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# **Community Engagement Basics**

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# **Community Engagement Basics**

## **Introduction**

# Introduction

Hello and welcome to Community Engagement Basics. We want to congratulate you for acquiring this training course and taking a positive step towards successful community engagement.

We strongly recommend that you take the time to go through the entire course and squeeze out every bit of knowledge that you can.

This course has been designed for people with little or no knowledge of community engagement process or those with community engagement responsibilities needing help to better grasp the fundamentals. It will not only provide you with the knowledge you need to design and implement good practice community engagement but also a great foundation on which to build expertise in this vital activity.

We have designed this course to be used as an aid in your everyday work so that it helps make a real difference to your outcomes. Use the videos and notes as reference materials that can be open alongside you as you tackle community engagement challenges.



## Course format



The format of the course is videos which can be watched online or downloaded. These are supported by PDF notes which you can also download. The entire course is presented in convenient sized chunks to make it easy for you to work through. In total there are nine sessions comprising a total of 25 videos and supporting notes. We have also provided cover and contents pages for the notes sections so that you can compile these into a single reference guide.

The structure of the site begins with a home page supported by an entry page for each session on which you will find the videos and notes together with links for watching or downloading.

## So what's in the course?

The course is divided into nine easy to follow sessions each comprising between one and six relatively short but focussed videos. The sessions and video titles are shown in the following table.

Course Introduction	Video 0-1: Introduction to Community Engagement Basics
Session 1: What is Community Engagement?	Video 1-1: Defining community engagement – understanding the language Video 1-2: Levels of engagement; the engagement spectrum and its various forms Video 1-3: The OECD guiding principles
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In the first eight sessions we run through all of the learnings you need to understand what community engagement is, who the community is, why the right mind set is so important, the tools available to engage your community and how to pick the right tools for the job, engaging online and the all-important planning process.

In session nine we build an engagement plan using a series of templates. This material in this session can be used to build your own plan for your own project.

## Self-Study Tips

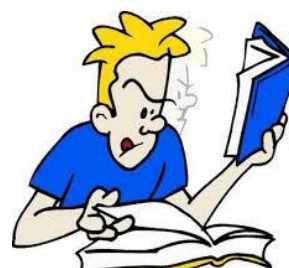
Here are some self-study tips to help you along the way.



**Set realistic goals.** Setting work goals for yourself, ones that realistically fit in with your life and other commitments, is important when creating self-study habits. You can set yourself up for success by assigning only a certain number of lessons each day, adjusting your workload according to how hectic your schedule is in any given week, and giving yourself a mental break each week to let your mind rest.

**Find what works for you.** There are many different ways to learn, and it is important to adjust studying techniques to find what works for your brain. Some people prefer the notes to the videos and some like to review both the videos and the notes together. Discover whatever works best for you, and stick with it.

**Review material the same day you learn it.** After watching a video or reading the notes, make sure you review all the new material, by making notes, practicing your new skill, or reading over a lesson again, to help it resonate. While this may seem tedious, it only takes a short amount of time. Reviewing can help with long-term absorption of material.



**Study in short, frequent sessions.** Instead of treating your study session like a marathon, break up your material by topic into a series of short sessions, separated by short breaks. That way, you won't be staring at your computer or reading for too long. While cramming may seem like a great way to cover a lot of material in a condensed amount of time, studying in short, frequent sessions is a more effective way to learn subject matter and self-study.



**Prepare and maintain your study environment.** When learning remotely it is important to create a study space for yourself. By setting aside a desk or table that is a designated environment for self-studying or completing an online course, you will know to be mentally prepared to learn when you enter that space.

## Taking Action

Purchasing an online course like this puts you in the driver's seat. You decide when to watch the videos and read the notes. You decide what order to follow through the course and whether to complete all or just some of the lessons. The pace of learning is all up to you.



We suggest that you begin by watching all of the videos to get a sense of the material and flow of the lessons. Then go back and cover each lesson in detail.

To get the most value from the course it is important to go through all of the material carefully and to set a learning plan that will work for you and ensure that you get the most benefit from the course. Ongoing commitment and discipline are important elements in self-paced learning.

You will find other helpful material on our website at [www.engagementworks.co.nz](http://www.engagementworks.co.nz) .

You can also contact us at [admin@engagementworks.co.nz](mailto:admin@engagementworks.co.nz) with questions or for any help you may need. We can only succeed if you succeed.

Now it's time for you to take action.





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# **Community Engagement Basics**

## **Session 1 – Video 1**

### **Defining community engagement**



# Defining community engagement

## Introduction

In this lesson we –

- clarify the language used to define community engagement
- present some definitions of community engagement, and
- what it is not, and also
- present definitions of community



## Understanding the Language

It's really important to be clear about language because what we have noticed is that different terms are often used interchangeably but all actually describe the same thing.

We often hear community engagement, public participation, stakeholder engagement and even consultation, all being used to describe the same situation.

The interesting thing about this is that we think of consultation as a sub-set of community engagement so it is important for us to understand what people mean when this term is used.

It can be a bit confusing, so don't be afraid to clarify what people mean if you are unsure. Don't assume that everyone uses the same words in the same way as you do.

*"everyone needs to be singing off the same song sheet"*



## What is Community Engagement?

Here are some definitions in common usage –

- any process that involves the public in problem solving or decision making and uses public input to make decisions.
- the process of working collaboratively with community groups to address issues that impact the well-being of those groups.
- the process by which community benefit organizations and individuals build ongoing, permanent relationships for the purpose of applying a collective vision for the benefit of a community.
- the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people.



- community engagement encourages building trust and linking arms, while raising awareness and visibility.
- people working collaboratively, through inspired action and learning, to create and realize bold visions for their common future.
- the process of working with people with similar situations, special interests or geographic proximity to address issues affecting their quality of life.

What these definitions are saying is that community engagement –

- involves the public
- is collaborative
- is focused on decision-making or problem-solving
- is beneficial – builds relationships



Community engagement is a behaviour. It's part of an organisation's culture – "the way we do things."

If engaging with the community is one of your organisation's values then you will avoid the things that community engagement is not.

## What Community Engagement is Not!

Community engagement is not –

- an afterthought – something that suddenly surfaces at the last minute and needs to be done to comply with some law
- PR or spin – condescending talking down to people like an adult addressing a child
- One-way – its multi-directional – involves active listening as well as talking

If it's not genuine people work it out pretty quickly, become demotivated and don't engage.



## What is a Community?

Let's take a moment to think about what we mean by "Community".

Here's our definition –

...any group of interdependent individuals or groups interacting with each other through relationships.

This definition is wide. A community can be just about any group or association of people. For example, a sports club, a community organisation, a work place or an entire district or city. It all depends on the issue on hand.



## Conclusion

In this lesson we began our community engagement basics journey by discussing language and definitions. Three key learnings from this lesson are that –

- Language is important and needs to be aligned to avoid misunderstanding
- Community engagement means –  
...any process that involves the public in problem solving or decision making and uses public input to make decisions.
- A community is –  
... any group of interdependent individuals or groups interacting with each other through relationships

Keep these things in mind as you progress through the course.





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# **Community Engagement Basics**

## **Session 1 – Video 2**

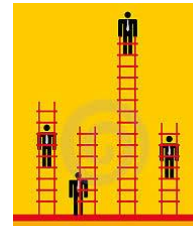
### **Levels of Engagement**

# Levels of Engagement

## Introduction

In this lesson we cover –

- levels of engagement; and the
- engagement spectrum and its various forms

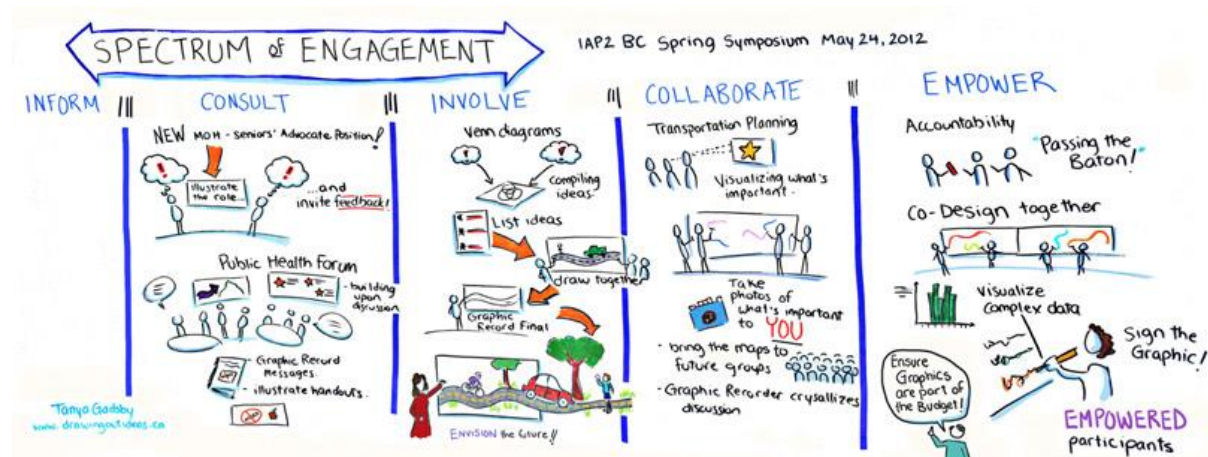


## The Engagement Spectrum

Before we get into detail about the spectrum we need to explain that there are many forms of spectrum using a variety of levels and language to describe each step.

You can see from the following examples what I am talking about. In many cases organisations have developed spectrums to suit their own specific need or approach to engaging their stakeholders and communities.

### Example 1



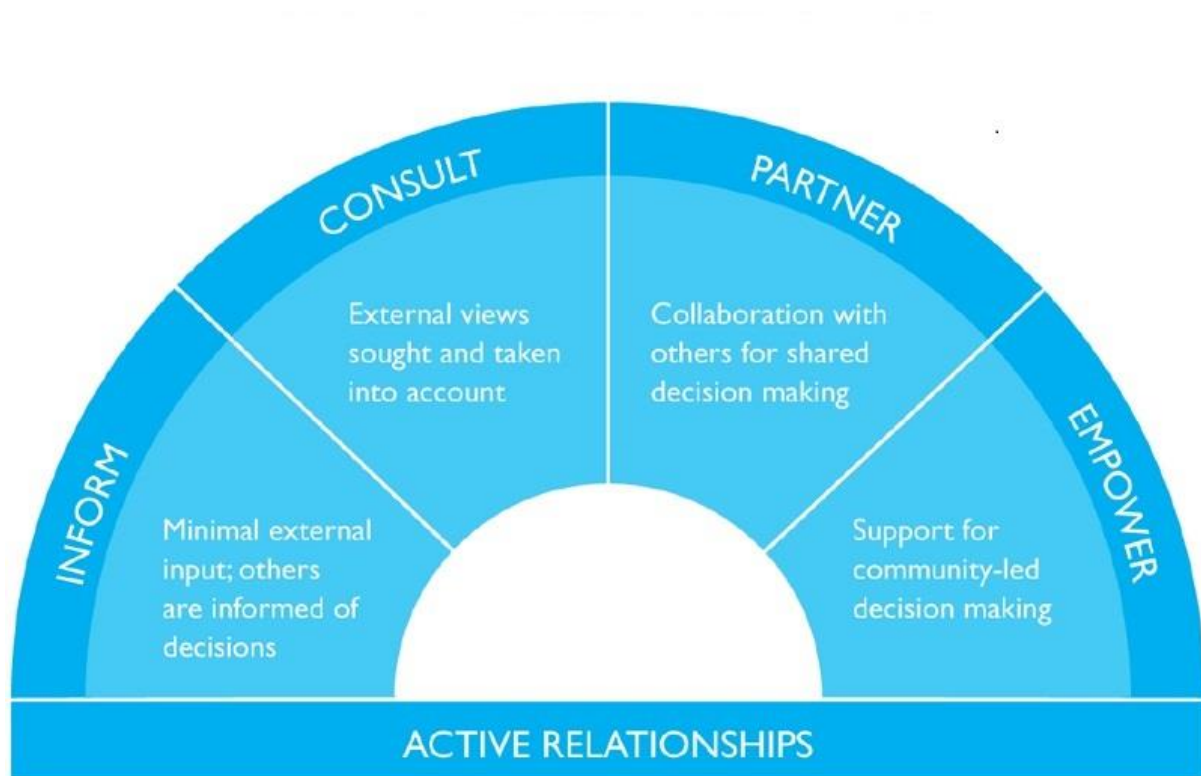
### Example 2



Adapted From: Hashagen 2002 and Sydney Department of Planning 2003.



### Example 3



Source: Ready Reference Engagement Guide  
Good Practice Participate – NZ Government

### Example 4

Online engagement spectrum						
	Announce	Inform	Consult	Involve	Collaborate	Empower
Promise	Notify community of developments	Keep community informed	Acknowledge concerns and incorporate feedback into decisions	Concerns directly reflected in alternatives	Collectively develop advice & recommendations through shared responsibility	Facilitate community building and implement community decisions
Information dissemination tools						
Basic website	😊😊	😊😊😊	😊😊😊	😊😊😊	😊😊😊	😊😊😊
Document sharing		😊😊😊	😊😊😊	😊😊😊	😊😊😊	😊😊😊
Online video	😊	😊😊	😊😊	😊😊	😊😊	😊😊
Podcasts	😊	😊	😊	😊	😊	😊
Presentations	😊	😊	😊	😊	😊	😊
Photo sharing		😊	😊	😊	😊	😊
Key:						
	Optional	😊	Recommended	😊😊	Essential	😊😊😊

Source: Australian Government  
Dept. Health & Ageing

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The following spectrum has been created by the Institute for Public Participation or IAP2 which you may have heard of. It is the spectrum most commonly referred to in Australasia.

For each level there is a goal and a promise to the public.

In the table we have also included examples of tools that could be appropriate but bear in mind that there is flexibility with tools and you could easily use different choices that suit your situation.

Increasing level of public input				
<b>Inform</b>	<b>Consult</b>	<b>Involve</b>	<b>Collaborate</b>	<b>Empower</b>
<i>Public Participation Goal</i>	<i>Public Participation Goal</i>	<i>Public Participation Goal</i>	<i>Public Participation Goal</i>	<i>Public Participation Goal</i>
To provide the public with balanced and objective information to assist them in understanding the problems, alternatives, opportunities and/or solutions	To obtain public feedback on analysis, alternatives and/or decisions	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution	To place final decision development in the hands of the public
<i>Promise to the Public</i>	<i>Promise to the Public</i>	<i>Promise to the Public</i>	<i>Promise to the Public</i>	<i>Promise to the Public</i>
We will keep you informed	We will keep you informed, listen to and acknowledge concerns and provide feed-back on how public input influenced the decision	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feed-back on how public input influenced the decision.	We will look to you for direct advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible	We will confirm your recommended decision and implement what you decide
<i>Example Tools</i>	<i>Example Tools</i>	<i>Example Tools</i>	<i>Example Tools</i>	<i>Example Tools</i>
Fact sheets Web sites Open houses	Public comment Focus groups Surveys Public meetings	Workshops Deliberate polling	Citizen Advisory Committees Consensus building Participatory decision-making	Citizen juries Ballots Delegated decisions

Before we go through each level of the IAP2 version to get a sense of how it works in practice, there are a couple of points we need to make:

- the spectrum is a continuum and not a hierarchy which is why it moves horizontally across the page from left to right. It would be drawn differently if it was a hierarchy, probably vertically.
- the spectrum is a framework with increasing levels of public influence as you move from left to right
- the appropriate level for any specific decision needs to be negotiated with stakeholders at the start of the decision process.
- Different levels can apply at different stages of a project life-cycle and to different stakeholder groups depending on their interest and influence.
- Levels, once determined, are not set in stone and may be changed if it becomes apparent that the level selected is inappropriate, for whatever reason
- The selection of the level is made before any final decision is made.

### **The first level is to inform.**

The Inform level simply offers to provide information throughout a process about work being undertaken leading up to a decision being made. The promise is simply keeping people informed – some would say it is about helping people to understand.

There is no active role for the public.

It could be used, for example, where other levels have been used that have built positive relationships and it now only remains to tell everyone what the outcome was – a bit like reporting back.

There could also be situations where for compliance reasons an organisation is unable to engage any more than telling people what has happened and the decision it has had to make.

### **The second level is consult**

The Consult level is about putting forward options or a proposal for which feedback is sought. The promise is to listen to the community of interest's feedback, to carefully consider, then make decisions and finally explain how this feedback has been taken into account.

This is the level most commonly used in NZ and often causes outrage and controversy because it doesn't involve any public input to defining the problem and consequently can miss important considerations from the public's perspective.

We will cover problem definition in a later video.

Surveys, focus groups, public meetings and formal submissions are tools often used to consult.







**Involve is the third level** of engagement and its goal is to work directly with stakeholders to ensure their concerns and aspirations are heard and considered in the development of options and their evaluation.

The promise is to work with people and throughout the decision process including defining the problem, developing and evaluating options. The public is kept engaged in an ongoing conversation throughout the decision process.

This doesn't mean that everyone will agree with the final decision but will have had their concerns and aspirations heard, considered, debated and received reasons for them not being included in the final decision.

This builds understanding and respect and ensures ongoing public involvement in future decision processes.

Tools used for this level include workshops and deliberate polling.



#### **The fourth level is collaborate.**

Here we are talking about partnership, working together to develop alternatives and identify the preferred solution.

So even though the organisation makes the final decision still it is walking side-by-side with its public effectively confirming the result of the partnership approach.

In collaboration the types of tools include committees and participatory decision-making. Typically tools that bring people together on an equal basis will apply at this level.

#### **And finally we come to empower**

This is a biggie because the goal is to place final decision-making with the public.

It's a bit like saying here is the problem public. Tell us your recommended solution and we will confirm what you decide.

A number of organisations don't include this step on their spectrum. The reason for this is that they say that to adopt this approach would be contracting out of a legal obligation which they simply can't do.

Citizen juries, ballots and delegations are tools that could be used for this level.



One thing you may have noticed as we examined the different levels of engagement is that as we moved along the spectrum the level of engagement or inclusiveness with the community increased.

What this means is that the organisation moves from talking to listening and builds more social capital.

I often refer to this as moving from inside-out communications to outside-in.

## Conclusion

In this lesson we have examined levels of engagement and that –

- When planning to engage you need to decide for each decision or project phase and for each different stakeholder group what level(s) of engagement is to be used.
- While there are different ways of defining the levels, one commonly used spectrum is the IAP2 one moving from inform to consult, involve, collaborate and finally empower
- At each level there is a different goal, promise and toolset
- As you move across the spectrum the level of engagement increases and becomes more inclusive.





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# **Community Engagement Basics**

## **Session 1 – Video 3**

### **Engagement Principles**

# Engagement Principles

## Introduction



In this lesson we -

- talk about principles of engagement, particularly the 10 principles developed by the OECD, and also
- overlay these principles onto levels of engagement to give a sense of how they interrelate

## Principles are important because -

... They are an essential requirement for framing an organisation's commitment to its communities and stakeholders. They are what guide how an organisation puts engagement into practice.

Organisations do engagement because there is a statutory requirement for them to do so. But they should also engage because they value the knowledge and differing perspectives that members of their community have. They should also want to rely on the involvement of community members to make things happen for them.

The OECD's principles are an important way of outlining to communities that organisations embracing these are prepared to go that extra mile.

## The OECD Guiding Principles

A number of countries use the OECD guiding principles for information, consultation and active participation in policy making. This helps them to strengthen open and inclusive decision-making and embraces the idea of engaging on the problem and the solution. These 10 principles cover:

**1. Commitment:** Leadership and strong commitment to open and inclusive policy making is needed at all levels – politicians, senior managers and public officials.



**2. Rights:** Citizens' rights to information, consultation and public participation in policy making and service delivery must be firmly grounded in law or policy. Government obligations to respond to citizens must be clearly stated. Independent oversight arrangements are essential to enforcing these rights.

**3. Clarity:** Objectives for, and limits to, information, consultation and public participation should be well defined from the outset. The roles and responsibilities of all parties must be clear. Government information should be complete, objective, reliable, relevant, and easy to find and understand.



**4. Time:** Public engagement should be undertaken as early in the policy process as possible to allow a greater range of solutions and to raise the chances of successful implementation. Adequate time must be available for consultation and participation to be effective.

**5. Inclusion:** All citizens should have equal opportunities and multiple channels to access information, be consulted and participate. Every reasonable effort should be made to engage with as wide a variety of people as possible.



**6. Resources:** Adequate financial, human and technical resources are needed for effective public information, consultation and participation. Government officials must have access to appropriate skills, guidance and training as well as an organisational culture that supports both traditional and online tools.

**7. Co-ordination:** Initiatives to inform consult and engage civil society should be coordinated within and across levels of government to ensure policy coherence, avoid duplication and reduce the risk of “consultation fatigue.” Co-ordination efforts should not stifle initiative and innovation but should leverage the power of knowledge networks and communities of practice within and beyond government.



**8. Accountability:** Governments have an obligation to inform participants how they use inputs received through public consultation and participation. Measures to ensure that the policy making process is open, transparent and amenable to external scrutiny can help increase accountability of, and trust in, government.

**9. Evaluation:** Governments need to evaluate their own performance. To do so effectively will require efforts to build the demand, capacity, culture and tools for evaluating public participation.



**10. Active citizenship:** Societies benefit from dynamic civil society, and governments can facilitate access to information, encourage participation, raise awareness, strengthen citizens' civic education and skills, as well as to support capacity-building among civil society organisations. Governments need to explore new roles to effectively support autonomous problem-solving by citizens, CSOs and businesses.



## The Engagement Spectrum and the OECD Principles

← Depletes Social Capital						Develops Social Capital →			
						Increasing Level of Engagement →			
	OECD	Information				Consultation	Active Participation		
		Dictate	Market	Advise	Inform	Consult	Involve	Collaborate	Empower
1	Commitment					✓	✓	✓	✓
2	Rights					✓	✓	✓	✓
3	Clarity	✓	✓	✓	✓	✓	✓	✓	✓
4	Time						✓	✓	✓
5	Inclusion						✓	✓	✓
6	Resources						✓	✓	✓
7	Co-ordination						✓	✓	✓
8	Accountability						✓	✓	✓
9	Evaluation						✓	✓	✓
10	Active citizenship						✓	✓	✓
← Non-Negotiable →						← Negotiable →			
Underlying Characteristic: Talking						Underlying Characteristic: Listening			

In the table above we have overlaid the OECD principles with their three levels of engagement and also an eight step spectrum.

This shows how the principles and levels interrelate.

The OECD engagement levels are –

- Information
- Consultation, and
- Active participation



The first four of the eight step spectrum co-relate with the information step of the OECD

And you can see here that in terms of the principles there is little co-relation.

The consultation level of the OECD spectrum co-relates with consult which is step five of the eight step spectrum.

Here we can see the principles and levels beginning to co-relate.

Active participation in the OECD spectrum aligns with the involve, collaborate and empower steps of the eight step spectrum.

And this is where we see the greatest alignment.

At this stage we have moved from a state of talking to listening, the level of engagement has increased and social capital is being developed rather than depleted as in the other levels.

It is here that trust and respect develops, quality decisions are made resulting in better outcomes.

We should qualify this diagram and acknowledge that it is subjective but is intended to give a sense of how a more engaging approach can deliver better results.

## Conclusion

In this lesson we have examined the importance of having engagement principles to:

- Shape the nature of the relationship with communities
- Build trust, openness and honesty
- Empower communities to contribute
- Build social capital between an organisation and its communities and stakeholders.

We hope this lesson has helped you to understand the importance and value of engagement principles.





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# **Community Engagement Basics**

## **Session 2 – Video 1**

### **The Benefits of Community Engagement**



# The Benefits of Community Engagement

## Introduction

In this lesson we say why community engagement is important and we focus on the benefits.

## Why is community engagement important?

Community engagement is important because it –

- is a core principle of democracy
- leads to more efficient and effective decisions



Now let's just expand on this a bit.

The political framework in a democratic society requires citizens to be involved, informed and engaged.

A 'government of the people' cannot function if there are no avenues for civic involvement, no methods for community deliberation, or no opportunities to influence government decisions.

Elections, petitions, and public deliberation are all a form of civic participation.

It is the role of the people to exercise these rights to participate, and the responsibility of the government to respond and respect them.

## Experts versus the Crowd



There is a persistent "expert-bias" in decision-making. The general intuition being that those who are steeped in the subject matter will make more informed decisions than say, a random group of strangers.

Some parts of this assumption are correct, most importantly that having access to quality information is key in decision-making.

However, it has been shown time and time again that crowds make smarter decisions than experts, given the right conditions.

We will be expanding on this in a latter lesson.

## Benefits

The benefits of engaging with the community or stakeholders are that it -

- focuses on social justice
- helps shape services
- helps build trust
- helps with outreach
- connects people and resources
- develops new leaders
- creates an opportunity for critical reflection



Now let's take a look at these benefits in a bit more detail.

***Focuses on social justice:*** It is through community engagement that community wisdom and science work in tandem to ensure a more balanced set of political, social, economic and cultural priorities, resulting in shared resources and shared power, thus leading to equity and social justice.



***Helps shape services:*** Including a broad array of community residents from the beginning of a planning process will help shape services so they are culturally acceptable and more closely meet specific needs.



***Helps build trust:*** Inviting leadership from community groups will help demonstrate that their participation is valued and that their views will be considered. This can help to build trust, increase communication and create openness to utilizing services.

***Helps with outreach:*** More residents will feel involved with community activities and decisions and will be able to explain or interpret them positively to others. Spreading the word through this informal approach will improve outreach.

***Connects people and resources:*** Community engagement efforts improve connections between individuals, community associations, businesses, and churches, which in turn creates greater community "buy-in."



***Develops new leaders:*** Inviting community members and leaders of community groups into planning processes will help in the identification of champions and development of leaders who understand public policy issues.



***Creates an opportunity for critical reflection:*** Community engagement processes provide opportunities for cooperative, co-learning experiences, and critical reflection that benefits from community wisdom.

Potential benefits to participants include:

- networking opportunities,
- access to information and resources,
- personal recognition,
- skill enhancement, and a
- sense of contribution and helpfulness in solving community problems.



## Conclusion

This session builds on the lessons in session 1 where we discussed what the terms mean, looked at the levels of engagement, the spectrum and the OECD principles

We begin to see from this lesson why it is important and what the benefits are.





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# **Community Engagement Basics**

## **Session 2 – Video 2**

### **The Constraints of Community Engagement**

# The Constraints of Community Engagement

## Introduction

In this lesson we continue our discussion on why community engagement is important and focus on the constraints.

## What are the constraints?

Constraints could include all of these things.

- Problems with the public
- Apathy
- Selfish motivations
- Deficiencies in public knowledge and ability
- Problems with processes
- Not representative
- Excessive costs and time
- Power and politics dominate – power struggles



Now let's take a closer look.

### Problems with the Public



How do you 'let people have their say', and end up with something better than if they had just stayed out of it?

The value of anyone's contributions to a decision-making process, from elected decision makers to members of neighbourhood associations, can be hindered by apathy and selfishness and deficiencies in knowledge and abilities.

However, these potential 'pitfalls of public engagement' tend to be associated with the 'general public' and exasperated by the public being denied meaningful ways to participate in decision-making processes.

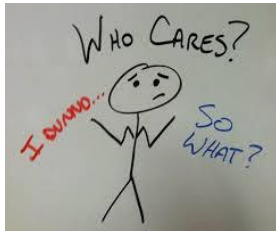
Therefore, these 'problems' should not be viewed as reasons to exclude the public for influencing decision-making processes; rather they should be viewed as key elements that must be effectively managed as part of any holistic engagement process.

### Apathy

If you hold a public meeting to discuss a proposal that the public has little hope of influencing and hardly anyone shows up is that a sign of public apathy or intelligence?

People need to believe that their participation will make a difference.





Apathy towards voting and poor attendance at local meetings can be viewed as signs that the public's interest and competence in participating in democratic processes is in decline.

Low participation levels have been attributed to increasing demands on the public's time and resources combined with growing frustration with commonly used participation options, such as public meetings.

Another contributing factor to non-participation is a general culture of exclusion that keeps certain group and individuals from participating.

Older, wealthy and well educated citizens dominate participation processes around the world.

Therefore, forums for public involvement are often dominated by the same people who claim to represent 'the people' while in fact they represent a privileged minority group of the general population.

A compelling argument against public apathy is that public involvement is contingent upon having meaningful and rewarding ways to participate, and make reference to the popularity of joining NGOs to support this assertion.

### Selfish Motivations

People are predisposed to pursue their own interests, even if they hold noble intentions to further the public good.

The term, Not in My Backyard ('NIMBY') is commonly used to describe how people who live close to a proposed development site try to block a development with community benefits as a means of furthering their own interests



### Deficiencies in the Public's Knowledge and Abilities

The public is criticized for having a limited knowledge of its elected representatives and government functions, and limited abilities to participate.

However, the public tends to incorporate a number of 'information short-cuts', such as relying on past experiences as well as political and media messages, to enable them to keep up with and when it is possible to have a role in public affairs.



### Problems with the Processes

Common criticisms of community engagement processes include that they are not representative, cost too much and take too long; and do not adequately address power imbalances and political considerations.

In turn these process failings are seen to undermine the value of community engagement, to the extent that resulting decisions can be worse due to the public's involvement.

### **Not Representative**

Some say that it does not matter if a broad cross section of the public participates in community engagement processes as the public is represented by its elected leaders.

Leaders of large groups, whether their leadership is formal (i.e. elected) or informal, are almost always exceptional members of their group, in terms of material, professional and social status, which creates a gap between them and the larger group that they 'represent'.

Leaders' abilities to stay in touch with the people they represent are a measure of their personal commitment and the effectiveness of process requirements designed to keep them accessible and accountable to their members.

Furthermore there can a propensity for the more vocal members of society to draw undue attention to their views, at the expense of the more moderate minded members public who are often referred to as 'the silent majority'.

Disadvantaged and minority people are less likely to participate in their governance.

Finally there is the problem with options being chosen because they are the least objectionable to the largest group, rather than being the best options.



### **Excessive Costs and Time**

A common complaint about community engagement processes is that they take too long and cost too much;

It has been noted that, 'although it is unfair to characterize all time consumed in community engagement as 'delay,' community engagement undeniably slows things down at the start of the process but time savings occur later in the process through the avoidance of controversy and outrage from affected stakeholders which is not only time consuming but also costly.



### **Power and Politics Dominate**

Community engagement processes are renowned for being fraught by political and power struggles.

Research suggests that those with the most influence in community engagement processes are the most satisfied with these processes, with influence being a dimension of both power and politics.

Politics can be seen as, 'the result of contests which occur whenever attempts are made to secure authority over others', while power 'is commonly understood as the ability to produce intended effects'.

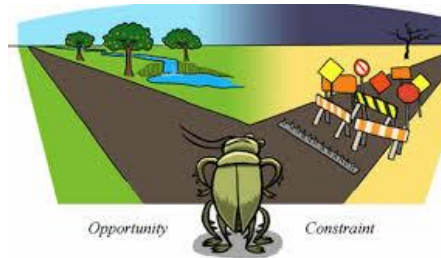


## Conclusion

In this lesson we have built on the previous lesson where we discussed why community engagement is important and what the benefits are.

In this lesson we have added the constraints.

We can now see why community engagement is important and what the benefits and constraints are.







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# **Community Engagement Basics**

## **Session 3 – Video 1**

**Including legal and regulatory  
requirements into community  
engagement practice**

# Including legal and regulatory requirements into community engagement practice

## Introduction

In this lesson we examine how legal compliance fits with good practice community engagement.

Any good practice process for engaging communities and stakeholders will by definition comply with local legal requirements.

In other words if it doesn't comply it is a not a good practice...

## Case Study – New Zealand

Engagementworks which has developed this training is a New Zealand based company and so in this lesson there is a focus on New Zealand legislative requirements.

If you are not from New Zealand you may decide to skip this lesson although by watching it you will get a sense of the approach you need to take to ensure that you develop good practice community engagement processes.

Within New Zealand legislation there are many references to consultation.



In most cases the requirement to consult is specific to a particular Government office holder or agency and where it is with the general public it is often discretionary and the legislation does not prescribe any process by which consultation should take place.

The most comprehensive and prescriptive requirements appear to be in the Local Government Act 2002 (LGA) which sets out the circumstances under which councils must consult with the public and includes the special consultative procedure, principles of engagement and other requirements.

The LGA provisions apply not only to councils but also to the decisions of some government organisations e.g. establishment plans under the Energy Companies Act 1992.

## The Legal Framework

### *The Special Consultative Procedure*

Perhaps the most formal requirement for New Zealand local government is the special consultative procedure which prescribes –

- What information is to be made available and in what form
- How detailed the information needs to be
- Where the information is available
- How long the consultation period will be and when submissions close
- The format of submissions
- Where and how people can present submissions



### *Principles of Engagement*



The LGA also sets out principles of engagement covering –

- Access to information
- Opportunities to become involved
- Form and content of information provided
- The way in which the council should receive and respond to public/stakeholder input.

Implicit in these principles that the council must –

- Identify persons affected by a decision to be made
- Find out how persons affected prefer to receive information and provide it in a manner that suits
- Encourage people to present their views
- Enable people to present their views in a manner and format that suits them

### *Information requirements*

The information requirements go further to require that right from the start a council must -

- Give its reasons for its proposal(s)
- Provide an analysis of options
- Supply draft proposals
- Use plain English
- Include an auditor's report



What you can see from this is that as you develop your good practice engagement policy and processes you need to incorporate all of these legal requirements.

## Conclusion

In other places legal requirements will differ from those in New Zealand.

However, good practice community engagement will incorporate and go beyond minimal legal requirements.

In this lesson we have highlighted the importance of understanding and incorporating local legal requirements into your good practice community engagement processes.

Our approach for New Zealand where we live and operate our business has been to find the most prescriptive requirements and use them as the basis for incorporating legal compliance into a good practice approach.





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# **Community Engagement Basics**

## **Session 3 – Video 2**

### **Significance & Engagement Legal Requirements**

# Significance & Engagement

## Legal Requirements



### Introduction

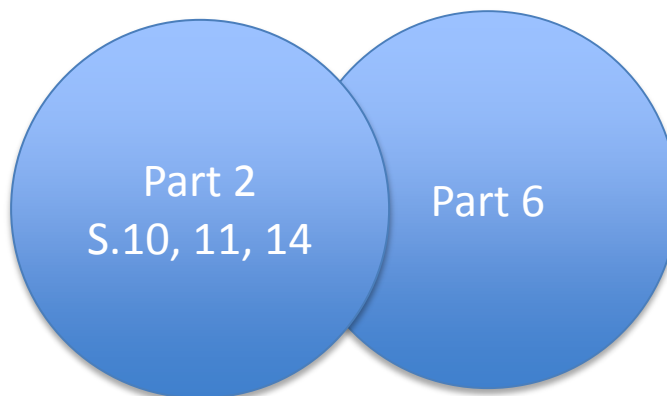
In this video we focus on the significance and engagement requirements set out in Part 6 of the Local Government Act 2002, Amendment Act 2014 (LGA).

Prior to the 2014 amendments, significance and engagement were dealt with separately.

Councils were required to have significance policies but engagement or consultation policies were not mandated

### LGA Part 2 & Part 6 go together

Planning, decision-making and accountability is dealt with in Part 6 of the LGA which must be read in conjunction with Part 2 which sets out the purpose of local government as well as the role and principles of a local authority.



### ***LGA Part 2, S.10 - Purpose***

The purpose of local government is described in section 10 as:

- enabling democratic local decision-making and action by, and on behalf of, communities; and
- meeting the current and future needs of communities for good-quality local infrastructure, local public services, and performance of regulatory functions in a way that is most cost-effective for households and businesses.

### **LGA Part 2, S.11 - Role**



The role of a local authority is defined in section 11 as:

- giving effect, in relation to its district or region, to the purpose of local government stated in section 10; and
- performing the duties, and exercising the rights, conferred on it by or under the LGA and any other enactment.

### **LGA Part 2, S.14 - Principles**

Principles relating to local authorities are set out in section 14 and include:

- conducting business in an open, transparent and democratically accountable manner
- making itself aware of, and have regard to, the views of all of its communities
- when making a decision taking account of:
  - o the diversity of the community, and the community's interests, within its district or region; and
  - o the interests of future as well as current communities; and
  - o the likely impact of any decision on these interests
- providing opportunities for Māori to contribute to decision-making processes.



### **LGA Part 6 - Decisions**



Every decision made by a local authority must be made in accordance with Part 6 and must:

- seek to identify all reasonably practicable options for the achievement of the objective of a decision
- where land or a body of water is involved, consider the interests of Māori
- consider the views and preferences of persons likely to be affected by, or have an interest in the decision to be made.

## **Contents of the Policy**

Each council must adopt a significance and engagement policy setting out:

- the council's approach to determining the significance of proposals and decisions in relation to issues, assets and other matters
- any criteria, or procedures to be used to assess significance

- how the council will respond to community preferences about engagement on decisions relating to specific issues, assets or other matters including when use of the special consultative procedure is desirable
- how the council will engage with communities on other matters.

## Purpose of the Policy

The purpose of the significance and engagement policy is to:

- enable the council and its communities to identify the degree of significance attached to particular issues, assets or other matters
- provide clarity about how and when communities can expect to be engaged in decisions
- inform the council from the beginning of a decision-making process about extent, form and type of engagement required.



## Other Requirements

The policy which may be amended from time to time, must list strategic assets.

When being adopted or amended the council must consult in accordance with section 82 unless it considers on reasonable grounds that it has sufficient information about community interests and preferences to enable the purpose of the policy to be achieved.

Councils must also:

- establish and maintain processes to provide opportunities for Māori to contribute to decision-making
- consider ways to foster the development of Māori capacity to contribute
- provide Māori with relevant information.

## Applying the Policy

Their significance and engagement policies will be an important guide to councils in making judgements, in relation to particular issues and decisions about the appropriate:

- extent to which different options are to be identified and assessed





- degree to which costs and benefits are to be quantified
- extent and detail of the information to be considered
- extent and nature of any written record to be kept recording how compliance has been achieved.

## Judgement Criteria



In making judgements they must also have regard to:

- all matters of significance
- the principles in section 14 of the LGA
- the scope and opportunity to consider a range of options or the views and preferences of other persons
- other enactments.

## Inconsistent Decisions

Where a decision is inconsistent with the significance and engagement policy, when making the decision the council must identify:

- the inconsistency
- the reasons for the inconsistency
- any intention to amend the policy to accommodate the decision.



## Consultation Principles

Consultation must be carried out in accordance with principles set out in section 82 which in summary are:

- persons who will be affected by, or have an interest in, the decision or matter should:
  - o be provided with reasonable access to relevant information in a manner and format that suits their needs
  - o encouraged to present their views
  - o given clear information concerning the purpose of the consultation and the scope of the decisions to be taken
  - o given an opportunity to present their views to the local authority in a manner and format that suits them



- views presented to a council must be received with an open mind and be given due consideration before any decision is made
- persons who present views should have access to relevant decisions made by the council.

Councils must also ensure that they have in place processes for consulting with Māori.

There is discretion and some provisos relating to the principles of consultation including:

- observing the principles in a manner the council considers appropriate in any particular instance and in particular having regard to the:
  - o requirements of section 78 which requires a council to consider the views and preferences of persons likely to be affected by, or have an interest in the decision to be made
  - o nature and significance of the decision or matter
  - o provisions of Part 1 of the Local Government Official Information and Meetings Act 1987
  - o costs and benefits of any consultation process or procedure
- not being required to observe the principles where there is conflict with the requirements in other legislation relating to consultation.

## Consultation Information

Councils, when beginning a consultation process, (excluding use of the special consultative procedure or consultation for an annual plan) must make the following publicly available:

- the proposal and the reasons for the proposal
- an analysis of options
- a draft of any proposed plan, policy or other document
- details of amendments to any existing plan, policy or other document



## Special Consultative Procedure

In some cases the Act and other enactments require use of the special consultative procedure set out in section 83 of the LGA. This process requires the council to:

- prepare and adopt a statement of proposal and in some cases a summary of the statement of proposal which must:
  - o be a fair representation of the statement of proposal
  - o be in a form determined by the council
  - o indicate where it is available
  - o state the period within which people are invited to present their views

- make publicly available:
  - o the statement of proposal
  - o a description of how people will be able to present their views
  - o a statement of the period the proposal is open for people to present their views
- make the summary of proposal widely available
- allow people to present their views to the council ensuring that they have a reasonable opportunity to do so and know how and when this opportunity will be available to them
- allow people to present their views by audio link or audio-visual link.



The council may also request advice or comment from a council officer or any other person.



There are some variations or exceptions relating to the special consultative procedure

Where a council is required to use the special consultative procedure in relation to making, amending or revoking bylaws the statement of proposal must include:

- a draft of the proposed bylaw, or the proposed amendment or a statement of revocation of the bylaw
- the reasons for the proposal
- a report on any determinations made under section 155 of the Act on whether a bylaw made under this Act is appropriate.

Where none of sections 86 or 93A of the LGA apply but a council is required to use the special consultative procedure, the statement of proposal is a draft of any plan, policy or similar document or in any other case a detailed statement of the proposal which must include:

- the reasons for the proposal
- an analysis of options
- any other relevant information.

Where none of sections 86 or 93A of the LGA apply and there is no requirement to use the special consultative procedure but a council chooses to consult using a procedure that closely resembles the special consultative procedure then the:

- consultation must meet the requirements of Section 82; and
- information must be provided in compliance with Section 82A

## Long Term Plan and Annual Plan

A council must have a long-term plan and must use the special consultative procedure in its adoption. Instead of a statement of proposal based on a draft **long-term plan**, the council must prepare a consultation document setting out the key issues which must:

- be presented in a concise and simple manner
- not have attached to it a draft of the long-term plan or any unnecessary information
- state where members of the public may obtain information to substantiate statements in the consultation document
- include a report from the Auditor-General on whether the document gives effect to the purpose of the document as set out in section 93B and the quality of information and assumptions underlying information in the consultation document.



The purpose of the consultation document is to provide an effective basis for public participation relating to the content of a **long-term plan** by:

- providing fair representation of the matters included in a way which can be readily understood and explaining the objectives of the various proposals and how rates, debt and service levels might be affected
- identifying and explaining significant and important issues and choices and their consequences
- informing discussions between the council and its communities about matters contained in the long-term plan.



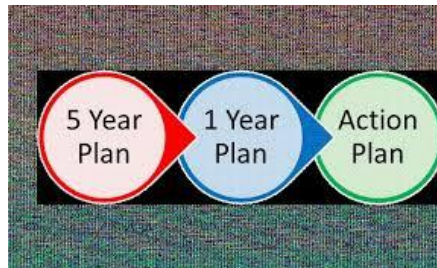
In providing an effective basis for public participation relating to the content of the **long-term plan** and without limiting the requirements of section 93B the long-term plan consultation document must describe:

- each included issue having regard to the significance and engagement policy and the importance of other matters to the district and its communities
- the principal options and their implications for addressing each issue
- the local authority's proposal for addressing each issue



### Long Term Plans

- the likely consequences on rates, debt and levels of service from proceeding with each issue
- other matters of public interest relating to the content of the financial and infrastructure strategies
- any significant changes proposed to the way operating and capital expenditures are funded
- the direction and scale of changes to rates, debt and service levels that will result from the proposed long-term plan
- the impact of proposals on rates using examples from different categories of rateable land and a range of property values.



The content of the consultation document for an amendment to the **long-term plan** are that it must include:

- a description of the proposed amendment
- the reasons for the amendment
- the implications (including financial implications) of the proposed amendment
- any alternatives to the proposed amendment.

And it:

- may have attached a copy of the proposed amendment, or
- must state where a copy of the proposed amendment may be obtained, and
- must contain a report from the Auditor-General on whether the document gives effect to the purpose of the document as set out in section 93B and the quality of the information and assumptions underlying the information in the consultation document.



**Additional requirements** for the content of the consultation document where section 97 applies to a proposed decision are that the consultation document must include:

- the details of the proposed decision
- the reasons for the proposed decision
- an analysis of options, including the proposal
- in respect of the transfer or control of a strategic asset a description of any accountability and monitoring arrangements and an assessment of possible conflicts of interest.

Where proposals in the **annual plan** differ materially or significantly from the long-term plan, councils must consult in compliance with section 82 of the LGA on their annual plan and prepare a consultation document that provides a basis for effective public participation in decision-making on the differences and their effect on costs and funding, by:



- identifying significant differences between the long-term plan and the annual plan
- explaining the differences as simply as possible
- informing on discussions with communities on the differences
- outlining expected consequences of the differences
- not have attached to the consultation document a draft of the annual plan or any substantial unnecessary information
- state where the public may obtain information to substantiate the content of the consultation document.

One consultation document must be used where a council carries out consultation on an amendment to a **long-term plan** at the same time as consultation on an **annual plan** and the special consultative procedure must be used for this combined consultation.

## What is Significance?

### *Definition*

The LGA in section 5 defines significance, in relation to any issue, proposal, decision, or other matter that concerns or is before a local authority, as meaning the degree of importance of the issue, proposal, decision, or matter, as assessed by the local authority, in terms of its likely impact on, and likely consequences for:



- the district or region:
- any persons who are likely to be particularly affected by, or interested in, the issue, proposal, decision, or matter:
- the capacity of the local authority to perform its role, and the financial and other costs of doing so.

Significant, in relation to any issue, proposal, decision, or other matter, means that the issue, proposal, decision, or other matter has a high degree of significance

## Conclusion

In this lesson we have run through the legal requirements for councils contained in the Local Government Act as amended in 2014.

Along the way we have covered –

- Significance and engagement
- The policy and its contents
- The Special Consultative Procedure
- Long-term Plans and Annual Plans

From our review of New Zealand legislation these requirements are the most comprehensive we have found. By incorporating them into your good practice community engagement policy and processes you should avoid any repercussions relating to failure to comply with the law. There may be exceptions which you will need to deal with on a case by case basis.





**Engagementworks**

# **Community Engagement Basics**

## **Session 4 – Video 1**

### **What is meant by the Engagement Mind-set?**



# What is meant by the Engagement Mind-set?



## Introduction

In this lesson we are going to be talking about three things -

- First we will explain what we mean by the term “engagement mind-set”.
- Then we will state why it is important, and finally
- We will talk about what we describe as the engagement continuum which is really about continuing improvement

## What do we mean by “Mind-set”

Here are some dictionary definitions of mind-set -

1. an attitude, disposition, or mood.
2. an intention or inclination.
3. the ideas and attitudes with which a person approaches a situation, especially when these are seen as being difficult to alter

In an organisational context what we are talking about is the culture – “the way we do things” our values and behaviours.

## Why the right mind-set is important?

Ok, so now we know what it is why is having the right mind-set so important?

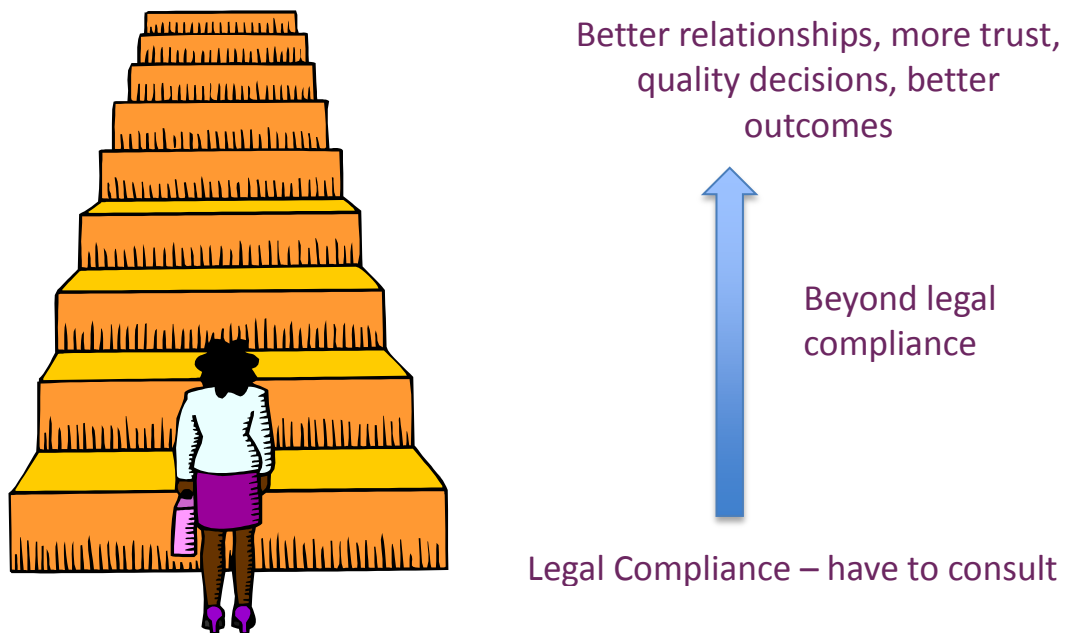
- Having the right organisational culture is essential for successful community engagement.
- If the mind-set is one that does not value public participation in decision-making then no matter how good the strategies and plans are, they are much less likely to deliver positive results.

Public perception is really important here. If people in your community can see that your consultation is not really genuine then they won't participate.

In the public sector, the reality is that over the years people have become de-motivated and have been conditioned to switch off. What this shows is that the mind-set in the public sector is not in the right place.



## The Engagement Continuum



Much of the consultation undertaken today is done to comply with legislative requirements. However, good practice community engagement is much more than legal compliance.

If your systems and processes are focused on minimal legal compliance, then they will be seen by the public as superficial and not regarded as a genuine attempt to involve them in decision-making.

They will simply walk away and in most cases not participate. All you will hear from are the regulars who enjoy a confrontation with the organisation, especially with councils. The “squeaky wheels” .

What we are suggesting here is that if you want to build better relationships with stakeholders and communities that will improve the quality of your decision-making and give better outcomes, then you need to aim much higher than minimal legal compliance.



Ask yourself “where are we on the engagement continuum?” . If you have a positive engagement mind-set and culture in your organisation then you will probably be off the bottom step and well on the way to good practice.

From our experience in local government, since the special consultative procedure was first introduced into the Local Government Act, which was late 80s early 90s, people have become conditioned to switching off when the council comes calling for input.

The typical reaction, which I think a lot of you can identify with from your own experience wherever you are working, is;

- it's not genuine,
- the decision has already been made,
- it's a waste of time,
- there are better more important things to do,
- you won't change anything anyway so why should I bother getting involved!



So there is a lot of baggage that has to be dealt with, which takes time and effort.

There is no magic bullet; people won't change their attitudes overnight.

They need to see that their involvement will actually influence decisions, before this demotivated mind-set will change.

And if we want the public mind-set to change, first we have to change our own, so that the public can see and feel a real commitment.

They have to feel as though their views are really important and will make a difference.

And this all takes time and a lot of effort on your part.

## Conclusion

In this lesson we have -

- Defined what we think the engagement mind-set is
- Explained why we think the right mind-set is important
- Talked about the engagement continuum moving from minimal legal compliance to good practice





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# **Community Engagement Basics**

## **Session 4 – Video 2**

### **Engaging only on the Solution**

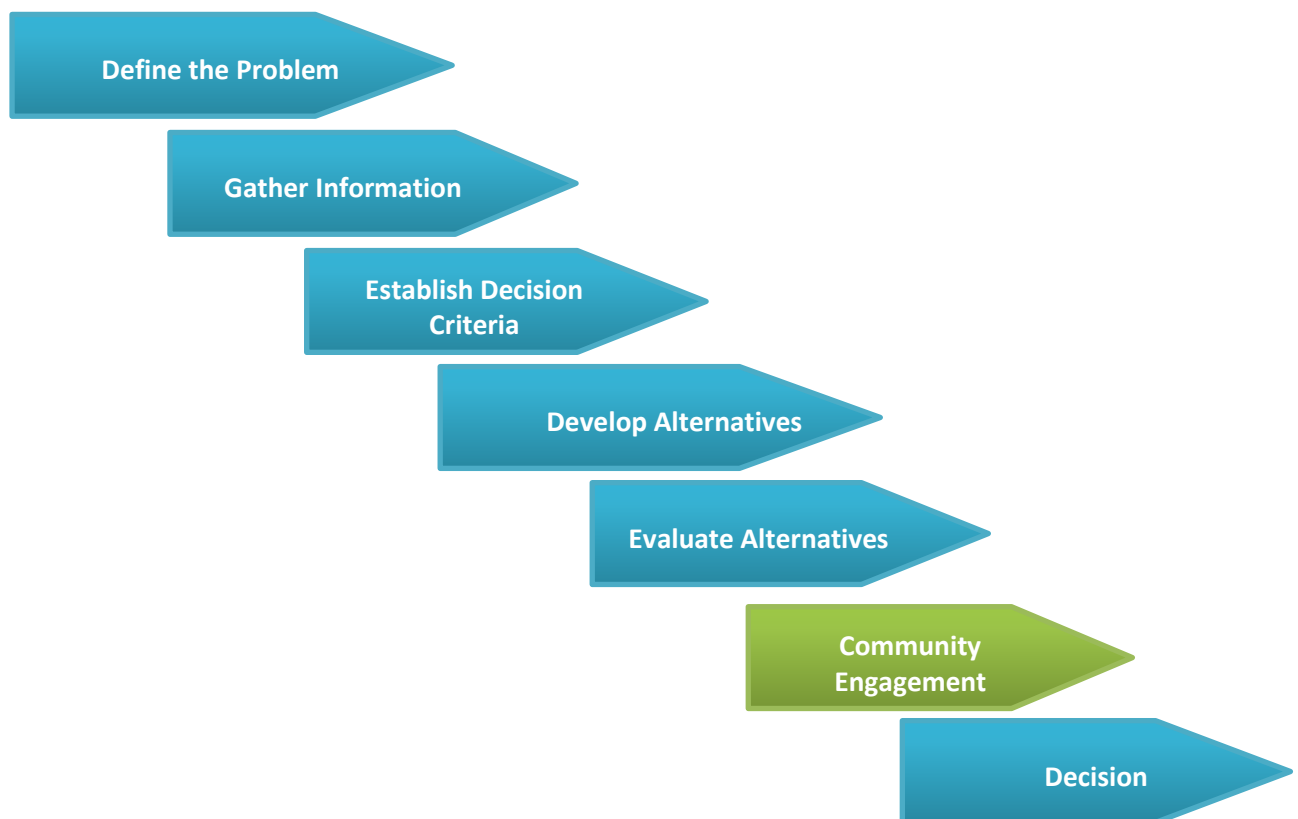
# Engaging only on the Solution

## Introduction



In this lesson we are going to be talking about an engagement model which is described as being solution focussed and we are going to say why we think this model is no longer relevant in most situations and should be avoided at all costs.

## Decide, Announce and Defend Model



Engaging on the solution is often referred to as the Decide, Announce and Defend model of engagement.

It is the way that most community engagement occurs right now and is the prevailing model in many organisations.

The way the model works is that the organisation works pretty much on its own with input from selected “experts” right up until final decision.

The first step you can see here is “defining the Problem”. It probably goes back further than that to actually deciding there is a problem to be addressed.

So, the organisation decides and defines the problem or issue.

It then goes through all of the steps involved in researching the problem, gathering and evaluating information, setting decision criteria, evaluating options and selecting the preferred option.

This means that final decision is imminent, but wait, there is a requirement to consult so let’s do that and then we can confirm our “draft decision’.

Sound familiar?



## Why the D-A-D model doesn't work



The problem with this model is that it seeks to engage only on the problem solution.

Defining the problem and all of the steps up to the solution has already been undertaken by the organisation.

If the problem has not been fully defined, which is usually the case with this model, then the solution proposed by the organisation is likely to be flawed and is the usual reason for any ensuing controversy.

People feel excluded, even though they impact on or are impacted by the solution.

They feel as though their views are unimportant and, unless you have really wound them up, they don't engage with you.

I am sure that you may have already experienced this type of reaction.

Relevant here is a statement made by Dr. Vera Tiplett, Chair of the Community Support Organisation in New Orleans at the time of the rebuilding following Hurricane Katrina.

Hurricane Katrina was the deadliest and most destructive Atlantic tropical cyclone of the 2005 Atlantic hurricane season.

It is the costliest natural disaster, as well as one of the five deadliest hurricanes, in the history of the United States.

This is what she said -

“At the end of the day, it’s about letting people who are impacted by something be a part of the decision-making process . . . I mean, if you try to do something for me but without me, it’s really not about me.”

We think that is quite a telling statement, which is why it is included.



## Conclusion

This lesson has been a piece of advice about what to avoid when it comes to community engagement rather than what you should be doing.

The Decide, Announce and Defend model for engaging demotivates people and erodes social capital which you need to build if you are to have meaningful conversations with your communities and stakeholders.





**Engagementworks**

# **Community Engagement Basics**

## **Session 4 – Video 3**

### **Engaging on the Problem and the Solution**



# Engaging on the Problem and the Solution

## Introduction

In this lesson we want to offer you an engagement model that we think will be more effective than the D-A-D model described in the previous lesson.

Before doing that we want to talk about the power of the community in effective decisions which will lead us into the engagement model that engages on the problem as well as the solution.



## Problem Definition

Problem definition is one of the most critical parts of the decision process.

There is little point in reaching a decision on a problem only to discover that the decision is of no use because the problem was ill-defined in the first place.

This is why it is so important to involve key stakeholders at the problem definition stage.

They will know things unknown by the organisation's "experts" that will be vital to a successful outcome.

Getting stakeholders on board at this early stage sets things up for a successful result.



What is really interesting when we talk about experts is that most of us believe that valuable knowledge is concentrated in a very few hands.

We assume that the key to solving problems or making good decisions is finding the one right person who will have the answer.

If you think this then you are wrong because research dating back over 100 years shows that chasing the expert is a mistake.

What the research has shown is that groups are remarkably intelligent, and do not need to be dominated by exceptionally intelligent people in order to be smart.

When our imperfect judgements are aggregated in the right way, our collective intelligence is often excellent. Given the right conditions a crowd, i.e. the public, will almost always make a better decision than an expert or group of experts.

## The Power of the Public

So, what are the characteristics of a smart crowd?

The conditions that a group needs to be smart are:

- Diversity
- Independence
- Decentralisation, and
- A way to aggregate the data contributed



**Diversity** means having variety

It's about including people from differing backgrounds

Diversity adds perspectives that would otherwise be absent because it removes the destructive characteristics of group decision-making.



Diversity expands a group's set of possible solutions and allows the group to conceptualise problems in novel ways

It also makes it easier for a group to make decisions based on facts, rather than on influence, authority, or group allegiance.

In other words it helps eliminate "group think".

Experiments conducted by Scott Page, a political scientist at the University of Michigan, showed that groups made up of smart and not-so-smart people did better than groups of smart people only.

He concluded that you could do better by selecting groups randomly and letting them solve a problem than spending a lot of time finding smart people and letting them solve the problem.

The point of Page's experiments is that diversity is on its own, valuable so that the simple fact of making a group diverse makes it better at problem solving.

Human beings can be **independent** decision makers.

Independence doesn't mean isolation, but it does mean relative freedom from the influence of others.

This is important because a group of people is far more likely to come up with a good decision if the people in the group are independent of each other.



Independence is important to intelligent decisions because –

- It keeps the mistakes that people make from being correlated, so that errors that people make don't wreck the group's collective judgement as long as they are not systematically pointing in the same direction

- Independent individuals are more likely to have new information rather than the same old data everyone is familiar with.

**Decentralisation** means moving away from the centre or power base

It implies that if you set a crowd of self-interested, independent people to work in a decentralised way on the same problem, instead of trying to direct their efforts from the centre, their collective solution is likely to be better than any other solution you could come up with.



In terms of decision making and problem solving there are a couple of things about decentralisation that really matter:

- It encourages specialisation which tends to make people more productive and efficient
- It increases the scope and diversity of the opinions and information in the system

Decentralisation is also crucial to what has been described as tacit knowledge.

Tacit knowledge is knowledge that can't be easily summarised or conveyed to others because it is specific to a particular place, or job, or experience but is nonetheless tremendously valuable.

Connected with this is the assumption that is at the heart of decentralisation, namely that the closer a person is to a problem, the more likely he or she is to have a good solution to it.

Decentralisation's great strength is that it encourages independence and specialisation on the one hand while still allowing people to coordinate their activities and solve difficult problems on the other.

Its great weakness is that there is no guarantee that valuable information which is uncovered in one part of the system will find its way through the rest of the system. Sometimes valuable information never gets disseminated, making it less useful than it would otherwise be.

A decentralised system can only produce genuinely intelligent results if there's a means of **aggregating** the information of everyone in the system.

Decentralisation and aggregation go together.

There has to be a way to bring together the data collected through a decentralised process.

Information only becomes of value when it can be collated in a way that is useful to decision-making.



## Debate and Decide Model

So, what is being advocated here is that you need to engage on both the problem and the solution if you want the best possible outcome.

Continuous engagement is important to ensure that your organisation stays connected to the community and stakeholders throughout the process.



If this doesn't happen and the community becomes disconnected even though they may have been engaged, say, at the problem definition stage they could become outraged if they were not involved in the intermediate stages leading up to the final decision to be made.

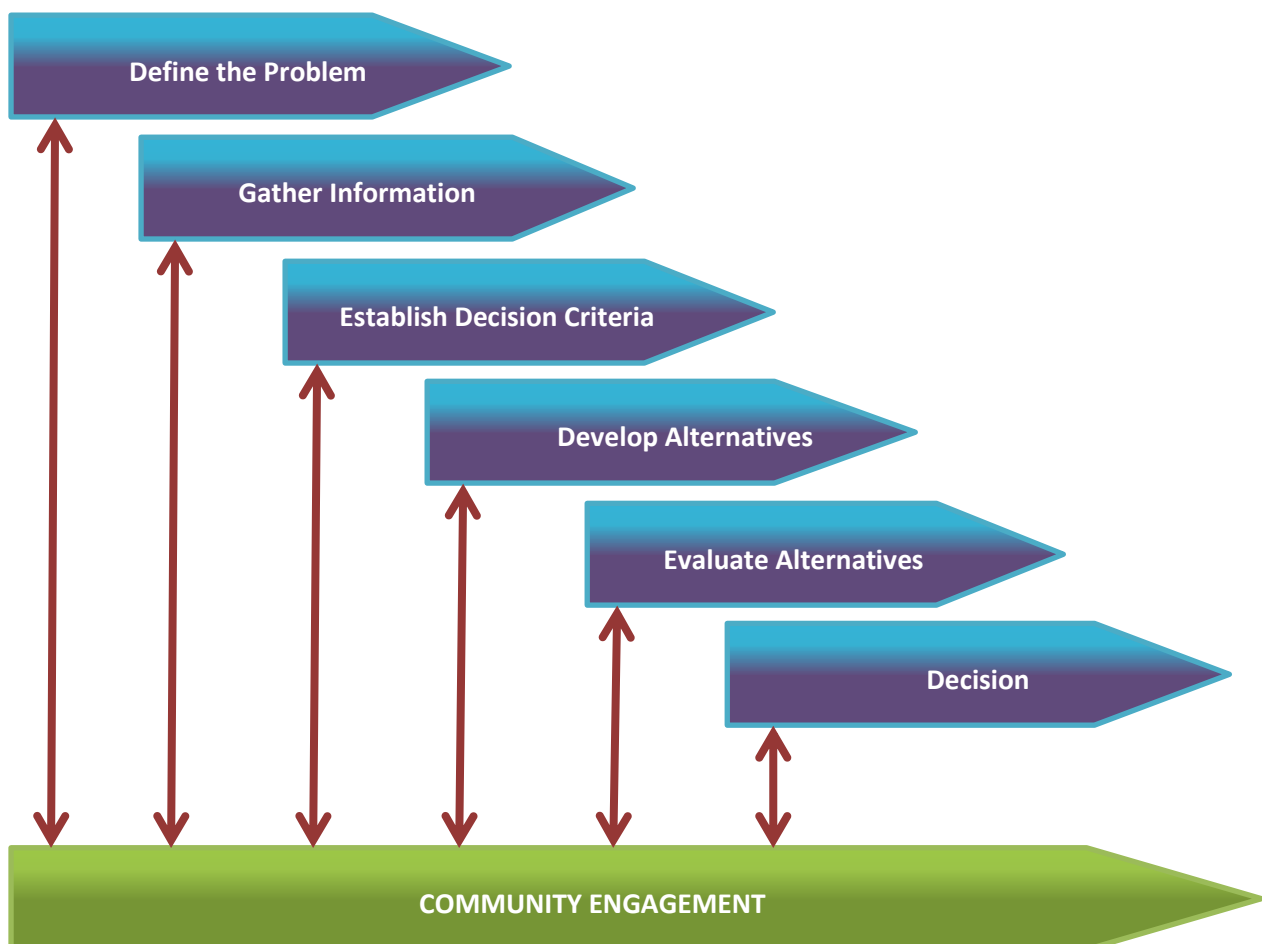
The community needs to know at the start what the various stages of the decision process will be and how they will be engaged at each of those stages.

Now, looking at this you could say, but this is going to take more time than just consulting on the solution, and you could be right.

But here's the thing.

The extra time spent up front getting the engagement process right and the community on board will be far less than the time, energy and resources you will spend on the outrage and controversy that could result from making a decision in a vacuum with minimal public participation.

## Debate and Decide Model



## Conclusion

In this lesson we have -

- emphasised the importance of problem definition to the decision process. People that impact on or are impacted by a decision should be fully involved in defining the problem and then remain engaged throughout the decision process. If stakeholders become disconnected during the process you are pretty much back to square one
- crowds are full of people capable of making smart decisions. Given the right conditions they will always make better decisions than experts.





**Engagementworks**

# **Community Engagement Basics**

## **Session 5 – Video 1**

### **Understanding Stakeholders**

# Understanding Stakeholders



## Introduction

This session focuses on stakeholders or communities and we will be emphasising the importance of knowing who your stakeholders are and how they can impact on decision making.

In this first lesson we define stakeholders and their differences.

## What is a stakeholder?

In an earlier video we defined “**Community**” as being –

...any group of interdependent individuals or groups interacting with each other through relationships

What we have found is that community and stakeholder are terms often used interchangeably.

The public sector tended towards communities of interest while in the private sector the focus was on stakeholders. However, these lines have become blurred with these terms becoming more common in both sectors.

Take a moment to reflect on what you think stakeholder means, write down your definition and then see how it compares with ours.



Here is what we think it means -



**STAKEHOLDERS:** are persons, groups or institutions with interests in a project or policy or who may be directly or indirectly affected by the process or the outcome.

We have also included key stakeholder as this differentiation is quite common

**KEY STAKEHOLDERS:** are those who can significantly influence, or are important to the success of the project.

In the context of public participation, a stakeholder can be defined as any person, or group, who has an interest in the project or could be potentially affected by its delivery or outputs.



## Stakeholder Differences

It's important to understand that there are differences between stakeholders.

You can see from the definition that stakeholders can either impact on or be impacted by a decision.

Taking that step further, stakeholders may be existing or potential customers or end-users of a product, employees, suppliers, shareholders, or those that define policies.

Those responsible for undertaking public participation often categorise stakeholders into 'groups' based on a number of factors including geographic boundaries or location, recognised bodies or institutions, income groups, land ownership or occupation, legal requirements, and real or perceived views of the issue under consideration.



The nature of this classification means that these stakeholder groups are usually not homogenous entities. It is more likely in fact, that an identified "stakeholder group" will comprise a diverse mix of individuals, who may – or may not – identify themselves with the particular "stakeholder group" into which they have been categorised.

This is an important issue to take into consideration when identifying who your stakeholders are. Stakeholder identification is a critical component of the initial scoping phase and should occur before the engagement plan is formulated and consultations begin.

Stakeholders can be defined by one or more category simultaneously.

## Conclusion

In this video we have introduced stakeholders, explained what the term means and its relationship to "community" and also highlighted the differences between differing stakeholder interests.







**Engagementworks**

# **Community Engagement Basics**

## **Session 5 – Video 2**

### **Stakeholder Analysis**

# Stakeholder Analysis

## Introduction



In this lesson we continue our discussion on stakeholders and explain how to undertake stakeholder analysis.

Critical to any successful inclusive engagement process is getting this phase of your engagement planning right.

Identifying who should be involved in the engagement process is perhaps one of the most difficult parts to doing stakeholder engagement.

Finding the right mix of participants, and ensuring that no group is inadvertently (or perhaps, intentionally) excluded, is essential to providing legitimacy and credibility to the engagement process.

## Why do stakeholder analysis?

Stakeholder analysis helps assess a project environment and to determine how best to negotiate during discussions about the project.

More specifically, doing stakeholder analysis can:

- draw out the interests of stakeholders in relation to the problems which the project is seeking to address (at the identification stage) or the purpose of the project (once it has started);
- identify conflicts of interest between stakeholders, which will influence the assessment of a project's riskiness;
- help to identify relations between stakeholders which can be built upon, and may enable "coalitions" of project sponsorship, ownership and cooperation; and
- help to assess the appropriate type of participation by different stakeholders, at successive stages of the project.



## Identifying who should be Involved

Whilst each engagement process is determined by the individual context and scope of the project or issue, there are some general principles for identifying appropriate participants.

These questions which can help to ensure that no important sectors are forgotten:

- Who is directly responsible for the decisions on the issues?
- Who is influential in the area, community and/or organisation?



- Who will be affected by any decisions on the issue (individuals and organisations)?
- Who runs organisations with relevant interests?
- Who is influential on this issue?
- Who can obstruct a decision if not involved?
- Who has been involved in this issue in the past?
- Who has not been involved, but should have been?

It is also useful to consider categories of participants, which would include:

- A sample representative from the wider public (whether or not they directly affected by the issue)
- Those particular sections of the public directly affected by the issue
- Statutory Consultees
- Relevant government organisations
- Special interest groups, local or national NGOs, trade associations, & unions representatives
- Individuals with particular expertise (technical or personal)

## Key Issues to consider when identifying potential Stakeholder Groups

### *Who decides who is involved?*

As the selection of participants can be such a politically charged responsibility, it is useful to make the selection process as transparent as possible. Ideally, the planning/design group for the whole process will make these decisions. It is wise to ensure that the reasons for selection are noted so that any questions about selection can be answered.



### *Resisting pressure on numbers*

There is often internal and external pressure to expand or reduce the list of those involved. The number of people involved should not be arbitrary but based on a coherent understanding of the purpose and the context of the process.

### *Marginalising “Usual suspects”*



Organisations sometimes try to avoid involving the “usual suspects”, which has become a term of denigration for people who habitually give time and effort to what they see as their civic responsibilities. Describing someone as a ‘usual suspect’ should never be grounds to exclude them from a process any more than it is grounds for including them: people should be involved because they are the right people.

## Key Issues

### ***Opponents***

It is equally wrong to exclude an individual or an organisation for being a known opponent of a given purpose or process. Indeed, there are often good reasons for keeping opponents “inside the tent”: these can be the people who most need to be involved so that they gain some ownership of the process and perhaps become more likely to support the final outcome (or at least, less inclined to undermine it as they might have, had they been excluded).

### ***Hard to Reach Groups***

It is important to try to include all relevant stakeholders, and those who often get omitted are the hard to reach groups. Extra effort and innovation will be needed to contact and engage with these groups or individuals, who do not generally come forward by their own volition. Including these minority or “hard to reach” groups is important to obtaining a more balanced picture from the engagement process.



### ***Everyone does not have to be involved in everything***

With good planning, and the agreement of participants, different people can be involved only in those parts of the process which are most relevant to them.

### ***Campaigning organisations***

Many campaigning bodies, especially national NGOs, are constantly asked to be involved in participatory exercises, and do not always see these as the most effective use of their limited resources. In addition, some see the compromise that can be inherent in some participatory processes as conflicting with their primary purposes. It can be useful to consider (and discuss with them) at which stage of the policy process NGOs are best suited to participate: agenda setting, policy development, policy implementation or policy review.



### ***What's In It for Them (WIIFT)?***

It is important to consider and discuss with participants what they want to get out of the process and what could prevent them from participating. If everyone's motivations can be clarified at the start, there will be less confusion and everyone is more likely to be satisfied with the outcomes. This is especially important in an area that is suffering from consultation fatigue.



## Identifying stakeholders

There are a number of different approaches that can be taken to identify stakeholders.

The easiest way to do this is to create a table, like the one below that you can list stakeholders in and you can also identify why they should be included.

Stakeholders	What are their interests?
1.	
2.	
3.	
4.	

In other words what is their interest in this decision to be made?

As you create this list consider these things -

- Have all people of organizations who have an interest in the problem or issue been listed?
- Have all potential supporters and opponents of the project been identified?
- Has gender analysis been used to identify different types of female/male stakeholders
- Have the interests of vulnerable groups been identified?
- Are there any new stakeholders that are likely to emerge as a result of the project?

## Stakeholder Interests

When you think about stakeholders' interests consider –

- What are the stakeholder's expectations of the problem/issue?
- What benefits are there likely to be for the stakeholders?
- What resources will the stakeholder wish to commit (or avoid committing) to the project?
- What other interests does the stakeholder have which may conflict with the project?



Next we need to think about the relative importance of each stakeholder and their influence on the particular issue or decision to be made.

Below is a table which lists stakeholders and their interests with columns added for importance and influence.

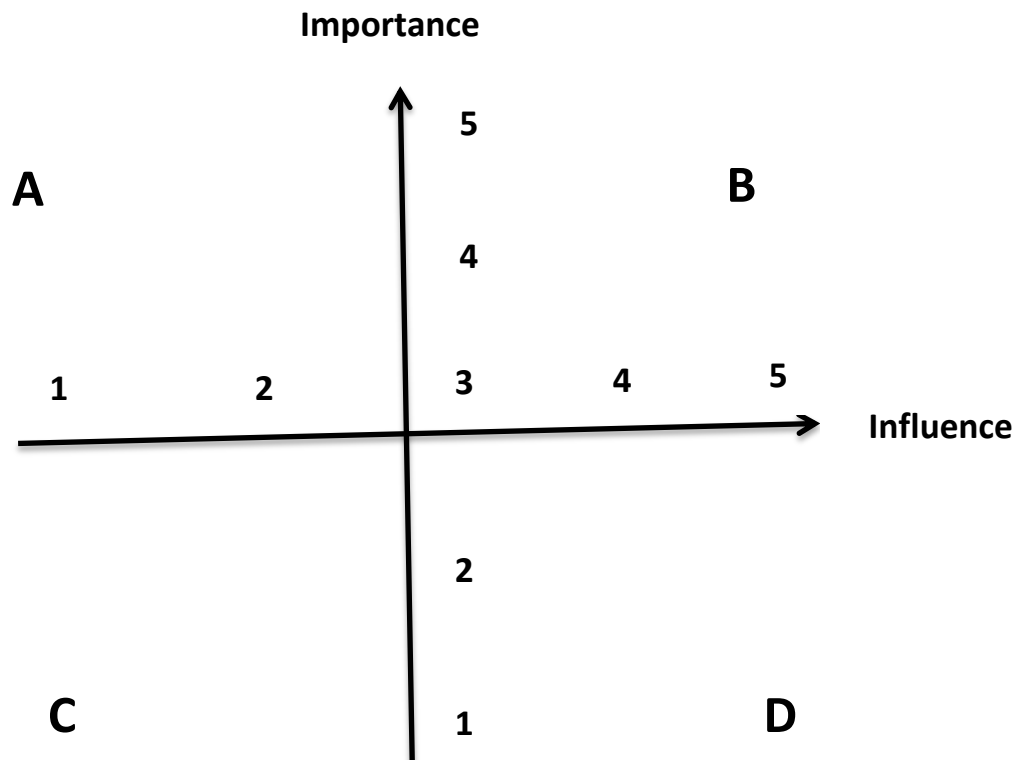
Look at each stakeholder in the table and decide where they fit on the influence and importance scales and enter the appropriate numbers in the columns.

Stakeholder	Interests	Influence	Importance
		U, 1, 2, 3, 4 or 5	U, 1, 2, 3, 4 or 5

## Importance

1=Little/No importance  
2=Some importance  
3=Moderate importance  
4=Very important  
5=Critical player

When stakeholder interests, influence and importance have been assessed it will then be possible to plot where each stakeholders fits on an influence and importance matrix like the one below.



- Quadrant A** High importance but low interest
- Quadrant B** High importance and high interest
- Quadrant C** High influence but low importance
- Quadrant D** Low importance and low influence

This will enable you to make decisions about how you deal with each stakeholder. This will vary from group to group in the matrix.

**Quadrant A Stakeholders** of high importance to the project, but with low influence implies that they will require special initiatives if their interests are to be protected.

**Quadrant B Stakeholders** appearing to have a high degree of influence on the project, and who are also of high importance for its success implies that you will need to construct good working relationships with these stakeholders, to ensure an effective coalition of support for the project.





**Quadrant C Stakeholders** with high influence, who can therefore affect the project outcomes, but whose interests are not the target of the project implies that these stakeholders may be a source of significant risk, and they will need careful monitoring and management.

You will need to develop strategies for working with these stakeholder groups.

**Quadrant D Stakeholders** with low influence on or importance to project objectives may require limited monitoring or evaluation, but are of low priority. They are unlikely to be the subject of project activities or management. Monitor these stakeholders or if appropriate remove them from the list.

## Internal Stakeholders

Internal stakeholders often get overlooked in the stakeholder identification process.

All of the steps we have been discussing to identify and analyse stakeholders applies just as much to internal stakeholders as to those outside the organisation.

Questions you need to consider include –

- Who is or will be affected, positively or negatively, by what you are doing or proposing to do?
- Who holds official positions relevant to what you are doing?
- Who runs divisions with relevant interests?
- Who has been involved in any similar situations in the past
- Whose names come up regularly when you are discussing this subject?



Make sure you identify who they are, their interests, importance and influence so that they can be included in the matrix.

## Tips for Dealing with Internal Stakeholders



### ***Develop great relations with your internal stakeholders***

Make yourself accessible to these teams, and build relationships to understand their business needs and drivers and try to get ahead of their requests, learn to anticipate their needs.

### ***Establish clear roles***

Make sure internal stakeholders understand the division of responsibility and know what their role is.

### ***Make the process very clear***

Spell out the engagement process very clearly for internal stakeholders and set expectations.



### ***Involve Internal stakeholders***

Keep internal stakeholders involved in the engagement process with ongoing information and contact. Listen and respond to their concerns.

### ***Make Information available***

Let all internal stakeholders know of what you are working on to avoid unnecessary surprises.



## **Conclusion**

In this lesson we have focused on stakeholder analysis beginning with the identification of stakeholders and their interests. Once this has been done their importance and influence should be assessed to enable them to be grouped and included in targeted work strategies.





**Engagementworks**

# **Community Engagement Basics**

## **Session 5 – Video 3**

### **Engaging with Stakeholders**

# Engaging with Stakeholders



## Introduction

In this lesson we are going to outline how to decide levels of engagement for differing stakeholder groups.

We are also going to talk about some of the risks and challenges associated with stakeholders.

And we will also focus on difficult stakeholders with some tips for dealing with them.

## Levels of Engagement

You will remember the following table from lesson 2 in session 1.

We have included it here as a refresher about different levels of engagement because this becomes very much into focus when analysing stakeholders.

This particular example is based on the IAP2 engagement spectrum and includes for each level the goal, promise and example tools.

Increasing level of public input

Inform	Consult	Involve	Collaborate	Empower
<i>Public Participation Goal</i>	<i>Public Participation Goal</i>	<i>Public Participation Goal</i>	<i>Public Participation Goal</i>	<i>Public Participation Goal</i>
To provide the public with balanced and objective information to assist them in understanding the problems, alternatives, opportunities and/or solutions	To obtain public feedback on analysis, alternatives and/or decisions	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution	To place final decision development in the hands of the public
<i>Promise to the Public</i>	<i>Promise to the Public</i>	<i>Promise to the Public</i>	<i>Promise to the Public</i>	<i>Promise to the Public</i>
We will keep you informed	We will keep you informed, listen to and acknowledge concerns and	We will work with you to ensure that your concerns and aspirations are directly	We will look to you for direct advice and innovation in formulating	We will confirm your recommended decision and

<b>Inform</b>	<b>Consult</b>	<b>Involve</b>	<b>Collaborate</b>	<b>Empower</b>
	provide feed-back on how public input influenced the decision	reflected in the alternatives developed and provide feed-back on how public input influenced the decision.	solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible	implement what you decide
<i>Example Tools</i>	<i>Example Tools</i>	<i>Example Tools</i>	<i>Example Tools</i>	<i>Example Tools</i>
Fact sheets Web sites Open houses	Public comment Focus groups Surveys Public meetings	Workshops Deliberate polling	Citizen Advisory Committees Consensus building Participatory decision-making	Citizen juries Ballots Delegated decisions

We need to relate the engagement spectrum to the influence and importance of each group of stakeholders. We discussed influence and importance in lesson 2 of this session and you will recall the matrix which enabled you to classify stakeholders into four quadrants or groups.

- Quadrant A High importance but low interest
- Quadrant B High importance and high interest
- Quadrant C High influence but low importance
- Quadrant D Low importance and low influence

This enables you to develop strategies for working with the different groups and these strategies will include the level of engagement for each stage of the decision process for each stakeholder group.

There are different ways of doing this and below is a simple matrix analysing the appropriate overall engagement level for each group of stakeholders.

<b>Stakeholder</b>	<b>Inform</b>	<b>Consult</b>	<b>Involve</b>	<b>Collaborate</b>	<b>Empower</b>
<b>A</b>		✓			
<b>B</b>	✓				
<b>C</b>				✓	
<b>D</b>			✓		
<b>E</b>			✓		
<b>F</b>			✓		

In the table below is a more likely matrix approach where for each stakeholder group differing levels of engagement have been applied for different stages of the decision process.

Just how detailed your matrix becomes will depend on the depth of analysis you carry out in the initial stages of identifying stakeholders, their interests, importance and influence. The nature of the decision to be made will also be relevant to this.

In this matrix you can see that we have

- identified a stakeholder group ( in this example A)
- included five different engagement levels and
- included each phase of the decision process.

When you have identified the appropriate levels of engagement you will then be able to focus on selecting the right tools.

Stakeholder: A					
Decision Phase	Inform	Consult	Involve	Collaborate	Empower
Problem Definition			✓		
Gather Information				✓	
Decision Criteria		✓			
Develop Alternatives			✓		
Evaluation			✓		
Decision		✓			

## Stakeholder Engagement – Challenges

Here are some of the challenges that you will be confronted with when going through your stakeholder identification process.

- Failure to adapt stakeholder engagement to the operational context.
- Failure to identify the right stakeholders.
- Failure to choose the right engagement activities.
- Lack of effective stakeholder engagement at early stages of project development.
- Lack of a strategic approach to stakeholder engagement across the project lifecycle.
- Lack of capacity and support for effective stakeholder engagement.



You are also going to be confronted with a number of risks including –

- What is the role or response of the key stakeholders that must be assumed if the project is to be successful?
- Are there negative responses which can be expected, given the interests of the stakeholders?
- If such responses occur, what impact would they have on the project?
- How likely are these negative responses to occur, and are they major risks?

In summary, which views about stakeholders support or threaten the project?

Knowing the answers to these questions will help you to decide on importance and influence for each stakeholder group. It will also have a bearing on what levels of engagement to use and also appropriate tools.

## Difficult Stakeholders

'Difficult' is really an expression of difference. Behaviour is a symptom of unaddressed issues and unmet needs.

A variety of terms have been used to describe different types of difficult behaviour including:

- *Passive Aggressive Stakeholders* who avoid direct confrontation but are not satisfied that all relevant issues have been addressed
- *Disinterested stakeholders* who ignore all opportunities to become involved and contribute their ideas and concerns
- *Aggressive stakeholders* who are highly confrontational, very aggressive and will engage in personal attacks to intimidate and dominate proceedings to push their own agenda
- *Indecisive stakeholders* who, while not being confrontational or uncooperative, continually changes their minds and are very hard to get to make decisions. These are the procrastinators.



Other terms used include name dropper, empire builder, vanisher, bossier and there are others.

Stakeholder identification is an integral element of an engagement plan which should be prepared during the pre-engagement phase

### Tips for dealing with difficult stakeholders

- Make sure that all affected stakeholders have been identified before the engagement process begins and that you know their engagement preferences
- Engage early in the decision process and include stakeholder's right from the start
  - Engage on both the problem and the solution and keep stakeholders connected throughout the entire process
  - Keep stakeholders fully informed by providing full information about the decision to be made, who will decide, the decision time frame, impacts and intended outcome(s)
  - Use engagement tools that fit your stakeholders' preferences
- Clearly identify what is in scope and what is out of scope
- Identify communication channels and contacts that stakeholders can use to discuss ideas and concerns and contribute their input to the decision process
- Have an engagement plan that identifies the levels of engagement to be used at each decision phase, by stakeholder group and ensure that stakeholders are advised
- Close the loop by ensuring that stakeholders are advised of the decision(s) and how their input contributed



## Conclusion

In this lesson we have -

- talked about levels of engagement for different phases of the decision process for each stakeholder group
- Outlined the risks and challenges, and
- Provided some tips for dealing with difficult stakeholders





**Engagementworks**

# **Community Engagement Basics**

## **Session 6 – Video 1**

**Understanding the environment in  
which tools will be used**



# Understanding the environment in which tools will be used

## Introduction

In this lesson we will:

- Identify things to consider before choosing tools
- Consider organisational resources available and how those influence tool choices
- Look at some tips to help successful tool use.

## Choosing tools is important

- Different communities have different preferences
- Communities remember what you've done before
- Understand what works and what doesn't
- Your organisation's reputation is valuable
- Relationships with communities and stakeholders are important
- Don't over promise and then under deliver



## Understand the context of your engagement

- What other relationships does your organisation have with these communities and stakeholders?
- What have they told you previously?
- What are others telling them?
- Do they agree that there is a problem that needs fixing?
- How important to them is this problem?
- How will different communities be affected?
- Whereabouts on the engagement spectrum should this engagement be?

## Communication is a sub-set of engagement

Communication is important

It needs to be:

- Consistent
- Timely
- Relevant
- Easily understood

Communication needs to support an engagement strategy

It needs to be:

- Mindful of critical dates and decisions
- Sensitive to community concerns, needs and aspirations
- Non-judgemental
- Transparent and able to reflect a communities ideals



## The engagement spectrum affects toolbox choices

Engagement is a process that can involve one or any combination of the OECD's **three levels of engagement**:

- Information
- Consultation
- Active participation



## Organisational resources affect toolbox choices

Available organisational resources also shape toolbox choices, as well as identifying where on the engagement spectrum the engagement project sits.

There are three categories of organisational resources:

- Time
- People
- Money



## Organisational time

- Engagement principles say that engagement should start early but this isn't always the case
- Limited time resources will create risks that need to be managed
- Community expectations not being met and related outrage are the greatest risks
- Where lack of time is a risk, reliance will be needed on communication tools more than engagement tools



## Organisational people

All levels of an organisation should be included in an engagement plan

- Elected members/Directors
- Senior management
- Operational teams
- Engagement practitioners



Each group has a different role and will require differing levels of competence with chosen tools  
Consistency of approach and messaging is vital.

## Organisational money

Tool choices should be assessed for their related costs

- Some have purchase or rental costs
- Some have implementational costs (e.g. venue hire)
- All have administrative costs (e.g. staff time)
- Some costs may be able to be offset against other project costs.



## There are no “perfect” tools

- All tools have strengths and weaknesses
- A tool that works well for one community may not work for others
- This is why a selection of tools is important: that way strengths and weaknesses can be planned to overlap.



## Tool choices

Choosing the right tool or mix of tools depends on a number of things, including:

- the issue
- legislative and regulatory requirements
- the objectives of the exercise
- political sensitivities
- Stakeholder preferences
- whether a decision has already been made or not
- the negotiables and non-negotiables (choices and options available)
- available resources.



## 11 tips for successful tool use

1. Take engagement seriously
2. Start from the public's perspective
3. Deliver what is promised
4. Watch the timing
5. Be creative
6. Balance different interests
7. Be prepared for criticism
8. Involve employees
9. Develop a coherent policy
10. Act now
11. Follow up.



## In summary

In this lesson we have:

- Identified things to consider before choosing tools
- Considered organisational resources available and how those influence tool choices
- Looked at some tips to help successful tool use.



# **Community Engagement Basics**

## **Session 6 – Video 2**

### **Deciding which tools to use**

# Deciding which tools to use

## Introduction

In this lesson we will:

- Look at tool choices for different engagement tasks
- Identify ways of picking tools that will work
- Look at ways of analysing and reviewing the effectiveness of selected tools – during an engagement project and afterwards.



## Tool choices

Choosing the right tool or mix of tools depends on a number of things, including:

- the issue
- legislative and regulatory requirements
- the objectives of the exercise
- political sensitivities
- Stakeholder preferences
- whether a decision has already been made or not
- the negotiables and non-negotiables (choices and options available)
- available resources.

## The Engagement Toolbox

The following sections summarise the content and tools contained in the Engagement Toolbox document supplied as part of this course. You can use that as a reference to examine the pros and cons of different engagement tools.

As tools can be used for different purposes with different communities and audiences, an engagement toolbox will need to comprise a mix of tools that may need to be used at different stages of an engagement project.

### Deciding which tools to use

Do you need to provide information?

- ☐ Newsletters, brochures, leaflets, press releases, letters
- ☐ Public exhibitions
- ☐ News releases (mainstream and community-based papers)
- ☐ Radio advertisements and interviews (main stream and community-based stations)
- ☐ Social networking media
- ☐ Community events
- ☐ Online communication
- ☐ Exhibitions and displays

Do you need a representative response?

- ☐ Citizens' panel
- ☐ Sample surveys
- ☐ Representative focus group





Do you want to identify all issues and concerns?

- ☐ Letters
- ☐ Submissions
- ☐ Telephone hotline
- ☐ Online communication
- ☐ Surveys
- ☐ Public meetings
- ☐ Search conference
- ☐ Workshops
- ☐ Community events
- ☐ Open days



Do you need to deal with a complex issue?

- ☐ Information displays
- ☐ Focus groups
- ☐ Online forums
- ☐ Surveys
- ☐ Regular meetings
- ☐ Road shows
- ☐ Expert panel
- ☐ Representative forums





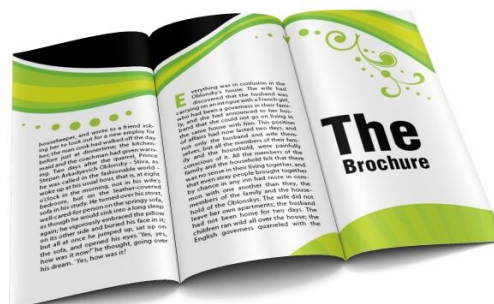
Do you need to get input from as many people as possible?

- ☐ Public displays
- ☐ Newsletters with enclosed response forms
- ☐ Free telephone hotline
- ☐ Press releases
- ☐ Online tools
- ☐ Surveys (door-to-door)
- ☐ Community events
- ☐ Citizens' panel (for a representative group)
- ☐ Targeted postal surveys accompanied by a marketing campaign
- ☐ Submissions
- ☐ Seminars and forums



Do you need to include people who are often excluded and reach larger numbers?

- ☐ Advertising, news media, newsletters, brochures
- ☐ Public displays and exhibitions
- ☐ Online tools, including forums
- ☐ Community events
- ☐ Social networking media
- ☐ Focus groups
- ☐ Meetings with existing groups and community and cultural leaders
- ☐ Involving other state agencies and levels of government
- ☐ Involving community groups
- ☐ Surveys



Do you need to review or improve the service or test new approaches?

- ☐ Focus groups
- ☐ Learning from employees on the ground
- ☐ User/non-user surveys
- ☐ Suggestion schemes
- ☐ Stakeholder meetings
- ☐ Employees feedback
- ☐ Effective complaints system



Do you need regular dialogue with the same people?

- ☐ Newsletters with a feedback mechanism
- ☐ Social networking media
- ☐ Leaflets, press releases, radio advertisements
- ☐ Exhibitions, displays



Do you need to build relationships and involvement?

- ☐ Letters
- ☐ Social networking media
- ☐ Meetings with key individuals
- ☐ Community events
- ☐ Open days
- ☐ Advisory committee
- ☐ Steering committee



Do you need to deal with conflicts of interest?

- ☐ Stakeholder meetings
- ☐ Mediation

Do you want specific public inputs into your decision making?

- ☐ Online tools, including forums
- ☐ Exhibitions and displays
- ☐ Submissions
- ☐ Telephone hotlines
- ☐ Surveys
- ☐ Social networking media
- ☐ Public meetings
- ☐ Online tools, including forums
- ☐ Search conferences
- ☐ Expert panel
- ☐ Workshops
- ☐ Community events
- ☐ Advisory committee
- ☐ Steering committee



### **Analysis and review – During the project**

- Are communities participating?
- Including hard-to-reach groups?
- Are responses forthcoming?
- Is what we're hearing useful?
- Are we sharing what we're hearing and learning?

If the answer to any of these is “no” then the chosen toolbox should be amended.

## Analysis and review – After the project

- Did communities participate?
- Including hard-to-reach groups?
- Did they feel involved and valued?
- Could they see how their views were heard?
- Did they trust the process and tools used?
- Would they participate again?



If the answer to any of these is “no” then the chosen toolbox should be amended for future engagement projects.

## In summary

In this lesson we have:

- Looked at tool choices for different engagement tasks
- Identified ways of picking tools that will work
- Looked at ways of analysing and reviewing the effectiveness of selected tools – during an engagement project and afterwards.





**Engagementworks**

# **Community Engagement Basics**

## **Session 7 – Video 1**

### **Community Engagement and Social Media**

# Community Engagement and Social Media

## Introduction

In this lesson we start a conversation about engaging online by outlining the extent of internet use and social media in NZ. This will be a forerunner to the other lessons in this section focussed on the benefits and constraints and also engaging successfully online.

When thinking about social media and engaging online it is important to consider two key issues: access and preference.

To get a sense of access we use statistical information currently available. The accuracy of this data is open to question especially when anecdotally we hear a lot of claims from people of lack of access related to servicing issues. i.e. “we don’t have coverage”.

Preference on the other hand is about individual choice. Lots of people with access choose other ways to connect and these need to be identified and included in your engagement toolkit.



## The Internet in New Zealand



We have used the World Internet Project data to determine the extent of internet use in New Zealand. We have selected New Zealand because that is where our business registered.

The World Internet Project is a collaborative undertaking comprising 37 countries. Each year the project focuses on a selection of its member countries. New Zealand was last studied in 2012.

The studies undertaken for each Country go beyond gathering data about who is online, how long they are online and what they do online and includes:

- The social impact of the internet – values, behaviour, attitudes and perceptions
- Non-users as well as users, and
- Engages government and private industry policy-makers

Data is collected through surveys of individuals in thousands of households and the results are intended to give a sense of how online technology is changing our world.

Some of the 2012 results for New Zealand are -

- Overall Internet Use – 85.4%
- Internet access at home – 95.7%
- Use per week -
  - Home – 10.3 hours
  - Work – 7 hours
  - School – 5.9 hours
- What is it used for? –
  - Seeking information – e.g. research
  - Accessing online services - e.g. banking
  - Entertainment – e.g. games
  - Social networking – e.g. Facebook
  - Shopping - e.g. Amazon.com
  - Communicating - e.g. emails



Notice the high levels of overall internet usage and internet usage at home.

Other useful data from the report tells us that the internet is –

- Used extensively in education, increasing as people progress from primary school through to university
- Used more by younger people and less as people age
- Accessed by broadband connection by most people



The main reasons for people not having internet access are:

- Not interested
- Don't know how to use it
- Don't have a computer
- No time

So, what we can see from all of this is that the internet is an important community engagement tool.

## Social Media Usage in New Zealand



Adcorp claims to be Australasia's leading locally owned and operated full-service advertising agency. They have produced statistics relating to the top 10 social media sites. We can see from these numbers that when it comes to the internet, social media plays a very significant role. You can see from the table below that if your organisation is into YouTube, Facebook, twitter and LinkedIn then you are in good company.



## Top 10 Social Media Sites NOVEMBER 2013

Social Media Site	Global Numbers/month	Global Website Ranking (Alexa)	Australian Numbers/month & order	% of AUS Population (23,299,792)	New Zealand Numbers/month & order	% of NZ Population (4,498,540)
Facebook	1.26 Billion	2	12,800,000 (1)	55.02	2,400,000 (2)	53.46
YouTube	887 Million	3	11,538,000 (2)	49.59	2,508,836 (1)	55.76
LinkedIn	198.2 Million	8	3,419,712 (3)	14.7	859,919 (4)	14.11
Twitter	231.7 Million	10	2,548,700 (6)	10.95	353,132 (6)	7.85
Wordpress.com	19,865,368	16	5,953,439 (4)	25.55	866,441 (3)	19.30
Tumblr	185,212,608	25	4,352,160 (5)	18.71	756,719 (5)	16.85
Instagram	150 Million	39	1,950,000 (7)	8.36	314,860 (7)	7.0
Pinterest	53 Million	26	848,000 (9)	3.6	252,000 (8)	5.6
Reddit	81.4 Million	30	1,628,000 (8)	6.98	22,500 (10)	0.5
Flickr	6.7 Million	65	107,200 (10)	0.46	126,000 (9)	2.8
Google+	359 Million	Rank not available	Data not available.		Data not available.	

©Adcorp 2013 All figures are accurate as of 2 December 2013

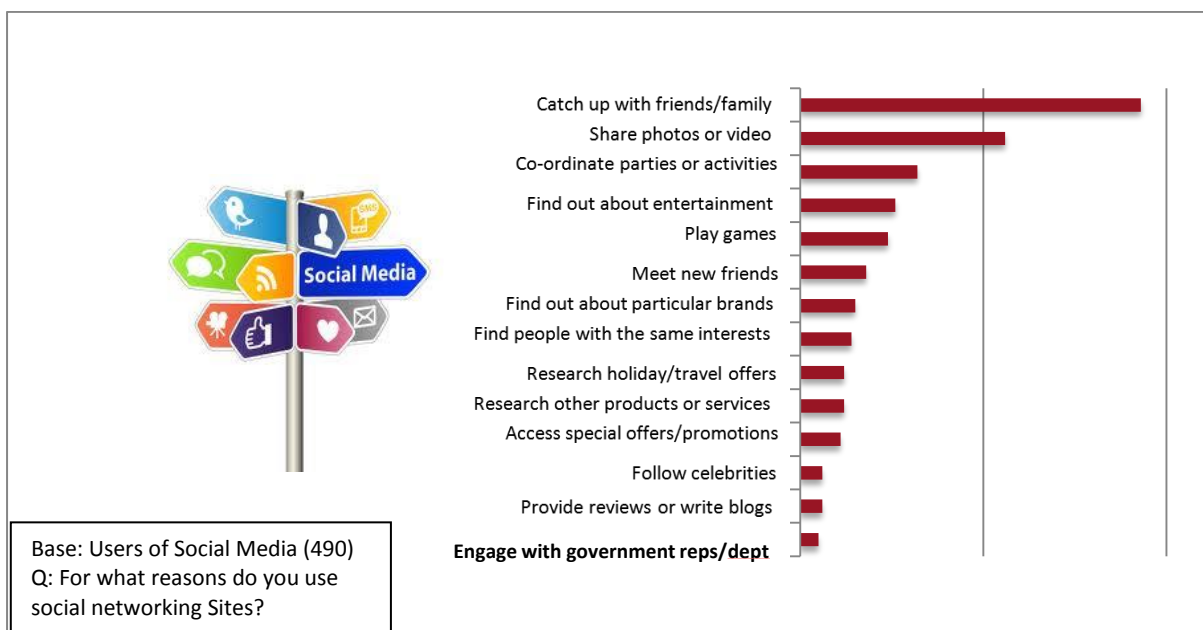
## Reasons for using Social Networking Sites

So why do people use social networking sites?

The diagram below shows the main reason quite clearly – entertainment and leisure.

Engaging with organisations is way down the list.

So, perhaps social media is not the best online tool for engaging communities on important issues.





## Council Websites in New Zealand

One online engagement tool that most organisations have is a website.

In most cases it is not thought of as being of too much significance in that context.

As a matter of interest we have had a look at council websites to see how well they use their websites to facilitate community engagement.

Here are the results –

- 6 councils use forums
- 16 councils have no consultation area
- 51 councils have a consultation page listing items
- The word 'engagement' not used
- Most consultation at the end of the process
- Hard to find on many sites and several layers down
- Widespread use of online or downloadable submission forms
- Downloadable documents on most sites
- All very text based

As can be seen it is very much a 20<sup>th</sup> century approach. Regrettably all of the very advanced 21<sup>st</sup> century technologies for connecting people are not well used, in fact, not used at all in a lot of cases. Organisations need to get over their fear of technology and start using it in their everyday activities.

## Conclusion

In this lesson we have looked at the internet and social media as a way of introducing online tools for community engagement.

We have also commented on council websites to highlight the opportunities that exist for them to be used much more effectively to connect with communities.





**Engagementworks**

# **Community Engagement Basics**

## **Session 7 – Video 2**

### **The Benefits and Constraints of Engaging Online**

# The Benefits and Constraints of Engaging Online

## Introduction

In this lesson we -

- discuss the benefits and constraints of engaging online
- talk about some emerging lessons, and
- outline some future challenges



Here are some of the benefits -

- **Flexibility:** accessible 24x7, any place as long as you have an internet connection. Time-poor people can connect whenever they like, from wherever they are, for as long as they choose – typically less than 10 minutes at a time, and as often as they like
- **Levelling:** reserved people who usually don't speak up can say as much as they like while "loud" people are just another voice and can't interrupt. Enables the silent majority to be heard. People who would not attend a public meeting or speak out in public.
- **Documented:** unlike verbal conversation, online discussion is lasting and can be revisited
- **Encourages reflection:** participants don't have to contribute until they've thought about the issue and feel ready.
- **Relevance:** provides a place for real life examples and experience to be exchanged.
- **Choice:** a quick question or comment, or a long reflective account are equally possible.
- **Community:** Over time shared information and open dialogue build trust and community ownership of decisions
- **Limitless:** you can never predict where the discussion will go; the unexpected often results in increased incidental learning.



- **Better decisions:** because online community engagement allows you to reach more people than more traditional methods, it is more effective in managing risk, testing assumptions, and being a good neighbour.

## Constraints

The constraints of engaging online includes -



- **Text-based:** Predominantly relies on inputting text which can be challenging for those who don't like to write or have poor keyboard skills, but with the advance of broadband connectivity and voice and video conference technology – this will be less of an issue.
- **No physical cues:** without facial expressions and gestures or the ability to retract immediately there's a big risk of misunderstanding.
- **Information overload:** a large volume of messages can be overwhelming and hard to follow, even stress-inducing.
- **Threads:** logical sequence of discussion is often broken by users not sticking to the topic (thread)
- **Time lag:** even if you log on daily, 24 hours can seem like a long time if you're waiting for a reply; and then the discussion could have moved on and left you behind.
- **Inefficient:** it takes longer than verbal conversation and so it's hard to reply to all the points in a message, easily leaving questions unanswered.
- **Isolation:** some learners prefer to learn on their own and don't participate in the discussions.
- **Directionless:** participants used to having a teacher or instructor telling them what to do can find it a leaderless environment and that's where tutors come in.

## Emerging Lessons

Despite the limited experience to date, some initial lessons for online citizen engagement in policy-making are emerging:

- Technology is an enabler not the solution. Integration with traditional, "offline" tools for access to information, consultation and public participation in policy-making is needed to make the most of information and communications technologies ( ICTs).
- The online provision of information is an essential precondition for engagement, but quantity does not mean quality. Active promotion and competent moderation are key to effective online consultations.
- The barriers to greater online citizen engagement in policy-making are cultural, organisational and constitutional not technological. Overcoming these challenges will require greater efforts to raise awareness and capacity both within governments and among citizens.





Five main challenges for the future of online engagement of citizens in policy-making are -

### 1. Scale

From a citizen's perspective how can technology enable an individual's voice to be heard and not be lost in the mass debate? There is a need for policy measures and technologies to promote and maintain virtual public spaces that enable an individual's voice to develop into a community (public) voice. From a government perspective, there is the challenge of how to listen, and respond appropriately to each individual contribution. Fostering online communities and developing ICT tools to support such communities could enable a more collective approach.



### 2. Capacity



The second challenge is how to provide citizens with greater information on public issues and to enhance their capacity for listening to, and engaging in, argument and counter argument. At the same time, greater efforts are needed to raise awareness and capacity among government officials with regard to the opportunities and limits of new channels for citizen engagement in policy-making offered by ICTs. Accessible and understandable information and the opportunity to engage in debate, enabled by such tools as next generation mediated discussion forums, are basic preconditions.

Closely connected issues are those of bridging the digital divide and the involvement of traditionally disenfranchised groups in policy-making (e.g. those subject to social exclusion, youth). The challenge is to develop tools for online engagement that provide citizens with an opportunity both to participate in, and to understand, collective decision-making and to develop the skills for active citizenship.

### 3. Coherence

Governments need to take a holistic view of the policy-making cycle and design technology to support the processes of informing, consulting, participating, analysing, providing feedback and evaluating. Inputs received at each stage in the policy-making cycle must be made available

appropriately at the other stages of the process. This will lead to better quality policies that are more likely to be successfully implemented and better informed citizens. Consideration should be given to addressing if, and to what extent, knowledge management techniques could support the policy-making cycle.

#### **4. Evaluation**

As governments increasingly support the development of ICTs to enable citizen engagement on policy-related matters, there is a corresponding need to know whether online engagement meets both citizens' and governments' objectives. Evaluation tools to assess what value-added online engagement has, or has not, brought to policy-making must be developed. The benefits and impacts of applying technology in opening up the policy process to wider public input have yet to be evaluated and articulated.



#### **5. Commitment**

Engaging citizens online raises legitimate expectations that public input will be used to inform policy-making. Governments need to adapt their structures and processes to ensure that the results of online consultations are analysed, disseminated and used. This commitment must be communicated widely, demonstrated in practice and validated regularly (e.g. via annual reports, audits, parliamentary reviews).

### **Conclusion**

There are advantages and disadvantages for engaging online.

From current experience there are cultural, organisational and constitutional barriers to be overcome.

There are challenges ahead, involving scale, capacity, coherence, evaluation and commitment.





**Engagementworks**

# **Community Engagement Basics**

## **Session 7 – Video 3**

### **How to Engage Online Successfully**



# How to Engage Online Successfully

## Introduction

In this lesson we –

- Outline our guiding principles for successful online engagement
- Offer some of the key lessons learnt about engaging online
- Explain critical success factors for engaging online



## Guiding Principles

We begin with guiding principles, first of all -

### 1. Start planning early

Start planning an online consultation exercise early on. Define what information should be provided to the target group, and in what format.

Remember that first impressions count. If you can't get attention within the first 30 seconds then your visitors will quickly depart.

Decide how long the online consultation should be run, who will be responsible for it and how the input received will feed into existing timetables for decision-making.



### 2. Demonstrate commitment

Ensure leadership and visible commitment to the online consultation at the highest level and communicate this clearly from the outset. Explain the purpose of the consultation (e.g. scoping new policy issues, developing draft legislation, evaluating policy implementation), where the results will be published and how they will be used.



### 3. Guarantee personal data protection

Guarantees for the protection of personal data must be provided for participants in online consultations. The implications for personal data protection will vary with the form of data collection chosen (e.g. anonymous submissions, online registration or password access for restricted groups).



#### 4. Tailor your approach to fit your target group

Identify the participants whose opinions are being sought (e.g. general public, experts, youth) and adapt the online consultation to their capacities and expectations (e.g. language, terminology). Provide additional support to enable participants with special needs (e.g. physical disabilities, social exclusion) to participate. Focus on relationships Offer value to the people in your community with a goal of building real relationships



#### 5. Integrate online consultation with traditional methods

Consider the use of traditional methods in association with online consultations (e.g. public roundtables plus dedicated websites). An approach based on multiple channels is likely to be more successful in reaching and engaging citizens than reliance upon a single medium.

#### 6. Test and adapt your tools

Before launching an online consultation exercise, ensure that the tools chosen (e.g. software, questionnaires) have undergone pilot testing. Adapt the tools on the basis of feedback from participants and identify promising information and communication technologies (ICTs) for future consultations (e.g. mobile phone messaging).

#### 7. Promote your online consultation

Invest adequate effort and resources to ensure that potential participants are aware that an online consultation will be launched and know how to take part (e.g. press conferences, advertising, links to websites, emails). Identify external partners who could help raise awareness and facilitate participation (e.g. NGOs, business associations).



#### 8. Analyse the results

Ensure that sufficient time, resources and expertise are available to provide thorough analysis of the input received in the course of the online consultation. The use of closed or multiple choice questions will allow for automatic processing, while free text replies will require a far greater investment in human resources. Such considerations should be taken into account from the outset when designing the online consultation.



#### 9. Provide feedback

Publish the results of the online consultation as soon as possible and inform participants of the next steps in the policy-making process. Ensure that participants are informed of how the results were used in reaching decisions.

#### 10. Evaluate the consultation process and its impacts

Process evaluation aims to identify the main problems encountered, whether the consultation reached the target group and the level of participant satisfaction. Evaluating the impact of consultation requires an estimation of whether participants' input had an identifiable impact on the content of the final policy decision. Evaluation results should be communicated widely and may, in turn, prompt fruitful public debate on the benefits and drawbacks of online consultation.

## Engaging with Success Online

Now we come to some of the key lessons learnt from experience of engaging online:

- Talk about what people are interested in – tell them why you need their input. People have very short attention spans and will very quickly become bored with information they have little or no interest in. Think about it like reading a newspaper. First people look at the headline. If it catches their attention they read the first sentence. If they are still captivated they will read on. Otherwise, they move on to the next story. It is the same online...
- Draw a crowd - More people makes a safer space. There will always be trolls. They don't carry so much weight in a crowd
- Be an active participant – be responsive. Listen to what people are saying and respond. Let them know that you are real people
- Let the community get accustomed to engaging online - adopt a good practice approach that includes information sharing, listening and learning.
- Set realistic and meaningful targets



## Critical Success Factors for Engaging Online

Here are some of the factors that are critical to successful online engagement -

- Moderation and facilitation – people need to feel safe and the conversation needs to remain relevant
- Forum questions – concrete and visceral – you need to know how people feel about an issue and their reasons. Open ended appreciative type questions get people engaged.
- Key messages – clear and unambiguous. If you can't explain it clearly then you probably don't understand it yourself
- Appealing website – cover the senses and consider people with disabilities
- Forum functionality – easy to use
- Site functionality
- Usability – easy to navigate – the fewer clicks the more likely it is that people will stay engaged
- Accessibility – meets THE Web Content Accessibility Guidelines (WCAG)
- Accessibility – available in public places
- Promotion – get the message out - if people don't know about it they won't come.



## Conclusion

In this lesson we have focussed on a principles based approach to online engagement and identified 10 guiding principles. We have shared the collective experience of online service providers with the key lessons learnt for successfully engaging online. Finally, we have included 10 factors that we believe are critical to successful online engagement.





**Engagementworks**

# **Community Engagement Basics**

## **Session 8 – Video 1**

### **Planning for Community Engagement**

# Planning for Community Engagement

## Introduction



In this lesson we talk about the importance of planning and cover –

- why planning is important
- the difference between an organisational engagement strategy and a project engagement plan
- how organisational plans and project plans fit together
- how engagement plans and project plans fit together

## Why Planning is Important

There are a whole lot of reasons why planning is important. It -

- **Increases efficiency:** Planning makes optimum utilization of all available resources. It helps to reduce wastage of important resources and avoids their duplication. It aims to give the highest returns at the lowest possible cost. It thus increases the overall efficiency.
- **Reduces business-related risks:** There are many risks involved in any modern business. Planning helps to forecast these business-related risks. It also helps to take the necessary precautions to avoid these risks. Thus, it reduces business risks.



- **Facilitates proper coordination:** Often, the plans of all departments of an organization are well coordinated with each other. Similarly, the short-term, medium-term and long-term plans of an organization are also coordinated with each other. Such proper coordination is possible only because of efficient planning.
- **Aids in organizing:** Organizing means to bring together all available resources, i.e. 6 Ms. Organizing cannot be done without planning. This is because planning tells us how much resources are required, when it is required. This means that planning aids in organizing.
- **Gives right direction:** Direction means to give proper information, accurate instructions and right guidance to the subordinates. Direction cannot be done without planning. This is because planning tells us what to do, how to do it and when to do it. Therefore, planning helps to give right direction.





- **Keeps good control:** With control, the actual performance of an employee is compared with the plans, and deviations (if any) are found out and corrected. It is impossible to achieve such a control without right planning. Therefore, planning becomes important to keep a good control.

- **Helps to achieve objectives:** Every organization has certain goals or objectives or targets. It keeps working hard to fulfil these objectives. Planning helps an organization to achieve these objectives, but with some ease and promptness. Planning also helps an organization to avoid doing some random (done by chance) activities.

- **Motivates personnel:** A good plan provides various financial and non-financial incentives to both managers and employees. These incentives motivate them to work hard and achieve the objectives of the organization. Thus, planning through various incentives helps to motivate the personnel of an organization.



- **Encourages creativity and innovation:** Planning encourages managers to express and/or use their creativity and innovation. This brings satisfaction to the managers and success to the organization.



- **Helps in decision-making:** A manager makes many different plans. Then the manager selects or chooses the best of all available plans. Making a selection or choosing something means to take a decision. So, decision-making is facilitated by planning.

## A Planning Hierarchy

In any well-ordered organisation there is a hierarchy of plans all of which are connected in some way to form an overall picture of its operations. It's a bit like the pieces of a puzzle. Once they have all been correctly placed they form a coherent picture that can easily be recognised.

Below is a hierarchy of high level plans beginning with the strategic vision flowing on to policies, action plans and project plans.

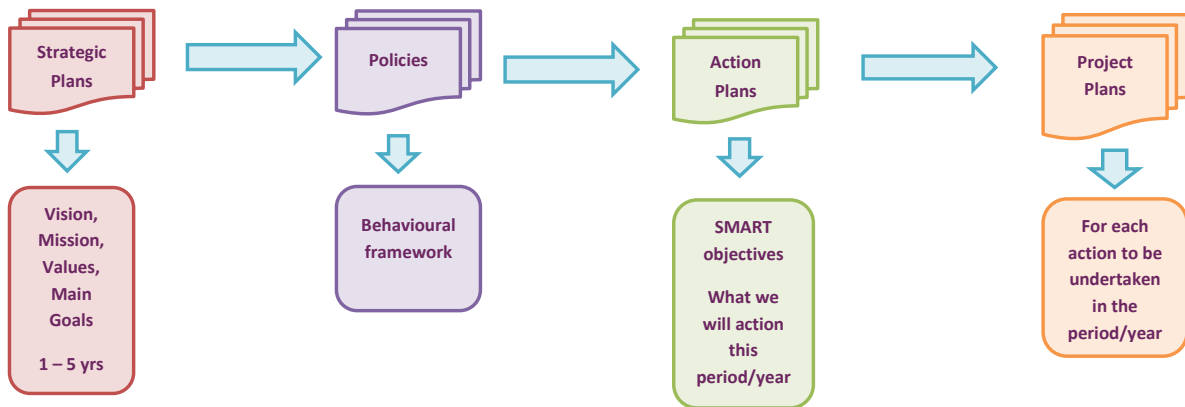
We are going to briefly talk about each of these levels.

Before proceeding further it is important to understand that different terminology may be used in your organisation and there may be overlaps between different levels and in addition you may have more or less planning levels than in this diagram.

What is absolutely vital is that you should be able to connect the dots all the way through regardless of the number of steps and language used to describe each step.



## Hierarchy of Plans



### Strategic Plans

The strategic plan is where you will usually find the vision, mission, values and main goals.

But it is much more than that.

Strategic planning is big picture stuff. This document is your organisation's roadmap. It looks forward in time to a future desired state that you want to achieve.

How will we look in the future?

In a local authority context here in New Zealand this could be the Long Term Plan which has 10 year horizon.

In a SOE or business it could be the statement of corporate intent.

Without this plan none of the others will make much sense.



### Policies

Policies and to a lesser extent practises, establish an organisation's operating framework.

They give clarity and consistency in the way different operations are performed.

They also give certainty to stakeholders and communities in the way they can expect an organisation to behave.

They are in effect a set of guiding principles that connect the strategic vision of the organisation to its action plans.

In a New Zealand local government context a good example would be the Significance and Engagement policies that councils are legally obligated to adopt. Properly developed these clearly set out how decisions to be made will be assessed for significance and what community engagement processes will then follow.

For a private sector organisation their terms of sale could set out there policy for pursuing unpaid accounts.





## Action Plans

The action plan could also be thought of as the annual business plan.

These are the specific things that will be undertaken this year to help achieve the strategic vision. They will be guided by the organisations policies.

The actions will be in the form of SMART objectives –

- Specific – target a specific area for improvement.
- Measurable – quantify or at least suggest an indicator of progress.
- Assignable – specify who will do it.
- Realistic – state what results can realistically be achieved, given available resources.
- Time-related – specify when the result(s) can be achieved.

There are other variations of SMART but we will stick with this version.

Depending on how many main goals there are in the strategic plan it may not be possible to develop action plans for all of them each year.

What is most important is that the action plan objectives directly connect to the main goals in the strategic plan.



## Project Plans

Project plan is a key document or documents used to define how a project will be managed

It includes -

5W + 2H

5W = who, what, when, where & why

2H = how & how much

This could include a series of plans covering such things as –

- Finance
- Communications
- Community/stakeholder engagement
- Building
- Construction
- Timelines
- Reporting lines
- Personnel
- Purchasing



There may be more than one project connected to a particular objective.



## Planning to Engage

Now that you can see what the main plans are and how they are inter-connected you need to put this into a community or stakeholder engagement context.

When you are planning to engage you need to consider –

- The issue – who will impact on and be impacted by this
  - Legislative requirements – what are our legal obligations
  - Engagement objectives – what do we need from our stakeholders – engage early
  - Political sensitivities – who, what, when
  - Project stage – don't engage on what's already done
  - What's in scope and what's not – don't set false hope by engaging on decisions that have already been made or are non-negotiable, such as legally binding.
- Available resources – allocate a sensible budget, good engagement has a cost but is less expensive than bad or non-engagement.



## Conclusion

The focus of this lesson has been on setting the scene for developing a project engagement plan.

By understanding the planning process, its components and their relative importance the stage is set to select your own project and develop an engagement plan following the step-by-step process in session 9.





**Engagementworks**

# **Community Engagement Basics**

## **Session 9 – Video 1**

### **Building an Engagement Plan - Overview**

# Building an Engagement Plan - Overview

## Introduction

In this session we focus on building and implement an engagement plan.

In this introductory lesson we –

- look at what's in an engagement plan
- Introduce templates as an aid to building a plan
- Explain how the templates inter-connect
- Explain how templates can help make writing an engagement plan easier



We also acknowledge that these templates are only one way of approaching plan development. You may have other ways of creating your engagement plans.

However, what this approach does is to give some consistency in the way in which engagement plans are prepared and ensures that nothing is left out.

The templates can also be adapted to suit the significance of the project and nature of the proposed engagement process.

## What's in an Engagement Plan

To begin let's look at what you would find in an engagement plan.

Here's a contents page –

Project description and background

- Project engagement objectives
- Timeframe and completion date
- Communities to be engaged with
- Engagement tools and techniques to be used
- Resources needed to complete the engagement
- Tools to assist decision-making
- Communication planning
- Basis of assessment and feedback to the communities involved
- Governance and project team
- Appendices (if any)



## What are our key templates?

We have developed a set of templates that you can use to help you create your engagement plan.

These templates help you –

- Define project objectives
- Identify & define key citizens and stakeholders
- Connect citizens & stakeholders to your project
- Identify who needs to be on your team
- Shape your timeline, tasks and tools



The templates don't necessarily flow from one to the next. You will find, as you fill them in, that you will duck and dive from one to another.

This is because they are all interrelated and are designed to stimulate the thought processes that will lead to the creation of a project engagement plan.

In the remainder of this lesson we introduce the templates which we go into in detail in succeeding lessons.

## Engagement Plan Template

Here you can see a template for an entire engagement plan. The data in this plan comes from the other supporting templates which we will introduce shortly.

The key to this template is the section headings. These ensure that nothing gets missed. The way the data is presented under each heading can vary from plan to plan.

It will depend a lot on the particular project or decision in each case and the associated community of interest.

As we go through the templates in later lessons we have used a council example of an engagement plan for adopting a significance and engagement policy which will give insights on use of the templates in a practical real life sense.

### Project name Engagement Plan

#### Project description and background

- Briefly describe the nature of the engagement to be undertaken, clarify the decision to be made, the circumstances that led to it, related council decisions already made, and legislation applying.

#### Engagement objectives

- What feedback or decisions are sought from communities?
- What decision will be made by council that will be informed by community input?

#### Timeframe and completion date

- Describe the project stages and key decision points. Include the final date of decision to be made by council.

Key project stages	Completion date

#### Communities to be engaged with

- List the key communities and stakeholders to be engaged.

#### Engagement tools and techniques to be used

- List the key communities and stakeholders to be engaged with and describe the tools and techniques that will be used to engage. Refer to the Engagement Spectrum to determine the engagement level desired.

Community group or stakeholder	How this group will be engaged

#### Resources needed to complete the engagement

- This schedule should include time allocations for council staff and councillors, and costs involved in delivering the selected tools and techniques. This should include costs of external service providers, special materials needed, data analysis, venue hire and so on.

#### Communication planning

- Outline any council reputation risk that may be associated with this project.
- Describe measures to be undertaken to mitigate those risks.
- Describe key messages to be publicly communicated.
- If necessary attach a separate communication plan.

#### Basis of assessment and feedback to the communities involved

- Having gathered and analysed community input, describe how this will be analysed and results communicated to council and to the participating communities. Indicate whether this feedback will occur before or after council decisions are made.

#### Project team roles and responsibilities

- Outline who will be contributing to this project, including external service providers, and who has oversight of it within council.

Team member	Role and responsibilities
	Project sponsor
	Project leader



All of the templates used in these lessons are included as downloadable MS Word documents that you can adapt use in your own planning exercises.

## Template 1 - Clarifying and defining your overall project objectives

Here is the first template, Clarifying and defining your overall project objectives.

As you can see it contains a series of questions which we will go through in detail in the next lesson.

<b>Outline your project objectives</b>
<b>What are the overall goals for the project?</b>
<b>What are the major assumptions and requirements for the project (refer to your Evaluation Plan for your project if developed)?</b>
<b>What are the specific deliverables for your project?</b>
<b>What are the key responsibilities of the project and how do these relate to the Community Engagement Plan?</b>
<b>What decisions have already been made that will affect the development of the Community Engagement Planning process?</b>
<b>What aspects of this situation are negotiable or not negotiable? (e.g. legislation, policy, etc.)</b>



## Template 2 - Create a Mind Map

One way of beginning to identify who the affected stakeholders or community may be is a mind map.

Mind Mapping is a simple, practical tool for improving your creative-thinking, planning and problem-solving abilities. It will help you:

**Generate more ideas:** Mind Mapping allows you to start quickly and generate more ideas in less time. You don't have to edit or order your thoughts; just start with a creative doodle in the centre of your page and begin printing words on lines emanating from the centre as you think of them. The free-ranging format — adding words to one branch one moment, then skipping over to another branch the next — increases your chances of generating new ideas.

**Make new connections:** Mind Mapping allows you to represent a tremendous amount of information in a relatively small space. You can have all your notes for a topic on one piece of paper, with your ideas arranged in a way that encourages you to see relationships between them. Mind Mapping helps you see connections among things that may have seemed completely separate.



**Improve your memory:** Remembering your material becomes much easier. Colours, images and key words — three central ingredients of Mind Maps — are much more engaging to the brain than sentences. A well-made Mind Map is almost impossible to forget!

**Use your whole brain:** Half a mind is a terrible thing to waste. Mind Mapping helps you strengthen your analytical left brain by training you to look for the most essential key words. At the same time, it stimulates the right brain by encouraging you to use colours and images.

What you will end up with is a picture showing who you need to engage with and why.

Describe the economic,  
environmental, social and cultural  
conditions of your project

## Template 3 - Defining Citizens and Stakeholders

This template builds on the mind map. It provides a place for you to list out your stakeholders and their connection to your project

List citizens or stakeholders	What are their values and needs?
1.	
2.	
3.	
4.	
5.	
Etc.	

## Template 4 - Citizens and stakeholder relationship to the project

This template takes stakeholder analysis a step further. It enables you to document information about stakeholders' effect on the project and their interest and influence.

These templates place a lot of emphasis on full and accurate stakeholder identification which is crucial to a successful engagement.

1. Citizen and Stakeholder Groups (Translate this information from Template 3 to here and column 1 from Template 6 – Your Community Engagement Plan.	2. Needs at stake in relation to project	3. Effect on the final outcomes of the project	4. Importance of citizens and stakeholders for success of project currently	5. Degree of influence of stakeholder over project U, 1, 2, 3, 4 or 5	
		U, 1, 2, 3, 4 or 5	U, 1, 2, 3, 4 or 5	Current	Future
e.g. Project team	Project deliverables and milestones	+	5	4	5

**Legend:** U = unknown; 1 = little/no importance/influence; 2 = some importance/influence; 3 = moderate importance/influence; 4 = important/significant; 5 = critical

## Template 5 - Potential Community Engagement Project Team

It is important to include details of your project team in your engagement plan.

Team members can be both internal and external to the organisation.

The template sets a number of questions to step you through the process of setting up your project team.



<b>If you have an overall Project Team, who could potentially be involved in a specific Community Engagement Project Team?</b>
<b>If you don't have an overall Project Team, list people who you could consider for involvement in a specific Community Engagement Project Team?</b>
<b>Which citizen and stakeholder groups are included in the team?</b>
<b>List any additional stakeholders that could be included in a specific Community Engagement Project Team, or in the activities you are undertaking to ensure adequate inclusion?</b>



## Template 6 - Your Community Engagement Plan

The template for your engagement plan really brings things together. Much of the data comes from the other templates.

By this stage you should be in a position to write your engagement plan.

<b>Engagement Plan Title:</b>							
<b>Project Objectives:</b> 1. 2. 3. 4. 5.							
1. List citizens and stakeholders	2. Which project objectives (1-5) relate to which citizen and stakeholders	3. Purpose of Engagement (Information, Consultation, Active Participation)	4. Suite of Tools	5. Resources (\$, FTEs, purchase expertise, people, skills, equipment)	6. Who is responsible (delegation) ?	7. When will it start and finish?	8. How and when will you report?

## Template 7 - Action Plan

As you have gone through and completed each template you will have identified actions that will need to be undertaken to either complete or implement the plan.

This template provides a place for you to summarise all of those actions and to allocate responsibility, time limits and resources.

Action	Who	When	Resources required

## Conclusion

In this lesson we have introduced the process to create and implement an engagement plan.

Along the way we have –

- Explained how templates can help make writing an engagement plan easier
- Looked at what's in an engagement plan
- Introduced templates as an aid to building a plan, and
- Explained how the templates inter-connect

In the next and succeeding lessons we focus on these templates and include some real data to demonstrate how they work.





**Engagementworks**

# **Community Engagement Basics**

## **Session 9 – Video 2**

### **Objectives, Goals, Deliverables and the Operating Environment**

# Objectives, Goals, Deliverables and the Operating Environment

## Introduction

In this lesson we walk you through the first template in the set, filling in the questions and then transferring the data collected into the engagement plan

The example we have selected is an engagement plan prepared by a council for its significance and engagement policy

In June 2014 Part 6 of the LGA was amended. This part of the LGA deals with public participation and the amendments bring together legislative provisions relating to determining significance in relation to a decision and public consultation.

All councils in NZ were required by 1 December 2014 to have adopted a significance and engagement policy.

Here at EWL, to help councils we developed a model policy and its associated engagement plan and it is that plan that we have used as an example throughout the templates in this lesson and those that follow.

At the outset it is important to understand that while in an ideal world you could work through the templates in sequence, the reality is quite different. You will find yourself going backwards and forwards through the templates and this is perfectly normal.



In lesson 1 of this session 1 we outlined the contents of an engagement plan. To help us get our heads around how the contents and templates fit together we identify here the contents dealt with by this template, which are -

1. Project description and background
2. Project engagement objectives

## Template 1 - Clarifying and defining your overall project objectives

This template sets out a series of questions or tasks –

- Outline your project objectives
- What are the overall goals for the project?

- What are the major assumptions and requirements for the project (refer to your Evaluation Plan for your project if developed)?
- What are the specific deliverables for your project?
- What are the key responsibilities of the project and how do these relate to the Community Engagement Plan?
- What decisions have already been made that will affect the development of the Community Engagement Planning process?
- What aspects of this situation are negotiable or not negotiable? (e.g. legislation, policy, etc.)



<b>Outline your project objectives</b>
<b>What are the overall goals for the project?</b>
<b>What are the major assumptions and requirements for the project (refer to your Evaluation Plan for your project if developed)?</b>
<b>What are the specific deliverables for your project?</b>
<b>What are the key responsibilities of the project and how do these relate to the Community Engagement Plan?</b>
<b>What decisions have already been made that will affect the development of the Community Engagement Planning process?</b>
<b>What aspects of this situation are negotiable or not negotiable? (e.g. legislation, policy, etc.)</b>

## Filling out the template



And, this is what the template looks like with some data in it.

Remember we are using the significance and engagement policy engagement plan as our example.

We have set out our objectives and goals.

We have thought about assumptions and requirements and added them into the template.

We have also given thought to deliverables and key responsibilities as well as what is in scope and what is out of scope.

At this stage don't focus on whether we have covered everything but on the thinking processes that come into play to enable the template to be completed.

<b>Outline your project objectives</b>
To create a draft significance and engagement policy incorporating community views on – <ul style="list-style-type: none"> <li>• Content</li> <li>• Language</li> <li>• Legal compliance</li> </ul>
<b>What are the overall goals for the project?</b>
To have adopted by the council and implement a significance and engagement policy that – <ul style="list-style-type: none"> <li>• Complies with the LG Act</li> <li>• Is clear and comprehensible to the public</li> <li>• Reflects community expectations relating to public participation in council decisions</li> </ul>
<b>What are the major assumptions and requirements for the project (refer to your Evaluation Plan for your project if developed)?</b>
Compliance with Part 6, LGA as amended in June 2014 and which requires adoption of a significance and engagement policy by 1 December 2014.
<b>What are the specific deliverables for your project?</b>
Draft policy for council consideration and adoption in time to meet the statutory deadline – 1 December 2014
<b>What are the key responsibilities of the project and how do these relate to the Community Engagement Plan?</b>
The key responsibility is to prepare a draft policy for council. This plan provides the basis for engaging the community on the content and format of the draft policy.
<b>What decisions have already been made that will affect the development of the Community Engagement Planning process?</b>
<ul style="list-style-type: none"> <li>• Compliance with the statutory deadline must be met – 1 December 2014</li> <li>• To facilitate the engagement process a draft document has been prepared to use as a basis for the engagement process</li> </ul>
<b>What aspects of this situation are negotiable or not negotiable? (e.g. legislation, policy, etc.)</b>
<ul style="list-style-type: none"> <li>• Legal requirements must be met as a minimum and are non-negotiable</li> </ul>

## Moeraki Council

### Significance and Engagement Policy Engagement Plan

#### Project description and background

The Local Government Act requires council to adopt a Significance and Engagement Policy that sets out how:

- council will determine the significance of proposals and decisions relating to issues, assets and other matters
- significance will be assessed
- the community's preferences about engagement will be carried out
- council will engage with communities.

Council is also required by the Act to undertake consultation with the community on the development of its Significance and Engagement Policy.

The significance and engagement policy sets out the approach, criteria and procedures to be followed by the council in relation to its decisions, their degree of significance and the engagement processes to be implemented in each particular case.

#### Engagement objectives

The purpose of the engagement is to obtain the community's view of:

- how well the proposed policy meets council's statutory obligation
- whether the draft policy is clear, unambiguous and easy to understand
- what, if any, changes people would like considered before the draft policy's adoption.

Above is how the data collected in the template can then flow on into the plan.

Not all of the data is included here as some appears elsewhere.

It is probably better to work on the templates before putting your plan together as you will find yourself going backwards and forwards through the templates.



## Conclusion

We have kicked off our templates with some of the base information needed for your engagement plan.

This has included your objectives and goals. It has also got you thinking about responsibilities and assumptions as well as what is in scope and what is not.

In template two we begin to turn our attention to stakeholders.



**Engagementworks**

# **Community Engagement Basics**

## **Session 9 – Video 3**

### **Stakeholders**



# Stakeholders

## Introduction



In this lesson we focus on stakeholders and their relationship to the project.

We need to know who they are, how they impact on or are impacted by the project, their relative importance, how much influence they have and how they should be engaged.

To help us we have three templates –

- Template 2 – the engagement mind map
- Template 3 – defining citizens and stakeholders
- Template 4 – citizens and stakeholders relationship to the project

In terms of the engagement plan contents page we are at –

4. Communities to be engaged with

## Template 2 - Create a Mind Map

One thing we can do to help us identify and analyse our stakeholders is to create a mind map.

Template 2 is where this can happen. The mind map doesn't have to be overly complicated but will help you to think through cause and effect type scenarios.

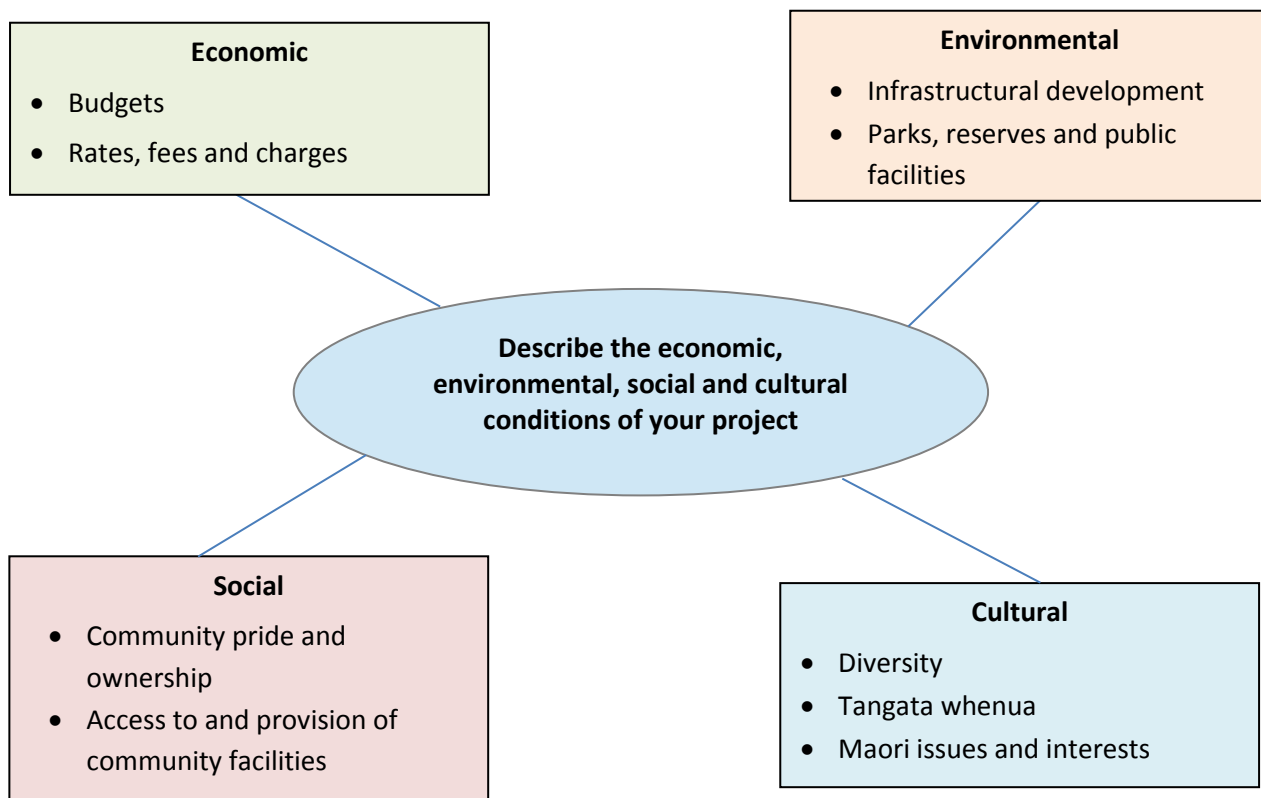
The template has some prompts which focus on economic, environmental, social and cultural well-being but you may have others.

**Describe the economic,  
environmental, social and cultural  
conditions of your project**

Below we have created a simple mind map for our significance and engagement policy engagement plan.

Our approach has been to start in the centre with impacts of the proposed policy and then to identify the associated elements in each of the well-beings.

There are probably other ways of doing this exercise but the key is to ask who is impacted by and who impacts on this project or decision and then to go deeper into importance, significance and influence.



### Template 3 - Defining Citizens and Stakeholders

From your mind map you will be able to move on to template 3 which captures who your stakeholders are and their needs.

It is important to ensure that you identify all stakeholders, internal and external. If you miss any they could come back to haunt you later in the decision process.

Stakeholder identification is probably one of the most critical steps in the planning process. Get this wrong and there can be real problems.



List citizens or stakeholders	What are their values and needs?
1.	
2.	
Etc...	

Below we attempt to populate the template, based on our mind map data.

In this case we have identified stakeholders by group and also stated what we believe to be their values and needs.

List citizens or stakeholders	What are their values and needs?
1. Ratepayers	Affordable infrastructural, social and other services delivered by a council they can trust
2. Residents	
3. Businesses	Affordable business orientated infrastructural services A regulatory framework that encourages businesses to establish
4. Not-for-profit organisations	Access to services, facilities and funding
5. Visitors to the District	A good visitor infrastructure that delivers a good visitor experience and encourages return visits or resettlement to the District

#### Template 4 - Citizens and stakeholder relationship to the project

1. Citizen and Stakeholder Groups (Translate this information from Template 3 to here and column 1 from Template 6 – Your Community Engagement Plan.	2. Needs at stake in relation to project	3. Effect on the final outcomes of the project	4. Importance of citizens and stakeholders for success of project currently	5. Degree of influence of stakeholder over project U, 1, 2, 3, 4 or 5	
				Current	Future
e.g. Project team	Project deliverables and milestones	+	5	4	5

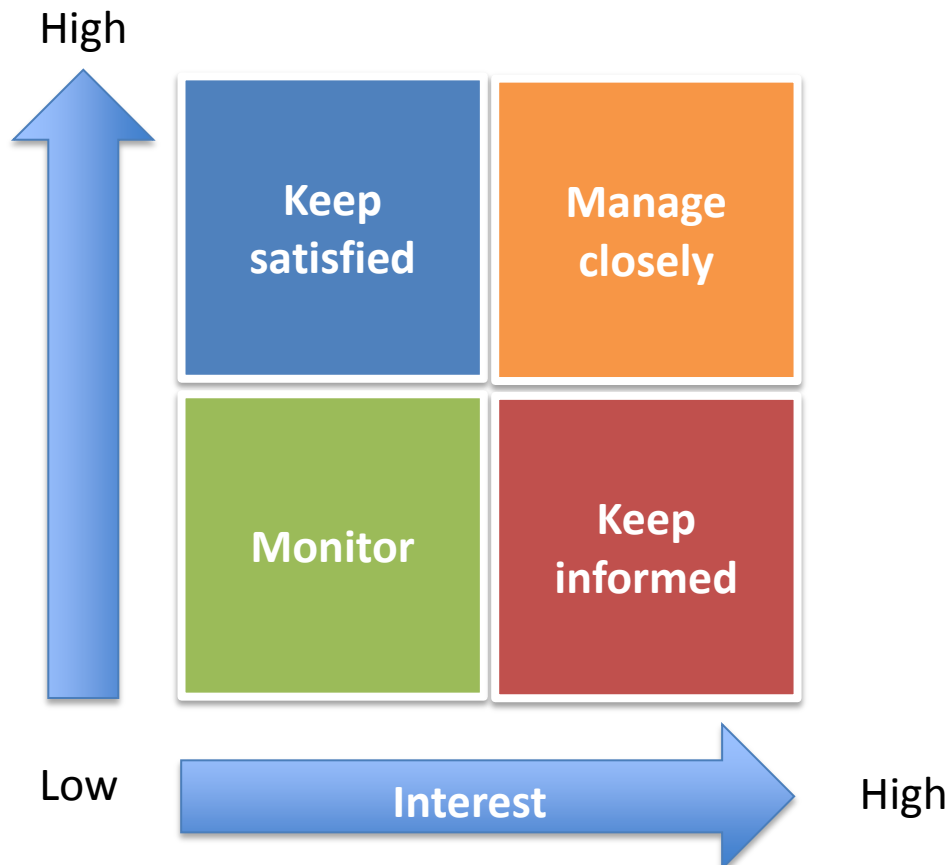
**Legend:** U = unknown; 1 = little/no importance/influence; 2 = some importance/influence; 3 = moderate importance/influence; 4 = important/significant; 5 = critical

Template 4 above is where we drill down to really clarify what we are dealing with.

We bring forward information from the other templates and then assess each stakeholder in terms of effect, importance and influence.

The classification system we have used is shown in the legend.

This legend correlates with the matrix shown below.



This matrix provides a way to visually show the segmentation of stakeholders according to influence and interest.

It clarifies which stakeholder groups will need your attention more than others.

We have added data to the template to give you a sense of how it works in practice.

The first two columns are more or less cut-and-paste from the earlier templates.

In columns 3, 4 and 5 we have carried out our assessment of effect, importance and influence.

We have based our assessment on the legend at the foot of the table.

You can see now how the pieces of the puzzle are beginning to come together.



1. Citizen and Stakeholder Groups (Translate this information from Template 3 to here and column 1 from Template 6 – Your Community Engagement Plan.	2. Needs at stake in relation to project	3. Effect on the final outcomes of the project	4. Importance of citizens and stakeholders for success of project currently	5. Degree of influence of stakeholder over project U, 1, 2, 3, 4 or 5	
				Current	Future
e.g. Project team	Project deliverables and milestones	+	5	4	5
Ratepayers	Affordable infrastructural, social and other services delivered by a council they can trust.  Good quality of life based around community wellbeing.	3	3	2	2
Residents		3	3	2	2
Businesses	Affordable business orientated infrastructural services.  A regulatory framework that encourages businesses to establish.	3	3	2	2
Not-for-profit organisations	Access to services, facilities and funding.	2	2	1	1
Visitors to the District	A good visitor infrastructure that delivers a good visitor experience and encourages return visits or resettlement to the District.	1	1	1	U
<b>Legend:</b> U = unknown; 1 = little/no importance/influence; 2 = some importance/influence; 3 = moderate importance/influence; 4 = important/significant; 5 = critical					

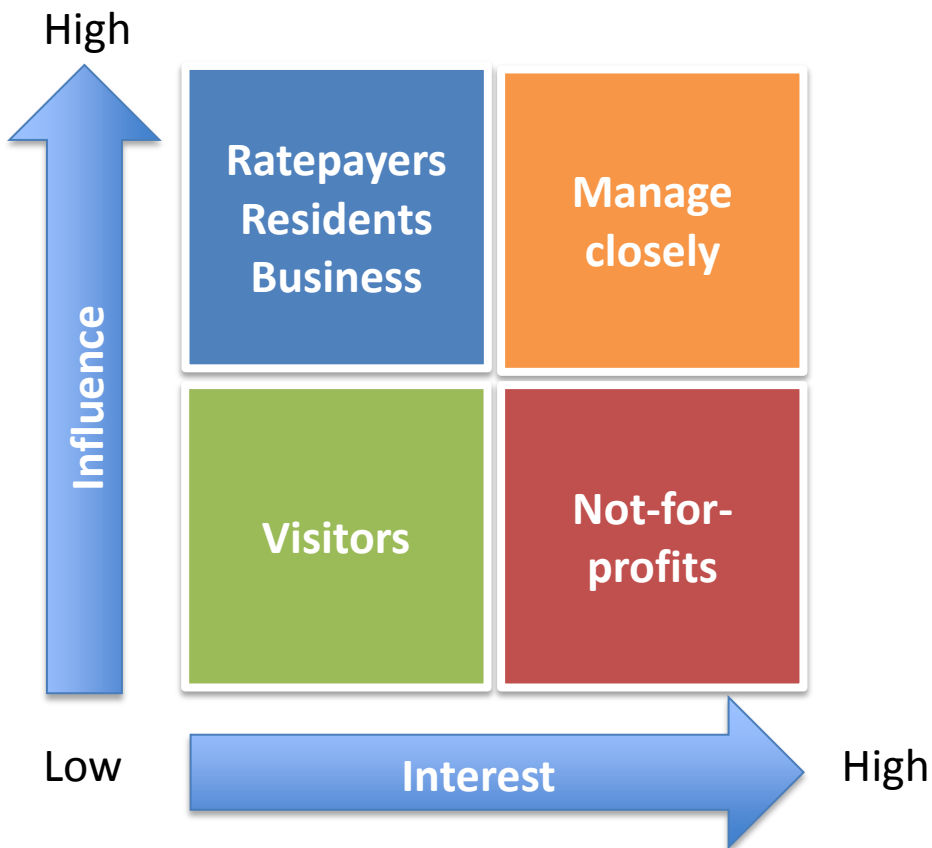
Using the matrix and the data in the table you can see where we need to focus more of our attention in terms of connecting with our stakeholders.

Sometimes you will find stakeholder groups that seem to be sitting on the line between segments.

It's probably best to allocate weightings and decide point's levels for each segment e.g.

- Monitor = 1 - 5
- Keep informed = 6 – 10
- Keep satisfied = 11 - 15
- Manage closely = 16 – 20





## Engaging with Stakeholders

An additional task to undertake in conjunction with stakeholder analysis is to decide what level of engagement is appropriate for each stakeholder group.

The first table below shows a simple approach where a single level of engagement is applied to each stakeholder.

In the second table each stage of the project has been assessed separately for each stakeholder and an appropriate level stated.

It is important to appreciate that different levels of engagement may be preferable for different stages or phases of a project or decision process.

By incorporating this into your engagement plan you give clarity to stakeholders about how they will be engaged and this will link to the tools to be used.



Stakeholder	Inform	Consult	Involve	Collaborate	Empower
A		✓			
B	✓				
C				✓	
D			✓		
E			✓		
F			✓		

Stakeholder A	Inform	Consult	Involve	Collaborate	Empower
Stage 1			✓		
Stage 2	✓				
Stage 3				✓	
Stage 4				✓	
Stage 5			✓		
Stage 6		✓			

## Conclusion

To summarise, full and accurate identification and classification of stakeholders is critical in any engagement planning process.

In this lesson we have taken you through templates that will help you to identify stakeholders and assess their importance and influence on the project.

In the next lesson we look at your project team.





**Engagementworks**

# **Community Engagement Basics**

## **Session 9 – Video 4**

**Community Engagement Project Team**



# Community Engagement Project Team

## Introduction



In this lesson we focus on the community engagement project team which ideally should comprise both internal and external interests.

We continue with our Moeraki Engagement Plan example which addresses their significance and engagement policy development.

This topic fits in the contents for an engagement plan as –

10. Governance and project team

## Template 5 - Potential Community Engagement Project Team

Not all decisions to be made are part of a project with an established project team.

However, if there is no formal project team you may find it really helpful to have a team of people you can work with to develop and implement your engagement plan.

This template is designed to help you work through a process of establishing a project team or liaison group to help with your engagement process.

The questions are designed to stimulate thinking and to encourage you to look wider than just within your own peer group or organisation.

Having interested and influential stakeholders inside the fence could smooth the way for the successful development and implementation of your plan and project while at the same time building trust and cooperation.



<b>If you have an overall Project Team, who could potentially be involved in a specific Community Engagement Project Team?</b>
<b>If you don't have an overall Project Team, list people who you could consider for involvement in a specific Community Engagement Project Team?</b>

<b>Which citizen and stakeholder groups are included in the team?</b>
<b>List any additional stakeholders that could be included in a specific Community Engagement Project Team, or in the activities you are undertaking to ensure adequate inclusion?</b>

Here is our attempt to complete the template.

You can see that we don't have a formal project team but want to involve people both internal and external from a range of identified stakeholder groups.

Often when you are doing this type of exercise you will think of groups not previously identified and this can then affect other templates in the set that you have already worked on.

Don't be afraid to revisit templates you have already worked on.



<b>If you have an overall Project Team, who could potentially be involved in a specific Community Engagement Project Team?</b>
<b>No specific project team for this policy development</b>
<b>If you don't have an overall Project Team, list people who you could consider for involvement in a specific Community Engagement Project Team?</b>
<b>Internal – representative from each council department</b> <b>External – one representative for each of the key stakeholder groups selected from focus groups set up to provide input to the draft policy</b>
<b>Which citizen and stakeholder groups are included in the team?</b>

**Focus groups for –**

- Residents and ratepayers
- Business and commercial
- Community groups
- Government
- Maori

**List any additional stakeholders that could be included in a specific Community Engagement Project Team, or in the activities you are undertaking to ensure adequate inclusion?**

- Education
- Health
- Social welfare
- Tourism
- Law and order
- Churches and religious groups

## Conclusion

In this lesson we have looked at our template for helping appoint a community engagement project team and we can see that the more representative the team is the better it will be.

In the next lesson we start bringing things all together towards a completed engagement plan.





**Engagementworks**

# **Community Engagement Basics**

## **Session 9 – Video 5**

### **Your Community Engagement Plan**

# Your Community Engagement Plan

## Introduction

In this lesson we start bringing the information from earlier templates together and decide which engagement tools to use.

This template covers a lot of ground, much of which has already been included in the earlier templates –

1. Project description and background
2. Project engagement objectives
3. Timeframe and completion date
4. Communities to be engaged with
5. Engagement tools and techniques to be used
6. Resources needed to complete the engagement
7. Tools to assist decision-making



So, there is going to be some cutting and pasting as we go through the template.

## Template 6 – Your Community Engagement Plan

<b>Engagement Plan Title:</b>
<b>Project Objectives:</b> 1.  2.  3.  4.  5.

1. List citizens and stakeholders	2. Which project objectives (1-5) relate to which citizen and stakeholders	3. Purpose of Engagement (Information, Consultation, Active Participation)	4. Suite of Tools	5. Resources (\$, FTEs, purchase expertise, people, skills, equipment)	6. Who is responsible (delegation) ?	7. When will it start and finish?	8. How and when will you report?

When you start this template if you haven't already done so you need to give your engagement project a title.

Then bring forward from template 1 your objectives.

There are a lot of columns in the table in this template –

- Stakeholders
- Objectives related to stakeholders
- Purpose
- Tools
- Resources
- Delegations
- Time frames
- Reporting



Some of the columns can be populated from the earlier templates.

Some are new.

Some may need the final template – 7. Action Plan; completed first.

A key focus of this template is stakeholders. Because of their differing connection to a project the objectives, purpose, tools resources delegations time frames and reporting requirements could well differ also.

This will depend very much on the particular project concerned. They are all different.



You will see in the example we have prepared that our approach is relatively simple. We have been able to group things together. We have been able to use this approach because a lot of the elements are common to all stakeholder groups. This probably won't happen with other types of projects or decisions.

We have also added on a supplementary table of costs associated with the engagement tools to be used.

<b>Engagement Plan Title: Moeraki Significance and Engagement Policy</b>
<p><b>Project Objectives:</b>          To develop a draft significance and engagement policy that –          Complies with the LG Act</p> <ol style="list-style-type: none"> <li>1. Is clear and comprehensible to the public</li> <li>2. Reflects community expectations relating to public participation in council decisions</li> </ol>

1. List citizens and stakeholders	2. Which project objectives relate to which citizen and stakeholders	3. Purpose of Engagement (Information, Consultation, Active Participation)	4. Suite of Tools	5. Resources (\$, FTEs, purchase expertise, people, skills, equipment)	6. Who is responsible (delegation)?	7. When will it start and finish?	8. How and when will you report?
Ratepayers	1-3	Active Participation	<ul style="list-style-type: none"> <li>• Fact sheets</li> <li>• Web sites</li> <li>• Social media</li> <li>• Online engagement tools</li> <li>• Surveys</li> <li>• Focus groups</li> <li>• Public meetings</li> </ul>	See table below	Corporate Policy Manager	From 1 July through to end of October Note: this includes all engagement phases	Draft policy to council meeting scheduled for 15 November
Residents							
Businesses							
Not-for-profit organisations							
Visitors to the District		Consultation					

Task	Cost	Staff requirements
Fact sheets	\$3,000.00	Corporate policy and communications
Web sites	\$5,000.00	Communications and ICT
Social media	\$500.00	Communications
Online engagement tools	\$5,000.00	Corporate policy and communications
Surveys	\$10,000.00	Corporate policy
Focus groups	\$10,000.00	Corporate policy
Public meetings	\$2,000.00	Councillors, senior managers, corporate policy



## Conclusion

In this lesson we have collated information from earlier templates so that we can begin to see what will be in the engagement plan.

We now have enough information to write our plan.

To give a sense of how the data collected in this and the other templates flows into the final engagement plan we have included in the downloadable notes our ***Moeraki Significance and Engagement Policy Engagement Plan***.

In the final lesson we look at template 7 – Action Plan.





**Engagementworks**

# **Community Engagement Basics**

**Session 9 – Video 6**

**Action Plan**



# Action Plan

## Introduction

In this lesson we introduce and explain a template for collating all of the actions from the earlier templates.

This is a template that you will probably begin completing out of sequence because information about responsibilities, time and resources.

The most likely scenario is that you will populate this template alongside the others as you work through.

You will draw the actions, people and timeframes from earlier templates.

In addition you will need to give attention to resources.

Community engagement does have costs.

While it is easy to overlook people's time as a cost because they get paid anyway, there are other resources that will add to the budget.

An example is tools. This was demonstrated in the lesson for template 6 where we showed costs for the different tool sets to be used.

In terms of the contents resourcing comes in this template, as well as the other data –

6. Resources needed to complete the engagement



## Template 7 - Action Plan

This is a very simple template which is designed to bring together in one place all of the actions identified in the other templates.

It then provides a column for the resources needed for each identified action.

Action	Who	When	Resources required



Sticking with the Moeraki Engagement Plan we have collated actions and identified resources.

Don't get too hung up on the accuracy or completeness of the data used in the examples as they are intended to convey a sense of how to go about completing the templates and what they could look like when done. Having said that please feel free to use this information for your own purposes if it is useful and fit for purpose.

Action	Who	When	Resources required
Legal review to ensure compliance with the LGA	Corporate Policy Manager	Prior to any drafting	LGA
Time plan covering from now until November council meeting	Corporate Policy Manager	ASAP	Use existing software Liaison with District Secretariat
Analyse stakeholders	<ul style="list-style-type: none"> <li>Corporate Policy Manager</li> <li>Policy team</li> <li>Departmental representatives</li> </ul>	Pre- 1 July	<ul style="list-style-type: none"> <li>Meeting room</li> <li>Electronic whiteboard</li> <li>Data-show</li> </ul>
Contact stakeholder groups	Corporate Policy Manager	Pre- 1 July	Policy team members
Create fact sheets	Communications Manager	Pre- 1 July	Fact sheets – budget \$3,000
Set up focus groups	Corporate Policy Manager	Pre- 1 July	<ul style="list-style-type: none"> <li>Communications team</li> <li>Meeting facilities</li> </ul>
Etc			

## Conclusion

In this lesson we have used a template to collate the actions set out in the other templates. This ensures that the engagement plan is complete, people know what they are accountable for and things happen on time.

It is a “no surprises” type approach.

That brings us to an end of session 9.

You should now have all of the tools you need to create and implement an engagement plan.

Use the videos and lesson notes to help you step through the process as you go about undertaking a real project.

Thanks for watching the videos and reading the notes which we hope you have found helpful in your everyday work.

