Department of
Sustainability and
Environment

Effective Engagement: building relationships with community and other stakeholders

Book 2
the engagement planning workbook

Version 3

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COMMENDATION 2004 for Managing People
THE OFFICE OF PUBLIC EMPLOYMENT

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Version 3

Contents

Introduction

1.1 Purpose

This Workbook will take you through a step-by-step process for developing your own Engagement Plan. This process draws on current thinking in the discipline of community engagement, while also incorporating the input of staff and other contributors who offered their experiences working in the field, resulting in a systematic approach to engagement planning.

1.2 Worksheets and Templates

This Workbook includes a number of worksheets and templates to assist in the development of your Engagement Plan. These worksheets and templates can be found in Appendix A. We recommend you make photocopies of the original documents and use these each time you need to plan the engagement component of a project.

The worksheets are used to build an understanding of your project and the approach you will use for the engagement component. They in turn will inform the two Engagement Plan templates and other planning documents, including your overall project implementation plan. The worksheets themselves are for your own planning purposes and may contain sensitive information (e.g. your interpretation of the relationship between different stakeholders). Unlike the Engagement Plan templates, the worksheets are not intended for public publication.

The Engagement Plan is made up of two templates, the Strategic Engagement Plan and the Operational Engagement Plan. The Strategic Engagement Plan is a high-level view of the engagement, while the Operational Engagement Plan is used to record the specific activities you will undertake in engaging the community.

To ensure your project planning is comprehensive, we recommend that activities noted in your Engagement Plan worksheets and templates be incorporated into your overall project documentation, such as your risk management, evaluation and communication plans, as well as your overall project implementation plan. These action points have been flagged in the following sections where relevant.

1.3 DSE's Project Management Framework

The Victorian Department of Sustainability and Environment (DSE) uses a project management framework known as End to End, or E2E. This framework is based on international best practice as well as national standards. It includes procedures, templates, practical project management tools and a model for phasing and staging projects.

The DSE project management framework was developed to better manage the complexities that face the Department in the sustainable management of Victoria's built and natural environments.

Where relevant, DSE-specific project management documents have been flagged in the following sections. Non-DSE staff are advised to refer to their own organisation's project management documentation and procedures.

Engagement Planning Key

The Engagement Planning Key[1] (Figure 1) is a model for developing an effective Engagement Plan and can be applied to any project. Incorporating the positive attributes of a problem solving model, adult learning principles and appreciative inquiry, the Planning Key enables you to step through issues, opportunities and actions that build on each other in progression towards the development of your Engagement Plan.

The Planning Key is divided into three wedges – Scope, Act and Evaluate – that surround an inner core – Learn. Each of these wedges and the inner core has a defined output. Starting with 'Scope', each wedge builds on the next through a series of discrete planning steps (requiring the completion of various worksheets and templates), culminating in the development of your Engagement Plan.

While the Planning Key is designed to step you through a process to develop an Engagement Plan, at its core (the inner circle) is a commitment to personal learning and continuous improvement across the entire planning process, culminating in the development of your personal learning strategy.

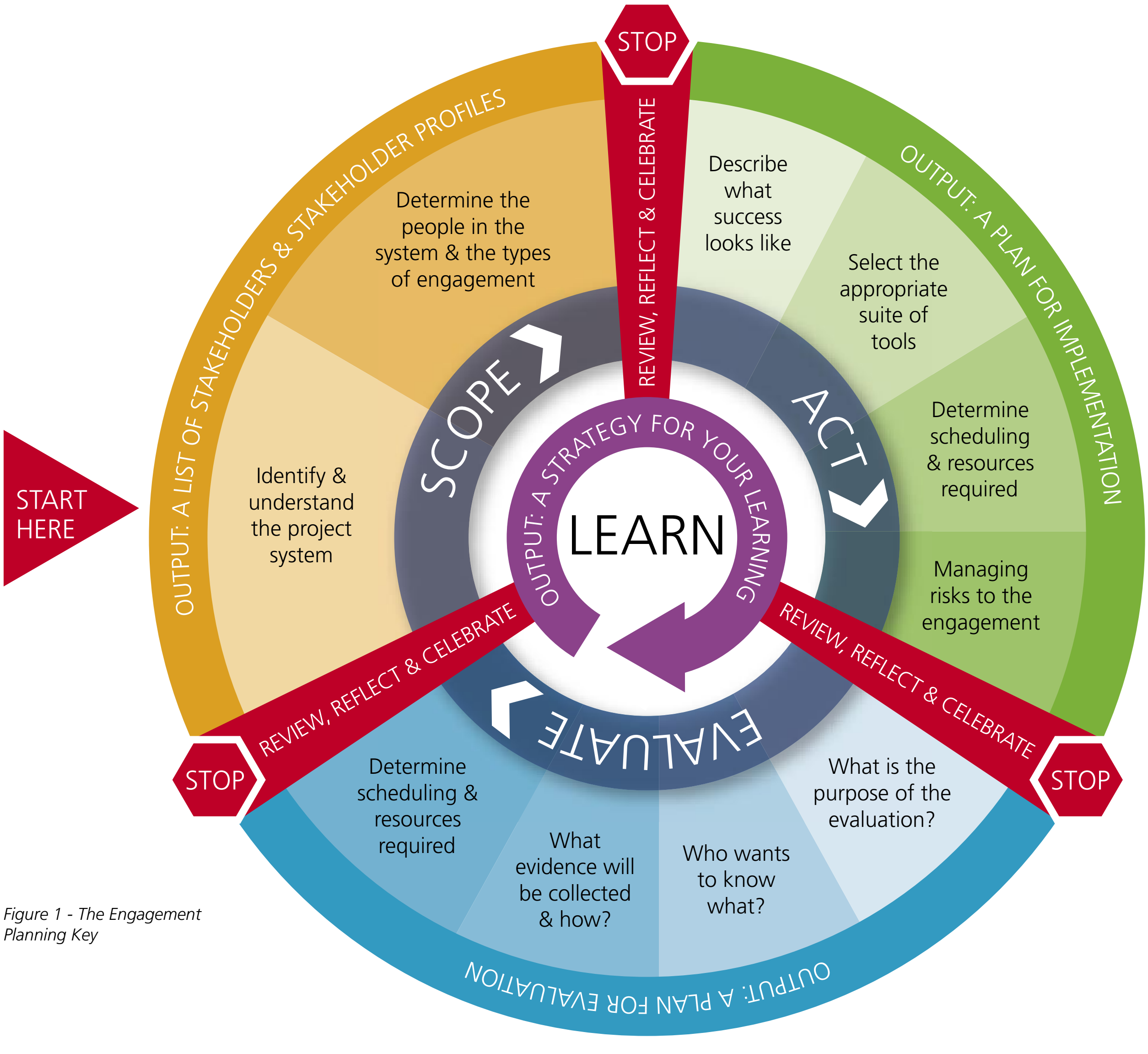


Figure 1 - The Engagement Planning Key

1 Adapted from Australian Quality Council Australian Business Excellence Framework (1996), the Continuous Improvement Model (1999) and the Kolb Learning Cycle (1984).

2

You are also encouraged to reflect on your personal learning as you complete the 'Scope, Act and Evaluate' planning phases to ensure you identify and plan the development of those skills necessary for a successful engagement. This includes not just your own skills, but also those of your engagement project team.

Engaging with stakeholders – and the wider community in particular – can be complex and presents varying levels of risk. However, it can also provide opportunities for your project and personal learning that may not have been initially identified.

The 'Review, Reflect, Celebrate' descriptors at the end of each wedge are intended to caution you to carefully consider your work to date and a range of associated issues. This includes risk management and identification of learning and other opportunities that may have emerged, and should be addressed prior to moving to the next set of planning steps.

Planning steps

3.1 Scope

Output: A List of Stakeholders & Stakeholder Profiles

The first wedge of the Planning Key describes the process of planning the initial scoping phase of your engagement. This involves exploring your purpose in undertaking the engagement, understanding the project system and then identifying your key stakeholders and how you will engage them.

3.1.1 Identify and Understand the Project System

It is rare that a project is 'brand new' in all aspects. The nature of projects is that they change and develop over time as unforeseen events arise. The first step in the scoping phase is to examine the project system[2] as it exists currently.

If you have already developed an overall project plan, revisit your project objectives with a view to considering the system within which your project will be undertaken. If you have not already developed a project plan, some consideration will need to be made of this.

DSE staff should refer to the project planning process under 'Business Services' on the Departmental intranet. For non-DSE staff, it is recommended that you refer to your own organisation's project planning processes.

When looking at your overall project plan, some questions to consider are:

- What are the outcomes (or sub-outcomes) of the project (i.e. what is the intended impact of your project)?
- What are your project strategies?
- What are the specific deliverables you are responsible for within this project?
- Who is on your project team?
- What decisions have already been made that will affect the development of the Engagement Plan?
- What are your resources?

Also give some thought to how project issues might affect the engagement process:

- Is there existing conflict between project stakeholders?
- What is the current perception of your organisation amongst the project stakeholders?
- What is the level of complexity and stability of your overall project and what are the possible implications on the engagement planning process?
- How flexible is the current project system to respond to changes (e.g. market, policy targets, users and/or consumer demands)?

2 See glossary, *Book 1: an introduction to engagement*

In Activity 1 you will use these responses to help you develop a 'mind map' that depicts the 'system' as you see it.

Mind maps are an external 'photograph' of the complex inter-relationships of your thoughts at any given time. They enable your brain to 'see itself' more clearly, and greatly enhance the full range of your thinking skills. A mind map consists of a central word or concept. Around the central word you jot down five to 10 main ideas that relate to that word. You then take each of those words, referred to as 'child words', and jot down another five to 10 ideas that relate to each of those words. In this way a large number of related ideas can quickly be produced.

The more information your mind map contains, the better chance you have of addressing a range of issues (particularly from a risk perspective) related the development of your Engagement Plan.

For further information on mind mapping, refer to *Book 3: the engagement toolkit* or *The mind map book* by Tony Buzan.[3]

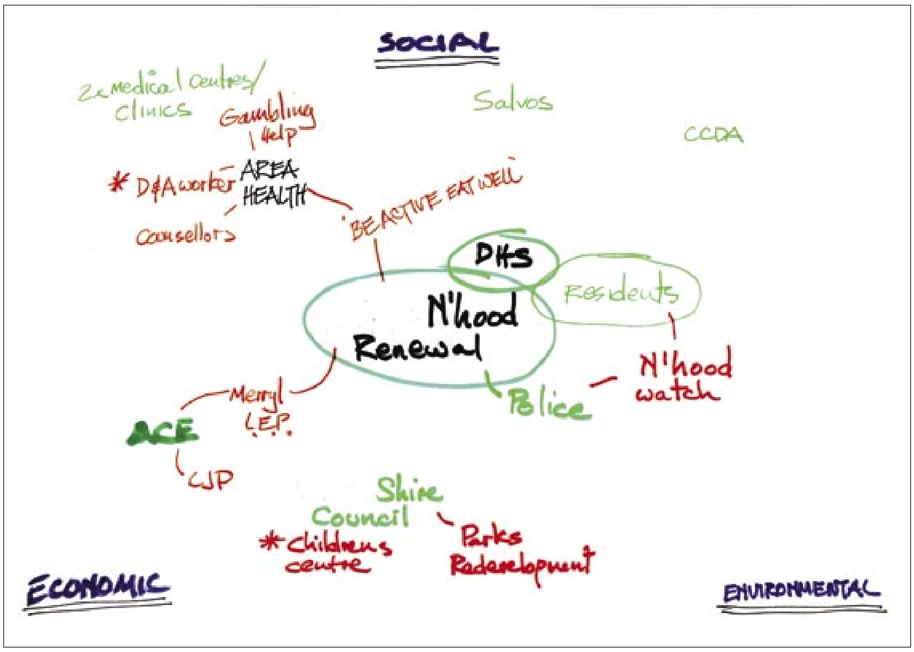


Figure 2 - Example mind map

3 Buzan, T (1995) *The mind map book*, BBC Books, London

Activity 1:
Developing a Mind Map

Purpose:

To document the overall project system as it currently exists.

Requirements:

Worksheet A – Mind Map

Instructions:

1. Using Worksheet A – Mind Map, begin 'mapping' the project system by writing down various words, concepts or images that describe the various social, environmental, cultural and economic issues as they relate to your project. For example:

   Social:

   – Identify the particular target groups or constituencies involved.

   – Identify particular social characteristics/issues that could affect the project (e.g. social demographics).

   – Identify the issues that concern stakeholders.

   – Identify where these issues occur (the interface between agricultural, environmental and social enterprise/industry).

   – Research the history of groups or areas.

   Environmental:

   – The mix of land use.

   – Existing condition of the environment.

   – Any environmental zones and sensitivities.

   Cultural:

   – The diversity of the citizens or stakeholder groups or groupings.

   – Your knowledge of culturally significant issues related to place or specific groups.

   Economic:

   – Industry groups and economic drivers that are directly and indirectly related to the project.

   – Trends that you may be aware of, such as rising land prices.

   – The range of business enterprises.

2. Connect related words or concepts with a line and use different colours to group ideas, stimulate the right brain functioning and aid memory. Other tips for developing a mind map are:

   – Consider using images to expand or clarify ideas.

   – Select key words and print in upper case.

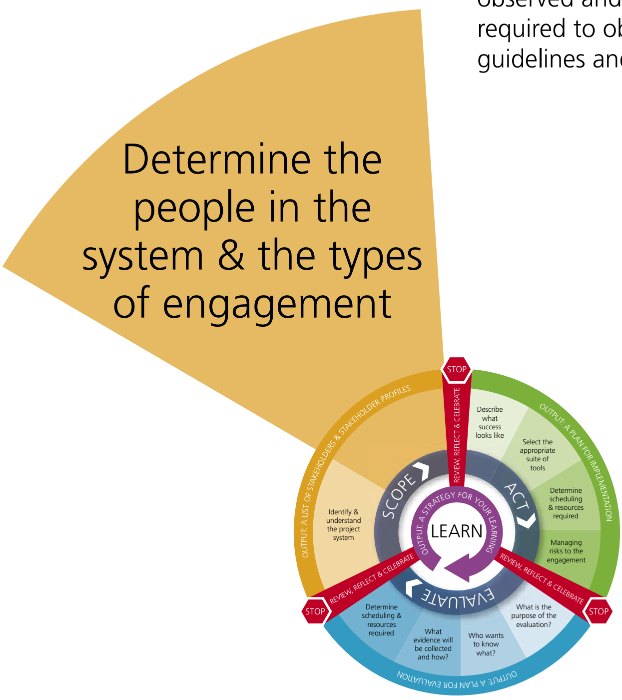
   – Be creative and keep your mind as 'free' as possible.

3. Check your description of the project system with other members of your project team.

3.1.2 Determine the People in the System and the Types of Engagement

This section examines in more detail those stakeholders who influence the system, their relationships with one another and to the project. New insights and relationships may appear that otherwise could have been overlooked.

Engaging your stakeholders at an early stage, enabling them to provide information as part of the project analysis and listening to and incorporating their ideas is essential to true engagement.



Identify the Stakeholders

Stakeholders strive for different kinds of development and change, depending on their values and needs. Each person linked to the process is likely to have their own view of what must be achieved, and how. This diversity among relevant stakeholders can be utilised to explore fundamentally different or even conflicting values and needs. Understanding the differences in values and needs offers insights into the design of your Engagement Plan.

It is also important to consider issues relating to the privacy of individuals. The Privacy Act 2000 should be observed and DSE staff are also required to observe Departmental guidelines and policy.

Stakeholder Checklist

In developing your list of stakeholders, consider the following questions:

- Are there any subsets of stakeholders that can be distinguished? Try to be as specific as possible. For example, farmers are often not a homogenous group and can be specified according to region, scale, farm management practices, etc.
- Who would normally be excluded from the engagement process? Will they be affected by the issue or decisions made? This might include young people, seniors, people with disabilities, people with English as a second language or Indigenous people.
- Who within the department/government/NGOs/industry needs to be involved?
- Are there any other people or groups that you may have overlooked?

Activity 2:
Identify the Stakeholders

Purpose:

To identify the stakeholders in your project.

Requirements:

Stakeholder Checklist

Worksheet A – Mind Map

Worksheet B – Collaboration and Conflict Matrix

Instructions:

1. Look at the mind map you developed in Activity 1. Based on what you have written here, the stakeholder checklist, and your understanding of the project system, identify your stakeholders and add them to the mind map (if they are not already listed), marking them with an asterisk (*).

   Your stakeholders are those people or groups of people who:

   – have an impact on the project

   – are impacted upon by the project.

   Remember, stakeholders extend beyond the broader community. You and/or your project team are stakeholders, as is the department or organisation implementing the project (e.g. DSE).
2. Once you have identified the stakeholders with an asterisk, record them in the 'Stakeholders' column of Worksheet B – Collaboration and Conflict Matrix.

Additional Considerations:

- Once you have identified the stakeholders, give some thought to their values and needs, and how this might impact upon the engagement process.
- It is important that you identify the key stakeholders' expectations for the engagement process as well as that of your own organisation. If there is a misalignment, particularly where the stakeholders are expecting to have a greater level of participation than had been planned, you will need to address this. In evaluating the expectation of the key participants, ask the following questions:

  – What levels of participation in the engagement process do stakeholders desire or expect?

  – What levels of participation in the engagement process do managers and technical staff support?

  – What levels of participation in the engagement process do the decision-makers support?[4]

  In the event that your organisation's engagement expectations are lower that those expected by community groups/individuals, you will need to do one of two things:

  – Change the expectations internally – present a case to management that outlines the risks of the current approach and provide suggestions as to how you might increase the level of participation; or

  – Continue with the current course of action and outline clearly the type of engagement and the rationale for it to the stakeholders concerned.

  If you choose the first option, it is important you carefully plan your approach to researching and understanding the needs of the community or the various stakeholders. This is essentially an engagement process in itself. If you choose the second option, you will need to have some contingencies ready for the potential community backlash. Develop clear answers to questions, supported by the organisation and a plan for handling the information received.
- You may need to do a little research to find out what the barriers to participation might be for some groups before moving on to the stakeholder analysis stage. For example, these might include transport (not enough money to catch a bus), fear of government, inappropriate gender situations or language and literacy - even in a first language.

[4] Adapted from IAP2 (2003) *Planning for effective public participation*, International Association of Public Participation

Stakeholder Analysis

A fundamental principle of developing an effective Engagement Plan for your project is to accurately identify and understand the stakeholders in your project.

For engagement with stakeholders to be effective, it is necessary to understand the complexities of the relationships between stakeholders and their relationship to the project. Stakeholder analysis leads to the identification of the types of engagement required to address your project objectives, which will form the basis of your Engagement Plan.

While stakeholder analysis can be time consuming and complex, time spent in this initial planning phase can reduce the risk of encountering obstacles that could otherwise have been anticipated, or missed opportunities that could have enhanced your project. In addition, undertaking a detailed stakeholder analysis can lead to a better understanding of those stakeholders who are less obvious but have the potential to enhance or undermine the ultimate outcome of your project.

There are many processes that enable you to more fully understand the nature and complexities of your various stakeholder groups, ranging from the very basic to the complex. A range of stakeholder analysis tools and resources have been included in *Book 3: the engagement toolkit*. Different tools will be suited to different projects.

For its rigour and depth, we recommend the CLIP (Collaboration and Conflict, Legitimacy, Interests and Power) social analysis tool created by Jacques M. Chevalier.

> *Social Analysis (CLIP) helps you create profiles of the parties that share a core problem or a main objective. These profiles are based on four factors: ongoing relations of collaboration and conflict, legitimacy, interests, and power.*[5]

CLIP is based on two guiding principles that can assist you in working through the stakeholder analysis component of your project:

- Firstly, stakeholders that share a core problem or project objective are those that can influence the situation or be affected by the actions related to the issue or project.
- Secondly, the influence exerted by stakeholders can impact positively or negatively as they attempt to satisfy their interests. Issues such as the use of power, legitimacy, level of interest, and collaboration or conflict require careful consideration.

The following questions may be useful to reflect on when undertaking a stakeholder analysis process and are central to the CLIP tool:

- Is there **collaboration** or **conflict** between stakeholders that could be used to constructively influence the project outcomes?
- Is the **legitimacy** of the stakeholders, in terms of their rights, responsibilities and resolve in relation to the project, recognised by the other parties?
- Are the stakeholders' **interests** in the project outcomes high, low or neutral where net gains or losses are concerned?
- Do the stakeholders have the **power** to affect the project outcomes through control of economic wealth, political authority, fear through intimidation, communication, etc?

5 Chevalier, JM (2004) 'The social analysis system', paper published online at: http://www.sas-pm.com/pdfs/Social_analysis_CLIP.pdf [accessed 11/05/05]

In the previous step of the Planning Key, you were asked to identify and develop an understanding of the project system. This task resulted in not just an identification of the social, environmental, cultural and economic conditions surrounding your project, but also the diversity of associated stakeholders. In the next stage of the engagement planning process, you will use CLIP to develop a full social analysis of these stakeholders.

We also recommend you revisit conclusions made during the planning stage throughout the implementation of the project. In most projects, the relationships between stakeholders will change over time, and so only by continually reviewing your initial analysis over the lifespan of the project can you be sure it remains relevant.

Stakeholder Analysis - Collaboration and Conflict

The first step of the CLIP process is to understand and chart the levels of **collaboration** and **conflict** between the various project stakeholders. A Collaboration and Conflict Matrix helps you analyse and chart the relationships between stakeholders.

Activity 3:

Collaboration and Conflict Analysis

Purpose:

To chart the nature of the relationships between the different stakeholders in your project.

Requirements:

Worksheet B – Collaboration and Conflict Matrix

Instructions:

1. Look at the stakeholders you listed in the Collaboration and Conflict Matrix in Activity 2. Working through your list of stakeholders in the second column from top to bottom, consider their relationship with each of the other stakeholders listed from left to right, *from their perspective* (the same two stakeholders may have very different perspectives of their relationship):
   - Where the first stakeholder has a collaborative relationship with the second, insert '+' in the corresponding grid.
   - Where the first stakeholder is in conflict with the second stakeholder, insert 'x' in the corresponding grid.
   - Where the first stakeholder has a mixed relationship (i.e. there is potentially both collaboration and conflict at various times) with the second stakeholder, insert 'm' in the corresponding grid.
   - Where the first stakeholder has a neutral relationship with the second stakeholder, insert 'n' in the corresponding grid.
   - Where you are uncertain of the first stakeholder's relationship with the second stakeholder, insert 'u' in the corresponding grid.
2. Discuss your decisions with other team members to see if they agree with your conclusions. They may be able to provide insights into stakeholder relationships that reveal complexities you had not accounted for.
3. As you move through the following activities, return to your Collaboration and Conflict Matrix and evaluate whether:
   - the decisions you made here are still valid
   - the stakeholders should be broken down further to provide for better planning.

   Remember, this activity relies on your current understanding of the relationships between stakeholders at any given time in your project. Your understanding may change, just as the nature of these relationships may change, and so you are advised to update your Collaboration and Conflict Matrix accordingly.

Additional Considerations:

- Are there people within a group of stakeholders who have very different relationships with other stakeholders? If so, you may want to re-examine your groups to distinguish between these stakeholders, depending on the nature and objectives of your project. For example, if you listed 'fishermen' as being stakeholders in your project, you might find it useful to break this group down further into 'professional fishermen' and 'recreational fishermen'.
- Are there stakeholders that appear to collaborate as a group? If so, are there opportunities here for your engagement approach?
- Where relationship ties show conflict, is this conflict potentially destructive, or can this conflict be utilised constructively?
- How could both the collaborative and conflicting relationship ties affect the potential outcome of the project?
- Is there an existing relationship of trust with the stakeholders, or does this need to be considered in the engagement planning process?

It is important to reflect on the above questions and subsequent actions that you may need to consider in order to achieve your project objectives. Opposing interests need to be carefully considered when developing your Engagement Plan. If you discuss your initial analysis with some stakeholders, but not all of them, be aware that any resulting plans may reflect the interests of those you have discussed this analysis with and others who have similar interests.

Activity 4:
Stakeholder Analysis

Purpose:

To create a profile card for each stakeholder and record their relationship of collaboration or conflict with the other stakeholders.

Requirements:

Worksheet B – Collaboration and Conflict Matrix

Worksheet C – Stakeholder Profile Card (multiple copies required)

Instructions:

1. Make a copy of Worksheet C – Stakeholder Profile Card for each stakeholder listed in the second column of the Collaboration and Conflict Matrix. Write the name of the stakeholder, the reference number from the Collaboration and Conflict Matrix and the date.
2. Write down why you are engaging this stakeholder. For example, it may be to seek expert advice, or it may be that the activities of this particular community group are likely to be impacted by the project outcome.
3. Using the results from the Collaboration and Conflict Matrix, write down the name of the stakeholders (or reference number) with whom this stakeholder is collaborating, and those with whom this stakeholder is in conflict.

Stakeholder Analysis – Power

By developing an understanding of the role **power** plays in stakeholder relationships, you can identify opportunities or obstacles you may encounter, not just in the engagement planning, but throughout the project as a whole.

Chevalier[6] identifies four major sources of power:

- economic wealth
- political authority
- the ability to use force or threats of force
- access to information (knowledge and skills) and the means to communicate.

Do your stakeholders have access to economic wealth, which may include access to, or use of natural resources, possession and/or ownership of material goods, equipment, financial resources (e.g. capital, income, savings) and property in kind?

What political authority do the stakeholders hold in relation to the project? Political authority includes the legal legitimacy of a role that provides the ability to make decisions and implement rules and regulations.

6 Chevalier, JM (2004) 'The social analysis system', paper published online at: http://www.sas-pm.com/pdfs/Social_analysis_CLIP.pdf [accessed 11/05/05]

The use of force or threats includes the power to use physical strength and convince others they may be harmed physically in some way. Is there an issue around the use of force that needs to be considered? You may need to look at managing these risks as well as occupational health and safety issues (see *Book 1: an introduction to engagement*).

Do your stakeholders have access to various forms of information or means of communication they can use to further their own point of view? Access to information relevant to the project (e.g. facts, documents, knowledge, skills such as technical expertise and experience, links to formal and informal networks) as well as the means to communicate (e.g. use of media such as television, radio, the internet, newspapers and other publications) can be used to influence project outcomes.

Activity 5:

Stakeholder Analysis (Power)

Purpose:

To assess the power of each stakeholder to influence the project outcome.

Requirements:

Worksheet C – Stakeholder Profile Card (multiple copies required)

Instructions:

1. Look at the Power section of each Stakeholder Profile Card. Consider the stakeholder's ability to control the various modes of power (economic assets, authority, etc.) to oppose or promote the overall project objectives. Rate the degree to which the stakeholder has control over each mode of power as either 'high', 'medium' or 'low or none'.
2. Discuss your assessment with others who may be in a position to validate your decision (keeping in mind any privacy issues).
3. Give the stakeholder an overall score for power, based on these results and your own judgement. Note that a stakeholder may be powerful even if they have control over only one of these modes of power. If you consider the stakeholder to have a high or medium overall ranking for power, tick the box with the 'P'.

Additional Considerations:

- Sometimes an analysis of the different modes of power between stakeholders provides useful insights. For instance, one group may have money to fund a project but not the authority to implement it. Look for opportunities where stakeholders may be able to work together to enhance your overall project outcome.
- There may be other modes of power not listed here that are relevant to your stakeholders.

Stakeholder Analysis – Interests

A stakeholder's **interests** can be defined as their potential net gain or net loss resulting from the course of action you are proposing. These gains or losses can affect the control a stakeholder has over the final outcome, or will have, as a result of the planned action.

For example, a project to extend the existing public transport network to a new suburb might have both gains and losses for residents of the suburb. The increased level of access to other areas and reduced reliance on cars would be gains for residents, while a possible increase in noise and decreased value for houses closest to the new service are potential losses for the residents. If you believe that most residents are likely to see the potential gains in this case as outweighing the potential losses, then the result is a net gain for these stakeholders.

Identifying interests is often complex, and sometimes an individual's interests will differ from those of the group they represent. In such cases it may be advantageous to divide your stakeholders into further sub-groups. Careful consideration is required to ensure your planning process accurately reflects the reality of your stakeholders.

Activity 6:
Stakeholder Analysis (Interests)

Purpose:

To assess the interests of each stakeholder in the overall project objective.

Requirements:

Worksheet C – Stakeholder Profile Card (multiple copies required)

Instructions:

1. Look at the Interests section of each Stakeholder Profile Card. Write down the potential gains and the potential losses for the stakeholder as they relate to the overall project objective.
2. Rate the potential net gains and losses for the stakeholder. If the stakeholder has much to gain from the project, rate them high by circling '++'. If they have much to lose from the project, also rate them high by circling '--'. At the other end of the scale, circle '0' if the stakeholder has little to gain or to lose from the intended outcome of the project.
3. Give the stakeholder an overall score for their interests, based on their potential net gains or losses. If the stakeholder's interests, as they relate to the overall project objective, are high or medium, tick the box with the 'I'.

Additional Considerations:

- Sometimes you need to consider the influence of people who are not actually involved in the project. Sometimes it is the people your stakeholders talk to from outside the project who have the greatest influence without ever being directly involved.

Stakeholder Analysis – Legitimacy

Legitimacy can be provided by law or local custom. Chevalier defines legitimacy as the degree to which other parties recognise the stakeholder's rights and responsibilities and the resolve they show in exercising them (the three *R*s)[7]. Exploring the rights, responsibilities and resolve of stakeholders, including yourself, can help you to understand your ability to handle the issues and relationships relevant to your project.

In analysing a stakeholder's degree of legitimacy, you should consider the following questions:

- What are the rights and responsibilities of the stakeholder and how important are they in relation to addressing your project objectives?
- What is the level of resolve, or determination, of the stakeholder in exercising these rights and responsibilities?
- Are there conflicting rights and responsibilities between stakeholders that may have an impact on the issue or project objectives?

Activity 7:
Stakeholder Analysis (Legitimacy)

Purpose:

To assess the degree to which each stakeholder's legitimacy in the project is recognised by the other stakeholders.

Requirements:

Worksheet C – Stakeholder Profile Card (multiple copies required)

Instructions:

1. Look at the Legitimacy section of each Stakeholder Profile Card. Rate the degree to which the other stakeholders recognise the rights, responsibilities and resolve of the stakeholder as they relate to the project.
2. Give the stakeholder an overall score for legitimacy, based on these results and your own judgement. If you consider the stakeholder to have a high or medium ranking for legitimacy, tick the box with the 'L'.

7 Chevalier, JM (2004) 'The social analysis system', paper published online at: http://www.sas-pm.com/pdfs/Social_analysis_CLIP.pdf [accessed 11/05/05]

CLIP Descriptor

The CLIP tool assigns each stakeholder a code according to their level of power, interest and legitimacy. Each code has a corresponding descriptor, as shown in the table below.

The descriptors are divided into three categories, according to the level of importance in terms of impact on the project, from most important (power) to least important (legitimacy).

CLIP Categories		
CLIP Code	**CLIP Descriptor**	**CLIP Detail**
Category 1: the level of Power that a stakeholder can exercise		
PIL	Dominant	Power high, net gain/loss high, legitimacy high
PI	Forceful	Power and net gain/loss high, legitimacy low or none
Category 2: the Interests stakeholders pursue for this situation		
PL	Influential	Power and legitimacy high, net gain/loss low or none
P	Dormant	Power high, legitimacy and net gain/loss low or none
L	Concerned	Legitimacy high, power and net gain/loss low or none
Category 3: the level of Legitimacy the stakeholder holds		
IL	Vulnerable	Legitimacy and net gain/loss high, power low to none
I	Marginal	Net gain/loss high, power and legitimacy low or none

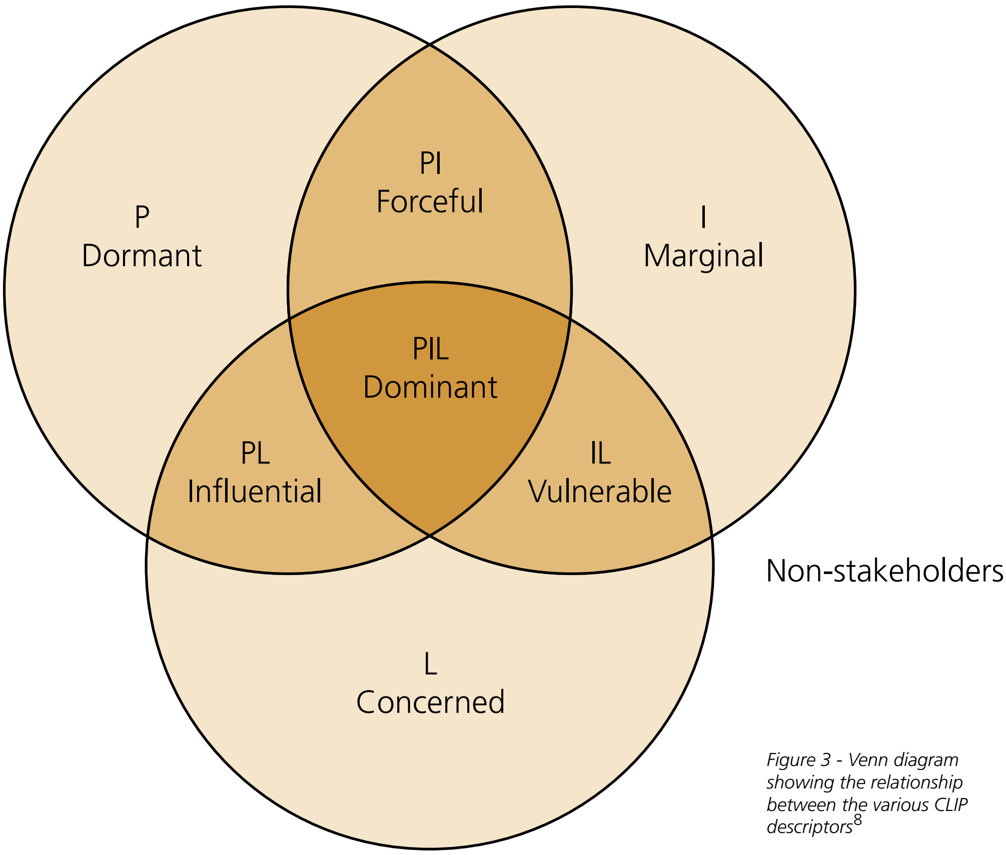


Figure 3 - Venn diagram showing the relationship between the various CLIP descriptors[8]

The relationship between the different descriptors can be represented in a Venn diagram, as shown in Figure 3.

Patterns and relationships are often not fully revealed until viewed as a diagram. Charting your stakeholder analysis using a Venn diagram can assist you to understand the position of each stakeholder in relation to the others, and enable you to explore the implications for the engagement process.

Optimum Engagement Type

Once a stakeholder analysis has been carried out, it is possible to determine the optimum type of engagement for that particular stakeholder.

In *Book 1: an introduction to engagement*, the IAP2 Public Participation Spectrum was used to show the possible types of engagement in a community engagement activity.

In Activity 8 you will be asked to identify a CLIP code and descriptor for each stakeholder, then consider the type(s) of engagement you might employ for this stakeholder in your project.

The IAP2 Public Participation Spectrum has been reproduced here to assist you in completing Activity 8.

Note: IAP2 use the term 'public' to refer to what we have called 'community' or 'stakeholders'. In this Workbook, we ask you to consider all stakeholders in your project, not just those in the 'broader' community (or public), but also those within your own organisation, including yourself and/or your project team.

[8] Chevalier, JM (2004) 'The social analysis system', paper published online at: http://www.sas-pm.com/pdfs/Social_analysis_CLIP.pdf [accessed 11/05/05]

IAP2 PUBLIC PARTICIPATION SPECTRUM

INCREASING LEVEL OF PUBLIC IMPACT

INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
Public Participation Goal:	**Public Participation Goal:**	**Public Participation Goal:**	**Public Participation Goal:**	**Public Participation Goal:**
To provide the public with balanced and objective information to assist them in understanding the problems, alternatives 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-making in the hands of the public.
Promise to the Public:	**Promise to the Public:**	**Promise to the Public:**	**Promise to the Public:**	**Promise to the Public:**
We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for direct advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.
Example Tools:	**Example Tools:**	**Example Tools:**	**Example Tools:**	**Example Tools:**
• 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.

Activity 8:

Stakeholder Analysis (CLIP Descriptor and Engagement Type)

Purpose:

To determine the CLIP descriptor and optimum engagement type(s) for each stakeholder.

Requirements:

IAP2 Public Participation Spectrum

Worksheet C – Stakeholder Profile Card (multiple copies required)

Instructions:

1. Review each Stakeholder Profile Card and the overall score you gave each stakeholder for each of the CLIP components, Power, Interest and Legitimacy. Circle the appropriate CLIP descriptor based on these overall scores.

   For example, if you ticked 'P' to indicate the stakeholder possessed high/medium power, and 'I' to indicate they had high/medium interests, but did not tick 'L' because they had low/no legitimacy, the CLIP code is 'PI' and the CLIP descriptor is 'forceful'.

   If the stakeholder had high or medium interests, but low or no power or legitimacy, their CLIP code is 'I' and their CLIP descriptor is 'marginal'.

2. Listed below each CLIP code and descriptor are the corresponding suggested types of engagement, based on the IAP2 Public Participation Spectrum.

   Circle the type or types of engagement you think appropriate for that stakeholder. Refer back to the IAP2 Public Participation Spectrum to ensure you are able to meet the promise to the stakeholder that each type of engagement implies. The types of engagement for each CLIP descriptor are suggestions only. You may find you need to employ a different type of engagement for a particular stakeholder, based on the circumstances of your project.

Additional Considerations:

- Your planning may need to incorporate varying types of engagement for the same stakeholder throughout the course of the project. For example, a stakeholder may only wish to be informed during the initial stages, but consulted when the project evolves or focuses on issues that concern them. Consequently, the promise made may differ for different stages of the project, and a different set of tools may be required to accommodate this.
- Looking at the CLIP descriptor for each stakeholder – using a Venn diagram if this helps further your understanding of the relationships – are there instances where the project might benefit from a change to the stakeholder's existing descriptor?

For example, a stakeholder may be dominant (PIL) and this may have negative consequences for your project and what you are attempting to achieve. Conversely, there may be stakeholders who are marginal or vulnerable and therefore their ability to contribute to the project, and the desired outcome, may be inhibited. Consideration of these issues at this point in your planning will result in a fairer and better overall outcome for your project. Possible strategies to involve and strengthen less visible and powerful stakeholders include:

– fact-finding missions or activities

– building new coalitions

– increasing the resources available to specific marginal or vulnerable stakeholders

– strengthening local organisations or supporting them so that they can work with you

– developing a common vision and shared goals

– promoting more honesty or goodwill

– making processes more democratic

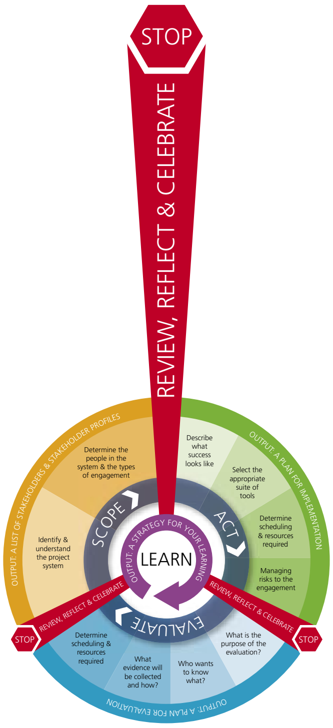
– creating opportunities for leadership

– upholding local traditions

– using available legal and institutional resources

– increasing public awareness.

3.1.3 Review, Reflect and Celebrate



One trap people frequently fall into with community engagement activities is to determine a method before having clearly defined the purpose of engagement or the stakeholders to be engaged. This can lead to unforeseen situations or risks that could have been prevented, or at least managed through the development of a risk management plan. Ultimately, this can lead to time and cost blow-outs, as well as compromising the reputation of your organisation and the community's perception of the project itself.

You are encouraged to carefully reflect on your preliminary work at this time to ensure you are sufficiently prepared to embark on the next phase of the engagement planning process. Reviewing and reflecting on information gathered so far is an important step in ensuring the effectiveness of your eventual engagement. At this point in the process you are able to objectively assess the material you have gathered, capture any insights and build on this new information in your Engagement Plan.

Think about the following questions or work through them with your project team:

- What stands out for you now with regards to the stakeholders and the system generally?
- What concerns you?
- What excites you?
- What new insights have you gained through the process you have undertaken?
- Do your overall project objectives need to be refined? If so, how?
- What needs to be renegotiated, if anything?
- How do you plan to celebrate your success so far?

It may also be helpful for you to visit the 'Learn' section of this Workbook to ensure you capture and address personal and team learning opportunities and build these into your planning.

3.2 Act

Output: A Plan for Implementation

This wedge of the Planning Key describes the stages in planning the 'Act' component of your engagement. In this section you will develop your Strategic and Operational Engagement Plans, as well as a strategy to manage the risks associated with the engagement.

You will be asked to describe what project success will look like, select the best suite of tools to match your engagement approach, develop a schedule and identify resources, and then explore the risks associated with your choices and develop ways to manage these effectively.

3.2.1 Describe What Success Looks Like

This section invites you to consider what success looks like in your community engagement approach from three perspectives; the project team, the community and your organisation (or Minister).

The following considerations are designed to take you through the process of identifying the potential success of your community engagement approach as part of your overall project. They are based on Bennett's Hierarchy[9] to assist with evaluation. In answering these questions you should consider the long-term outcomes of your engagement approach, as well as identifying any possible steps towards achievement of your project goals.

Define success for each of the different groups of stakeholders in your project:

- the project team
- your organisation, sponsors, industry and/or Minister
- the community.

In defining this success, consider the following factors by which it may be measured:

- social, cultural, economic and environmental conditions
- behavioural change
- knowledge, attitude, skills and aspirations
- reaction to, and participation in, the community engagement process.

Activity 9:
Defining Success

Purpose:

To describe what success looks like for the engagement component of your project.

Requirements:

Template 1 – Strategic Engagement Plan

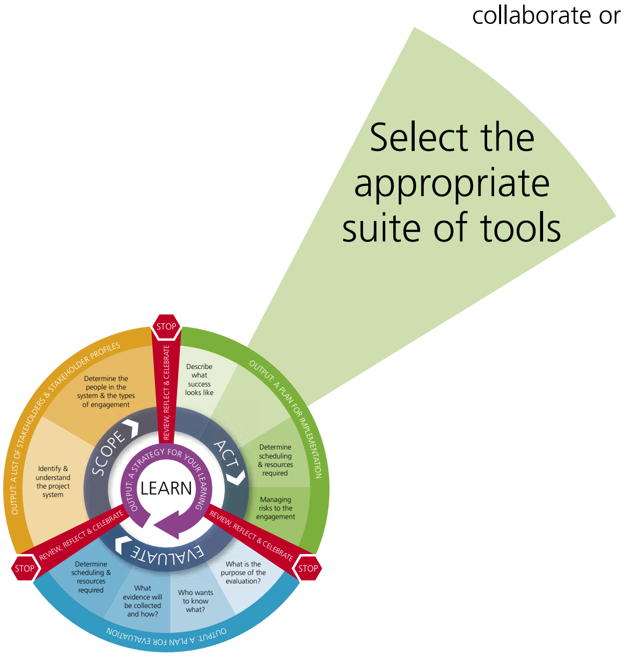
Instructions:

1. Enter the project title and current date in the appropriate sections at the top of Template 1 – Strategic Engagement Plan.
2. Think about your objectives for the engagement component of the project. Refer back to the overall project objectives in your implementation plan if this helps. In the appropriate column, define what successful engagement would look like for yourself and your project team; your organisation, sponsors, industry and/or minister; and finally, the community and other stakeholders, taking into consideration:
   - social, cultural, economic and environmental conditions
   - behavioural change
   - knowledge, attitude, skills and aspirations
   - reaction to and participation in the community engagement process.

9 Bennett, C (1975) 'Up the hierarchy', *Journal of extension*, [Online], 13(2). Available at: http://www.joe.org/joe/1975march/1975-2-a1.pdf [accessed 02/07/2005]

3.2.2 Select the Appropriate Suite of Tools

To meet the promise made to stakeholders (see the IAP2 Public Participation Spectrum in section 3.1.2) and achieve a successful overall project outcome, it is important that you select the appropriate tools for the engagement.



The table on pages 26 and 27 outlines a range of tools, listed in detail in *Book 3: the engagement toolkit*, many of which have been kindly reproduced from the Citizen Science Toolbox.[10] For the purposes of this engagement planning exercise, the tools have been matched to the IAP2 Public Participation Spectrum. This table should be used as a guide only. A bracket indicates the tool that best fits the engagement approach (inform, consult, involve, collaborate or empower).

The table can also be used for individual decision-making. For example, technical assistance in a group situation is often about informing. However, for an individual this information can be empowering, assisting directly in their own decision-making, as in the case of providing extension dairy advice to a farmer.

You will also notice the ‘diverge’ and ‘converge’ columns in the table. A diverging tool is one that predominantly focuses on generating ideas and information. A converging tool allows for decisions or recommendations to be made, or solutions to be suggested. Some tools can be both diverging and converging tools, while others will focus on one specific outcome.

For details regarding the objectives, outcomes, strengths, weaknesses, resources required (cost, time, audience size, etc.) and the method for implementing each tool, refer to *Book 3: the engagement toolkit*.

10 http://www.coastal.crc.org.au/toolbox/index.asp [accessed 02/07/2005]

Engagement Tool Classifications

Tool	Inform	Consult	Involve	Collaborate	Empower	Diverge	Converge
Backcasting	✓	✓	{✓}	{✓}	{✓}		✓
Brainstorming		✓	{✓}	{✓}	{✓}	✓	
Briefings	{✓}	✓					✓
Citizen committees		{✓}				✓	✓
Citizen juries		✓	{✓}	{✓}		✓	✓
Civic journalism	✓	✓				✓	✓
Community fairs	{✓}					✓	
Community indicator			✓	{✓}	✓	✓	✓
Community profiling	✓	{✓}	✓	✓	✓		✓
Conference	{✓}	✓	✓	✓	✓	✓	✓
Consensus conference		{✓}	✓	✓		✓	✓
Deliberative opinion polls	✓	{✓}					✓
Delphi study		✓	{✓}	✓	✓	✓	✓
Design charrettes	✓					✓	✓
Displays and exhibits	{✓}	✓				✓	
Electronic democracy		{✓}	✓			✓	
Expert panel	✓	✓	{✓}	✓	✓		✓
Field trips	{✓}	✓				✓	
Fishbowl	✓	{✓}	✓			✓	
Focus groups		✓				✓	
Future search conference		✓	{✓}	✓	✓	✓	✓
Information contacts	✓					✓	
Information hotline	✓					✓	
Information repository	✓					✓	
Interactive TV	✓	{✓}				✓	
Interactive video display kiosks	✓					✓	
Key stakeholder interviews		✓				✓	
Kitchen table discussion	✓	{✓}	✓	✓	✓	✓	✓
Media releases	{✓}	✓	✓	✓	✓	✓	
Mediation and negotiation			✓	{✓}	✓	✓	✓
Mind maps	✓	{✓}	✓	✓	✓	✓	
Multi Objective Decision Making Support (MODSS)			✓	✓	{✓}	✓	✓
Newspaper inserts	✓	{✓}	✓			✓	
Nominal group			✓	✓	{✓}	✓	✓
Open house	✓	{✓}	✓	✓		✓	
Open space technology			✓	✓	{✓}	✓	✓

Engagement Tool Classifications

Tool	Inform	Consult	Involve	Collaborate	Empower	Diverge	Converge
Participant observation		{✓}	✓	✓		✓	
Photovoice		{✓}	✓			✓	✓
Planning4real			✓	✓	{✓}	✓	
Poster competitions	{✓}	✓	✓			✓	
Printed information	{✓}	✓				✓	
Prioritisation matrix		✓	✓	{✓}	✓	✓	✓
Public conversation	✓	{✓}	✓	✓		✓	
Public involvement volunteers	✓	✓	{✓}	✓		✓	✓
Public meeting	✓	{✓}	✓	✓		✓	✓
Questionnaires and responses	✓	{✓}				✓	
Role plays	{✓}	✓				✓	
Samoan circles	✓	✓	✓	{✓}	✓	✓	
Scenario testing	✓	✓	{✓}	✓	✓	✓	✓
Search conference		✓	{✓}	✓		✓	✓
Shopfront	{✓}	✓				✓	
Simulation (electronically generated)	✓	✓	{✓}	✓	✓	✓	✓
Sketch interviews	✓	{✓}	✓	✓		✓	
Snowball sampling		{✓}	✓				✓
Speakout (version 1)	{✓}	✓				✓	
Speakout (version 2)			✓	✓	{✓}	✓	✓
Stakeholder analysis (CLIP)	✓	✓	✓	✓	✓	✓	✓
Stakeholder analysis (Stakeholder matrix)	✓	✓	✓	✓	✓	✓	✓
Stakeholder analysis (Venn diagrams)	✓	✓	✓	✓	✓	✓	✓
Study circles		✓	{✓}	✓	✓	✓	
Submissions	✓	{✓}	✓				✓
Surveys	✓	{✓}				✓	
Technical assistance	✓	✓	{✓}	✓	✓		✓
Technical reports and discussion papers	{✓}	✓				✓	
Telephone trees	{✓}	✓				✓	
Visioning		✓	✓	{✓}	✓	✓	
Websites	✓	✓	✓	✓		✓	✓
Workshops		✓	{✓}	✓	✓	✓	✓

In Activity 10, you are asked to select the most appropriate tools for your engagement. The idea is to select the suite of tools that will be most effective in meeting your objectives and proposed engagement approach for each stakeholder.

Activity 10:
Tool Selection

Purpose:

To select the best tools to engage your stakeholders.

Requirements:

Engagement Tool Classifications

Worksheet C – Stakeholder Profile Cards

Template 1 – Strategic Engagement Plan

Book 3: the engagement toolkit

Instructions:

1. Review the Stakeholder Profile Card for each stakeholder. Enter the stakeholders in the appropriate column of Template 1 – Strategic Engagement Plan, according to the type of engagement you want to employ with them.

   There may be some stakeholders you will engage using different types of engagement throughout the course of the project. Include them in all appropriate columns.
2. Use the Engagement Tool Classifications table, and the descriptions provided in *Book 3: the engagement toolkit*, to select the most appropriate tools to engage your stakeholders. Write the name of each tool in the corresponding column of the Strategic Engagement Plan, according to your proposed type of engagement. Use the 'diverge' and 'converge' columns of the table above to help make your decision (diverging tools help generate ideas and information, while converging tools help with decision-making and problem resolution).

Additional Considerations:

- If working with young people, Indigenous or culturally and linguistically diverse (CALD) communities or people with a disability, use the information gained during the Stakeholder Analysis to refine your selection of tools.

Issues such as preferred meeting places and decision-making styles, gender mixes or written and spoken English proficiency may influence your choice. For example, you may reject tools that require confident written English ability if your stakeholders include recent arrivals who have English as a second language.

3.2.3 Determine Scheduling and Resources Required

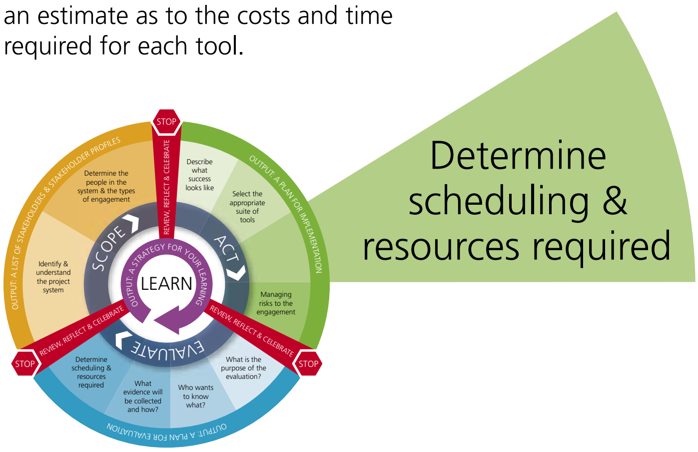
Now that you have selected the most suitable tools for your engagement, you will be asked to carefully consider the scheduling of activities and identify the range of resources you will require. In Activity 11 you will begin developing the operational component of your Engagement Plan.

At this point in development of your Engagement Plan, it can be difficult to decide how the activities should be scheduled, and whether the sequencing is in a logical order. Some activities occur in parallel, some activities may be repeated, while other activities may be combined so they take place together. One of the challenges is to maintain pace and momentum.

Things to consider when developing the operational component of your Engagement Plan include:

- the current level of information held within the project team
- seasonal constraints that might affect the ability of your stakeholders to be involved
- existing project timeframes and milestones
- the time required to design and implement a tool, and then to evaluate the activity.

In particular, you will need to consider the level of resources you require to implement your Engagement Plan. Again, you may wish to refer to *Book 3: the engagement toolkit* to make an estimate as to the costs and time required for each tool.



Activity 11:
Activity Planning (part 1)

Purpose:

To schedule engagement activities and allocate appropriate resources.

Requirements:

Worksheet C – Stakeholder Profile Cards

Template 1 – Strategic Engagement Plan

Template 2 – Operational Engagement Plan

Book 3: the engagement toolkit

Instructions:

1. Review your Strategic Engagement Plan and the suite of tools you have selected to engage your stakeholders. Enter the name of each tool or activity and the corresponding engagement type in the first two columns of Template 2 – Operational Engagement Plan.
2. List the appropriate stakeholders for each tool/activity in the 'Stakeholders involved' column of the Operational Engagement Plan. Use either the stakeholder name, or the reference number from the Stakeholder Profile Cards.
3. Using *Book 3: the engagement toolkit*, determine what resources you require for each tool/activity. Resources will include staff, funding and skills/expertise.

Additional Considerations:

- What are the skills/competencies needed for the further design and delivery of your Engagement Plan? Are these competencies held by anyone involved in development and implementation of the Engagement Plan?
- Do the stakeholders have the capacity (knowledge, skills, aspirations and attitudes) to participate in and implement the tools/actions outlined in the plan?
- Where can you access outside skills and expertise?
- Does accessing or developing these skills match the available budget?

Further details of these skills and ways to improve them are outlined in section 3.4.

Implementing engagement tools and conducting engagement activities is one part of the engagement process. Another is ensuring that the discussions, outcomes and decisions arising out of these activities are communicated back to participants. Providing feedback to your stakeholders is central to the engagement process.

In Activity 12 you are asked to complete the remaining columns of the operational component of the Engagement Plan. In order to do this, first consider the following questions:

- Who has responsibility for these major task sets?
- What can be delegated amongst the project team?
- Have you allowed adequate time to conduct the selected tools?
- What are the strengths, weaknesses, opportunities and threats with respect to:
  - project team availability?
  - staff availability?
  - stakeholder availability?
- How will you communicate the outcomes to stakeholders and have you allowed adequate time and resources for the tasks related to providing this feedback?

Activity 12:

Activity Planning (part 2)

Purpose:

To identify the method, allocate responsibility and schedule activities for feedback collection and distribution.

Requirements:

Template 2 – Operational Engagement Plan

Book 3: the engagement toolkit

Instructions:

1. Review each tool/activity planned for the project in the Operational Engagement Plan. Identify the appropriate person in the project team (or externally if necessary) and enter their name in the 'Who responsible' column.
2. Use the indicative timings provided in Book 3: the engagement toolkit to help you plan the start and finish dates for each activity.
3. Identify the method(s) for capturing and distributing feedback to the stakeholders, according to the nature of the tool/activity and the engagement promise you are making. This may take the form of a weekly meeting, project reports or a newsletter. Enter this information in the 'Feedback method' column and allocate responsibility. This may be the same person responsible for managing the overall tool/activity.
4. Enter the start and finish dates for collecting and distributing feedback.
5. Once completed, you are advised to include the details of these tools/activities, including the start and finish dates, within your overall project implementation plan.

Additional Considerations:

- Have you involved every stakeholder in at least one tool/activity? If not, revisit your Engagement Plan to see how they might be included.
- Some stakeholders may be involved in multiple tools/activities. Have you made allowance for this in your Engagement Plan scheduling?
- Looking at the Collaboration and Conflict Matrix developed in Activity 3, are there any tools/activities you have planned where a conflict between stakeholders is likely to cause a problem? If so, are there steps you can take to mitigate this as a project risk? For example, you may try using a different tool/activity, running them separately or modifying the tool/activity itself in some way to account for this conflict.

3.2.4 Managing Risks to the Engagement

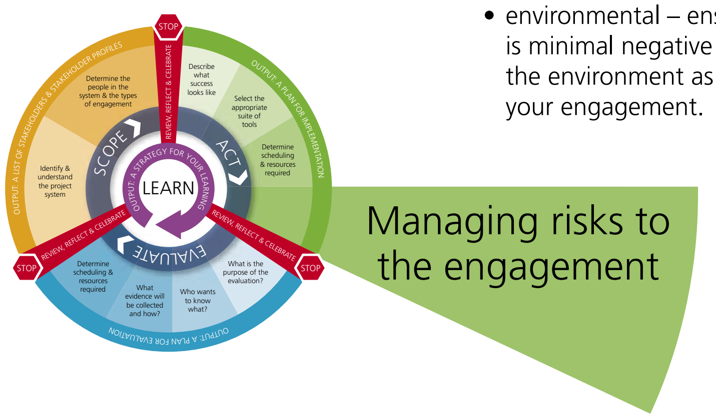
Like any other project component, community engagement involves a degree of risk. Risk can take many forms, such as using an unsafe building to conduct engagement activities, through to having a particular stakeholder or stakeholder group deliberately sabotage your efforts. The better you are able to manage these risks, by either putting strategies in place to stop them occurring or reducing the consequences if they do, the better chance your engagement has of success.

If community engagement is a large part of your project, or the potential consequences are significant if it is not done well, it is recommended that the engagement component be run as a project in its own right with its own risk profile. In this case you should use a specific risk management process like the one detailed in Activity 13.

If community engagement is a small part of your project or your organisation's day-to-day operations, then it should be included in the overall risk profile for the project or organisation.

Regardless of the approach you choose, risks to the following should be identified, assessed and a strategy developed to manage them:

- achieving the objective of the engagement
- completing the engagement on time
- completing the engagement within the specified budget
- safety of staff and the people with whom you are engaging
- legal – ensuring the people conducting the engagement are operating within the bounds of the law and regulation
- reputation – ensuring that conducting the engagement is not going to have a negative impact on the reputation of your organisation
- environmental – ensuring there is minimal negative impact to the environment as a result of your engagement.



Engagement Risk Planning Process

Figure 4 to right shows an overview of the standard DSE risk planning process, which can be applied to any community engagement activity.

It begins with identification of the various sources of risk for the engagement, first examining the nature of these risks if nothing were done, and then the options to control or mitigate these risks. If the residual risk is not acceptable, the process is repeated, otherwise a contingency plan is developed. Monitoring and reviewing the risk profiles and strategies over the project lifespan will help to identify required changes or new risks that emerge.

For the purposes of this Workbook, indicators for social risk factors have been incorporated within the standard risk process. These indicators have been included to highlight the importance of social risk factors in effective engagement.

Risk Ratings

In Activity 12, you will use the following risk ratings to develop a series of Risk Profiles for your engagement. These ratings are based on DSE's standard risk framework and adapted for community engagement. Non-DSE users should refer to their own organisation's risk management ratings.

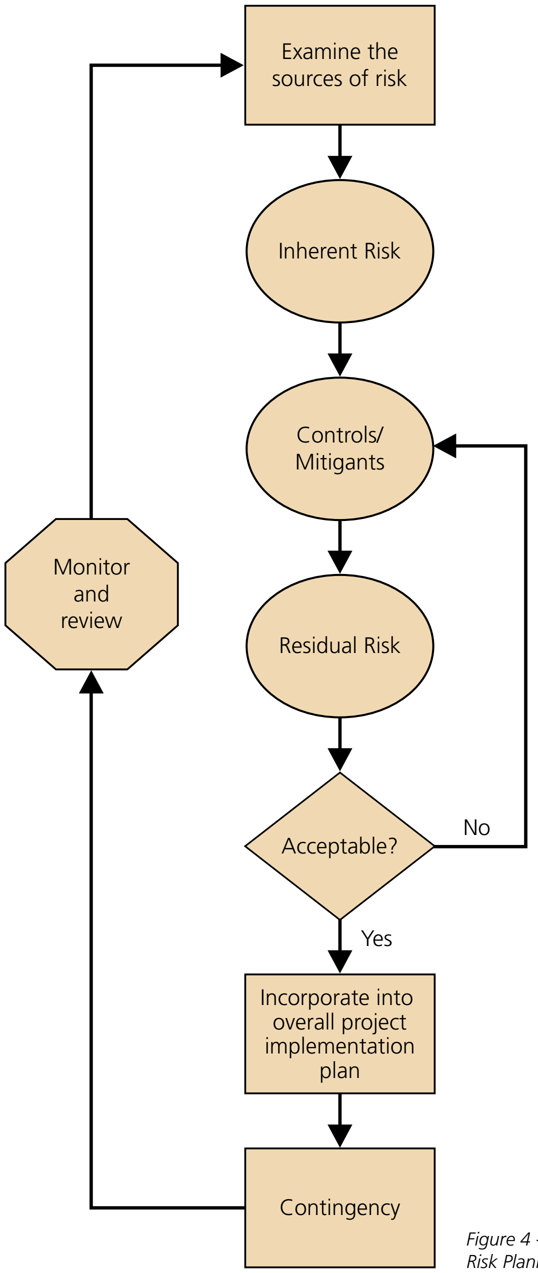


Figure 4 - Engagement Risk Planning Process

1. Consequence Ratings

Rating	Description	Business	Human	Financial	Environmental	Legal	Reputation	Social	
5	Catastrophic	Outcome not achieved	Multiple fatalities or significant irreversible disability (> 50%) to > 50 persons	Above $15m loss	Very serious long-term environmental impairment of ecosystem functions	Significant prosecution and fines	Serious public or media outcry (international coverage)	Civil disobedience (e.g riots, panic)	Large scale community breakdown and significant community apathy
4	Major	Sub-outcome not achieved or outcome delayed	Single fatality and/or irreversible disability (> 30%) to one or more persons	Up to $15m loss	Serious long-term environmental impairment of ecosystem functions	Major breach of regulation	Serious public or media outcry (national coverage)	Community outrage (e.g. protest demonstrations, blame and distrust)	Dismantling of formal relationships, reduced community participation
3	Moderate	Sub-outcome delayed	Moderate irreversible disability or impairment (< 30%) to one or more persons	Up to $5m loss	Serious medium-term environmental effects	Serious breach of regulation with investigation or report to authority with prosecution powers and/or moderate fine possible	Significant adverse attention by media, public, or NGO (state-based)	Community conflict (e.g. aggression)	Breakdown of inter-community relationships
2	Minor	Sub-outcome degraded but still achieved	Significant but reversible disability requiring hospitalisation	Up to $1m loss	Moderate short-term effects but not affecting ecosystem functions	Minor legal issues, non-compliances and breaches of regulation	Media attention of local concern	Polarisation of views	Reduced community reciprocity and mutual support
1	Insignificant	Negligible impact on sub-outcome	No medical treatment required	Up to $10,000 loss	Minor effect on biological or physical environment	N/A	Minor, adverse local public or media attention or complaints	Short-term adverse reactions	Short-term community disinterest

2. Likelihood Ratings

Rating	Description
5	Almost certain
4	Likely
3	Neutral (50/50)
2	Unlikely
1	Rare

3. Overall Rating

		Consequence				
		Insignificant (1)	Minor (2)	Moderate (3)	Major (4)	Catastrophic (5)
Likelihood	Almost certain (5)	Low	Medium	Significant	High	High
	Likely (4)	Low	Medium	Significant	Significant	High
	Neutral (3)	Low	Low	Medium	Significant	Significant
	Unlikely (2)	Low	Low	Medium	Medium	Significant
	Rare (1)	Low	Low	Low	Low	Medium

Activity 13:
Risk Management

Purpose:

To identify the potential sources of risk to your project, establish controls to create an acceptable level of risk and a contingency strategy for each risk.

Requirements:

Risk Ratings (1. Consequence, 2. Likelihood, 3. Overall)

Worksheet D – Engagement Risk Profile Card (multiple copies required)

Instructions:

Risk source

1. Look at each of the risk sources listed on Worksheet D – Engagement Risk Profile Card. Make a copy of this worksheet for each risk source that could negatively impact the engagement component of your project.

Who/what

2. Consider each worksheet and the corresponding risk source individually. For each risk source, determine who or what is included in the source. For example, a supplier could be an external facilitator hired to run a workshop.

Potential issues

3. Determine what the issues could be with the source. For example, external suppliers could deliver a poor quality product.

Inherent risk

4. Looking at the potential impacts listed in the worksheet, tick each potential impact this risk source could have on your project. For example, if the facilitator does a poor job of running the workshop, this might impact negatively on the overall objective of the engagement, and the reputation of the organisation. If they charged more than expected, this could take the project over budget.

5. Using the tables 1, 2 and 3 in the Risk Ratings on page 34, rate each potential impact you ticked according to the combined consequence and likelihood if you were to put **no controls** in place.

   For example: the consequence for your objective of hiring a supplier who did a poor job could be a moderate impact (rating of 3), while the likelihood of this happening if you had no controls (e.g. employing only trusted people, reviewing skills and experience) might be quite likely (rating of 4). Therefore the consequence/likelihood rating for 'objective' would be 3/4 with an overall rating of 'significant'.

   In the case of social impact, rate the risk level according to whichever is the highest risk of the two columns.

6. Repeat the process for all potential impacts associated with the risk source.

Proposed controls

7. Now consider all the ways you are planning to prevent or mitigate the impact of these risks and list these as your proposed controls. For example, you can reduce the likelihood of your supplier charging more than the quoted amount by agreeing to a fixed price up front and having a suitable contract in place. Ensure your controls cover all the impacted areas.

Residual risk

8. Using tables 1, 2 and 3 in the Risk Ratings once more, rate the consequence and likelihood of each potential impact in light of your **proposed controls**.

   For example, in the case of a supplier charging more money than expected, the consequence for your overall budget may be the same, but the likelihood of this occurring will be reduced significantly if you have a contract in place.

9. Are you comfortable with this level of risk? If yes, proceed to the contingency strategy. If not, consider other controls or mitigants you can use to reduce the consequence or the likelihood and repeat the process until the overall risk for all potential impacts is acceptable. Remember, in some projects a high level of risk is unavoidable.

Contingency

10. To develop your contingency strategy, determine the action you will take if the specified risk eventuates. For example, if you cannot find an appropriately qualified facilitator in time, you may consider changing the date for the activity and extending the project deadline.

Completion

11. On completion of the worksheet for the nominated risk source, repeat until you have a completed worksheet for each source of risk to the project.

12. Once you have completed the exercise for all sources, include the details of all proposed controls and contingency strategies within your overall project implementation plan and project risk management plan.

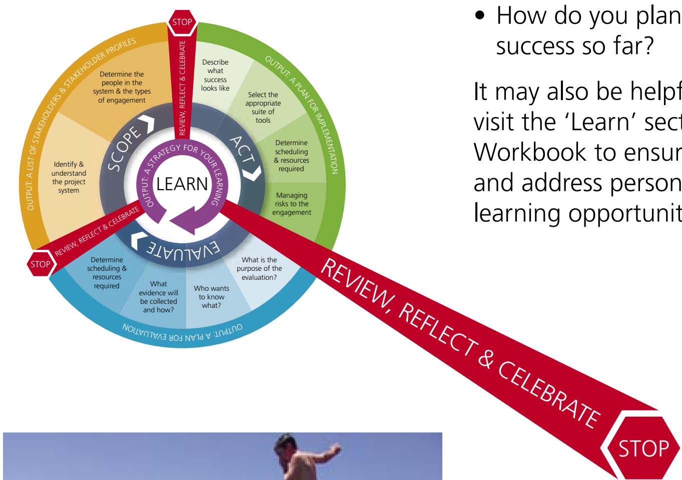
Additional Considerations:

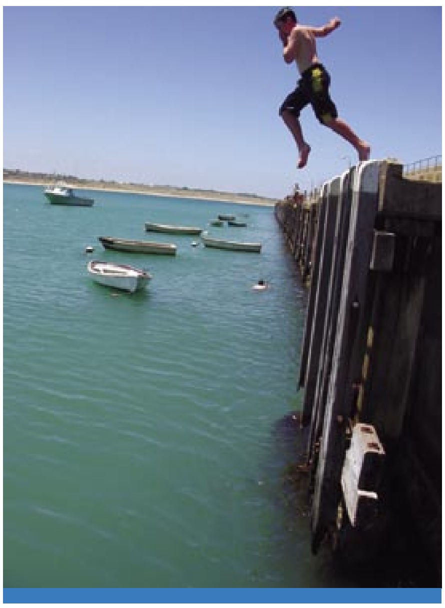
- Review your risk profiles and strategies at key milestones during the engagement to determine:
  - Can any further risks be identified? For example, you may not have known about a particularly vocal group of stakeholders at the beginning of the project who are now proving to be a risk to a successful engagement.
  - Has there been any change in a source of risk that now makes it more likely to be a problem? For example, your normal facilitator may not be available or you may find yourself having to use external contractors for all engagement activities instead of just 20% as originally planned.
  - Have the strategies you implemented been effective?
- Are there any surprises that could arise and have a positive impact on the project (e.g. an activity generates a greater response than anticipated)? If so, what contingencies can you put in place to maximise the benefits?

3.2.5 Review, Reflect and Celebrate

In this section you are invited to reflect on the thinking and activities you have undertaken to develop the 'Act' component of your Engagement Plan.

Reviewing and reflecting on information gathered so far is an important step in ensuring the effectiveness of your engagement planning processes. At this point in the process you are encouraged to objectively assess the material you have gathered, capture any insights and build this new information into your Engagement Plan.





Think about the following questions:

- What stands out for you now (regarding tools, scheduling, risks, etc.)?
- What concerns you?
- What excites you?
- What new insights have you gained through the process you have undertaken?
- How do the tasks in your Engagement Plan integrate with:
  - other existing tasks or deadlines
  - your personal development and work performance plan(s)?
- What does this mean for the overall project and project team?
- How do you plan to celebrate your success so far?

It may also be helpful for you to visit the 'Learn' section of this Workbook to ensure you capture and address personal and team learning opportunities.

3.3 Evaluate

Output: A Strategy for Evaluation

What does success look like for each project stakeholder? Knowing the answer to this question will assist you to plan the evaluation of your engagement.

The most effective way to evaluate your engagement activities is to incorporate the evaluation activities into your normal operations. This will not only provide evidence of your project's achievements and impact, but will also enable you to improve your community engagement design and practices for new projects.

While the focus of this Workbook is the community engagement component of your project, it is important that any evaluation planning is also incorporated into the project's overall evaluation strategy.

This evaluation planning process is designed to help you monitor and evaluate how engagement activities contribute to the project's objectives. It will allow you to identify and test any assumptions that are being made. For example, there may be an assumption that by holding a field day, a particular group of stakeholders will develop an understanding of an issue and, consequently, act to resolve it. This assumption would need to be tested during the course of the project. If it is found to be invalid, the project team would need to find some other way to engage and involve this stakeholder group.

Planning for evaluation also ensures the data you need is identified at the outset and collected at the appropriate time. If you wait until the end of the project you are likely to miss opportunities to collect vital data. The planning process will also help you to identify where to commit resources for data collection. Understanding who needs what information and for what reason is likely to produce an evaluation report that people will read and learn from, rather than resulting in another 'interesting' document that gathers dust on bookshelves.

This section will help you to systematically design your evaluation strategy, taking the following into consideration:

- What is the purpose of your engagement evaluation?
- Who wants to know what?
- What evidence will be collected and how?
- What resources are required and when?

The following evaluation design process has been adapted from The Community Toolbox.[11]

For a detailed guide to evaluation frameworks and tools, DSE staff are advised to access information and training through the corporate training schedule.

"I had always assumed that an evaluation marked the end point of a project. To me, it was just a checklist of whether we carried out what we said we would.

When we began asking more than just 'what did we achieve?' and instead began exploring whether there was a better way to design the engagement itself to have a greater impact, we realised there was a whole range of insights that applied to other areas of our work."

DSE 'Get Engaged!' Training Participant

[11] http://ctb.ku.edu [accessed 02/07/2005]

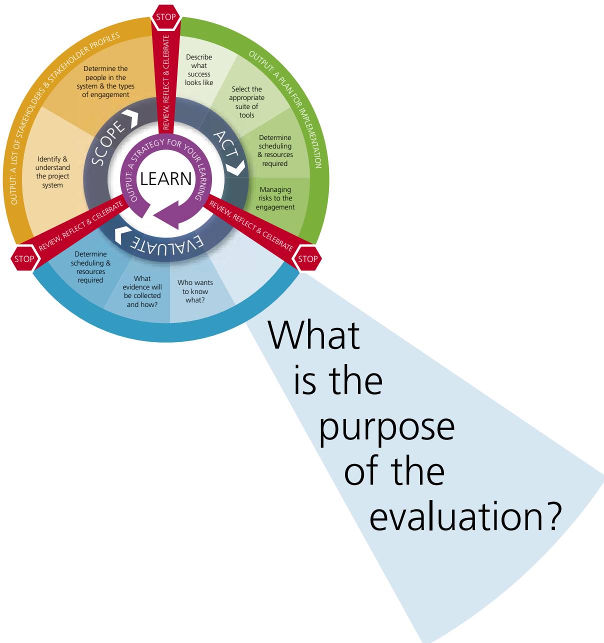
3.3.1 What is the Purpose of the Evaluation?

The first step of the evaluation design process is to consider why you need to undertake an evaluation. Understanding the purpose of an evaluation helps clarify how it should be conducted and the results used. Almost all projects need to demonstrate accountability to the people responsible for providing the funding and to the community. As a result, one of the most common intentions of an evaluation is to determine the effects of the project:

- Will we need to demonstrate how well we have met our milestones and goals and how the project has delivered on program or business outputs?

In addition, you may wish to consider the following as possible purposes for your evaluation:

- To improve how community engagement is done – will it be important to continuously improve our operations during the life of the project, and to be seen to have a focus on quality, efficiency and effectiveness of processes?
- To gain insights into what is effective community engagement in different situations - will it be important to learn something about the process (can it be applied in another situation) or the community (their needs)?



3.3.2 Who Wants To Know What?

In this section you are asked to decide who will use the findings of your evaluation. These are the people who will use the information to make decisions about funding, project directions or on-ground activities. They may range from stakeholders/community members, policy makers, steering groups, funders/investors and the project team itself. There will probably be some differences between those stakeholders who are interested in the project outcomes, and those who are purely interested in evaluation results.

To determine each person's interest in the evaluation, you need to consider the types of decisions they will need to make using your evaluation results. In general, these interests will reflect the purposes listed above, but you will need to think about them in more detail to address the specific needs of the different people interested in the evaluation.

- Many people will be interested in the effects of your activities, using the data to decide where to allocate funding in the future, or to demonstrate the engagement component of the project is meeting or has met accountability requirements. Some people will be interested in monitoring the results of your engagement – how well the process is going (e.g. how well the tools have been received and applied) and how well the engagement is achieving its objectives and making progress. Other people will be interested in the final impact of your engagement, wanting to know about the overall changes.
- Another group will be interested in the insights gained, such as any barriers that may exist for people wanting to be involved in community engagement activities. They may ask "what worked, what didn't work and why?" to determine what might work in their own engagement process. The project team will also be asking these questions in order to improve their engagement practices during the life of the project and in future projects.
- The evaluation may also be used to influence participants, perhaps to raise awareness of, and stimulate discussion about, the issue the project has been designed to address.

The best way to test your assumptions about your stakeholders' interests in the evaluation is to ask them directly. What constitutes success from their perspective? What questions would they like answered by your evaluation? This is another useful way of engaging the key stakeholders in your project.

Activity 14:
Stakeholder Evaluation Interests

Purpose:

To identify the key evaluation questions and the stakeholders and other people who are interested in the answers to these questions.

Requirements:

Worksheet E – Engagement Evaluation Strategy

Template 1 – Strategic Engagement Plan

Instructions:

1. Look at the Strategic Engagement Plan you developed in the 'Act' planning phase. Based on your understanding of what success looks like for your key stakeholders and other interested parties, determine what questions you need to answer for each of the three evaluation purposes listed in the first column of the Engagement Evaluation Strategy.
2. Prioritise these questions according to which ones **must** be answered, which ones it would be **useful** to answer, and which ones it would be **interesting** to answer (it is unlikely that you will have the time or resources to answer all questions). Enter the key evaluation questions under the appropriate purpose and then list the stakeholders and other people who are likely to be interested in each answer.

   For example:

   To determine how successful the engagement was:

   – How well has the project met its community engagement objectives?

   – How are members of the community behaving differently as a result of the project?

   – What new skills and knowledge have people developed?

   – How well did the project meet its budget targets for community engagement?

   – How has the stakeholders' understanding of the issue changed and what new knowledge or understanding have they gained?

   – To what extent has the relationship between your organisation and the rest of the community changed as a result of the project activities?

   To determine what could be done better:

   – How well were all the interest groups represented in the engagement process?

   – What has worked, what hasn't worked and why?

   – What activities have best met the needs of the stakeholders?

   – How well did the engagement process deliver on the various promises made to stakeholders (from the Strategic Engagement Plan)?

   To determine what we have learnt that we can apply elsewhere:

   – How applicable is this process to other situations?

   – What was it about this situation that helped or hindered our community engagement?

   – What did we learn about the needs of stakeholders?

3.3.3 What Evidence Will Be Collected and How?

To evaluate the success of your engagement, you will need to collect evidence before, during and/or after your engagement activities.

'Evidence' refers to that which you see, hear, touch and understand from both a quantitative and a qualitative point of view. A 'quantitative' approach is the gathering and analysis of data that focuses on quantifiable material, such as numbers and volumes. A 'qualitative' approach is focussed on understanding the meaning of the data.

Collecting evidence in the field of community engagement is often more complicated than other aspects of project evaluation. There are a number of reasons for this:

- Community engagement is a relatively new field of expertise and subsequently has not been tested and measured as extensively as other methods.
- Results are more commonly exhibited through better relationships, trust and connectedness – all of which are difficult to observe or articulate in tangible or 'hard science' terms.
- The effects of engagement activities are often not obvious for some time after the completion of the activity or project.

This last point means that those working in the field of community engagement are often 'planting a seed' for future eventualities. This makes it hard to attribute changes in behaviour or relationships to particular engagement activities. However, developing your key evaluation questions will help you to identify the things that can be measured in the short-term as well as the long-term.

The next step is to identify the source of information to answer each of your key evaluation questions, and then to identify a method for collecting this evidence. The table below provides a selection of evaluation tools that can be used to gather evidence to answer your evaluation questions.

Evaluation Tools[12]	
Tool	**Description**
Structured interviews	A face-to-face exchange with an individual. Standardised questions are carefully ordered and worded in a detailed interview schedule. Each subject is asked exactly the same questions, in the same order. The schedule consists predominantly of closed questions (see Questionnaires).
Semi-structured interviews	A face-to-face exchange with an individual. Uses an informal interview guide where questions are predetermined and the interviewer probes for more information. A loose interview guide is used to ensure that the same format and topics are covered with each respondent but exact wording is not predetermined.
In-depth interviews	Repeated face-to-face encounters between the researcher and informants directed toward understanding informants' perspectives on their lives, experiences or situations as expressed in their own words. (Note: Semi-structured interviewing is one way of doing in-depth interviews.)
Questionnaires: face-to-face, telephone, mail	Often used in formal surveys.
Concept mapping	Concept mapping is a structured process, focused on a topic of interest, involving input from one or more participants, that produces an interpretable pictorial view (concept map) of their ideas and concepts and how these are interrelated.
Delphi technique	A form of interactive (postal/email) surveying that utilises an iterative questionnaire and feedback approach, and provides participants with an opportunity to revise earlier views based on the response of other participants.
Focus groups	Involve gathering people together to discuss a topic, usually in the presence of a moderator to pose questions to 'get the ball rolling' and to help the discussion stay on track.
Nominal group technique	A group process which involves the following steps: 1. Divide the stakeholders into homogenous 'nominal' groups. 2. Within each nominal group, the stakeholders each generate a 'private' list of responses to the question. 3. Key ideas are presented to the group by each participant and a composite list or chart is constructed. 4. The list is reviewed intensively by the group. 5. Each stakeholder then privately ranks the list for its utility, relevance, etc. 6. The ranks are discussed by the group and each stakeholder again ranks the ideas. 7. These ranks are converted to scores that reflect the group's priority. 8. A general forum of all nominal groups is held.
ORID	A technique for structuring a facilitated group conversation based four levels of question: • objective questions • reflective questions • interpretive questions • decision questions.
Most significant change: story technique	A form of 'monitoring and evaluation' for program management and is designed to run throughout the life of a program. The approach is based on collecting and systematically reviewing stories of significant change. The stories are collected from those most directly involved (e.g. farmers, extension staff and field workers). The stories are then reviewed on a monthly basis. Each level of the program hierarchy (e.g. field workers, project coordinators, regional committees and funders) are involved in reviewing a series of stories and selecting those they think are the most significant accounts of change. They are then required to document the selected stories and explain the criteria used. It is intended that the monitoring system should take the form of a slow but extensive dialogue up and down the project hierarchy each month.

12 Dart, J (2000) 'DPI Project Evaluation Training Notes', revised McWaters, V (2003), Victorian Department of Primary Industries, Melbourne

Evaluation Tools, continued

Tool	Description
Goal attainment scales	A self-evaluation technique for combining qualitative and quantitative data in a 5-point scale of expected outcomes stated as: +2 much more than expected outcome +1 more than expected outcome 0 expected outcome 1 less than expected outcome 2 much less than expected outcome An important feature of goal attainment scales is that the stakeholders are involved in developing consensus on the most important aspects of the goals to be achieved within a particular timeframe. They are also involved in identifying the likely range of desirable and undesirable outcomes of the activities undertaken.
Global assessment scales	A single global index of the functioning of an individual, group, object or event. For example, it can be used to evaluate the overall functioning of a farmer discussion group at 3-month intervals. Global scales range from 0 to 100. The range of scale values is from 1 - representing the most non-functional outcome imaginable, to 100 - which is the hypothetically most successful outcome. Global scales differ from observation-specific scales in that they refer to the overall character of an object or activity (i.e. the holistic or global character of an object or activity). Once developed, the scales are then scored using subjective judgements. They tend to deal with change that is not easily quantifiable.
Peer/expert review	Can refer to six quite different processes at different stages of a project for different purposes: • Review of project proposals during development. • Review of project proposals and selection of those to be funded. • Review of program or staff performance for purposes of accreditation. • Review of program or staff performance for purposes of improvement. • Review of project on completion for purposes of validating processes and findings. • Review of papers prior to publication. The process can involve peers or experts. It can be based on site visits, interviews, or review of documentation.
Photo-language	Participants select photos to describe how they are feeling. The photos provided are often evocative.
Direct measurement	Information may be collected in a number of ways: by watching, listening, and documenting what is seen and heard; or by asking questions, sharing in activities and noting comments, behaviours and reactions.
Photography/ video recording	Uses photography to capture visual images.
Project records	Review of available documentation from and about a project.
Logs and diaries	The use of participant or staff records to capture events as they occur. This can include diaries, farmer records and learning logs.
Secondary sources, incl. demographic data	Use of information that already exists. For example, demographic data (census, social security), meteorological data and environmental data.

Note: A number of these tools or similar versions can be found in *Book 3: the engagement toolkit*. Many tools that are used for engagement can also be used for evaluation.

Activity 15:
Engagement Evaluation Evidence (part 1)

Purpose:

To determine what evidence must be collected for the engagement evaluation and how this will be done.

Requirements:

Evaluation Tools

Worksheet E – Engagement Evaluation Strategy

Template 2 – Operational Engagement Plan

Book 3: the engagement toolkit

Instructions:

1. For each key evaluation question you listed in your Engagement Evaluation Strategy, identify the potential sources of evidence to answer that question and enter these in the worksheet. Use the Evaluation Tools table above, and *Book 3: the engagement toolkit* to identify suitable tools.

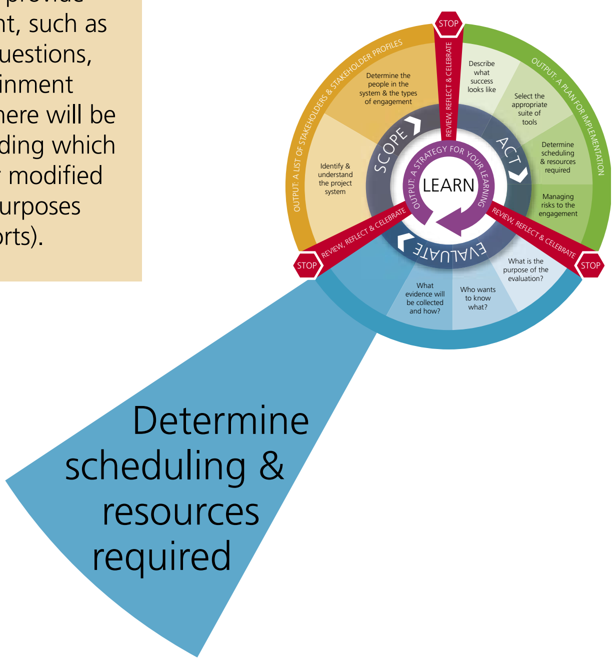
   Additionally, refer to the tools/activities you have entered in your Operational Engagement Plan, noting those that provide opportunities to collect this information. You may find that you need to identify additional sources (e.g. second-hand feedback from managers or other stakeholders, responses collected sometime after an activity, etc.).
2. Record the method of measurement you will use for the evidence collected in the next column of the worksheet. Consider the things you see, hear, touch, or understand (quantitative and qualitative). The evaluation tools can provide methods of measurement, such as responses to interview questions, or scores on a Goal Attainment Scale. In most projects there will be an existing level of recording which can be easily included or modified to suit your evaluation purposes (e.g. regular project reports).

3.3.4 Determine Scheduling and Resources Required

In Activity 16 you are asked to assign responsibility and schedule the actions for your Engagement Evaluation Strategy. This information should then be incorporated into your overall project implementation plan and evaluation plan.

When deciding who will be responsible for collecting evidence and when they will undertake these tasks, you should consider:

- What tasks will be allocated to people from within the team and what tasks will be allocated to people from outside the team?
- What evaluation tasks may need to be undertaken by outside consultants/providers?



Activity 16:

Engagement Evaluation Evidence (part 2)

Purpose:

To determine what resources are required to collect evidence for the engagement evaluation and schedule these activities.

Requirements:

Worksheet E – Engagement Evaluation Strategy

Template 2 – Operational Engagement Plan

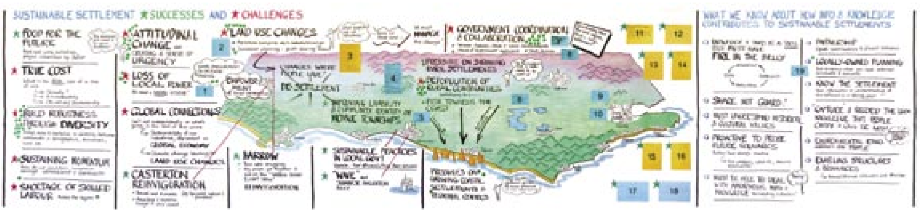
Instructions:

1. Review your Engagement Evaluation Strategy and your sources and methods for collecting and sharing evidence. For each occasion where you have listed an evidence requirement, identify the most suitable person(s) to collect and share this evidence with the stakeholders. Different people may be responsible for the collection and sharing of evidence.

   To ensure impartiality, the most appropriate person may be someone from outside your project team, possibly an external consultant. However, where learning outcomes are required, it is important the project team is actively involved in the evaluation.
2. Include details of the expected timings for your evaluation activities in the final column of your Engagement Evaluation Strategy. You may find it useful to review your Operational Engagement Plan to see if there are any clashes or opportunities for streamlining this process.
3. Once completed, include the details of these evaluation activities, including the timings, within your overall project implementation plan.

Additional Considerations:

- If you are bringing in an external consultant, has this cost been factored into your project?



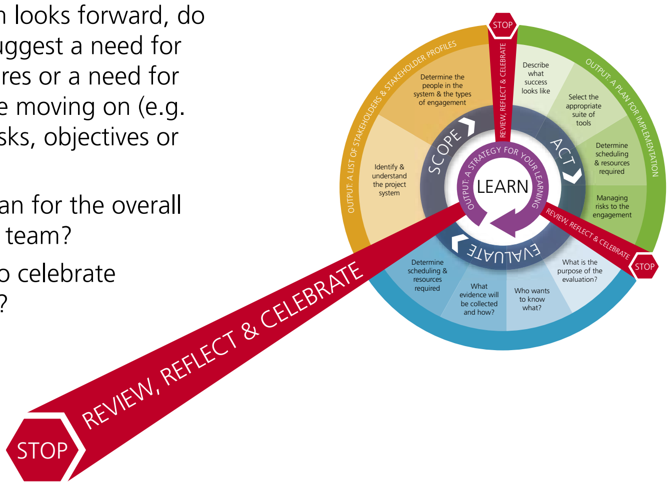
3.3.5 Review, Reflect and Celebrate

This section invites you to reflect on your work and learning to date.

As mentioned earlier, the information available on the outcomes of community engagement activities is limited. Therefore, it is important your Engagement Evaluation Strategy is clear and comprehensive. Consider using the outcomes of your work in presentations, case studies (these may also be suitable for inclusion in the community engagement website[13]) and journal articles.

Think about the following questions:

- What stands out for you now in relation to who needs to know what, and how this will be collected and reported?
- What concerns you?
- What excites you?
- How will the project team capitalise on the skills and experiences gained during the design and implementation of the Engagement Plan?
- How will any new community relationships be supported, maintained and strengthened in the future?
- What could sabotage these learnings and what can be done to avoid this?
- What new insights have you gained through the process you have undertaken?
- As the project team looks forward, do the results so far suggest a need for revision of procedures or a need for further work before moving on (e.g. renegotiation of tasks, objectives or deliverables)?
- What does this mean for the overall project and project team?
- How do you plan to celebrate your success so far?



13 http://www.dse.vic.gov.au/engage

3.4 Learn

Output: A Strategy for Your Learning

This final phase of the planning process draws together the work you have undertaken in the 'Scope, Act and Evaluate' phases of your Engagement Plan development. While the learning in these previous sections focused on your project and the effectiveness of your engagement planning process, this section is concerned with your individual skills and your ability to apply these skills to the implementation of your Engagement Plan.

There are several steps to be undertaken in this section that will culminate in the development of a personal Learning Strategy. They are:

- outline your learning goals
- consider your learning approach
- schedule learning events
- share learnings with others.

3.4.1 Outline Learning Goals

In this first step of developing your Learning Strategy, you are asked to complete an Action Learning cycle.[14] Although you may have already identified some learning requirements during the evaluation planning process, in this step the focus is on your individual skills, reflection and further development, resulting in the inclusion of personal learning goals within the implementation of your project.

For people working in an organisation where there are formal performance planning and development programs (e.g. work plans or performance planning and review processes), these learning goals can form the basis for further training and development.

DSE staff are advised to enter the details of their Engagement Learning Strategy in their Electronic Performance Plan (ePP).

The following activities look at the qualities required to effectively undertake community engagement activities, and then examine some clear development paths for individuals and project teams.

These activities are based on 'competencies'. In this context, competencies are defined as the knowledge, attitudes, skills and aspirations (KASA)[15] that are most important for people engaging community members and other project stakeholders (individually and in groups).

DSE staff are encouraged to review the 'Training Development' section of the Departmental intranet for specific details of community engagement courses offered.

The competencies for community engagement are:

- project planning (including stakeholder and community engagement planning)
- theoretical understanding of community engagement, systems thinking, social capability and capacity building
- action and adult learning and facilitation
- interpersonal skills including emotional intelligence
- development of stakeholder partnerships, community and professional networks
- evaluation and reporting
- personal and team performance, and continuous improvement or development.

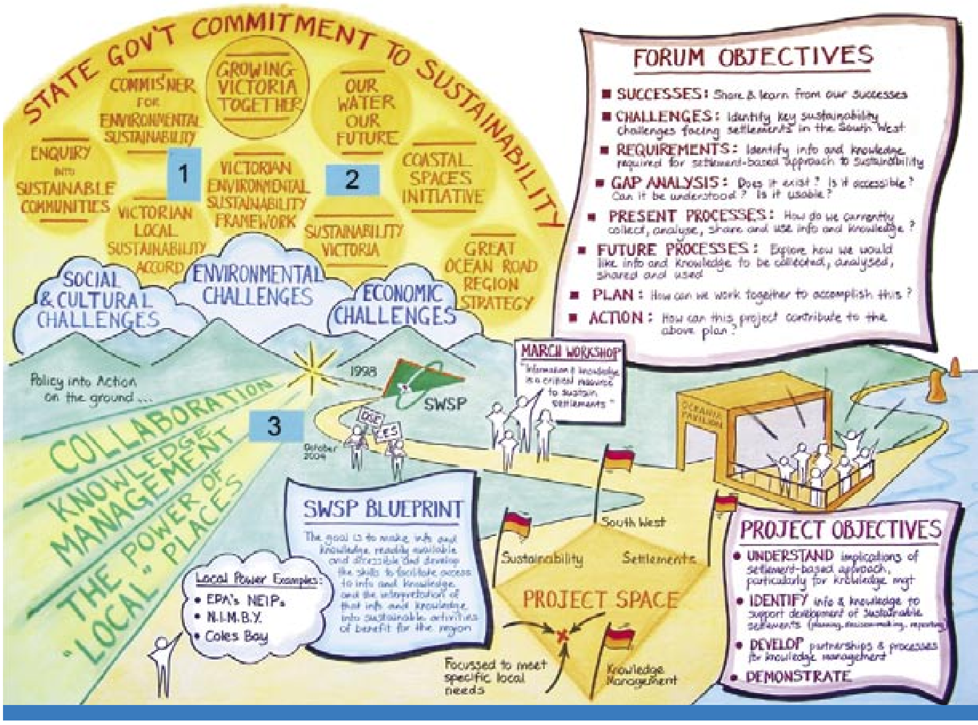
These competencies are derived from the International Facilitator Competencies, from the Institute of Cultural Affairs in Canada and some key sources in action learning.[16] They are equally relevant for those who consider themselves full-time 'community engagers' as those who might be 'occasional engagers'.

These competencies are outlined in the Engagement Competency Framework and have been adapted by DSE to best represent the current and future skill levels required to match Departmental directions in effective stakeholder and community engagement.

14 See glossary, *Book 1: an introduction to engagement*

15 Bennett, C (1975) 'Up the hierarchy', *Journal of extension*, [Online], 13(2). Available at: http://www.joe.org/joe/1975march/1975-2-a1.pdf [accessed 02/07/2005]

16 RMIT University (1997) *Action science*, version 3, RMIT University, Melbourne


STATE GOV'T COMMITMENT TO SUSTAINABILITY
COMMIS'NER FOR ENVIRONMENTAL SUSTAINABILITY
GROWING VICTORIA TOGETHER
OUR WATER OUR FUTURE
ENQUIRY INTO SUSTAINABLE COMMUNITIES
1
VICTORIAN ENVIRONMENTAL SUSTAINABILITY FRAMEWORK
2
COASTAL SPACES INITIATIVE
VICTORIAN LOCAL SUSTAINABILITY ACCORD
SUSTAINABILITY VICTORIA
GREAT OCEAN ROAD REGION STRATEGY
SOCIAL & CULTURAL CHALLENGES
ENVIRONMENTAL CHALLENGES
ECONOMIC CHALLENGES
FORUM OBJECTIVES
SUCCESSES: Share & learn from our successes
CHALLENGES: Identify key sustainability challenges facing settlements in the South West
REQUIREMENTS: Identify info and knowledge required for settlement-based approach to sustainability
GAP ANALYSIS: Does it exist? Is it accessible? Can it be understood? Is it usable?
PRESENT PROCESSES: How do we currently collect, analyse, share and use info and knowledge?
FUTURE PROCESSES: Explore how we would like info and knowledge to be collected, analysed, shared and used
PLAN: How can we work together to accomplish this?
ACTION: How can this project contribute to the above plan?
Policy into Action on the ground ...
1998
SWSP
MARCH WORKSHOP
"Information & knowledge is a critical resource to sustain settlements"
3
October 2004
COLLABORATION
KNOWLEDGE MANAGEMENT
THE POWER OF "LOCAL" PLACES
SWSP BLUEPRINT
The goal is to make info and knowledge readily available and accessible and develop the skills to facilitate access to info and knowledge, and the interpretation of that info and knowledge into sustainable activities of benefit for the region
Local Power Examples:
• EPA's NEIPs
• N.I.M.B.Y.
• Coles Bay
South West
Sustainability
Settlements
PROJECT SPACE
Focussed to meet specific local needs
Knowledge Management
PROJECT OBJECTIVES
• UNDERSTAND implications of settlement-based approach, particularly for knowledge mgt
• IDENTIFY info & knowledge to support development of sustainable settlements
• DEVELOP partnerships & processes for knowledge management
• DEMONSTRATE

Engagement Competency Framework

		Scaling	
		Level 1	**Level 2**
Competencies	**Project planning (including stakeholder and community engagement planning)**	• Understand that work is undertaken in accordance with agreed project plans • Aware of principles and components of project plans (e.g. objectives, deliverables, resources, risk management, engagement) • Identify work goals in alignment with project and engagement objectives • Aware of the link/relationship between the engagement plan and the project plan.	• Have some confidence in contributing to developing project plan • Have some confidence in contributing to development of engagement plan • Have some confidence that work aligns with project and engagement objectives • Have some confidence in aligning/integrating the engagement plans with project plans • Have some confidence in defining the target community • Understand and identify the context within which community engagement may be ethically undertaken and the underpinning policy drivers • Can define a decision scope and decision process steps for the project • Aware of the risks/issues in relation to engaging/not engaging with relevant communities/stakeholders.
	Theoretical understanding of community engagement, systems thinking, social capability and capacity building.	• Aware that the theories exist • Have a basic understanding of the theories • Knowledge of the key departmental models (IAP2 Public Participation Spectrum, Engagement Planning Key).	• Understand the basic principles of the theory and how it applies in the work environment • Start using the theory in planning, meetings, etc. • Modify your own language to reflect the theory • Aware of the types of engagement, the promises made to the community/stakeholders (IAP2 Public Participation Spectrum or other models) and know how to use these types of engagement to suit the purpose, objectives and scope of a project.

	Level 1: Basic understanding, awareness
	Level 2: Ability to apply with some confidence
	Level 3: Individual expertise
	Level 4: Foster it in your team
	Level 5: Creating a culture – a normal way of doing business

Level 3	**Level 4**	**Level 5**
• Able and confident to develop project plan • Able and confident to develop engagement plan as part of project plan • Able and confident to implement and monitor plans in alignment with objectives • Confidently define the target community/stakeholders and involve them in scoping/planning for the project/engagement plan • Actively redefine project decision scope and decision process steps after discussions with the community and/or key stakeholders (planning/scoping phase) • Can confidently assess any human/ social risks associated with engaging/ not engaging with communities/ stakeholders • Able to confidently align and integrally plan project with engagement component.	• Show leadership in the development of project plans • Show leadership in the development of engagement plans • Show leadership in monitoring, analysing and taking appropriate action in light of project changes/objectives • Able to build a community profile[17] • Able to apply processes/responses to relevant risks	• Always operate in a mindset of outcome focused, comprehensive and inclusive project planning • Always including engagement planning in project planning • Always monitoring, adapting and improving project and engagement plans • Able to adapt plans in a complex and unstable environment • Always thinking laterally to provide solutions and overcome barriers to community engagement.
• Have experience with the application of theoretical principles in real world situations • Actively seek new knowledge of theory from credible sources • Use theory as an aid to reflect on and to make changes to your own current practice.	• Show leadership in discussing aspects of theory with colleagues • Show leadership in using the theory to inform practice (e.g. seeking community intelligence, able to assess capability of community/stakeholders for change and build capacity as part of the project, using reflection in a team to improve performance) • Encourage critique from and to colleagues to improve your own practice and that of the team.	• Always using the theory to inform planning and actions • Always modifying or adding to the theory in light of reflection on practice in relation to theory • Creating a culture of challenge and learning, inviting critique and peer review • Always seeking out conversations about theory (and theory in practice) with 'experts'.

17 See glossary, *Book 1: an introduction to engagement*

Engagement Competency Framework, continued

		Scaling	
		Level 1	**Level 2**
Competencies	**Action and Adult Learning and Facilitation**	• Understand different learning techniques/styles (e.g. active, reflective, pragmatic/practical, analytical) • Aware of the action learning cycle[18] • Aware of your own learning style – strengths and weaknesses.	•Have some confidence in using different learning techniques in work situations (e.g. meetings) • Have some confidence in designing learning activities consistent with adult learning principles[19] in order to build capacity • Understand how the learning cycle fits with engagement and begin using it • Understand the difference between advocacy (e.g. ensuring that the current government policy is clear) with inquiry (asking questions to uncover the values and needs of others) • Able to identify dynamics within and across relationships/partnerships • Able to identify skills/knowledge required by individuals/communities in order to engage with government • Have some confidence in facilitating common goals and coordinating strategies so community and government issues can be addressed.
	Interpersonal skills including emotional intelligence. (complete emotional competence framework at www. eiconsortium.org)	• Understand communication techniques and principles • Have a growing understanding of how emotions affect behaviour • Interested in others' values and needs • Aware of your own communication styles and preferences.	• Have some confidence in applying communication techniques and principles in the work environment • Understand the values and needs of others. Identify emotions and their effect on the behaviour of others • Have an emerging ability to perceive your own prejudices and assumptions and how that affects your behaviour • Respond respectfully and with commitment to individual concerns to assist in their resolution • Confidently communicate the decision-making processes and priorities for government.

18 See glossary, *Book 1: an introduction to engagement*
19 ibid

Level 3	Level 4	Level 5
• Manage difficult emotional situations with confidence • Aware of the values and needs of individuals and use these in progressing your own skills in community engagement • Design and deliver processes based on the learning cycle • Actively use inquiry • Effectively manage disruptive individuals and group dynamics • Opportunities are identified and used, where possible, to involve community/stakeholders in the design of the engagement activity and its evaluation • Able to facilitate the dynamics within and across relationships/partnerships • Confidently select and apply appropriate community development methods • Confidently employ a range of appropriate interpersonal skills/facilitation to motivate the group to work co-operatively • Clarity is established around roles and responsibilities of all participants • Expectations of community/stakeholders are identified and managed, and the community/stakeholders are provided with all relevant information throughout the engagement process • Use appropriate interpersonal skills routinely with individuals to ensure their story is heard and understood and to test community understanding.	• Assist individuals or groups in being aware of the values and needs of others • Encourage others to share responsibility for learning • Encourage others to understand and appreciate the different learning styles in a group • Show leadership in combining advocacy with inquiry • Able to tap into informal/formal community networks to strengthen local capital and to ensure ongoing capacity • Show leadership in providing innovative pathways for communities/individuals to raise their own ideas/issues with government • Able to collaboratively develop opportunities for communities/ individuals to develop their capacity to engage with government • Actively organise/use a range of opportunities/approaches to gain community participation • Flexibly implement processes that allow the community/stakeholders to raise new ideas/options • Actively provide the community/ stakeholders with opportunities to develop their engagement capacity (ability to engage with government and other stakeholders).	• Always negotiating learning outcomes with staff/teams/groups • Always using learning style theory and practice across different sectors of the community • Personal actions demonstrate the application of the learning cycle in everyday work/life • Create a culture of balancing advocacy and inquiry • Always developing mutually agreed solutions to community issues.
• Practise regular and effective communication • Show flexibility with communication techniques and principles according to situations • Able to perceive your own prejudices and assumptions and adjust your behaviour accordingly • Have growing self-awareness, being reflective and learning from experience • Have increased awareness of values and their effects on your own behaviour • Have increased awareness of your effect on others • Empathise with the needs and feelings of others • Able to confidently and respectfully communicate opportunities for community involvement in decision-making that suits the diversity of the community.	• Show leadership in regular and effective communication • Show leadership in fostering a range of communication techniques and principles • Have growing self awareness through being open to candid feedback • Encourage others to notice their own behaviours (espoused and in-use) • Show leadership in exploring prejudices and assumptions to shift team and community attitudes.	• Create a culture where excellent communication is valued and practised • Continually adapt and improve communication practice in work and personal life • Have a high level of self-awareness and self-management in stressful situations • Have a primary focus on others' needs and feelings.

Engagement Competency Framework, continued

Competencies	Scaling: Level 1	Scaling: Level 2
Development of stakeholder partnerships, community and professional networks	• Believe that building networks/ partnerships and relationships is time well spent • Identify key stakeholder and contacts for project/region.	• Develop professional and community networks • Collect information from stakeholders and community • Key stakeholders are identified and consulted to ensure the engagement framework is culturally appropriate and addresses key community characteristics • Listen effectively to community and stakeholder issues • Aware of community politics and dynamics • Some confidence in building and maintaining relationships • Able to define opportunities for specific partnerships.
Evaluation and reporting	• Understand the theory and benefits of evaluation • Aware of different evaluation methods.	• Participate in development of project evaluation plan • Have some confidence to collect, analyse and report data to project manager.
Personal and team performance and continuous improvement or development	• Aware of the importance of ongoing learning – formal and informal • Aware of workload and pressures • Aware of benefits of coaching and mentoring • Use annual work planning to identify training and development opportunities • Understand the importance of teamwork • Aware that feedback improves practice.	• Implement analysis of your own performance to identify learning opportunities • Seek help with workload and pressures • Have a mentor or coach (formal or informal) • Your training and development is based on an annual personal learning plan • Participate in team development opportunities • Accept and use feedback (from colleagues, stakeholders, community, etc.) as a means to improve practice.

Level 3	Level 4	Level 5
• Provide an effective mutual referral system • Understand community and stakeholder needs and issues • Seek out mutually beneficial relationships • Able to positively respond and work with community politics and dynamics • Actively acknowledge and respect community diversity (in accordance with public sector guidelines and/or codes of practice) • Confident in ensuring appropriate diverse views are incorporated in project plans/approaches • Confidently acknowledge and adhere to relevant community protocols and cultural practices • Able to develop a framework for a partnership arrangement to proceed.	• Form alliances and create synergies between agencies and communities • Design engagement processes that are informed by community/stakeholder needs • Build rapport and keep others involved • Respectfully identify and encourage community's formal and informal leadership structures to emerge.	• Develop and maintain strong networks and robust relationships • Value effective communication as an opportunity to create improved working relationships • Display influential leadership • Show leadership in maintaining and developing partnerships and evaluating their effectiveness.
• Understand and use Bennett's Hierarchy or another evaluation framework for project, engagement and evaluation planning • Able to collect and analyse data and report in the context of the evaluation plan • Communication, monitoring, reporting, feedback and evaluation processes are embedded in the project/program • Actively inform community/ stakeholders on how outcomes may inform government/agency planning.	• Show leadership in development of project and engagement evaluation plans • Show leadership in the collation of qualitative and quantitative data into project reporting • Use evaluation as a continuous improvement mechanism • Consistently report outcomes of engagement and project to relevant government/agency staff, all participants and those who may be affected or have significant interest.	• Develop an evaluation culture where evaluation is an integrated part of project management and day-to-day work • Create a culture of critique with peers that is used to improve relationships and outcomes in the project/ organisation.
• Seek feedback from others on performance to identify learning opportunities • Your own continuous community engagement learning program is in place • Actively apply appropriate management of workload and pressures • Effectively support others through coaching or mentoring (in community engagement) • Actively participate in, and contribute ideas to team development opportunities • Seek and give feedback from and to colleagues to improve your performance.	• Show leadership in ensuring your team learning plan is in place • Assist others with appropriate management of workload and pressures • Encourage others to develop coaching and mentoring skills as well as coaching and mentoring others • Show leadership in team engagement development opportunities • Actively record, share and use lessons from the engagement activities across the government and agency and with community/stakeholders in order to learn and improve.	• Develop a team engagement learning and development culture • Develop a team culture of planning to manage workload and pressures • Develop coaching and mentoring as a part of team culture • Construct an environment conducive to learning

The following activities are based on a decision-making planning process that takes into account the information from the Engagement Competency Framework. To assist with identification of your learning goals, the following step-by-step process will help you to identify:

- your current competency level
- areas where you would like to further develop your skills to enhance your learning and project outcomes.

Identifying the current competency level of your team requires each individual to assess themselves against the key competency areas for community engagement. Take some time to reflect on the following questions:

- What is my normal behaviour at this point in the project regarding engagement planning, implementation and evaluation?
- What stands out in my performance?
- What has occurred over the last year?
- What do I do that makes me feel satisfied or happy?
- What do I do that frustrates me or makes me uncomfortable?
- What are the key learning outcomes over the last year?
- What insights do I have about my development needs in community engagement?

Activity 17:

Current Engagement Skills

Purpose:

To identify your current engagement competency level.

Requirements:

Engagement Competency Framework

Worksheet F – Skill Development Wheel

Instructions:

1. Look at the Engagement Competency Framework above and Worksheet F – Skill Development Wheel. Mark where you think you are currently performing for each key competency area on the Skill Development Wheel in **black** (each ‘spoke’ of the wheel has an indicator corresponding to the competency levels of the Competency Framework).
2. Discuss the seven questions above and your assessment with your colleagues and/or your supervisor to validate your perceptions.
3. After marking the Skill Development Wheel for each competency, join up the dots to pictorially indicate your strengths and areas for further learning. Markings at the lower levels (closer to the centre) highlight greatest developmental opportunities.

The future focus requires each individual to set themselves a goal for the next 12 months against each key competency area for community engagement. Ask yourself a key question: “From what I know about the last 12 months, what areas do I need to develop in the next 12 months?”

Activity 18:

Future Engagement Skills

Purpose:

To identify key engagement competency areas that you would like to develop in the future.

Requirements:

Engagement Competency Framework

Worksheet F – Skill Development Wheel

Instructions:

1. Return to the Skill Development Wheel and define your desired competency level and learning priorities for the future. Mark in **red** those areas you consider provide development opportunities for yourself over the next 12 months on each spoke. For example, if you decided in Activity 17 that you were currently level 2 for action/adult learning, do you need or want to move to a level 3, 4 or 5? Are you likely to require these skills for the implementation of your project?

   It is very important that you look at the descriptions for each level and be pragmatic about what is achievable over the next 12 months.

2. On examination of your Skill Development Wheel, select two or three competency areas to highlight as possible development/training needs. Do this by placing a circle around the spokes you most want or need to focus on for the next 12 months.

Additional Considerations:

- Each spoke of the Skill Development Wheel represents a large area of development. It is best to focus on smaller, and more specific, development areas. Ask yourself which areas of development will best serve to lift your overall capability in community engagement, as well as enhancing your overall project outcomes.
- Having completed all the activities outlined above, you should now ratify your thoughts with someone else. You could choose a colleague or mentor to help with the assessment and/or you could discuss your thoughts with your supervisor.
- Is there a good spread of skills across your project team, or are you weighted heavily in only a few areas? Is this something that needs to be addressed from a team learning perspective?

3.4.2 Consider Your Learning Approach

This part of the Workbook outlines a number of methods for capturing the insights of you and your team to assist in further development of skills.

Consider using one, or even a number of these approaches, particularly for the 'Review, Reflect, and Celebrate' phases of the engagement planning process. The following table provides examples of different learning approaches and identifies the advantages and disadvantages of each.

Learning Approaches

Learning Approach	Advantages	Disadvantages
Learning log	• Can be undertaken at any time • Can be written or verbal	• Individual rather than a team activity • Takes time to develop the habit of recording regularly
Community of Practice	• You can share and learn from the experiences of others • Enables establishment of professional connections • Potential to explore new knowledge and innovations relating to engagement	• Takes time and commitment as each group meets every 4-6 weeks • Interest-driven so not all project members may be present
Team discussions/ structured reflections	• Can be included as part of normal team meetings	• Making time can be difficult at busy team meetings • Timing may not suit the required immediacy of learning • Need skills to lead discussion
Email discussions	• Can be ongoing discussion • Can participate in group discussions of others	• Impersonal • Hidden amongst many other emails
Debrief sessions	• Very effective to reflect on critical incidents, and has ability to enable team members to develop greater level of rapport and trust	• If not handled carefully difficulties can escalate

The above table provides a small number of learning approaches. You may like to consider others that may be more suited to you and your project team. The important factor is to build your learning into the planning as well as implementation phases of your project.

Taking the time to build learning into our work is often given a low priority. Taking proactive steps instead of being reactive to build learning into your planning and daily work does take some time and commitment.

However, it has been well documented that making this investment early on in a project's life pays off through enhanced outcomes.

3.4.3 Schedule Learning Events

This section asks you and your project team to outline how you will develop your skills and capability in the field of community engagement. The final outcome of this section is the development of a learning strategy for you and/or your project team members (the steps are the same for both).

Activity 19:
Engagement Learning Strategy

Purpose:

To develop a strategy for engagement learning.

Requirements:

Engagement Competency Framework

Learning Approaches

Worksheet F – Skill Development Wheel

Worksheet G – Engagement Learning Strategy

Instructions:

1. Revisit the Skill Development Wheel completed in Activity 18 where you identified two or three priority areas for development. List these in the first column of Worksheet G – Engagement Learning Strategy.
2. Using the Competency Framework, identify the preferred competency level you would like to achieve in 12 months and enter this in the competency level column for each key competency. Your preferred competency level should be something you can realistically achieve in 12 months.
3. Using the Learning Approaches table as a starting point, enter the most appropriate learning approach(es) to enable you to achieve your desired competency level for each key competency.
4. Enter the steps required to meet your desired competency level in the Actions column, and then insert a start and end date for these actions. For example, if you are going to begin a learning log, how will you create and distribute it, who will be involved, how often, when will it begin and when will it finish?
5. Translate material from this document into your relevant organisational performance planning process. DSE staff should enter these details in their Electronic Performance Plan (ePP).

Additional Considerations:

- Have you considered the potential costs, missed opportunities or risks in not undertaking this part of the process?
- What will sabotage your commitment to integrating your learning and what can be done to avoid this?
- Scheduling learning events can be both exciting and rewarding, but also challenging and daunting for those who may not have undertaken this before.

Consider the following when planning your learning:

– If you are scheduling a learning event for the first time, have you considered partnering with others to share the opportunity?

– Have you considered interesting, fun and creative ways of sharing your learning by exploring use of culture (incorporating a multicultural feel, use of food, music, etc.) and the arts (use of theatre, visual and tactile mediums, etc.)?

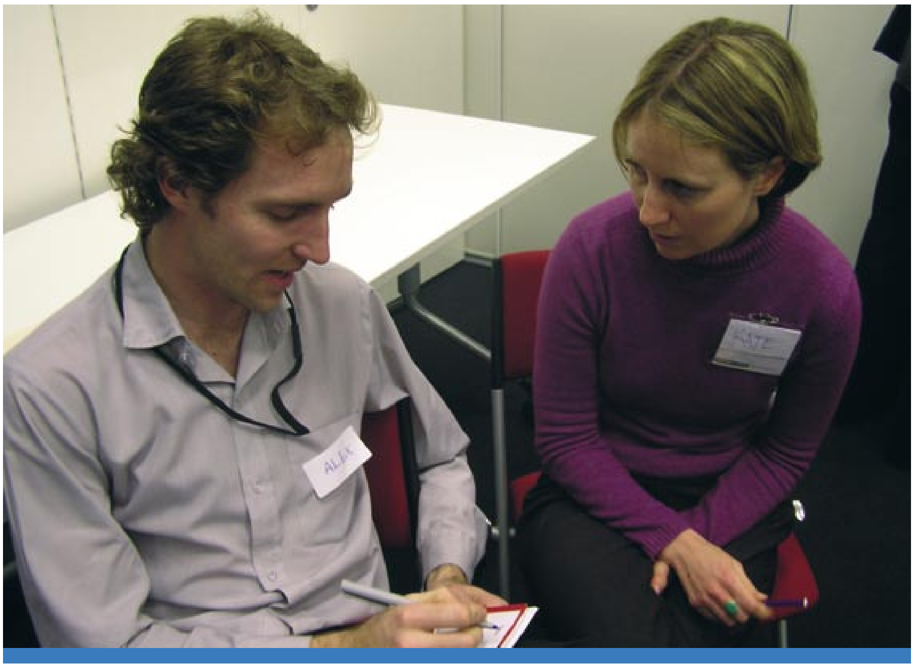
3.4.4 Share Your Learnings with Others

The final step is to ensure that insights gathered through experiences are shared with colleagues. You are now asked to identify who could benefit from knowledge about the process (monitoring) and outcomes of your Engagement Plan.

A common oversight in the field of community engagement is a lack of formal sharing of outcomes, learning and personal experiences. While the concept of community engagement is relatively new, many of the practices underpinning work with key stakeholders have been in place for many years and are well documented (e.g. extension[20] activities with landholders and the agriculture industry).

However, these activities have often been developed from a science-based approach. Some practitioners have been reluctant to write non-scientific papers or present their findings at conferences, although this culture is changing.

Revisit your Engagement Learning Strategy and consider opportunities for sharing your learning and incorporating these into the general Engagement Plan.



Additional Considerations:
- Have you considered the important relationship between evaluation and learning?
- How are you planning to celebrate your own and your team's learning journey?
- What could sabotage your personal learnings and what can be done to avoid this?
- Does this planning highlight changes, re-negotiation of tasks, objectives or deliverables for your overall project?
- Where there are constraints on your project and it is not feasible to develop the necessary skills personally or within your team, and they are not available within your organisation, have you considered contracting these activities or partnering with another agency who has these skills?
- What are the advantages and the disadvantages of this approach for you and your project if you outsource a particular skill or skills required for your project?

[20] See glossary, *Book 1: an introduction to engagement*

Conclusion

When you have reached this point in your planning, you have been involved in a huge journey, a journey of discovery, and possibly some trials and tribulations.

The Engagement Planning Key is designed as an interactive tool that can be consistently built upon. Take advantage of the lessons you have learnt while developing your Engagement Plan to ensure more rigour is incorporated into your overall planning – this will ultimately result in better project outcomes.

This kit will be developed further as an interactive web version that can readily respond to inclusions and refinements based on the experiences of practitioners, including a diverse range of case studies. It is the intention of those responsible for the development of this kit for the web version to be used to enhance and share learnings among people who are committed to effective community engagement.

The web version of this kit can be found at www.dse.vic.gov.au/engage.

4

Worksheets & templates

Activity Requirements Summary

Activity	Section	Worksheets	Templates	Other
1	Scope	A – Mind Map		
2	Scope	A – Mind Map B – Collaboration and Conflict Matrix		Stakeholder Checklist
3	Scope	B – Collaboration and Conflict Matrix		
4	Scope	B – Collaboration and Conflict Matrix C – Stakeholder Profile Card		
5	Scope	C – Stakeholder Profile Card		
6	Scope	C – Stakeholder Profile Card		
7	Scope	C – Stakeholder Profile Card		
8	Scope	C – Stakeholder Profile Card		IAP2 Public Participation Spectrum
9	Act		1 – Strategic Engagement Plan	
10	Act	C – Stakeholder Profile Card	1 – Strategic Engagement Plan	Engagement Tool Classifications *Book 3: the engagement toolkit*
11	Act	C – Stakeholder Profile Card	1 – Strategic Engagement Plan 2 – Operational Engagement Plan	*Book 3: the engagement toolkit*
12	Act		2 – Operational Engagement Plan	*Book 3: the engagement toolkit*
13	Act	D – Engagement Risk Profile Card		Risk Ratings
14	Evaluate	E – Engagement Evaluation Strategy	1 – Strategic Engagement Plan	
15	Evaluate	E – Engagement Evaluation Strategy	2 – Operational Engagement Plan	Evaluation Tools *Book 3: the engagement toolkit*
16	Evaluate	E – Engagement Evaluation Strategy	2 – Operational Engagement Plan	
17	Learn	F – Skill Development Wheel		Engagement Competency Framework
18	Learn	F – Skill Development Wheel		Engagement Competency Framework
19	Learn	F – Skill Development Wheel G – Engagement Learning Strategy		Engagement Competency Framework Learning Approaches

A

Worksheet A - Mind Map

(describe the social, economic, cultural & environmental conditions of your project)

(NOTE: This worksheet may contain sensitive information. It is not intended for public distribution.)

Worksheet B – Stakeholder Collaboration and Conflict Matrix

Date:

Ref No.	Stakeholder	001	002	003	004	005	006	007	008	009	010	011	012	013	014	015	016	017	018	019	020
001																					
002																					
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Key **+** = collaborating **x** = conflicting **m** = mixed **n** = neutral **u** = unknown

(NOTE: This worksheet may contain sensitive information. It is not intended for public distribution.)

Worksheet C – Stakeholder Profile Card

Make a copy of this worksheet for each stakeholder/stakeholder group in your project.

Stakeholder:		**Ref. No.:**		**Date:**	

Why are you engaging this stakeholder?	

Collaboration and Conflict (list stakeholders where a relationship of collaboration or conflict exists)	Stakeholders where collaboration exists:
	Stakeholders where conflict is evident:

Power (rate the control or resources this stakeholder can use to promote or oppose the project objectives)		High	Medium	Low or None
	Economic assets			
	Authority			
	Ability to coerce/force			
	Prestige/status			
	Social ties/connections			
	Info/communication control			
	Knowledge and skills			

OVERALL SCORE (tick one)	
High/Med	Low/No
(P)	

Interests (rate the net gains or losses for the stakeholder arising from the project)		
	Potential gains for stakeholder:	
	Potential losses for stakeholder:	

High Net Gains or Losses	Medium Net Gains or Losses	Low or Neutral
++ or –	+ or –	0

OVERALL SCORE (tick one)	
High/Med	Low/No
(I)	

Legitimacy (rate the degree to which other parties recognise the three Rs of the stakeholder)		High	Medium	Low or None
	Rights			
	Responsibilities			
	Resolve			

OVERALL SCORE (tick one)	
High/Med	Low/No
(L)	

CLIP Descriptor & Engagement Type (circle CLIP code for the stakeholder, based on overall score for each category [e.g. PL])	PIL Dominant	PI Forceful	PL Influential	P Dormant	L Concerned	IL Vulnerable	I Marginal
	Suggested engagement types (circle all appropriate)						
	Involve Collaborate Empower	Inform Consult Involve	Consult Involve Collaborate	Inform Consult	Involve Collaborate Empower	Collaborate Empower	Collaborate Empower

(NOTE: This worksheet may contain sensitive information. It is not intended for public distribution.)

Worksheet D – Engagement Risk Profile Card

Make a copy of this worksheet for each standard risk source you identify as applicable to your engagement.

Risk Source (tick one)	☐ Suppliers ☐ Stakeholders you are engaging ☐ Community or external groups you are not engaging ☐ Facilities ☐ IT systems ☐ Staff conducting the engagement ☐ Other areas within your organisation/department ☐ Other areas outside your organisation/department			
Who/What (enter who or what is the source of the risk)				
Potential Issues (list what could go wrong in relation to the source)				
Inherent Risk Rating (tick all appropriate and circle consequence/ likelihood ratings)	**Potential Impacts:**	**Consequence:**	**Likelihood:**	**Rating**
	☐ Objective	1 2 3 4 5	1 2 3 4 5	
	☐ Human	1 2 3 4 5	1 2 3 4 5	
	☐ Financial	1 2 3 4 5	1 2 3 4 5	
	☐ Environmental	1 2 3 4 5	1 2 3 4 5	
	☐ Legal	1 2 3 4 5	1 2 3 4 5	
	☐ Reputation	1 2 3 4 5	1 2 3 4 5	
	☐ Social	1 2 3 4 5	1 2 3 4 5	
Proposed Controls (list all controls or mitigants you are planning to use)				
Residual Risk Rating (tick all appropriate and circle consequence/ likelihood ratings)	**Potential Impacts:**	**Consequence:**	**Likelihood:**	**Rating**
	☐ Objective	1 2 3 4 5	1 2 3 4 5	
	☐ Human	1 2 3 4 5	1 2 3 4 5	
	☐ Financial	1 2 3 4 5	1 2 3 4 5	
	☐ Environmental	1 2 3 4 5	1 2 3 4 5	
	☐ Legal	1 2 3 4 5	1 2 3 4 5	
	☐ Reputation	1 2 3 4 5	1 2 3 4 5	
	☐ Social	1 2 3 4 5	1 2 3 4 5	
Contingency Strategy (detail proposed action if risk eventuates)				

(NOTE: The details of your proposed controls and contingency strategy should be added to your overall project schedule and overall risk management plan.)

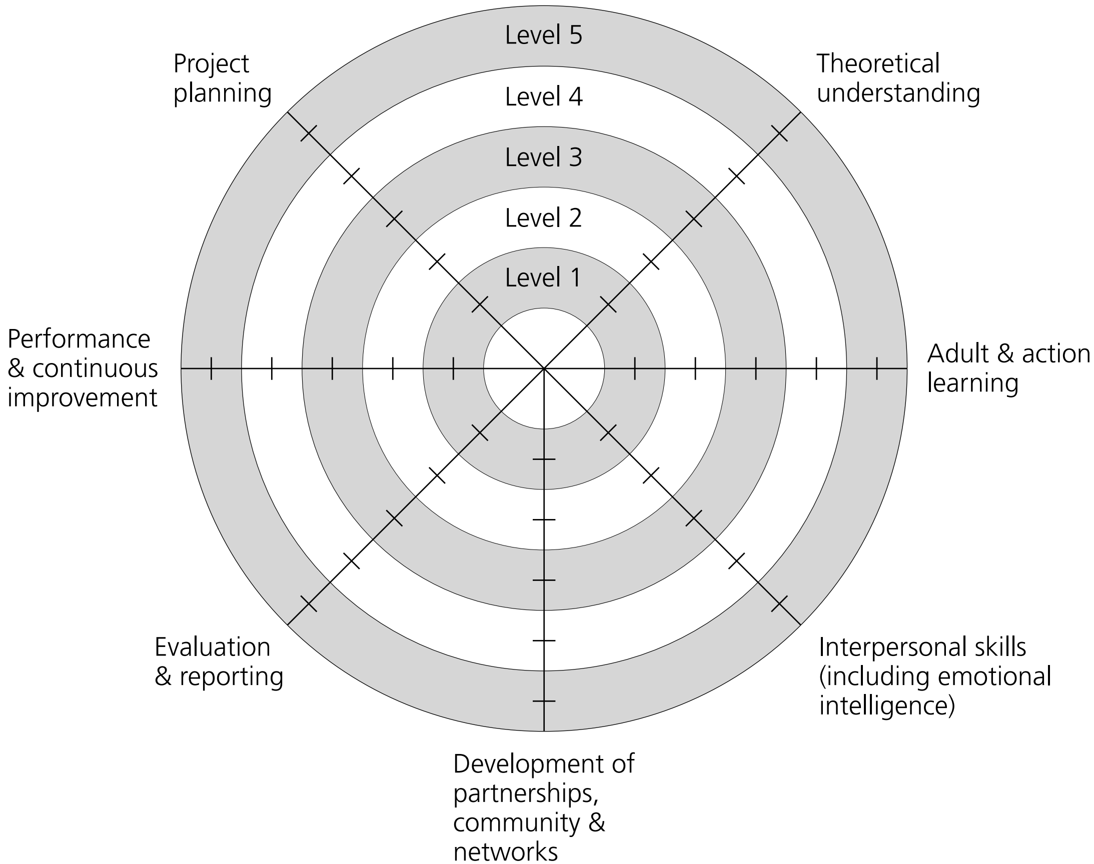
(NOTE: This worksheet may contain sensitive information. It is not intended for public distribution.)

Worksheet E – Engagement Evaluation Strategy

Purpose of evaluation	Key evaluation questions	Who is interested in the answers?	Sources of evidence	Methods of measurement	Who is responsible?	When
How successful was the engagement?						
What could we do better?						
What did we learn?						

(NOTE: Once completed, the details of these activities should be added to your overall project schedule and overall project evaluation plan.)
(NOTE: This worksheet may contain sensitive information. It is not intended for public distribution.)

Worksheet F – Skill Development Wheel



Worksheet G – Engagement Learning Strategy

Competency area	Competency level	Learning approach	Actions	Start & end date

(NOTE: Once completed, the details of these activities should be added to your overall learning plan.)

Template 1 – Strategic Engagement Plan

Project name:		**Date:**	

What success looks like for:	**The project team:**	**The organisation/Minister:**	**The community/other stakeholders:**

INFORM	**CONSULT**	**INVOLVE**	**COLLABORATE**	**EMPOWER**
Promise:	**Promise:**	**Promise:**	**Promise:**	**Promise:**
We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and provide feedback on how your input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how your 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 implement what you decide.
Stakeholders:	**Stakeholders:**	**Stakeholders:**	**Stakeholders:**	**Stakeholders:**
Tools:	**Tools:**	**Tools:**	**Tools:**	**Tools:**

Template 2 – Operational Engagement Plan

Engagement type	Tool/activity	Stakeholder(s) involved	Resources required	Who is responsible?	Start and finish dates

Feedback method	Who is responsible?	Start and finish dates

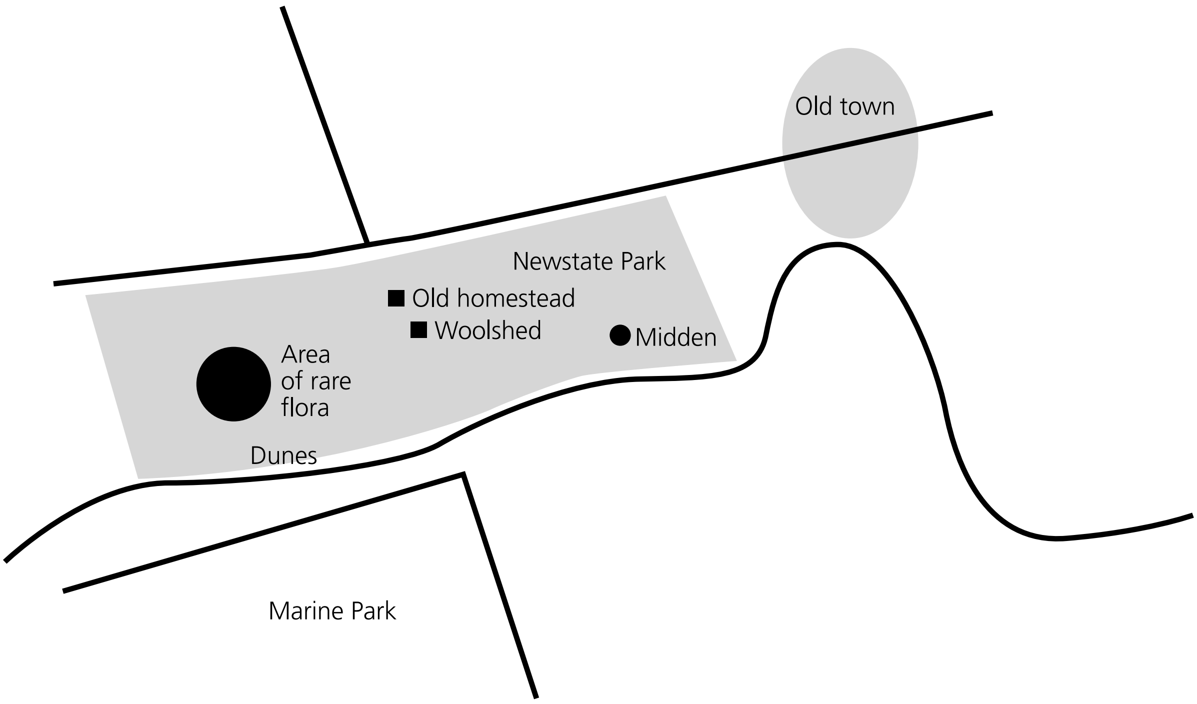
(NOTE: Once completed, the details of these activities should be added to your overall project schedule.)

Example engagement planning documents

The following are sample engagement planning documents included for your reference, using the templates and worksheets included in this publication. They are based on a fictional project involving the construction of a walking trail in a park.

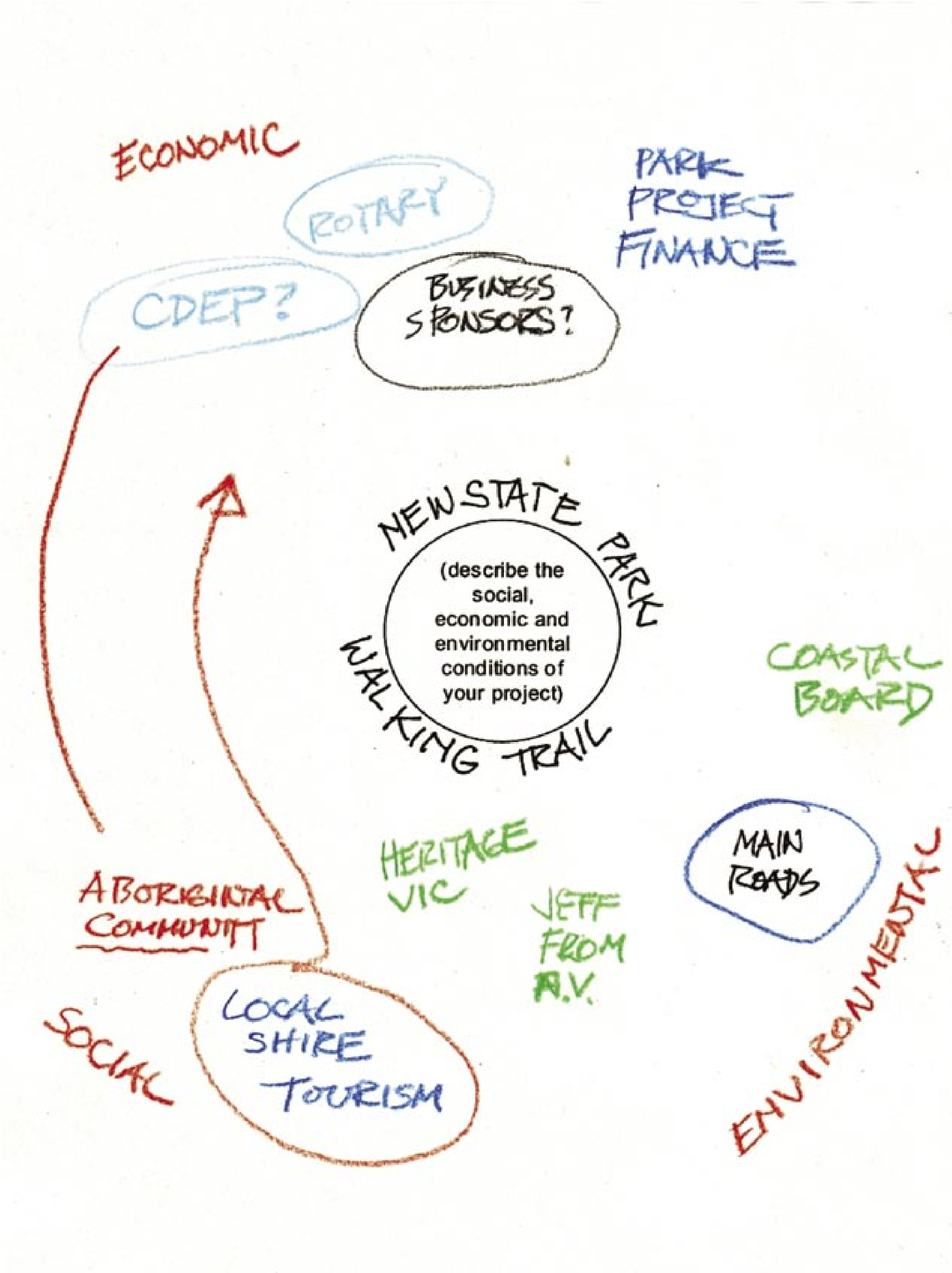
Project Description

It has recently been decided to construct a walking trail through Newstate Park to enable access to important rare vegetation. The Park was created from once marginal farm land because it contains some important remnant native flora and fauna. It is on the coast of Victoria, close to a once thriving small fishing community. It is anticipated that there might be as many as 200 visitors per day to the park in peak periods.



B

B.1 – Example Mind Map



B.2 – Example Strategic Engagement Plan

Project name:	Newstate Park Walking Trail	**Date:**	July

What success looks like for:	**The project team:**	**The organisation/minister:**	**The community/other stakeholders:**
	A workable walking trail highlighting the native vegetation in the Park.	Positive media, good value for money.	A great amenity.

INFORM	**CONSULT**	**INVOLVE**	**COLLABORATE**	**EMPOWER**
Promise:	**Promise:**	**Promise:**	**Promise:**	**Promise:**
We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and provide feedback on how your input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how your 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 implement what you decide.
Stakeholders:	**Stakeholders:**	**Stakeholders:**	**Stakeholders:**	**Stakeholders:**
Shire Council Project Finance Director	Main Roads Coastal Board Heritage Board	Tourism	Aboriginal Community Friends of the Park Geoff from Native Vegetation Research	
Tools:	**Tools:**	**Tools:**	**Tools:**	**Tools:**
Reports Photos	Meeting	Meeting	Semi-structured interviews Design workshop	

B.3 – Example Operational Engagement Plan

Engagement type	Tool/Activity	Stakeholder(s) involved	Resources required	Who is responsible?	Start and finish dates
Inform	Letter	Shire Council	Computer	Martin	Week 1 22 July
Inform	Quarterly Team Report	Project Director/finance	Computer	Martin	
Consult	Meetings	Main Roads, Coastal board Heritage board	Vehicle	Tom Emma Harry	Week 2
Involve	Meeting	Potential contractor (move to Collaborate if CDEP)	Vehicle	Martin Tom	Week 2
Involve	Meeting/ Semi-structured interview	Tourism board	Vehicle	Emma	Week 2
Collaborate	Semi-structured interviews	Aboriginal Community Geoff from NV Friends of the Park	Vehicle	Tom Emma Harry	Week 3
Collaborate	Design workshop	Aboriginal Community Geoff from NV Friends of the Park	Meeting room, food, facilitator	Tom Emma Harry	Week 5

Feedback method	Who is responsible?	Start and finish dates
Letter and Drawing		Week 6
Letter and Drawing		Week 6
Letter and Drawing	Martin	Week 6
Letter		
Letter and Drawing	Martin	Week 6
Letter	Martin	Week 4
Letter and Drawing	Martin	Week 6

(NOTE: Once completed, the details of these activities should be added to your overall project schedule.)

B.4 – Example Engagement Evaluation Strategy

Purpose of evaluation	Key evaluation questions	Who is interested in the answers?	Sources of evidence	Methods of measurement	Who is responsible?	When
How successful was the engagement?	Did we stay on track? How did it help the project? Did it come in budget? What was in the press? Who wrote letters of complaint? How fast was approval given of the project design?	Team Others in Dept.	Meeting notes Press articles on project File	Comparative tracking	Martin	Week 7 & 12
What could we do better?	What took us by surprise? What didn't work?	Team Others in Dept.	Evaluation meeting Workshop 'happy sheet'/ Evaluation feed back form		Martin	Week 6
What did we learn?	If we had a similar project, what would we do differently? Do the same?	Team Others in Dept.	Team meeting Evaluation mini workshop	Personal stories, notes	Martin	Week 6

(NOTE: Once completed, the details of these activities should be added to your overall project schedule and overall project evaluation plan.)
(NOTE: This worksheet may contain sensitive information. It is not intended for public distribution.)

B.5 – Example Engagement Learning Strategy

Competency area	Competency level	Learning approach	Actions	Start & end date
Theoretical Understanding	• Always using the theory to inform planning and actions • Always modifying or adding to the theory in light of reflection on practice in relation to theory • Creating a culture of challenge and learning, inviting critique and peer review • Always seeking out conversations about theory (and theory in practice) with 'experts'.	Team-based meeting	Hold debrief workshop	Week 8
Project Planning	• Show leadership in the development of project plans • Show leadership in the development of engagement plans • Show leadership in monitoring, analysing and taking appropriate action in light of project changes/ objectives • Able to build a community profile • Able to apply processes/responses to relevant risks	Team-based meeting	Hold debrief workshop	Week 8
Interpersonal Skills	• Create a culture where excellent communication is valued and practised • Continually adapt and improve communication practice in work and personal life • Have a high level of self-awareness and self-management in stressful situations • Have a primary focus on others' needs and feelings.	Team-based meeting	Hold debrief workshop	Week 8

(NOTE: Once completed, the details of these activities should be added to your overall learning plan.)

Example alternative engagment planning documents

The following are examples of different engagement planning documents that practitioners have developed for their own projects.

These documents demonstrate that there is no ‘right way’ to approach community engagement. Every situation and circumstance is different and requires a tailored approach to enable appropriate participation.

C

C.1 – Example Alternative Engagement Plan 1

Mildura Fire Protection Plan – Community Engagement Spectrum

INCREASING LEVEL OF PUBLIC IMPACT

INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
Goal:	**Goal:**	**Goal:**	**Goal:**	**Goal:**
To provide the public with balanced and objective information to assist them in understanding the problems, alternatives 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 issues and concerns 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-making in the hands of the public.
Promise to the Public:	**Promise to the Public:**	**Promise to the Public:**	**Promise to the Public:**	**Promise to the Public:**
We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and issues are directly reflected in the alternatives developed and provide feedback 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 implement what you decide.
Who fits in here?	**Who fits in here?**	**Who fits in here?**	**Who fits in here?**	**Who fits in here?**
• Media • Trust for Nature • Committees of Management • Local Politicians • Recreational groups • Operational staff	• VFF • Apiarists • VNPA • Field Naturalists • Licensees • Lease holders	• Local government • Landowners • DPI • CFA • CMAs • Indigenous groups • Interstate agencies • Recovery groups • Fire management branch • Project staff	• Parks Victoria • Forests • Biodiversity	
What tools can we use?	**What tools can we use?**	**What tools can we use?**	**What tools can we use?**	**What tools can we use?**
• Fact sheets • Web site • Open house	• Regional Workshops • Targetted focus groups with groups not represented at workshops	• Regional workshops • Information exchange – updating on progress • One-on-one meetings with indigenous groups	• Representatives sit on the reference group • Attendance at (and assistance to coordinate) all community 'events' • Participatory decision making • Consensus building	
When? How?	**When? How?**	**When? How?**	**When? How?**	**When? How?**
• Produce fact sheet ASAP detailing process, milestone dates, educational tools information channels • Same info available on web site • Open house in XX(date) when draft plan is released for public comment	• Series of workshops planned for Underbool, Werrimul, Mildura, Ouyen, Murrayville, Rainbow, Yannick, Swan Hill & Hopetoun during October & November to address issues and solutions – DATES TBC • Following completion of workshops, some targeted 1 hour focus group discussions may need to be held with groups not represented at workshops. These would also be addressing issues and solutions	• Workshops as per consult • Specific targeted meetings with indigenous groups coordinated and supported by Rodney Carter (indig facilitator with DSE) • Again, if required we could run some one-on-one discussions/meetings with key groups to talk about issues and solutions and also to begin identifying the things that must be embedded in the plan	• Apart from being a part of the whole process at every opportunity, these stakeholders must be involved at every decision making point in the process. • Continual consensus building occurs through working together, and building a plan that addresses issues along the way and designs solutions together	

C.2 – Example Alternative Engagement Plan 2

Community Engagement Plan – Central Hopkins

Draft, 08/06/04

Engagement Plan title: To maximise the effectiveness of implementing the Central Hopkins Project

Project Team: Dion Borg, Cathy Wagg, Greg Campbell, Peter Dixon, Phil Perret, Yvonne Ingeme, Mike Wagg

Project Objectives:

1. To increase community understanding about NRM issues facing the area by increasing the efficiency of delivery to landholders
2. To increase adoption of more appropriate land management practices by building farmers motivation, capacity and confidence to change
3. Promoting practical management options for saline land
4. to use an ICM approach to tackle the land and water management issues
5. Improve the environmental, social and economic condition of the Central Hopkins catchment.

Commencement and Completion Dates: June 03 – July 06

1. List citizens & Stakeholders	2. Which project objectives relate to which citizens & stakeholders 1-5	3. Purpose of Engagement	4. Tools	5. Resources	6. Skills required	7. Who is responsible	8. When will it be completed	9. How & when will you report (links to evaluation plan)	10. Key comm messages	11. Comm methods CE Objective at this step
CAW	5	Involve	Workshop/Meeting	Dion – admin, project package Mike – time/timing	PR Writing Communication	Dion/Mike	Dec 04	Quarterly and End of financial yr written reports	I,II	C, E, F
Project Team	1,2,3,4	Consult	Meeting 1:1 communication	Dion	Communication	Dion	July 06, Ongoing	Verbal at meetings Quarterly reports	II,III,IV	B, C, G
GHCMA	5	Consult	Technical assistance Technical reports and discussion papers – abstracts/ posters Meeting/workshop	Data – demo sites/results Evaluation info Ask CMA if they want it (Felicia) Mark H	Writing/ communication Presentation Technical updates Admin	Dion/Mike Admin support Other team members	July 06, ongoing	Monthly/quarterly written reports Verbal reports at meetings	I,II,IV	C, F, G
GHCMA facilitators	1,3,4	Inform	Technical assistance Printed information Field trips Briefings/meetings Websites	Facilitators Dion – admin/tech Bus/t&c/etc IT support Demo sites Mark H	Coordination PR/presentation Outside facilitation /negotiation IT Admin	Dion Mark H Other team members	Meeting Jun 04 Ongoing	Verbal reporting at meetings Person contact	I,III,IV	B, C, G
CAS team	1,2,3,4	Inform	Technical assistance Briefings Printed information	IT support Admin – dion	Coordination PR/presentation facilitation /negotiation IT Admin	Dion	July 06, ongoing	Verbal reporting at meetings Personal contact	I,III,IV	B, C, F, G

Central Hopkins landholders	1, 2, 4, 5	Empower	Step process to move through wheel of engagement* see work program attached					Media releases Reports back to participants	III, IV	A, B, C, D, E, G
Watershed 2000	1,2,4	Inform	Technical assistance Printed information Media releases Field trips Briefings	IT support Admin – dion		Dion	July 06, ongoing	Verbal/written reports at meetings Media	I, II, III, IV	A, C, D, E, G
Stock Agents	3	Involve	Workshop – response Technical assistance	Time (AH) Database of experts	Multiskilled/ signposting	Dion/Val	July 06, ongoing	Verbal and end of year written report	I, III, IV	A, B, C, D, E, G
Seed breeders	3	Consult	One on one/ update	Time Database of experts		Dion	July 06, ongoing	Verbal reports	I, II, III, IV	B
Landcare groups	1,2,3,4	Consult	Newspaper inserts Photo voice Field Trips Public conversation Sheepvention	Cameras, $, outline of goals		Dion Admin Facilitators	July 06, ongoing	Verbal reports at meetings Media	I, II, III, IV	A, C, D, E, G
Wider community	1,4	Inform	Media releases Printed info Websites Sheepvention	Info centre 136186 media unit		Dion Customer Service Centre	July 06, ongoing	Media Web	III, IV	D, E, G
PIRVIC	3	Involve	Seminar Program 1:1 contact Technical advice/ knowledge Sharing Sheepvention			Dion	July 06, ongoing	Verbal reports	II, III, IV	B, C, E, F, G

Communication key messages: I – background, II – progress, III – NRM mess, IV – events/opp
Communication methods: A- mailout, B – 1:1, C – meeting, D – internet, E – workshop, F – reports, G – media

C.3 – Example Alternative Engagement Plan 3

Enhancing DSE's capacity in Community Engagement in Fire on Public Land
Project Engagement Plan

E2E Phases	Project Steps	CE Objective at this step	Project Objective at this step	Stakeholders applicable to this step	Activities / Tools / Actions	Messages / Questions	Who do	When
PLAN PHASE	Define Scope of the Project **JAN 2005**	CONSULT INFORM	Clear direction for project & Sign off	ALL	**Project**			
					Discussions with RM's and RFM's	We want your input, How would you like to be involved? Receive information?	Nic	Sept '04
					Collation of feedback		Nic	Sept '04
					Write Strategy Development Plan		Nic	Nov '04
					Get sign off on Strategy Development Plan		Nic	Nov '04
					Develop Engagement and Evaluation Plans		Nic/Fleur	Nov '04
					Write INFORM (etc) articles		Fleur	Nov '04
					Set up reference group and PCB		Nic	Jan '04
					Develop overall calendar of internal communication vehicles		Fleur	Jan '04
					Engagement			
					Briefings to Senior Management – Fire Team, RSE, P&F Executive, CAS	Phase 1 till March 2005, Phase 2 Mar 2005 – August 2005 then review. We want your commitment, advocacy and to u/s the implications	Nic	Jan-Feb '05
					Presentation to FMO's	This is your plan, you will create it with our help. You u/s the fire business best. We are not starting with a blank slate – we will collect all current data re CE	Nic	Nov '04
					Fireweb/Inform/regional newsletter - article	Project has started, it's aims are...Staff input will be gained through a number of means – be ready to be contacted in some way. All staff will have an opportunity to contribute in some way	Fleur	Dec '04 - Jan '05
					Team Meetings through regional fire managers	As for FMO presentation + your views, ideas for next stage of project. Possibly Step 2		Feb '05
					Evaluation/Review/Learnings			
					Set evaluation questions and activities for each step of project		Nic	Nov '04
DELIVER PHASE	Gather Information (NOW) **FEB 2005**	CONSULT INVOLVE	To find out everything that fire is currently doing re: CE processes, culture, protocols, skills	FMO's RM's & FM's P&F Managers CFA PV DPI CSR OESC LG? Media (regional) Indig LO CEN	**Project**			
					Design survey questions		Fleur	Nov '04
					Speak with Max Coulter re: written protocols		Fleur	Dec '04
					Collate all feedback and finalise stocktake report		Nic/Fleur	31 Jan '05
					Engagement			
					Phone calls 1:1 with FMO's Depth interviews		Nic/Fleur	Dec 04 - Feb 05
					Focus Groups (regional DSE not fire)		Fleur/Nic CEN/CEFF?	Feb '05
					1:1 discussions face-to-face re: milestones (RM's, FM's, RFM's) and/or regional fire teams	We want to know what you think. We believe there is lots going on and we want to recognise this and help take stock of where we are currently at. Are we on the right track? What other information do you think we should research to do a thorough stocktake.	Nic	Feb '04
					Skills sessions	You have many CE skills already AND like any science there is new information helping us to u/s and implement best practice in CE - therefore you will also find that there are some areas where you will appear lower. This indicates an opportunity for personal development or for working in with others who do have those skills.	Fleur/Nic	Feb-Mar '05
					Lit search (O/S and interstate)		Fleur/Nic	Nov 04 - Feb 05
					1:1 disc KO, CH	We want to work together - how can we build off each other's work and support each other?	Nic	Dec '04
					1:1 discussion partners (PV, CFA, DPI, OESC?)		Nic	Dec '04
					Briefings to senior mgt - See Senior Managers above		Nic	Dec 04- Feb 05

				Set up a Delphi Study for staff to contribute via targetted emails ??		Nic	Feb ‘05
				Establish calendar of events for the project		Fleur	Jan ‘04
				Evaluation/Review/Learnings			
				Journal reflections		Fleur/Nic	
				Survey completed and collated - answering key evaluation questions to date	How willing are staff to be involved in community engagement activities?	Fleur	28 Feb ‘05
					How satisfied were staff & partners that their point of view had been heard?		
					What did staff (& partners) think/feel about the processes used to engage them?		
					Who was involved in the community engagement activities?		
					What activities were undertaken to develop the strategy?		
					What resources were required to develop the strategy?		
Establish Project Direction & Decision criteria **MAR 2005**	INVOLVE COLLABORATE INFORM	To establish criteria to help decide which strategies will make the biggest difference to DSE To set direction standards / targets	ALL COLLABORATE S/Hs	**Project**			
				Prepare workshop - re: date, facilitator (?) aims and process		Nic	Feb ‘05
				Invite all participants - verbally and written		Fleur	Feb ‘04
				Write up all workshop outcomes		Nic	Mar ‘05
				Distribute outputs and outcomes to all stakeholders (INFORM)		Fleur	end Mar ‘05
				Test standards and targets against local and overseas examples etc		Nic/Fleur	Mar ‘05
				Collate all feedback and finalise standards, targets and vision		Nic	Mar ‘05
				Start working with 2 regional projects - To Be Defined by RMT and the PCB Possibly Otways, Far East Gippsland, North East?	Action Research Questions: What impact does CE have on project outcomes? What capacity building needs are there of DSE/PV staff?		Mar ‘05
				Engagement			
				Workshop to establish vision, standards, targets and decision criteria (1-2 days?)	You will design the most appropriate standards for us. We will build of what has gone before us (local and O/S). These are for fire management - we need to believe these are possible, appropriate and what is needed.	As above	10 Mar ‘05
				Ask for feedback from all stakeholders - particularly those not present at workshop (verbally and email/written)	We value your opinions and will incorporate them to the maximum extent possible	Nic/Fleur	14-18 Mar ‘05
				INFORM – fireweb/inform, regional newsletters, targetted emails, memo to P&F directorate (briefing)	These are the minimum CE standards and the stretch targets for Fire management on public land. There is joint agency agreement to these standards - we believe you are already meeting some, if not all, of these and the strategy will provide further pathways to help staff meet these aims.	Fleur	Mar ‘05
				Evaluation/Review/Learnings			
				Review the outcomes of the workshop - 1:1 depth interviews with participants	How satisfied were staff & partners that their point of view had been heard?	Nic/Fleur	Mar ‘05
					Who was involved in the community engagement activities?		
					What activities were undertaken to develop the strategy?		
					What resources were required to develop the strategy?		
					What are the benefits in relation to these costs?		
				Review the workshop itself - evaluation form/sociometry on the day	What did staff (& partners) think/feel about the processes used to engage them?	On day of workshop (facilitator)	Mar ‘05
					To what extent did the project team keep their ‘participation promises’ (made to staff)? If not why not?		
					How satisfied were staff & partners that their point of view had been heard?		
					How confident can the project team be that all the appropriate/necessary interest groups/people were included? If not why not?		
					How accepting are staff (& partners) of the strategy (eg decisions or recommendations made.)?		
					To what extent were staff & partners able to articulate their views in a way others could understand?		
					To what extent has the relationship between DSE and partner agencies/key stakeholders/communities changed? (Trust, respect, reciprocity etc.)		
					To what extent were stakeholders (including DSE) prepared to consider other points of view on CE?		
					How has the staff’s (& partners) understanding of CE changed? What new knowledge/understanding have they gained?		
					What did the project team learn about enhancing DSE’s approach to CE in fire on public land		

Project Engagement Plan, continued

E2E Phases	Project Steps	CE Objective at this step	Project Objective at this step	Stakeholders applicable to this step	Activities / Tools / Actions	Messages / Questions	Who do	When
DELIVER PHASE continued					Evaluate both impact of work in CE trial and evaluate the capacity building approaches and needs			
					Collate the evaluation & ascertain learnings		Nic/Fleur	Mar '05
					Compile report & incorporate learnings into project/eng plan		Nic	Mar '05
	Develop Alternatives **APRIL 2005**	CONSULT COLLABORATE EMPOWER	To define key strategies for inclusion in document		**Project**			
					"Prepare regional workshops (x 5) - aims, facilitators, running sheets Possibly with RMT's and Reg. Fire Teams"		"Fleur/Nic CEN/CEFF?"	April '05
					Book venues, logistics etc - If necessary		Nic	April '05
					Invite participants from across agencies (through RM's and RFM's)		Nic	April '05
					With PCB set key criteria to assess potential strategies		Nic/PCB	April '05
					Implementation - reional pilots - testing the standards and targets			
					Send out any preliminary reading or memory joggers		Nic	April '05
					Engagement			
				EMP S/H's	Regional workshops joined up across divisions/agencies		Nic/Fleur	April '05
				CONSULT S/H's	Email ideas (survey AI style) -build off Delphi Study?		Nic	April '05
				EMP S/H's	On-line discussions - chat room? (or use Delphi Study but this is quite targetted)			As above
					Evaluation/Review/Learnings			
					Evaluate workshops (x5) through end of workshop surveys	What did staff (& partners) think/feel about the processes used to engage them?	Fleur	April '05
						To what extent did the project team keep their 'participation promises' (made to staff)? If not why not?		
						How satisfied were staff & partners that their point of view had been heard?		
						How confident can the project team be that all the appropriate/necessary interest groups/people were included? If not why not?		
						How accepting are staff (& partners) of the strategy (eg decisions or recommendations made.)?		
						To what extent were staff & partners able to articulate their views in a way others could understand?		
						To what extent has the relationship between DSE and partner agencies/key stakeholders/communities changed? (Trust, respect, reciprocity etc.)		
						To what extent were stakeholders (including DSE) prepared to consider other points of view on CE?		
						How has the staff's (& partners) understanding of CE changed? What new knowledge/understanding have they gained?		
						What did the project team learn about enhancing DSE's approach to CE in fire on public land		
					Incorporate insights into next stages of project		Fleur/Nic	April '05
	Assess alternatives and decide best way forward **APRIL 2005**	CONSULT INFORM	To evaluate the strategies against key criteria re: biggest difference given constraints	Project Team	**Project**			
					Evaluate the alternative ideas against the preset criteria		Nic/Fleur	April '05
					Document the resulting "leverage" points for the strategy in tabular form		Fleur	May '05
					Implementation - Regional Pilots testing standards and targets		Nic/Fleur/CEN?	

					Implementation -1 day workshops re: CE training		Nic, Fleur CEN/CEFF?	Mid May '05
					Engagement			
					Senior Mgt briefings - RSE, Fire Team, P&F Directors, CFA? PV?	Are we on track? What have we learnt? What do we need to continue? What do we need to do more of? What do we need to do less of?	Nic	May '05
					1:1 phone/face discussions	What do you think of this evaluation of the strategies/leverage points? What agree with? Comfortable with? What are challenges for us? What do you think needs changing? Other comments?	Fleur	
					Targetted email conversations - continue the Delphi Study?	Do these alternatives seem to be our leverage points?	Nic	May '05
						To what extent has the relationship between DSE and partner agencies/key stakeholders/communities changed? (Trust, respect, reciprocity etc.)		
						To what extent were stakeholders (including DSE) prepared to consider other points of view on CE?		
						How has the staff's (& partners) understanding of CE changed? What new knowledge/understanding have they gained?		
						What did the project team learn about enhancing DSE's approach to CE in fire on public land		
					INFORM etc vehicles	These are the strategies that appear to give us the most amount of leverage - what do you think? What do you agree with? What do you think we have missed? What do you disagree with? Why?	Fleur	May '05
					Evaluation/Review/Learnings			
					Review 1 day training for impact			May '05
					Review where we are at with the project	Are we on track?		May '05
						What have we learnt?		
						What do we need to continue?		
						What do we need to do more of?		
						What do we need to do less of?		
LEARN PHASE	Complete Strategy **MAY 2005**	INFORM CONSULT INFORM	Decide on strategy (DRAFT) Write DRAFT Get comments Get sign off for FINAL strategy	Project Team INFORM S/Hs	**Project**			
					Write up strategy		Nic/Fleur	23-27 May '05
					Collate responses from consultation		Fleur	
					Write final strategy document			
					Develop implementation plan			
					Discuss implementation with associated groups to get agreement about roles & responsibilities (eg. Regional CE Fire, Fire teams regionally, CEN, Senior Managers, PV, CFA)	Where can we build synergies?		
						What roles do we all play?		
						What is reasonable?		
						What needs additional resources?		
					Finalise and write up implementation plan	Where can we better use our current resources?		
					Begin wrap-up report			
					Finalise pre and post implementation plans			
					Engagement			
					Send to all s/h's for comment - written and email		Fleur	27 May '05
					Targetted conversations - re: implementation	As above re: discuss imp with associated groups	Nic	
					Let everyone know result via INFORM, regional newsletters, emails, Engage-orama, Chat Room	This is the strategy for developing our capacity in CE in fire on public land. Next Steps are......You will be invited to take part in any or all of these strategies so keep a look out for more information"		30 May '05
					Undertake some snowball sampling to identify working group and reference group participants for implementation if needed		Nic	
					Briefing to PCB & senior managers	This is the strategy for developing our capacity in CE in fire on public land. Next Steps are......Our request of you is....."		
					Briefing to Regional MT & Fire Teams			
					Briefings to regional fire (parks and forests) teams	This is the strategy for developing our capacity in CE in fire on public land. Next Steps are......You will be invited to take part in any or all of these strategies so keep a look out for more information. Our request of you is..."		
					Evaluation/Review/Learnings			
					Review overall strategy through survey (phone) compare key questions from first survey to this one re: views on CE, willingness			
					Incorporate learnings into strategy implementation phase			

C.4 – Example Engagement Evaluation Strategy

Evaluation themes	Key evaluation questions	Stakeholders interested in answers	Evidence			
			Source	**Method for collecting**	**Who responsible**	**Start and end date**
To determine the effects of the engagement process	What impact has the community engagement activities had on the outcomes of the project?	Funders, managers, project team	On ground data collection	Annual field assessments – counts, forest health assessment etc.	All members of project team	1 June yrs 1,2 & 3
	To what extent are community stakeholders behaving differently?	Funders, managers	Community feedback	Interviews	Pat and Chris	Feb yr 3
			Project team, other DSE/agency staff	Observations, quarterly reports, most significant stories	All team members, Pat to coordinate	Quarterly for life of project
	How has the community stakeholders' understanding of the issue changed? What new knowledge/understanding have they gained?	Funders, managers, project team	Community feedback	Interviews/activity feedback sheets/most significant stories	Pat/activity leaders	Feb yr3 /after activities/ quarterly
			Project staff	Observation – facilitated team discussion	Jo to lead discussion	March yr 3
	To what extent has the relationship between DSE and the rest of the community changed as a result of this project's community engagement activities?	Managers	Community feedback	Focus groups	Jo and Chris	April yr 3
			Project staff	Focus groups	Jo and Chris	April yr 3
To improve how community engagement is done	To what extent were stakeholders (including DSE) able to articulate their views in a way others could understand?	Project team, other practitioners, managers	Community feedback	Feedback sheets/ interviews	Activity leaders/Pat and Chris	After activities/ March yr 3
			Other agency staff	Interviews	Pat	March yr 3
	How satisfied were stakeholders (including DSE) that their point of view had been heard?	Project team, other practitioners, funders, managers	Representatives of all stakeholders	Focus group(s)	Jo and Chris	April yr 3
	What did community stakeholders think/ feel about the processes used to engage them?	Project team, other practitioners, managers	Community feedback	ORIDs at events/activities	Activity leaders	After all activities
				Interviews	Pat	Feb yr 3
	How accepting are community stakeholders of the project outcomes (eg decisions or recommendations made.)?	Project team, managers, funders	Community feedback	Interviews Invitation to respond	Pat and Chris Jan	Feb yr 3 Dec yr 3
			Project team	Most significant stories	Pat to coord.	Quarterly
			Ministerials	Monitor content	Jan	Monthly
	To what extent were stakeholders (including DSE) able to participate in the decision-making process?	Project team, managers	Community feedback - people who did and did not get involved	Interviews Focus groups Most significant stories	Pat and Chris Jo and Chris Pat to coord	Feb yr 3 April yr 3 Quarterly
	What resources were required to develop & implement the community engagement plan?	Project team, other practitioners, funders	Project budget	Analysis of data	Jan	Quarterly
			Team time allocation records	Analysis of data	Jan	Quarterly
	What are the benefits in relation to the costs?	Funders, managers	Stakeholder data	Analysis	Peter	Dec yr 3

To improve how community engagement is done, continued	What did the project team learn about the issue/problem area as a result of the community engagement activities?	Project team	Project team	Learning journals	All team	Ongoing
				Delphi	External evaluator	March yr 3
				Group discussions	Peter to lead	All team meetings
	What changes have project staff made to the way they manage the issue as a result of their community engagement activities?	Project team, other practitioners	Project team	Group discussion	Peter to lead	All team meetings
	To what extent did the project team keep their 'participation promises' (made to community stakeholders)?	Project team, other practitioners, managers	Project team	Facilitated discussion	Jo to lead	March yr 3
			Community feedback	Interviews	Pat and Chris	Feb yr 3
			Ministerials/news items	Monitor	Jan	Monthly
	How confident can the project team be that all the appropriate/necessary interest groups were included? If not why not?	Project team	Community feedback (from those not involved)	Interviews	Pat and Chris	Feb yr 3
			Ministerials/news items	Monitor (for disenfranchised)	Jan	Monthly
To gain insights into what is effective community engagement in different situations	How willing were community stakeholders to be involved in the engagement activities?	Project team, other practitioners	Project team observation	Facilitated discussion	Jo to lead	March yr 3
			records from activities	Analyse and interpret data	Jan + rest of project team	Annually in June
	Who was involved in the community engagement activities?'	Project team, other practitioners	Project team records from activities	Analyse and interpret data	Jan + rest of project team	Annually in June
	What activities were undertaken to implement the community engagement plan?	Project team, other practitioners	Quarterly reports	Analyse and record data	Jan	Annually in June
	To what extent has the project influenced how the project team members view the issue?'	Project team	Project team reflection	Facilitated team discussion	Jo to lead	March yr 3
			Learning journals			
	To what extent did project team staff have the skills needed to implement the engagement activities successfully?	Project team, other practitioners, managers	Project team reflection	Group and 1 to 1 discussion with manager	All team members Peter to lead	6 monthly reviews
			Project manager observation	Group and 1 to 1 discussion with staff	Peter to lead	6 monthly reviews
			Community feedback	Interviews	Pat and Chris	March yr 3
	What worked well? What could have been done better?	Project team, other practitioners	Project team reflection	Reflection sessions at team meetings	Peter to lead	All team meetings
			Community feedback	Interviews	Pat and Chris	Feb yr 3
				Feedback sheets at activities	Activity leaders	After all activities

C.5 – Example Alternative Engagement Learning Strategy

Skill Area	Learning Goals (S.M.A.R.T.)	How I will achieve my goals	Specific Actions	When	Skill Evidence
Adult and Action Learning	Aware of the basic theory of adult learning and my own learning style by June 30.	Explore the theory and undertake self-assessment.	Do web search of adult learning. Talk to someone who has done Workplace training courses. Talk to HR. Do my own assessment.	April April April May	Know my own learning style and pursue opportunities to access materials which suit my learning style.
	Apply basic adult learning theory in workplace activities by September 30 in order to move skills up one level.	Review theory against what is relevant to activities in the workplace. Implement theory into less complex activities. Evaluate effectiveness of activities.	Start applying principles of adult learning to activities with community groups.	July	Designed activities using adult learning theory. Continue to practice and evaluate success of designing activities with adult learning principles embedded.
Project Planning and Community Engagement Planning	Confidently plan out all projects I am involved with to feed into funding/business planning cycles.	Undertake Project Planning training. Know how to access additional advice within my organisation.	Book into training course. Undertake and reflect on course. Identify people/services to support me in developing a project plans.	March April	Have completed a project plan. Access current information and materials about project planning.
	As part of all project plans include a plan for engagement that involves the community in the engagement plan development.	Undertake 'Get Engaged' training through DSE training program. Identify stakeholders and ask them how they would like to be engaged.	Book into training course Undertake course taking along example project to "practice" on. Undertake stakeholder analysis, plan and ask stakeholders about their preferences for engagement.	March April April	Confidently define the target community and involve them in scoping/planning for the community engagement plan.
	Learn about and be confident to undertake simple stakeholder analysis to feed into community engagement plan.	Source information about and apply the CLIP ((C) collaboration and conflict, (L) legitimacy, (I) interests and (P) power of stakeholders) tool in engagement planning.	Conduct web search of CLIP tool. Read literature. Ask a colleague to demonstrate how the tool is used and coach me through.	January January	Complete an analysis of stakeholders. Use the information to define and approach the target community to develop a community engagement plan.
Theoretical Understanding	To have the ability to convey community engagement theory to colleagues in a way that is relevant to their projects and they can start applying it.	Have a thorough understanding of different theory and techniques of community engagement. Be able to communicate the theory simply and effectively.	Undertake 'Get Engaged' or other community engagement training. Join a Community Engagement Community of practice or peer support group. Undertake reflective discussions about what theories are most appropriate.	August June September/ October	Plan and take advantage of formal/informal opportunities to talk to colleagues about community engagement theory/systems thinking/capacity building. Conduct reviews/surveys of the outcomes of discussions.

Case studies

D.1 Bendigo Forest Management Plan

Objective of the project

A Forest Management Plan is currently being developed for the sustainable management of State forest in the Bendigo Forest Management Area (FMA). The plan will provide management principles for the balanced use and care of State forest, consistent with the Victorian Government's commitment to ecologically sustainable forest management. This project is using some innovative engagement activities to ensure ownership of, and commitment to, the plan by the community.

The community

The community of the Bendigo Forest Management Area is made up of a range of groups, clubs, industries, companies and individuals. The mailing list database has over 400 stakeholders.

The way in which the target community was originally determined was via a thorough search of all groups, organisations and individuals that have been involved with forest management over the years. These stakeholders were entered into our database. This database is used to mail out information about events and progress on the management plan.

Our strategy to involve the community was not to exclude anyone, to leave it open to anyone and everyone who wanted to attend the activities to have their say on the future of the forests. To this end, we have published all events through the community and continue to ask the broader community for their input at every available opportunity.

Project Snapshot	
Project Date	Dec 2002 - Sep 2006
No. of people to manage/deliver project	10
No. of people involved	500 – 1000
Who was involved	All residents and people connected with the forests in the Bendigo Forest Management Area
Type(s) of engagement	Inform, Consult, Involve, Collaborate
Cost	$240,000
Time	2 FTEs (full time equivalents) for 3 years
Tools used	Scoping, Visioning, Open Space, Field Days, Tours, Focus Groups, ORID Workshops, Open House, Appreciative Inquiry, Communication Tools, Workshops by theme, Convergence Event, Celebration

Guiding principles of the project

The following principles of engagement in the Bendigo FMA Plan are also used as evidence to demonstrate to ourselves, our community and our investors the outcomes we are achieving. These principles are:

- Greater community understanding of forest management.
- DSE having a greater understanding of the regional community and their aspirations for forest management.
- Establishing long-term relationships with the community stakeholders through open processes.
- Fostering a spirit of cooperation.
- Cementing internal and other agency relationships.
- Increasing staff capacity (confidence and permission).

Tools and methods used

A wide range of community engagement tools and methods have been used throughout the development of the plan. Some of these have been well received by the community, others have required more work as they have stretched and challenged both participants and the project team.

Tools used were:

- Scoping the community – identifying our community and inviting their participation.
- Visioning workshops – at the beginning and throughout the project.
- Open space workshops.
- Field days and family forest walks.
- Focus groups for specific issues requiring targeted responses.
- Cultural heritage and biodiversity discussion workshops.
- Open house series – to view and participate in the visual planning process.

A range of communication tools are being used throughout the project to keep the community up to date on what's happened so far, as well as current events and future plans.

D

"Due to the scale of the project and the extraordinary number of participants with an interest in the outcome, the learnings have occurred at a range of levels throughout the community."

"DSE are making a genuine attempt to find out what the community wants. Everyone can say what they feel. Usually we're not listened to." (project participant)

Learnings

Due to the scale of the project and the extraordinary number of participants with an interest in the outcome, the learnings have occurred at a range of levels throughout the community. For the project team, there have been some major shifts in the way we do business from a 'we'll tell you' approach to a 'we'll ask you' approach. This shift has been critical to the success so far of the project and the longer term goal of working with the community to manage the forest into the future.

In essence our learnings have been:

We need to continue being transparent in the management of our forests.

We have invested in building and creating a community of goodwill, so from DSE's perspective, we must honour our promise and continue being transparent to keep the trust and respect of our community.

We need to give the community evidence of their contribution.

Constant communication and connection with the community is critical so that the community can see how and where they have contributed. Sometimes this is challenging due to the broad range of people involved from a broad geographical area, however this principle drives all of our communication and engagement activities.

Make sure all promises made to the community are kept.

We have learnt in this process and in other projects, that empty promises do not result in effective engagement. Therefore our approach has been to only make promises or commitments that we can keep and to be honest and up front with the community about our ability to make (or not make) a commitment or promise.

The community needs time to absorb detailed information on specific topics before discussions can take place.

Our community let us know that they need time to absorb complex information and form their own opinions before they are ready to discuss the issues further or make decisions.

Different communities have different needs and issues and therefore they need to be treated differently.

This project involves a geographically large community, from different towns across central Victoria. What matters to one community, may not be as significant for another. One community may work well together, while another may not be as cohesive. We have learnt to invest time at the beginning in understanding how each group or community works, and then design with them the best way for their involvement. Our Family Forest Tours were a great example where our community told us that they like being outdoors, so we designed a Sunday tour with lunch in the forest for all family members to attend. The result is that we got people who wanted to be there engaged and involved in the process.

Contact

Rob Chaffe, Community Engagement Facilitator, DSE Alexandra, 03 5772 0266

Jon Cuddy, Forest Manager – Murray Goldfields, DSE, 03 5430 4652

Inspirational Insights

- We are witnessing different groups in the community becoming more comfortable and wanting to discuss issues and ideas together
- The community is beginning to trust us
- Realisation that community engagement can be successful
- People walked in expecting us to take something off them. They were pleasantly surprised about our approach of building something with them and working with them.

D.2 Irrigation Futures

Objective of the project

The objective of the Irrigation Futures project is to bring together the key stakeholders in irrigated agriculture and the regional community to develop a shared vision for and to make informed choice about, the future of irrigation in the Goulburn Broken Catchment.

The community

The project commenced in June 2003, and since then the project team has:

- Spent considerable time with stakeholder groups to outline the project and seek their input in its development.
- Developed a number of strategies to ensure that effective stakeholder participation, communication and evaluation takes place.
- Engaged specialist groups to review the stakeholder participation plan, and assist with its implementation.

Guiding principles of the project

This project seeks the active involvement of key stakeholders in all stages - to ensure their ownership of, and commitment to, the project outputs.

Project Snapshot	
Project Date	June 2003 – June 2007
No. of people to manage/deliver project	7 Project Team members 2 Community Engagement specialists
No. of people involved	100+
Who was involved	Institutional stakeholders (i.e. local shires, Goulburn Murray Water, Goulburn Broken CMA, etc), industry stakeholders, primary producers, community groups, business groups, counselling groups, women, youth, indigenous communities, non-English speaking background communities, the wider community.
Type(s) of engagement	Inform, Consult, Involve, Collaborate are all being used for different stakeholders at differing stages throughout the project.
Cost	$600,000
Time	4 FTEs (full time equivalents) for 2 years
Tools used	Forums, Workshops, Deliberative Thinking

The underlying engagement principles of the project are:

- Work with stakeholders to develop a common view. We recognise that, within a diverse community, complete agreement will not always be achieved.
- Seek to capture innovative ideas. The project will seek input from local and external strategic thinkers, and employ a range of deliberative thinking tools.
- Be inclusive and equitable. Existing stakeholder networks will be utilised to identify stakeholder participants. However, under-represented groups will also be targeted in the planning stage.
- Provide a facilitation role, not an advocacy role. In order to maintain stakeholder confidence, it is essential to emphasise that the responsibility of the project team is to understand, and faithfully represent stakeholder views, not champion a particular cause.

Tools and methods used

At all times adhering to the principles designed for participation above, input from the community has been sought in the following ways:

- Irrigation Futures Forums – a series of regional forums were designed to engage key stakeholder groups. Participants were invited on the basis of the skills they could bring to the forum, and not the organisation they represented.
- Each forum heard from a broad cross-section of the community. This provided a clear definition of the range of views that needed to be accommodated in the project. It also provided the potential for building trust throughout the diverse stakeholder community.

"In order to maintain stakeholder confidence, it is essential to emphasise that the responsibility of the project team is to understand, and faithfully represent stakeholder views, not champion a particular cause."

"This project seeks the active involvement of key stakeholders in all stages - to ensure their ownership of, and commitment to, the project outputs."

- Participants from under-represented groups (i.e. women, Indigenous communities and non-English speaking backgrounds) were specifically invited to the forums. Where that was not effective, special programs were developed for these groups.
- Participation by young people was sought separately through youth networks in the Catchment area.
- The wider community has been asked to contribute through submissions and deliberative forums.

Learnings

Some of the key project learnings have been:

Client and engagement team relationship

- Critical to the success of the project is the fact that the client and the engagement team were actively involved in the planning and delivery of each forum.

Engagement takes time

In planning for engagement, it is strongly suggested that appropriate time be allocated to:

- recruit participants - the project invited around 300 people to the forums
- maintain contact with 120 active participants (telephone, email)
- plan for workshops - this often took 5–7 passes with a group of 3–4 people to get the running sheets sufficiently polished for the smooth operation of a full-day workshop.

Engagement is about trust

People give us their time with the expectation that their input has the potential to produce change. The project therefore:

- developed and delivered engagement programs that dealt with real issues
- ensured that we engaged to capture their views, not drive our pre-prepared agenda
- reported back regularly on what we could and could not deliver.

This approach was designed to ensure that our stakeholder community develops trust in us as individuals and therefore trust in our program.

Planning and delivery needs to be adaptive

- Even with 5–7 passes in the planning phase, we still needed to run the program with a trial group and be prepared to modify it.
- Facilitation teams need to support each other in issues of stakeholder management during workshops.
- People have busy lives and responsibilities beyond the project. We need to tailor our programs to suit their needs.

Creative processes allow people freedom

- If we want people to be free to express themselves, we need to create an appropriate environment. As we introduce changes in the process, we need to use small, incremental and purposeful steps. Things that worked for us were graphics (history wall), small working groups, social interaction through movement (art gallery) and spaces chosen (wildlife sanctuaries).

Contact

Leon Soste, Senior Researcher – Irrigated Catchment, DPI Tatura, 03 5833 5956

Rob Chaffe, Community Engagement Facilitator, DSE Alexandra, 03 5772 0266

Inspirational Insights

- The participation of the community in the design, development and delivery of this project has been critical.
- We recognise that, within a diverse community, complete agreement will not always be achieved.
- Seek input from local and external strategic thinkers, and employ a range of deliberative thinking tools.
- Under-represented groups will be targeted in the planning stage.
- The responsibility of the project team is to understand, and faithfully represent stakeholder views, not champion a particular cause.

D.3 Weed Warriors

The challenge

Weeds rate as one of the most serious threats to primary production and the natural environment in Australia. They are a major contributor to the loss of biodiversity, reduce the productivity and sustainability of our primary industries, cause ill-health in the population and are a key constraint for communities in achieving sustainable development.

Education and awareness is therefore critical if we are to change community values and attitudes, and improve the capacity of people to address weed issues of today and the future.

The Weed Warriors program seeks to resolve this by undertaking within the community an engagement and empowerment program that strives to take people from mere knowledge of local weed issues to developing a commitment to and responsibility for them.

The program focuses on linking school students – the land mangers of the near future – with a network of regional stakeholders and community groups, and empowering and engaging them all in weed management through a series of practical hands-on experiences based on biological control. (Biological control is the management of a weed using natural enemies from the weed's country of origin.)

Through the program, networks of community groups, land management agencies and local schools work together to plan, implement and evaluate a weed biological control program through mapping weed infestations, breeding biological control agents in the classroom, establishing nursery sites at local weed infestations and monitoring agent spread. By participating in the program, the network participants make a valuable contribution towards addressing weed issues in their own community and are empowered with the skills needed to implement practical solutions to the problem.

Project Snapshot	
Project Date	2002 – ongoing
No. of people to manage/deliver project	1 FTE (full time equivalent)
No. of people involved	Around 3000
Who was involved	Students, teachers, Weed Officers, Landcare staff, biological researchers and government agencies
Type(s) of engagement	Inform, Involve, Collaborate and ultimately Empower
Cost	Approximately $2,500 per network
Time	This includes the cost of the FTE, provision of extension support material and infrastructure and travel.
Tools used	To establish each network the amount of time involved in this is approximately 2 days to plan and organise and then 2 hours for workshop and 3 hours for field-based activities. Partnership development, interactive workshops, field days, communication methods.

The strategy

The broad goals of the Weed Warriors program are to:

- Develop engaged, connected communities across Victoria capable of successfully responding to the weed issues of today and the future by increasing their ownership of local and regional weed management issues through active participation in weed management programs.
- Facilitate the development of sustainable partnerships between weed management stakeholders.

Actions taken to meet the needs of the program were:

- Identify and engage Weed Warriors participants.
- Establish networks of weed/natural resource management stakeholders to deliver the Weed Warriors program and train them in how to conduct Weed Warriors classroom and field-based activities.
- Create extension support material on how to implement a Weed Warriors program.
- Conduct publicity events and various other extension activities to promote the achievements of the program.
- Promote the success of the program through local and state media.
- Develop and maintain communication tools to facilitate the linkages of current and potential Weed Warrior networks across the state.

The type of engagement process/tool used to engage Weed Warriors participants and weed/natural resource management stakeholders in the program is active involvement and hands-on participation in workshops and field-based activities. Newsletters, internet, media and brochures are also used to inform program participants.

"The program focuses on linking school students – the land mangers of the near future – with a network of regional stakeholders and community groups ..."

"Traditional education and awareness programs tend to focus on knowledge and understanding. However, increasing people's awareness of an issue without empowering them with the practical tools needed to become part of the solution to the problem can leave people feeling overwhelmed and disconnected, often leading to inactivity and at worst, apathy."

The community profile

A wide range of people working at different levels in the community have been involved in the Weed Warriors program:

- teachers
- students
- parents
- Weed Officers
- Natural Resource Managers
- environment community groups
- weed researchers
- Park Rangers
- industry partners.

These groups/individuals from the community were identified as important as the program focuses on educating the future land managers (important to involve schools and teachers) and developing partnerships between land managers (important to involve range of stakeholders involved in weed management (e.g. Weed Officers, environment community groups).

The outcomes

The outcomes of the engagement process have been:

- Collective action on weeds through the development of community–agency partnerships. These partnerships have lead to better coordination and leadership in local weed management, which has paved the way for ongoing communication and opportunities for all to work together to address weed problems.
- Increased education and awareness of weed-related issues of a diverse audience, including the general public.
- New generations of land managers that are capable of dealing with the weed challenges that confront them.
- An opening of dialogue between previously disengaged landholders and the department.

Since its inception in 2002, 70 local Weed Warrior networks have been established in Victoria. Each one is centred on a school, or cluster of schools, and links them with local scientific and technical expertise in weeds.

In all, around 2500 students and teachers, 80 weed officers, Parks Victoria rangers and Landcare facilitators, five biological control researchers and 12 government agencies have been involved in the program.

Inspirational Insights

- Partnerships lead to better coordination and leadership, which paves the way for ongoing communication and opportunities for all to work together.
- This process has led to an opening of dialogue between previously disengaged landholders and the department.
- We strive to take people from mere 'knowledge', towards developing a commitment to and responsibility for them!

Learnings

To date the learnings about the engagement process in the program have been:

Active participation works!

What works well about the program is that it actively involves the program participants in the issue. They are able to become part of the solution and are provided with the skills to do this.

Seek out and use local messengers

The program did not work well when the network did not include an individual/group that plays a lead role in environmental management at the local level. When this occurred, the program did not become self-perpetuating. Therefore, the program has developed tools to assist local individuals/groups involved in weed management on how to conduct their own Weed Warriors program to ensure that ownership is gained from the beginning.

The media can sometimes be your friend!

An unforeseen benefit/success of the program has been the high level of media attention the program has received. The publishing of media articles in local newspapers has resulted in greater awareness of the weed problem in the wider community. Also, the raising of awareness of the school students has resulted in the issue being passed onto their parents. This is evidenced by some parents who are land managers with a weed problem have approached the department for further information.

Contact

Megan McCarthy, Technical Officer – Weed Warriors, DPI Frankston, 03 9785 0111

Di Marshall, Community Education Coordinator, DSE East Melbourne, 0429 338 318

D.4 Multicultural Communities Caring For The Coast

Project Snapshot	
Project Date	Harmony Day 2005 – ongoing
No. of people to manage/deliver project	One DSE employee working with committees and communities
No. of people involved	Several thousand to date
Who was involved	Representatives from communities of Indigenous people, Dutch, Indonesian, Russian, Swedish, Maori, American, Arab, Philippine and several African communities.
Type(s) of engagement	Inform, Consult, Involve, Collaborate, Empower
Cost	$2,000
Time	Ongoing
Tools used	Multicultural events, environmental entertainers, beach days, culture placements

Objective of the project

Our coastal and marine environment supports an amazing variety of habitats and life forms and unless the balance of use and care is achieved, our beautiful beaches, rocky shores, giant sand dunes, wetlands and wonderfully diverse marine environment could be lost. Protecting and improving the sustainability and the biological diversity of the coastline and its marine environment has required joint efforts by individuals, community groups, organisations and the Commonwealth, State and local governments. Only cooperative action will ensure the future of our coastal and marine environment.

The Coast Action/Coastcare program provides all levels of assistance to community groups and individuals to help them care for the coast. Through working side-by-side with land managers in the decision-making and performing on-ground works necessary for coastal management, groups and individuals ensure coastal natural values are restored and protected for future generations. The project is concerned with getting the Coast Action Coastcare message to new 'coastal people', particularly those who have come to live in the region from overseas. The project covers issues on caring for the coast and marine environment, in addition to safety aspects relating to water generally.

The community

Warrnambool has traditionally been a conservative monoculture of Scottish/Irish heritage. The only main challenge to this monoculture is the relatively large Indigenous population (1% of the population, source: 2001 Census). In recent years, there has been a dramatic change in the cultural demographic, including the recent Council-led migrant settlement program. These 'new coastal people' are now a significant presence in a rural city the size of Warrnambool.

A community-based committee was formed to help welcome and support the migrants. One of the group's initiatives was to propose the running of a Multicultural Festival during Cultural Diversity Week. A separate committee was formed to implement this.

The Festival committee members include representatives from the communities of Indigenous people, Dutch, Indonesian, Russian, Swedish, Maori, American, Arab, Philippine and several African communities, as well as Council representatives and the Coast Action Coastcare Facilitator.

Guiding principles of the project

The project is part of a much larger program concerned with improving the level of support for coast-caring in the local community. This particular project has several guiding principles that set the tone for the project:

- Break down barriers – get to know the new communities

  This principle is about getting to know the community. As the community is particularly culturally diverse, we have adopted the 'show-and-tell' principle as a way of getting to know about each other.

  At the Festival, most communities performed traditional dance or song, or offered traditional food and most came in traditional dress.

- Involve the community in the 'Coastcare volunteer community'

  This principle is not only about welcoming and being inclusive. It aims to explain formalised volunteer involvement. Many cultural groups state they don't understand the concept of volunteer groups. For example, if there is a fire in a village, it is expected that everybody will help fight the fire, not just the CFA. The Australian concept of volunteerism equates to charity in the eyes of many cultures.

- Highlight what the coast and marine environment can offer the communities

  There is generally a lack of knowledge, and in some cases, fear of the marine environment. The guiding principal is education and interpretation of the coast and marine environment.

"The program promotes a cooperative approach and develops partnerships with coastal community groups and land managers to achieve the program's objectives."

"In the case of the Horn of Africa and Sudanese people, most have only seen water in the village well and have never seen or eaten fish. Their description of the sea is the 'water that talks'."

Tools and methods used

This project is only in its infancy, so the project leader has begun by learning more about the new communities and what makes them a community. To do this, we have joined the Council led Multicultural Festival planning committee to work with that committee to integrate the Coast Action Coastcare program into the festival proceedings.

Through the DSE's Regional Advocates for Diversity program, we have successfully applied for funds to engage environmental entertainers, who interacted with a wide range of cultures on the day. By adopting this interactive approach, language was avoided as a barrier to accessing the community.

A variety of cultures are, and continue to be, engaged through the committee. At the inaugural Festival, obvious new arrivals were targeted and given a Coastcare item, water bottle, cloth bag or hat. They were also invited to become a member of one of the local Coastcare Groups (free membership for the first year) and about 40 signed up to receive Coastline, our program quarterly magazine. The use of the environmental entertainers and their nonverbal communication was vital in breaking the ice.

Learnings

Some of the key project learnings have been:

Language barriers

Coast Action Coastcare facilitator, John Amor, has been a ranger/community engager for about 23 years, forming dozens of park friends groups. On the day of the Multicultural Festival when things didn't work, it was usually due to the language barrier. The French speaking Africans were particularly hard to converse with and a discussion regarding something they had no knowledge of (like the coast and marine environment) was challenging.

Expectations

John's expectations from the day were limited. Initially, he expected to do no more than start a process of awareness and form some bridges in the community to expand their community networks. By not having major expectations, the communities that John has worked with are beginning to approach him and are asking him to speak to them about coast care issues. By not being pushed too far, too fast, they are taking control and the level of empowerment is increasing.

Integrating the Aussie culture with many others!

Cultures apart from Anglo-Saxon appear not to have the 'Aussie beach culture' and certainly are not represented in Volunteer Coastcare Groups. In the case of the Horn of Africa and Sudanese people, most have only seen water in the village well and have never seen or eaten fish. Their description of the sea is the "water that talks".

Traditionally ignoring new 'coastal people' has caused negative environmental impact. For instance, dramatic shellfish depletion followed the arrival of Vietnamese and Chilean refugees. Collecting abalone was part of their cultural tradition and they were unaware of regulations. The number of migrant drownings alone suggests that some coastal awareness is vital.

The future

Opportunities to involve 'new locals' in how government departments operate and the impact these departments may have on them are being investigated. One method being suggested is 'cultural placements', where leaders of the diverse communities are invited to be a short term placement (i.e. two to three weeks) within DSE as presently occurs with tertiary students. There is much we can learn from these communities and participation in such a placement would enable them to take important information back into their various communities.

Contact

John Amor, Coast Action Coastcare Facilitator, DSE Warrnambool,
03 5561 9955

Inspirational Insights

- By adopting an interactive approach, language was avoided as a barrier to accessing the community
- Break down barriers – get to know the community!

D.5 Community Profiling

Objective of the project

The Brucknell Creek Catchment is a small catchment in South West Victoria near the township of Warrnambool. The catchment is predominantly rural, with several small towns and a population of approximately 1000. Over the last two-and-a-half-years a group of people including local agency representatives and members of the community have gathered to talk about working together in the catchment. The Brucknell Creek Catchment Project has since evolved to adopt a holistic community development approach to addressing the social, economic and environmental issues of the catchment area. My part in the project has been to develop a Community Profile of the Brucknell Creek Community. The development of the profile occurred over a six-month period from April to September 2003.

The main purpose of the Brucknell Creek community profile was to develop a greater understanding of 'who' the community is – their characteristics, their story and their networks as well as establish the initial phases in development of relationships with the community. The profile would then be used to form the basis of the Community Engagement Plan.

The community

The project team was keen to establish a relationship with citizens, explore the level of diversity in the Brucknell Creek community and to use this knowledge to develop more inclusive engagement processes. It was necessary to engage the citizens and stakeholders in the development of the profile because this kind of information had not been recorded for this area before (e.g. local history, lists of groups and networks and descriptions of their interactions with each other, identification of community leaders).

Project Snapshot	
Project Date	July – December 2003
No. of people to manage/deliver project	1 profiler, 3 support team, +5 mentors/ advisors
No. of people involved	45-50
Who was involved	20 local community members and 20 agency staff were involved in the profile development as well as members of the project steering committee (5-10)
Type(s) of engagement	Inform, Consult, Involve
Cost	Cost of employing 1 FTE for 2 months
Time	1 FTE (full time equivalents) for 2 months
Tools used	Research – snowball sampling, story telling and collection, socio-demographic data collection, visioning workshops

Guiding principles of the project

- Relationships are critical for success

  A particular highlight of developing the community profile was the relationships that developed between myself (the profiler) and the community members. I found that giving people the opportunity to talk about their own community was an excellent starting point from which to build a relationship.

  An unforeseen benefit was that the relationships built from the profile became the foundations of the community visioning exercise. Most of the people who attended the visioning workshop had been involved in the profile.

- Passion drives action

  I discovered how passionate people are about their community and how much diversity there was within the one area. Often our discussions would lead to reflections on how things have changed in the community which was an excellent starting point for the community visioning exercise that took place a few months later.

Tools and methods used

The research component of the profile involved conversations with community members using a snowball sampling technique. The community members on the steering committee were the starting point from which a list of active community members, community groups and stories was collected. A map of the groups was developed. This information was supported by statistical socio-demographic data from the ABS 2001 Census of Population and Housing and a list of all of the agency engagement activities in the catchment. In retrospect, the approach was 'consultative' (as people were asked questions), but were not involved in the development process.

The following flowchart illustrates the steps involved in this profiling process for a specific community.

"Originally the community profile was thought to be the information from which the community engagement plan would be based. However, it was soon discovered that profiling is an engagement activity itself as people from the community are involved in the research."

"... community profiling can be a significant way to develop relationships in a community, and it offers much potential as a starting point for building community capacity to create more enduring, long-term beneficial outcomes."

Stage 1: Research and Scoping

What is the purpose of the Brucknell Creek community profile?

What information needs to be in the community profile?

What resources/ constraints will influence the development of the profile?

How will the profile information be used?

Activities:

- Research report into different approaches to community profiling.
- Scoping discussions within team about the content of the profile.

Resources: 1 month FTE

Stage 2: Develop proposal and endorsement of steering committee

Activities:

- Develop research proposal based on activities from Stage One
- Explain and demonstrate the value of a community profile to steering committee
- Clear definition of:
  – The research questions/ define boundary of area of interest
  – The data sources and method to be used for each research question
  – The time required for the research

Resources: 3 days FTE

Stage 3: Research activity

Identifying groups/networks/

Method: snowball sampling beginning with steering committee (phone calls), visiting local store owners, local directories/notice boards.

Resources: 1.5 weeks FTE

(20+ community members contacted)

Basic socio-economic demographics

Data source: ABS Census of Population and Housing/ Basic Community Profiles

Resources: 1 week FTE

Agency activity/ projects in catchment area

Method: snowball sampling technique/ phone calls.

Survey to obtain more information on extent and purpose of engagement.

Also enquired about prior social research in area.

Resources: 1.5 weeks FTE

Stage 4: Presentation of profile in progress to steering committee

Identified next steps in profile development after presentation

Resources: 1 week FTE

Stage 5: Ongoing development of profile

Further research activity as project progresses/ more relationships with people in the community (Landcare group meeting, community visioning BBQ coordination)

Resources: < 1 week FTE

Stage 6: Production of living profile document

Information can be added to overtime/ edited.

Endorsement of community members (i.e. town descriptions)

Learnings

A key learning for the team was that community profiling can be a significant way to develop relationships in a community, and it offers much potential as a starting point for building community capacity to create more enduring, long-term beneficial outcomes.

In future, our approach would be to inform groups within the Brucknell area more widely of the intention to develop a community profile through:

- invitation of groups/community members to either take on the profile project, or to be involved in decision-making around how the profile would be developed
- involve/empower community members to undertake the research themselves or be involved in ways that suited their preference.

Contact

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D.6 Avoca Marshes Study and the Local Community

Objective of the project

The aim of the project was to develop a salinity and water management plan for the Avoca Marshes. The project was developed in 2001 and was coordinated by the North Central Catchment Management Authority (CMA). The Wetland Priority Project of the Loddon Murray Land and Water Management Strategy, Department of Primary Industries (DPI), worked in partnership with the North Central CMA to deliver the project. DPI staff oversaw the community engagement and the groundwater investigations for the project. Other components of the project included a surface water investigation and vegetation appraisal, as well as the development of the final salinity and water management plan.

This case study focuses on the community engagement strategy for the whole project.

The community

The stakeholders in the project included the local landholders, the Indigenous community, Field and Game Victoria, Wimmera Mallee Water, Victorian Farmers Federation (VFF), Department of Primary Industries (DPI), Department of Sustainability and Environment (DSE), Parks Victoria, Lower Avoca Diverters Group, Swan Hill Rural City Council, Environment Victoria, and the Avoca-Avon Richardson and Loddon-Campaspe Irrigation Implementation Committees. An advisory group was set up involving representatives of these stakeholders to advise the project.

Project Snapshot	
Project Date	July 2003 – June 2005
No. of people to manage/deliver project	3
No. of people involved	Approx. 30 (intensively) Over 100 (less intensively)
Who was involved	Landholders, community groups, Indigenous community, Parks Victoria, government agencies/ departments (local and state), water authorities and CMA implementation committees.
Type(s) of engagement	Inform, Consult, Involve, Collaborate
Cost	$7,000 plus staff time
Time	Phase 1 – 1 FTE for 2 months, 1 FTE for 2 weeks Phase 2 – 2 FTEs for 1 week Phase 3 – 1 FTE for 2 days Phase 4 – 2 FTEs for 2 days
Tools used	Surveys, workshops, field visits, information sessions

"An unforeseen benefit of the engagement was capturing the stories from the people who live near the Avoca Marshes. This information will be an excellent source of historical information for future generations."

There was a need to include the landholders surrounding the Avoca Marshes so that they could provide valuable input into developing the management options for the wetlands and to assist in disseminating information to the rest of the community.

Guiding principles of the project

The community engagement strategy for the project was developed initially utilising the Wheel of Engagement (the Inform, Consult, Involve, Empower levels) and was later revised to follow the principles of the IAP2 Spectrum of Engagement.

There were four phases to the community engagement component of the project:

- Phase 1: collection of community intelligence (consult)
- Phase 2: informing community of investigation results (inform)
- Phase 3: wider community input into the management options for the plan (involve)
- Phase 4: presentation of the final Lower Avoca Wetlands Salinity and Water Management Plan (inform)

The Advisory Group had significant input into the whole project and worked in partnership with the agencies involved in the project to develop the final plan (collaborate).

As the land managers of the wetlands (Parks Victoria) have ultimate decision-making power on the wetlands, they were the only stakeholder empowered in this process.

Tools and methods used

Phase 1: Community Intelligence Gathering

Aim:

To collect relevant historical information on the project area from key community people and provide them with the opportunity to identify the threatening processes to the wetlands. Information collected included local data and understanding/interpretation of:

- vegetation change over time (photographs, recollections)
- flooding (frequency, duration, inundated areas, salinity levels)
- the Sill
- grazing
- adjacent land-use
- salinity trends
- reasons for the decline of the health of the wetlands

This stage was aimed at obtaining good quality historical information from the community. For this reason, it was decided a targeted approach was the best method, rather than a more general community involvement, so that the best information could be gathered in the time available.

Method:

- Obtained local community advice on who to target for focussed information collection. This resulted in:
  – 24 participants were nominated to receive surveys.
  – 12 of these were invited to take part in the information night after the surveys were received.
- A written survey was developed and circulated to begin collecting community understanding on key issues at the Avoca Marshes. This also aimed to start the community thinking about the threatening processes and to seek out any notes, documents and photographs relevant to the study. Aerial photographs were circulated with surveys to enable community members to mark key sites and issues related to the survey on these maps.
- An information collection night was held at DPI Kerang for community members and consultants to discuss the project area. The workshop was simply entitled 'What is Killing the Marshes'. An independent facilitator was engaged to facilitate this workshop and ensure valuable outcomes were achieved in a short timeframe. More aerial photography of the project area was used to assist people explain their understanding. It was important for the key consultants to attend this evening and be exposed to this vital information from the community.
- Participants in the information night were encouraged to take part in a tour of the project area to further explain their understanding and views to the consultants and to DPI staff. Two community members took this offer up to share their understanding on site.
- Information gathered through this phase was collated and a book was written to record the understandings. A copy of this book was provided to all participants as well as to all Advisory Group members and the consultants working on the project. The consultants found the community intelligence useful for reality-checking their modelling and understandings.

Phase 2: Informing Community of Investigation Results

Aim:

To present the new understanding of groundwater and vegetation conditions to the community, before inviting them to provide input into the further development of management options for the wetlands.

Method:

Two community presentations on the results of the hydro-geological investigation were organised. One of these presentations was held close to the wetlands in a local hall, and the other at the closest large town, to enable as many interested people to attend as possible. The first presentation was attended by 30 people, and the second by 45 people.

It was decided that to get the best input from the community when developing management options, it was necessary to present the latest findings to inform them of the new understanding of how the Avoca Marshes work.

Phase 3: Wider Community Input into the Management Options for the Plan

Aim:

To involve the wider community in the development of management actions for the Lower Avoca Wetlands.

Method:

Once draft management options had been developed by the Advisory Group, the wider community were invited to comment and provide input to ensure we were adequately covering the issues and options for management. A workshop was held, attended by about 35 people, who provided input into the development and finalisation of the management options.

Phase 4: Presentation of Management Plan

Aim:

To present final outcomes and recommendations of the Lower Avoca Wetlands Management Study to the community.

Method:

Copies of the final Lower Avoca Wetlands Salinity and Water Management Plan will be circulated to the wider community in the near future.

If there is enough interest, this may take place with an initial information session to talk about the development of the plan and the final results. However, this session may not be necessary due to the level of involvement of the community at earlier stages of the project.

An evaluation of the Community Engagement Strategy on the project is also planned for the near future, but will be dependent on obtaining funding to conduct it.

Learnings

An unforeseen benefit of the engagement was capturing the stories from the people who live near the Avoca Marshes. This information will be an excellent source of historical information for future generations.

DPI staff were very pleased they employed a facilitator instead of hosting the workshop alone. This gave the team the opportunity to listen, record information and enjoy the evening, rather than provide the structure and rules for the session.

DPI staff have received much positive feedback from participants in Phase 1 who thoroughly enjoyed the experience of sharing their stories and being heard by the government.

The following principles were learned along the way, but highlight the type of philosophy we would use again:

- Positive participation from the landholders moved the process along.

  People were pleased they were given an opportunity to share their information about the local area with the government.
- Give people the opportunity to share a little of themselves.

  The workshop allowed people to share their stories, witness changes, list the years of drought and floods and generally enjoy themselves.
- The opportunity for participation results in greater trust and stronger relationships.

  The project resulted in an increase in community trust for the government via their opportunity to be included in the project and being recognised as an important stakeholder.
- The community can see where their input influenced the final plan.

  The participants could recognise their contribution towards the outcome of the project by confirming environmental trends and assisting with the management plan.
- Community engagement involves a lot of hard work and sometimes can be very labour-intensive.

  There was a great deal of work required by DPI staff to complete Phase 1. Every piece of information was recorded and copies were disseminated to the landholders to reinforce that their information was received and captured. The preparations and information recording required one-month full time work for one officer. Transcribing the recorded tapes from the workshop was the most labour-intensive task.
- It is not possible to keep everyone happy in the community.

  Though most of the community and other stakeholders were very happy with the process, there were still some landholders who were disgruntled about the process. Having clear documentation of decisions made regarding community engagement, and a documented community engagement strategy has been essential to success of the project.
- Evaluation of community engagement (and the whole project) should be built into initial budget and project planning.

  Searching out funding and time for evaluation of community engagement (and a whole project) after the project is completed is very difficult, given other priorities arising.

Contact

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D.7 Nutrient Reduction Plan for the Macalister Irrigation District

Project Snapshot	
Project Date	1998 - ongoing
No. of people to manage/deliver project	Approximately 5
No. of people involved	In excess of 200
Who was involved	Environmental Protection Agency (EPA), Department of Natural Resources and Environment, farmers and landholders, local Landcare groups, consultants, research farm for trialling initiatives
Type(s) of engagement	Inform, Consult, Involve
Cost	$11.5 million for the entire project
Time	2.5 FTEs (full time equivalents)
Tools used	Surveys, workshops, submissions, meetings, citizen committee, attitudinal change survey.

Objective of the project

The Macalister Irrigation District (MID) is a point source for nutrient flow into the Gippsland Lakes system.

The objectives of the Nutrient Reduction Plan are to:

- reduce surface water flows containing phosphorous
- reduce the concentration of phosphorous in runoff.

The community

The community included a broad range of stakeholders, from individual farmers and farming businesses to structured and politically strong agencies and organisations. As the project's life played out, the community became fluid, with people and groups coming in and out of the process.

Tools and methods used

The first task in achieving the objectives of the project was to develop a draft Nutrient Reduction Plan. The Environmental Protection Authority (EPA), under legislation, required Southern Rural Water (SRW) to create the plan. SRW came to the former Department of Natural Resources and Environment (NRE) to help draft the plan.

A technical Working Group comprising EPA, SRW and NRE consulted with a Farmer Reference Group. Farmers, some of them members of the Macalister Customer Consultative Committee (for irrigation farmers), were nominated by SRW. The farmers were all politically active people with community leadership experience.

This group worked to develop the plan. After completion of the draft plan, it went out for written comment, led by SRW.

There were two months of community consultation. Press releases advertised community meetings to get verbal feedback on the plan. Government officers talked with industry groups. Written submissions and verbal comments from the meetings were collected and responded to. The working group analysed feedback and made appropriate changes in the final plan. SRW and EPA endorsed the plan.

The Wellington Salinity Group (WSG) was chosen by consensus as the community group to oversee the plan. WSG became an implementation committee of the West Gippsland Catchment Management Authority (WGCMA). They became a management committee, then an implementation committee, with strong involvement in the plan implementation.

The plan to get farmers involved worked through the complex administrative arrangements, requiring the involvement of many players. The Farmer Reference Group, the Wellington Salinity Group, local Landcare groups and consultants developing irrigation plans with farmers all became involved in a project with a focus on nutrient reduction.

While agency staff were driving the change, local participation was high and the availability of funding incentives to change irrigation practice was a major factor. Importantly, the project team was recommending measures that were a benefit to everyone.

An attitudinal change (towards fertiliser and irrigation) survey was done – exploring farmer attitudes to change – as a baseline data survey. In this survey, research, monitoring, incentives and enforcement issues were explored. It is planned to repeat this survey at regular intervals. Also, physical farm surveys were done of on ground practices.

In 2001, case studies were done with a selected group of farmers to explore why their practice had changed and whether they were more satisfied with those changes.

It was noted that government officers discussing options also had an influence on the current irrigation practices. An ally in the project was the Macalister Research Farm which trialled new measures simultaneously.

"The learning was that one group doesn't necessarily represent the views of the whole community."

"Community champions can make or break a local project. They can be enormously influential. Enlightened self-interest can be a powerful driver, where a local consultant becomes a champion for changed practices."

Learnings

- Farmers got sick of being surveyed. Other projects and students were working separately to consult the same farmers.
- Engagement was not well planned but there was a steep curve in awareness.
- The plan has been an opportunity to develop closer working relationships with farmers. The project team has met with about 300 farmers and other interested groups over the life of the project.
- Processes were over formalised in an administrative sense. This slowed the process down and meant that farmers and government officers were attending meetings that were not entirely relevant.
- A decision was made to distribute 'Excellence in Irrigation' signs in the district. One sector of the community thought this was a good idea, another thought it was divisive and competitive. The signs became a point of contention rather than a unifying, education tool. The learning was that one group doesn't necessarily represent the views of the whole community.
- Beware of assuming that the peak (industry) bodies represent the community.
- Having a voice should not mean having to sit on a monthly committee forever. Quick channel 'side chats' have been used successfully.
- Community champions can make or break a local project. They can be enormously influential. Enlightened self-interest can be a powerful driver, where a local consultant becomes a champion for changed practices.
- It takes time to build credibility.
- Any incentive needs to maintain policy and funding arrangements for a reasonable period of time to ensure community fairness and government credibility.

Contact

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D.8 Portland-Horsham Forest Management Plan – involving the community

Objective of the project

The objective of the project is to develop a strategic forest management plan that reflects the aspirations and values of the south-west Victorian communities and that facilitates their ongoing participation in the management of the Portland-Horsham forests.

Forest management is about ensuring the long-term health of forests and managing them with and on behalf of the community. The development of the Portland-Horsham Forest Management Plan began in October 2002. It has been a dynamic process that has evolved into a unique example of community collaboration in forest management in Victoria. Community participation is an important feature of Victoria's framework for forest management planning, with opportunities for the community to be involved right through to the implementation and review phases of the strategic plan during its ten-year life.

The community

A Community Consultative Committee is driving the development of the Portland-Horsham Forest Management Plan. The 25-member committee was established after input from local community members who attended a series of community forest forums in 2002. The clear message at the forums was that the community wants to be involved in forest management planning.

Project Snapshot	
Project Date	October 2002 – early 2006
No. of people to manage/deliver project	Approximately 20 (staff have changed a lot over the life of the project)
No. of people involved	Approximately 500
Who was involved	DSE/DPI/VC and PV staff, and a Community Consultative Committee representing community organisations, environment groups, tourism associations, recreation groups, Indigenous communities, forest industry and forest users, agencies involved in natural resource management, local government and municipalities.
Type(s) of engagement	Inform, Consult, Involve, Collaborate
Cost	Unknown (included staff time, printing and publishing costs, plus unpaid community time)
Time	Approximately 2.5 FTEs (full time equivalents) for 2 years
Tools used	Newsletters, mail outs, media, internet, poster display, brochure, discussion papers, forest forums, workshops, field trips and meetings, Community Consultative Committee activities, proposed plan.

The Community Consultative Committee brings knowledge and experience from a broad range of stakeholders and interest groups across the area such as local shires, catchment management authorities, environment groups, the Country Fire Authority, the timber industry, recreational groups and Aboriginal communities.

As well as the Community Consultative Committee, DSE distributed a series of discussion papers and held community workshops to gather information.

Community feedback has reinforced just how highly these forests are valued in a social sense, as a focus for community pride and identity, as a place for recreational activities and as a source of firewood and other forest products.

"The opportunity for community input has been greatly improved by this process ... and importantly, the input has been a collaborative effort rather than it being just individual groups having their say." (Community Consultative Committee member)

"Key challenges for the department, interest groups and the broader community are to acknowledge the diversity of views and values and to work together to develop sustainable solutions that reflect the wide-ranging community aspirations." (Ian Voigt, DSE Regional Manager, South West)

A clear message from the community is for the conservation of biodiversity to be the highest management priority, along with access for traditional forest activities where compatible.

During the last two years the Community Consultative Committee has provided advice to DSE on ways to involve the community, enhanced DSE's understanding of the many ways people value and relate to these forests, and also captured these as guiding principles for forest management.

Guiding principles of the project

- To ensure the forest management plan reflects the many values and aspirations of local communities for their forests, through collaboration with the Community Consultative Committee and regional staff.
- The community has valuable experience and knowledge to contribute to the forest management planning process.
- Transparency in everything we do.

Tools and methods used

A number of methods were identified in the plan, which linked to the types of engagement:

- Inform – newsletters, mail outs, media, internet, poster display, brochures, forest forums. There are currently over 500 individuals and groups on the mailing list.
- Consult – discussion papers, workshops, field trips and meetings and comment on proposed Plan (mid-2005) will be sought from the broader community.
- Involve – Community Consultative Committee attended workshops and field trips.
- Collaborate – the Community Consultative Committee has developed a vision and guiding principles and participated in drafting management goals and options for the proposed Plan.

Challenges and Learnings

- Shifting from a focus on the forest to a more people-centric approach that captures how people relate to the forest.
- To more accurately estimate the resources needed to honour our commitment to document and report on the engagement process.
- It is difficult to reconcile the two roles of DSE as facilitator of community participation and being the regulatory authority responsible for public land management.
- It is important to define the evaluation process at the beginning of the project to facilitate continual improvement – understand what success will look like.

Contact

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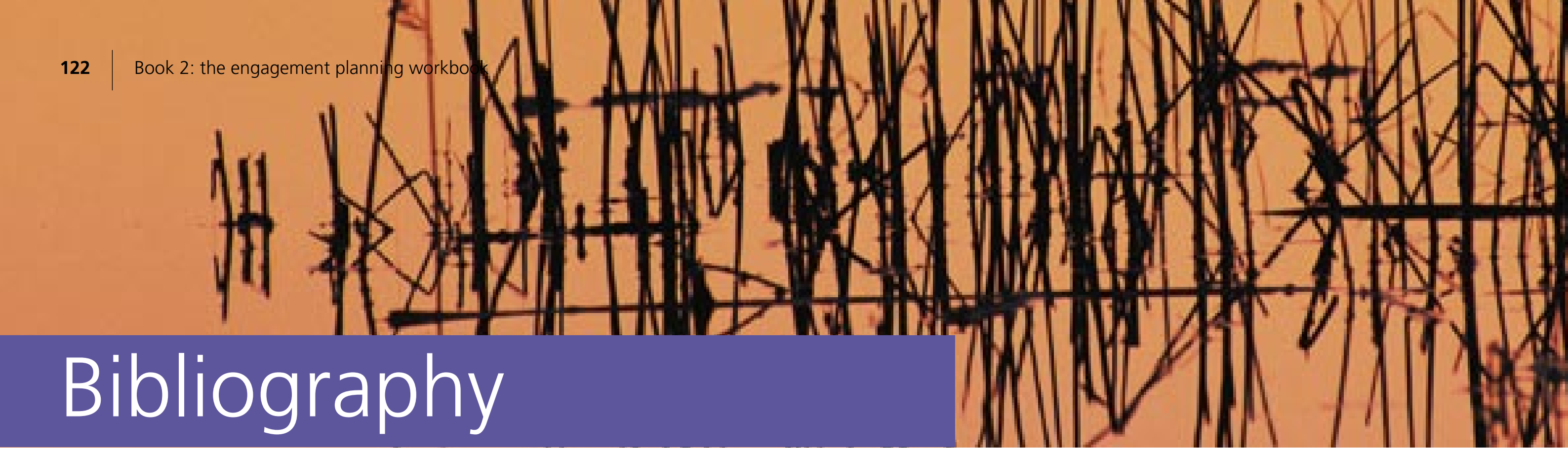

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