



Government of **Western Australia**
Mental Health Commission

Working Together //

ENGAGEMENT PLANNING GUIDE

Designed to support the delivery of the MHC's commitment to engagement at all levels of system planning and reform.

2021-2025





We acknowledge Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of our State and its waters. We wish to pay our respects to Elders both past and present and extend this to all Aboriginal and Torres Strait Islander peoples seeing this message.

We also acknowledge the adverse effects of colonisation. This includes the destruction and breakdown of culture, experiences of racism, and impacts of government policies, such as the Stolen Generations. Having a comprehensive understanding of our history provides the rationale as to why improving the health and wellbeing of Aboriginal and Torres Strait Islander people is important, and needs to be considered in all aspects of the design and delivery of health services.^{i, ii}



We acknowledge the individual and collective expertise of those with a living or lived experience of mental health, alcohol and other drug issues. We recognise their vital contribution at all levels and value the courage of those who share this unique perspective for the purpose of learning and growing together to achieve better outcomes for all.

ⁱ *The Social, Cultural and Historical Context of Aboriginal and Torres Strait Islander Australians, In Working Together: Aboriginal and Torres Strait Islander Mental Health and Wellbeing Principles and Practice, ed. Purdie, N, Dudgeon, P & Walker, R, pp. 25-42, ACT: Commonwealth of Australia.*

ⁱⁱ *Words and Image provided by Aboriginal Health Council of Western Australia. Inapaku Dreaming, Malcolm Maloney Jagamarra.*

Contents

Introduction	2	2. DEVELOP – the Engagement Approach	15
Principles of Quality Engagement	3	2.1. The Engagement stages.....	16
Principles and Indicators.....	4	2.2. Bringing it all together.....	17
1. PLAN – for Engagement	6	2.3. Define Roles, Responsibilities and Resources.....	18
1.1. Define context.....	6	3. ACTION – Engagement Process	19
1.2. Clarify the scope and purpose.....	7	4. REVIEW – The quality of the Engagement	20
1.3. Tailor your engagement: Assessing which engagement approach to use.....	8	4.1. Evaluate the engagement process.....	21
<i>Identify the Impact</i>	9	Appendix 1 – Methods Guide	23
<i>Identify the Complexity</i>	10	Appendix 2 – Outrage assessment	29
<i>Engagement approach matrix</i>	11	Outrage Assessment worksheet.....	30
<i>Characteristics of the different engagement approaches</i>	12		
<i>Levels of influence explored</i>	13		
1.4. Identify Stakeholders.....	14		

Introduction

The *Working Together: Mental Health, Alcohol and Other Drug Engagement Policy 2021-2025 (Engagement Policy)* sets out the Mental Health Commission's (MHC) commitment to engaging with stakeholders to achieve the vision of:

a Western Australian mental health, alcohol and other drug service system that: prevents and reduces mental health problems, suicide and suicide attempts; prevents and reduces the adverse impacts of alcohol and other drugs; promotes positive mental health; and enables everyone to work together to encourage and support people who experience mental health, alcohol and other drug problems to stay in the community, out of hospital and live a satisfying, hopeful and contributing life.

The Working Together: Mental Health and Alcohol and Other Drug Engagement Framework 2018-2025

(Engagement Framework) outlines five guiding principles and two supporting principles to enable quality, best practice engagement. This is supported by the *Working Together Toolkit 2018-2025 (Working Together Toolkit)* that outlines specific strategies and resources for engaging with diverse groups.

This document, entitled the *Working Together: Engagement Planning Guide (Engagement Planning Guide)* is one of five important elements that when combined, provide a suite of engagement tools and resources to deliver the MHC's commitment to engagement at all levels of system planning and reform.

This Engagement Planning Guide seeks to support the user in determining the most effective and impactful engagement approach to any new initiative. It will ensure that engagement

with consumers, their carers and family members, and other community and organisational stakeholders remains informative, timely, productive and targeted to the task at hand, whilst upholding the principles outlined in the Engagement Framework. Importantly, the Engagement Planning Guide provides a range of quality indicators to measure and guide the effectiveness of the engagement process.

Like all of the Working Together resources, this Engagement Planning Guide is designed to be used by organisations and agencies at individual, service, sector and system levels and is intended to be accessible and easy to use for all people, including those receiving services, those providing services, and those developing policies and strategies in the mental health and alcohol and other drug sectors.

Supported by a range of **new** and **existing** resources and initiatives

Stakeholder
Connect

Working Together:
Mental Health,
Alcohol and Other
Drug Engagement
Policy 2021-2025

Working Together:
Engagement
Planning Guide
2021-2025

Working Together:
Mental Health,
Alcohol and Other
Drug Engagement
Framework 2018-2025

Working Together
Toolkit 2018-2025

Consumer,
Family, Carer and
Community Paid
Participation Policy

Diagram 1 – Key Tools and Resources to support stakeholder engagement

Principles of

Quality Engagement

Principles, Values and Culture sits at the heart of quality engagement. Our processes, methods and techniques will have little meaning unless they are conducted in line with the following principles.

“A key learning is that the culture of an organisation is fundamental to effective engagement with service users in service design and delivery. In fact, the key difference between service user involvement which was considered ‘tokenistic’, and service user involvement which was valuable and probing, “lay in the grey area of culture and values that lie behind structures and systems” (Sexton, 2010).” – *System and Service Engagement Literature Review Oct 2020*



Safety

Creating an environment where everyone feels respected, safe and comfortable to share their experiences, perspectives and opinions in an inclusive, respectful space.



Authenticity

Working with people in an open, honest, and trustworthy way. People can then work together in genuine partnership.



Humanity

Showing compassion and valuing people's experiences, perspectives, knowledge and beliefs.



Equity

Treating people with equal worth and value, therefore sharing power, resources and knowledge.



Diversity

Engagement enables people from diverse backgrounds, contexts and experiences to participate in the process.



Inclusivity and Flexibility

Inclusivity and Flexibility go hand in hand across all engagement approaches and ensure that engagement is targeted, purposeful and impactful.



Accountability and Transparency

Accountability means not only being responsible for something but ultimately being answerable for actions. Transparency implies openness, good communication and accountability.

Principles and Indicators

A range of quality indicators have been developed for each of the principles. These indicators can be used as a planning guide through each step of the engagement planning process.



Safety

The engagement approach:

- balances power dynamics and builds trust;
- contributes to a culture of respect, understanding and collaboration;
- recognises and adjusts for the impact of trauma/stigma on how some people might participate; and
- recognises and adjusts to ensure cultural security of engagement spaces and practice.



Authenticity

The engagement approach:

- is well planned, and engagement starts early in the process;
- delivers meaningful contributions within the available time/resourcing;
- builds off previous consultation/s and evidence (both clinical and lived experience in its various forms); and
- includes evaluation of engagement processes inform continuous improvement.



Humanity

The engagement approach:

- ensures a warm welcoming environment where people feel supported;
- recognises the value of people's experiences, perspectives, knowledge and beliefs; and
- considers the impact of engagement on the people's wellbeing and respects the roles people hold in their workplaces, communities and families.



Equity

The engagement approach:

- gives people timely information, in an accessible format, to make a meaningful contribution;
- ensures consideration is given to the timing and location of engagement activities and considers the barriers to participation; and
- ensures that the paid participation policy is observed.



Diversity

The engagement approach:

- ensures the right stakeholders are engaged and have shared understanding of the process/tasks;
- ensures barriers to participation are identified and mitigated wherever possible;
- recognises the equal value of all participants, with consumers, carers and families at the centre; and
- enables diverse experiences and expertise to be present and/or represented.



Inclusivity and Flexibility

The engagement approach:

- is proportional to the level of project impact and complexity;
- responds to changing circumstances and expectations;
- attempts to create an environment where people feel welcomed, valued and respected and can access the same opportunities.



Accountability and Transparency

The engagement approach:

- ensures the level of influence is made transparent;
- ensures participants have access to timely responses to questions and concerns; and
- ensures commitments and progress are reported back to those involved and impacted (considering confidentiality).

Engagement

Planning

The rest of this document is dedicated to the following four stage planning process.



- **PLAN** – Helps you to understand the context, scope and purpose of your engagement. As well as how you are going to engage
- **DEVELOP** – Helps you to map out the stages of your engagement sequence and the specific activities
- **ACTION** – Helps you to be clear on roles, responsibilities, resourcing and reporting
- **REVIEW** – Helps to you learn from your engagement activities and continue to grow as a professional.

“Seek first to understand and then to be understood”

» *Saint Francis of Assisi*

THE POWER OF RELATIONSHIPS

Planning is essential for quality engagement, yet planning alone is not enough. When engagement is treated as just a transaction of knowledge, it misses one of the most critical aspects – the power of relationships. In sectors and in communities where ‘power’ has been unbalanced, either through models of care or intergenerational marginalisation, engagement requires something more than a transactional approach.

The principles and indicators that promote quality engagement, listed previously, come from the Engagement Framework and remind us that engagement seeks to not just transact knowledge, but engage in such a way that it builds the kinds of relationships that support implementation and meaningful change.

As you work through this document, take the time to ask;

“Whose perspective is it important to plan the engagement from?”

“Will this engagement plan and the subsequent process perpetuate an approach to problem solving that delivers ‘action’ at the expense of inclusion and empowerment?”

Meaningful action, inclusion and empowerment are not mutually exclusive outcomes when the engagement starts with relationships as its basis.

“It is important to understand that engagement with stakeholders, in particular with consumers, their carers and families, and the community, occurs at every stage of the process, not just during the actioning of the engagement activity.”

» *Working Together Toolkit*

1. PLAN

For Engagement

The context is about understanding the background setting or environment in which the project is being undertaken, and who is involved.

Tips for the context:

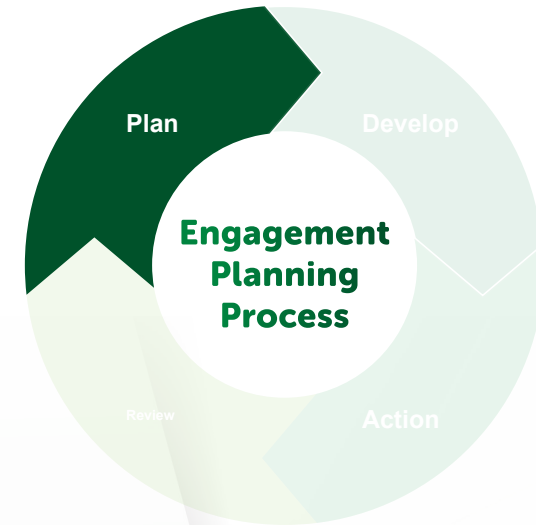
- Include relevant background information including project history, previous projects, any data or reference materials
- Include any photos, maps, or images that might be useful for engagement planning

1.1 Define context

Context Summary

Describe the context to the project

- *What is the need/change being considered?*
- *Why is this change being considered? (what are the drivers)*
- *What is the relevant history of the project or engaged community?*
- *What are some of the barriers and enablers to engagement?*



Plan

This step helps you to understand the context, scope and purpose of your engagement. As well as how you are going to engage.

“The context and scope “explores the background history, importance, resources, timing and what needs to happen.”

» Working Together Toolkit

1.2 Clarify the scope and purpose

There is a difference between the scope of the engagement and the purpose. The SCOPE of the engagement helps to define what the engagement process will contribute to the overall project, whereas the PURPOSE helps to define why you are engaging.

The SCOPE of the project and the SCOPE of the engagement are different.
E.g.: Project Scope: Determine a new early intervention policy.
Engagement Scope: Identifying the barriers / factors faced in accessing early intervention services.

Engagement Scope

Describe the outcome you hope to achieve from the engagement (Practical Objectives)

Defining the engagement PURPOSE is important as it helps to define the methods selected.
Using the above Scope example,
Engagement Purpose: Build relationships, Develop alternative approaches.

Engagement Purpose

What is the purpose of this engagement? (gather information, build support, make a decision)

“
Being clear about the purpose and desired outcome of the engagement is essential to deciding how people can be involved. It also generates goals and criteria for evaluation of the process.
» Working Together Toolkit
”

1. PLAN FOR ENGAGEMENT (cont)

1.3 Tailor your engagement: Assessing which engagement approach to use

So far, this Engagement Planning Guide helps engagement planners think through the project context, scope, purpose and people.

This exercise will prompt you to assess the degree of impact and complexity of the engagement, then use that score to determine potential engagement approaches.

Steps

1. Think about a project that will require some engagement.
2. Using the scale provided, score the three elements of impact and add these three together for a maximum of 9 points.
3. Repeat with the three elements in the complexity table.
4. Plot the results for impact and complexity on the matrix on page 11, to identify the suggested engagement approach.

Identify the Impact

Impact				YOUR PROJECT SCORE
Score	1	2	3	
<p>Degree of Impact</p> <p>What degree of impact (positive/negative) is the outcome of the project likely to have on the target individuals/ families/ communities or organisations? How easily are these impacts mitigated (negative) or realised (positive)? How long will this impact be experienced?</p>	<p>Low Impact</p> <p>Few negative impacts or are easily mitigated. Positive impacts are easily realised</p> <p>Impacts will be experienced for a short period of time</p>	<p>Moderate Impact</p> <p>Some negative impacts to be considered</p> <p>Moderate effort</p> <p>To realising positive impact</p>	<p>High Impact</p> <p>Negative impacts with few mitigation options or will take significant effort to realise</p> <p>Impacts will be experienced for a long period of time</p>	
<p>Informed Decision</p> <p>What information from previous consultation is available to support informed decision making and timely action? How current is that consultation information?</p>	<p>Low Impact</p> <p>There are enough pre-existing/current consultation data to support informed decision making</p>	<p>Moderate Impact</p> <p>There is some pre-existing/current consultation data that requires validation</p>	<p>High Impact</p> <p>There is NOT enough pre-existing/current consultation data to support informed decision making</p>	
<p>Reach</p> <p>How many individuals/families/communities or organisations from the target population will be impacted by the outcomes from this engagement?</p>	<p>Low Reach</p> <p>Affecting a small portion of the impacted population</p>	<p>Moderate Reach</p> <p>Affecting half of the impacted population</p>	<p>High Reach</p> <p>Affecting most of the impacted population</p>	
TOTAL				/9

1. PLAN FOR ENGAGEMENT (cont)

Identify the Complexity

Complexity				YOUR PROJECT SCORE
Score	1	2	3	
<p>Options</p> <p>How many different options are to be considered in relation to the topic of engagement? How feasible is it to implement these options?</p>	<p>No Options</p> <p>There is only one option to be considered</p>	<p>Few Options</p> <p>There are a few feasible options to be considered</p>	<p>Multiple Option</p> <p>There are multiple options to be considered</p>	
<p>Alignment</p> <p>How much alignment is there between the impacted stakeholders on the preferred option/direction? How much trust is there between stakeholders?</p>	<p>High Alignment</p> <p>Majority agree on the way forward and there is high trust between stakeholders</p>	<p>Moderate Alignment</p> <p>Some agreement on the way forward and there is moderate trust between stakeholders</p>	<p>Low Alignment</p> <p>Majority disagree on the way forward and there is low trust between stakeholders</p>	
<p>Capacity</p> <p>What is the capability/capacity* of stakeholders (people and/or organisations) to be engaged? How equitable is the playing field with people and/or organisations' capacity to be engaged?</p> <p>*Time, resources, emotional capacity, barriers to participation (trust, power, location)</p>	<p>High Capacity</p> <p>Majority have time and face limited barriers to being able to contribute in an equitable way</p>	<p>Moderate Capacity</p> <p>Some have limited time and face barriers to being able to contribute in an equitable way</p>	<p>Low Capacity</p> <p>Majority have limited time and face significant barriers to being able to contribute in an equitable way</p>	
TOTAL				/9

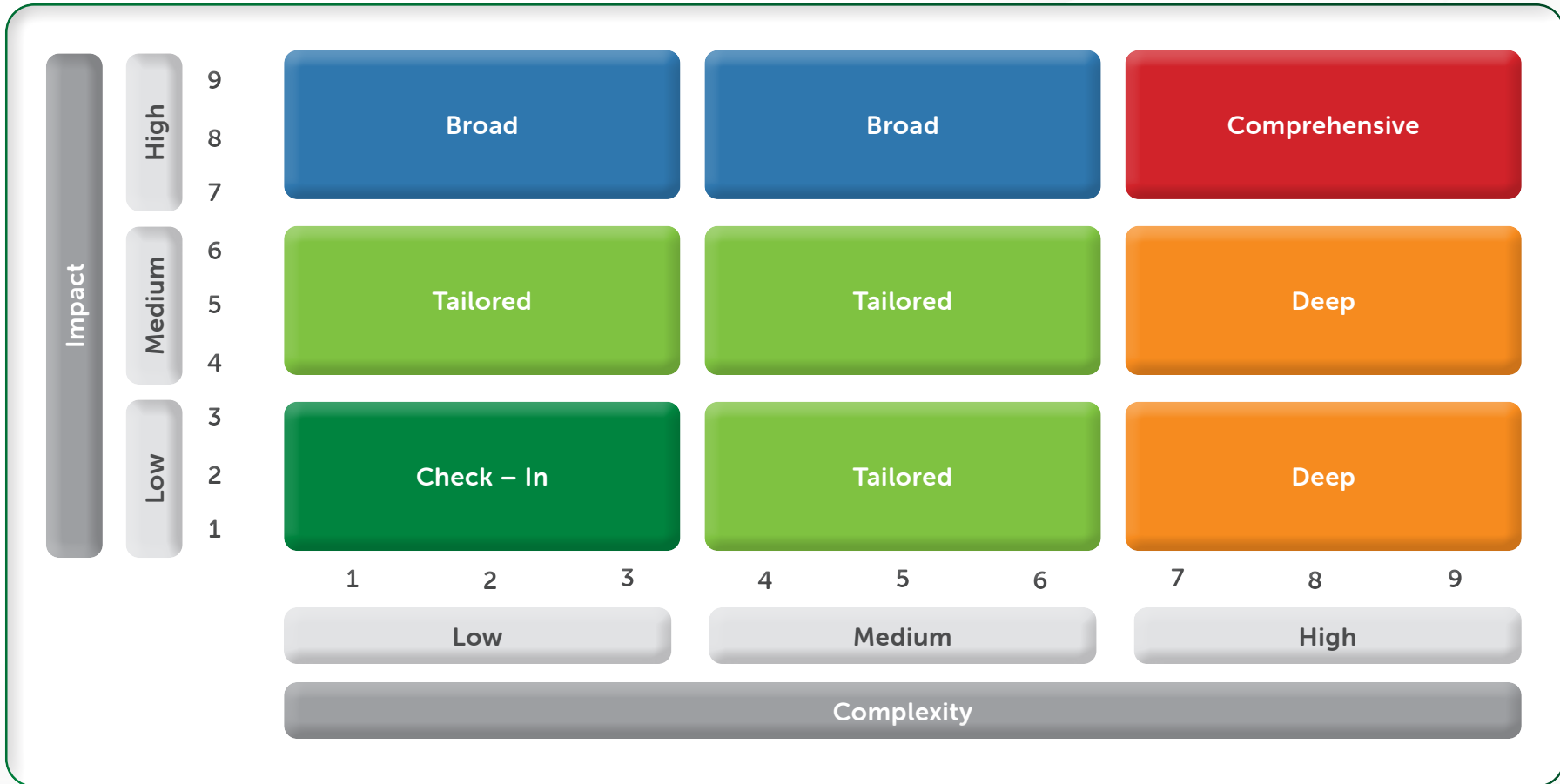
1. PLAN FOR ENGAGEMENT (cont)

Engagement approach matrix

Plot the scores from the impact and complexity below to give you the recommended engagement approach. Each approach is described on the next page.















This project's **Impact** Score (see page 9):

This project's **Complexity** Score (see page 10):



1. PLAN FOR ENGAGEMENT (cont)

Characteristics of the different engagement approaches

	Characteristics of this engagement approach	Possible level of influence ¹
Comprehensive	Comprehensive engagement, would seek representation from across system stakeholder groups	Involve  Collaborate  Empower 
Deep	Deep engagement, would seek representation from affected stakeholder groups and provide time to explore the multiple layers of the topics	Involve  Collaborate  Empower 
Broad	Broad engagement, would seek to provide sufficient opportunity for affected stakeholders to input their view to better inform decision making or implementation	Involve  Collaborate  Empower 
Tailored	Tailored engagement, would seek to provide targeted opportunities for stakeholder input	Consult  Involve  Collaborate  Empower 
Check – In	Check in, would seek to inform and check for critical gaps from targeted stakeholder groups	Inform 

¹ Based on the IAP2 Spectrum of Influence | Used with Permission | See page 13 for more information | www.iap2.org

Levels of influence explored

The levels of influence used in this document are based on the International Association of Public Participation’s (IAP2) Spectrum. The IAP2 spectrum describes up to five levels of influence that a project might offer to those whom it is consulting with. Each level offers greater influence that comes with a specific promise to the community.

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
Goal	To provide the public with balanced and objective information to assist them in understanding the problems, alternatives and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision, including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.
Promise	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for direct advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.
Consideration	This is useful when there is nothing to influence but a need to ensure people are informed	This is useful when the topic being discussed requires a single check in for input and feedback before a decision is made by the organisation leading the engagement	This is useful when the topic being discussed requires a few drafts to be reviewed and developed before a decision is made by the organisation leading the engagement	This is useful when you need a range of people around the table as you work through the options and decisions by the group or the group makes recommendations to the organisation	This is useful when you want to either partner in full or be guided by another group
Method*	Pop Up Engagement, Forums, Newsletters, Websites	Focus Groups, Workshops, Pop Up Engagement, Survey, Online Engagement, Interviews, Conversation Cafes	Advisory Groups, Workshops, Pop Up Engagement, Online Engagement, Interviews, Conversation Cafes	Co-Design, Co-Production, Steering Committees, Deliberative Panels	Co-Design, Co-Production, Steering Committees, Deliberative Panels

* See Appendix 1 for further methods. Additionally, the **Working Together: Mental Health and Alcohol and Other Drug Engagement Framework 2018-2025** describes a range of engagement approaches which are aimed at maturing agencies engagement practices towards being Co Designed, Co-Produced and Citizen Led.

1. PLAN FOR ENGAGEMENT (cont)

1.4 Identify Stakeholders

The following stakeholder matrix outlines the stakeholder groups involved with this project: Fill in the table with either a comprehensive list or examples of stakeholders.

NOTE: For internal use, the MHC has developed an Organisational Stakeholder Register to make this stakeholder identification and analysis process easier.

Tips for stakeholder mapping:

- Who is impacted? What is the degree of impact? Who would be interested?
- Who is typically hard to reach? What barriers might they face to being engaged?
- What perspectives or demographics are we missing?

Understanding People					
Full Name	Organisation	System Role ²	Level of Influence ³	Level of Impact of the decision on them ⁴	Barriers/consideration for engagement

Understanding people and stakeholders involves “identifying and involving the relevant people and their interest and role”. » Working Together Toolkit

2 (A) Consumers, (B) Carers, families and significant others, (C) Community providers (formal), (D) Tertiary Health, (E) Primary Health, (F) Community providers (informal), (G) Peak, (H) Policy, (I) Research, (J) other Government Agencies
 3 See IAP2 spectrum (outlined on page 13 of this document)
 4 Impact = High, Medium, Low (based on the impact the outcome of the project will have on this person/group/organisation) – see impact tool on page 9

2. DEVELOP

The Engagement Approach

Having identified all the engagement elements, we can now build our engagement plan.

This section will ask you to consider 4 things:

- **The Seven Engagement Stages** – which reflect the engagement process most commonly used
- **Engagement Sequence** – this is asking you to consider the order in which the engagement will roll out, what methods you will use and the timing of each stage. A template sequence is provided as a starting point, but can be edited as needed.
- **Communication** – this is asking you to clarify what, how and who you will communicate to at each stage of the engagement.
- **Roles, Responsibilities and Resources** – there are a number of key roles that are important to define in most engagement projects. It is also important to be clear on the required resourcing.

Continue to reference the context, scope, purpose and people when planning your engagement approach.



Develop

This step helps you to map out the stages of your engagement sequence and the specific activities required.

2. DEVELOP THE ENGAGEMENT APPROACH (cont)

2.1 The Engagement stages

These seven stages are generic and reflect the engagement process most commonly used. These stages can be added to or changed to suit the project, level of engagement required and any project constraints. The tool provided on the following page allows you to chart your information in order to sequence the stages to suit your project.

Stages	Description	Typical activities during this stage
(1) Building alignment	<p>This is about getting your 'ducks in a row' and making sure you have the clarity of scope, mandate and support for engagement that is being proposed, both internally and externally.</p> <p>In some instances, talking to stakeholders on best approach to engagement can develop essential support for engagement process moving forward.</p>	<ul style="list-style-type: none"> • Confirming scope, negotiables not negotiable • Getting 'buy in' into the process
(2) Developing understanding	<p>This stage checks understanding of the background, drivers, limitations, issues, options and opportunities.</p> <p>Unless engagement starts with a two-way understanding, it becomes easy to slip into trying to convince people of a preferred outcome.</p>	<ul style="list-style-type: none"> • Two way learning about the context, evidence (both clinical and lived experience)
(3) Scoping options	<p>Once we have understanding it become easier to explore what is possible, including the limitations of what is affordable, feasible etc. This stage is not about 'choosing' the preferred option but exploring the feasibility of all options. If there is only one option, this stage might be used to explore those assumptions.</p>	<ul style="list-style-type: none"> • Defining success criteria • Identifying the different permutations, consideration (if there are any)
(4) Determining priorities	<p>Once we have a series of options, this stage is about refining and defining the options and or priorities. Budgets, timelines or context can all inform what is most important in any one issue/opportunity.</p>	<ul style="list-style-type: none"> • Identifying the most important elements, aspects, considerations • Reviewing the options
(5) Analysis and feedback	<p>Having gathered the input from the preceding stages, this is where that information is gathered, collated and prepared for a manger to support the decision-making phase</p>	<ul style="list-style-type: none"> • Reviewing and making meaning from the feedback received • Clarifying understanding
(6) Determining action	<p>At this stage, the action/decision is agreed. Who is in the room and the process to be used, would vary from project to project. Once the decision is made, it is critical to provide feedback to the participants, the decision, the rationale and the next steps.</p>	<ul style="list-style-type: none"> • Determining the required next steps • Confirmation and sign off of decision • Providing feedback to participants on consultation findings, decision and next steps
(7) Monitoring and reporting	<p>Engagement is a process that supports broader action and keeping track of that broader action (i.e.: the purpose of the project) and communicating that progress to participants, is important to ensure their contribution have not been lost.</p>	<ul style="list-style-type: none"> • Reviewing engagement process and lessons learnt • Checking progress of implementation and reporting back to participants

2. DEVELOP THE ENGAGEMENT APPROACH (cont)

Remember to check in with the Principles of quality engagement along the way.

2.2 Bringing it all together

Using the stages outlined above, you can now map out your engagement sequence and communication approach.

Using the stages outlined above, you can now map out your engagement sequence and communication approach. Check in with your engagement approach score (page 12 to ensure you follow the right level of engagement).

Stages	Engagement Sequence						Communications		
	Goals	By whom?	With Whom?	Influence	Method	When	Key Messages	Channel/s	Output
<i>Edit or use these typical stages to an engagement project</i>	<i>What is this stage trying to achieve?</i>	<i>Who will lead this stage?</i>	<i>Who will be involved in this stage?</i>	<i>Using the IAP2 Spectrum on page 13, how much influence is being offered for each stage? Note: it might be different for different people in different stages.</i>	<i>What methods will you use for this stage? E.g.: workshop, focus group, co-design. See method section on page 13 and in Appendix 1.</i>	<i>What is the timing of this stage? E.g.: what date does it start and when does it end?</i>	<i>What are the key messages that define what this stage is doing/trying to achieve? Are these messages in plain English & meaningful for the audience?</i>	<i>How are those messages best distributed to the different audience members?</i>	<i>What is the desired outcome of this message?</i>
Example using (1) Building alignment	Clarify intent of project deliverables Confirm key stakeholder best methods of engagement	MHC	HSP NGO Consumer Panel	Consult	1:1 meetings Panel meeting	March 2021 - June 2021	We want to work with all parties to improve outcomes for consumers We want to understand how we can best engage with you	Email 1:1 meetings	People feeling informed, included and owning the process from the beginning

“ Success will rely on individual and organisational capacity and communication skills to effectively action the engagement strategy across a range of engagement approaches and methods. >> *Working Together Toolkit* ”

2. DEVELOP THE ENGAGEMENT APPROACH (cont)

2.3 Define Roles, Responsibilities and Resources

Role	Decision maker	Engagement Lead	Clinical/Technical Lead	Communications lead
Typical Responsibilities	<ul style="list-style-type: none"> Assists with scoping Responsible for the decision Responsible for ensuring people with lived experience are central to the process 	<ul style="list-style-type: none"> Responsible for the engagement plan Delivers the plan Key contact for engagement needs Manages stakeholder relationships Responsible for ensuring people with lived experience are central to the process 	<ul style="list-style-type: none"> Responsible for the clinical/technical considerations Responsible for ensuring people with lived experience are central to the process 	<ul style="list-style-type: none"> Ensuring people understand the what, why and how of the project and the engagement process Management of queries Delivery of the communication plan
Who?				
Resourcing*				
Staffing				
Engagement Budget				

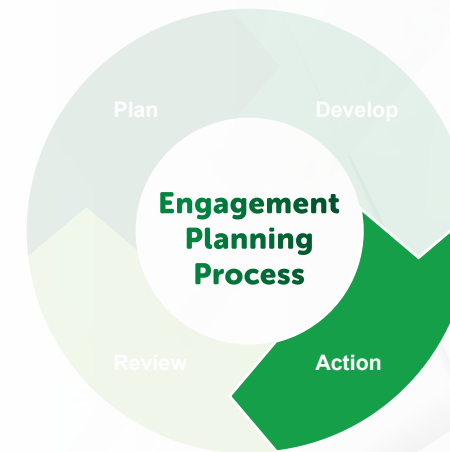
*Resourcing: when considering resources consider the following potential costs:

- Staff Time
- External Consultants (e.g.: Subject Matter Experts, Facilitation, Data Analysis, Literature Reviews etc)
- Event Costs (e.g.: Venue, Catering, Logistics, Audio visual)
- Accessibility (e.g.: Translation, Sign Language etc)
- Print material (e.g.: Design and printing of worksheets, information packs, signage, and other materials)
- Promotion and advertising costs (potential advertising costs to reach new audiences)
- Participants payments – following the MHC’s Consumer, Family, Carer and Community Paid Participation Policy

3. ACTION

Engagement Process

Collateral — communications	<p><i>What communications materials will you need?</i></p> <ul style="list-style-type: none"> • Social media page images • Infographic • One-pager PDF on project • Email template
Collateral — engagement	<p><i>What engagement materials will you need?</i></p> <ul style="list-style-type: none"> • Project briefing and background documents • Maps, images, project assets • Data Collection Tools – Worksheets, Survey, Evaluation forms
Logistics	<ul style="list-style-type: none"> • Venues • Catering • Hiring chairs, tables, AV
People	<ul style="list-style-type: none"> • Invitations • Consumer Payment • Briefings
Reporting and Monitoring	<ul style="list-style-type: none"> • <i>How often will progress reporting be provided? / To whom?</i> • <i>What will be reported on to give confidence in the projects progress?</i>



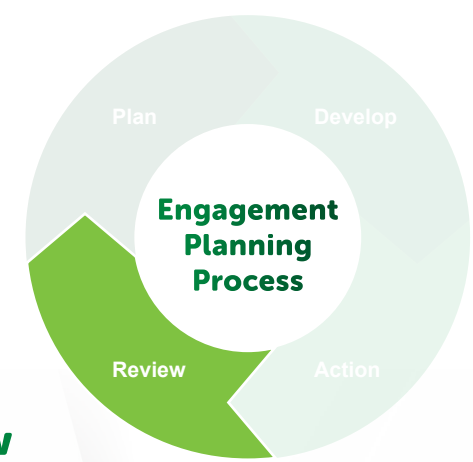
Action

This step helps you to be clear on role, responsibilities, resourcing and reporting.

Appendix 2 of the Working Together Toolkit provides a Checklist for Effective Engagement Practices at a Program/ Project Level, including engagement logistics and approaches to address equity and diversity.

4. REVIEW

The quality of the Engagement



Review

This step helps to you learn from your engagement activities and continue to grow as a professional.

The process of engagement review is less about 'pass or fail' and more about recognising the complexity of any engagement process and the very real constraints faced by organisation in delivering engagement.

Development of engagement practices comes more from a reflective proactive approach to review and share learnings, than a binary score.



Reviewing is usually done towards the end of a project or program; however, it is suggested that reviews of engagement practices are done throughout the life of a project or program. The learnings can be implemented to improve the...outcomes (identified at the development stage) as the project or program progresses. >> *Working Together Toolkit*



Evaluate the engagement outcome

Linking back to the scope and objectives of the engagement:

What data will you collect that will evidence the achievement of the practical and experiential objectives of the engagement?

How will you collect that data and when?

Appendix 1 of the Working Together Toolkit provides an Engagement Evaluation Template to gauge participants' experiences at the conclusion of engagement activities.

4.1 Evaluate the engagement process

The principles for quality engagement can be used as an evaluation tool to explore the degree to which the process meets each indicator. Having stakeholders and/or other people independent from the process conduct the evaluation, can help contribute to meaningful insight.

SCORE: (degree to which this indicator has been met)	Low	Medium	High
Safety: Creating an environment where everyone feels respected, safe and comfortable to share their experiences, perspectives and opinions in an inclusive, respectful space			
The engagement approach balances power dynamics and builds trust			
The engagement approach contributes to a culture of respect, understanding and collaboration			
The engagement approach recognises and adjusts for the impact of trauma/stigma on how some people might participate			
The engagement approach recognises and adjusts to ensure cultural security of engagement spaces and practice			
Authenticity: Working with people in an open, honest, and trustworthy way. People can then work together in genuine partnership			
The engagement approach is well planned, and engagement starts early in the process			
The approach delivers meaningful contributions within the available time/resourcing			
The engagement approach builds off previous consultation/s and evidence (both clinical and lived experience in its various forms)			
Evaluation of engagement processes inform continuous improvement			
Humanity: Showing compassion and valuing people's experiences, perspectives, knowledge and beliefs			
The engagement approach ensures a warm welcoming environment where people feel supported			
The engagement approach recognises the value of people's experiences, perspectives, knowledge and beliefs			
The engagement approach considers the impact of engagement on the people's wellbeing and respects the roles people hold in their workplaces, communities and families			

4. REVIEW ENGAGEMENT (cont)

SCORE: (degree to which this indicator has been met)	Low	Medium	High
Equity: Treating people with equal worth and value, therefore sharing power, resources and knowledge			
The engagement approach gives people timely information, in an accessible format, to make a meaningful contribution			
The engagement approach ensures consideration is given to the timing and location of engagement activities and considers the barriers to participation			
The engagement approach ensures, where appropriate, that the paid participation policy is observed			
Diversity: Engagement enables people from diverse backgrounds, contexts and experiences to participate in the process			
The right stakeholders are engaged and have shared understanding of the process/tasks;			
Barriers to participation are identified and mitigated wherever possible			
The approach recognises the equal value of all participants, with consumers, carers and families at the centre			
The engagement approach enables diverse experiences and expertise to be present and/or represented			
Inclusivity and Flexibility: Inclusivity and Flexibility go hand in hand across all engagement approaches and ensure that engagement is targeted, purposeful and impactful.			
The engagement is proportional to the level of project impact and complexity			
The engagement approach responds to changing circumstances and expectations			
The engagement approach attempts to create an environment where people feel welcomed, valued and respected and can access the same opportunities.			
Accountability and Transparency: Accountability means not only being responsible for something but ultimately being answerable for actions. Transparency implies openness, good communication and accountability			
The engagement approach ensures the level of influence is made transparent			
Participants have access to timely responses to questions and concerns			
Commitments and progress are reported back to those involved and impacted (considering confidentiality)			

Appendix 1

Methods Guide

Below is a matrix of potential methods that could be used for engagement. This is by no means exhaustive so get creative!

Method	Description	Level of influence	When to use
Community reference group	A structured group of community or stakeholder representatives that meet regularly and operate under a Terms of Reference. Can vary from members providing their own feedback and ideas, to members acting as a conduit between the organisation and the broader community.	Inform, Consult, Involve	<ul style="list-style-type: none"> • Small group • Low trust • High complexity • Long term engagements • Highly political • High emotion or outrage • Need to understand community better • Inform • Understanding reactions and consequences of decisions • Generating alternatives • Improve quality of policy, strategy, plans • Relationship development • Social license • Decision making

APPENDIX 1 – METHODS GUIDE (cont)

Method	Description	Level of influence	When to use
Citizen Jury	A representative sample of citizens are randomly selected to be representative of the population and be a part of a panel that deliberates on a range of issues over a set period of time.	Collaborate, Empower	<ul style="list-style-type: none"> • Small group • Low trust • High complexity • Highly political • High emotion or outrage • Generating alternatives • Improve quality of policy, strategy, plans • Capacity building
Co-design	Consumers, Services, Sector, System work together with project designer to co-design product, processes, or services.	Empower	<ul style="list-style-type: none"> • Small or large group, public • Long-term engagement • Need new solutions • Need to understand consumer/user better • Generating alternatives • Improve quality of policy, strategy, plans • Capacity building • Behaviour change • Social license

Method	Description	Level of influence	When to use
Co-production	Consumers, Services, Sector, System work together with project designer to co-produce product, processes, or services	Empower	<ul style="list-style-type: none"> • Small or large group, public • Long-term engagement • Need new solutions • Need to understand consumer/user better • Generating alternatives • Improve quality of policy, strategy, plans • Capacity building • Behaviour change • Social license
Focus groups	A small group discussion hosted by a facilitator about a focused topic. Designed to allow for an open discussion that is guided by a series of questions, but which may follow the flow of participants discussions.	Consult, Involve	<ul style="list-style-type: none"> • Small group • Need to understand community better • Inform • Understand reactions and consequences • Generate alternatives • Identify a problem or opportunity to address
Interviews	One-on-one discussions to explore and understand community or stakeholder needs, perspectives, insights and feedback, and to build relationships.	Inform, Consult, Involve	<ul style="list-style-type: none"> • Individuals • Low trust • High complexity • Hard to reach audiences • Need to understand better • Understand reactions and consequences • Relationship development • Generate support for action

APPENDIX 1 – METHODS GUIDE (cont)

Method	Description	Level of influence	When to use
Newsletters	Can be designed to inform, seek feedback, to gather ideas and to update the community on the engagement project and how community input/ feedback has been taken into consideration.	Inform, Consult, Involve	<ul style="list-style-type: none"> • Any scale of group • Inform • Collect feedback
Surveys (online or paper)	A series of questions provided to a select group of participants who may self-select or be required to participate.	Consult, Involve, Collaborate	<ul style="list-style-type: none"> • Any scale of group • Collect feedback • Hard to reach audiences • Need to understand community better • Understand reactions and consequences • Generate alternatives • Generate support for action • Decision making
Public meeting	A meeting organised by either the organisation or community with presentations and questions asked by the crowd.	Inform, Consult	<ul style="list-style-type: none"> • Large group, public • Low trust • Tight timeframes • Need to understand community better • Inform • Relationship development • Community resilience

Method	Description	Level of influence	When to use
Social media	Social media sites where you can post comments, photos, videos, which can be seen and shared by either friends or the public.	Inform, Consult	<ul style="list-style-type: none"> • Use to reach broader audience • Hard to reach audiences • Tight timeframes • Long term engagements • Understand reactions and consequences • Relationship development • Generate support for action • Behaviour change • Social license
Workshop	A structured method to explore specific, complex issues and where participants work in small groups	Inform, Consult, Involve, Collaborate	<ul style="list-style-type: none"> • Small or large groups • High complexity • Need to understand community better • Inform • Understand reactions and consequences • Generate alternatives • Improve quality of policy, strategy and plans • Relationship development • Capacity building • Generate support for action • Identify a problem or opportunity to address

APPENDIX 1 – METHODS GUIDE (cont)

Method	Description	Level of influence	When to use
World Cafe	A structured process where participants discuss a question or series of questions at a group of small tables. Each table has a host who facilitates the same conversation during a series of 'rounds'. At the end of each round, participants disperse and move to new tables to continue the discussion.	Inform, Consult, Involve, Collaborate	<ul style="list-style-type: none"> • Small to large groups • Designed so participants share ideas, concerns, experiences, feedback with a broad range of people • Low trust • Tight timeframes • Need new solutions • Need to understand community better • Understand reactions and consequences • Generate alternatives • Relationship development • Identify a problem or opportunity to address
Website	Can include dedicated websites for an engagement project, a central hub for all of an organisation's engagement activities, or a specific page on an organisation's corporate website. Vary widely from being static websites to highly interactive where people can comment, upload, post, or create together.	Inform	<ul style="list-style-type: none"> • Public • High complexity • Hard to reach audiences • Inform • Generate support for action • Behaviour change

Appendix 2

Outrage assessment

Outrage is a term given to an emotional response to a situation that has little bearing on the actual level of technical risk or impact. When assessing risk, most organisations use some derivative of the following model:

$$\text{Risk} = \text{Likelihood} \times \text{Consequence}$$

This formula is an important part of assessing the technical risks of a project. However, it is inadequate when assessing a project for potential 'outrage' because the drivers for outrage are different.

"The technical concept of risk is too narrow and ambiguous to serve as the crucial yardstick for policy making. Public perceptions, however, are the product of intuitive biases and economic interest and reflect cultural values more generally."⁵

Peter Sandman, Risk Communication Consultant and author, suggests that an alternative risk assessment is required:

$$\text{Risk} = \text{Hazard} \times \text{Outrage}$$

Hazard in this formula relates to the technical risks (social, economic, health, environmental) that are usually picked up in most project risk assessment frameworks. There is sufficient evidence to suggest that when these risks are present, there is a likelihood of outrage. As such, assessing for risk on a technical level is prudent. However, the research into outrage risk assessment suggests that there are at least twelve different factors that trigger outrage and that these factors have little to do with the technical risks being faced. In fact, the research also suggests that there is an even stronger correlation between these factors being triggered and an increased likelihood that people will perceive that there is a technical risk of some kind. For example: people are more likely to perceive something as risky if they are upset, regardless of the level of actual risk being faced.

The following assessment takes you through these twelve risk factors and allows to more fully explore (a) what might drive an outrage response in your project and (b) how to counter these factors becoming triggers to mitigate or avoid outrage in the first place. For example: If a lack of control is the factor identified as being a trigger, providing more control would mitigate a triggering of this factor, thus resulting in less outrage.

⁵ *The Social Amplification of Risk: A conceptual framework*, p. 113

APPENDIX 2 – OUTRAGE ASSESSMENT (cont)

Outrage Assessment worksheet⁶

The following set of statements deals with various factors that can influence a stakeholder’s willingness to accept the project and/or the potential level of outrage.

What is the risk that the potential hazards/ impacts for this project will be viewed as:		Strongly disagree ← → Strongly agree											What is the risk that the potential hazards/impacts for this project will be viewed as?
1.	Occurring as a result of community choice (i.e. voluntarily/chosen)	-5	-4	-3	-2	-1	0	1	2	3	4	5	Occurring without community choice (i.e. forced upon people)
2.	Something that is natural (i.e. found in nature)	-5	-4	-3	-2	-1	0	1	2	3	4	5	Something that is industrial (i.e. created by people)
3.	Being familiar/common place in society	-5	-4	-3	-2	-1	0	1	2	3	4	5	Being something that is somewhat unknown, strange or exotic
4.	An event that does not trigger the senses or elicits strong images (i.e. not memorable)	-5	-4	-3	-2	-1	0	1	2	3	4	5	An event that will stand out from the day to day (i.e. memorable)
5.	An event that is not likely to be considered the end of ‘their’ world (i.e. not dreaded)	-5	-4	-3	-2	-1	0	1	2	3	4	5	An event that is likely to be considered the end of ‘their’ world (i.e. dreaded)
6.	Having impacts that are subtle but experienced over a long period of time (i.e. chronic)	-5	-4	-3	-2	-1	0	1	2	3	4	5	Having impacts that are dramatic but only experienced over a short period of time (i.e. catastrophic)
7.	Well defined, measurable and quantifiable (i.e. knowable)	-5	-4	-3	-2	-1	0	1	2	3	4	5	Not well defined, measurable or quantifiable (i.e. unknown)
8.	Being within the control of the individual	-5	-4	-3	-2	-1	0	1	2	3	4	5	Being in the control of other people
9.	Being spread equitably among the community/ environment (i.e. fairness)	-5	-4	-3	-2	-1	0	1	2	3	4	5	Being spread inequitably among a narrow group/area (i.e. unfair)
10.	Unlikely to morally offend/concern people	-5	-4	-3	-2	-1	0	1	2	3	4	5	Could be questioned as immoral by someone/a group
11.	Being managed by an organisation the community trusts	-5	-4	-3	-2	-1	0	1	2	3	4	5	Being managed by an organisation the community DOES NOT trust
12.	Being part of a responsive process with sufficient notice and information along the way	-5	-4	-3	-2	-1	0	1	2	3	4	5	Being part of a reactive process with little notice and information along the way
Tally each column													
Combined score		X of maximum 60											

This Planning Guide was first published in May 2021. It was developed to guide and support the implementation of the Working Together: Mental Health, Alcohol and Other Drug Engagement Framework 2018-2025. The suite of Working Together resources are reviewed on a bi-annual basis, however the Mental Health Commission welcomes ongoing feedback at any time. To submit feedback on this Planning Guide or any of the Working Together documentation, please email Engagement@mhc.wa.gov.au.

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