

# **Chinatown International District Community Engagement Toolkit Part 2. Research & Resources**



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## What Is the CID Toolkit?

- A tool that can be used by the Chinatown International District (CID) community to collectively engage, make decisions about and advocate for community interests when faced with issues, concerns or projects that could impact the CID.
- A tool that can be used by other entities, such as the City of Seattle or private sponsors of projects, that will impact the CID, ensure that projects or policies support the CID community's vision and goals.
- The Toolkit is designed to be used for different types of issues or projects, recognizing that one cookie-cutter model may not fit all situations or issues.
- The toolkit is used to scope and plan an intentional process for the community to come together on a specific issue or project. This allows for tailoring community engagement and decision making.

The **goals for using the Toolkit** are to ensure:

- Opportunities for meaningful participation of diverse communities in the CID.
- Powerful community voice and advocacy on projects and policies that affect the CID.
- Implementation of projects in a way that supports community goals and needs.

The Toolkit is comprised of **three documents**:

1. **The Workbook.** The Workbook is a comprehensive document for planning a community engagement process using the Toolkit.
2. **Research & Resources (this document).** The Research & Resources document functions as appendices with additional detailed information to supplement use of the Workbook and the Combined Planning Guide. It should be used in conjunction with those documents.
3. **Combined Planning Guide.** The Combined Planning Guide is a combined and condensed version of the Workbook and Research & Resources. It is recommended for use after review of the Workbook and Research & Resources, but also may function as a stand-alone resource.

## **Appendix A. Checklist for Initial Scoping**

*Corresponds with Steps 1a and 1b in the Planning Guide*

An initial scoping task will help clarify the purpose for community engagement relevant to the specific issue or project.

### **TOOL: Checklist for Scoping Community Engagement<sup>1</sup>**

1. **Engagement purpose and objectives:** Have you clearly defined the purpose of the engagement?

This involves explaining the reason input or participation is necessary, i.e. what planning problem is the community helping to resolve or decide on?

Engagement objectives could relate to a range of potential outcomes, including:

- building community capacity to understand planning and development issues
- building stronger relationships with community and stakeholders
- seeking innovative solutions for planning and development challenges
- making better decisions about planning and development.

2. **Engagement scope:** Have you clearly defined the scope of the engagement project?

This involves explaining the decisions that need to be made, what the engagement process will focus on, and what you are seeking input on. This process also involves defining what is non-negotiable (i.e. what the community cannot influence) and what is negotiable (i.e. what the community can influence).

3. **Context analysis:** What are relevant key background facts to know?

This could include relevant public policy or proposed initiatives, demographic and economic data, planning issues.

4. **Engagement phases:** What is the project timeframe, phases, and/or deadlines?

5. **Resources:** Determine what financial and human resources are available to deliver the defined engagement methods.

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<sup>1</sup> Adapted from: "Community Engagement Toolkit for Planning." Queensland, Australia. 2017.  
<https://dilgpprd.blob.core.windows.net/general/community-engagement-toolkit.pdf>.

## **Appendix B. Identifying Community Stakeholders**

*Corresponds with Steps 3a, 3b and 3c in the Planning Guide*

This task involves determining who are key community stakeholders that should be involved in this particular issue or project. It is important to understand who might be impacted and the viewpoints and interests that must be heard to create a fully participatory process.<sup>2</sup>

### **TOOL: Checklist for Identifying Community Stakeholders<sup>3</sup>**

- Who is affected by the decision? Are there parts of the community that might be disproportionately burdened by the project?
- Is there a part of the community that is already suffering from health impacts of other projects? Will this project create a greater burden on that part of the community?
- What stakeholders are already involved in or working on this issue?
- Who will be indirectly affected by the decision?
- Who wants to be involved?
- Who will be responsible for implementing the decision?
- Whose support is needed to implement and enforce the decision?
- Who could undermine the decision?
- Who is committed to resolving this issue?

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<sup>2</sup> "Public Participation Guide." U.S. Environmental Protection Agency. <https://www.epa.gov/international-cooperation/public-participation-guide>

<sup>3</sup> Ibid.

## Appendix C. Collaboration Options

*Corresponds with Step 3d in the Planning Guide*

The table below describes different options for how community stakeholders can come together to collaborate on an issue or project.

<b>TOOL: Cooperation, Coordination and Collaboration Continuum<sup>4</sup></b>			
<b>Essential Elements</b>	<b>Cooperation</b>	<b>Coordination</b>	<b>Collaboration</b>
<b>Vision and Relationships</b>	<ul style="list-style-type: none"> <li>• Basis for cooperation is usually between individuals but may be mandated by a third party</li> <li>• Organization missions and goals are not taken into account</li> <li>• Interaction is on an as needed basis, may last indefinitely</li> </ul>	<ul style="list-style-type: none"> <li>• Individual relationships are supported by the organizations they represent</li> <li>• Missions and goals of the individual organizations are reviewed for compatibility</li> <li>• Interaction is usually around one specific project or task of definable length</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment of the organizations and their leaders is fully behind their representatives</li> <li>• Common, new missions and goals are created</li> <li>• One or more projects are undertaken for longer-term results</li> </ul>
<b>Structure, Responsibilities, and Communication</b>	<ul style="list-style-type: none"> <li>• Relationships are informal; each organization functions separately</li> <li>• No joint planning is required</li> <li>• Information is conveyed as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Organizations involved take on needed roles, but function relatively independently of each other</li> <li>• Some project-specific planning is required</li> <li>• Communication roles are established and definite channels are created for interaction</li> </ul>	<ul style="list-style-type: none"> <li>• New organizational structure and/or clearly defined and interrelated roles that constitute a formal division of labor are created</li> <li>• More comprehensive planning is required that includes developing joint strategies and measuring success in terms of impact on the needs of those served</li> <li>• Beyond communication roles and channels for interaction, many “levels” of communication are created as clear information is a keystone of success</li> </ul>

<sup>4</sup> Adapted from the works of Martin Blank, Sharon Kagan, Atelia Melaville, and Karen Ray.


**TOOL: Cooperation, Coordination and Collaboration Continuum<sup>4</sup>**

Essential Elements	Cooperation	Coordination	Collaboration
<b>Authority and Accountability</b>	<ul style="list-style-type: none"> <li>• Authority rests solely with individual organizations</li> <li>• Leadership is unilateral and control is central</li> <li>• All authority and accountability rests with the individual organization which acts independently</li> </ul>	<ul style="list-style-type: none"> <li>• Authority rests with the individual organizations, but there is coordination among participants</li> <li>• Some sharing of leadership and control</li> <li>• There is some shared risk, but most of the authority and accountability falls to the individual organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Authority is determined by the collaboration to balance ownership by the individual organizations with expediency to accomplish purpose</li> <li>• Leadership is dispersed, and control is shared and mutual</li> <li>• Equal risk is shared by all organizations in the collaborative</li> </ul>
<b>Resources and Rewards</b>	<ul style="list-style-type: none"> <li>• Resources (staff time, dollars, and capabilities) are separate, serving the individual organization's needs</li> </ul>	<ul style="list-style-type: none"> <li>• Resources are acknowledged and can be made available to others for a specific project</li> <li>• Rewards are mutually acknowledged</li> </ul>	<ul style="list-style-type: none"> <li>• Resources are pooled or jointly secured for a longer-term effort that is managed by the collaborative structure</li> <li>• Organizations share in the products; more is accomplished jointly than could have been individually</li> </ul>

## Appendix D. Community Engagement Design

*Corresponds with Step 3e in the Planning Guide*

The International Association for Public Participation (IAP2) developed a spectrum of public participation that helps define the community’s role in any community engagement process. The IAP2 Spectrum shows that differing levels of participation may be most appropriate depending on the outcomes, timeframes, resources and levels of concern or interest in the decision to be made. It has become in many places, a top standard for planning community engagement.<sup>5</sup>

INCREASING IMPACT ON THE DECISION 					
	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

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### Selecting a Level

The Spectrum is not a flow chart, or steps in a process, starting on the left and working to the right. Selecting a level needs to be based on the specific context.<sup>6</sup>

Higher levels are not necessarily “better.” A lower level may be more appropriate for some issues such as those that are minor, have small impact or are less complex, while higher levels of engagement may be better for issues which are complex and/or have a significant impact on the community.

The following sections further describe each level of community participation and considerations for when each might be most appropriate, adapted for CID context.

<sup>5</sup> Adapted from: “Community Engagement Toolkit for Planning.” Queensland, Australia. 2017. <https://dilgpprd.blob.core.windows.net/general/community-engagement-toolkit.pdf>.

<sup>6</sup> Ibid.



## INFORM

**Community participation goal:** To provide balanced and objective information to assist the community to understand the problem, alternatives, opportunities and/or solutions.

**Promise to the community:** *“We will keep you informed.”*

Despite it not being community engagement, the Inform level can be appropriate in some situations such as information campaigns or sharing out final public decisions.

## CONSULT

**Community participation goal:** To obtain feedback on analysis, alternatives and/or decisions.

**Promise to the community:** *“We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how community input influenced the decision. We will seek your feedback on drafts and proposals.”*

Consult is a lower level of community engagement that involves obtaining feedback about plans, ideas, options or issues, but with lower levels of direct community interaction. The promise is to “listen and acknowledge” issues raised, but not necessarily to act on them.

At this level it is important to be clear about the focus of community engagement and what is not negotiable. Activities may involve little interaction (e.g., surveys or written submissions) or can be more interactive (e.g., focus groups, public meetings). Consult largely involves one-way communication – feedback from the community – although there is still an element of two-way communication through the promise to “provide feedback on how public input influenced the decision”.

Consult is especially appropriate when there is minimal complexity of an issue. For example, city government is beginning a strategic planning process and is consulting with a range of stakeholders. The purpose is to identify potential issues to be considered to guide the next stages of the planning (which will involve more collaborative processes).

## INVOLVE

**Community participation goal:** To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.

**Promise to the community:** *“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.”*

At the Involve level, the community is invited into the process to a greater extent than with Consult. The goal is to work with the public **throughout the process: it is not a one-off**. While the promise implies that issues raised should be taken into account, decisions at this level are generally made by the project sponsor rather than the public.

## COLLABORATE

**Community participation goal:** To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.

**Promise to the community:** *“We will work together with you to formulate solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.”*

The Collaborate level is about partnership and sharing power. The promise sets high expectations as it promises to incorporate advice and recommendations “to the maximum extent possible.” It implies an interactive process with an emphasis on two-way processes.

While decision-making still lies with the project sponsor, there is much greater input from the community. Creating the trust needed and ensuring there is genuine engagement will take time and resources.

Because of the high level of participation, this level is particularly useful for complex and/or controversial issues. There can be risks involved in processes at this level. If the promise is seen as being broken (e.g., if members of a community cannot agree on ways forward, or if some sections of the community feel their views were not taken into account), trust can be broken and relationships damaged.

Collaborate requires interactive processes where there can be opportunities to explore issues in some depth.

## EMPOWER

**Community participation goal:** *To place final decision-making in the hands of the public.*

**Promise to the community:** *“We will implement what you decide.”*

The Empower level places the final decision-making in the hands of the public. It does not necessarily mean it is the highest level of community engagement. Whereas Collaborate requires a high level of community engagement, Empower does not necessarily require the same degree of community engagement. At this level, a decision could be made by the community through a process that requires little interaction or engagement (e.g., a referendum).

The Empower level is not necessarily about statutory authority but a promise to “implement what you decide”. Responsibility for the decision can still lie with the elected body. Empower implies that this process is in relationship to significant issues. Providing people with the opportunity to make decisions about minor issues is not necessarily an example of operating at this level.

It is also important to recognize the Empower is used in a specific way in the Spectrum and is not the same as empowerment. Empowerment, in the broader sense, is the “ongoing capacity of individuals or groups to act on their own behalf to achieve a greater measure of control over their lives and destinies”. Empowerment (helping people to take control of their lives), can occur in many different ways and in many different contexts, and has a broader meaning than the way in which Empower is used in the Spectrum.<sup>7</sup>

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<sup>7</sup> Ibid.

## **Appendix E. Community Engagement Tools**

*Corresponds with Step 3f in the Planning Guide*

This section includes several tools for selecting tools and activities for community engagement.

### **TOOL: Identifying Stakeholder Needs<sup>8</sup>**

This checklist is intended to help identify the different needs of stakeholders.

- ✓ What level of information are stakeholders likely to seek about your project?
- ✓ What level of information do stakeholders need to make an informed decision about the planning project? Do they already understand the specific issue or project? Do they need support to build their understanding of it?
- ✓ Will all stakeholder contributions influence the project equally? Or are there some individuals or groups that will have more influence on the outcomes of the project?
- ✓ Will everyone interested in, or potentially affected by, the project have an opportunity to become involved?
- ✓ Have efforts been made to include under-represented community groups in all community engagement processes (e.g. younger people, older people, people with disabilities, people from culturally and linguistically diverse backgrounds, and disadvantaged and homeless people)?
- ✓ Are there any barriers that may prevent some stakeholders from participating in the process? These barriers could be physical, economic, cultural, or linguistic.

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<sup>8</sup> Adapted from: "Community Engagement Toolkit for Planning." Queensland, Australia. 2017.  
<https://dilgpprd.blob.core.windows.net/general/community-engagement-toolkit.pdf>.

**TOOL: What to Consider When Choosing Engagement Tools<sup>9</sup>**

<b>Factor</b>	<b>What to Consider</b>
<b>Timely</b>	<ul style="list-style-type: none"><li>▪ Have you considered tools that will inform community stakeholders from the beginning of the process?</li><li>▪ Have you considered tools that will help you to build and secure a positive relationship, and the time that it might take to build this relationship? This will include tools that create opportunities for conversations with community members, and to listen to them.</li><li>▪ Have you considered tools that will help community members contribute in a way that influences outcomes?</li></ul>
<b>Accessible and appealing</b>	<ul style="list-style-type: none"><li>▪ Have you considered tools that will be accessible to all stakeholder groups?</li><li>▪ Have you considered tools that are appropriate for your local community? e.g. are online tools the best choice if internet use is low in your community? Choose tools that allow you to take the engagement process to the community, or tools or events that the community is interested in using.</li><li>▪ Have you considered tools that will allow you to provide information to stakeholders and community members in a way that is easy for them to understand? Choose tools that allow you to present information in an easily understandable format, use plain language, and allow you to clarify issues.</li></ul>
<b>Inclusive</b>	<ul style="list-style-type: none"><li>▪ Have you considered tools that encourage all sectors of the community to be involved in conversations about planning? Choose tools that will appeal to diverse groups within the community, and a cross-section of the population. Choose tools that will help you to reach all community members, including those with specific needs (e.g. people with disability, older people, younger people).</li></ul>
<b>Community-focused</b>	<ul style="list-style-type: none"><li>▪ Have you considered tools that will help community members and stakeholders understand what is in the best interests of the community, and the trade-offs that may be required to achieve the best interests of the community?</li></ul>
<b>Interactive</b>	<ul style="list-style-type: none"><li>▪ Have you considered tools that allow the community to consider the big picture? This could include a combination of tools that inform and provide comprehensible background information, as well as tools that allow community members to deliberate and collaboratively create potential solutions?</li></ul>
<b>Flexible</b>	<ul style="list-style-type: none"><li>▪ Have you considered that you may need to use a variety of different tools and techniques over time? Different engagement tools will connect better with some communities. Where possible, use a mix of qualitative and quantitative engagement methods to capture a diverse sample of opinions.</li><li>▪ Have you considered that you may need to choose a different combination of tools if the tools chosen initially are not delivering a successful engagement process?</li></ul>
<b>Cost effective</b>	<ul style="list-style-type: none"><li>▪ Have you considered the resources that are available, both budget and staff time, to deliver the engagement tools and techniques?</li></ul>

<sup>9</sup> Adapted from: "Community Engagement Toolkit for Planning." Queensland, Australia. 2017.  
<https://dilgprd.blob.core.windows.net/general/community-engagement-toolkit.pdf>.

## TOOL: Choosing Engagement Tools – Options Matrix<sup>10</sup>

The matrix below includes an array of specific community engagement tools and activities, along with the level of participation for which they are best suited.

Activity	Detail	Level of participation					Benefits	Considerations
		Inform	Consult	Involve	Collaborate	Empower		
Print materials (e.g. brochures, newsletters, fact sheets, articles in newsletters or rates notices)	<ul style="list-style-type: none"> <li>• A way to provide information on specific issue or initiative to a selected audience.</li> <li>• A way to reach a broad audience within the community.</li> <li>• Need to have basic information on aspects of the project.</li> <li>• Need a distribution method to get to the right people (and translated for particular groups).</li> <li>• Need to be written clearly and concisely with illustrations or infographics where possible.</li> <li>• Need a clear call to action for the community to get involved.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>					<ul style="list-style-type: none"> <li>• This method creates interest within the community.</li> <li>• Good for broad awareness and for activating interest quickly.</li> <li>• Can be tailored to address the specific needs of groups.</li> <li>• Some groups, such as older people, may prefer to receive their information via traditional hard-copy methods.</li> <li>• Opportunity for planners and other technical staff to provide information about planning directly to the intended audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Expensive to produce.</li> <li>• Hard to target or to monitor effectiveness.</li> <li>• Can miss key minority groups.</li> <li>• Need to use plain language and simple graphics to explain planning concepts, otherwise audience may not read the material.</li> <li>• Timing of some distribution channels (such as rates notices) can be a constraint.</li> </ul>
Advertisements (e.g. print, TV, radio and digital)	<ul style="list-style-type: none"> <li>• Most newspapers and radio stations have a community events or public service announcement section which can be used to inform the public of your events and activities.</li> <li>• Advertisements can also be placed in specific areas of interest (e.g. early general news, sports, business)</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>					<ul style="list-style-type: none"> <li>• Fast</li> <li>• Efficient</li> <li>• Wide-reaching</li> <li>• Opportunity to position planning projects positively using local government key messages</li> <li>• Can contain a clear call to action to get involved in planning project.</li> </ul>	<ul style="list-style-type: none"> <li>• Expensive</li> <li>• Hard to target or to monitor effectiveness</li> <li>• Can miss key minority groups.</li> </ul>

<sup>10</sup> Adapted from: “Community Engagement Toolkit for Planning.” Queensland, Australia. 2017.  
<https://dilgpprd.blob.core.windows.net/general/community-engagement-toolkit.pdf>.

Activity	Detail	Level of participation					Benefits	Considerations
		Inform	Consult	Involve	Collaborate	Empower		
	section) and online platforms to capture interest.							
Media releases	<ul style="list-style-type: none"> <li>• Media releases need to be structured with simple and clear messages.</li> <li>• Can be used to disseminate information to the community quickly.</li> <li>• Find a newsworthy angle for your story and be concise when sending story ideas to an editor or reporter.</li> <li>• Highlight elements of your project that will provide good visuals for digital and television and good picture opportunities for print publications.</li> <li>• Even if a reporter doesn't attend an event you have arranged, you still have an opportunity to get coverage after the event by supplying the media organisation with any pictures or visual collateral collected on the day.</li> <li>• Always provide the news organisation with written materials (e.g. news release) to ensure correct facts, names and dates for your story.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>					<ul style="list-style-type: none"> <li>• Relatively cost-effective</li> <li>• Opportunity to position planning projects using local government key messages.</li> </ul>	<ul style="list-style-type: none"> <li>• Relies on the news cycle for the day of the event and the news value of the project.</li> </ul>

Activity	Detail	Level of participation					Benefits	Considerations
		Inform	Consult	Involve	Collaborate	Empower		
Websites	<ul style="list-style-type: none"> <li>To be used to provide accessible, clear and appropriate information cost-effectively to a broad cross-section of stakeholders.</li> <li>Websites can also be used for two-way information exchange.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>			<ul style="list-style-type: none"> <li>Can provide a link to any online surveys.</li> <li>Can provide lots of targeted information about planning concepts and planning projects cost-effectively.</li> <li>Can allow community members to ask questions and receive answers that are accessible to all.</li> </ul>	<ul style="list-style-type: none"> <li>Maintenance and resource requirements to review and refresh content, and to monitor and respond to community comments.</li> <li>Opportunity is lost if materials are not presented in plain language and using simple graphics.</li> </ul>
Email feedback	<ul style="list-style-type: none"> <li>Email feedback can be an easy way to obtain ideas from the public on an issue or a range of issues.</li> <li>It can be used with an existing website with a feedback system.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>				<ul style="list-style-type: none"> <li>It is quicker than most forms of participation and may be attractive to those with little time.</li> <li>Allows people to ask their specific planning-related questions and, potentially, have them answered. This may help to build knowledge about planning concepts with some community members.</li> </ul>	<ul style="list-style-type: none"> <li>Emails received must be tracked carefully to make sure that they are acknowledged and, where this commitment has been given, responded to.</li> <li>A community member may believe that an email is a properly made submission, when it may not be.</li> </ul>
Information hotline	<ul style="list-style-type: none"> <li>1800 number is only the cost of a local call.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>					<ul style="list-style-type: none"> <li>Creates a single point of contact for enquiries and requests for information.</li> </ul>	<ul style="list-style-type: none"> <li>Activation required to generate interest.</li> <li>Allows community members to speak directly to a planner about their concerns and questions.</li> </ul>

Activity	Detail	Level of participation					Benefits	Considerations
		Inform	Consult	Involve	Collaborate	Empower		
Town hall/public meetings	<ul style="list-style-type: none"> <li>• Important to have a strong chairperson who can make the meeting flow properly.</li> <li>• Everyone needs to have a chance to speak.</li> <li>• Based on a central theme and participants agree on the important issues.</li> <li>• Record each discussion and provide a way for participants to access them at the end of the event.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>				<ul style="list-style-type: none"> <li>• Offers the community the opportunity to attend and have their opinion heard in the one place at the one time.</li> <li>• Allows for the most important issues to be raised and gives people for whom these issues are most relevant the opportunity to discuss.</li> <li>• Can enable community members to share issues and 'move on'.</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult to get a nuanced understanding from a single meeting.</li> <li>• Challenging for quieter community members.</li> <li>• Tendency to focus on the 'squeaky wheels' and those that are confident enough to speak in front of a large group.</li> <li>• Potential for a mob mentality to form, which may vocally refute the factual planning information that is being offered.</li> </ul>
Telephone survey/polls	<ul style="list-style-type: none"> <li>• Technique used to obtain structured responses on specific issues to obtain quantitative measurable results.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>			<ul style="list-style-type: none"> <li>• Good way to quickly assess the current awareness of, and attitude towards, planning issues.</li> <li>• A simple vote on a topic will give an indication of the level of local awareness and support.</li> <li>• Opportunity to capture the views of community members who may not actively engage in a planning process or attend public displays or meetings.</li> <li>• Provides input from a cross-section of the community, which can be randomly selected and provide a statistically valid sample.</li> <li>• Higher response rate than</li> </ul>	<ul style="list-style-type: none"> <li>• More expensive to deliver, and more labour-intensive than mailed surveys.</li> </ul>



Activity	Detail	Level of participation					Benefits	Considerations
		Inform	Consult	Involve	Collaborate	Empower		
							mailed surveys, as participants are recruited and researchers continue until they have achieved their sample size.	
One-on-one interviews	<ul style="list-style-type: none"> <li>• Involves one person that is tasked with posing a standard set of questions to individuals.</li> <li>• Data gathered need to be carefully analysed and reported to provide an accurate representation of public opinion.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>			<ul style="list-style-type: none"> <li>• Provides important qualitative information about community perceptions of planning projects, or observations about their local community, at a level of detail that can be difficult to obtain by any other method.</li> <li>• Good way of raising community understanding about planning concepts.</li> <li>• Good way of finding and recruiting other community members who may be able to help with other engagement techniques.</li> <li>• Opportunity for in-depth information exchange in a non-threatening forum.</li> </ul>	<ul style="list-style-type: none"> <li>• More labour-intensive, depending on the number of community members being interviewed.</li> <li>• Expensive.</li> </ul>
Public displays (site displays or in community spaces that attract a lot of pedestrians)	<ul style="list-style-type: none"> <li>• Use local venue as a drop-in centre, e.g. a well-known location such as a library or senior centre or local primary school.</li> <li>• Run over at least one whole day and evening to enable different people to access the event.</li> <li>• People should be able to choose which parts of the event they would</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>				<ul style="list-style-type: none"> <li>• Allows community members to discuss their concerns about planning projects with local government planners.</li> <li>• Allows community members to gather information about planning projects and processes, and share their views about these projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Potential for lack of clarity in purpose.</li> <li>• Requires intensive staff resources.</li> </ul>

Activity	Detail	Level of participation					Benefits	Considerations
		Inform	Consult	Involve	Collaborate	Empower		
	<p>like to participate in.</p> <ul style="list-style-type: none"> <li>• Create fun element (games) for children to attract families.</li> <li>• To be used when you need to present ideas or plans to a broad cross-section of stakeholders in an area and obtain responses in an informal way.</li> </ul>						<ul style="list-style-type: none"> <li>• A wider cross-section of community members is able to attend, as people can attend at a time suitable to them and stay for as long as they wish.</li> <li>• Opportunity to share accurate information, via display materials, about planning concepts, and the planning process and projects.</li> </ul>	
Small group meetings	<ul style="list-style-type: none"> <li>• Technique used to generate discussion and insights on aspects of the project from a known group of stakeholders.</li> <li>• Need to set a clear agenda and a facilitator who can keep the group on track.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>			<ul style="list-style-type: none"> <li>• Opportunity for planners to have a more detailed conversation about planning concepts, processes, and projects with interested community members.</li> <li>• Provides an opportunity to meet with community groups that support people with disabilities, older people, younger people and indigenous people.</li> </ul>	<ul style="list-style-type: none"> <li>• May need to reimburse group members for travel and offer meals if the workshop lasts longer than two hours.</li> <li>• Not a broad sample to draw data from.</li> </ul>
Community events (event created for project or attend an existing community event, e.g. Brisbane City Council Your Home and Neighbourhood Fairs)	<ul style="list-style-type: none"> <li>• Set up interactive displays at a booth.</li> <li>• Could use methods such as stickers, comment cards and graffiti walls to obtain feedback.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>				<ul style="list-style-type: none"> <li>• Allows people to make comments and give feedback on planning information or options presented to them through display material.</li> <li>• Useful technique for involving people who are not used to being consulted on their views.</li> <li>• Useful technique for involving people who may be less confident about expressing their views.</li> <li>• Provides a link between</li> </ul>	<ul style="list-style-type: none"> <li>• Activation required to generate interest in attending the event.</li> </ul>

Activity	Detail	Level of participation					Benefits	Considerations
		Inform	Consult	Involve	Collaborate	Empower		
							<p>organisations and local people and encourages long-term involvement by the community.</p> <ul style="list-style-type: none"> <li>• Opportunity to use more engaging tools (e.g. games and video booths) to discuss planning concepts.</li> <li>• Opportunity to take planning project to an event where community members gather.</li> <li>• Opportunity to use non-planning-related activities to encourage people to attend an event where a planning project will be discussed (e.g. live music, children's entertainers, food trucks).</li> </ul>	
Charrettes	<ul style="list-style-type: none"> <li>• A charrette is a multi-disciplinary design workshop held over 3-4 days that involves stakeholders, the project team, planning and design professionals, technical experts and sometimes community members. Participants work in small groups, each containing a technical expert, to develop constraints, opportunities and solutions.</li> <li>• Identify the problem or opportunity.</li> <li>• Select suitable cross-disciplinary teams or teams.</li> <li>• Select an expert panel who can help review output at the end of the</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Broad consensus of stakeholders and community representatives in a short period.</li> <li>• Opportunity to build an understanding of design processes if community members are able to observe charrette process.</li> </ul>	<ul style="list-style-type: none"> <li>• Resource heavy but an effective method for working through complex problems relatively quickly.</li> <li>• Lead time is critical for planning, although event may be short, lead up is resource intensive and is on average six to eight weeks.</li> </ul>	

Activity	Detail	Level of participation					Benefits	Considerations
		Inform	Consult	Involve	Collaborate	Empower		
	<p>process.</p> <ul style="list-style-type: none"> <li>• Brief teams on the charrette process, which aims at delivering feasible and creative solutions within a short period.</li> <li>• Plan for a workshop that provides sufficient time for the designers/planners to work.</li> <li>• Encourage break-out groups that join the larger group regularly to present their ideas and approaches.</li> <li>• Record ideas using on-site graphic recording in a format that can easily be compiled into a report, using technology such as GIS mapping tools.</li> <li>• At the conclusion of the charrette, allow each team to present its proposed solution to a large audience of the public, planning professionals, and business and civic leaders.</li> </ul>							
Steering groups	<ul style="list-style-type: none"> <li>• A steering group is usually made up of high-level stakeholders or experts who provide guidance on key issues. Usually not representative of the broader demographic, a steering group is more a panel of experts who guide decision-making.</li> <li>• Make clear to members what their likely responsibilities and time commitments will be.</li> </ul>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<ul style="list-style-type: none"> <li>• The purpose of a steering group can vary greatly from members providing their own feedback or ideas about planning processes, to members acting as a conduit between the broader community and organisation.</li> <li>• Stakeholder-led decision-making and input over time, depending on the terms of</li> </ul>	<ul style="list-style-type: none"> <li>• Defining demographic relevance can be challenging.</li> <li>• Consider the power dynamic carefully and whether all parties are adequately represented.</li> </ul>

Activity	Detail	Level of participation					Benefits	Considerations
		Inform	Consult	Involve	Collaborate	Empower		
	<ul style="list-style-type: none"> <li>• Rotate responsibility for chairing each meeting in order to engender a sense of ownership.</li> <li>• Include external representatives to allow different perspectives and a wider experience base.</li> <li>• Set performance indicators for the group as well as the project.</li> <li>• Ensure clarity of both individual and group roles.</li> <li>• Produce minutes that include clear action lists.</li> <li>• Create time for debate of the issues in the meeting.</li> <li>• Issue papers at least a week before meetings to allow the</li> </ul>						reference of the group.	
Citizens' panels (Face-to-face and online)	<ul style="list-style-type: none"> <li>• Large numbers of people who are selected to be representative of the population and be a part of a panel that deliberates on a range of issues over a set period. Surveys are distributed during the time to understand community attitudes, feedback, issues and behaviour. Can track changes as well.</li> <li>• Establish the objective and for setting up citizen panels and what the corresponding reference framework.</li> <li>• Ask: What is the logic of deliberation, what are the limits?</li> <li>• Brief participants on the rules of the</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>		<ul style="list-style-type: none"> <li>• If the process of recruitment is rigorous, citizens' panels can be an effective method for securing input from a representative sample of community members over time.</li> <li>• Provides the opportunity for community members to begin to understand planning concepts and the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>• Expectation of level of decision-making with a deliberative process.</li> <li>• Can be expensive and resource intensive to manage both recruitment and management time.</li> </ul>

Activity	Detail	Level of participation					Benefits	Considerations
		Inform	Consult	Involve	Collaborate	Empower		
	<p>proceedings.</p> <ul style="list-style-type: none"> <li>• Provide experts to the panel.</li> <li>• Engage independent moderator(s) to assist the process of deliberation.</li> <li>• At the agreed time, arrange a presentation from the panel.</li> <li>• Publish the report and recommendations.</li> <li>• If the recommendations of the citizen panel are not followed up, publish the reasons for not following up (this would normally be done by the commissioning body).</li> </ul>							
<p>Engagement apps, e.g. CitySwipe (Santa Monica's Tinder-style app designed to get the community involved in planning processes.)</p>	<ul style="list-style-type: none"> <li>• To create a mobile platform to engage audiences who are unlikely to attend traditional engagement events, and to reach younger or more mobile audiences.</li> <li>• To provide content in a way that aligns with how communities are accessing information.</li> <li>• Can be a good way to engage people who are time poor.</li> <li>• Requires both a good idea and sound execution planning.</li> <li>• Provide a clear brief with your intended purpose – i.e. is it to provide detailed technical details, to support the overall visuals?</li> <li>• Ensure you provide clear timelines and expectations and have any technical data readily available to</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>		<ul style="list-style-type: none"> <li>• A broad range of information types can be loaded into an app including interactive content.</li> <li>• Can incorporate immersive elements to enable the community to see locations in 360 degrees.</li> <li>• Can gather live data.</li> <li>• Mobile usage is at an all-time high.</li> <li>• It is a cost-effective way to engage people where they are, essentially bringing engagement about planning processes to people's pockets.</li> <li>• As new innovative engagement tools emerge, they can be loaded into an app, which can function as a platform for progressive</li> </ul>	<ul style="list-style-type: none"> <li>• Resources to develop content.</li> <li>• Time to allow for approvals and uploading of apps to Apple and GooglePlay.</li> <li>• A degree of technological comfort is required to use apps.</li> <li>• This type of technology may not be appropriate for all comments.</li> </ul>	

Activity	Detail	Level of participation					Benefits	Considerations
		Inform	Consult	Involve	Collaborate	Empower		
	ensure accuracy of representation						advancements and additions to the engagement tool.	
Social media (Facebook, Twitter, Instagram, Snapchat)	<ul style="list-style-type: none"> <li>• Calling for ideas through social media platforms.</li> <li>• Planners can get an idea of what people like and do not like about an area or idea through comments posted on social media. This feedback can complement typical surveys, or be a substitute for surveys.</li> </ul> <p><b>Facebook:</b></p> <ul style="list-style-type: none"> <li>• Facebook posts should be short, sharp and pose questions to increase interaction.</li> <li>• Facebook posts with video content receive the greatest number of interactions from Facebook users.</li> </ul> <p><b>Twitter:</b></p> <ul style="list-style-type: none"> <li>• Twitter offers open access, 140-character limit and requires you to build a following first.</li> <li>• Develop a policy for information sharing – the what and the how</li> <li>• requires a memorable hashtag.</li> </ul> <p><b>Instagram:</b></p> <ul style="list-style-type: none"> <li>• Instagrammers ‘like’ 1.6 billion updates per day</li> <li>• Sunday gets the highest interaction</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>				<ul style="list-style-type: none"> <li>• Social media targets an audience not captured by traditional forms of media.</li> <li>• More direct format to submit ideas and provide feedback on planning concepts.</li> </ul> <p><b>Facebook:</b></p> <ul style="list-style-type: none"> <li>• usage levels are quite high</li> <li>• good for overcoming geographic constraints.</li> <li>• relatively easy to create and share information about a project.</li> <li>• able to moderate and/or remove comments quickly.</li> <li>• community will often self-moderate negative comments.</li> </ul> <p><b>Twitter:</b></p> <ul style="list-style-type: none"> <li>• good for raising awareness about project and planning concepts</li> <li>• good for media attention and driving traffic to a website</li> <li>• provides an opportunity to leverage planners with large twitter followings by asking them to post information about the project or planning concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the type of information needed, and the social media platform best suited to this. For example, if you are interested in learning about view corridors that community members think warrant protection, Instagram may be a suitable platform. If you are asking people what their favourite place is and why, Facebook may be more suitable.</li> <li>• Views expressed on social media are public and unfiltered.</li> </ul> <p><b>Facebook:</b></p> <ul style="list-style-type: none"> <li>• anonymity and lack of control present a challenge</li> <li>• requires participants to have a Facebook account</li> <li>• not always available on corporate or government domains.</li> <li>• moderation rules addressing content and etiquette need to be established.</li> <li>• monitoring can be labour-</li> </ul>

Activity	Detail	Level of participation					Benefits	Considerations
		Inform	Consult	Involve	Collaborate	Empower		
	<p>levels</p> <ul style="list-style-type: none"> <li>• peak time in Australia/New Zealand is 8 pm midweek and 5 pm weekends</li> <li>• requires a memorable hashtag</li> <li>• good for a younger population.</li> </ul> <p>Instagram has a younger skew – 37 per cent 18 to 29 year olds; 18 per cent 30–49, 50+ just 7 per cent (Nielsen Statistics).</p> <p><b>Snapchat:</b></p> <ul style="list-style-type: none"> <li>• A photo messaging app where users take photos and videos, and add text and drawings. Users then send these snaps.</li> <li>• It is both a messaging platform and a social network.</li> <li>• Exists only as a mobile phone app.</li> </ul>						<p><b>Instagram:</b></p> <ul style="list-style-type: none"> <li>• provides visual content, and allows community members to upload images relevant to the planning process and project</li> <li>• gives a face to a project</li> <li>• has an informal style.</li> </ul> <p><b>Snapchat:</b></p> <ul style="list-style-type: none"> <li>• users decide how long snaps will last before they are deleted from the receiver's devices and Snapchat's server</li> <li>• helps to inform community members and gauge reaction to issue or planning process</li> <li>• one of the world's most popular social apps.</li> </ul>	<p>intensive.</p> <p><b>Twitter:</b></p> <ul style="list-style-type: none"> <li>• not good for deliberation</li> <li>• need to build a following first</li> <li>• monitoring can be labour-intensive.</li> </ul> <p><b>Instagram:</b></p> <ul style="list-style-type: none"> <li>• is so informal it can be difficult to explain technical concepts.</li> <li>• may need a substantial financial investment to maintain visual elements.</li> </ul> <p><b>Snapchat:</b></p> <ul style="list-style-type: none"> <li>• very popular among teens and young adults</li> <li>• not so popular with older adults</li> <li>• ephemeral components of all content that gets shared, i.e. photos and videos disappear after they have been viewed by their recipients.</li> </ul>



Activity	Detail	Level of participation					Benefits	Considerations
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Digital video, e.g. YouTube	<ul style="list-style-type: none"> <li>Increasing proportion of internet traffic is going digital video.</li> <li>Beware of humour and ensure it is appropriate to your topic.</li> <li>Keep the videos short and simple.</li> <li>Be aware of the lack of control in relation to comments and have a plan in place to manage it (YouTube).</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>					<ul style="list-style-type: none"> <li>Provides visual content.</li> <li>Great for virtual site tours.</li> <li>Good for helping to explain complex planning issues using visual content.</li> <li>Gives a face to a project.</li> </ul>	<ul style="list-style-type: none"> <li>Technology constraints: speed of access.</li> <li>Informal style.</li> <li>Lack of control over comments (YouTube).</li> </ul>
Online survey tools such as Survey Monkey	<ul style="list-style-type: none"> <li>A quick and effective way to get a snapshot of community sentiment.</li> <li>Prepare questions.</li> <li>Consider your promotion – how will the community know about it?</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>			<ul style="list-style-type: none"> <li>Good for fast data and community sentiment in relation to emergent planning issues.</li> <li>Quantitative data.</li> <li>Relatively cost effective.</li> </ul>	<ul style="list-style-type: none"> <li>No complexity of data.</li> <li>No opportunity to interrogate data in more detail.</li> </ul>
Hard-copy surveys/questionnaires	<ul style="list-style-type: none"> <li>Standard set of open and/or closed questions to a wide range of people.</li> <li>Conducted through face-to-face interviews, self-completion written forms, over the phone, or electronically via the internet or email.</li> <li>Technique used to obtain structured responses on specific issues and to obtain quantitative and/or qualitative results.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>			<ul style="list-style-type: none"> <li>Popular method of collecting point-in-time qualitative and quantitative information.</li> <li>Good way to find out opinions of local people on a particular planning topic in a structured way that can be extensively analysed.</li> <li>Good way to inform people about the project.</li> <li>Good way to reach many people and involve those who may not be able to engage in other ways.</li> <li>Input from those who may not attend a public meeting.</li> <li>Provides a mechanism for extending a mailing list.</li> <li>Provides a cross-section of the community, not only activists.</li> </ul>	<ul style="list-style-type: none"> <li>Response rate can be low.</li> <li>To get statistically valid results, can be labour-intensive and expensive.</li> <li>Level of detail may be limited.</li> <li>Less effective in obtaining responses to complex issues.</li> <li>Effective analysis of data can be labour-intensive and requires a high level of expertise.</li> </ul>

Activity	Detail	Level of participation					Benefits	Considerations
		Inform	Consult	Involve	Collaborate	Empower		
Online polling	<ul style="list-style-type: none"> <li>• A quick and effective way to get a snapshot of community sentiment.</li> <li>• Prepare questions.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>			<ul style="list-style-type: none"> <li>• Good for fast data and community sentiment in relation to emergent planning issues.</li> <li>• Quantitative data.</li> <li>• Relatively cost effective.</li> </ul>	<ul style="list-style-type: none"> <li>• No complexity of data.</li> <li>• No opportunity to interrogate data in more detail.</li> </ul>
Gamefication	<ul style="list-style-type: none"> <li>• Gamefication is the use of game-thinking and game mechanics in a non-game context to engage users in solving problems.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>			<ul style="list-style-type: none"> <li>• Can provide a fun way to encourage community participation and greater community understanding of planning concepts.</li> <li>• Helps users to explore scenarios, understand the impacts of planning choices, or to understand different perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Is it appropriate to your engagement purpose?</li> <li>• Will the concept or idea be compelling enough for people to play it?</li> </ul>
Virtual reality	<ul style="list-style-type: none"> <li>• Virtual reality is a completely created virtual world that people can be transported to using specific equipment.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>					<ul style="list-style-type: none"> <li>• Provides an immersive experience where people can experience what a development will look like before it's constructed.</li> <li>• Can incorporate smart city monitoring data.</li> <li>• Rudimentary forms of virtual reality are already being used by some Queensland councils.</li> <li>• Some property developers are already familiar with the technology, using it as a marketing tool.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive cost and time requirements, which may make it unfeasible for smaller councils.</li> <li>• Requires special tools (such as headsets) to view models.</li> <li>• There is a potential to manipulate information as parts of the existing physical world can be removed in the virtual world.</li> </ul>

Activity	Detail	Level of participation					Benefits	Considerations
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Mixed reality (including augmented reality)	<ul style="list-style-type: none"> <li>• Instead of a created virtual world, augmented reality takes the real world and alters it.</li> <li>• Existing drawings are used to create virtual fly-throughs or augmented reality to give a clear picture of a proposed project.</li> <li>• With technology costs reducing this can be an effective way of providing visual understanding of a project.</li> <li>• Look for a technology provider with experience in property and planning.</li> <li>• Provide a clear brief with your intended purpose, so that the product achieves what is intended.</li> <li>• Ensure you provide clear timelines and expectations and have any technical data readily available to ensure accuracy of representation.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>			<ul style="list-style-type: none"> <li>• A cost-effective method for demonstrating what a project will look like on the ground.</li> <li>• Mixed reality requires less 3D modelling than virtual reality, as only the elements being proposed are shown.</li> <li>• Because the real-world is not being re-created virtually, there is a less opportunity to conceal reality.</li> <li>• Shows the public what is proposed before it is built.</li> <li>• Levels of detail can vary from basic massing models to highly detailed architectural models.</li> <li>• Architectural models are created for many developments that warrant community engagement. These models can be easily converted to augmented reality models that can be viewed on any smart phone, e.g. 3Ds Max.</li> <li>• Communicates proposals in a realistic way, and people can see what the development will look like from their point of view.</li> <li>• Projects that have integrated mixed reality have been successful.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires detailed computer-aided design drawings to be meaningful.</li> <li>• Needs to work in conjunction with other methods to capture data.</li> <li>• Quality of finished product can vary greatly.</li> <li>• There is a perception that mixed reality takes time and is expensive to develop, and that any benefits are outweighed by these costs.</li> <li>• Benefits are not apparent to developers and local government.</li> <li>• Limited by weather as the tool cannot be used in rain or very sunny conditions.</li> <li>• Mixed reality requires a smart device to be able to view it.</li> </ul>

Activity	Detail	Level of participation					Benefits	Considerations
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Online deliberative forums	<ul style="list-style-type: none"> <li>• Online platforms that can host information about a project, surveys that explore community sentiment about aspects of a project, and forums that enable community members to post comments and engage in conversation about the project.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>		<ul style="list-style-type: none"> <li>• These platforms and forums have proved successful in community-led forms (e.g. Skyscraper City).</li> <li>• These platforms provide a way for people to communicate with planners and local government that reflects the contemporary ways they communicate with families, friends and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• While moderation of a site is often not required, some local governments may choose to moderate forums. Where this occurs in online forums, clear guidance needs to be provided about the focus of the discussion and the 'ground rules' for this discussion.</li> <li>• There is less accountability for community members because of the 'faceless' nature of online platforms, and the degree of anonymity that community members feel that they have.</li> <li>• Online discussion platforms often attract community members that are interested, and potentially passionate, about planning projects.</li> </ul>
Data visualisation software	<ul style="list-style-type: none"> <li>• Data visualisation software helps people understand the significance of data by placing it in a visual context.</li> <li>• Visualisation tools go beyond the standard charts and graphs used in Microsoft Excel, displaying data in more sophisticated ways such as infographics, heat maps and fever charts.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>					<ul style="list-style-type: none"> <li>• Provided the information has been captured, the infographics are easy to produce.</li> <li>• Allows key facts to be clearly and directly communicated.</li> <li>• Makes complex data more accessible, understandable and usable.</li> <li>• Software can be built to alert users when data have been</li> </ul>	<ul style="list-style-type: none"> <li>• The information that can be conveyed is limited.</li> </ul>

Activity	Detail	Level of participation					Benefits	Considerations
		Inform	Consult	Involve	Collaborate	Empower		
							updated.	
3D modelling and fly-throughs	<ul style="list-style-type: none"> <li>• 3D models allow users to view what a planning scheme or local area might look like. These models can be used to create highly realistic visual worlds. They also have 'fly-through' functionality allowing users to fly through and view different aspects of the system.</li> <li>• 3D models are based on geographic information system technology and can display a range of information such as geological terrain, road networks, building heights and flights paths.</li> <li>• This software provides an invaluable tool for explaining development guidelines and legislation.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>					<ul style="list-style-type: none"> <li>• Cheaper and easier to create than virtual reality and mixed reality models.</li> <li>• Already commonly used to help people visualise proposals particularly for infrastructure projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires 3D modelling of landscapes, similar to virtual reality. Therefore fly-throughs also have the potential to represent inaccurate versions of the existing landscape.</li> <li>• Fly-throughs often heavily feature bird's-eye views, which do not represent the pedestrian or resident experience of an area.</li> <li>• While more cost-effective than some tools, can still be expensive to create.</li> <li>• Production requires specialist knowledge.</li> </ul>
Online participatory mapping	<ul style="list-style-type: none"> <li>• Participatory mapping is a community-based mapping system that combines modern cartography with participatory methods to represent the spatial knowledge of local communities.</li> <li>• Participatory maps represent a socially or culturally distinct understanding of the landscape and contain information not usually included on official maps.</li> <li>• Maps created by local communities show elements that communities</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>			<ul style="list-style-type: none"> <li>• Allows people to provide comments that directly relate to a space or location of current environments.</li> <li>• Interactive.</li> </ul>	<ul style="list-style-type: none"> <li>• Captures information in 2D.</li> <li>• Current providers have made all contributions public, so contributors can see comments made by others.</li> <li>• There is limited ability to filter contributions.</li> </ul>

Activity	Detail	Level of participation					Benefits	Considerations
		Inform	Consult	Involve	Collaborate	Empower		
	perceive as important, such as customary land							
Online polling	<ul style="list-style-type: none"> <li>• Online polling is a type of opinion survey or questionnaire where community members self-select to participate.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>				<ul style="list-style-type: none"> <li>• Online polls can be created to allow anyone to participate or they can be targeted to a smaller sample.</li> </ul>	<ul style="list-style-type: none"> <li>• Participants in online polls are generally interested community members.</li> <li>• The sample size can depend on how well the poll is advertised.</li> <li>• The results of the poll may not be completely representative of the subject community.</li> </ul>
Hackathons	<ul style="list-style-type: none"> <li>• Hackathons are creative problem-solving forums, traditionally aimed at developing tech-based solutions to problems.</li> <li>• A hackathon is an event of any duration where people (i.e. usually groups of 2–5 individuals) come together to solve problems.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>		<ul style="list-style-type: none"> <li>• Hackathons can be targeted to respond to a specific planning concern or issue.</li> </ul>	<ul style="list-style-type: none"> <li>• New participants need clear instructions on how to participate in a hackathon.</li> <li>• The hackathon is unlikely to solve the problem at hand immediately, as ideas often need to be further developed.</li> <li>• Hackathons need to be led by a facilitator or a subject matter expert</li> </ul>
World cafe	<ul style="list-style-type: none"> <li>• Structured process where participants discuss a question or series of questions at small tables.</li> <li>• Each table has a host who facilitates the same conversation during a number of rounds.</li> <li>• At the end of each round the group disperse and finds another table, or question, to discuss.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>				<ul style="list-style-type: none"> <li>• Encourages participants to share ideas and concerns with a broad range of people.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires experienced, or capable, small group facilitators to host each table.</li> <li>• Requires appropriate data capture techniques.</li> </ul>

Activity	Detail	Level of participation					Benefits	Considerations
		Inform	Consult	Involve	Collaborate	Empower		
Public art session	<ul style="list-style-type: none"> <li>Facilitation techniques that encourage community members to participate in planning processes using art to express their ideas.</li> <li>Art can be used to capture input from younger people (e.g. early childhood or primary-school aged children). This input could relate to neighbourhood planning (e.g. a new look for a community, street or park).</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>		<ul style="list-style-type: none"> <li>Includes people who communicate better through drawing or art.</li> <li>Can be used to illustrate the community's vision of how a neighbourhood may look.</li> </ul>	<ul style="list-style-type: none"> <li>Level of participation depends on community members being comfortable to draw or create art to explain their opinions or describe their vision.</li> </ul>
Tactical urbanism	<ul style="list-style-type: none"> <li>Low-cost interventions delivered to help community members experience proposed changes as a trial before they are implemented. Typically, changes relate to activating streetscapes, and public and community spaces. <ul style="list-style-type: none"> <li>Interventions could include: <ul style="list-style-type: none"> <li>temporary plantings</li> <li>temporary bike lanes</li> <li>chair bombing</li> <li>parking day</li> <li>pop-up retail.</li> </ul> </li> </ul> </li> <li>Also known as guerrilla urbanism or pop-up urbanism.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>		<ul style="list-style-type: none"> <li>Community members can experience proposed changes personally.</li> </ul>	<ul style="list-style-type: none"> <li>Level of participation depends on ability for community to provide feedback on temporary initiatives, and local government's ability to act on feedback.</li> </ul>

Activity	Detail	Level of participation					Benefits	Considerations
		Inform	Consult	Involve	Collaborate	Empower		
Expert panel	<ul style="list-style-type: none"> <li>Established when specialised input is required for a project.</li> <li>Experts are identified and engaged to debate and discuss the project and its challenges, and make recommendations.</li> <li>Community members are able to read recommendations of expert panel.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>					<ul style="list-style-type: none"> <li>Effective when the planning issue is contentious or complex.</li> <li>Useful to capture credible opinions in relation to contentious issue.</li> </ul>	<ul style="list-style-type: none"> <li>Not as interactive or visible to the community.</li> <li>Can be expensive to engage experts.</li> <li>Skilled facilitator required, and may not be available in-house.</li> </ul>
Online workshop	<ul style="list-style-type: none"> <li>Open invitation workshop designed to gather people in an online space to hear from experts, and ask questions in relation to a specific project or process.</li> </ul>		<input checked="" type="checkbox"/> <input type="checkbox"/>				<ul style="list-style-type: none"> <li>Provides an opportunity for community members that are reluctant or unable to participate in a workshop in person.</li> </ul>	<ul style="list-style-type: none"> <li>Interested community members need to have internet access to participate.</li> <li>Many online workshop platforms have been created for the education sector. Investment may be required for platform to address community expectations about opportunity to be involved.</li> <li>Thorough data analysis processes are required.</li> </ul>
Community workshop	<ul style="list-style-type: none"> <li>Open invitation workshop designed to gather people from a community together to discuss a specific project or process.</li> <li>Many workshop techniques can be successfully applied to capture community knowledge to inform a planning process.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>		<ul style="list-style-type: none"> <li>Depending on the workshop design and the problem being discussed, community workshops can be used to inform, consult, involve or collaborate.</li> <li>Opportunity to capture knowledge from interested community members, rather than just those community members</li> </ul>	<ul style="list-style-type: none"> <li>Needs to be designed to be scalable (i.e. the workshop process is successful regardless of how many or how few community members attend).</li> <li>Typically, expert facilitation skills are required, depending on numbers.</li> </ul>



Activity	Detail	Level of participation					Benefits	Considerations
		Inform	Consult	Involve	Collaborate	Empower		
							that typically get invited to represent community sectors as part of planning workshops. • Opportunity to recruit through an open invitation or to target a statistically valid random sample.	These skills may not be available in-house. • Requires activation to encourage people to attend (e.g. print, radio and online advertising). • Thorough data capture and recording processes are required.
Community radio	<ul style="list-style-type: none"> <li>• A way to provide information on specific issue or initiative to a broad audience. Through community service announcements, advertising or interviews.</li> <li>• Independent media with broad reach across Queensland, although concentrated on east coast.</li> <li>• Cater to a diverse audience including: <ul style="list-style-type: none"> <li>– Indigenous Australians</li> <li>– multicultural communities</li> <li>– religious communities</li> <li>– people with print disability</li> </ul> </li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>					<ul style="list-style-type: none"> <li>• Described by the Community Broadcasting Association of Australia as Australia's largest independent media sector.</li> <li>• Independent media run by not-for-profit community-owned organisations.</li> <li>• Provides access to groups that are typically harder to reach through mainstream media.</li> </ul>	<ul style="list-style-type: none"> <li>• Stations largely staffed by volunteers, so information and engagement process must appeal to them.</li> <li>• Hard to monitor effectiveness.</li> </ul>
Blogs	<ul style="list-style-type: none"> <li>• Series of online posts about a planning project or engagement process.</li> <li>• Community can make comments, and share among their own networks.</li> <li>• Content can help to raise awareness and promote a 'call to action' to participate in the</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>				<ul style="list-style-type: none"> <li>• Choice of author can add credibility to the information being shared, particularly where the blogger is a known thought leader or respected community member.</li> <li>• Blogs can build a following over time.</li> <li>• Comments on blogs can provide insight into community sentiment</li> </ul>	<ul style="list-style-type: none"> <li>• To build a following, blogs need to be consistently written and distributed.</li> <li>• Ability to access blogs depends on access to technology, which may be difficult for some groups in the community.</li> </ul>

Activity	Detail	Level of participation					Benefits	Considerations
		Inform	Consult	Involve	Collaborate	Empower		
	engagement process.						about particular issues. • Cost effective to produce.	
Market research	<ul style="list-style-type: none"> <li>• Delivery of a survey instrument to capture community opinion about planning and development issues.</li> <li>• Delivery methodology can ensure that a random sample of community members are approached, or that specific demographic groups or locations are targeted if required.</li> <li>• Captures quantitative data.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>				<ul style="list-style-type: none"> <li>• Sample size can be designed to be both randomly selected, and statistically valid. This can add credibility to the quality of data captured, particularly where research topic is contentious (e.g. community opinion about impacts of development or increases in density).</li> <li>• Anonymity of contribution can encourage community members to be honest with their opinions about controversial topics.</li> <li>• Allows capture of quantitative data that can 'ground truth' qualitative data captured through other engagement tools.</li> <li>• Provides a way to access community members that do not usually choose to engage in planning processes (i.e. the 'silent majority').</li> <li>• Can provide insight into community reactions to potentially contentious planning issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Cost depends on delivery method, sample size or provider.</li> <li>• Research delivery method does not typically enable opportunity for discussion of issues with community members.</li> </ul>

Activity	Detail	Level of participation					Benefits	Considerations
		Inform	Consult	Involve	Collaborate	Empower		
Conversation kits	<ul style="list-style-type: none"> <li>Self-guided discussion that allows interested community members to explore, and contribute to, planning processes at their own pace and at a location of their choice.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>			<ul style="list-style-type: none"> <li>Allows community members to engage in a conversation about planning processes and concepts in an environment that they feel comfortable in.</li> <li>Helps to build social networks within the community.</li> <li>If background information is well designed and easy to understand, community awareness and understanding of planning concepts will improve.</li> <li>Kits can be designed for use in school environments.</li> </ul>	<ul style="list-style-type: none"> <li>Relies on community members being motivated to access and use kit, and capture and submit a record of the conversation.</li> <li>Success relies on comprehensive promotion of the kit.</li> </ul>
Deliberative polling	<ul style="list-style-type: none"> <li>Structured process where randomly selected participants meet over two to three days to explore a topic. As part of this process their opinions are polled. Results of the poll are shared with the participants and also publicly. Polling can also be undertaken before the meeting and after.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>		<ul style="list-style-type: none"> <li>Iterative polling provides insight into changes in community opinion because of deliberation in relation to a topic.</li> <li>Can help to generate solutions.</li> <li>Can provide insight into community perceptions about particular, potentially contentious, planning issues.</li> </ul>	<ul style="list-style-type: none"> <li>Depending on polling platform, and method of randomly selecting participants, can be expensive to deliver.</li> <li>Requires a significant time commitment from community members to attend meeting and participate in polling process.</li> </ul>
Community summit	<ul style="list-style-type: none"> <li>An event, held over one or two days, that brings together many participants to explore and discuss an issue. Summits can include interactive, collaborative and deliberative tools and techniques.</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>		<ul style="list-style-type: none"> <li>The approach to participant selection can range from invitation-only, directly invited, self-nominated, or a combination.</li> <li>The selection of engagement techniques depends on the purpose of the event and the budget.</li> </ul>	<ul style="list-style-type: none"> <li>Event needs to incorporate feedback processes.</li> <li>Based on scale and number of participants, event can be expensive to stage.</li> </ul>

## **TOOL: Online Engagement**<sup>11</sup>

*(Excerpt below adapted from “Community Engagement Toolkit for Planning”).*

The evolution of digital communication is changing the way people are communicating with organisations and government regarding important issues.

Online engagement enables people to contribute anytime they want, 24/7, and wherever they want. These benefits encourage people to take part in discussions and provide organisations with access to a wide range of stakeholder groups. As well as accessibility, and providing access to a large community audience, online platforms can also be interactive, playable, and highly visual. These platforms can also provide the community with real-time information and are portable, if the community member has a smart phone.

The following are some key benefits of engaging with community online:

- Online engagement offers high accessibility for people with internet access.
  - Some people cannot easily go to in-person activities. Online engagement offers an alternative.
  - The online environment provides a secure space for people to learn and test assumptions, positions and options.
  - Online engagement systems are cost-effective and efficient. You can engage with more participants directly, at less cost.
  - Online engagement can provide transparency and responsiveness.
  - Online engagement tools support community ownership at all levels of the engagement spectrum, from ‘informed’ through to ‘empowered’.
- Some downsides to online engagement that need to be considered are:
- Stakeholders without access to the internet will be excluded unless special accommodation is made for them.
  - Privacy concerns should be addressed to encourage participation.

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<sup>11</sup> Adapted from: “Community Engagement Toolkit for Planning.” Queensland, Australia. 2017. <https://dilgpprd.blob.core.windows.net/general/community-engagement-toolkit.pdf>.

## **TOOL: Tools for Different Engagement Goals<sup>12</sup>**

The U.S. Environmental Protection Agency (EPA), in its *Public Participation Guide*, offers an array of community engagement methods, organized into three areas:

- **Tools to Inform:** These are tools that can provide community members with information to understand a project or issue.
- **Tools to Generate Input:** These are tools that can be used to solicit public input to a project or decision process.
- **Tools to Build Consensus and Agreement:** These are tools to bring diverse groups of stakeholders together to engage in shared learning and decision making.

An overview of tools in each of these three areas is described below.

<b>Tools to Inform: In-Person</b>		
<b>Tools</b>	<b># of Parties</b>	<b>Best Suited For</b>
Public Meetings	Limited by room size.	Smaller communities and communities where stakeholders are able to attend meetings.
Briefings	Generally designed for smaller groups	Reaching out to established groups.
Telephone contacts	Generally one at a time	All projects, but require labor.

<b>Tools to Inform: Remotely</b>		
<b>Tools</b>	<b># of Parties</b>	<b>Best Suited For</b>
Fact Sheets	Unlimited, but printing and mailing costs could be a consideration	All projects and audiences except where literacy is an issue.
Web sites	Unlimited	All projects and audiences where access is available. Literacy issues can be overcome by using voice and video.
Information Repositories	Unlimited, but can be geographically constrained by location.	Localized projects where access to a physical site is possible. Repositories can also be established on-line.
Newsletters or Bulletins	Unlimited, but printing and mailing costs could be a consideration.	Projects with manageable numbers of stakeholders and/or adequate financial resources.
Information Kiosks	Unlimited, but geographically constrained by location.	Local projects.
Press and media	Unlimited	Larger projects of widespread interest

<sup>12</sup> “Public Participation Guide.” U.S. Environmental Protection Agency. <https://www.epa.gov/international-cooperation/public-participation-guide>

<b>Tools to Generate and Obtain Public Input: In-Person</b>		
<b>Event Type</b>	<b># of Attendees</b>	<b>Best Suited for</b>
Interviews	Individual or small group	Learning about individual perspectives on issues
Focus Groups	Small groups (15 or fewer)	Exploring attitudes and opinions in depth
Study Circles	Small (5-20)	Information sharing and focused dialogue
Public Meetings/ Hearings	Large groups	Presenting information to and receiving comments or feedback from the public
Public Workshops	Multiple small groups (8 – 15 in each)	Exchanging information and/or problem-solving in small groups.
Appreciative Inquiry Processes	Varies, but usually involves “whole system”	Envisioning shared future, not making decisions
World Cafes	Adaptable, involves multiple simultaneous conversations (4-8 in each small group)	Fostering open discussion of a topic and identifying areas of common ground
Charrettes	Small to medium	Generating comprehensive plans or alternatives
Computer-Assisted Processes	Large	Receiving real-time quantitative feedback to ideas or proposals

Tools for consensus building include techniques that you can use to bring diverse groups of stakeholders together to engage in shared learning and decision making. These tools are only applicable to the collaboration and empower levels of public participation.

Consensus building is a process and cannot be done quickly. In general, any consensus-building effort requires a consistent set of participants who work together over the duration of the process. It is important for the participants to work and learn together, developing the relationships essential to reaching agreement. This is not possible if participation is not stable. Consensus-building in low-trust situations will take even longer as participants must first develop the trust needed to work together constructively, which is a precursor to reaching agreement.

Consensus building requires that people meet face-to-face. While some activities can occur remotely at points during the process (especially through internet-based video, voice, and document sharing), initial relationship-building and key agreement seeking will require in-person meetings.

Many of the tools to inform and for generating and obtaining input can be used as components of a consensus building process to educate participants, generate dialogue, and identify common ground.

When designing a consensus process, consider the following questions:

Who needs to be included for the final consensus to be legitimate?

How will you include a diverse group of stakeholders that are a part of the consensus building process and ensure their voices are heard regardless of race, color, national origin, sexual orientation or income?

Are all key interests willing and able to participate?

Are there trust or other issues that must be addressed before the process can begin?

What are the key decisions that must be made to achieve overall consensus?

What information is necessary for all parties to understand in order to build a viable consensus?

If the consensus process is not binding, to what degree are decision-makers willing and committed to the outcome of the consensus process?

<b>Tools for Consensus Building and Agreement Seeking</b>		
<b>Event Type</b>	<b># of Attendees</b>	<b>Best Suited for</b>
Consensus workshops	Up to hundreds	Smaller, less controversial decisions or
Advisory boards and similar groups	Small groups (25 or fewer)	Long-term and complex processes
Computer-assisted processes	Large	Decisions that can be well defined into small segments and do not require stakeholders to get to know each other
Citizen juries	Limited, generally around 12	Decisions that can be organized into clear options

## Description of Community Engagement Tools<sup>13</sup>

For each of the below, the EPA Toolkit guidebook also has information about the advantages, considerations, and resources needed for each type of activity.

### **Appreciative Inquiry Process**

Appreciative Inquiry is a facilitated process to discover past and current practices that inform and inspire participants as they strive to collaboratively create and implement an ideal future. Unlike many decision-making processes that focus on what is not working, Appreciative Inquiry focuses on what is already working or and where people want to increase what is working. It does not focus on the identification or solving of problems, but rather envisioning and creating a positive future. It involves selecting topics of shared interest for inquiry, conducting structured interviews to bring out stories that reveal the best of the past – or what has worked – and identifying themes to help plan the future. Appreciative Inquiry is a systematic process that uses the art and practice of asking questions and building upon stories to foster innovation and imagination.

### **Briefings**

Briefings are generally short presentations provided directly to community groups at their existing meetings or locations – such as social and civic clubs – to provide an overview or update on a project. The presentation may be delivered by the sponsor agency’s representative and can be followed by detailed discussions in a question-and-answer format. Briefings are useful as a public information activity when an identified group is going to be affected by a proposal or needs to be kept up to date on issues and activities. Briefings can also be used as a forum for feedback and may provide some preliminary ideas of community issues and values based on the discussion and questions. Accommodations for different languages and literacy levels should be made when planning.

### **Charrettes**

A charrette is an intensive, multi-disciplinary workshop with the aim of developing a design or vision for a project or planning activity. Charrettes are often conducted to design such things as parks and buildings, or to plan communities or transportation systems. A team of design experts meets with community groups, developers, and neighbors over a period lasting from one day to a couple of weeks, gathering information on the issues that face the community. Charrette participants then work together to find design solutions that will address the issues that stakeholders have identified as priorities and result in a clear, detailed, realistic vision for future development.

### **NCI Charrette System**

The NCI Charrette System™ is a process for collaborative problem-solving and decision-making centered around a multiple-day charrette as the transformative design event. It involved an intensive planning session where citizens, designers and others collaborate on a vision for development. It provides a forum for ideas and offers immediate feedback to the designers.

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<sup>13</sup> “Public Participation Guide.” U.S. Environmental Protection Agency. <https://www.epa.gov/international-cooperation/public-participation-guide>



More importantly, it allows everyone who participates to be a mutual author of the plan. The methodology focuses on breaking down single-interest silos and work together efficiently, avoiding the syndrome of endless series of meetings.<sup>14</sup>

### **Citizen Advisory Boards**

Citizen advisory boards are known by many names—boards, committees, groups, task forces, etc. Citizen advisory boards consist of a representative group of stakeholders from a particular community appointed to provide comments and advice on a project or issue.

Boards generally meet on a regular schedule over a period of time to develop a detailed knowledge of the project and issues and to share their relevant perspectives, ideas, concerns, and interests. Boards often work to identify areas of common ground and/or consensus recommendations.

### **Computer-Assisted Processes**

Computer-assisted processes use computer-based tools to facilitate interaction and documentation at large group forums. Examples include keypad polling or networked computers, where individuals enter responses to questions on numerical keypads or networked computers and the composite results are displayed. These processes are best used in large settings. They encourage everyone to participate, provide for real-time input and displaying of the results of that input, and allow for obtaining as much quantitative information as possible in a given time frame.

Participants in computer-assisted processes express preferences to several scenarios. They press buttons corresponding to questions associated with the scenario, using a preference scale to respond to a question, e.g., high to low, like to dislike, one to five, etc. The questions have been carefully selected and sequenced to allow analysts to infer preferences and/or special interests among the scenarios and discussion topics. From the voting, reports may be provided instantaneously or only votes collected instantaneously, with the results presented at a later time through a pre-arranged feedback mechanism. More sophisticated methods allow for the real-time adjustment of subsequent scenarios based on the immediate responses of voters.

### **Electronic Democracy**

Electronic democracy describes a wide range of interactive tools that embrace existing and emergent media sources as a forum for allowing members of the public to express opinions and seek to influence decision-making within their community, state, country, or globally. Electronic democracy can be achieved through older technology, such as television and radio, and newer technologies, such as the internet, cell phones, and electronic polling systems. These newer technologies are widely used participatory tools. Massive numbers of stakeholders can access information and provide direct input through the internet. Large groups can also provide real-time input at public meetings through electronic polling devices (see computer-assisted processes).

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<sup>14</sup> “NCI Charrette System.” Michigan State University. <https://www.canr.msu.edu/nci/nci-charrette-system/>

### **Focus Group**

A focus group is a small group discussion with professional leadership. Focus groups are used to find out what issues are of most concern for a community or group when little or no information is available. Discovering these issues can help determine preferred options for addressing the issues or what concerns would prevent a proposal from going ahead. The focus group may also be undertaken to discover preliminary issues that are of concern in a group or community, and on which to base further research or consultation. Focus groups should deliver detailed knowledge of the issues that concern a specific demographic or community.

### **Form-based Tools**

Form-based tools are tools that require participants to complete a form – whether in hard-copy (paper) or on the web – to respond to specific questions, register general comments about particular issues, evaluate various options, or rank order preferences. Although there is a wide range of possible forms, we focus on two types: 1) those that generate qualitative responses, and 2) those that generate quantitative responses.

### **Kiosks**

Stand alone kiosks are electronic information stations capable of presenting a large amount of information using a computer and touch screen or mouse for navigation. Kiosks are similar to automatic teller machines, offering menus for interaction between a person and a computer. Information is provided through a presentation that invites viewers to ask questions or direct the flow of information. Software used in kiosks is highly specialized, storing information on hard drives, replaceable disks or through internet connections that allow retrieval of specific information based on directions from the user. Computer hardware requirements are fairly minimal, requiring relatively simple computer equipment. However, they must be made very rugged with easy to use interface components to provide for expected use.

Interactive video display kiosks aim to deliver information via a multimedia presentation. These media can appeal to all age groups and are suitable for those not able to read or those who prefer visual as well as verbal cues. The interactive elements, and the sense of a video-game to the presentation, will elicit responses from people who may not otherwise participate in a planning or decision-making process. Well set-up interactive video display kiosks provide a multimedia option for finding information about an event, issue or proposal, through a “click and find” process, rather than having to scroll through a great deal of information to find the desired information. Kiosks are generally placed in high traffic areas such as shopping malls and libraries.

### **Press and Media**

Project information is presented to various media outlets for broad dissemination. In general, news or media releases are used to disseminate information. Media releases aim to get the widest possible coverage for a community issue or proposal through the publication or broadcasting of the information in the release. They may also attempt to elicit further enquiries by the media organization about the issue. In addition to producing media releases, building constructive relationships with key members of the media can be a very important component of getting the fair and frequent coverage that you desire.

### **Printed Information**

Printed material is still one of the easiest and most effective ways to provide information on a project or issue, or to publicize a participation process such as an event or meeting. Popular forms include: fact sheets, flyers, newsletters, brochures, post cards, issue papers, and summary reports. These can be single purpose or be produced as a series for distribution over time. Printed material can be distributed at meetings, made available for the public to pick up, or mailed out either directly to a select mailing list, distributed through third party community groups, or included as 'bill stuffers' with regular mail distribution such as utility bills or local newspapers.

### **Public Meeting**

Public meetings bring diverse groups of stakeholders together for a specific purpose. Public meetings are held to engage a wide audience in information sharing and discussion. They can be used to increase awareness of an issue or proposal, and can be a starting point for, or an ongoing means of engaging, further public involvement. When done well, they help build a feeling of community.

Meetings can be virtually any size and can be used for any purpose from providing information up to consensus building. Public meetings are familiar, established ways for people to come together to express their opinions, hear a public speaker or proposed plan, engage in shared learning about a topic, or work together to develop solutions. Public meetings do not have to follow any specific script or agenda. They can be designed to meet the specific needs of the project, agency, and stakeholders. The main advantage of public meetings is the ability for stakeholders to listen to and talk to each other, not just the agency.

While most public meetings are larger and are intended to attract the full range of stakeholders in a community, smaller public meetings can also be held with like-minded stakeholders. Focus groups or dialogue meetings can be made up of people with common concerns who may not feel confident speaking up in a larger public gathering (e.g. women, those who speak English as a second language, indigenous groups). By creating a safe venue, these people can speak comfortably together, share common issues and a common purpose. The findings from smaller meetings can be presented at larger public meetings or in summary reports, giving a "voice" to those in the community who are unable to speak up in a larger setting.

### **Social Media**

Social Media outreach can provide interested stakeholders with project information, announcements, documents, and opportunities for input or discussion. Social media, such as Twitter, WhatsApp, and Facebook, allows for the use of a wide variety of media formats, including video. Social media allow stakeholders to share and obtain information quickly, effectively, and at low cost. Social media platforms provide the chance to inform a wide range of people about issues and to invite users to become involved in a variety of ways.

Social media platforms provide opportunity for greater involvement of stakeholders and should be used to compliment other outreach activities. Not all stakeholders have access to the internet and this must be taken into account in its use and application.

### **Stakeholder Interviews**

Interviews with stakeholders are one-to-one conversations about a specific topic or issue. The primary purpose of these interviews is to obtain project-relevant information and elicit stakeholder reactions and suggestions. Stakeholders are likely to have knowledge, wisdom, and insight that can help an agency in its decision process. Stakeholder interviews provide a broad overview of the interviewees' opinions about a specific topic that may reveal hidden concerns or ideas that would not be expressed in response to a set number of specific questions.

### **Study Circles**

Study Circles are voluntary groups of 8-15 people who meet three to six times to explore a subject or issue. A Study Circle process often involves numerous individual Study Circle groups meeting during the same time period to discuss issues of common concern. Each Study Circle group meeting commonly lasts 2-3 hours and is directed by a moderator whose role is to aid a lively but focused dialogue. Between meetings, participants read materials they were given at the end of the last meeting. These materials are usually compiled by the sponsor or organizer of the particular study circle and used as springboards for dialogue. By encouraging people to formulate their own ideas about issues and to share them with others, Study Circles help overcome people's lack of information and feelings of inadequacy in the face of complex problems. At the end of a Study Circle process, participants from all the individual Study Circles may come together in a large meeting to work on the action items from different circles.

### **Websites**

World wide websites provide interested stakeholders with project information, announcements, documents, and opportunities for input or discussion. Web sites allow for the use of a wide variety of media formats, including video. Websites allow stakeholders to share and obtain information quickly, effectively, and at low cost. Websites provide the chance to inform a wide range of people about issues and to invite the website visitors to become involved in a variety of ways. Websites are rapidly replacing many other forms of project information including information repositories and all types of printed and mailed materials. Websites are more powerful and more flexible than all other forms of public information. However, not all stakeholders have access to the internet and this must be taken into account in its use and application.

### **World Cafe**

A World Café is a meeting process that involves a series of simultaneous conversations around a particular issue or topic. A World Café typically lasts 2-3 hours and consists of numerous table conversations involving 3-5 persons per table. Each table has a "host" who stays at the table during the entire event and keeps the table discussion on task. During the course of a World Café, participants change tables numerous times and discuss the same general topic with a variety of other participants, delving more deeply into the topic during each subsequent conversation. This enables ideas to flow around the room and participants to connect with a larger group of individuals and hear new perspectives. World Café questions are designed to begin at a general level and move toward more specific questions with each group rotation. Through this process, participants are able to identify common themes or common ground in response to each question.

## **TOOL: Targeted Engagement**<sup>15</sup>

When undertaking community engagement, consider unique needs of specific populations. Being inclusive and equitable may mean tailoring community engagement processes to enable some communities or individuals to fully participate.

The tables below include recommendations for targeted engagement for specific populations including older people, younger people, culturally and linguistically diverse backgrounds and people living homeless. These are adapted from the “*Community Engagement Toolkit for Planning.*”

### **TOOL: Overview checklist for engaging with specific groups**

- ✓ **Identify local representatives:** Have you worked with local representatives of diverse groups and those with particular needs to identify stakeholders and to make sure that the engagement process provides opportunities for all individuals to participate?
- ✓ **Communicate consistently and frequently:** Have you communicated consistently and frequently throughout the engagement process through local networks? Harder to reach groups are less likely to respond to general advertisements and more likely to respond to calls to action promoted through the networks that they trust. It is also important to note that while some diverse communities and groups with particular needs have embraced technology, and the engagement tools that come with it, others prefer more traditional methods of communication.
- ✓ **Provide smaller meeting opportunities:** Have you provided a range of opportunities for small gatherings? Smaller meetings, rather than large meetings or individual meetings, may enable greater participation by people with communication or cognitive barriers.
- ✓ **Timing and location of meetings:** Have you arranged the time and location of meetings to enable participation of all groups, including those with particular needs?
- ✓ **Accessible meeting locations and venues:** Have you considered the location of the meeting and the accessibility of the building, room and facilities for people with disability or mobility issues?
- ✓ **Accessible and respectful information:** Have you ensured that information is accessible for everyone? Engagement materials need to be well designed and accessible. Improving accessibility can include using plain language, translation interpreting services, hearing loops, captions in digital video, translated materials, or graphics that explain complex concepts simply. The language used when referring to people with particular needs should be free of words and phrases that stereotype, stigmatise or demean these individuals.
- ✓ **Time to participate:** Have you considered whether particular groups need more, or less, time to meet?

<sup>15</sup> Adapted from: “Community Engagement Toolkit for Planning.” Queensland, Australia. 2017. <https://dilgpprd.blob.core.windows.net/general/community-engagement-toolkit.pdf>.

## **TOOL: Checklist for engaging with older people**

- ✓ **Identify and work with local groups:** Have you identified and contacted representatives of local groups? Contacting these groups will allow you to test your engagement approach
- ✓ **Timing and location of meetings:** Have you considered whether the timing and location of meetings will encourage older people to attend? Some members of this group have safety, security and mobility concerns that would preclude them from attending engagement events at night. Venues need to provide comfortable seating and temperature, and be accessible. They also need to cater for various abilities (e.g. the availability of hearing loops).
- ✓ **Choice of engagement techniques:** Have you considered whether the older people in your community use or have access to technology? Have you considered how mobility and accessibility could affect your choice of engagement technique?

It may be necessary to provide a mix of online and mobile engagement methods with more traditional print methods. It may also be necessary to consider the mobility needs of the audience when choosing engagement techniques (e.g. a facilitation technique that requires participants to move frequently may not be useful in some circumstances).

Other techniques to consider are:

- using local radio, local newspapers or newsletters distributed by organisations that support older people (e.g. Seniors Peak Service and other seniors organisations)
  - attending or distributing information through social clubs and seniors' clubs
  - surveys
  - peer-led conversations or engagement events.
- ✓ **Communicate effectively:** Have you considered if this audience has any particular communication needs? Generally, to communicate well with older people, you need to:
- listen well
  - be respectful
  - use plain language, large fonts and colour that is easy to read
  - consider whether a support person (e.g. a family member) should also be part of the discussion
  - be hospitable and, where appropriate, provide refreshments
  - make sure that electronic equipment, such as mobile phones, radios, televisions and ticket machines have large buttons and large lettering
  - make sure that automated telephone services give instructions slowly and clearly and tell callers how to repeat the message at any time
  - share status updates or outcomes with older people after the event
  - not be patronising.

## **TOOL: Checklist for engaging with young people**

- ✓ **Identify and work with local groups:** Have you identified and contacted representatives of local groups that work with, or support, young people? Contacting these groups will allow you to test your engagement approach.
- ✓ **Timing and location of meetings:** Have you considered whether the timing and location of meetings will encourage young people to attend? Make sure that young people can access the venue (e.g. avoid venues that serve alcohol or have gambling activities). Also, make sure that meetings or events are held at times when young people can attend and when there are transport options available (e.g. public transport, or private transport provided by parents or guardians).
- ✓ **Build capacity to participate:** Have you considered if young people need support to build their capacity to participate? Helping young people to develop the skills to participate in your engagement process could help to maximise their participation.
- ✓ **Choice of engagement techniques:** Have you considered the range of techniques that could appeal to young people as part of an engagement process? It is important to offer a range of informal events to encourage young people to participate. It is also important to use a range of techniques that are accessible for young people.

Particular engagement techniques that could appeal to young people are:

- arts workshops
  - citizens' juries
  - focus groups, forums and interviews
  - online engagement platforms
  - SMS
  - peer-led conversations
  - surveys
  - vox pop
  - games (e.g. Minecraft).
- ✓ **Communicate effectively:** Have you considered the particular communication needs of young people? Generally, to communicate well with young people, you need to:
    - have a clear and genuine purpose that is meaningful to young people and captures their interest
    - provide interesting and clear background information and presentations
    - create informal events that are also social, fun, and have frequent breaks
    - avoid jargon and acronyms and explain technical terms
    - build an understanding of their language or slang, but do not presume to use it as these words can quickly become dated.
  - ✓ **Provide feedback:** Have you considered how you will demonstrate to young people that their contribution has been useful? While feedback mechanisms are important in all engagement processes, they are particularly important for young people that may be participating for the first time. Being able to demonstrate to young people how their contribution influenced the outcome may help to encourage them to become or remain engaged in future planning processes.

### **TOOL: Checklist for engaging with culturally and linguistically diverse groups**

- ✓ **Identify and work with local groups:** Have you identified and contacted community organisations and representatives that work with, or support, people from culturally and linguistically diverse backgrounds? Engaging with multicultural organisations and community leaders will allow you to seek advice and identify appropriate strategies.
- ✓ **Timing and location of meetings:** Have you considered whether the timing and location of meetings will encourage people from culturally and linguistically diverse backgrounds to attend? Make sure that have not timed events to coincide with festivals, holy days, or prayer times.
- ✓ **Communicate effectively:** Have you considered the communication needs of people from culturally and linguistically diverse backgrounds? You need to:
  - use appropriate distribution channels (e.g. multicultural media)
  - use multilingual resources and interpreters where required
  - consider whether people would be more comfortable speaking with someone of a particular gender or from a particular cultural group
  - consider literacy levels
  - provide culturally appropriate refreshments
  - consider cultural patterns of communication (e.g. the order in which people speak at meetings)
  - avoid jargon and acronyms, and explain technical terms
  - consider whether there are trust issues in particular communities that could cause some information to be deemed too sensitive to share.
- ✓ **Timing:** Have you provided enough time in your program for written materials to be translated, and for this translation to be verified by a third party? You also need to make sure that the translation is accurate and culturally appropriate. Have you allowed enough time at meetings for interpreters?

### **TOOL: Checklist for engaging with disadvantaged and homeless people**

- ✓ **Identify and work with local groups:** Have you identified and contacted representatives of local groups that work with, or support, disadvantaged and homeless people?
- ✓ **Communicate effectively:** Have you considered the communication needs of disadvantaged and homeless people? Generally, to communicate well with disadvantaged and homeless people you need to:
  - be aware of literacy and numeracy levels and provide both written and oral information, as well as written and oral ways to participate
  - provide ways for disadvantaged and homeless people to participate for free (e.g. Freecall telephone hotline, free internet access to access online materials or engagement techniques, or free transport to events)
  - provide opportunities to meet during a meal time, and provide a light meal or refreshments
  - avoid jargon and unfamiliar acronyms and explain technical terms
  - consider whether there are trust issues for some individuals
  - be careful not to use language that stigmatises or alienates individuals.



## **Appendix F. Decision Models**

*Corresponds with Step 3g in the Planning Guide*

This section includes resources and tools to aid in group decision making. Sub-sections include:

- How to Make Group Decisions
- Consensus Methods including Gradients of Agreement
- Dealing with Difficult Dynamics

**TOOLS:** How to Make Group Decisions (summaries and links to articles below):

### **7 Strategies for Better Group Decision-Making**

This article recommends the following strategies:

- Keep the group small when you need to make an important decision.
- Choose a heterogenous group over a homogenous one (most of the time).
- Appoint a strategic dissenter (or even two).
- Collect opinions independently.
- Provide a safe space to speak up.
- Don't over-rely on experts.
- Share collective responsibility.

### **How to Create a Group Decision-making Matrix**

This process helps your team get clear on how key decisions will be made. At the end of the meeting, you will have a documented Decision Matrix listing types of decisions and how your team intends to handle each one going forward. Teams that use a Decision Matrix experience increased accountability, operational clarity, and decision velocity. Use this meeting agenda template to get started.

### **How to Run a Decision-Making Meeting**

This meeting agenda template explains how to prepare for and run a solid decision making meeting. This straightforward process walks your team through the critical decision making steps. It doesn't rely on any specific analytical frameworks or fancy group exercises. You can run this meeting as is, or use it as a starting place when building a more elaborate decision-making session. This link will take you to a 21-page Facilitator's Guide with tips, step-by-step instructions about resources.

### **Participatory Facilitator Guided Approach to Community Decision Making**

This a [\*Facilitators Guide to Decision-Making\*](#) that lays out the grounding principles, facilitator fundamentals, building sustainable agreements and reaching closure. When it comes to decision making, it highlights the facilitators role in reframing the issue, the fixed elements of the issue, the assumptions and the strengthening of good ideas. It recommends having clear evaluative criteria and common decision rules before moving into the process and use that as the standard throughout discussions.

Chapter 17 focuses on making Clear Decision Rules, including:

- The Significance of Having a Clear Decision Rule
- Common Decision Rules (options include majority vote, unanimous agreement, and delegation)
- Working with Gradients of Agreement as a Consensus Method

The guide introduces five basic approaches: **Consensus, Consent, Compromise, Counting Votes, and Consultation.**

Plan the approach to use for each decision in advance of the meeting. Communicate this to all participants at the beginning of the discussion. Some situations call for a combination of approaches. For example, a meeting may require a formal vote “for the record,” but this vote could be a last step after the group has reached a decision by some other means (i.e., consensus, consent, or compromise).

Sometimes you may want to have a back-up method of decision-making in case your initial choice becomes unworkable in the meeting itself.

### **The Five C’s: Approaches to Decision Making**

The five basic approaches to reaching a decision with a group are:

#### **Consensus**

Set the expectation that the group will develop a common conclusion which all will support. If one person has an objection, then you don’t have consensus. You may plan to agree to disagree by separating areas of consensus agreement from areas of disagreement, respecting the latter areas as “not (yet) agreed.”

#### **Consent**

Explain that in reaching consent, everyone should comment on the decision. Each person indicates whether s/he supports it or has a fundamental concern that this decision will have a negative impact on something critical to his/her responsibilities or customers. Explain that by consenting to some decision, each person is saying that s/he can live with the decision. It does not have to be perfect, but “good enough.”

#### **Compromise**

Everyone gives up something s/he wants to achieve a unified common outcome. The decision is good enough for everyone, although some may say that they wish it had been somewhat different.

#### **Counting votes**

This is decision by majority rule. The decision is reached in favor of the alternative or proposal that receives the most votes. Some win and some lose. While presumably simple to use, this approach poses challenges for effective deliberation and building alignment.

#### **Consult**

Here you ask for the group’s input to shape some decision you are about to make. You propose a decision and then gather the group’s reactions. Be clear about your process and how much influence the group’s comments are likely to have on your final decision. This is an effective approach when you want to test some draft decision with the hope of modifying and improving it before deciding on its final form.

## **TOOLS: Consensus Methods including Gradients of Agreement**

### **What is Consensus Decision making?**

A way to reach agreement among all members that takes into consideration everyone's ideas and concerns and tries to integrate those into a solution, in contrast to simple voting. The intent is to reach a decision that everyone actively supports, or at least can accept.

### **Pros and cons of consensus decision making<sup>16</sup>**

<b>Pros</b>	<b>Cons</b>
<ul style="list-style-type: none"><li>• More likely to be responsive to all members</li><li>• Fosters strong, united groups</li><li>• Equalizes distribution of power in a group</li><li>• Members more likely to be more invested in implementation of the decision</li></ul>	<ul style="list-style-type: none"><li>• Can take more time than other methods like voting</li><li>• Very difficult if group lacks mutual trust and willingness to work toward consensus</li></ul>

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<sup>16</sup> "Consensus Decision Making." <https://thedecider.app/consensus-decision-making>

## General Steps in a Consensus Process<sup>17</sup>

Step 1: Introduce and clarify the issue to be decided. Share relevant information.

Step 2: Explore the issue and look for ideas. Gather initial thoughts, reactions and concerns. Brainstorm ideas for solving the problem. Have a broad ranging discussion and debate the pros and cons.

Step 3: Look for a proposal that weaves together the best elements of the ideas discussed. Look for a solution that addresses key concerns. Discuss, clarify and amend the proposal.

Step 4: Test for agreement. Members can take one of several positions:

- **Agreement:** “I support the proposal and am willing to implement it.”
- **Reservations:** “I have some reservations but am willing to let the proposal pass.”
- **Standing Aside:** “I disagree with this proposal because ... But I don't want to stop the group, so I'll let the decision happen without me.”
- **Block:** “I have a fundamental disagreement with the core of the proposal that has not been resolved. We need to look for a new proposal.” Ideally, a block wouldn't happen because fundamental disagreements should have been addressed earlier in the process. Blocks should only be used if serious concerns are unresolved.

An alternative scale is “Fists to Five”:

- **5 fingers:** “I love this! I will work to champion this.”
- **4 fingers:** “I am fine with this; no worries.”
- **3 fingers:** “I have a minor issue that can be worked out later. I can live with and support it.”
- **2 fingers:** “I have some minor issues that feel resolvable and then I can live with and will support it.”
- **1 finger:** “I have major issues. They may be resolvable but will probably need some additional work outside of this meeting.”
- **Closed fist:** “No way! I cannot let this decision go forward no matter what. The issues are so extreme I cannot see any possible resolution.”

If there are no blocks, and not too many stand-asides or reservations, then consensus is reached.

## Guidelines for Reaching Consensus<sup>18</sup>

- Help to create a respectful and trusting atmosphere.
- Be willing to work towards the solution that's best for everyone. Be flexible and willing to give something up to reach an agreement.
- Listen actively to what others are trying to say. Consider others' points of view.

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<sup>17</sup> “Consensus Decision Making.” Seeds for Change. <https://www.seedsforchange.org.uk/shortconsensus>

<sup>18</sup> Ibid.

## Community at Work Gradients of Agreement Scale

This scale was developed in 1987. It eliminates the confinements of yes and no and instead allows for individuals to express support along a continuum.

The scale is described in more detail in Sam Kaner's [\*The Facilitator's Guide to Participatory Decision Making\*](#).

The Community Technical Assistance Center (CTAC) of New York suggests the following steps in using the tool for group decision making:

1. Have group discuss what agreement means
2. Discuss the gradients of agreement
3. Define what level of agreement needs to be reached for the group to move forward
4. For the proposed decision or solution, have everyone rate their position
5. For those who veto or have serious disagreement, ask what changes would be agreeable
6. Make changes the group agrees with, poll everyone again

Other guides for using the tool can be found through the links below:

- [Michigan State University Extension](#)
- [Training Resources Group, Inc](#)

### Team Decision Making Gradients of Agreement

#### Enthusiastic Support

1. Fully support - *"I like it."*
2. Endorsement with minor concerns - *"Basically I like it."*

#### Lukewarm Support

3. Agree with reservations - *"I can live with it."*
4. Abstain - *"I have no opinion."*
5. Stand aside - *"I don't like this, but I don't want to hold up the group."*

#### Meager Support

6. Disagreement, but willing to go with majority - *"I want my disagreement noted, but I'll support the decision."*
7. Disagreement, with request not to be involved in implementation - *"I don't want to stop anyone else, but I don't want to be involved in implementing it."*

#### Strong Objection

8. Can't support the proposal

## Another Decision-making Tool is Dot Voting

Dot-voting is a fast and easy voting system for determining the highest priority items on a list. In face-to-face meetings, votes are cast by placing a sticky-dot or using markers to make a dot next to an item pasted on the wall.

To ensure a clear result, the number of allowed votes can be no more than 30% of the available options. For example, if the list contains 12 items, each person would have no more than 4 votes to cast

## **TOOL:** Dealing with Difficult Dynamics

In [\*The Facilitator's Guide to Participatory Decision Making\*](#), Kaner describes misunderstanding, miscommunication and conflict as normal, natural aspects of participatory decision-making and a direct, inevitable consequence of the diversity that exists in any group. He posits that the "...act of working through these misunderstandings is part of what must be done to lay the foundation for sustainable agreements. Without shared understanding, meaningful collaboration is impossible."

The Guide includes sections with tools and recommendations for working through difficult group dynamics, including:

- Injunctions Against Thinking in Public
- Developing a Supportive Attitude
- Difficult Dynamics Cause Difficult People
- Communication Styles That Bug People
- Whole Group Interventions for Difficult Communication Styles
- Stepping Out of the Content and Talking About the Process
- Handling Out-of-Context Distractions
- Teaching a Group About Group Dynamics
- Using a Check-In to Build Community
- Reducing Deference to a Person-in-Charge
- Classic Facilitator Challenges
- Continuous Improvement of Meetings

## **Appendix G. Accountability and Evaluation**

*Corresponds with Step 3h in the Planning Guide*

This section includes resources and tools to build accountability and evaluation into community engagement processes. Sub-sections include:

- How to Build Accountability
- Accountability Agreement
- Evaluation Checklist

### **TOOL: How to Build Accountability (summaries and links to articles below):**

#### **Why Accountability and Evaluation?**

Mechanisms for learning and evaluation should be built into the process for any project. This can:

- Offer an understanding of the impact of the work,
- Provide a basis for ensuring accountability,
- Help improve future processes, and
- Build trust among partners.
- Accountability agreements can be within the community among community groups and/or between the CID and the City of Seattle or other government agencies.

#### **Why Expectations Aren't Met<sup>19</sup>**

When people or organizations do not meet expectations, it is often due to several reasons:

- Unrealistic or unclear expectations
- Expectations were not communicated
- Lack of buy-in from the person or group doing the work
- Lack of clarity on desired outcome, timeframes, priority of the task
- Inadequate resources or supports to do the work

#### **What Accountability Is Not<sup>20</sup>**

- Accountability is not a simple equation of instructing people what they must do or they will face consequences.
  - “You must do \_\_\_\_\_ or else you will suffer \_\_\_\_\_ as a consequence.”

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<sup>19</sup> “4 Steps to Employee Accountability.” <http://leadinglogic.biz/component/joomblog/post/4-steps-to-employee-accountability?Itemid=681>

<sup>20</sup> Ibid.

- Accountability is not based on fear, blaming or being demanding.
- This view is misinformed and counterproductive. It will tend to make people shut down and become defensive instead of focused and effective.

### **What Accountability Is<sup>21</sup>**

- Responsibility to an outcome, not just a set of tasks.
- Delivering on a commitment.
- Demonstrating the ownership and initiative necessary for achieving desired results.
- When a person or organization says they will do something, they will follow through and get it done.
- Accountability is built on a foundation of trust and support; commitment rather than compliance; and working relationship as a covenant rather than a contract.

### **Additional articles about accountability:**

[“Four Steps to Employee Accountability.”](#)

[“How to Make Accountability A Core Part of Your Workplace Culture.”](#)

[“6 Ways to Increase Your Team’s Accountability.”](#)

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<sup>21</sup> “4 Steps to Employee Accountability.” <http://leadinglogic.biz/component/joomblog/post/4-steps-to-employee-accountability?Itemid=681> . Mercier, Devin. “Six Ways to Increase Your Team’s Accountability.” <https://medium.com/pathlight/6-ways-to-increase-your-teams-accountability-91f2308faa95>. Irvine, David. “Accountability: Getting a Grip on Results.” [https://www.davidirvine.com/wp-content/uploads/2016/03/accountability\\_getting\\_a\\_grip\\_on\\_results\\_v2.pdf](https://www.davidirvine.com/wp-content/uploads/2016/03/accountability_getting_a_grip_on_results_v2.pdf)



**The following sub-section includes two models for accountability agreements:**

**TOOL:** [“Accountability Agreement: How to Do It.”](#)

How To Setup for Accountability Success

### **Define the Purpose**

In this section, we are looking at what the Accountability Agreement is trying to achieve. By defining these items at the start it ensures that the Accountability Agreement runs smoothly and to everyone’s benefit.

### **Expectations**

In this step, you define what is expected from each of you, such as:

- How much time is required from each of you
- When will the agreement start
- When will the agreement end
- How frequently you will meet
- How you will meet and communicate

### **Outcome**

Here you should cover what the agreement is designed to achieve.

Use this section to define the **outcome** that is to be achieved. Putting the focus on the outcome stops you from falling into the micromanaging mindset, where every step becomes a talking point. Although we are interested in the method of getting to the outcome, what we are holding someone accountable to is the outcome.

### **Commitments**

This is similar to the Expectations. The key difference is the Expectations lays out the broad agreement you have with each other. In the Commitments section, you are providing explicit promises to each other as to what you will do.

### **Accept The Accountability Agreement**

After we have gone through all these steps, and remember they do not have to be formal, a conversation will do, both people on the Accountability Agreement then need to accept that they are happy.

This step is all about each person taking responsibility for the agreement, and acknowledging their shared commitment to the outcome.

## **Define Consequences**

Consequences can provide a good motivation tool when used in a fair and balanced way. Overuse, or having excessive consequences can lead to de-motivation.

Positive Consequences, or rewards

This can work well in areas where you are trying to build up individual morale.

Negative Consequences

This can work well in pushing people to achieve the minimum level of achievement for the outcome, but it does not incentivise them to push above that minimum level.

## **Document**

Finally, and this step is often skipped, document the agreement. We are not talking about a formal contract here. Quite often an email summarising what has been agreed is enough. Make sure to cover each of the points above, and make sure you get a written acknowledgement from both parties that they accept the agreement.

## **Review Regularly**

You now have a solid Accountability Agreement. It's now time to start monitoring and reviewing ensure the accountability is enforced.

There are many ways of doing the review. In these meetings, discuss the following.

Ask about any issues that have come up and how they were addressed. Remember this is about exploring the impact on the outcome, not how it was done.

Ensure still on course to achieve the outcome

Ask about any possible issues that are foreseen

Check progress against what was expected and provide advice on how to adjust the remaining plan to allow for successful delivery.

Summary

The key to developing a successful agreement also include

- Collaboration for success
- Building trust
- Being truthful
- Allowing mistakes, and not jumping in to do it for them
- Being a role model
- Documenting each stage and agreement.

## **TOOL:** [Accountability: Getting a Grip on Results](#)

### Element #1. Contribution Statement

When people sign up willingly, accountability is effortless because it comes from commitment, rather than compliance. In fact, people will be the first to hold themselves accountable in a genuinely respectful environment. The intent, in this first element of an Accountability Agreement is to reimagine our working relationships in terms of a covenant rather than a contract, one that is built on meaningful personal internal consideration as well as on dialogue between yourself and those who depend on you.

### Element #2. Accountabilities

Accountabilities are your side of the agreement and are the promises that you make to the people who depend on you. They establish a clear understanding of and commitment to what is expected within a specific role. The purpose of this part of the accountability agreement is to clarify expectations. To do that, negotiate and quantify everything possible. All parties should be direct with their requirements, to ensure that their respective expectations are both realistic and workable for all.

There are two kinds of accountabilities:

Operational Accountabilities (the “what” of your agreement) are brief, clear statements of the results you are promising to deliver; they describe what gets accomplished.

- What specific outcomes or results do you promise to deliver?
- What accountabilities are uniquely your own at your level of the organization?

Leadership Accountabilities are a description of the work environment—the culture—that you are accountable to create in order to make exceptional performance and greatness possible.

For both the operational and leadership accountabilities we suggest assigning a (realistic) measurement. Measurements are descriptions of how and when you will meaningfully assess, quantify and measure how successful you have been in fulfilling the results you are accountable for. Measurements list the different ways to assess your success, with respect to each of your accountabilities. They are the indicators that you are achieving, or not achieving, your results.

Within each of these accountabilities are specific, short-term goals (usually sixty to ninety days) that will take you toward the achievement of your accountabilities. Accountabilities set the context for goal setting. Goals are measurable or observable results that you promise to accomplish within a given time period. We recommend that you have at least one short-term goal for every accountability.

### Element #3. Support Requirements

Support requirements are what you need from others to ensure that you will have the support necessary to fulfill your own accountabilities and goals. Just as accountabilities are listed in results language, so, too, are support requirements. Every support requirement has a name attached to it and a request for a specific accountability. This is what locks people into an accountable relationship.

### Element #4. Follow up

Follow up is a statement that indicates how your agreement will be maintained as a meaningful and flexible document over time, a true work in progress. When discussing your accountability agreement with those you are accountable to, it is critical to negotiate how often you will need to review your accountability agreement and with whom. For this element, answer the following questions:

- How will you keep this agreement current and ensure it is a “living” document?
- How will you hold yourself accountable?
- How will others hold you accountable?
- How often will you review it? With whom?

To close the community engagement process, and to make sure that any learnings are captured, it is important to evaluate your process and the results that were achieved.

Evaluation can be quantitative (e.g. the number of people involved in the process) or qualitative (e.g. feedback from community members about whether they felt they had been listened to). It can also be:

- summative: exploring whether the process was successful and met its objectives
- formative: exploring what you can do better and how to overcome challenges
- research-based: capturing learnings so that your community engagement practice improves over time.

The benefits of evaluation include:

- demonstrating value of engagement to internal and external stakeholders
- knowing what works, what does not work and why
- ensuring that successes are built upon, and mistakes are not repeated
- being able to adapt an ongoing engagement process to increase its effectiveness
- capturing learnings to help plan future engagement processes.
- A robust evaluation process will also include input from stakeholders, community members and participants in the engagement process.

The following tool will help you to evaluate your community engagement process.

## **TOOL: Checklist for evaluation of a community engagement process<sup>22</sup>**

- ✓ **Have you considered how your process addressed the core community engagement guiding principles?** Questions to explore here could include:
- ✓ **How did your engagement process ensure that the planning project focused on the best interests of the community?** Have you explained what is meant by 'best interests of the community'? What engagement tools did you use to make sure that the broader community had a voice in your process? Were these tools successful? What quantitative data (i.e. number of participants) or qualitative data (i.e. feedback from participants that indicates that the process was valuable to them) do you have to support your assessment?
- ✓ **How did you make sure that the engagement process was open, honest and meaningful?** How did you **make** sure that the community had access to the information that they needed to help them participate in a conversation about the planning process? How did you make sure that the community were provided with genuine opportunities to participate? What quantitative or qualitative data do you have to support your assessment?
- ✓ **How did you reach out to, and encourage, all sectors of the community to become engaged?** Did you have diverse **voices** and perspectives involved in your process? What quantitative or qualitative data do you have to support your assessment?
- ✓ **Was your engagement process appropriate for the community and the circumstances of the project?** Did you strike a balance between the community's desire to be involved and the opportunities to be involved? What quantitative or qualitative data do you have to support your assessment?
- ✓ **Did you make sure that the community understood what a 'properly made' submission was and how they could make one?** Did your engagement process include tools that enabled community members to express their ideas and influence the planning process, regardless of whether these ideas were expressed as part of a 'properly made' submission? What quantitative or qualitative data do you have to support your assessment?
- ✓ **Did you make sure that the community was informed early in the process?** Did you make sure that there were opportunities for the community to participate throughout the planning process? Did the community feel some ownership of the planning outcomes? What quantitative or qualitative data do you have to support your assessment?
- ✓ **Did you design your engagement process so that community members and stakeholders could easily contribute?** Was information easy for people to understand? Did you use plain language? Did you limit the use of planning jargon and clarify key issues? What quantitative or qualitative data do you have to support your assessment?
- ✓ **Was your engagement process flexible?** Did you adapt your approach based on participant feedback or anecdotal evidence about what was working and what was

<sup>22</sup> Adapted from: "Community Engagement Toolkit for Planning." Queensland, Australia. 2017. <https://dilgpprd.blob.core.windows.net/general/community-engagement-toolkit.pdf>.

not?

- ✓ **Was the decision-making process transparent?** Were the community and participants provided with reasons for the decision? Were the community and participants informed about how their contributions shaped the planning outcomes? Did you explain clearly what trade-offs were made and why?
- ✓ **Did you deliver your engagement process for the allocated budget?**
- ✓ **Have you considered how your process addressed the IAP2 Quality Assurance Standard?**
- ✓ **Have you explored what you can do better and how to overcome challenges?**
- ✓ **Have you documented the internal and external barriers and challenges that emerged as you delivered the engagement process?** Have you explored how you overcame these barriers and challenges? A lessons-learnt de-brief meeting is a useful way to explore the barriers and challenges to your engagement process. It is important that all members of the project team have an opportunity to attend this meeting so that they can explore the engagement process constructively.
- ✓ **Have you captured and shared these learnings so that they can be applied to your next community engagement process?**