out the meaning, values, significance or implications. For example: "What new insight did you get from this?"
4. **Decisional questions** that bring the conversation to a close, eliciting resolution and enabling the group to make a decision about the future. For example: "What do you think we should do?"

The facilitator has prepared the questions in advance and remains neutral throughout the process. He or she does not offer judgment or allow the group to disregard or veto ideas as they are brought forth.

Hints

- Begin the conversation by asking the first question or the objective-level questions around the whole group, making sure everyone has a chance to answer. There are no right or wrong answers.
- All questions should be open-ended and cannot be answered with a simple "yes" or "no".
- The best conversations confront the group seriously with a topic, but do not reach a conclusion.
- Specific questions get better results. For example, "What points did Jim make?" rather than "What do you remember about Jim's speech?"
- Ask for specific examples when people answer.
- To prepare a conversation, decide the intent; then brainstorm questions, and put them in the objective/reflective/interpretive/decisional order.
- When the draft is finished, rehearse it through your head, imaging some answers you might get. This may suggest better ways to ask the questions.

Guide 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
- Reflection

Supplies

- Flip chart paper, marker pens

Number of people

- 12 - 100 +

Time required

- 30 - 90 minutes

Process

1. Introduction

- Identify the topics to be explored.
- Post the topics around the room on flip 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 then 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 flip chart.
- After a few minutes, ask groups to move on to the next topic. Remind groups to only add new/different 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.

Guide 4: Card Storming

Overview

The Card-Storming technique is a five-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 develop team solutions to real issues.

This technique can be used in many phases of strategic planning, including visioning, exploring underlying contradictions, creating strategic directions, and mapping out more specific action plans.

Strengths of Card Storming

- It's a collaborative, consensus-building technique.
- It saves time because participants can record data and 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.

Materials

- Cards – plenty of large index cards, custom-made cards, or post-it notes.
- Markers with tips wide enough that printing can be seen by everyone in the room.
- Masking tape.

Process

- Begin by providing a focusing question.
- Ask each individual group member to brainstorm a list of their own statements as their reply to the question.
- Ask small groups to share their individual statements and to come to consensus on five or six statements and write them on individual index cards.
- Ask each group to frame their responses concisely, up to five words per response.
- 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 or thought
 - 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 clarification if the message on the card is not understandable.
- Group members order the cards into categories. They may suggest adding collapsing columns and/or moving index cards 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 fit into any group, don't force it. Categories are redefined each time an item is added. This often expands the definition of a category, allowing some of the 'difficulty to place' items to be included. Ask the group to name each column, defining 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 and ask the group to reflect on the entire picture of the vision with a general phrase or statement of consensus.

Guide 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 purpose. In the “self-organising” process, participants determine the topics of breakout sessions at the start.

Room Set Up

- Circle of chairs. For large numbers, place chairs in concentric circles.
- On one wall, post up a ‘Marketplace’ sign or leave it blank.
- Provide flipchart paper and markers in the center of the room.
- Establish spaces for breakout sessions.
- Create an empty agenda of times and spaces, which the group will fill.
- Consider if you will provide any technology for recording information.

Number of People

- Ranges from a few to thousands

Time required

- From half a day to several days

Source: <http://www.openspaceworld.org>

Process

- Send open invitations that explain the purpose of the meeting.
- Facilitator welcomes and takes his or her seat.
- Facilitator explains the context and clearly states the focus question.
- Explain that the blank wall is the agenda, and the group will:
 - decide on the breakout session topics, and
 - be free to choose where to go.
- Explain the ‘Four Principles’ and ‘Law of two feet’:
 - Four principles:
 - i. whoever comes are the right people
 - ii whatever happens is the only thing that could have
 - iii. when it starts is the right time
 - iv. when it's over it's over.
- ‘Law of Two Feet’:
 - If you find 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 take a marker and paper and write down their issue /question and explain to the group.
- Participant then posts its on the wall and nominates one of the pre-determined times and places.
- Once sessions are filled, all participants go and sign up for sessions.
- Sessions run.
- People who convene a session are responsible for documenting the key issues or questions.
- Group comes together for the closing and sharing.

Guide 6: Workshop

Overview

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

Purpose

To gather diverse stakeholders to provide information, contribute ideas or solve problems to:

- explore complex topics in depth.
- gather different perspectives.

Process

The structure of a workshop varies widely, but usually 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)
- Synthesize learnings
- Next steps
- Recognize contributions, and
- Close.

Hints

- Consider how you will group participants. Do you want pre-determined seating or free seating?
- Groups of eight (8) people work well.
- Allow enough time to avoid participants feeling rushed or that the engagement is not genuine.
- If you want community members to feel comfortable contributing with perceived experts, think about what you can do to provide information / education in advance, such as a learning circle.
- Workshops often incorporate other engagement methods.



Guide 7: World Cafe

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 between participants.
- To discover collective thoughts.
- To identify patterns or insights.
- To gather a large amount of information.

Process

The World Café model comprises five key components

1. Setting

Create a special environment modelled on a café with four (4) chairs at each table.

2. Welcome and introduction

Set the context, explain the process and create the right experience.

3. Small group rounds

A table host facilitates and records three or more rounds of conversation, after which participants move to separate tables. The table host stays at the table; 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 different for each round.

5. 'Harvest'

Share insights from the conversations. This is often done through graphic recording.

Seven Design Principles

- Set the Context
- Create an Hospitable Space
- Explore Questions that Matter
- Encourage Everyone's Contribution
- Connect Diverse Perspectives
- Listen Together for Patterns and Insights, and
- Share Collective Discoveries.

Tips

- Plan how you will collect data.
- Table hosts can be nominated on the day or chosen in advance. You should be confident of the host's ability if you ask a person on the day as it risks the success of the process.
- Table hosts should be willing and have the capacity to suspend judgment and foster open dialogue.
- Create a guide for table hosts to prepare them and provide guidance on how to conduct the conversations.


Methods Matrix

METHOD	DESCRIPTION	SCALE				SPECTRUM				
		Individual	Small group	Large group	Public	Inform	Consult	Involve	Collaborate	Empower
35 shuffle	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.		•	•		•	•	•		
Action research	Research involving a community of practice trying to solve a problem through action. Communities act as “co-researchers”		•	•			•	•	•	
Advertising	Advertisements paid for in print, broadcast or online mediums. Can be used to promote projects, engagement activities or to meet legal obligations.				•	•				
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.		•	•				•	•	
Blogs	An online series of posts about an engagement project or issues, which the community can share and comment on.				•	•	•	•		
Briefings	Presentations and discussions with community or stakeholder groups. Can vary widely from informing to gathering feedback, ideas or options.		•	•		•	•	•	•	
Card Storming	Participants individually write their ideas, concerns, issues on cards. These are shared in small groups then categorised by the whole group.		•	•			•	•	•	
Citizens Jury	A representative 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.		•						•	•
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.			•			•	•	•	•
Co-design	Consumers and users work with designers to codesign products, services or processes.		•	•	•			•	•	
Collaborative Governance	A structured decision-making process where agencies and stakeholders work collaboratively to make a decision or recommendation. Key features include collaboratively defining the problems, process and decisions through consensus.		•						•	
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.			•	•	•				
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 broader community and organisation.		•			•	•	•	•	

ENGAGEMENT CONTEXT								ENGAGEMENT PURPOSE														
Low trust	Low interest	High complexity	Tight timeframes	Need new solutions	Hard to reach audiences	Highly political	High emotion or outrage	Need to understand community better	Informing	Legal compliance	Understand reactions, implications, consequences of proposition	Generate alternatives	Improve quality of policy, strategy, plans	Relationship development	Community capacity & capability building	Generate support for action	Behaviour change	Social licence	Community adaptive capacity	Identify problems / opportunities to address	Make decisions	Innovation
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METHOD	DESCRIPTION	SCALE				SPECTRUM				
		Individual	Small group	Large group	Public	Inform	Consult	Involve	Collaborate	Empower
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.		•	•			•	•	•	
Consensus Conference	A highly-structured 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.		•						•	•
Conversation Cafes	Open, hosted conversations set in cafes or other places where community members would ordinarily gather.		•				•	•	•	
Conversation circle	A leaderless meeting where participants 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.		•				•	•	•	
Crowd sourcing	Gathering ideas, services and content, from online users, rather than from staff or suppliers. Crowdsourcing can include 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.				•	•	•	•		
Delphi processes	Structured process where a panel of experts answer a series of questionnaires (at least two rounds). After each survey, a feedback report and a new survey is circulated. Designed to seek consensus on a complex problem.		•	•					•	
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.			•	•				•	
Deliberative forum	A forum where a representative sample of the community deliberates on a topic, issue or proposal. Forums last at least 2 days.			•				•	•	
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.		•	•	•			•	•	
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.		•					•	•	
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.	•	•							

ENGAGEMENT CONTEXT								ENGAGEMENT PURPOSE														
Low trust	Low interest	High complexity	Tight timeframes	Need new solutions	Hard to reach audiences	Highly political	High emotion or outrage	Need to understand community better	Informing	Legal compliance	Understand reactions, implications, consequences of proposition	Generate alternatives	Improve quality of policy, strategy, plans	Relationship development	Community capacity & capability building	Generate support for action	Behaviour change	Social licence	Community adaptive capacity	Identify problems / opportunities to address	Make decisions	Innovation
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METHOD	DESCRIPTION	SCALE				SPECTRUM				
		Individual	Small group	Large group	Public	Inform	Consult	Involve	Collaborate	Empower
Door Knocking	Community engagement or project teams go door-to-door to liaise with affected residents.	•				•	•			
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.				•	•	•	•		
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.				•	•	•	•	•	
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.		•				•	•	•	
Focused 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.	•	•				•	•	•	
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.		•				•	•	•	
Gamefication	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.				•	•	•	•		
Graphic Recording	Capturing participants ideas, expressions and discussions in real-time during an engagement activity, to create a visual representation of the discussions.		•	•			•	•	•	
Hotline – Telephone / Web	Widely publicised telephone or email hotline that and provides one-to-one responses to community questions or complaints.				•	•	•			
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.				•	•	•	•		
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.				•	•	•	•		
Interviews	One-on-one discussions to explore and understand community or stakeholder needs, perspectives, insights and feedback, and to build relationships.	•				•	•	•	•	
Letters	Individualised letters sent to affected or interested community members and stakeholders. Can be a legal requirement.	•				•	•			
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 engage the public. Media can be print, broadcast or online.				•	•				

Engagement Context									Engagement Purpose														
Low trust	Low interest	High complexity	Tight timeframes	Need new solutions	Hard to reach audiences	Highly political	High emotion or outrage	Need to understand community better	Informing	Legal compliance	Understand reactions, implications, consequences of proposition	Generate alternatives	Improve quality of policy, strategy, plans	Relationship development	Community capacity & capability building	Generate support for action	Behaviour change	Social licence	Community adaptive capacity	Identify problems / opportunities to address	Make decisions	Innovation	
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METHOD	DESCRIPTION	SCALE				SPECTRUM				
		Individual	Small group	Large group	Public	Inform	Consult	Involve	Collaborate	Empower
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.	•	•	•	•	•	•	•		
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.		•	•	•		•	•	•	
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.				•	•	•	•		
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.						•	•	•	
Opt-In E-Panel	Community members opt in to be part of an online engagement 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.				•		•	•	•	
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.		•	•	•		•	•	•	•
Participatory Editing	Citizens edit and shape documents and reports through a series of circulating documents.		•	•	•		•	•	•	•
Photo Visioning / Photo Voice / Photo Journa	Community 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.		•							
Public Displays	Staffed or unstaffed displays of information, options, drafts or final decisions which are made available in a public place.				•	•	•			
Public Meeting	A meeting organised by either the organisation or community with presentations and questions asked by the crowd.		•	•	•					
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 sample of the community.				•		•	•	•	
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.				•	•	•	•		
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.	•	•	•	•	•	•	•	•	
Social Media – Photo and 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 be used to educate the community, share ideas, capture history, future visioning or to change behaviour.				•	•	•	•	•	

[illegible]

METHOD	DESCRIPTION	SCALE				SPECTRUM				
		Individual	Small group	Large group	Public	Inform	Consult	Involve	Collaborate	Empower
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.				•	•	•			
Story Telling	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.	•	•					•	•	
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.		•	•	•		•	•	•	
Submissions	Formal written submissions which must be made in line with government regulations.	•					•			
Surveys	A series of questions provided to a sample which may be a representative sample or a self-selected sample.		•	•	•		•	•	•	
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.			•			•	•	•	
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.	•	•		•	•	•	•	•	
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 activities, 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.		•	•			•	•	•	

ENGAGEMENT CONTEXT								ENGAGEMENT PURPOSE														
Low trust	Low interest	High complexity	Tight timeframes	Need new solutions	Hard to reach audiences	Highly political	High emotion or outrage	Need to understand community better	Informing	Legal compliance	Understand reactions, implications, consequences of proposition	Generate alternatives	Improve quality of policy, strategy, plans	Relationship development	Community capacity & capability building	Generate support for action	Behaviour change	Social licence	Community adaptive capacity	Identify problems / opportunities to address	Make decisions	Innovation
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Tuckman, B and M Jensen (1977): Stages of Small Group Development Revisited. *Group and Organisational Studies* 2, 419-427

Professional journals

Journal of Public Deliberation: <https://www.publicdeliberation.net/jpd>
National Coalition for Dialogue and Deliberation: <https://ncc.org>

Resources

IAP2 Quality Assurance Standard for Community and Stakeholder Engagement (2015):
<https://www.iap2.org.au/documents/item/391>
Victoria Auditor General's Office (2015): Public Participation in Government Decision Making – Better Practice Guide (2015):
<https://www.audit.vic.gov.au/better-practice-guides>
<https://participedia.net: database/toolkit with methods>

Organisations

International Association for Public Participation (IAP2) Federation, USA <https://www.iap2.org>
Involve UK: www.involve.org.uk (community think tank/charity)