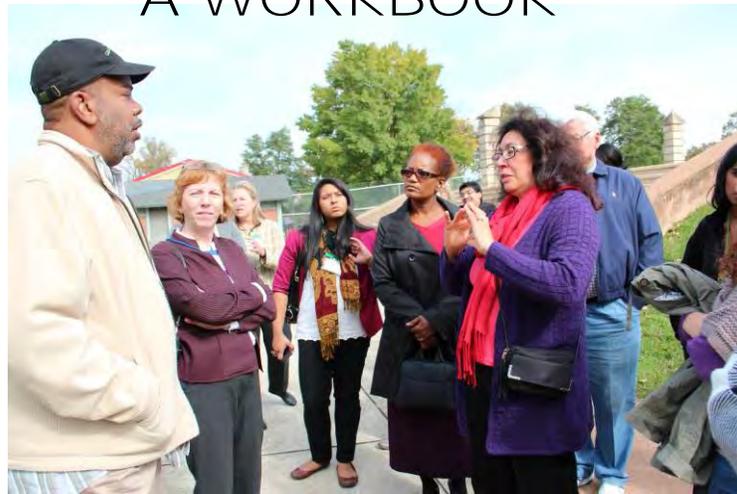


# Connecting Public Dialogue to Action and Change

A WORKBOOK



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## ACKNOWLEDGMENTS

# Introduction

Are you trying to make change in your community? This workbook will help you organize large-scale public dialogue, and it will help you connect the talk to action.

When a community uses public dialogue to address tough issues, there are lots of ways for people to support the effort. Individuals and/or organizations usually take the lead, and community institutions and local government often play a role. People from all walks of life take part in public conversations and some form teams to work on new projects. (See Appendix A *How Dialogue Can Lead to Change*, on page 51.)

This kind of activity is often undertaken to:

- make sure citizens are informed and connected.
- resolve conflict or deep divisions in the community.
- involve the public in an important decision or plan.
- generate innovative solutions to complex community problems.
- reach out to all kinds of people, especially those who are often left out.
- identify and develop new leaders and activists.

As you begin this work, here are a few things to keep in mind:

- Effective public engagement involves people from all parts of the community. You need leaders who know a lot about the issue and have connections to resources, community institutions, and local government. Look for leaders who understand group process and who work well with all kinds of people.
- Sometimes, change is easy to accomplish in a short period of time. However, change involving institutions, policies, and laws may take longer and involve many people and a range of processes.
- Public engagement efforts that aim for lasting change are most likely to succeed when they are carefully coordinated and evaluated, every step of the way.

## Using this Workbook

This workbook provides information in simple, ready-to-use meeting agendas that focus on community organizing, public dialogue, and action. You can use all the agendas, combine them, or select the ones that address the challenges you are facing. Start where you are and adapt these materials to suit your situation.

- There is a GLOSSARY of terms on pages 3 and 4.
- At the top left corner of each agenda, this symbol  indicates who should attend the meeting.
- RESOURCES throughout the guide are identified by this symbol .

# PART ONE

## ENGAGING THE PUBLIC



Overview: The Three Phases of Public Engagement

Glossary

Our Approach to Change

Putting Our Core Principles to Work

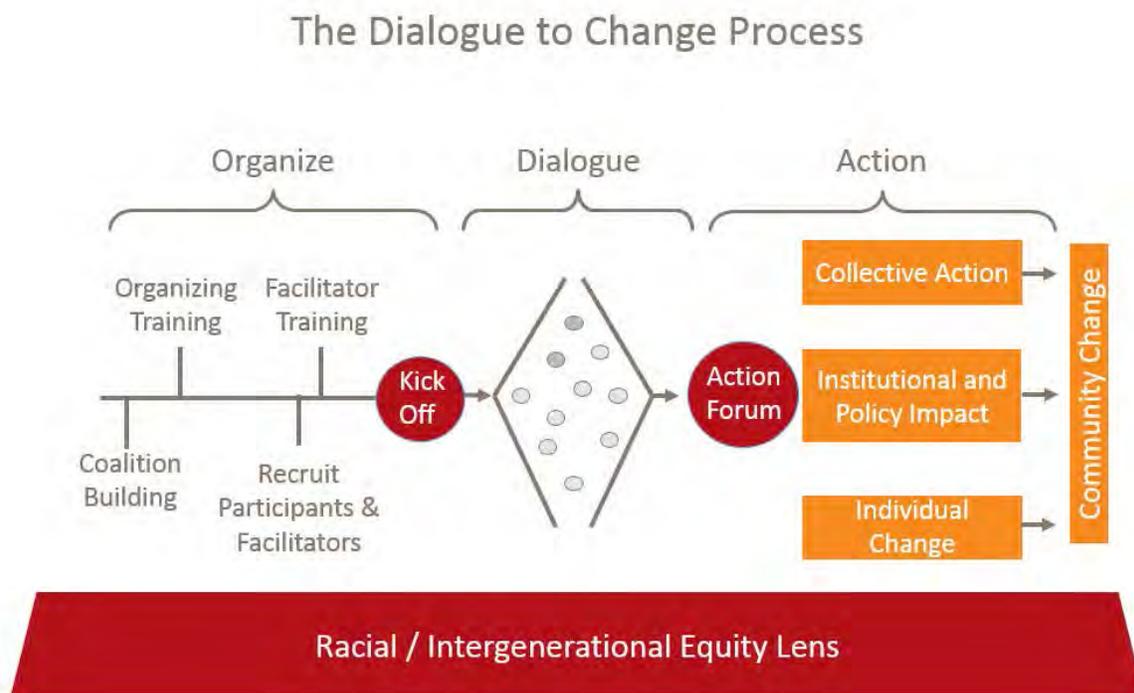
Pathways to Change	<b>Institutional and Policy Impact</b> <ul style="list-style-type: none"><li>❑ Input to decision makers</li><li>❑ Stakeholder processes</li><li>❑ Direct action</li></ul>
	<b>Collective Action</b> <ul style="list-style-type: none"><li>❑ New partnerships &amp; collaborations</li><li>❑ Action groups / task forces</li><li>❑ Direct action</li></ul>
	<b>Individual Change</b> <ul style="list-style-type: none"><li>❑ New attitudes, behaviors, &amp; beliefs</li><li>❑ Increased public participation</li><li>❑ New leaders emerge</li></ul>

## Overview

It can be helpful to think about public engagement in three phases, with communications and evaluation woven into the process, from beginning to end.

- Organizing (developing a Steering Group, planning, and recruitment)
- Dialogue (small-group discussions, sometimes called study circles)
- Action (individual, collective, institutional, and policy changes)

## Overview of **Everyday Democracy's** Approach to Community Engagement



Community engagement projects that lead to real change have:

- clear goals. (Review them often!)
- committed, skilled leadership, at each stage of the work.
- planning and flexibility.
- diverse community voices and groups.
- staffing (paid or volunteer) to support the work.
- resources (financial, administrative, logistical, etc.).
- connections to (or involvement of) decision makers.
- ability to support short- and long-term activities.
- Action and sustainability built into the design.

## GLOSSARY

Action Forum—a large-group meeting at the end of a series of dialogue circles designed to pool ideas and launch action

Action Team—a group of people charged with carrying out a set of action ideas; **sometimes called a “task force”**

Action Oversight Group (AOG)—a group that coordinates and supports action implementation as part of a public dialogue effort. This group often includes members of the Steering Group and other leaders who help carry out action and measure progress. Leaders of Action Teams are also part of this group.

Community Assets—any resource which can be used to make a city, town, neighborhood, or region better—people, places, buildings, public spaces, organizations, groups, talents, skills, or resources of any kind

Coordinator—the person (paid or volunteer) at the hub of an organizing effort, who oversees the work

Dialogue Circle—a small, diverse group of 8 to 12 people who meet several times to talk about an important public issue. The discussion is guided by a neutral facilitator and aided **by discussion materials. This group is sometimes called a “study circle.”**

Dialogue to Change Initiative—a precise way of addressing public issues that combines small-group dialogue and large meetings focused on action and change

### Evaluation Terms

- Benchmark (indicator, milestone)—reference point, used to measure progress
- Outcome (result) —a result that can be measured
- Logic model (road map)—a step-by-step plan, including descriptions of events or activities designed to lead to specific results/outcomes.

Facilitator—a person responsible for leading or coordinating the work of a group. Public engagement efforts call for many kinds of facilitators:

- Dialogue or small-group facilitator—a person who helps people have a productive conversation
- Large group facilitator—the moderator of a large group meeting
- Action Team leader—the person who heads an action group or task force. This person should know a lot about the topic and be able help the group function effectively.

Facilitator Trainer—the person who teaches others to be facilitators

Multi-Stakeholder Process—a facilitated process engaging leaders of diverse groups in dialogue and decision making on a critical issue. Usually, at the outset, stakeholders agree to participate in the process, **abide by the group’s decisions, and help implement them.**

Participants—community people who take part in public dialogue

Continued the following page →

Pilot Dialogue Circles—a small number of groups to introduce people to dialogue in hopes of building momentum for a larger initiative

### Planning Terms

- Vision—an idea or mental picture of what a community/organization may become in the future. A vision is the framework for strategic planning. Example: *Ourtown is a city where everyone has an equal chance to succeed. There are local resources and opportunities for all.*
- Mission—statement of purpose for your organization or program. Example: *“Ourtown Dialogue Circles” engage citizens in dialogue and action aimed at reducing poverty and increasing prosperity.*
- Goal—statement of desired results. Goals should answer the question, “What are we trying to accomplish?” Example: *By 2020, the poverty rate for Ourtown will be reduced by 25%.*
- Problem statement—concise description of the issue being addressed (sometimes called “the situation”) Example: *Too many people are unemployed in our town, and families are leaving.*

Public Engagement—a range of processes that give citizens a voice in the public decisions that affect their lives.

Racial Equity—When there is fairness and justice among racial groups, there is racial equity. Example: **Racial equity exists when a person’s racial identity and/or skin color is not a predictor of success.**

Racism—discrimination or prejudice, based on race, resulting in advantages for some groups and disadvantages for others.

Sample Dialogue Circle—a quick way to model or demonstrate the dialogue process

Steering Group/Coalition/Organizing Team—a group of 5 to 15 people who take responsibility for organizing a large-scale public engagement effort.

Structural Racism—a system in which history, beliefs, public policies, and institutional practices combine to maintain a racial hierarchy which favors white people over people of color.

Theory of Change—a strategy or blueprint for achieving large-scale, long-term goals. It identifies the preconditions, pathways, and strategies necessary to reach the expected results.

**Using a Racial Equity “Lens”**—an orientation to community work which is based on fairness among racial groups, including:

- analyzing data and information about race and ethnicity.
- considering the impact of problems and solutions on different racial and ethnic groups.
- understanding inequalities between groups and learning why they exist.
- looking at the root causes of gaps between racial groups, especially at social and institutional structures.

## Our Approach to Change

Everyday Democracy is dedicated to building communities that work for everyone.

We believe:

*When all kinds of people have access to good information and join together to address common concerns—sharing knowledge, resources, power and decision making as they work—they will develop solutions which serve the common good, and lead to healthier, more equitable communities.*

This belief is based on our experience in hundreds of communities:

- Most people care about their communities and want to make them better.
- Complex problems need a range of solutions.
- When inequalities exist between groups, the whole community suffers.
- When people have the chance to develop trust and relationships, they can overcome their differences and work together for the good of the community.

### The Special Place of Race in Our Work

Racism is part of our country's history. It is embedded in our institutions and policies. It is still one of the greatest barriers to solving all kinds of public problems and to fulfilling the promise of our democracy.

Because of this, we help communities pay special attention to how structural racism affects the problems they face.

When communities function in this way, they are building a foundation for a vibrant national democracy where:

- everyone can be heard, equally and respectfully.
- people of different backgrounds and views make a habit of working together to solve public problems.
- elected officials have many opportunities to hear from and respond to everyday people.
- people have ways to *inform* government officials as they create and carry out public policy, and *they can work with* officeholders to solve public problems together.

Core principles that inform our approach to change

- Involve *everyone*. Demonstrate that the whole community is welcome and needed.
- Embrace diversity. Reach out to all kinds of people.
- Share knowledge, resources, power, and decision making.
- Combine dialogue and deliberation. Create public talk that builds understanding and explores a range of solutions.
- Connect deliberative dialogue to social, political, and policy change to address structural racism and create more equitable communities.

## Putting Our Core Principles to Work

Principle	Practice	Questions to ask ourselves
<p>Involve <i>everyone</i>.</p> <ul style="list-style-type: none"> <li>• When everyone has a voice, better ideas emerge.</li> <li>• People who are included have a stake in the outcome.</li> <li>• Involving more people creates bigger impacts.</li> </ul>	<ol style="list-style-type: none"> <li>1. Demonstrate that the whole community is welcome and needed.</li> <li>2. Involve all kinds of people.</li> </ol>	<ol style="list-style-type: none"> <li>1. Are all parts of the community invited to be part of the work?</li> <li>2. Who is at the table? Who is missing? Who is speaking up?</li> </ol>
<p>Embrace diversity.</p> <ul style="list-style-type: none"> <li>• People from all backgrounds and groups have something to contribute.</li> </ul>	<ol style="list-style-type: none"> <li>1. Reach out to all kinds of people.</li> <li>2. Identify people and organizations that are connected to different parts of the community.</li> <li>3. Use facilitators who mirror the community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Who are the different groups we wish to include? Have we thought about all kinds of diversity? Have we <b>included people who aren't members</b> of a particular group?</li> <li>2. How will we reach out to different groups?</li> <li>3. Do participants in every part of our project mirror the diversity of the community?</li> </ol>
<p>Share knowledge, resources, power, and decision making.</p> <ul style="list-style-type: none"> <li>• Sharing knowledge and viewpoints helps everyone learn more.</li> <li>• Combining resources creates more ways to get things done.</li> </ul>	<ol style="list-style-type: none"> <li>1. Include experts <i>and</i> everyday people who are touched by the issue.</li> <li>2. Look for ways to draw on all kinds of skills and assets and share leadership at all levels.</li> </ol>	<ol style="list-style-type: none"> <li>1. Are we including people with a range of knowledge and views on the issue?</li> <li>2. Are we creating ways for everyone to share their knowledge and skills?</li> </ol>

Continued the following page →

Principle	Practice	Questions to ask ourselves
<p>Combine dialogue and deliberation.</p> <ul style="list-style-type: none"> <li>• Through dialogue, we explore ideas and build relationships.</li> <li>• Through deliberation, we weigh options and choices.</li> <li>• Combining dialogue and deliberation, we build understanding and explore a range of solutions.</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide discussion materials that offer a range of views and include ground rules.</li> <li>2. Use well-trained facilitators to guide the dialogue.</li> <li>3. Use discussion materials that are easy for all kinds of people to identify with.</li> </ol>	<ol style="list-style-type: none"> <li>1. Are discussion materials balanced? Are we using ground rules effectively?</li> <li>2. Are facilitators adequately prepared?</li> <li>3. Can all kinds of people relate to this information?</li> </ol>
<p>Connect deliberative dialogue to social, political, and policy change to address structural racism and create more equitable communities.</p> <ul style="list-style-type: none"> <li>• Change can happen when individual and collective actions are tied together.</li> <li>• Addressing gaps between groups helps create communities where opportunities are available to everyone.</li> <li>• Communities are healthier when all of us have a chance to do their best.</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop clear goals and measure progress.</li> <li>2. Think about how change occurs in the community.</li> <li>3. Analyze how the issue affects different groups and develop strategies to close gaps.</li> <li>4. Provide a forum for all dialogue circles to pool their action ideas, set priorities, and move to action.</li> <li>5. Support action implementation.</li> <li>6. Share knowledge, resources, power, and decision making.</li> <li>7. Tell the story to the larger community.</li> </ol>	<ol style="list-style-type: none"> <li>1. What would real change look like? How will we know if we are successful? What are short-term and long-term goals?</li> <li>2. Who can help change happen? How will we get important leaders on board?</li> <li>3. How will we address inequalities among groups?</li> <li>4. What information and resources do we need?</li> <li>5. What are the barriers to change?</li> <li>6. How many action ideas can we work with? Do the action ideas work for everyone?</li> <li>7. How can we keep the larger community informed?</li> </ol>

## PART TWO

# ORGANIZING

- AGENDA 1: What Brings Us Together?  
Hold a Sample Dialogue Circle
- AGENDA 2: Getting Started
- AGENDA 3: Creating a Community Map & Analyzing the Issue
- AGENDA 4: Early Planning for Action
- AGENDA 5: Form Action Oversight Group  
Resource 1: Action Oversight Group Job Description
- AGENDA 6: Steering Group: Structure & Function  
Resource 2: Focusing on Racial Equity as We Work  
Resource 3: Watching for Racial Dynamics  
Resource 4: Creating a Communication Plan
- AGENDA 7: Work Groups & Tasks  
Resource 5: How to Create a Fact Sheet  
Resource 6: Thinking about Fund-Raising

<h2>Agenda 1 (1 ½ hours)</h2> <h3>What Brings Us Together?</h3>
---

PURPOSE: *To begin talking about a situation that is causing tension in our community*

Welcome and introductions (15 minutes)

Ask everyone to introduce themselves and talk about their connection to the community.

#### ACTIVITIES

What brings us together? (30 minutes)

Ask group members to respond to the following questions. Record the major ideas.

- Why are you concerned about this issue?
- Who is most affected by this issue/situation?
- How does the situation impact different racial groups?
- Do many people care about this issue?
- How might public dialogue help?

Make plans to hold a sample dialogue circle(s). (30 minutes)

Getting the feel of a real dialogue is important. We need to experience it ourselves. Once we understand the process, we can decide if this is the best way to address the issue. A typical circle has 8 to 12 people, and 1 or 2 facilitators.

As a group, consider the following questions:

- What discussion materials we will use? \*\*
- Who will facilitate the discussion? (Find someone who can serve as a neutral facilitator. See *A Guide for Training Public Dialogue Facilitators*\*\* for tips and guidelines.)
- How much time we will set aside for this activity? When and where will this happen? (Some groups do one or two sessions; some set aside a day to hold the full discussion; and some choose to meet several times to go through the whole process.)
- Who is missing from the group? (Be sure to include people from the different racial groups in the community, people who are affected by the issue, and people with different feelings about the issue.)

\*\*See [www.everyday-democracy.org](http://www.everyday-democracy.org) for resources.

WRAP-UP (15 minutes)

- Summarize decisions from the meeting, including the date for the sample dialogue.
- Review tasks to do before the sample dialogue circle.
- Ask the group: Who is missing? (Think about the diversity of our community.)
- Who else should we invite to the next meeting?
- Who will invite them?

*Thank everyone for attending and adjourn.*

## Hold a Sample Dialogue Circle

It is important for members of the Steering Group to *experience* the dialogue, before they begin the work of organizing. Make sure the group is diverse. Use discussion materials that relate to your situation. (Go to [www.everyday-democracy.org](http://www.everyday-democracy.org) to find resources). Identify someone to act as the group facilitator and hold the dialogue.

This experience will:

- build relationships and trust.
- help people understand the process.
- deepen our understanding of the issue.

After the dialogue, have a group discussion about the experience.

- What stood out for you?
- What inspired, challenged, surprised, or touched you?
- What did you notice about the process?
- Did your sense of the issue change because of the dialogue? If so, in what ways?

Talk about holding dialogues across the community.

- What are we trying to accomplish?
- What would it take to involve large numbers of community people in this kind of dialogue?
- Are other groups already working on this issue? How should we reach out to them?
- What is the geographic area we hope to affect? (neighborhoods, town, school district, etc.)
- **How should we describe or frame “the issue”?**
- What is the right timing for this effort? What other events might have an impact on the timing of this initiative?

*Thank everyone for participating and set a date to meet again.*

## Agenda 2 (1 ½ hours)

### Getting Started

**PURPOSE:** *To begin planning a large-scale, community effort*

Welcome and review agenda (5 minutes)

Welcome everyone. Ask people to introduce themselves. Give newcomers a chance to say a few words about what has drawn them to this project. Review what has happened so far.

#### ACTIVITIES

Is our community ready for change? (10 minutes)

Let us talk about what it will take to bring about change in our community. We need to consider leadership and resources (financial and human). We also need to think about diversity.

- Do people from all parts of our community recognize the need for change?
- Do we have a history of cooperation?
- Are we willing to look at the role of race in our community institutions?

Hopes, concerns, and goals (40 minutes)

Ask everyone to answer the following questions:

- What are your hopes for this project?
- What do you hope will change (in our neighborhood, our schools, and our community) because of the community conversations?

Give people a few minutes to write their answers on sticky notes, one idea per note. Then, ask them to read their answers aloud.

*Repeat this exercise*, answering the following questions (one idea per note):

- What are some of your concerns as we move forward?
- What barriers do you see?

Ask the group to think about how to address the concerns and include any thoughts from earlier conversations.

Next, talk about the general goals of the program. There are two kinds of goals:

- Impact goals answer the questions: What are we trying to accomplish, and what will change?
- Process goals answer the question: What strategies will we use to reach our impact goals? (For example, think about how many people you hope to involve and the different groups you hope to include.)

#### Tips for facilitating the hopes and concerns exercises

- While people are talking, collect the sticky notes and post them on large pieces of paper labeled **"Hopes"** and **"Concerns."**
- Put similar ideas together.
- Circle words that appear more than once to identify themes.

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On the large piece of paper, labeled **"Goals,"** complete the following sentence by filling in the blanks, below. (As you do this, refer to the **"Hopes"** list and the themes.)

*"We are organizing community-wide conversations:*

- to \_\_\_\_\_."
- to \_\_\_\_\_."
- to \_\_\_\_\_."

Post the lists of Goals and Concerns/Barriers at all meetings. Refer to them, occasionally, to check progress.

Community Assets Brainstorm (15 minutes)

Ask the group to answer the following question: ***"What assets do we have in this community which could help with this project?"*** (Think about people, organizations, networks, buildings, physical surroundings, talents, funding, etc.)

Capture the ideas on a piece of newsprint labeled **"Assets."** Invite everyone to participate, but do not stop to talk about the ideas. After the brainstorm, put the list of community Assets beside the program Goals. Ask the group: ***"What connections do we see between our assets and the program goals? What do we already have available that can help us be successful?"***

Learn about the community and the issue. (15 minutes)

We need to learn more about our community, and the issue(s) we are trying to address. Ask for volunteers to do some research and bring the information to the next meeting. (Sources include public and university libraries, community organizations, state agencies or departments, and state and local websites.)

Look for data about the community:

- demographics (race, age, ethnicity) and other census data
- economic situation (business climate, income levels)
- housing patterns
- crime rates
- schools, hospitals, social services, and other infrastructure
- signs of growth/signs of decline
- leadership and decision making (How do things get done?)

Include information related to the issue:

- institutions connected to this issue (Who leads them? How do they operate? Who is responsible for what? How are decisions made?)
- data about populations affected by the issue
- patterns and trends

What else would we like to know?

WRAP-UP (5 minutes)

- Summarize decisions.
- Review tasks to do before the next meeting.

*Thank everyone for attending and adjourn.*

## Agenda 3 (1 ½ hours)

### Creating a Community Map & Analyzing the Issue

**PURPOSE:** *To learn more about our community and the issue we are hoping to address.*

Welcome and review agenda (5 minutes)

Welcome everyone and do quick introductions. The information we are collecting about the community and the issue will help us support citizen dialogue and action.

#### ACTIVITIES

Creating a community map (30 minutes)

Invite the group to draw a detailed map of the community. (Provide a large piece of paper and colored markers.) Use the information that people have collected about the community; also, include major landmarks, roads, residential and business areas, parks, etc. Be creative. Use colored paper, symbols, and other materials to indicate different kinds of information. Be sure to add the list of **"Assets"** to the map.

Analyzing the issue (20 minutes)

Ask people to share the information they have gathered about the issue. Record the main **points on a flipchart. You may want to create another "map" by drawing a picture of the issue, the institutions involved, the key players, etc.**

Use the following questions to guide a group conversation. (Record the key points.)

- How long has this been a concern?
- Who is most affected?
- How does racism show up in this issue?
- What has been done to address this situation in the past? What happened?
- Who was involved? Where do they stand now?

What should we do? (25 minutes)

- Who has the resources, and decision-making power we need to move forward?
- Where should we focus our energy to make the biggest impact?
- Who should lead this effort? How can we make sure our Steering Group includes people from different racial groups?
- What kinds of resources do we need? (support from organizations, staffing, etc.)
- Are we ready to go forward, or do we need more information?

WRAP-UP (10 minutes)

- **Review the main themes of today's meeting, and any decisions we made.**
- Review tasks to do before the next meeting.

*Thank everyone for attending and adjourn.*

## Agenda 4 (2 hours)

### Early Planning for Action

PURPOSE: *To firm up our program goals and think about where the dialogue will lead us.*

Welcome and review agenda (5 minutes)  
Welcome everyone and ask people to introduce themselves.  
Post the program goals where everyone can see them.

#### ACTIVITIES

Why are we doing this? (45 minutes)

Talk about the program goals and what we are trying to accomplish. Use these questions to guide the conversation:

- What kinds of change are we hoping for?
- What are our priorities?
- How would people from different groups see our goals?
- Are some things easier to do and more likely to lead to quick results?
- Which goals are short-term, and which are long-term?
- What changes—if any—do we want to make to the goals?

#### Setting SMART Goals

Specific: *Spell out goals.*

Measurable: *Define benchmarks.*

Agreed Upon: *Agree on the goal(s).*

Realistic: *Provide enough*

- *resources.*
- *knowledge.*
- *time.*

Time Sensitive: *Set up workable schedules.*

Once there is agreement on two to four goals, divide into small groups and assign one goal per group. Ask each group to spend a few minutes brainstorming possible outcomes related to this goal. Answer the question: ***"What kinds of changes might occur in the community if we were to make progress on this goal? What would be different?"*** Share ideas with the whole group.

*As a whole group, go through the goals one at a time and answer the following questions:*

**"Given our goal of \_\_\_\_\_,**

- what people or organizations should we add to our Steering Group?
- who are the people we should invite to participate in the dialogues?
- what people or organizations might be able to help us carry out action ideas?
- what resources should we look for to help carry out action, now or later?

**"Given our goal of \_\_\_\_\_,**

- what challenges do we see?
- who are the key people we need to get on board? How will we reach them?
- what else can we do to improve our chances of success?

Note any ideas or strategies in this discussion and decide what steps to take.

Continued the following page →

Exploring different views about the impact of racism (45 minutes)

It is important for us to understand that people from different groups may see the **“problem” differently. Divide the group by race or ethnicity. If your Steering Group is not** racially diverse, sort yourselves by age, socioeconomics, old timers/newcomers, religious or cultural groups, etc. Spend a few minutes answering these questions:

- How has this issue touched me?
- How do I or people like me describe this issue?
- What are some possible solutions?
- What kinds of changes would I like to see?

Rejoin the large group and ask someone from each small group to report out. Then ask:

- Where do we agree?
- What do we see differently?
- Do we need to restate our issue or adjust our goals?
- What else do we need to learn about how racism is affecting the situation?

Measuring our progress (20 minutes)

Once the goals of the program are set, talk about how to document, and evaluate the work. **Establish benchmarks, so that progress can be measured. (See the “Documentation” section** in *Organizing Community-wide Dialogue for Action and Change*, on pages 63-81, at [www.everyday-democracy.org](http://www.everyday-democracy.org).)

WRAP-UP (5 minutes)

- **Review the main themes of today’s meeting, and any decisions we made.**
- Review tasks to do before the next meeting.

*Thank everyone for attending and adjourn.*

NOTE: The steering group may decide to explore the impact of racism in more depth. Everyday Democracy provides training on structural racism and how it affects our lives. (Contact Everyday Democracy for help.)

-  The Steering Group/Organizing Coalition
-  Action Team leaders (if identified)
-  Anyone who is interested in action

## Agenda 5 (1 ½ hours)

### Form Action Oversight Group

*PURPOSE: To form an Action Oversight Group (AOG) that will oversee and coordinate action. Sometimes, a few key organizers form an AOG. In some communities, an organization or institution provides staff or members to do this work. Leaders of the action teams will join the AOG, along with others who want to support action.*

Welcome and review agenda (5 minutes)  
 Welcome everyone and ask people to introduce themselves. If there are any newcomers, invite them to say something about why they want to work on this project.

**ACTIVITIES**  
 Review: Why are we doing this? (10 minutes)  
 Spend a few minutes reviewing the work of the last meeting where you clarified your goals and began thinking of people, organizations, and resources that might be helpful in the effort.

Form Action Oversight Group (60 minutes)  
 The Action Oversight Group (AOG) will plan the Action Forum and coordinate ongoing action work. Include organizers and others who are behind the effort and have influence in the community. Once Action Teams are formed, leaders of each team will also join the AOG. Please refer to Resource 1 (*Action Oversight Group Job Description*), on page 16.

Consider the following questions as you think about forming the Action Oversight Group. Make sure that every sector of our community is represented in this group.

- What members of our Steering Group might serve on the Action Oversight Group?
- Who knows a lot about the issue?
- Who could lead the Action Teams?

List all names and identify someone to reach out to each person.

WRAP-UP (15 minutes)

- **Review the main themes of today’s meeting, and any decisions we have made.**
- Review tasks to do, such as:
  - Contact potential members of the Action Oversight Group (AOG).
  - Set a date for the AOG to meet and get to know one another, choose a leader, clarify their roles, and set group guidelines. This meeting may also include planning the Action Forum.

*Thank everyone for attending and adjourn.*



## Action Oversight Group Job Description

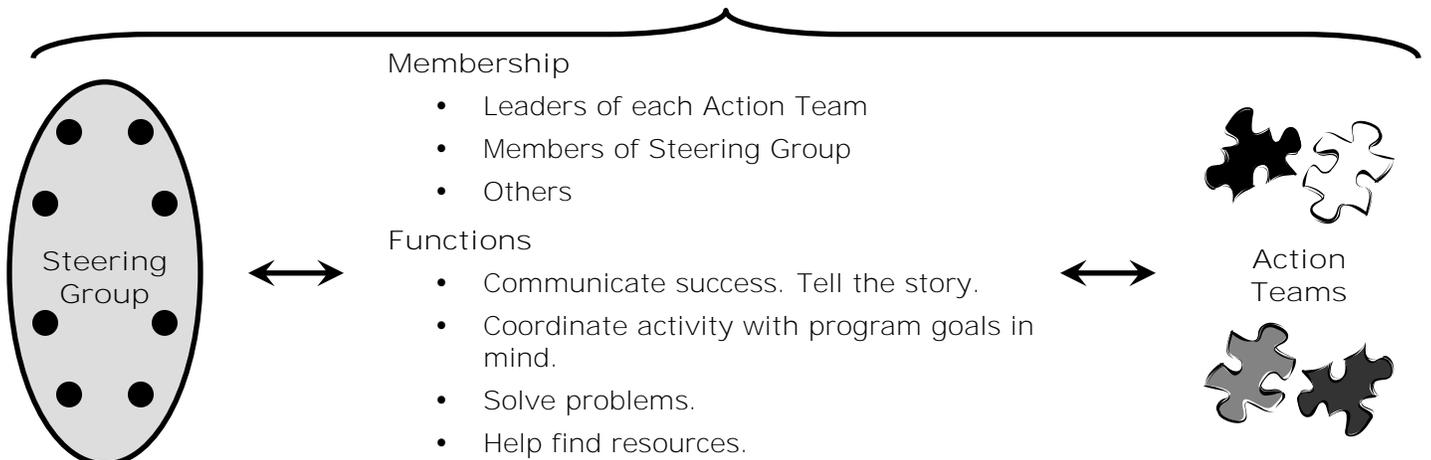
Who: A group of people who coordinate action efforts and provide ongoing support for the Action Teams. Members may include:

- Members of the Steering Group/Organizing Coalition
- People who have expertise in the issue area, and/or people who have connections to institutions whose work is related to the issue
- Leaders and other members of each Action Team

What: The functions of the group may include:

- clarifying and promoting the goals of the community-wide dialogue-to-change project.
- collecting and sorting action ideas as they emerge from the dialogue groups.
- planning the Action Forum.
- supporting Action Team leaders and members.
- coordinating the work of the Action Teams, including developing a road map or logic model to help guide the action work.
- staying in touch with the Steering Group.
- tracking progress.
- troubleshooting and problem solving with the Action Teams.
- finding—or connecting to—resources.
- telling the story to the broader community.
- working with evaluators, media, or other interested groups.
- serving as the link between the public engagement effort, government, and other community initiatives.

### Action Oversight Group



## Agenda 6 (1 ½ hours)

### Steering Group: Structure & Function

*PURPOSE: To spell out how we are working together, with specific attention to race and other differences. We will also talk about staffing for the dialogue-to-change project.*

Welcome and review agenda (5 minutes)  
Welcome everyone and do a quick check-in.

#### ACTIVITIES

Refer to Resources 2, 3, and 4, on pages 19, 20, and 22, to help the discussion.

Progress to date (15 minutes)

Start by reviewing how things have been getting done. On a flipchart, draw a diagram of the way we work together, now.

- How are we currently operating—one large group, multiple groups, etc.?
- What has been working well?
- Have there been any problems or difficulties? How have we addressed them?
- Are there racial dynamics at play?
- Are we clear about roles and responsibilities?

Group discussion (60 minutes)

Take a few minutes to review Resources 2 and 3. With this information in mind, invite the group to talk about:

#### Membership

- Who is currently attending our meetings and carrying out the work?
- Is there a Steering Group that is meeting regularly?
- Are we reaching out and including all racial groups?
- Are there others who want to be involved?
- How can we keep everyone informed and involved?

#### Decision making

- How have we made decisions so far? Informal agreement, consensus, voting, or a combination?
- How is this working?
- Does everyone have a voice in decisions?
- Do we need to change anything?

Continued the following page →

## Leadership and staffing

- Who has been taking the lead so far?
- Is this working well? What, if anything, do we need to change?
- How are meetings run? How are we doing with minutes, follow up, etc.?
- Do we pay attention to racial and cultural differences as we plan our meetings (location, time of day, leadership style, relationship building)?
- How will we staff this effort? Volunteer, paid, or a combination? Can one of our member organizations cover the staffing? Do we need to raise funds for this position?

## Communication—External

- Create a strategy for communication in every phase of the work
- Message development:
  - Describe what we are trying to do.
  - Define our audience.
  - Explain what we want the audience to do.
- Who will take the lead on this?

Use Resource 4 (*Creating a Communication Plan*), on page 22, to develop a communications strategy. Be sure to set aside time to do this work!

## Communication—Internal

- How successful have we been at keeping everyone informed?
- What methods have worked the best?
- Do we need to change anything?
- How can we make sure everyone gets the proper credit?

## WRAP-UP (10 minutes)

- Review **the main themes of today's meeting, and any decisions that were made.**
- Review tasks to do before the next meeting.

*Thank everyone for attending and adjourn.*



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## Focusing on Racial Equity as We Work

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*The Action Organizing Group, Action Teams, and others should review this list of questions to check their progress.*

Who are we?

- Does our group represent all sectors of the community?
- Who is missing?
- What efforts have we made to include all racial groups?
- How well does the leadership in our group reflect our community?

How do we interact/communicate?

- How do group members interact?
- Describe the racial dynamics in the group. Are we honest about how things are going?
- How comfortable are we discussing our own issues of race with one another?
- How effective are we at working equitably across racial groups and other differences?
- Do we need to set aside time for team building and deeper exploration of the issues?
- Are we all participating fully, or are we holding back and letting others represent our interests/views?

How are we functioning and making decisions?

- How are meetings run? Who decides?
- How do we decide who will lead the group?
- What are the implications when white people take the lead?
- What dynamics are at play when people of color provide leadership?
- When we plan our meetings, what consideration do we give to racial and cultural differences (location, flexible scheduling, social time/food, etc)?
- Whose voices are heard when we make decisions? (Do our leaders make room for all views?)
- Where do we fall short?
- How could we improve?



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## Watching for Racial Dynamics

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*As you approach a large community-change initiative, pay attention to racial dynamics. Consider the following examples. Talk about how you might prevent or correct these situations.*

### Planning and organizing

- **The organizing committee recruits one person of color to “represent” the African American, Latino, or Asian “community.”**
- The chair of the group selects a prosperous church with a white congregation—or another place where whites usually gather—as a regular meeting site for the organizing team.
- The group decides to rotate meeting sites between a white church and a black church. White attendance is extremely low when the meeting takes place at the black church.
- The leadership of the organizing team is all white. Whites dominate the conversation and make most of the decisions.
- The organizers speak only English in groups that include people who have limited English skills.
- **People use academic language or “insider” jargon when trying to recruit working class people or immigrants.**
- The organizers schedule meetings in the middle of the day, assuming everyone can take a long lunch break.
- Leaders run meetings without considering cultural differences around time, or the need for some cultures to connect socially before getting down to business.

### Dialogues and facilitation

- The white facilitator seems to lead most of the time; the person of color who is co-facilitating ends up taking notes.
- The white organizer checks in with the white facilitator about how things are going.
- One or two people of color in a circle of ten are asked to speak for their whole group.
- People of color do most of the storytelling. Whites listen a lot, but they are not willing or encouraged to share stories on race on a deeper, more personal level; instead, they are more likely to talk about gender, etc.
- The conversation on race is dismissed and replaced by a discussion of socioeconomics or gender (for example). Knowing that it is easier to talk about other issues, the facilitator is not willing to press the group to focus on race.
- **The facilitator steps out of the neutral role and begins to “teach” the group.**
- During the dialogue, participants make racially charged statements. The facilitators are inexperienced and uncomfortable, so they shut down the conversation.

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## Working on action

- White people are often recruited to lead action groups. While people of color may be **invited to participate, they are more “for show.”** Old habits and behaviors continue, and whites stay in the lead.
- As people form new partnerships to address problems in the community, they hesitate to include people from different racial groups.
- People who are most affected by new policies are shut out. They have no voice in the policy making.
- **Even though many new “actors” are speaking up and trying to make change, they are gradually closed out of the process, and things revert to “business as usual.”**
- People with special talents are overlooked or not called upon to contribute because of racial stereotyping.

Have you seen this happen in your community?

Are there other examples you can think of?

How can these dynamics be shifted to reflect equity among different racial groups?

*Many of the ideas in this document were drawn from a workshop called **Dismantling Racism: An Essential Element in Creating Community Change.***



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## Creating a Communication Plan

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*Effective programs use strategic communication to advance their goals. Developing a communication plan should be part of every organization's planning process. Here are some tips to get started:*

### First, create a plan.

Start with your mission and goals.

**Ask, "What are we trying to accomplish through our work?"** Your communication strategy should support these goals.

Define your communication goals.

Ask: How can we use communication to reach our goals? What do people need to learn or believe, to help us achieve our goals?

Identify your target audiences.

Figure out who can help you achieve your goals. Think about important community groups, public officials, or neighborhoods. Learn as much as you can about these people. How much do they know about your group and goals? How much do they care about the issue? Why should they care? What will bring them to the table?

Develop your messages.

Your messages should inspire your audience to join the process. Develop three simple, short, and clear messages to use throughout the process. The messages should explain:

- what the project is.
- what we are aiming for.
- why it matters (to them).

As you go through this process, you will likely find that different audiences require different messages. Try to create consistent messages about what the project is and what you are aiming for. Be prepared to adapt the why-it-matters message for each audience.

Brainstorm strategies.

Think creatively about all the ways to reach your audiences. Ask yourselves: Who are they? What do they read? Watch? Listen to? How do they learn about the community? How can we engage them so that they are receptive and responsive to our messages?

### Implement the plan.

Put someone in charge.

Assign an individual (or a subcommittee) to take charge of implementing the plan. You will need someone who can focus on the project and give it regular attention.

Continued the following page →

Publicize success.

Share your accomplishments, large and small. Remember, success breeds success.

Prepare for the worst.

Be prepared for problems. This work is complex and challenging and can be controversial. There may be negative media coverage or groups that speak out against this project. Think about how to handle difficult situations so that you are ready to respond and move on.

Evaluate the impact of your work and adapt as you go.

Look for markers of success:

- Positive media coverage
- Awareness of your work
- More voices from different parts of the community
- Expanded support in the community
- Leaders who are more willing to collaborate
- Evidence that people know you are making an impact

If you do not see markers of success, re-evaluate your messages and strategies to be sure they are working for you.

Re-evaluate once a year.

As your work evolves, your communication plan will evolve with it. For example, you may have one set of audiences during the recruitment phase and another during the action. Different strategies will be needed for different audiences.

## Agenda 7 (1 ½ hours)

### Work Groups & Tasks

PURPOSE: *To set up Work Groups/committees to carry out the organizing tasks*

Welcome and review agenda (5 minutes)  
Welcome everyone and do a quick check-in.

#### ACTIVITIES

Setting up Work Groups (75 minutes)

To get ready to launch the round of dialogues, there are a few tasks to do. (For more detailed information, please see *Organizing Community-wide Dialogue for Action and Change* at [www.everyday-democracy.org](http://www.everyday-democracy.org).) Find people to work on each task and assign someone to keep track of the progress. Some tasks may be combined. The following list covers the major areas.

- Discussion materials and fact sheets. See Resource 5 (*How to Create a Fact Sheet*), on page 25, and discussion guides and the Issue Guide Exchange at [www.everyday-democracy.org](http://www.everyday-democracy.org) )
- Staffing/coordinator
- Communications
- Funding. See Resource 6 (*Thinking about Fund-Raising*), on page 26.
- Action planning, including Action Forum, long-term support, institutional connections
- Participant recruitment
- Evaluation and documentation
- Facilitation, including recruitment, training and support; See *A Guide for Training Public Dialogue Facilitators*, at [www.everyday-democracy.org](http://www.everyday-democracy.org).
- Kickoff
- Sites and other logistics

Assign people to Work Groups and allow time for them to meet. Make sure everyone gets contact information and sets a date for their first meeting. Review the overall timetable of the project so people know how much time they must complete their work.

In some cases, tasks may be done via e-mail or phone. Group members can decide what is best for them.

WRAP-UP (10 minutes)

- Remind people to keep track of how the work is coming along.
- Set a meeting date to coordinate efforts and check on last-minute details before the dialogue circles begin.

*Thank everyone for attending and adjourn.*



## RESOURCE 5

### How to Create a Fact Sheet

*Many Dialogue to Change programs develop "fact sheets" to use along with their dialogue circle discussion guides. A discussion guide helps people look at the broad issue; a fact sheet provides "real" information about how the issue is playing out in specific communities. Fact sheets can cover a range of information—from general to specific.*

A good fact sheet paints a picture of the community and the issue and provides a framework for the discussion. It should include:

- data that describes the community as a whole.
- data that illustrates the situation or issue.
- information about what is already being done in the community to address the issue.

Get a few people together to think about what kind of information should be in your fact sheet. Be sure this group is diverse and represents many points of view. Do not forget to include young people in this process, especially if you are holding a Dialogue to Change program on education or youth issues.

*Keep the information simple, clear, easy to understand, and brief!*

Provide enough data to ground the discussion in fact without overwhelming the participants. Be sure the data is balanced and objective and relates directly to the issue. Keep text to a minimum. Always cite your sources. Simple graphics—such as pie charts or bar graphs—are a good way to get complex information across. You can also use newspaper articles or official documents.

After you have collected all your information and you are ready to put your fact sheet together, ask: "Is this really *essential* to the discussion?" Resist the temptation to include everything.



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## Thinking about Fund-Raising

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*Successful fund-raising depends on careful research. Do your homework!*

Invite the Steering Group to talk about how funding happens in this community. Here are some things to consider:

- How does funding happen here?
- Who funds projects?
- Why do people/funders give? What motivates them? Why would they want to give to *this* project? Are they looking for ways to affect new/different sectors of the community?
- What are funders looking for? (innovation; measurable outcomes; partnerships; detailed program proposals; projects that address specific issues/challenges)
- How can we build relationships with funders? Who will do that?
- What shape do donations take? (in-kind donations; matching funds; lump sums; **"tapering" grants, etc.**)

Tying funding to action:

- What provisions should we make for supporting action?
- What funding should we provide?
- Will we pay an action coordinator?
- Will we fund action groups?

# PART THREE

## DIALOGUE

Planning a Round of Dialogue Circles—An Overview

AGENDA 8: Plan Action Forum

Sample Agenda for an Action Forum

Resource 7: Key Elements in an Effective Action Forum



# Planning a Round of Dialogue Circles

## An Overview

The Steering Group's main role is to oversee and coordinate the details for launching the dialogue circles. Their tasks include:

- recruiting participants.
- recruiting and training facilitators and recorders.
- locating sites and handling logistics.
- arranging for program evaluation.
- promoting the project and working with the media.
- planning and holding the kickoff.
- launching the dialogues.

At the same time, the Action Oversight Group should begin its work.

### Facilitation

Steering Group members who are responsible for the facilitator preparation will:

- recruit a diverse group of people who have the potential to become facilitators and recorders. The facilitators should represent all parts of the community.
- hire a trainer. (Ask Everyday Democracy for help on this.)
- hold a two-day facilitator training. (See *A Guide for Training Public Dialogue Facilitators* at [www.everyday-democracy.org](http://www.everyday-democracy.org) .)
- provide ongoing support for facilitators (check-in meetings or a telephone "hot-line").

### Recording and evaluation

Steering group members who are responsible for program evaluation will:

- identify professional evaluators.
- work with evaluators to establish benchmarks and measure progress against goals.
- decide how to collect information from dialogue circles.
- develop a recording form and/or other methods for gathering information.
- train recorders.

*Hold a kickoff and begin a round of dialogue circles!*



Action Oversight Group, or a few key people from the group

Interested Coalition/Steering Group members

Any interested dialogue facilitators

## Agenda 8 (2 hours)

### Plan Action Forum

*PURPOSE: To review action ideas emerging from public dialogue, identify themes or categories, and plan the Action Forum. Please see Sample Agenda for an Action Forum on page 30 and Resource 7 (Key Elements in an Effective Action Forum) on page 31.*

*Schedule this meeting when the dialogues are nearing their conclusion and action ideas are taking shape. Records of the action ideas from each group should be sent to this meeting, or dialogue facilitators may report in person.*

Welcome and review agenda (5 minutes)

Welcome everyone and ask people to introduce themselves.

#### ACTIVITIES

Review lists of action ideas and community assets (55 minutes)

Each dialogue group should submit a written record of its top action ideas. Create a master list of the ideas from all the groups. Or, ask facilitators to report verbally, and build a list. Keep track of which group the idea came from. If the groups listed their community assets, create a master list.

As you review all the ideas, sort them into the following categories:

- Things that individuals can do
- Collective action, such as new projects or collaborations
- Links to existing community efforts
- Institutional changes
- Policy changes

Keep the following questions in mind as you look at the action ideas:

- Do dialogue participants want to give input directly to decision makers? If so, how will we capture their ideas and present them?
- Has a need been discovered that demands immediate action? If so, who might respond?
- Are there institutions or leaders who are keys to making progress? How can we involve them?
- Which ideas are best carried out by an Action Team? How many teams can we support?

Continued the following page →

### Sorting the ideas

Look over the list of ideas to identify themes or categories. Some ideas might fit in more than one category. As you arrange them, keep track of which group the idea came from, **and use the group's words. Keep the asset list handy. After the ideas are listed, identify assets** which might help the idea become a reality.

Example	
Program Goal: We will reduce poverty in Ourtown across all demographic groups by 10% by 2015.	
<u>Themes/categories for ideas</u>	<u>Assets</u>
Youth development	Boys & Girls Club
Economic development	Job training center
Beautification	State funds for community gardens

### Plan Action Forum (50 minutes)

Talk about how to structure the event. The people who take the lead should represent different racial and ethnic groups. Make sure to focus on creating an event where all kinds of people will feel welcome.

- How will we handle invitations, advertising, and media for the event?
- Is the location easy to get to? Will people from different parts of the community feel comfortable there?
- Which individuals or organizations can help us implement action? How can we get them to come to the event?
- What role will dialogue participants play at the Action Forum?
- How will we highlight the ideas from the dialogue groups? (Gallery walk? PowerPoint? Other?)
- Who will line up people to convene the Action Teams?
- How can we build in time for Action Teams to meet briefly?
- Will we write a report summing up the results of the community dialogue? How will we distribute it?
- What can we tell people about our plans to support action in the future?

### WRAP-UP (10 minutes)

- Review decisions and task assignments.
- Set a date for the Action Oversight Group (AOG) to meet after the Action Forum to help prepare the Action Teams for their work.

*Thank everyone for attending and adjourn.*

## Sample Agenda for an Action Forum

Refreshments, social time, entertainment, gallery walk  
(Post lists from the all the groups around the room.)

### Welcome and introductions

- Welcome everyone and introduce sponsoring organizations.
- Review agenda.
- Describe the project, including overall goals.
- Invite one or two people to talk about how the dialogue affected them.
- Recognize facilitators and other key volunteers. Thank them for their service.

### Present action ideas from all the groups.

- Explain how the action ideas were collected from all the circles.
- Present ideas, in categories. Be sure to indicate which group they came from.  
(Post summaries where everyone can see them.)

### Prioritize action ideas.

- Ask participants to vote for two or three action ideas in each category. (Use colored dots or other voting methods.) This activity will give people a sense of **the whole group's priorities**.

### Moving to action

- Talk about the themes that the group has identified.
- Invite participants to sign up to work on an action idea that appeals to them.  
(Action Teams will gather briefly so that conveners can collect names and contact information and set a date for their first meeting.)
- Give each Action Team a list of assets developed by the dialogue groups.

### Closing remarks

- Explain who will track and coordinate action efforts (for example, an Action Oversight Group).
- Talk about plans for the next 6 to 12 months.
- Thank everyone for taking part in this effort to make a difference in the community.

### Adjourn



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## Key Elements in an Effective Action Forum

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*It is important to design an Action Forum that will help you meet your program goals. An effective Action Forum has many elements. Include activities to help people focus on the action ideas that came from the dialogue groups.*

Before the Forum:

- Recruit leaders to convene and work with Action Teams.
- Create an Action Oversight Group to coordinate and track Action Teams and provide support.

To support action at the individual level—changes in personal attitudes, behaviors, and beliefs

- Build in ample time for each group to report out on their experiences.
- Ask for individual testimonials.
- Invite participants to sign a personal pledge to adopt new kinds of behaviors.
- Celebrate!

For collective action and/or institutional change

- Invite organizations that are connected to the issue to send representatives to the forum.
- Provide time and space to showcase organizations and initiatives that are already underway. (Include display tables and booths.)

For input to decision makers and policy outcomes

- Working with policy makers, decide how to collect and present meaningful, useable information from the circles.
- Set clear expectations. Describe the kind of input policy makers are looking for, and how the information from the dialogue circles will be collected and used.
- Allow time for small-group discussions of policy, with questions and answers.
- Set aside time for the circles to make recommendations to policy makers.
- Create a report, and distribute it through media and websites, public libraries, etc.

In addition to large-scale, public deliberation, there are other public processes we can use to make progress on an issue:

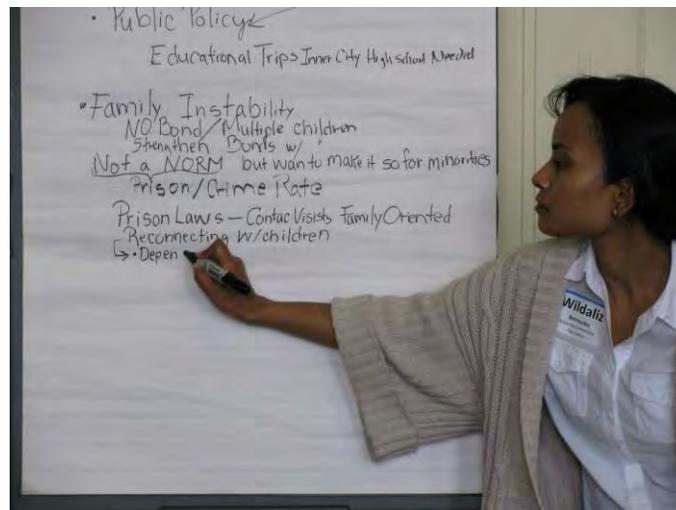
- Surveys to collect important data
- Focus groups to test ideas or gather information
- Visioning, to create a shared future
- Stakeholder processes to solve a specific problem
- Dispute resolution or arbitration to address conflict
- Public awareness campaigns
- Direct advocacy

# PART FOUR

## ACTION

Hold the Action Forum

- AGENDA 9: Laying the Groundwork for Action  
Resource 8: Helping Action Teams Succeed
- AGENDA 10: Action Team Starts Its Work  
Resource 9: Action Team Job Description
- AGENDA 11: Action Team Develops a Work Plan  
Resource 10: Sorting Exercise  
Resource 11: Work Plan Template
- AGENDA 12: Compile Action Team Work Plans  
Resource 12: Action Road Map/ Logic Model
- AGENDA 13: Carry Out the Plan  
Resource 13: Work Plan To-Do List
- AGENDA 14: Assess Progress



## Hold the Action Forum

### Elements of an Action Forum

The Action Forum is a community event marking the conclusion of dialogue and the launch of action. Action ideas are pooled and prioritized; individuals and groups can choose ideas they want to work on, as the community-wide effort moves toward change.

Usually, the Action Forum takes place very soon after the dialogues conclude. To assure broad and diverse participation, include the following:

- Dialogue Facilitators and Participants
- Organizing Group/Steering Committee
- Sponsoring organizations
- Action Oversight Group
- Key community members and organizational representatives with connections to the issue
- Public officials
- Media
- The community at large
- Host and moderator

*Please see the Sample Agenda for an Action Forum on page 30.*



Action Oversight Group (AOG)



Action Team leaders and/or members

## Agenda 9 (2 hours)

### Laying the Groundwork for Action

**PURPOSE:** *To help Action Team leaders and the Action Oversight Group plan their work. This meeting should take place soon after the Action Forum.*

Welcome and review agenda (5 minutes)

Welcome everyone and ask people to introduce themselves. Post the goals of the project, as well as the action ideas and themes. Make sure everyone can see them.

#### ACTIVITIES

Setting the stage for action (50 minutes)

Review the action ideas and themes from the Action Forum with these questions in mind:

- Are the themes and ideas in the right categories?
- Are there any ideas that overlap or are closely related?
- Should we reorganize the ideas? If so, how?
- Can we see how these ideas will help us make progress on the overall goal?

Starting the planning process

As a group, answer the following questions:

- What is the situation or issue we are facing?
- What are our project goals?
- Thinking of each team, how will these ideas/activities help us make progress on the overall goals of the project?
- How will we know we are making progress?

Use the example on page 35 to start your *planning process*!

#### **Discuss Action Teams' work over next 6 to 12 months** (20 minutes)

The purpose of this conversation is to help all of us understand what the Action Teams will be doing and how they will function. See Resource 8 (*Helping Action Teams Succeed*), on page 36. Working in small groups—or in one large group—talk *generally* about each Action Team.

- How will each idea/team move us toward our goal?
- Which ideas are most important? Where should we begin?
- Who might be involved? What resources will we need?

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**Review Action Oversight Group's membership and role (15 minutes)**

Look at the current membership of the group. Who else should we invite to join us?

The Action Oversight Group (AOG) will:

- coordinate the work of the Action Teams.
- develop benchmarks and measure progress.
- create an overall road map (logic model) which includes the work plans from every team.
- trouble-shoot any problems or challenges which may come up.
- find resources, such as grant writers, administrative support, etc.
- tell the story of the work to the broader community.
- link the effort to other community groups or initiatives.
- Anything else?

Develop timeline (20 minutes)

- Create a timeline for the next 6 to 12 months, for AOG and Action Teams
- Mark important dates

WRAP-UP (10 minutes)

- Check to see what questions people have.
- Review decisions.
- Evaluate the meeting.
- Set next Action Oversight Group meeting (in 2 to 3 months).

*Thank everyone for attending and adjourn.*

Action Teams begin their work!

The teams will meet one or two times to develop their work plans before the AOG meets to create a road map for the whole project.

## EXAMPLE

### Starting the Planning Process

What is the situation or issue we are facing?

Several teenagers in the community have been involved in serious crimes. There has been a rise in gang-related violence in recent months, resulting in the killing of two young males. Bullying and harassment at the high school is ongoing, and an incident between an African American **youth and a white police officer has focused the community's attention**. There has been some conversation among school officials, parents, and police, but there is a growing feeling that the community needs to get involved. These kids belong to all of us.

What are our project goals?

- To strengthen the relationship between adults and young people, especially across racial lines.
- To create opportunities for all our young people to be more involved in community life.
- To develop new partnerships between young people and adults across the community.
- To increase youth-centered and youth-led community programs.

How will these ideas/activities help us make progress on our goals?

Action Team 1: Youth center

Provide a fun and supportive place for young people to get together.

Action Team 2: Youth representation on community boards

Bring youth voice to community organizations.

Action Team 3: Youth-centered events (festivals, competitions)

Focus on young people to celebrate and empower them.

How will we know we are making progress? (6-month benchmark)

Action Team 1 has found a site for the youth center and started fund-raising.

Action Team 2 has made a list of community boards that want to involve young people.

Action Team 3 held focus groups to see if people are interested in this effort.



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## Helping Action Teams Succeed

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*The most successful Action Teams have these things in common:*

An organization or group that oversees their work

To be successful, Action Teams need support and coordination, as well as a connection to the Steering Group.

- **Sometimes an Action Oversight Group takes responsibility for the “action phase” of the work.**
- In some cases, Action Teams connect with an institution in the community that is working on the same issue.

### Leadership

Finding the right leader(s) for an Action Team is crucial. Team leaders should know a lot about the issue and have connections to community organizations that might partner with them on this project. They should also be skilled facilitators who can help people work together productively.

*Example: Participants in a community-based dialogue-to-change program on racism and race relations are concerned about racial tensions in the public schools. An Action Team forms to address the situation. The team is led by assistant superintendent and a parent who is also a trained group-process facilitator.*

### Administrative support

Someone needs to be responsible for taking minutes, sending meeting reminders, and staying in touch with the organizers.

*Example: A VISTA volunteer provides ongoing administrative support for three Action Teams working on youth development.*

### Strategies for keeping the community informed

As the action phase gets under way, it is important to keep telling the story—through press coverage, a website, a newsletter, or other communications.

*Example: A large dialogue-to-change program addressing school reform issues launches four Action Teams. Four months after the Action Forum, the organizers hold a community meeting where each team reports on their plans and progress. Funding partners and the local press are invited to the meeting. Volunteers from the dialogue circles create a community blog to report on the activity.*

### Resources

Finding resources—such as funding, access to decision makers, or institutional help—often makes the difference in the success of an Action Team. Steering Group members can help with this.

### Credibility

Action Teams are more effective when they are part of a strategic community effort.

## Agenda 10 (2 hours)

### Action Team Starts Its Work

**PURPOSE:** *To help members of the Action Team get to know one another and talk about their tasks.*

Welcome and introductions (40 minutes)

Invite everyone to introduce themselves and say a little about their experiences in the dialogue. If some people did not participate in the dialogue, they can talk about why they want to work on this issue and this team. Here are some questions to guide the conversation:

- During the dialogue, what stood out for you?
- Did you reach a new understanding of the issue? Please explain.
- What is your personal connection to this issue?
- What have you seen in the broader community, regarding this issue or situation?
- What do you hope our Action Teams can accomplish?
- What will help us succeed?

#### ACTIVITIES

How did we get to this point? (10 minutes)

- Remind everyone of the overall program goal, and the focus of *this* Action Team. Post lists of action ideas and action priorities from the Action Forum. Refer to Resource 9 (*Action Team Job Description*), on page 39.
- Explain how the Action Oversight Group (AOG) will work with the Action Team(s).
- How frequently will we meet? What schedule works best for *all* of us? What can we do by email or phone? NOTE: Most Action Teams find that meeting one to two times per month is a minimum requirement for building and sustaining momentum.

Review qualities of effective groups (10 minutes)

Some groups are more successful than others. What makes the difference? Let us spend a few minutes talking about what makes a group work well together. Refer to Appendix B (*Ground Rules for Effective Groups*), on page 52.

- What experience have you had with action-oriented groups?
- What contributed to their success?
- What got in the way?

Continued the following page →

### Building an effective, multiracial team (50 minutes)

Communities are often affected by race, class, ethnicity, and other kinds of differences. As we work on action, we will take these factors into consideration. To be an effective team, we need to look at how we work across differences in our own group. Refer to Appendix C (*Using a Racial Equity Lens in Our Work*), on pages 53 and 54.

- Talk about how we are going to work together.
- How can we use democratic principles of inclusion and equity as we work? See pages 6 and 7, *Putting Our Core Principles to Work*.
- Create a list of guidelines to help us work together. Post them at every meeting.
- Talk about decision-making processes. Refer to Appendix D (*Making Decisions by Consensus*) and Appendix E (*Levels of Consensus*), on pages 55 and 56.
- **Record the group's decision.**

### WRAP-UP (10 minutes)

- Summarize key points.
- Take a few minutes to reflect on the meeting today. What went well? Is there anything we want to do differently next time?
- Remind people of the date and time of the next meeting.

*Thank everyone for attending and adjourn.*



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## Action Team Job Description

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**Who:** An Action Team is a group of people who want to work on a specific action idea. They may have participated in the public dialogue, or they may join the team, later. Action Teams should plan on several months of work (maybe more), depending on the tasks at hand.

Members may include:

- Members of the Steering Group and dialogue circles with special interest and knowledge—or skills to carry out a specific action idea
- Other interested community members
- A team leader with knowledge of the issue and strong skills in group process
- Staff

**What:** Action Teams are charged with prioritizing and implementing action ideas. Their work includes:

- developing guidelines on how team members will work together.
- developing a work plan.
- describing the tasks of the team.
- carrying out the ideas.
- communicating regularly with the Action Oversight Group.

<h2>Agenda 11 (2 hours)</h2> <h3>Action Team Develops a Work Plan</h3>
--

PURPOSE: *To prioritize our team's action ideas and begin creating a plan*

Welcome and introductions (5 minutes)

- Welcome everyone.
- Ask if anyone has questions or comments to share since the last meeting.
- Review meeting agenda and group guidelines.

#### ACTIVITIES

Sort action ideas (30 minutes)

**Post our team's action ideas from the Action Forum.** Look at each idea:

- What does this action idea mean?
- What other information do we need?

Then, looking at the whole list:

- Do any of the action ideas overlap? Can any of the action ideas be combined?
- Which ideas seem most doable? Refer to the assets list, to see if there are any direct connections.
- Complete the *Sorting Exercise* (Resource 10), on page 41.
- Decide which ideas are short-term, and which ones will take longer.
- Do we want to work on more than one idea at a time?
- Decide on the idea(s) we will tackle first.

Once we have agreed where to start, ask:

- How will this idea contribute to the overall goal of the program?
- What results or changes do we expect, because of this activity?

Begin developing a work plan (75 minutes)

Using the *Work Plan Template* (Resource 11), on page 42, begin your work.

WRAP-UP (10 minutes)

- Spend a few minutes talking about how things are going.
- Is there anything we need to do differently next time?
- Set a date and time for the next meeting.

*Thank everyone for attending and adjourn.*

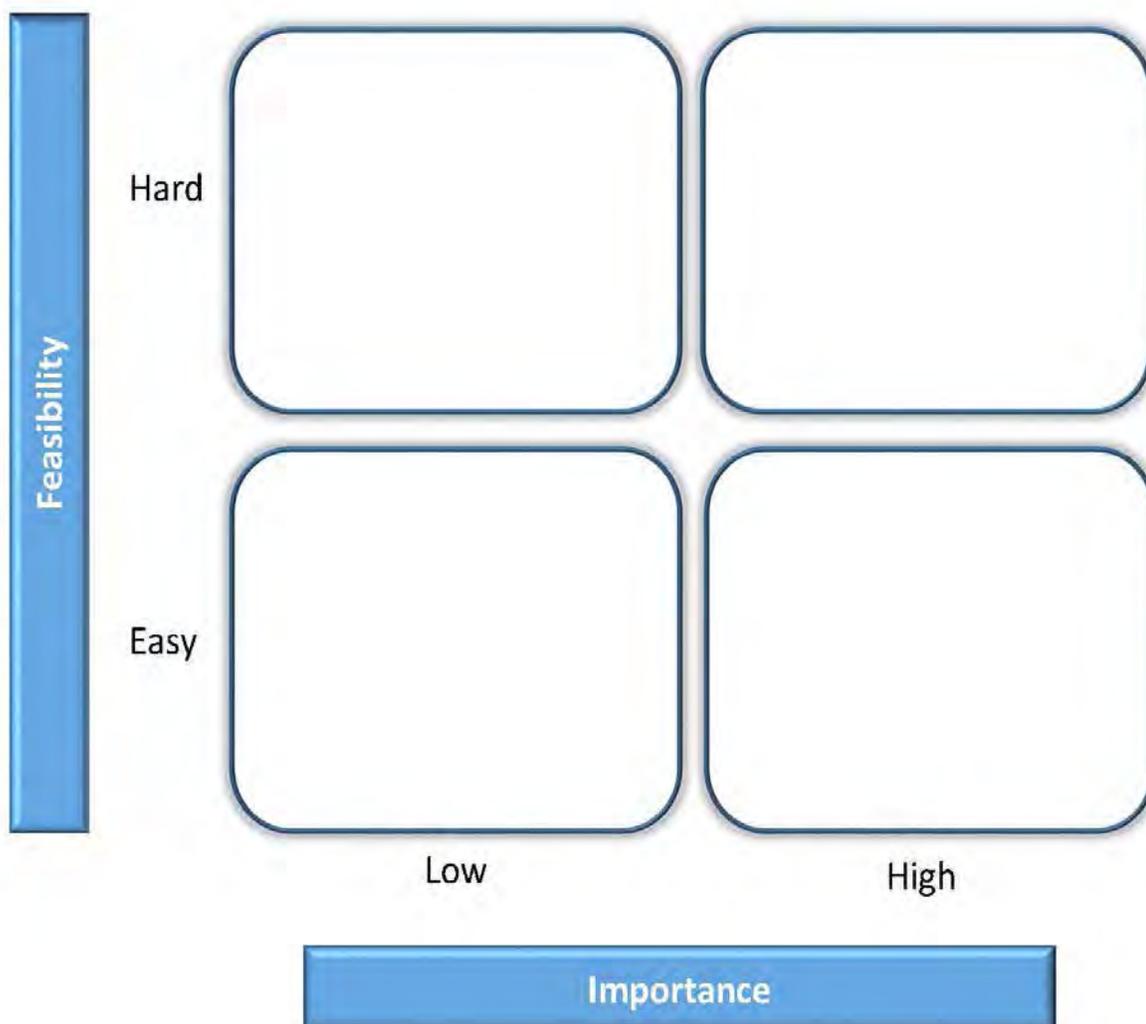


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## Sorting Exercise

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Put each action idea on a sticky note. Then, place it in the appropriate quadrant, based on importance and feasibility.





# Work Plan Template

1. What is the overall project goal?

2. What is the focus of our Action Team?

3. What change do we want to see?

4. Why do we want this change?

5. What would success look like?

6. What obstacles do we see?

7. What specific action ideas do we want to work on?

8. What information do we need?

9. What is already being done?

10. Who else do we need on our Action Team?

11. What resources do we need?

12. What action(s) can we take to make the change we hope to see?

<u>Actions</u>	<u>Time frame</u>

13. Where shall we start?  
How can we show progress?



Action Oversight Group

Action Team leaders and/or members

*NOTE: this meeting happens after the Action Teams have met to develop their work plans.*

## Agenda 12 (1 ½ hours)

### Compile Action Team Work Plans

**PURPOSE:** *To put the plans from all the teams together into a project road map*

Welcome and review agenda (5 minutes)

Welcome everyone and ask people to introduce themselves and explain their role. Post program goals where everyone can see them.

#### ACTIVITIES

Report out from each Action Team and create road maps (60 minutes)

- Hand out **copies of each team's plan.**
- A member of each Action Team summarizes their plan, including:
  - Overview of action idea and activities
  - Timeline
  - Special considerations
- Each report should also include information about:
  - early successes
  - likely results
  - necessary resources
  - biggest challenges

Once all the teams have reported, fill in the *Action Road Map/Logic Model* (Resource 12), on page 44.

Create timeline. (15 minutes)

Next, looking at all the plans, create an overall timeline, noting important milestones (3 months, 6 months, 1 year, etc.). Include other important dates in your timeline, such as large public meetings, action oversight group meetings, or other important community events.

WRAP-UP (10 minutes)

- How will we keep track of what the Action Teams are doing?
- How will we keep the community informed?
- When and how will the AOG stay in touch with the Action Groups?
- Anything else?

*Thank everyone for attending and adjourn.*




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## Action Road Map/Logic Model

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Vision statement: *(Your vision statement should be an inspiring "picture" of what things will look like if this project is successful.)*

	Short-term 6 months – 1 year	Mid-term 1 – 2 years	Long-term 3 – 5 years
What will success look like?	Outcomes 1. 2. 3.	Outcomes: 1. 2. 3.	Outcomes: 1. 2. 3.
<u>Goals</u>	In 6 months to a year, <b>we will ...</b>	In 1 to 2 years, <b>we will ...</b>	In 3 to 5 years, <b>we will ...</b>
<u>Resources</u> What are our assets/ resources?	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.
Who will do the work?	Name(s)	Name(s)	Name(s)
How will we meet our goals?	Strategies 1. 2. 3.	Strategies 1. 2. 3.	Strategies 1. 2. 3.

✿ Action Teams, meeting separately

## Agenda 13 (60 to 90 minutes)

### Carry Out the Plan

*PURPOSE: To flesh out our Work Plan. Set aside enough time to complete this agenda in one meeting.*

Welcome and review agenda (5 minutes)

Welcome everyone. Provide time for introductions if there are newcomers at this meeting.

**Post the timeline and make sure that everyone has a copy of the team's Work Plan.**

#### ACTIVITIES

Review your Work Plan and make assignments. (50 to 80 minutes)

As a team, talk about your Work Plan. Next, fill out the *Work Plan To-Do List* (Resource 13), on page 46. Begin with the left-hand column, "Steps to carry out the task." **Post this to-do list at all future meetings.** It will help us check our progress and stay in touch.

WRAP-UP (5 minutes)

Review decisions.

*Thank everyone for attending and adjourn.*





-  Action Oversight Group
-  Action Team leaders and members
-  Other interested people

## Agenda 14 (1 ½ to 2 hours)

### Assess Progress

*PURPOSE: To bring together key people who have been working on action ideas, to check progress and adjust*

Welcome and review agenda (15 minutes)

Welcome everyone. Ask people to introduce themselves and explain their connection to this community engagement project.

#### ACTIVITIES

How are things going? (10 to 20 minutes)

Bring everyone up to date. If possible, use large diagram of your timeline to show people what has happened, so far.

Analyze progress and consider the big picture. (40 to 60 minutes)

Ask each action team to report on its progress, (Keep track of the barriers or challenges, as the teams report.)

- Describe the project and when you hope to finish it.
- Talk about successes.
- Describe challenges and barriers and the kind of help you need to overcome them.
- Talk about next steps.

After the teams have reported, adjust the overall road map and timeline, if necessary.

Brainstorm solutions. (10 minutes)

When the reports are complete, point to the list of challenges. As a group, brainstorm solutions for the challenges. Think about:

- special resources that would help
- different approaches
- assets in the community that might be helpful

Looking ahead. (10 minutes)

Review the progress and look ahead.

- How are we communicating our story to the larger community?
- What benchmarks have we reached, and what are we aiming for?
- What is the next big milestone?

WRAP-UP (5 minutes)

Review decisions.

*Thank everyone for attending and adjourn.*

# LONG-TERM VISION & IMPACT

## AGENDA 15: Taking Stock and Planning for the Future Community Events

### A vision for the future

There are places around the country where community leaders and citizens have learned the benefits of engaging the public in large numbers to address a range of community concerns. In some places, thousands of people have participated in dialogue-to-change programs over a few years. Organizers report that, over time, new dynamics and ideas emerge around complex and difficult issues. Citizens and government work together more **efficiently and collaboratively**. **Communities really begin to “feel” different**—more connected, more inclusive, more equitable and better able to solve problems.

Creating this kind of community capacity depends on:

- developing leaders—both formal and informal—who appreciate this approach.
- knowing how to plan, organize, and recruit participants.
- talking about public issues in ways that invite all kinds of people into productive dialogue.
- having skilled facilitators to guide the conversations.
- committing to follow-through and action implementation.
- committing to work across racial and economic divides.
- taking time to measure progress and set new goals.
- keeping the broader community informed.



Organizers



Other interested people

## Agenda 15 (2 hours)

### Taking Stock and Planning for the Future

**PURPOSE:** *To reflect on our work, celebrate our successes, and plan the next stage of our work.*

If you want your dialogue-to-change project to keep going and growing, you should plan to meet, at least once a year, to reflect on challenges and successes, and plan for the future. Be sure to allow time for socializing and refreshments. You can also use this event to bring new people on board.

#### *Welcome and review agenda (20 minutes)*

Welcome everyone, introduce newcomers, and spend some time checking in. Review the agenda.

#### ACTIVITIES

##### *Looking back (25 minutes)*

Ask the group to think about the planning, organizing, dialogue, and action phases of the work. Then, consider the following questions. (Capture the main ideas on a flip chart.)

- What stands out?
- What did we do well?
- Have we worked in an equitable way, especially regarding race and other differences?
- How could we improve?
- What were our biggest successes?

##### *Current activity (30 minutes)*

Assess the work. Be sure to ask for input from staff or other volunteers.

- What is the status of the action efforts? (personal, collective, and policy level)
- How are we tracking the activity?
- Are outcomes improving for different racial and ethnic groups in our community?
- How is the Action Oversight Committee working?
- Are there action groups at work right now?
- What challenges are they facing? Is there anything we can do to help them?
- Are these activities affecting policies in any way? How?
- What important outcomes can we point to?

Continued the following page →

*Celebrate! (15 minutes or more)*

Celebrate your achievements. Thank everyone. Take pictures! You may want to single out a few people for gifts or awards. Be sure to give them a chance to talk about how this experience has affected them.

*Looking ahead (25 minutes)*

As a group, look ahead. Answer these questions:

- What has changed in our community since we began our work? Give some examples.
- Where do we go from here? Organize another round of dialogue circles? Try other approaches? Combine several processes? See Appendix F (*Common Public Processes*), on page 57.
- What goals should we set for the next stage of work? How about a more targeted approach, building on what we heard from the dialogues?
- If we agree to try a more targeted approach, how will we frame the issue? What topic would have the broadest appeal? Why?

And some questions about the Steering Group:

- How are we doing?
- What about funding and staffing?
- Should we create formal partnerships with other organizations in the community?
- Do we need to look for an institutional home?

*WRAP-UP (5 minutes)*

- Summarize the major themes from the meeting.
- Talk about next steps.

*Thank everyone for attending and adjourn.*

- ✿ Everyone who has been involved in this work.
- ✿ The broader community

## Community Events

Take time to celebrate!

Hold a public event to promote your work. Thank people and recognize special efforts. Have fun! (Some communities do this once a year.)

Events like this will increase public interest and help sustain your project. They build connections between institutions and people who are working toward shared goals.

Do something that will appeal to all kinds of people in your community.

- Outdoor picnics/BBQ/sports events
- Potluck dinners with entertainment
- Community fairs
- Art events (with food!)
- Sidewalk festivals
- Special events with celebrity speakers
- Youth-centered events

Focus on telling the story!

**Besides the social value, use the event to “tell the story” of the work. This can be done** many ways: through speakers, visual media, art exhibits, food, testimonials, entertainment, etc. Invite the media and arrange for special one-on-one interviews. Salute leaders and volunteers who have gone the extra mile.

Look ahead, make plans, and sustain the work!

From time to time, it is important to assess the work and make plans for the next phase. What else can we do to reach our goals? Use these questions to talk about the future.

- Is it time to reach out and involve new people?
- How can we help people move in and out of the work and still stay focused?
- How can we get other leaders or community organizations on board?
- What are our next steps?

Remember that leaders and volunteers may change in different phases of the work, but the goal remains the same: to build a community where all voices are welcome, and solutions work for everyone.

# APPENDICES

APPENDIX A: How Dialogue Can Lead to Change

APPENDIX B: Ground Rules for Effective Groups

APPENDIX C: Using a Racial Equity Lens in Our Work

APPENDIX D: Making Decisions by Consensus

APPENDIX E: Levels of Consensus

APPENDIX F: Common Public Processes

## APPENDIX A

### How Dialogue Can Lead to Change

Kind of change	How does it happen?	Example
Changes in individual behavior and attitudes	Participants learn about the issues and see that others care about making a difference.	Some people decide to challenge racist remarks.  Senior citizens volunteer at the Boys and Girls Club.
New relationships and networks	Through dialogue, people develop understanding and trust.	Young people and police officers set up weekly meetings.
New working collaborations	Individuals and organizations develop new relationships and new ideas for solutions.	Neighbors, police officers, and mental health advocates create an emergency team to help mentally ill people.
Changes in public policy	Public officials help organize the dialogue and promise to work with citizens to carry out action.  Public officials who take part in both organizing <i>and</i> dialogue gain insights that affect their policymaking.  Reports from the dialogue groups are collected and presented to policy makers.	Participants in dialogue on education develop a plan to close the achievement gap in county schools. The school board funds the plan and helps carry it out.  A school superintendent creates new policies to involve parents in the district's schools.  Dialogue participants present a report to the planning board which uses this information to help shape its ten-year strategic plan.
Institutional changes	Participants in dialogue at community institutions make policy changes to meet the needs of community members.	Presidents of several banks put new policies in place to ensure fair banking practices for the city's communities of color.
Changes in community dynamics	Hundreds of people in one community take part in dialogue. Many get more involved in community work.	Public meetings, schools, and workplaces operate more inclusively and democratically. People feel a stronger sense of community. All kinds of people work together to solve problems.
Changes in a community's public life	When large-scale dialogue leads to action, it becomes part of the community DNA. People expect to be involved in community life.	A school district holds dialogue groups, regularly, to get people involved in creating and implementing the annual school improvement plan.

## APPENDIX B

# Ground Rules for Effective Groups

Be fully present.

Bring all of yourself to the work. Set aside distractions.

Listen to understand.

Strive to achieve a balance between listening and reflecting, inquiring, and speaking.

Identify assumptions.

Be clear about any assumptions. Put them on the table.

Share all relevant information.

The best decisions are made when everyone has all the pieces of the puzzle.

Focus on interests, not positions.

Interests are the underlying reasons, values, and concerns behind our stated positions.

When you state a position, you are taking a stand.

Keep the discussion focused.

Help the facilitator keep the group on track.

Make decisions by consensus.

Work toward decisions that everyone can support.

Talk about how the group will handle conflict.

It is OK to disagree, but do not make it personal. Stick to the issue; do not focus on the person.



## APPENDIX C

# Using a Racial Equity Lens in Our Work

Using a “**racial equity lens**” raises our awareness of how race and ethnicity affect our personal lives and our community. Who are the decision makers? How do different groups experience political power? How do they gain access to community institutions and services?

Here are some ideas to help Steering Groups, Action Oversight Groups and Action Teams think about racial equity as they do their work.

### 1. *Talk about racial equity.*

- What inequalities or gaps do we see in our community?
- How does the issue we are addressing affect different groups?
- What is the Steering Group doing to foster racial equity throughout this project?
- How might gaps or inequities show up in the action work? How can we prevent this?

### 2. *Explore the level of racial equity within our own group(s).*

#### Membership

- Does the membership of our group(s) reflect the diversity of our community? If not, who is missing? Do we have members from different parts of the community, with different experiences?

#### Participation

- Does everyone participate, or do some people dominate the group? What skills do members of the group have?

#### Leadership

- Does the leadership in our group reflect the diversity of our community? If not, what can we do about that?
- What do you think it means when white people take the lead?
- What dynamics are at play when people of color provide leadership?

#### Meeting time and space

- How can we make sure that we choose locations that work for everyone?
- How can we schedule meeting so that everyone can participate?
- **How does timing impact our meetings? (Consider people’s schedules, religious holidays, and other community events.)**

Continued the following page →

## Meeting agendas

- Have we included time in our agendas for the following:
  - ✓ Time for building relationships?
  - ✓ Refreshments?

## Communication

- What plans have we made to check in on our own behavior and the racial dynamics of our team?
- **Are we moving beyond “politeness and pretending” and speaking openly and honestly about our issues and challenges?**

### 3. Evaluate our group dynamics

- Are we providing space for all voices?
- How comfortable are we discussing our own issues of race with each other?
- How can we build in time for team building and deeper exploration of race and inequity?
- How are our leaders responding to members of our group?
- As a group member, how am I behaving? Am I taking part, or am I letting others speak for me?

### 4. Consider additional education/training on structural racism

- Everyday Democracy offers training on structural racism.
- The following resources provide insight into the impact of racism on community building:
  - *Flipping the Script: White Privilege and Community Building*  
<http://www.capd.org/pubfiles/pub-2005-01-01.pdf>
  - *Grantmaking with a Racial Equity Lens*  
<http://www.grantcraft.org/pdfs/equity.pdf>
  - *Structural Racism and Community Building*  
<http://caseyfoundation.com/upload/publicationfiles/re3622h650.pdf>
  - *Racial Equity Tools* [www.racialequitytools.org](http://www.racialequitytools.org)

## APPENDIX D

# Making Decisions by Consensus

What is consensus?

Consensus is a **process for group decision making. It is based on a group's collective thinking**, and usually results in a position that everyone can support.

Consensus vs. voting

When we vote, we choose one option or idea. Consensus, on the other hand, allows people to combine ideas and opinions.

Voting produces winners and losers. Sometimes, people focus more on the numbers it takes to "win" than on the issue itself.

With consensus, people work through differences and reach agreement. It is possible for one person's insights or strongly held beliefs to sway the whole group. No ideas are lost; each member's input is valued as part of the solution.

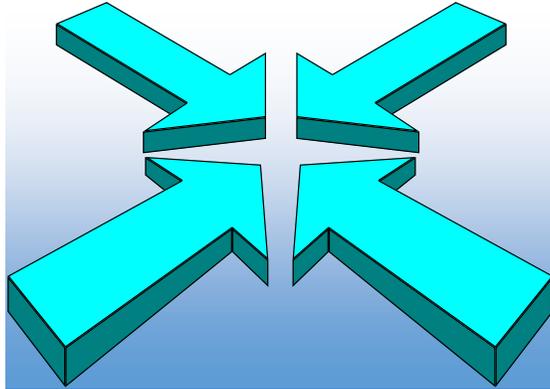
Why does consensus matter?

Consensus takes time, skill, and commitment. It usually results in greater support for the decision and often sparks creative thinking. It works best when the group has:

- shared values.
- understanding of group process and conflict resolution.
- a commitment to support the work.
- enough time for full participation.

## APPENDIX E

### LEVELS OF CONSENSUS



I STRONGLY SUPPORT THIS DECISION.



I SUPPORT THIS DECISION.



THIS DECISION IS OK.



I AM UNCOMFORTABLE WITH THIS DECISION, BUT I CAN LIVE WITH IT.



I DISLIKE THIS DECISION, BUT I WILL ACCEPT THE WISDOM OF THE GROUP. I PROMISE NOT TO INTERFERE WITH THE DECISION.



I VETO THIS DECISION. WE NEED MORE TIME TO TALK ABOUT THIS.

Any proposal is accepted if more than 75% of the group votes and there are no fists.

APPENDIX F

Common Public Processes

Strategy	Description	Strengths	Limitations
Polling	A sample of public opinion	Clear-cut process; easy to administer	Polling focuses on one moment in time.
Surveys	Data collection about <b>people's behavior and</b> opinions	Easy to administer	Developing good survey questions is hard to do.
Focus Groups	Small group designed to gather and/or test information	Easy to organize; one-time event; gathers information about a topic from several viewpoints	Only tests information
Study Circles (Dialogue Circles)	Small-group dialogue helps people explore a topic from many viewpoints.	Face-to-face conversation; builds trust, understanding, and knowledge; may change individual behavior	Limited impact unless done on a large scale
Public Hearings	Large-group meeting for sharing information	Many people can hear a lot of information at one time.	Limited give-and-take: communication is mostly one-way.
Town Hall Meeting	Large-group meeting for sharing information and making decisions	Many people can hear a lot of information at one time.	Not all voices are heard; little chance for deliberation; time constraints can be a problem.
Summit	One-day event aimed at raising awareness, sharing information, and building public will	Potential for media attention; can bring experts and stakeholders together; can cover a lot of information	Everyday people may stay away because of emphasis on experts; one-time event; there may be little or no follow-up.
Community Visioning	Large-group process or event focused on community planning	Builds excitement and optimism; can help set the direction for the future of the community	Needs careful follow-up to carry out ideas
Charrette	Intensive planning session in which citizens, experts, and others collaborate on a vision for development	Gets a lot of information out; opportunity for everyday people to interact with experts to shape a community plan	Often does not include citizens in planning process; can lack accountability
Stakeholder Problem Solving	Collaborative problem solving among community leaders	Well-informed people/experts/officials work together to address problems or conflicts and agree to support decisions.	Sometimes those most affected by the issue are left out; can be dominated by <b>"experts."</b>
Large-scale Public Dialogue & Problem Solving	Public processes involving leaders and all kinds of people, resulting in a range of outcomes	Inclusive; generates solutions and brings leaders and people together; creates potential for long-term change	Large, time-consuming, organizing effort; needs skilled leadership, commitment, and resources

# ACKNOWLEDGMENTS

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We are grateful to the following people for their assistance:

*Susan McCormack*, Senior Associate, Everyday Democracy

*Gloria Mengual*, Everyday Democracy

*Barb Trujillo*, i2i Institute

*Rachel Welborn*, Southern Rural Development Center

We also thank Everyday Democracy staff and Senior Associates for their contributions to this document.

# ADDITIONAL RESOURCES

You can view or download free copies of the following resources at:

[www.everyday-democracy.org](http://www.everyday-democracy.org).

- *Organizing Community-wide Dialogue for Action and Change*
- *A Guide for Training Public Dialogue Facilitators*
- *Organizing in Rural and Reservation Communities*

*Connecting Public Dialogue to Action and Change* was created with support from The Paul J. Aicher Foundation © 2011.

July 2011, Revised 2018.