

Engage for Impact

Master Class

Your facilitators for today



Liz Weaver



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Collaboration for Impact



Who we are

Australia's leading organisation for learning *how to* respond to complexity through effective collaboration.

We believe in a society where everyone is able to thrive - where communities come together to solve their own challenges and seize opportunities.

What we do

- Build skill and capacity to address complex social problems
- Offer a range of face-to-face and online learning events and programs
- Develop capability to use data, facilitate learning and measure progress and impact
- Convene the Australasian collaboration community of practice and a network of collaboration practitioners
- Are part of and contributing to an international learning network

Our expertise

- Collective Impact
- Adaptive leadership
- Collaboration
- Community engagement and development
- Co-design & convening
- Results based accountability
- Developmental evaluation
- Shared measurement



Aligning knowledge and practice to build a connected force of leaders engaging in community change.

We focus on **five big ideas** for making significant community change.



Collective
Impact



Community
Engagement



Collaborative
Leadership



Community
Development



Evaluating
Community Impact

Turning theory into practice is critical for community change. We work deeply in **two practice areas** to get to impact.

Welcome

- Welcome to Country
- Welcome to the Master Class
- Purpose of the Master Class



Making Connections

- Minute Marathon
- Think Pair Share
 - Why is it important that I am here today?



Reviewing the fundamentals

- Collective Impact and advancements in the practice
- Advancements in community engagement practice

Collective Impact: A Definition

What is it?

“Collective Impact is the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem, using a structured form of collaboration.”

- Kania, J. and Kramer, M. (2011). Collective Impact.
Stanford Social Innovation Review

Collective Impact

What it is not!

- Collaboration as usual
- Single sector approach
- A focus on individual programs and single focused solutions
- Short term impacts

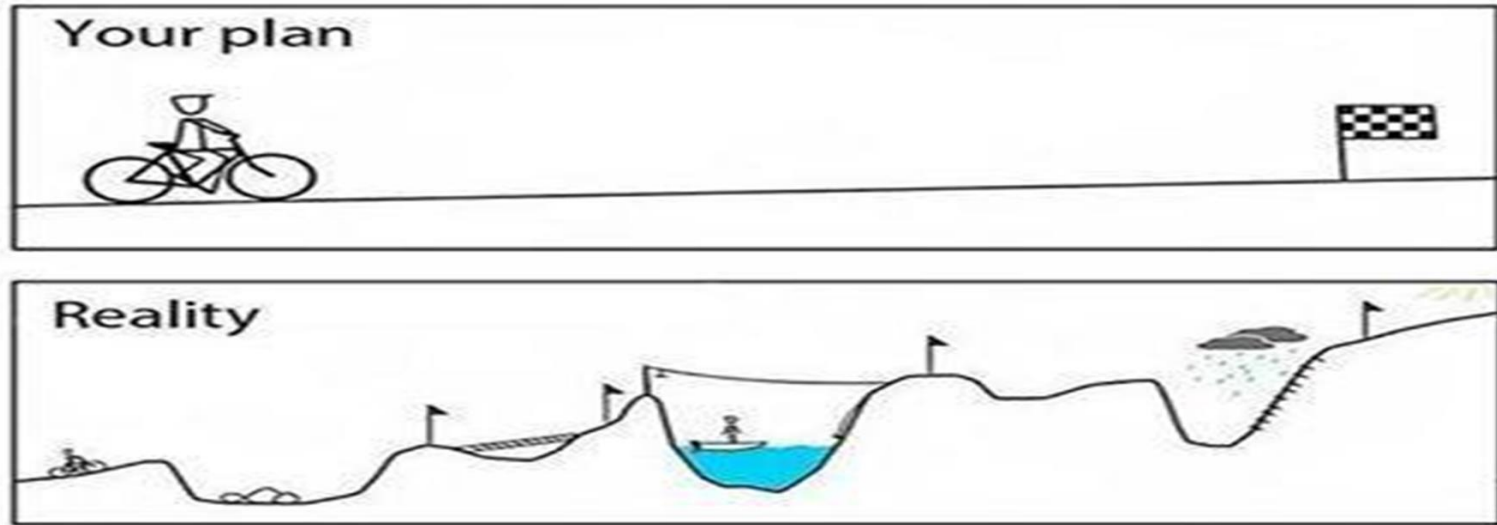


Collective Impact – Framing Questions



- Do we aim to effect —**needle-** change (i.e., 10% or more) on a community-wide metric?
- Do we believe that **a long-term investment** (i.e., three to five-plus years) by stakeholders is necessary to achieve success?
- Do we believe that **cross-sector engagement** is essential for community-wide change?
- Are we committed to **using measurable data** to set the agenda and improve over time?
- Are we committed to **having community members as partners and producers** of impact?

Collective Impact is...



....positive and consistent progress at scale”

Having a significant and measureable impact.

A Collective Impact Approach Shifts...



Preconditions for Collective Impact

- Influential Champion(s)
- Urgency of issue
- Adequate Resources



The Five Conditions of Collective Impact

Common Agenda

All participants have a **shared vision for change** including a common understanding of the problem and a joint approach to solving it through agreed upon actions

Diverse Voices * **Responsive** * **Community Aspiration**

Shared Measurement

Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable

Exploring * **Alignment** * **Tracking Progress** * **Results**

Mutually Reinforcing Activities

Participant activities must be **differentiated while still being coordinated** through a mutually reinforcing plan of action

Weaving * **System** * **Supportive** * **Centered**

Continuous Communication

Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and appreciate common motivation

Trust * **Transparency** * **Ongoing** * **Engagement**

Backbone Support

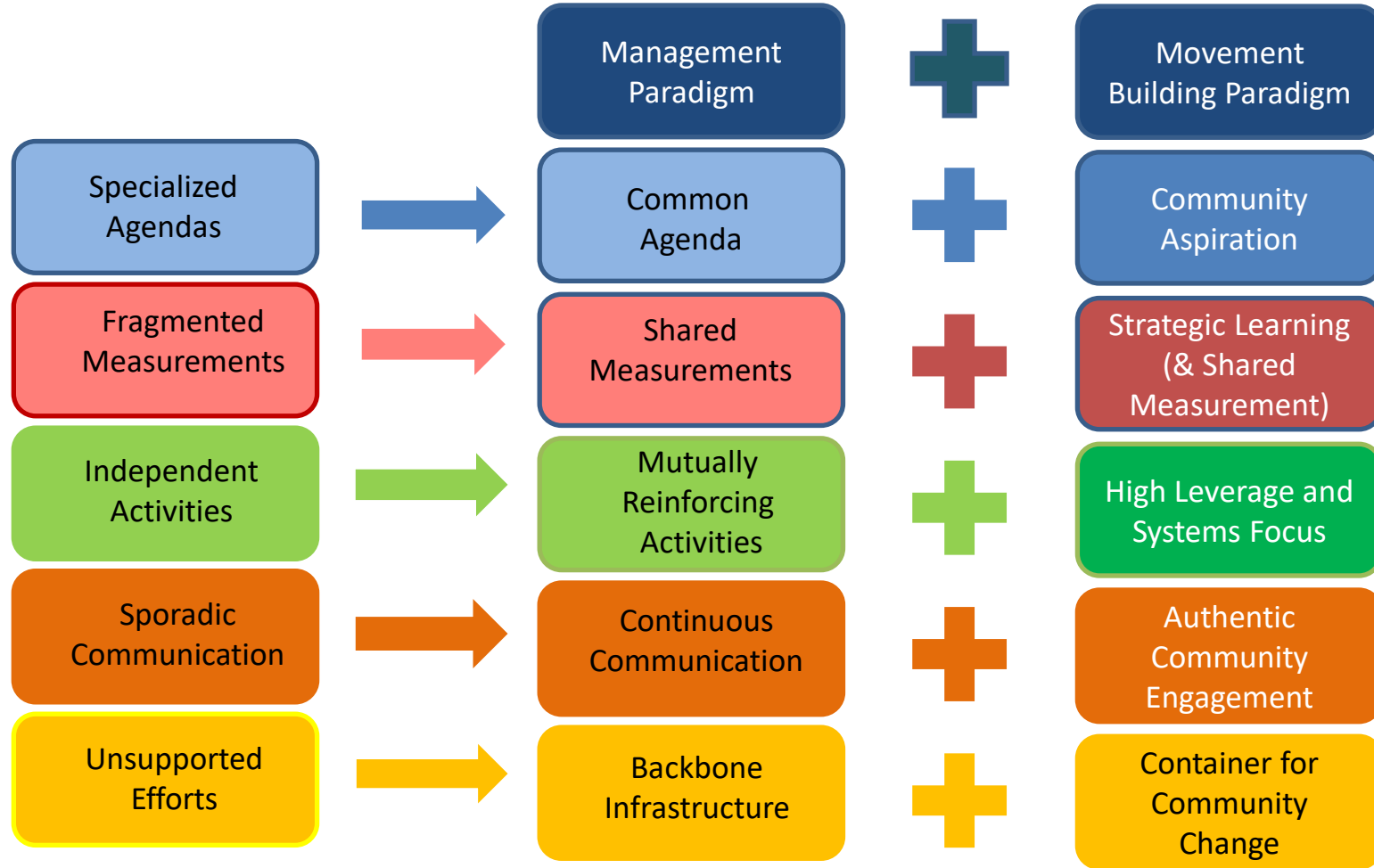
Creating and managing collective impact requires a dedicated staff and a specific set of skills to **serve as the backbone for the entire initiative and coordinate participating organizations and agencies**

Facilitate * **Convener** * **Coordinate** * **Movement**

An Evolution in the Collective Impact Revolution

- CI 1.0: many pioneer were doing Collective Impact type work for many decades before 2011.
- CI 2.0: the 2011 article by FSG kicked off the 2.0 period: it provided language, structure and coherence to the work in a way that engaged a widespread interest and participation.
- The five years of experimentation and practice in the 2.0 period has been productive: see the contributions of FSG and many other on the CI Forum to see how far thing have come.
- CI 3.0: we have enough insights since then that there is pressure for evolution in the 2.0 framework.
- This paper – and following series – is our contribution to CI 3.0 and we invite many others to join in that process. Our communities needs us to be even better at this.

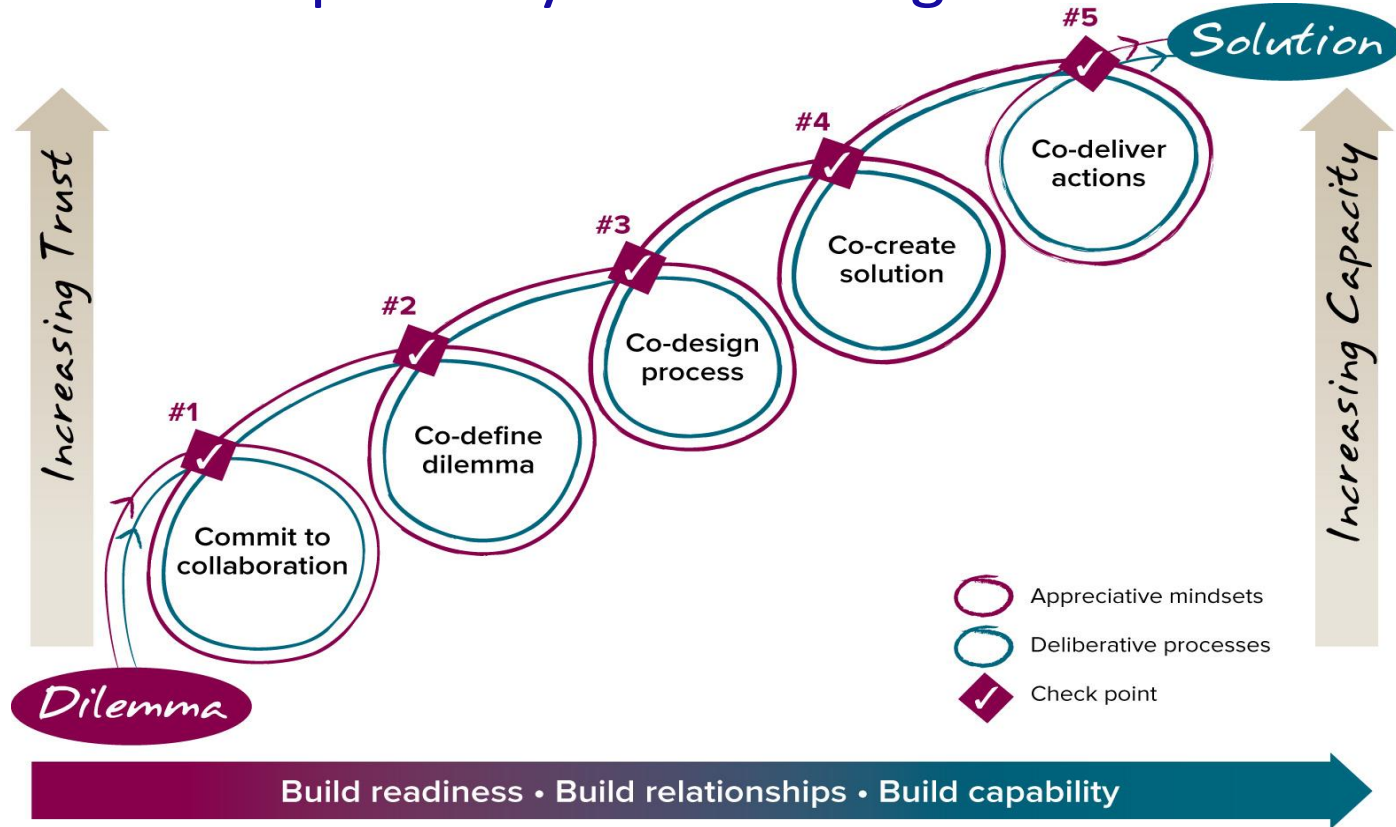
Six Shifts in Collective Impact 3.0



Advancements in community engagement practice

- Collaborative governance and co-design
- Deliberative processes
- Asset based community development and appreciative inquiry
- Contextual immersion and community led processes
- Live polling technologies

Collaborative pathway and codesign



ABCD and collective impact

Professionals often believe that we have achieved community engagement when we ask people, “What do you need and how would you like it delivered?”

In addition to asking people “What they need?” we need to ask “What can you contribute?” And “How can we help you share your gifts?” As co-producers, community members become part of the solution.

The foundation for effective collective impact is genuine community engagement and co-production.

Excerpts from ‘The Four Components of Effective Collective Impact: Through the Lens of Asset-Based Community Development and Results-Based Accountability’™

Dan Duncan, Senior Consultant

Results Leadership Group

Faculty Member, Asset-Based Community Development Institute

Differences between needs-based assessment approach & asset-based assessment approach

Needs-based assessment	Asset-based assessment
Based on a community need, a particular deficiency or problem that concerns the community	Based on community assets that can be mobilized for community improvement
Looks at what is wrong with the community and how to fix it	Focuses on positive aspects of community; every community member can potentially be a community asset
Examines needs, what is/what should be gaps, deficits and needed improvements	Leads community to look within for solutions and resources to solve problems
Leads community to seek outside assistance rather than in-house skills & change agents	Fosters a sense of independence, pride & possibilities
Discourages community members	Community discovers & appreciates own resources
Focuses on communities weakness and inabilities, perceiving that only outsiders can fix them	Empowers residents to realize and use their abilities to build/transform community & self reliance

Contemporary Engagement Model



Why the growing interest in deliberative processes?

Bored/dissatisfied
with conventional
processes

We need some 'light',
not just 'heat'

FOMO

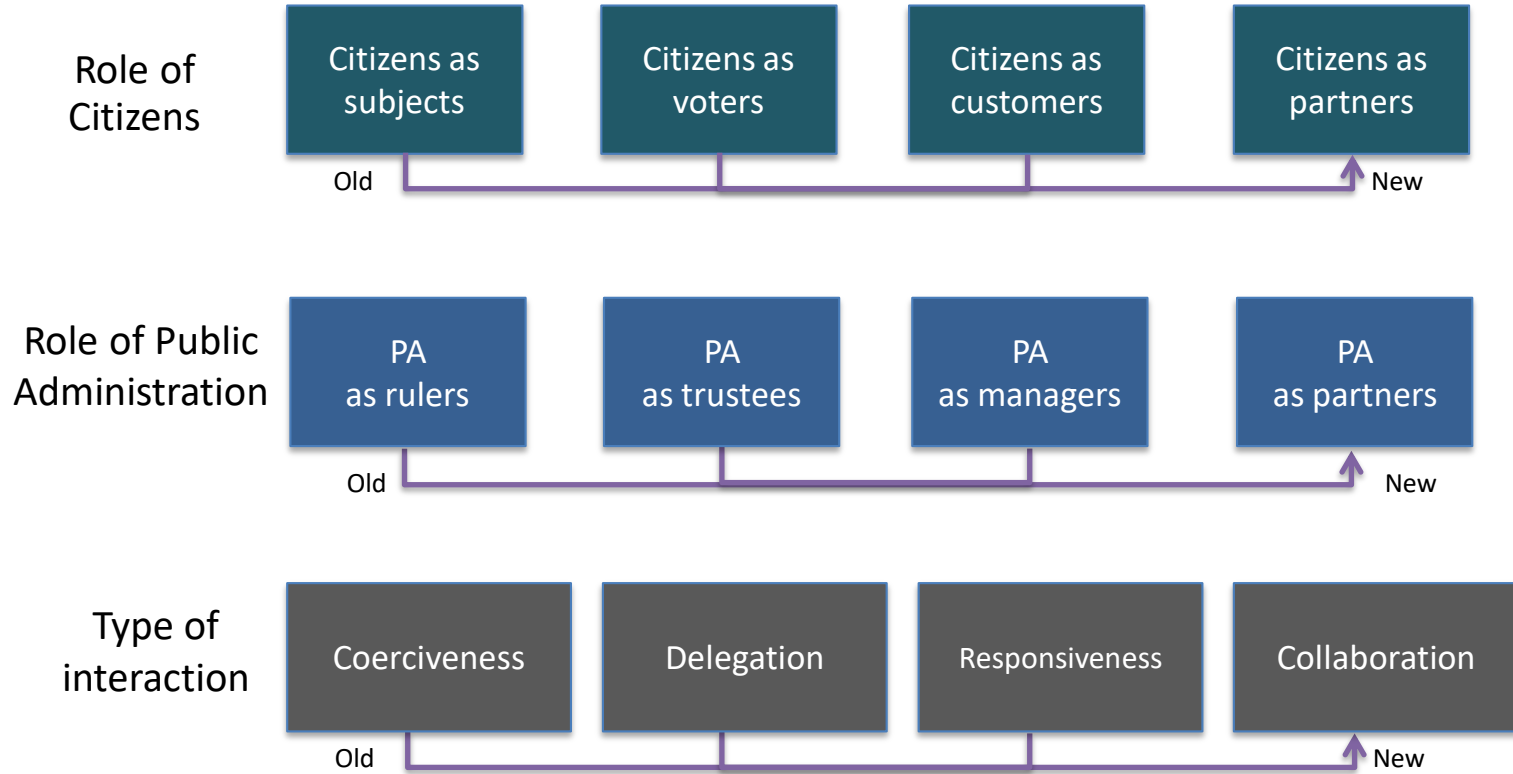
These issues
need a deep
dive!

We need to hear what
the cross-section of
the broader
community thinks, not
just those who are
really unhappy

Positive stories from
participants/jurors

An Evolutionary Continuum

Adapted from
Eran Vigoda-
Gadot



Citizens' Jury – classic model

- 12-24 randomly selected against stratified criteria
- Usually 3-5 consecutive days in duration
- Overseen by stakeholder steering committee, who choose witnesses to give evidence
- Commitment by decision-makers to seriously consider and publicly respond to recommendations.
- Consensus 'verdict' expected though majority reports still useful



Variables

- Size of the jury/deliberative panel ——— (now up to 350)
- Times/duration of process ——— (consecutive vs spread out)
- How it is termed ——— (community panel, CJ, delib panel)
- Composition ——— (random, invited, hyper-engaged, blend)
- Level of influence ——— (consult through to empower)
- Incentives ——— (vouchers through to \$250 per day)
- Remits ——— (narrow versus broad)
- Codesign vs choosing between options
- Role of stakeholders ——— (oversight, witnesses, observers)
- Governance arrangements



“It’s such an honour to contribute to this process. And it’s great for a change that, unlike my shawl, I’ll be able to see the shades of grey”.

Community Managed Processes

- A process that invites members of the community to host their own engagement session with whoever, and however, they like.
- Provided with a resource kit and given some orientation.
- Output from conversations is recorded online and assessed, and then fed into a synthesis workshop.

A case study: The Queensland Plan

Define process	February	Queensland Plan	Premier announced the plan and development process
	March to April	Briefings	Discussed role and contribution of key groups in developing the plan
	May	Mackay Summit	Community representatives workshopped ideas about what the plan should address and how to engage local communities in its development
Engage communities	May to August	Community engagement	Activities will take place across Queensland to seek local community input and a statewide program will support the engagement process
Deliver together	October	Brisbane Summit	Community representatives will synthesise the results of local community engagement and workshop key elements of the vision and priorities
	Late 2013	Queensland Plan	The final shared vision will be released

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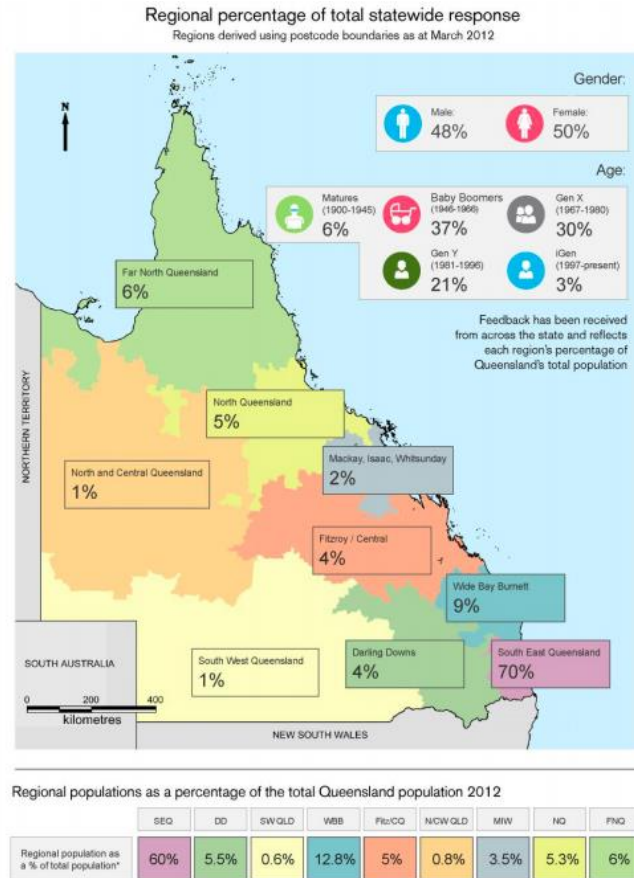
“Planning the Plan” Mackay Summit



Questions from Mackay Summit

1. In the context of living in the community, how do we move our focus from me to we?
2. How do we create and foster an education culture that teaches skills and values to meet global challenges and optimise regional strengths?
3. How do we empower and educate individuals, communities and institutions to embrace responsibility for an active and healthy lifestyle?
4. How do we structure our economy to ensure our children inherit a resilient future?
5. How do we strengthen our economic future and achieve sustainable landscapes?
6. How do we attract and retain the brightest minds and ideas where they are most needed and capitalise on global opportunities?

More than 75,000
Queenslanders
had now added
their voice to The
Queensland Plan.





“What will I do to keep The Qld Plan alive?”

Promote benefit of community ownership, take responsibility for monitoring its progress, work with others to make it a reality.

Through my involvement with Housing Industry Australia I will drive ongoing input by tapping into our combined skills and experience.

Encourage and support the community to hold government(s) to account in understanding and delivering expected outcomes.

Remember that the culture of Qld Plan has only just been sprouted - like a 'sour dough starter' now we need to keep the culture alive in our own communities and environment.

As a local government councillor and president of Master Builders QLD, advocate through these areas the necessity to embrace the outcomes of the Qld Plan and hold them as a core priority, playing our part in bringing them to fruition.

Promote within my school community – website newsletter/assemblies/parent forms; Promote within professional networks.

Stake my cabinet position on it. As Minister responsible for The Qld Plan ensure that this is a "Vision" not a "Hallucination”.

What Social Media & Digital Media Could You Use?

- **Mega Platforms:** Facebook, Twitter, YouTube, LinkedIn, Pinterest, Snapchat
- **Engagement Platforms:** Online discussion forums, online mapping, comment collection, collaborative tools
- **Polling Tools:** For voting, ideation, sentiment, participatory budgeting
- **Analysis Tools:** To track mentions, sentiment, issues by geotagging, influencers
- **Influencer Targeting:** Target and pay for some influencers
- **Crowdsourcing:** Of funds, ideas and open data
- **Interactive tools:** Avatars, gamification, interactive images

Poll Everywhere

- If you have a smartphone download the app Poll Everywhere.
- Click on “I’m participating”
- Join by adding cornishcollege as the username so it reads like this.

Pollev.com/cornishcollege



- If you *don't* have a smartphone just send a text message cornishcollege to 0427 541 357.
- Now you are all set to answer the first question

Conversation Circles

- What are the intersections between collective impact and community engagement?
- How do we get these two practices to more intentionally intersect?



Morning tea, coffee, break



A Community Change Case Study



1980s and 1990s - Hamilton hard hit



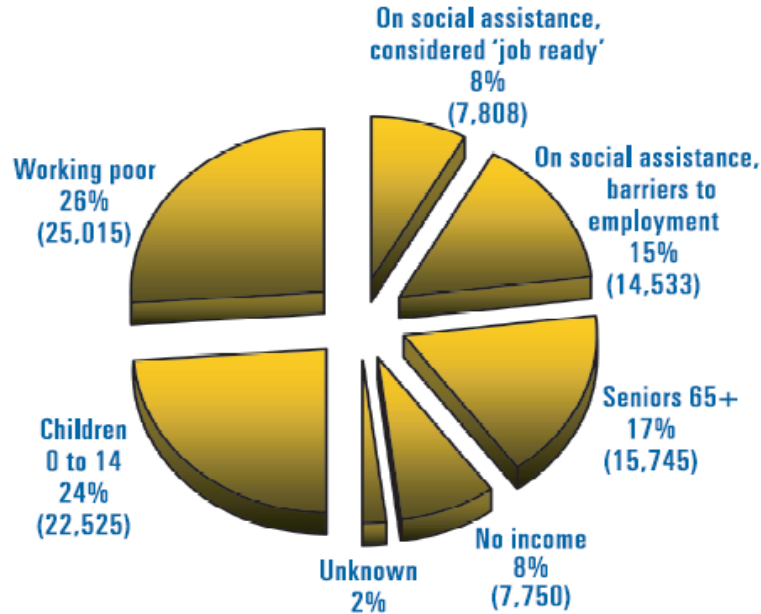
**IN 2005, 96,000 PEOPLE
IN HAMILTON WERE LIVING
IN POVERTY**

2005 ~ What We Knew about Poverty in Hamilton



- Highest poverty rate in Ontario
- 20% of our citizens and 24% of children under the age of 14 were living below low income cutoff
- There was a great deal of activity (alleviation) but no progress forward on prevention and reduction

2005 - The Challenge facing Hamilton



Hamilton was a place where 1 out of 5 citizens felt they did not belong.

2005 - A Community Comes Together

- Poverty Roundtable convened in 2005 to address unacceptable levels of poverty in Hamilton
- Members come from across the greater Hamilton community, representing different perspectives but all with a commitment to reduce and eliminate poverty in our community
- Individuals living in poverty are vital part of the group

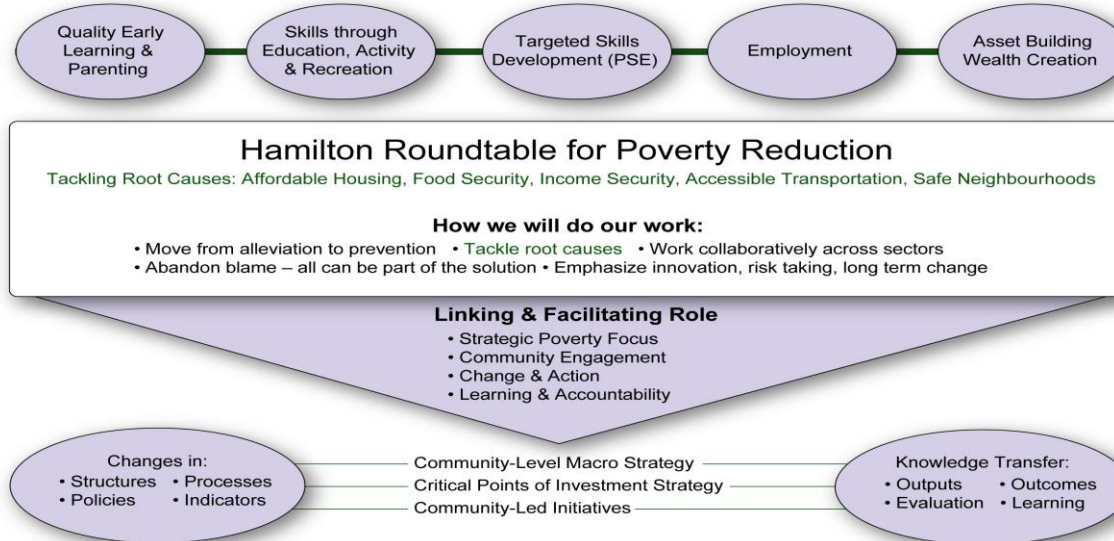
Our Commitment

This level of poverty is unacceptable. We stand together as a community to find the solutions to poverty that will truly bring prosperity to Hamilton. We come together to act comprehensively and systemically to tackle the root causes of poverty.



A Common Agenda

The Aspiration: Making Hamilton the Best Place to Raise a Child



24

Our Role: creating new space for discussion – 80 members from multiple sectors across the community

- From poverty alleviation to prevention, reduction, elimination
- Focus on systems-change / policy level
- Work collaboratively across sectors
- Innovation, risk-taking, long-term change
- Work with all levels of government
- A no-blame approach



2005-2008 Results



- Unprecedented media coverage in the Hamilton Spectator
- Neighbourhood leadership
- More effective services aligned to the community priorities
- \$20 million invested in local poverty reduction initiatives
- Influencing policy change: NCB clawback, affordable transit pass, Ontario Poverty Strategy
- 6,000 less people living in poverty

Changing Attitudes about Poverty



Learning about Income Disparity in Hamilton, Ontario

A Curriculum Resource for Secondary School
Teachers

Integrating Income Disparity Issues into Secondary
School courses including:
Religion Grade 9 and Civics Grade 10

Created in Partnership with

**Hamilton Roundtable
for Poverty Reduction**



Speak Now Hamilton

By the summer of 2016, Speak Now members had given almost 200 presentations in the community to more than 6,000 audience members: student groups, faith organizations, business audiences, in the media, at conferences and in delegations to governmental bodies.

SPEAK NOW
HAMILTON
stories worth h



Tackle Concentrated Poverty in Neighbourhoods

- Affordable Housing
- Neighbourhood Development Program
- Neighbourhood Economic Development Offices
- Predatory Lending Practices



Influencing Policy Change



Building Belonging and Connections

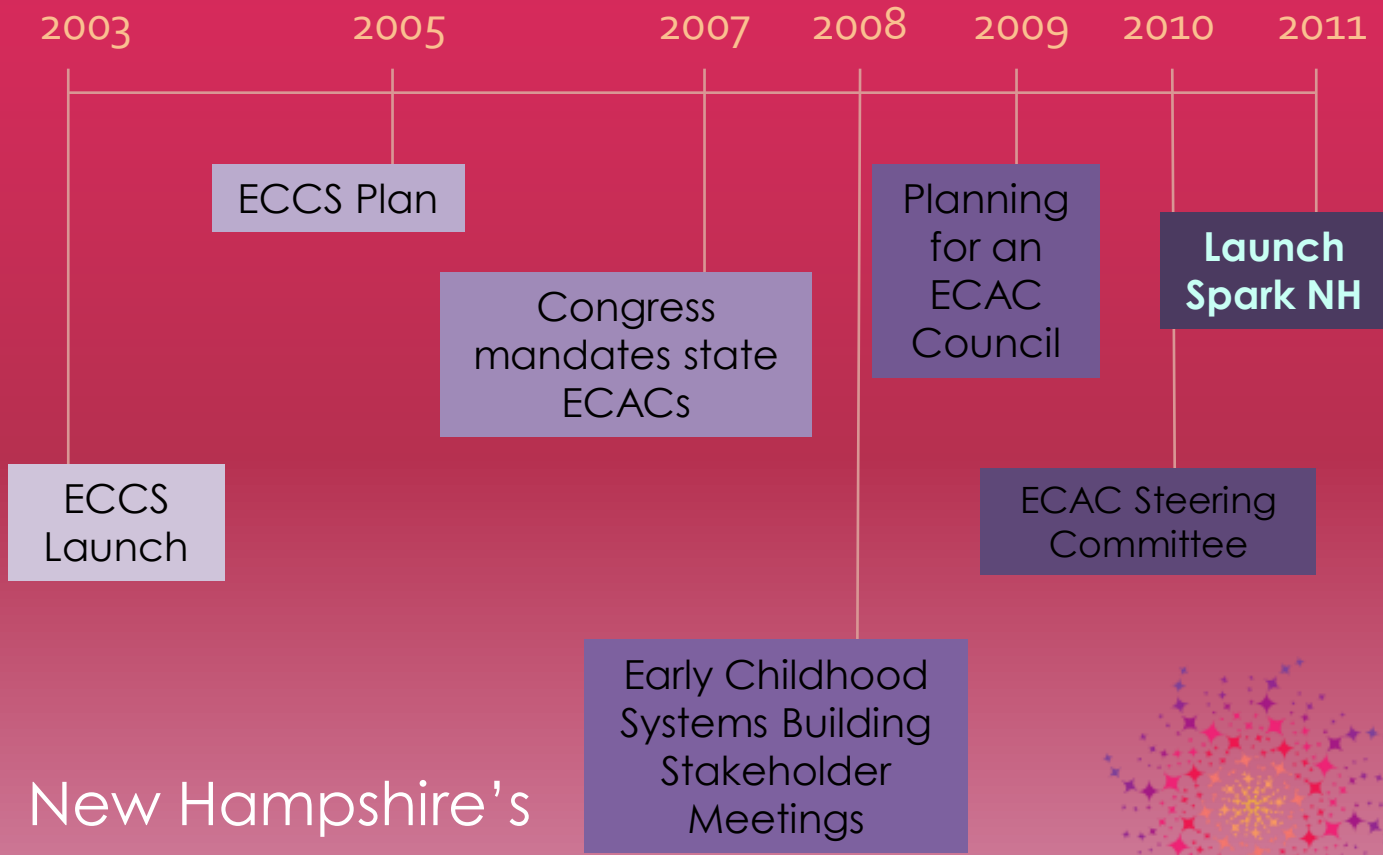
- Change the conversation about poverty
- Focus on policy and systems change impacts
- Build relationships and engage non-traditional partners
- Keep up the momentum
- Focus on results and impact

Activity Session 1: A Deepening Community Practice

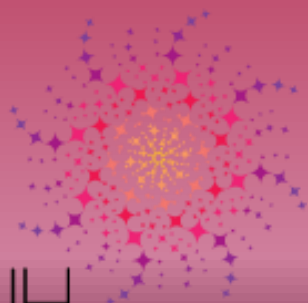
- Co-creating: Journey Mapping and Empathy Mapping
- Setting a Common Agenda
- Selling community engagement or backbone to Key Decision Makers

A Useful Tool – The Journey Map

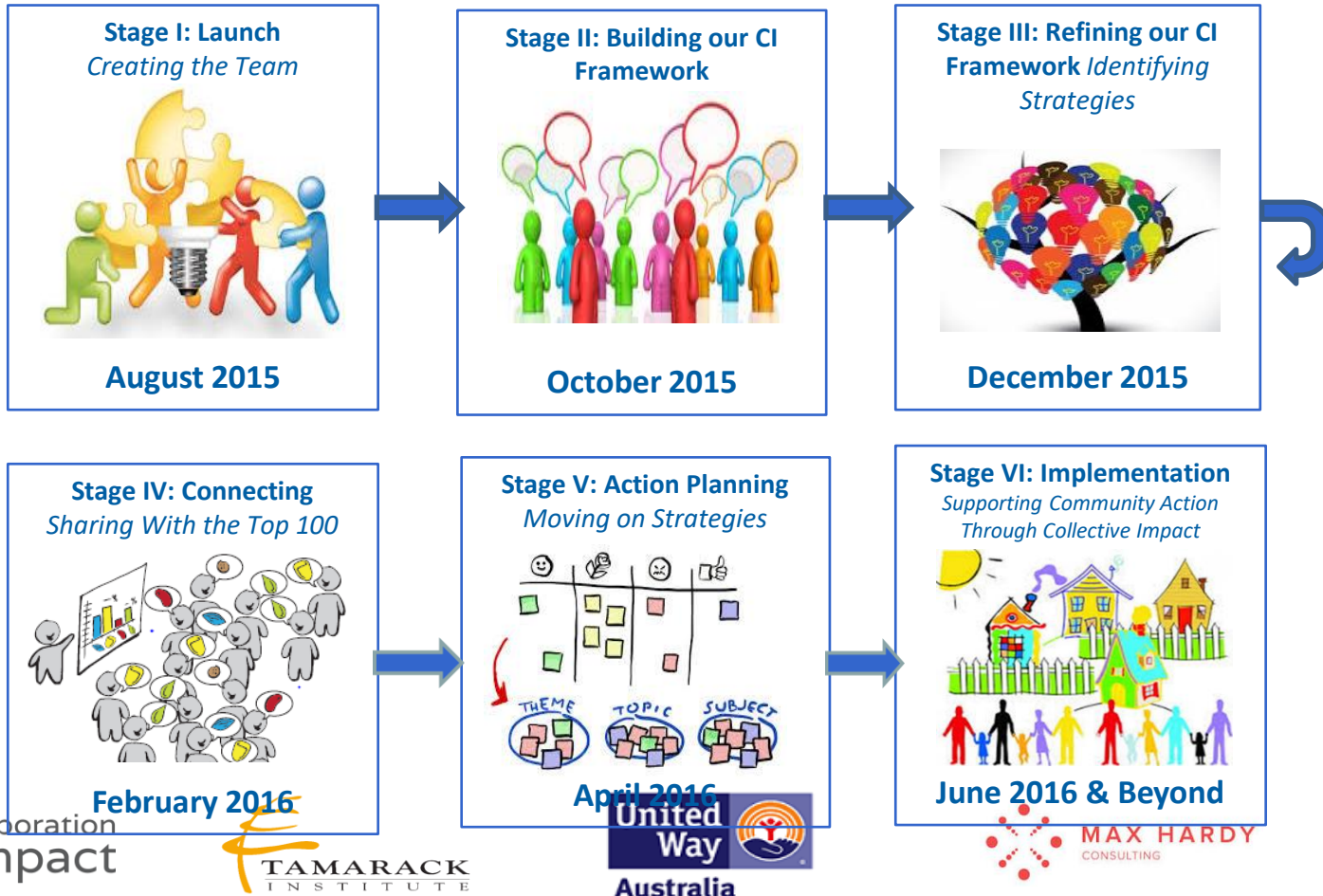
- How would we draw our collective road map?
- What are some key things we have accomplished?
- Where do we need to go?



New Hampshire's
Early Childhood
Systems Building Timeline



Example: HCP Collective Impact Project Road Map

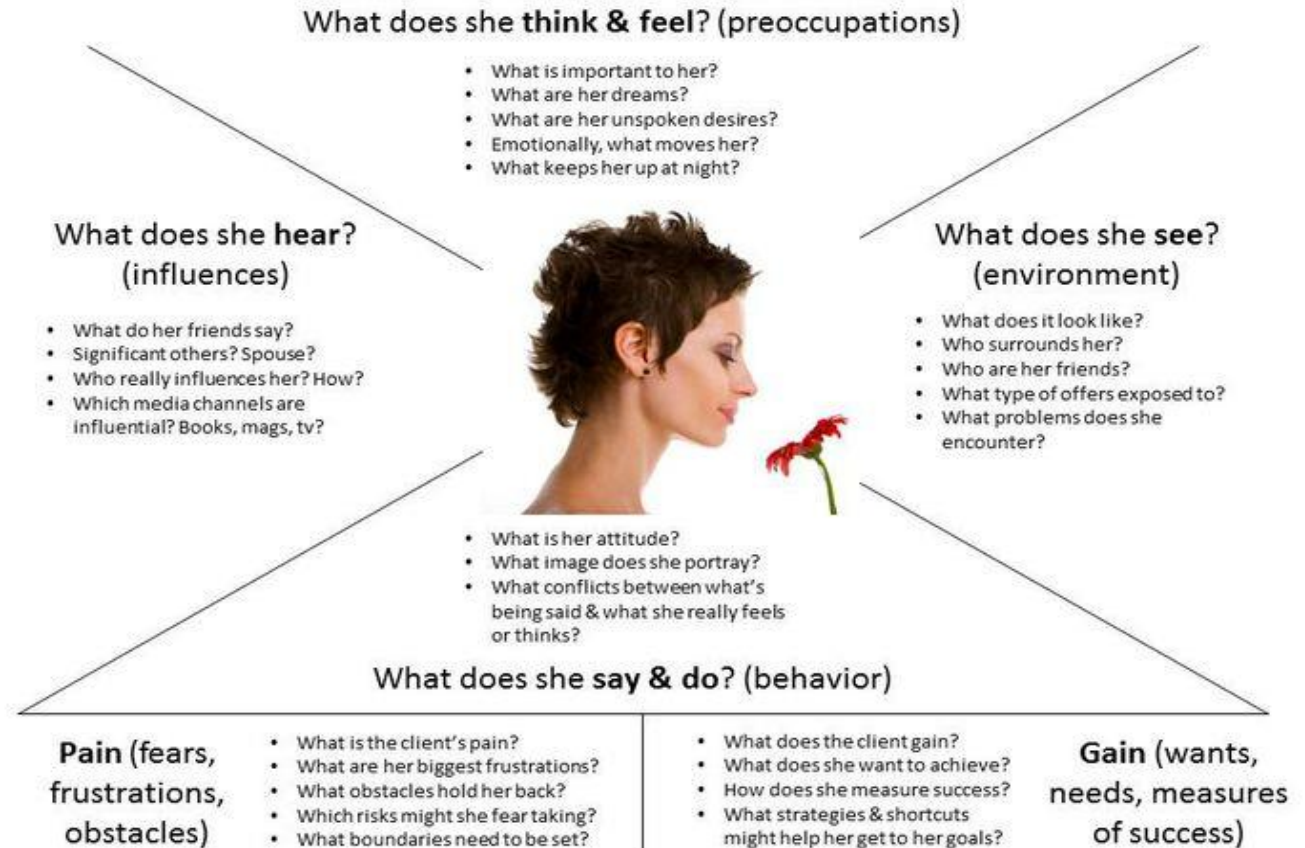


Reflective Practice – Our Journey So Far

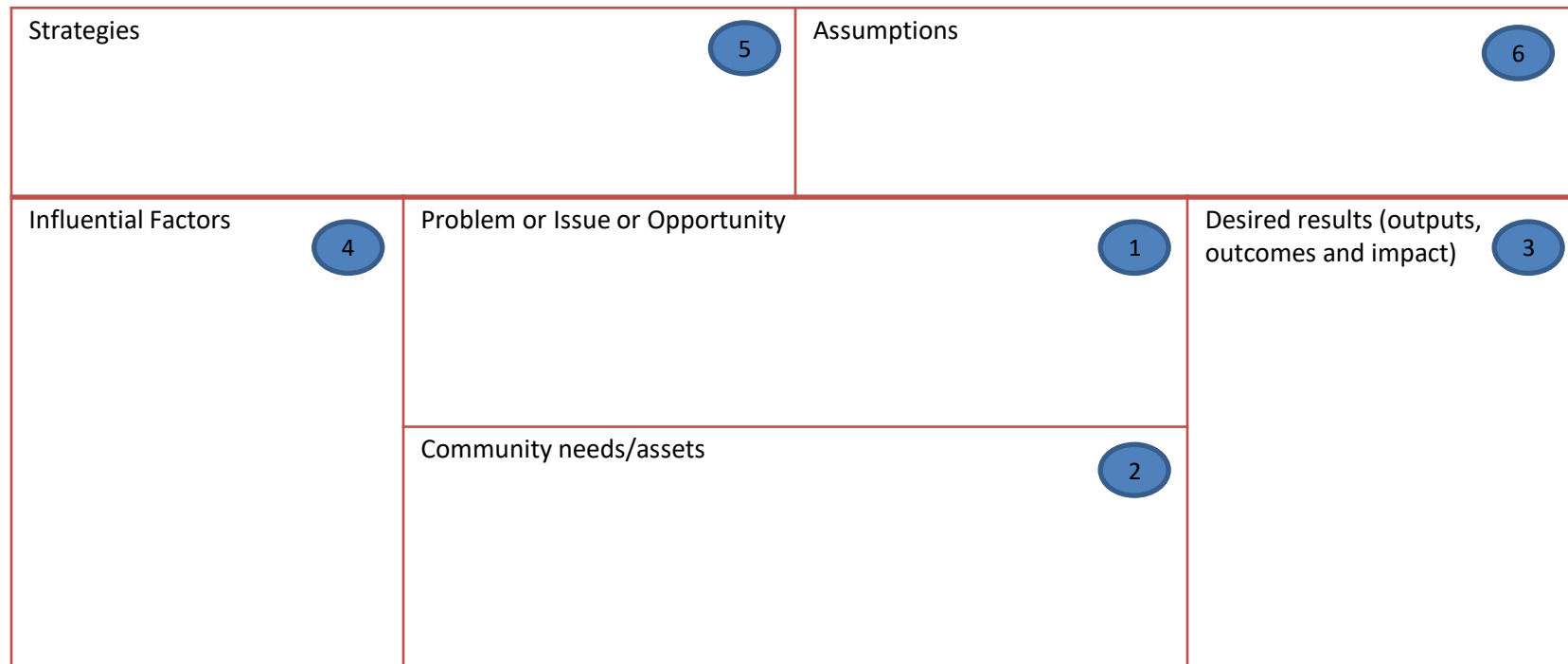
- How would we draw our collective road map?
- What are some key things we have accomplished?
- Where do we need to go?

An Empathy Map

**Concept originated by Dave Gray*



Building a Common Agenda





Engaging Non-Traditional Partners – Citizens

- Contextual Immersion
- Stories
- Engagement Tool – 10% Solution (Liberating Structures)

Contextual immersion/human centred design

There's no better way to understand the people you're designing for than by immersing yourself in their lives and communities.

Human-centered design is a creative approach to problem solving. It's a process that starts with the people you're designing for and ends with new solutions that are tailor made to suit their needs. Human-centered design is all about building a deep empathy with the people you're designing for; generating tons of ideas; building a bunch of prototypes; sharing what you've made with the people you're designing for; and eventually putting your innovative new solution out in the world.

More on codesign

Co-design involves coming alongside people who experience vulnerabilities, to work with them in creating interventions, services and programs which will work in the context of their lives and will reflect their own values and goals. This involves letting go of professional assumptions about a group's perspectives and experiences and actively learning from what people say and do.

Expertise, professional knowledge and research is then considered in relation to group input, to add colour to the possibilities of approaching social problems with specific groups.

Outsmarting swine flu in gulf country



15% Solution

What is made possible? Actions, however small, that everyone can do immediately are revealed. At a minimum, these will create momentum, and that may make a BIG difference.

15% Solutions show that there is no reason to wait around, feel powerless, or fearful. They help people pick it up a level. They get individuals and the group to focus on what is within their discretion instead of what they cannot change.

With a very simple question, you can flip the conversation to what can be done and find solutions to big problems that are often distributed widely in places not known in advance. Shifting a few grains of sand may trigger a landslide and change the whole landscape.

Think and then Share:



What 15% more or different could you do to improve your current collaborative or community engagement effort?

Engaging Non-Traditional Partners – Business

- Case Study – Mac Park
- Discussion Circles
 - Why do you want business involved?
 - What do you want them to bring?
 - How do you engage and inspire them?



Macquarie Business Park Partnership

STRENGTHENING
COMMUNITIES **TOGETHER**

ACK
UTE



>>> OUR VISION

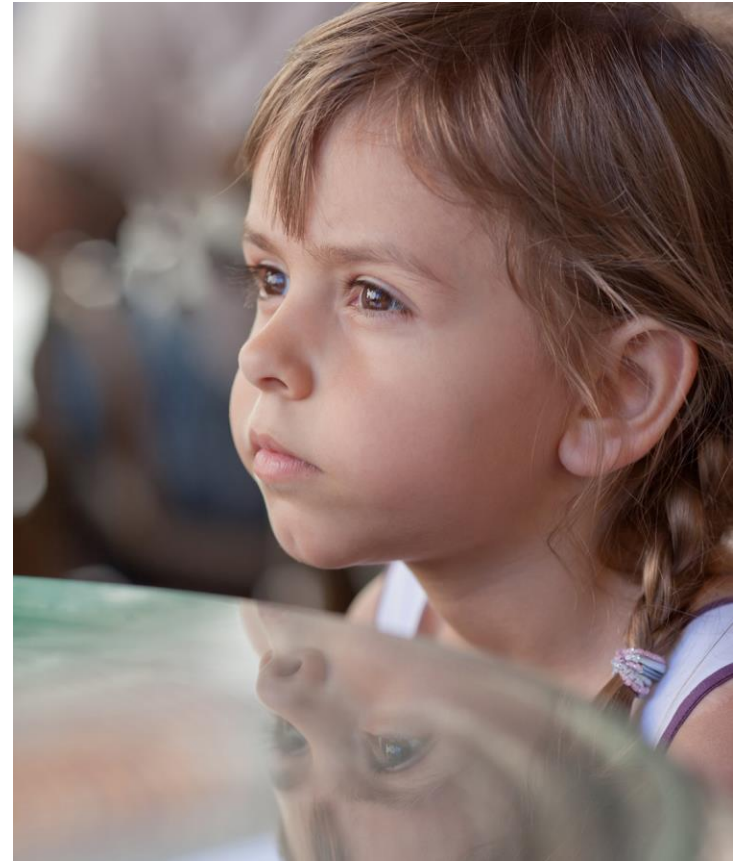
is that every Australian community thrives.

>>> OUR PURPOSE

is to unite community, business, philanthropy, government and social purpose organisations in collaborative action to improve education, employment, health and housing outcomes in communities experiencing disadvantage.

>>> WE BELIEVE

that the postcode people are born in should not determine their destiny, that the causes of entrenched community disadvantage in Australia are complex and that no single organisation can solve these issues alone. We need to work together to achieve change.



OUR THEORY OF CHANGE

THE ISSUE

POSTCODES OF ENTRENCHED DISADVANTAGE



WHAT WE DO

WORK TOGETHER TO:

- UNDERSTAND LOCAL ISSUES
- MOBILISE RESOURCES
- ACT COLLABORATIVELY
- INFLUENCE SYSTEMS CHANGE



OUR IMPACT

IMPROVED:

- EDUCATION • EMPLOYMENT
- HEALTH • HOUSING



WHAT WE DO

- **We understand** local issues through community conversations, correlating data, mapping services and identifying gaps.
- **We mobilise resources** securing the long-term investment of funds, skills and networks to tackle complex social issues.
- **We act** in partnership with others to strengthen communities.
- **We influence systems change** by sharing learning, advocating and scaling community impact locally, nationally and internationally.

*To support us we ask you to
give, volunteer and advocate.*



➤➤➤ BACKGROUND – Macquarie Park

- In 2013 Gavin Fox-Smith, J&J Medical, approached United Way Australia to understand the local needs of residents in area.
- It was a 'drive-in, drive-out community' with little engagement between businesses, employees and the local community.
- Many businesses had CSR programs but few supported local need.
- In 2014, six businesses formed a partnership to identify and support local children and youth, with a cradle to career focus. United Way as backbone.
- Led by the CEOs, we think this is the first business park model of this kind.



➤➤➤ Cradle to Career Focus



One in five children start school developmentally vulnerable

The vulnerability of children in Ryde had increased from 18 to 21% to 2012. Out of the five AEDC domains of developmental vulnerability, local children are most vulnerable in two: **communication and language**.

We focus our community impact activity on improving early childhood outcomes for children 0-5 in the communities surrounding Macquarie Business Park, specifically focusing on overcoming multilingual barriers to learning and readiness for school.



15% of 15-19 year-olds in Ryde are out of work

Youth unemployment for 15-19 year-olds in Ryde is above the NSW average, with some areas in West Ryde reaching 68% of young people out of work. Marsden High, the local high school, has a student population of approximately 750, with 59% of its students coming from non-English speaking backgrounds.

We focus our community impact activity on supporting local schools to build effective business-community partnerships and improve school-to-work transitions for young people through corporate mentoring.

WORK COMPLETED TO DATE

Year 1: 2014

COMMUNITY
Partnerships secured
Community Launch event
Sign up 90 children for early learning
Transition to Work events

CORPORATE

- Define roles & responsibilities
- Working Group induction
- Recruit volunteers

Year 2: 2015

COMMUNITY
• More curriculum aligned transition to work events
• 163 children signed up for early learning initiative
• Community Events continue

CORPORATE

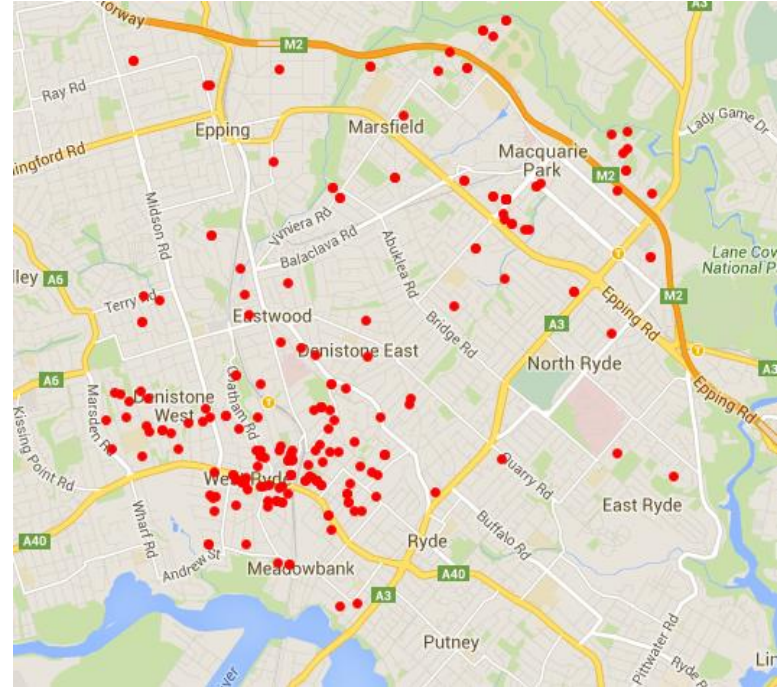
- Engage more volunteers
- Engage other businesses
- Communications & Reporting

Year 3 2016

COMMUNITY
• 200 children signed up on early learning ✓
• Support strategic planning for school ✓
• Community Events ✓

CORPORATE

- Map out ongoing roll of Macquarie Park partnership
- Case Studying success ✓



Families currently supported



OPTUS yes

FUJI XEROX



Johnson & Johnson



macquarie
TELECOM



DY



Lessons Learned

- Corporate Partners require different type of engagement. Less around application but more ongoing engagement.
- Corporate Partners want to move very quickly, often quicker than communities. Expectations need managed.
- Employee engagement is critical to maintaining corporate engagement
- Output focused. Numbers are very important. It is the platform to tell the stories. Lots of communication required.
- Partnerships between business a great way to harness resources and business get this

Next Steps

- Local community area to be redeveloped. Looking at potential to maximise opportunities through this.
- Looking to expand the partnership as target is 1,000 children supported through the early learning initiative.
- Greater engagement with employees – 12,000 people. How can we harness?
- What is potential for shared value?
- Can the model be replicated?

Questions

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Groupwork

Divide into six discussion group (there will be two per facilitator)

Step One – discuss, identify and agree on a challenge that someone in the group is experiencing around engaging business.

One person to be the case study. Everyone else to be the ‘consultants’

Five mins

Groupwork

Divide into six discussion group (there will be two per facilitator)

Step One – discuss, identify and agree on a challenge that someone in the group is experiencing around engaging business.

One person to be the case study. Everyone else to be the ‘consultants’

Step Two – as consultants work with your case study. Answer the following questions:

- Why do you want business involved?
- What do you want them to bring to the process?
- How to you engage and inspire them to get and stay involved?

Ten mins (and then feedback to group if we have time)

Next session

Pre the break – Write up in post-it note the key question/issue you are (still) grappling with.

- Put it onto the whiteboard/board/area I tell you.
- As you place them then look at the other questions. Let's try to create a 'heat map' around the grouping of the questions.

See you back here in 20 minutes

Afternoon Tea



Facilitated Learning

The top three questions are.....

- Who has dealt with these questions?
- Into three groups around our new (groups of) experts.
- 30 minutes to discuss in the groups how to approach – focus on what you need to do differently to get results
- 5 minutes for each group to feedback

Metrics and Measures

- Brainstorm the metrics to measure engagement
- Who needs what information to be engaged? Packaged how? For what purpose?
- Quick wins from an engagement strategy?

Thank You!

Our partner:



Our supporters:



**Murdoch Childrens
Research Institute**
Healthier Kids. Healthier Future.



nccoss
NSW Council of Social Service

