



Community Engagement



Building relationships

There are many different ways to foster relationships with community partners, and there is no one right way to do this. When deciding which strategy makes most sense for your role within the partnership, consider the following factors:

Understand Communication Norms and Styles.

How do the people you work with want to be addressed? Are there any existing protocols or norms for working together?

Openly Share Information.

In order for partnerships to work effectively, all parties must have all the information. Make sure that communication with the community is open and frequent.

Ask Questions.

Ask questions in a strategic or even semi-structured way. Have a purpose for how you're talking with people and be sure you listen.

Participate.

Participate in daily activities where appropriate and if you are invited. Be engaged with the community and make the most of your time in person.

Take Initiative.

Look for opportunities to help the community achieve a goal or to support something that is meaningful to the community.

Share Work and Tasks.

Make sure that the community members feel valued and inspired to work as a team. Aim to strike a balance between taking initiative and sharing ownership.

Be Respectful.

Are there topics that the community may be uncomfortable speaking with you about? Recognize that the community may not want to engage in certain topics with you. Let them take the lead on what they choose to share and avoid prying for information.

Be Sensitive.

Be sensitive to the community's wishes. Depending on how long your engagement project is, the community members may not want to form a deep relationship with you (especially if you are working with young children), and that is okay. Instead, look for ways you can support the community through your work.

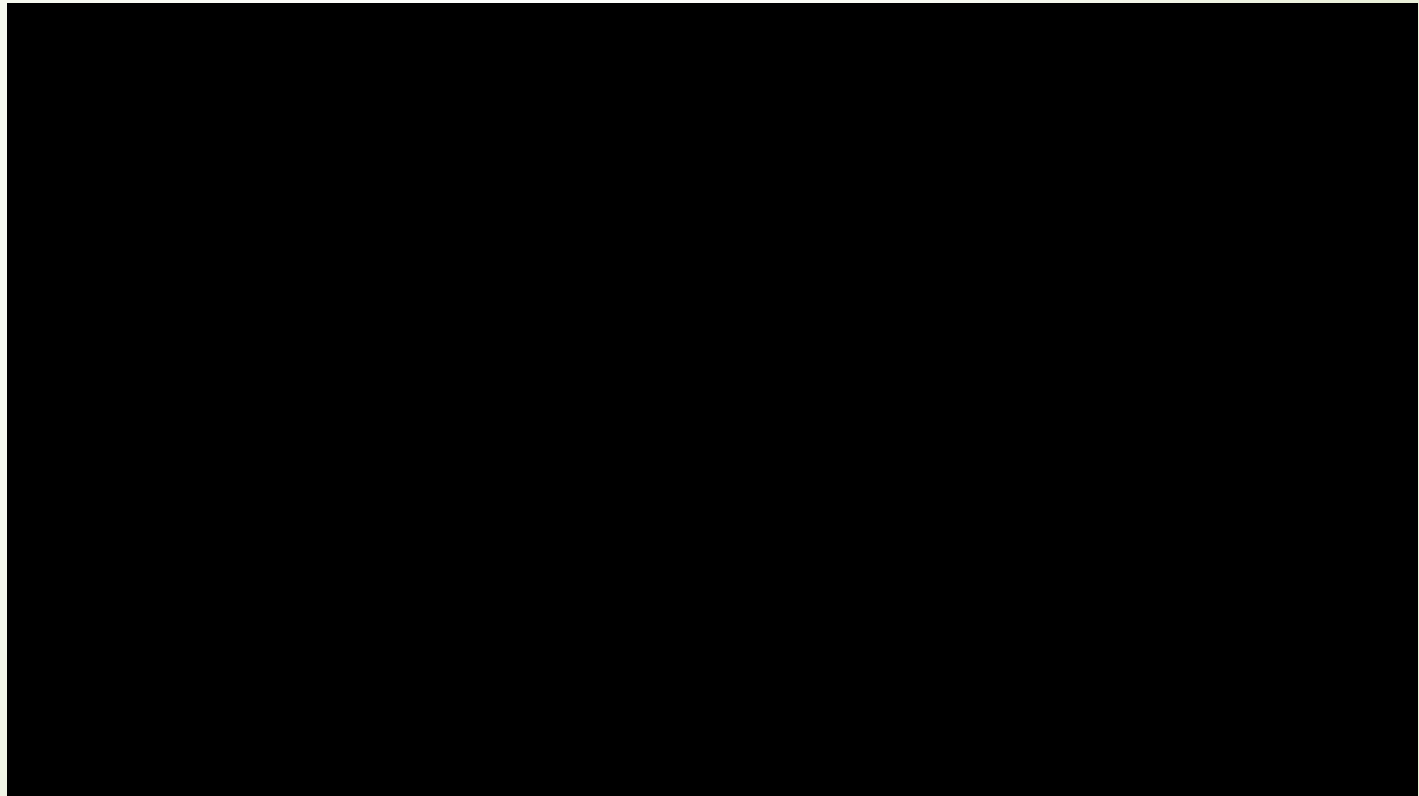


How do you engage across different cultures?

- Cultural competence versus cultural humility
- “Cultural humility is an attitude or mindset that incorporates a lifelong commitment to self-evaluation and critique, to redressing the power imbalances [in community partnerships], and to developing mutually beneficial and non- paternalistic partnerships with communities on behalf of individuals and defined populations.” Tervalon and Murray (1998) p.117
- Cultural humility as an ongoing process
- Community members as the established experts in their areas



Fostering relationships with humility





Case Study – Amy's story

- Read the case study and highlight what you think Amy did wrong in the scenario
- Now write a plan as to how you would have approached that engagement situation.



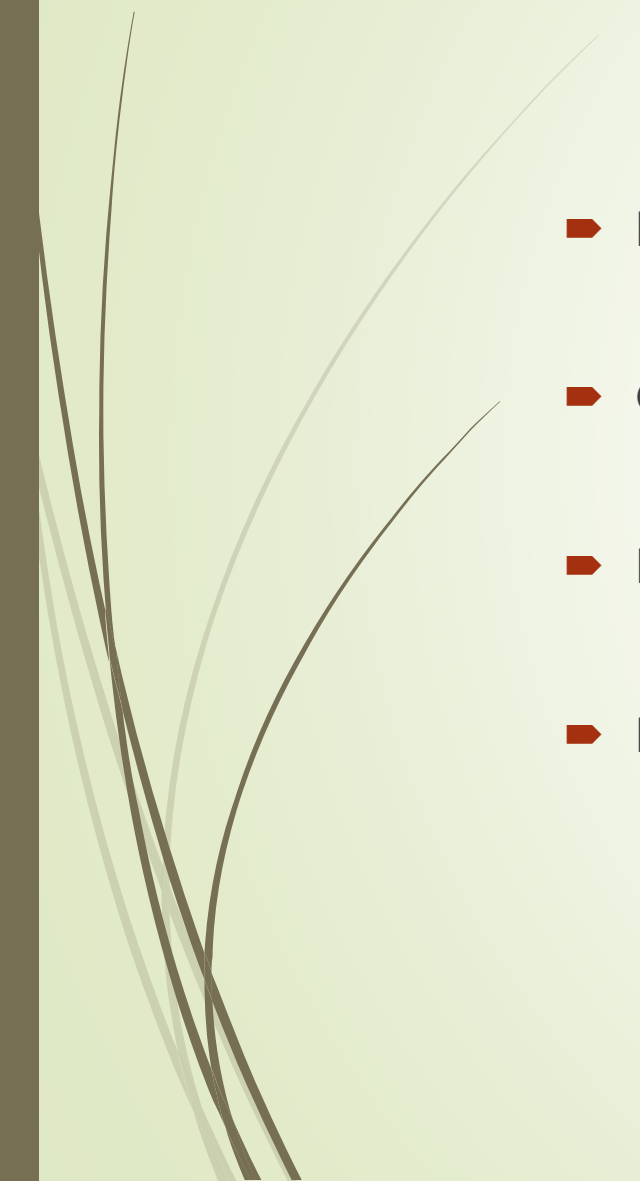
Amy's story continued

After her first day in the community, Amy realizes that her understanding of her role as the project leader is very different from that of the community. When she returns to the non-profit office later that day, she checks in with her supervisor and explains the situation and her frustration. Her supervisor reminds her that part of being a good leader is leveraging input from everyone within a team and suggests that Amy include the community in the planning phase of the project.

The next day, Amy comes to the community prepared with sketch pads and pens. For the rest of the day, the community members work together with Amy to draw up a shared vision for the garden. By the end of the day, the community members are visibly excited about the project and eager to get started. When it comes time to assign tasks for the construction stage, Amy creates a list of tasks to be accomplished, and Dennis takes the lead matching community members with tasks based upon his knowledge of their skills. Dennis even offers to ask his cousin, a carpenter, to help with building a shed for the garden tools.

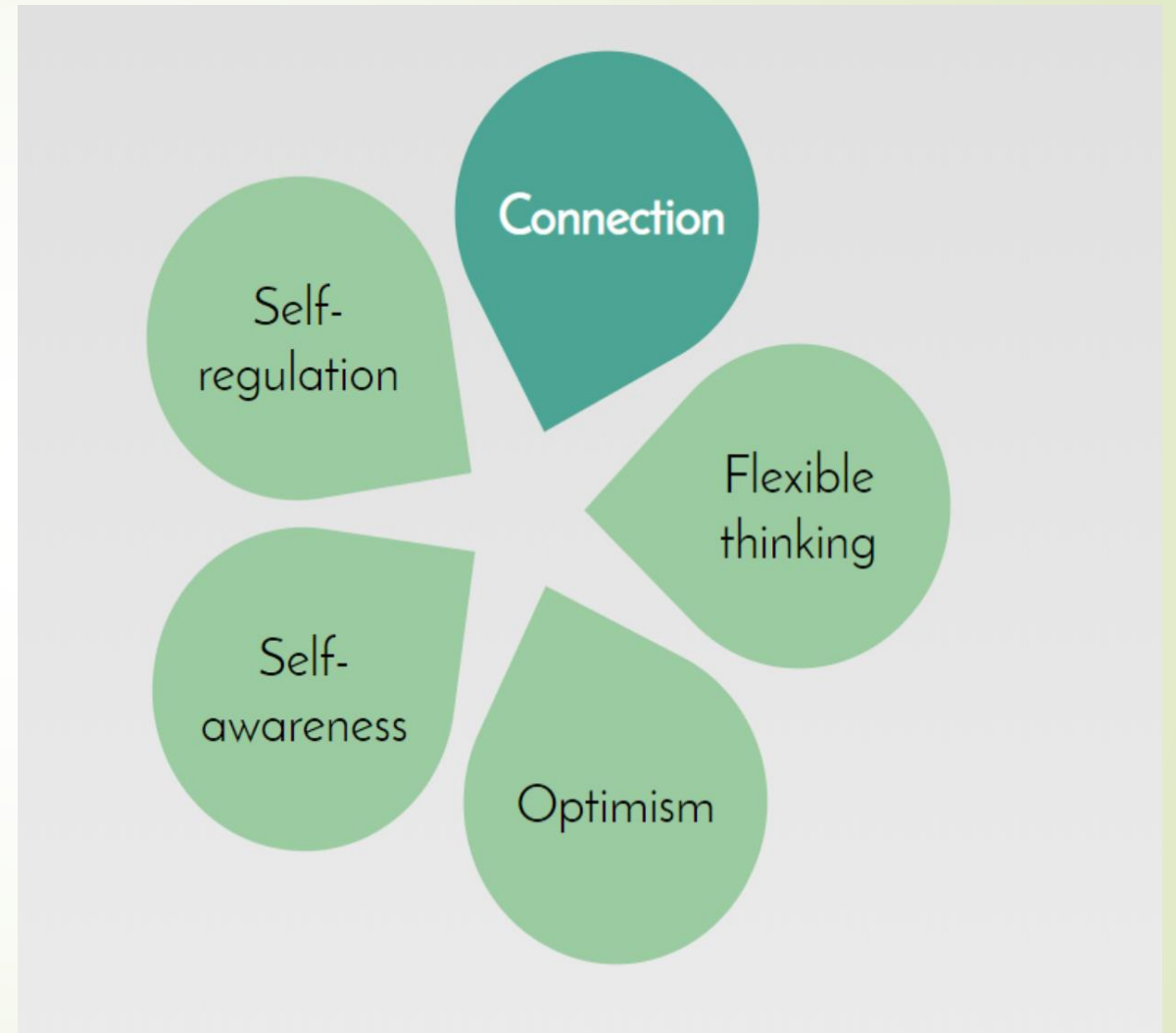


Strategies for adapting to change

- Listening
 - Open-mindedness
 - Reflection
 - Pivoting
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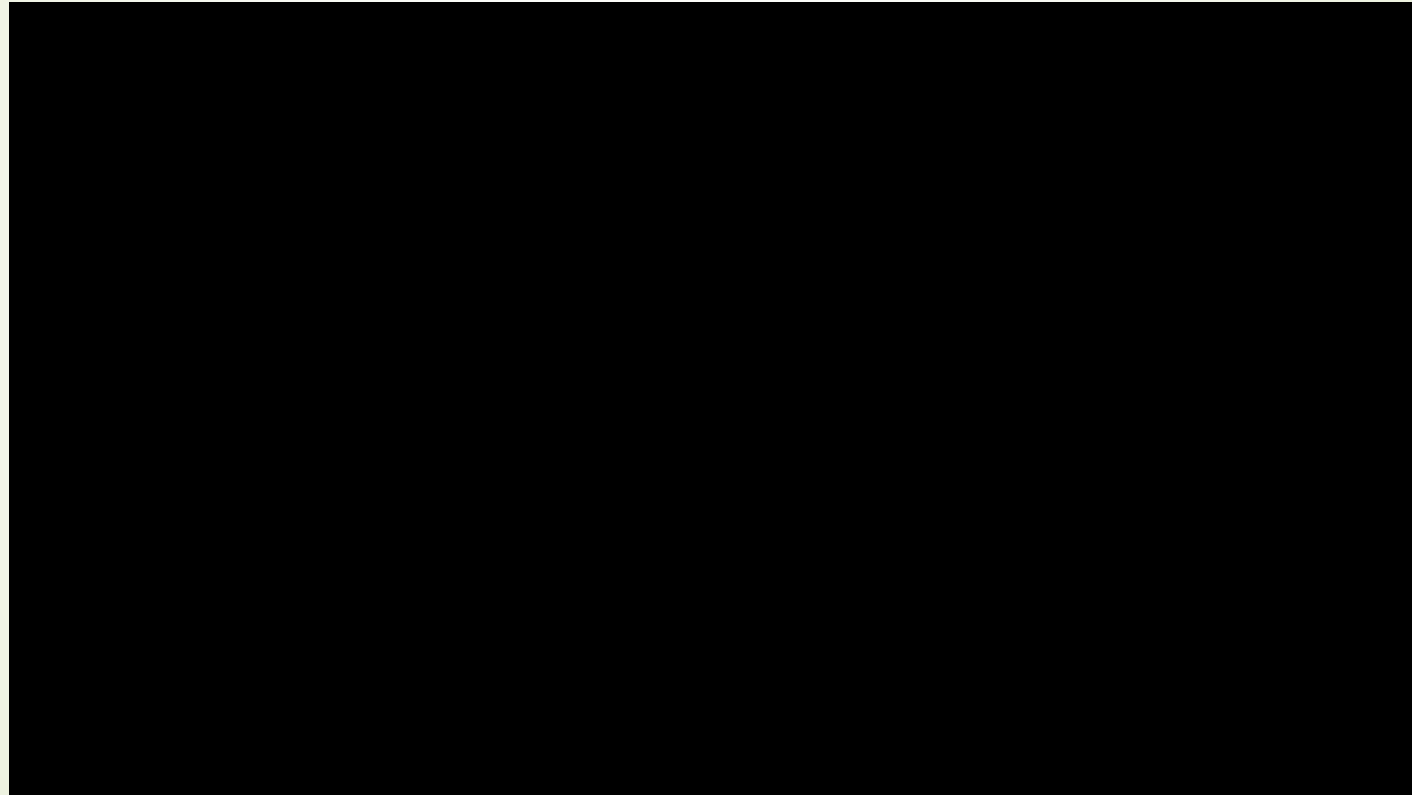
Resilience

The need for
grit





Effective listening strategies





Roadblocks to effective listening

12 Roadblocks to Effective Listening

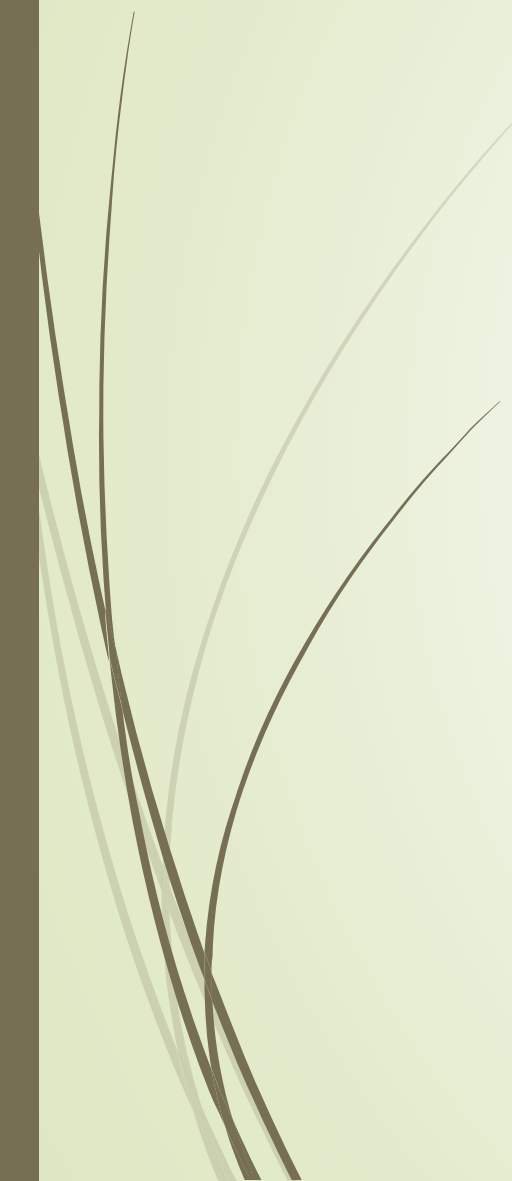
1. **Comparing:** not truly listening because you are too busy comparing one person with another
2. **Mind reading:** trying to guess what the other person is really thinking or feeling or even trying to finish their sentences
3. **Rehearsing:** practicing what you will say next instead of listening attentively
4. **Filtering:** listening to some things and not to others so that you only hear what you want to hear
5. **Judging:** not truly listening because you have already made up your mind
6. **Dreaming:** only half-listening because something that the person said triggers a memory for you
7. **Identifying:** taking everything a person tells you and referring it back to your own experience
8. **Sparring:** focusing on finding things to disagree with or using sarcastic remarks to dismiss another person's point of view
9. **Advising:** searching for the solution to someone's problems without hearing or paying attention to the whole story
10. **Derailing:** changing the subject and taking the conversation in another direction
11. **Being right:** being unable to admit mistakes and refusing to hear criticism
12. **Placating:** trying so hard to be nice and pleasant that you agree with everything and only half-listen



TASK

► Community engagement

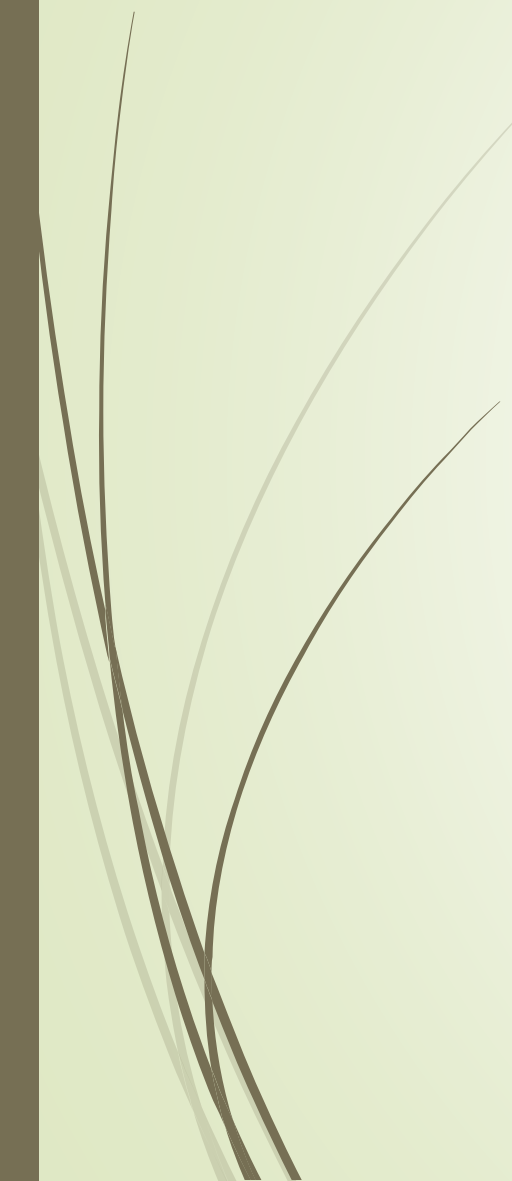
Questions

- Using the handout provided select a listening style and consider how this may have helped Mr Sirolli and his team avoid the hippo fiasco.
 - What listening roadblocks do you think that Mr Sirolli encountered in his experience?
 - To what extent have you encountered any of the roadblocks in your listening experiences. How might you change your listening style to avoid any of the roadblocks in future.
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Techniques for employing effective listening strategies

Motivational interviewing

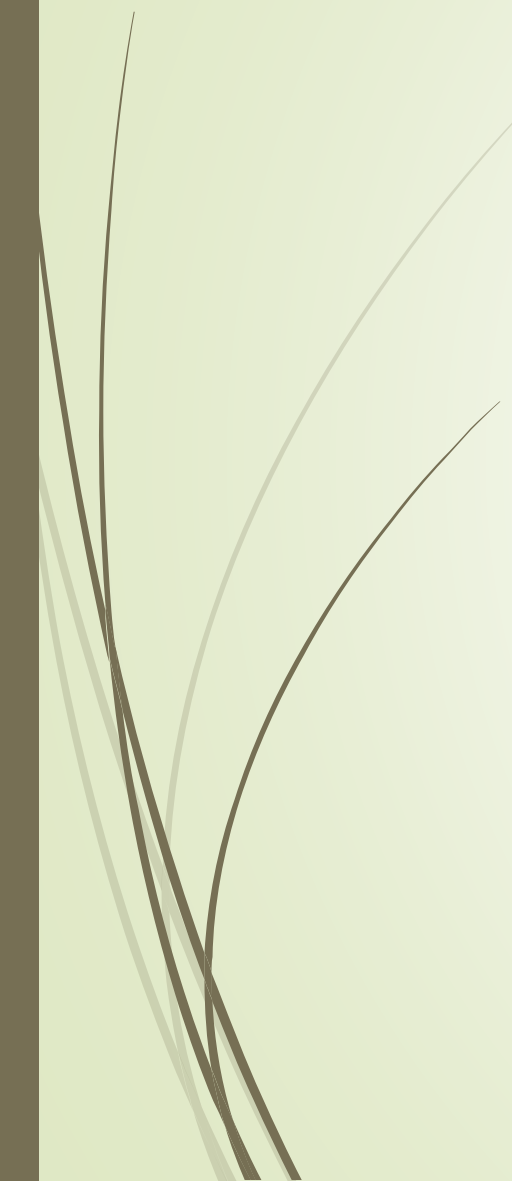
- Express empathy through active listening
 - Draw attention to a discrepancy between the individual's values and their current behaviour
 - Avoid argument
 - Roll with resistance and adjust to the individual's needs
 - Support self-efficacy and optimism.
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Techniques for employing effective listening strategies

[Appreciative inquiry](#)

[Liberating structures](#)





Reflection and Community Engagement

- Continuous – reflection should take place before you enter a community, during your time there and after the experience
- Connected – reflection should be linked to intellectual and academic pursuits
- Contextualised – there should be correspondence between the topic, experience and the method of reflection
- Coaching and mentoring – in order to develop a critical perspective, your reflective process should include sharing and receiving feedback on your reflections. This includes emotional support and guidance to help you think through tough questions.

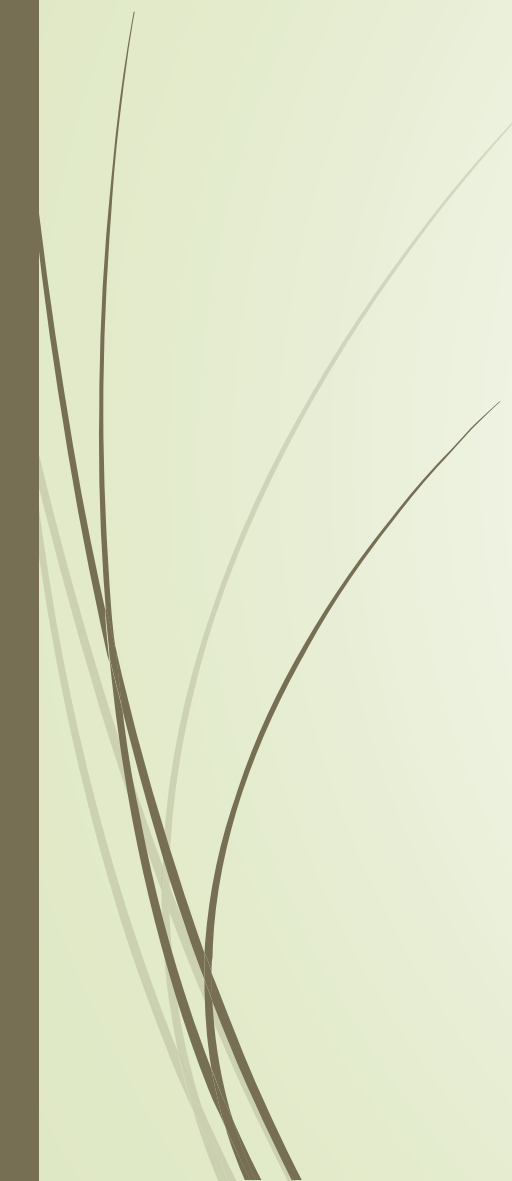


A reflective framework (Argyris, 1982)

- **What?** — Just the facts: what happened? With whom? When?
- **So what?** — Why was what happened important? Why does it matter in the context of your work, project, or life? What are the consequences of what happened?
- **Now what?** — What will you do now as a result? What will you continue to do that works well, and what will you change and why?
- **What else?** — What are you still wondering about? What questions do you still have, or what additional research might you need to do? What else do you want to learn?

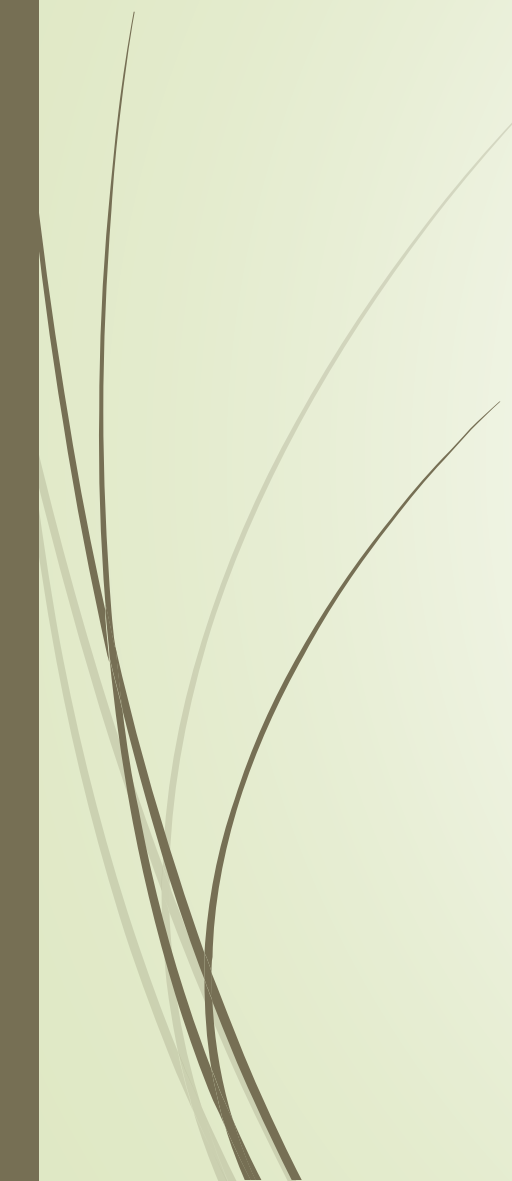


Community Engagement and project management





Stakeholders



- Primary Stakeholders: individuals directly impacted by your project
- Secondary Stakeholders: individuals or organizations that are impacted by the project but who don't directly interact with it
- Tertiary Stakeholders: individuals or organizations affiliated with your community partners but not affiliated with your project

Stakeholders





Stakeholder considerations

- ▶ Do you know who your stakeholders are?
- ▶ Have you considered how to include them in your project?
- ▶ Is this engagement activity useful to them or not?
- ▶ Will the project exacerbate any existing power differentials within the community?