Impact of Participatory Design in Creating an Outreach Strategy that Cultivates Diverse Engagement

A Capstone Action Project

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Abstract

The following capstone action research paper analyzes the impact participatory design has on the creation on an outreach strategy that cultivates interest by a diverse group of participants. The design and methods were based on the principles of diversity, civility, and collaboration. Led by a formalized planning committee, the strategy was designed outreach to various stakeholders, partnerships, and an introductory social event purposed to gather and inform potential applicants, supporters, and funders to the Black Hills Civic Academy.

The action research showed the openness and flexibility required in participatory design methods adds a richer dynamic with more thorough impact through the generation of diverse ideas and the inclusion of different stakeholders. While co-design techniques require a level of flexibility that can be challenging to balance while keeping a project moving forward, the results were worth the additional considerations.

The level of interest and feedback received at the Introductory Social exemplifies the success that broad outreach and participatory design methods that honor the principles of diversity, civility, and collaboration have on engagement strategies. The Introductory Social also exemplified areas where the developed outreach strategy needs to be strengthened to increase inclusion of diverse people.

*Keywords*: participatory design, co-design, civil discourse, diversity, outreach.
Acknowledgements

It would be nice to recognize the efforts and contributions of each person who played a role in the completion of this project. However, I would inevitably forget someone and feel awful. My hope is that each person who has contributed in any way to the courses, the capstone, the Black Hills Civic Academy, or my sanity over the past two years knows that my simple Thank You is heartfelt and filled with gratitude and love.

Special recognition goes to the planning committee. To work beside you on the Civic Academy has been a humbling experience. Wes, Toinette, Helen, Malcom, Kitty, Ritchie, and Scyller: your leadership, compassion, and commitment to progress has changed our community in vast and impressive ways. Thank you for contributing your time and talents to bring the BHCA to fruition.

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Finally, every goal I set for myself and achieve is because of the support of my family. My husband, son, daughter, and parents have kept life running while I focused on school.

To any future CLU student who happens to read this, I encourage you to learn from the journey. The lessons come from the interactions with people along the way. Be prepared to have your capstone change throughout the project and know that those changes are all part of the process.
“In every bit of honest writing in the world there is a base theme. Try to understand men, if you understand each other you will be kind to each other. Knowing a man well never leads to hate and nearly always leads to love. There are shorter means, many of them. There is writing promoting social change, writing punishing injustice, writing in celebration of heroism, but always that base theme. Try to understand each other.” (John Steinbeck Quote, n.d.)
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CHAPTER 1 – Introduction to Project

Purpose and Scope

Dissent, disagreement, opposition, dispute, and conflict are all words that can be used to describe how normal, everyday citizens have come to view acceptable problem solving by public officials, leaders, peers, and even family members. Whether a product of media manipulation, political partisan wars, or a reflection of a shift in societal expectations, the results of this ineffective approach to dialogue and governance may be having a dire impact on the desire for citizens to engage in their community and networks in a way that builds consensus and collaboration. To change this growing trend of broken civil discourse, community leaders must take the time and opportunity to engage a broad cross section of people to cultivate the capacity to influence community in a way that encourages and inspires effective and civil dialogue.

It is with this intent that the idea of the Black Hills Civic Academy was born. The goal of the Black Hills Civic Academy is to encourage civil discourse by engaging those aspiring to lead in their community around concepts of values-based leadership, effective dialogue, and building a strong community for the future. While facilitating connections with each other and other civic leaders. Robert Putnam explains that by building connections, we build trust. And by building trust, we build community. With this in mind, a group of invested community leaders came together to create the Black Hills Civic Academy. The Academy is an opportunity for people to learn about themselves and enrich their dialogue skills in order to cultivate the connections that build trust and, ultimately, strengthen their sense of community (Putnam & Feldstein, Better Together, 2003). The planning committee developed an outreach and engagement process for the Civic Academy that furthers the values of collaboration, participatory design, and connection.
building. This capstone project focuses on the on-going participant selection deliberations and actions of the planning committee as it relates to outreach and engagement of diverse candidates.

Outreach efforts will target people from many different backgrounds who may be looking for ways to engage deeper within their community. A key element of community engagement and working towards large-scale change is the “need to reexamine the capacity of individuals and institutions to intentionally engage populations that historically have been excluded, or not included, in civic decision making and community-building programs and processes.” (Toms & Burgess, 2014). In order to accomplish this effectively, people need to know how to interact with a different group of individuals, organizations, and institutions. This concept of inclusion and engagement is integral to the overall vision of the Black Hills Civic Academy and should, therefore, be foundational to the outreach strategy incorporated by the planning committee.

To achieve the goal of broad engagement that creates and invites diversity, the planning committee was formed to co-design the Civic Academy and the subsequent outreach strategy. During the 10-week capstone experience, this small group of volunteers will design and implement an outreach strategy that includes:

1) Defining the participant characteristics we hope to attract
2) Identifying potential partnerships with organizations to increase awareness
3) Create marketing materials
4) Design the outreach strategy
5) Implement the outreach strategy
6) Conduct an introductory social type event where those interested in the program can come and learn more about what expectations and participant take-aways.
7) Gage effectiveness of outreach strategy by the number and diverse backgrounds of those who are interested and attend the social.

Guiding Principles

**Diversity.** How our communities look and live are changing. The demographic make-up of the Black Hills today will drastically change in the next 10, 20, and 30 years. We have the opportunity to embrace this change and the diversity of ideas and innovation that comes with it. However, change is hard for some and the lingering effects of discriminatory practices can be seen in many public decisions, legislative action, and traditional business models. This underlining exclusion of different people and ideas can deter our growing diverse population from engaging all in our community. A guiding principle of the capstone outreach project is the desire to reach segments of the population within our community that may feel disenfranchised by the political environment, economic barriers, or those people who would like to engage in their community in a way that differs from the negativity we currently see. Reaching disenfranchised populations will take a deeper outreach strategy than we typically see with development type programs. Normal communication means such as social media will more than likely not cultivate the broad interest in the program we would like to achieve. The planning committee will need to work with trusted sources and potentially set-up face-to-face meetings in order to generate interest. The Black Hills Civic Academy is an opportunity for this segment of the population to feel welcomed in way they previously have not. To do this, the outreach strategy must be one the cultivates trust and openness from the very first interaction. That trust and collaborative spirit will then lay the foundation for group interactions within the cohort.
Dr. Laura Kohn Wood of the University of Miami described the important connection between diversity and civility, “Empirical evidence indicates that providing a structure for shared dialogue across differences builds empathy, insight, cognitive flexibility and results in positive relations with members of other social groups and identities. In addition to individual and group education, exposure and dialogue, however, there is a critical need to strongly rebuke hate and to restructure systems so that all sectors of society have genuine opportunities to thrive and contribute” (Gutierrez, 2018). There is a very clear connection between the principles of diversity and civility. Valuing diversity within the outreach strategy demands that a culture of civility be maintained in order to embrace the new ideas that come from diverse groups, experiences, and backgrounds.

**Collaboration and co-design.** From the onset of the project, the planning committee adopted the principles of collaboration and co-design. As the saying goes, “two heads are better than one.” The progress and conversations made by the group have demonstrated that when a person truly cares and is invested in a certain topic, issue, or the success of a project, they inherently value the concept of collaboration because the desired outcome is not about the glory of the individual but rather the goal they hope to reach. Or the impact they hope to achieve. That has certainly been the case with the development of the outreach and recruitment program for the Black Hills Civic Academy. Each meeting held contained rich and thoughtful discussions that led the group to feeling more enlightened and enthusiastic about the potential impact of our project. True collaboration takes flexibility, however. We have learned that timelines need to be adjustable and minds need to be open to change in order to truly embrace the ideals of collaboration and group input.
The guiding principles of diversity, civility, and collaboration go hand in hand in the interactions of the committee and the outreach strategy. To attract and embrace diversity an environment of trust and civility must be established. Through this environment, collaboration can become a part of culture and lead to innovation and co-design that lead to successful change.

![Diagram showing the relationship of Diversity, Civility, and Collaboration]

*Figure 1. Relationship of Guiding Principles*

**Limitations**

Having made collaboration and co-design foundational to this project, it can be hard to both support and encourage new ideas and changes in direction while abiding by the timeline required of the 10-week capstone project. Half-way through week one, it became evident that the carefully laid project timeline was more of a reference point from which to deviate. Because the capstone research on outreach is only a portion of the bigger objective, the group had to embrace the intent of action research and be mindful and reflective of the experience and lessons learned throughout the process and adapt accordingly.
Another limitation is the search for funding. As the program continues to come together there are elements that will need funding in order to support. While not a part of the capstone project, the search for funding has become a critical component of moving forward. There was a point in time when the committee felt the need to slow down until funding could be solicited. However, rather than slow the momentum of the project, the committee incorporated outreach to potential funders into the engagement plan. The hope is that a demonstrated interest in the program will also attract funding.

Consideration for the limitations, but also excitement for the potential to impact the community in a deep and meaningful way through the grass roots cultivation and encouragement of civil discourse has driven the planning committee from the start. The following capstone project outlines the development and implementation of an outreach and engagement strategy for the Black Hills Civic Academy. As well as the critical role participatory design methods played in the development of the project.
CHAPTER 2 – Literature Review of Broader Outreach and Engagement

Introduction to Literature Review

There are so many components to outreach and engagement. The terms are broadly used and applied to many different contexts and circumstances. For the purposes of this capstone project, the focus was on recruitment for a new program. We asked ourselves if by applying the values of diversity, collaboration, and broad engagement, could we create an outreach plan that cultivates diverse interest in the mission of the civic academy? And once interest is garnered, can we use those same values to create a cohort that builds cohesiveness in an environment that encourages personal and collective development and empowerment?

The subsequent resources and information highlight the role intentional outreach plays in changing the current trends of decreasing community engagement and dwindling ability for people to converse civilly on matters in which they disagree. Information gathered will further discuss current development programs to show how the outreach strategy and impact of the Black Hills Civic Academy differs and fills a critical gap. Finally, included is research that outlines important traits and characteristics we should target in the recruitment of participants that cultivate group cohesiveness and open-mindedness.

Engagement

As we reflect on the changing demographics in communities across the Black Hills, it becomes excitingly obvious that we have a wonderful opportunity to create an outreach strategy that seeks to engage people in a way that has not previously been done. While we have seen a decline in participation in traditional civic and service type clubs (Putnam, 2000) the importance
of involvement in these groups has not diminished. Many studies show that engagement in broader organizations increases the likelihood of people to make considerations based on a larger public good (Fishkin, 2009), thus creating a larger sense of community that is inclusive and embraces diversity.

An important aspect gained from engagement in community groups is the asset of social capital. Putnam describes social capital as networks and the norms of reciprocity and trustworthiness that arise from those connections (Putnam, 2000). The planning group is comprised of respected community leaders who can use their networks and social capital to help build the Civic Academy and the outreach efforts. By tapping into their various networks, we can expend our outreach and marketing effectiveness. As a result of the outreach, a class will be selected to participate in the Civic Academy where a potential outcome for students is the cultivation of their own networks and social capital.

Cultivating engagement that builds social capital can lead to an empowerment of people and their ability to influence change in their personal environments. I use the term environment very specifically because engagement is not limited to the public arena. Engagement can mean leading a project at your child’s school or holding an office with the Parents and Teachers Association. Engagement for some can mean taking a leadership role in their church or organizing a moral event at work. Whatever the capacity, engagement, coupled with diversity and a sense of community, can lead to a level of civil discourse and honest deliberation where, regardless of the environment, problems can be solved, and new ideas can be cultivated.

As defined by James Fishkin, deliberation is the process by which individuals sincerely weigh the merits of competing arguments in discussions together (Fishkin, 2009). Fishkin goes
on to qualify deliberation by the quality of the interaction. He states that information, substantive balance, diversity, conscientiousness, and equal consideration impact the quality of the deliberation. Outreach strategies should consider the importance and potential in engagement that cultivates diversity, social capital, and deliberation.

**Current Programs**

The concept of a cohort learning program is not a new idea. Leadership development programs are common in most communities. Leadership South Dakota is a statewide leadership program that “prepares and promotes future leaders in the state with the knowledge and skills they need to lead South Dakota into the future.” (Leadership South Dakota, n.d.). Leadership South Dakota is an 8-month training program with components of critical thinking, public speaking, connections, and South Dakota history. The idea is to engage and connect current and future leaders across the state in a way that strengthens participant leadership skills while bolstering individual influence and connections across industries and the State. Leadership South Dakota has a unique tie to businesses and industry leadership development which differs from the focus of the outreach strategy for the Black Hills Civic Academy.

Moving from a statewide to local perspective, there are a few local programs that encompass similar concepts that we hope to embody in the Civic Academy and ensuing outreach efforts. Local programs tend to have a more focused approach to development around local issues and impact. For example, Leadership Rapid City is a program of the Rapid City Chamber of Commerce that is “designed to promote a better understanding of this community, build and enhance leadership skills, and develop a strong network of community leaders” (Leadership Rapid City, n.d.). The 12-week program familiarizes participants with various aspects of the
community. The class is charged with designing a class legacy project to address a community need and collaborate to find a solution. The program emphasizes community impact rather than individualized leadership skills training.

Another local program designed with the similar goals of bringing people together to learn and embrace diversity is the Mniluzahan Okolakiciyapi Ambassadors, or the MOA. This group was formed in response to a time of increased racial tensions within the Rapid City community. While not a cohort experience, the MOA seeks to bridge the relationship between Native and non-Natives in the Black Hills region. The values of the program are summarized as, “We have stood together, on equal footing, to find understanding amidst a complex and storied history, discover commonalities within our differences, set a positive and productive tone for hard conversations, and celebrate who we are as a culturally rich community.” The MOA is creating a vast group of community members committed to building bridges by taking them on a 5-day bus tour of the Native lands where people learn the history of the Lakota people. The history taught then becomes the common foundation by which trust, and relationships can start to grow. While somewhat similar in audience outreach, the MOA focuses on developing common ground from a shared history around local Native American interactions, whereas the Black Hills Civic Academy hopes to take that same target audience and build a more reciprocal learning and relationship building.

These programs, while different, share common themes of connection, inclusion, and personal development for the purposes of higher impact and community change. The successes of these very different programs show that leadership development for community impact comes in many forms and approaches.
A Different Approach

The Black Hills Civic Academy offers a unique development opportunity that complements those programs already in place. However, as the planning group analyzed current programming, we saw an opportunity to build individual capacity for dialogue and connections to a broader audience by evaluating some of the barriers to participation that other programs experience. Barriers can be seen in two contexts. External barriers being those that prevent someone from attending the event, and internal barriers that hinder a person’s effectiveness while participating in the event (McMonagle, 2017).
Table 1

*Indicators of External and Internal Barriers* (McMonagle, 2017)

<table>
<thead>
<tr>
<th>External Barrier (Barriers to attending)</th>
<th>Internal Barriers (Barriers to participating)</th>
</tr>
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<tbody>
<tr>
<td>- Did they receive an invite?</td>
<td>- Were they the only person of a given identity in the room</td>
</tr>
<tr>
<td>- Did they have transportation</td>
<td>- Did some participants dominate the conversation more than others?</td>
</tr>
<tr>
<td>- Did they have time to attend?</td>
<td>- Was there a facilitator present?</td>
</tr>
<tr>
<td>- Would attending the event mean giving up something else (i.e. work or childcare?)</td>
<td>- Was the forum offered in their primary language or communication style?</td>
</tr>
<tr>
<td>- Did they trust the organization/location hosting the event?</td>
<td>- Did they believe their voice would make a difference?</td>
</tr>
<tr>
<td>- Were they interested in/affected by the issue?</td>
<td>- Did they have enough knowledge to form an opinion?</td>
</tr>
<tr>
<td>- Did they feel they would make a difference?</td>
<td>- Did they feel safe participating?</td>
</tr>
<tr>
<td>- Did they consider their potential contributions to be of value?</td>
<td>- Were their contributions affirmed and taken seriously?</td>
</tr>
</tbody>
</table>

By examining barriers to both recruitment and participation, the planning group can develop strategies and resources to remove or minimize barriers. In relation to the recruitment and outreach strategies, interest may be increased if the approach considers barriers related to logistics, relevant content, and cultural considerations. Considerations could include:

- Cultural considerations
OUTREACH AND ENGAGEMENT

- Is inviting, inclusive, engaging for a diverse cohort of participants

- Relevant content
  - Demonstrates ability to respect and build upon participants’ existing leadership strengths
  - Clearly articulates desired benefit and opportunity for impact for the participants personally and as a group.

- Accessibility
  - Provides basic meeting supports such as childcare, meals, and transportation
  - Provides resources such as books, materials, and supplies needed to note taking

Another aspect of outreach and recruitment the planning group considered is the name of the program and how to classify the type of training received. When seeking to engage diverse membership in the program, we must take into consideration the impact of social identification. Social identification is the process of identifying as a group member (McLeon, 2008).

Therefore, careful consideration should be put into the identifying terminology used. For example, if marketing focus is put on the terminology of ‘leadership development’, it may discourage people from participating who do not identify themselves as leaders. Another consideration would be those who see themselves as leaders already and would then, feel like they would get nothing from the program. Whatever name is decided upon should reflect the sense of community connection and personal development the program is attempting to establish. The planning committee has also considered allowing the first cohort to name the program. This added element of participatory design will bring the experience of the first cohort into the future of the program in a very visible way.
Group Dynamics

The group mentality of social identification leads to the critical component of group design and dynamics. Essential to the success of the Civic Academy is the make-up of the group selection. Group dynamics, as much as possible, should be considered in order to create a cohesive and constructive class that is able to challenge and encourage each other to learn, grow, and participate.

To that end, selection criteria should be used to identify characteristics in applicants that will further the objectives of the academy. According to *Collaboration: What Makes it Work*, characteristic related to successful collaborations include (Mattessich, Murray-Close, Monsey, & Wilder Research Center, 2001):

1) Mutual respect, understanding and trust
2) Appropriate cross section of members
3) Members see collaboration as in their self-interest
4) Ability to compromise

As outlined by Sam Kaner, there are key values associated with participating in decision-making groups. These values promote open-mindedness, intentional listening, and dialogue. Kaner sites the values of full participation, mutual understanding, inclusive solutions, and shared responsibility (Kaner, Lind, Toldi, Fisk, & Berger, 2014). Therefore, outreach and recruitment efforts could seek to identify applicants who demonstrate these traits of participation.

Identifying characteristics and values of applicants is one step of the process. Selecting applicants who will together create a cohesive class that will learn as well as encourage their
classmates will require an additional element of group design. By “creating an environment where people have an opportunity to be challenged, engaged, and happy” the class can get the most out of their experience in the program (Headley & Manke, 2018).

Outreach that Cultivates Diverse Interest

The outreach strategy created by the Black Hills Civic Academy planning committee will be used to increase awareness of the opportunity, and to cultivate interest in the program. Helpful guidelines for developing an outreach strategy include:

- Meet people where they are
- Be respectful
- Listen to your community
- Build trust and relationships
- Get the word out in a non-stigmatizing manner
- Offer service and information in a variety of locations (including home visits) and at non-traditional times, especially after work hours
- Make written information friendly and easy to understand
- Provide information in the primary language of those who will use the service
- Follow-up

These suggested guidelines highlight the importance of communications and messaging crafted for the targeted audience that meets their needs, is easily accessible, and consistent (Renault, n.d.).
Lastly, the outreach and recruitment strategy should include an analysis of stakeholders, agencies, and potential partners. By mapping out a list of stakeholders and their potential tie – positive or negative – the program, the planning group can prioritize outreach by potential partners and impact (McMonagle, 2017).

**Participatory Design**

Participatory Design methods enhance the normal act of collaboration through intentional inclusion of stakeholders in every step of the design process. Participatory Design follows the idea that when something is created for others to use, the users should be involved in the creation of the thing. Using the Participatory Design model offers benefits such as:

**Reduced risk of failure.** Incorporating constant feedback loops within the design process opens the ability for the planning group to immediately adapt the design to incorporate new ideas or overcome potential barriers.

**Builds ownership in the outcome.** By seeking the involvement of board stakeholders, the participatory design method increases the ownership in the potential outcome.

**Boosts confidence and self-reliance.** Participatory Design focuses on the strengths within a community by harnessing skills, knowledge, and resources to enrich the outcome of the project.

**Enables realistic expectations and lowers resistance to change.** By facilitating open dialogue with all stakeholders, Participatory Design creates an environment of trust where ideas
and concerns can be discussed and evaluated in an open and respectful manner. Thus, limiting resistance at later stages if implementation.

**Fosters stronger bonds and greater community involvement.** By creating the opportunity for people to work together on a shared vision, Participatory Design creates opportunities for relationship building and further community engagement. (Participate in Design, n.d.)

**Conclusion**

Research shows the way people engage in their community and with each other is changing. We have an opportunity to learn from, and expand upon, existing development programs while working to identify and negate the barriers that prevent people from participating. Furthermore, by focusing on outreach and recruitment that is inclusive and seeks to identify applicants with the characteristics and values that enhance participation, openness, and collaborative dialogue, we can create a cohort that furthers the goals and mission of the Black Hills Civic Academy.

The outreach strategy designed for the Black Hills Civic Academy will add to the uniqueness of the program by weaving the methods of participatory design into each step of creation and implementation. Coupled with a focus on inclusion and diversity, the outreach strategy, and subsequently, the entire program will offer a different approach to community change and personal development than has been seen in the community before.
**Definition of Terms**

**Civil discourse.** The term civil discourse requires a two-part explanation. First, Webster Dictionary defines Discourse as the verbal interchange of ideas, or a conversation (Merriam Webster, n.d.). People conduct discourse on a regular basis. The key word in this term is Civil. James Calvin Davis defines civility as the “exercise of patience, integrity, humility and mutual respect in conversation, even (or especially) with those with whom we disagree.” (Davis, 2010) For the purposes of this paper, civil discourse is taken to mean an exchange of ideas in a way that is compassionate and respectful. By promoting the concept of civil discourse, the animosity developed from passionate disagreement can be diffused and refocused in a productive, solution-oriented way.

**Community engagement.** Community engagement seeks to better engage the community to achieve long-term and sustainable outcomes, processes, relationships, discourse, decision-making, or implementation. To be successful, it must encompass strategies and processes that are sensitive to the community-context in which it occurs. (Whitmer, n.d.)

**Diversity.** The concept of diversity encompasses acceptance and respect. It means understanding that everyone is unique and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. Diversity is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual. (Definition of Diversity, n.d.)
**Inclusion.** While often used interchangeably, inclusion is different than diversity. In short, “Diversity is being asked to the party. Inclusion is being asked to dance.” (Bolger, 2017) A focus on diversity will only go so far. Groups must incorporate cultures and create environments that make all people feel welcome and know that their contributions are valued.

**Participatory Design.** Participatory Design has become the foundational method of this capstone research and enriched the collaborative nature of the project. Participatory Design is a method of creation that involves stakeholders in the creation process (What is Participatory Design, n.d.).

**Social capital.** The links, shared values and understandings in society that enable individuals and groups to trust each other and so work together (Keeley, 2007).
CHAPTER 3 – Methods of participatory design in outreach strategies

Foundation of Participatory Design

While the focus of the capstone project is the outreach portion of a larger initiative of the Black Hills Civic Academy, the history and evolution of the entire project is important to touch on in order to highlight how the participatory and co-design intent has been a foundation of the entire program, not just to the outreach piece. The Black Hills Civic Academy has undergone much change through the design process. As ideas and opportunities to increase impact present themselves, the program has shifted and has become something with the potential to be even more enriching. Originally, the Academy was to be a 2-day seminar type event that featured keynote speakers, and connected attendees with community leaders with a focus on candidate development. As conversations and goals continued to develop, the planning committee realized that in order to create the kind of personal transformation intended, we needed to create an environment where participants felt comfortable enough to connect with others in a way that encouraged personal growth and reflection. The group realized that accomplishing such a goal would take more than a weekend course. The idea then developed into a longer program where participants met on a regular basis in order to form deeper connections, and not only conceptualize the change they want to see in themselves and their community, but to practice it as well.

The development of the outreach strategy for the Civic Academy has organically followed the Design Theory model. “Design thinking—inherently optimistic, constructive, and experiential—addresses the needs of the people who will consume a product or service and the infrastructure that enables it” (Brown & Wyat, 2010). The evolution has been one of
collaboration, insight, and co-design from the beginning. Each new component of the outreach strategy was brought forth through a suggestion or discussion by the planning group or stakeholder. As outreach progressed, the values of collaboration and dialogue continued to be a foundational part of every interaction of the planning group, participants, and support groups regarding attracting participants to the program.

Upon reflection, the dynamics that developed through the planning committee exemplify the culture of collaboration and openness that we hope to promote in the academy cohort. The willingness of the planning group to honestly consider suggested changes to the program design made by others shows a high level of self-awareness, commitment to progress, and the skills of dialogue and collaboration.

**Volunteer Planning Committee**

The first step in furthering the development and implementation of the Black Hills Civic Academy outreach strategy was to identify and recruit volunteers to serve on the planning committee. Volunteer participation began with individual conversations with leaders interested in making a change in how people engage in the community. What began as conversations gradually developed into the formalization of an action team and regular planning meetings. Appendix 1 is a log of the conversations conducted leading up to the formation of the planning committee.
The Planning consists of:

LK – the author and CLU student. An active Group member in the community, engaged in the civic and public arena. LK acts as project leader and administration for the Black Hills Civic Academy.

KK – a long-time advocate and public policy consultant, she has led many state-wide and local issue campaigns. KK adds her vast knowledge of engagement and messaging to the overall project.

MC – a national motivational speaker and facilitator. MC is a Bush Fellow researching community engagement in social and community clubs. He serves on many nonprofit boards, served in public office, and is an active member of the community.

NS – A young professional and active volunteer who serves on local nonprofit boards. He has been vocal throughout his network encouraging people to get involved in the community. He is passionate about public service.

RN – A current member of the City Council. He is known for his thoughtful approach to leadership and public policy.

HU – An independent business consultant, campaign coordinator, and fundraiser. She plays leadership roles in many different capacities around the community. HU is known for connecting people and services.

WB – Runs a local nonprofit that creates programming for character building and civic engagement for the local elementary schools. He is familiar with curriculum and has
relationships with the local schools and colleges. WB, through his organization, does survey work and will survey participants at various times throughout the program in order to gain measurable impact.

TB – Owns her own marketing company. Her communications background and passion for community involvement makes her a wonderful resource for the program.

JS – Previous City Council member and motivational speaker. He is seen as a compassionate and values driven leader who is passionate about personal development and community engagement.

SB – A current state legislator and candidate for US Senate. She is an engineer and researcher who brings her enthusiasm for service and critical analysis skills to the public arena.

**Methods**

As mentioned above, the scope and implementation of the Black Hills Civic Academy is too large for the purposes and timeframe of this Capstone class. Due to this limitation, the paper and action research work focused on the process of recruiting candidates to participate in the first cohort class. The following action research plan and methods were used to ascertain if by applying the values of diversity, collaboration, and broad engagement, could an outreach plan that cultivates diverse interest in the mission of the civic academy be developed?

**Timeline.** The timeline established for the capstone project needed to be flexible and adapt to the changing ideas of the committee while still staying within the confines of the capstone requirements. This presented a unique challenge to the planning committee. The below table is the original timeline for completion of the project.
Figure 2. Original Project Timeline

Figure 2 reflects the projected timeline created at the beginning of the capstone course, starting at the top left circle. However, very early into the course, the planning committee adjusted the plan to align with a more realistic timeframe and to ensure our actions followed our principles. The group endeavored to be flexible but maintain focus on the end objective of recruitment for the Black Hills Civic Academy pilot program in November while seeking input from peers and outside sources. By intentionally using the values of participatory design,
diversity, and broad engagement in the creation process, the planning committee incorporated broad inclusion into the development of the outreach and recruitment program. Early in the design stages for the entire Black Hills Civic Academy, and specifically, the outreach component, the group identified opportunities to partner with like-minded groups and meet with interested individuals to constantly seek feedback, ideas, and insight.

**Service Club leadership conversation.** One of the first groups engaged in the conversation, even before the formalization of the planning committee, were leaders of local Service Clubs. Members of the committee conducted a session that brought together leaders of local Service Clubs to discuss community engagement. Attendees held in-depth conversations about the trends in participation and impact they have seen within their individual organizations and brainstormed collaborative actions clubs could engage in to shift the downward trend of community involvement. The Service Club conversations are important to include within the framework of this capstone paper to bring attention to the extent of broad outreach into the community, and in the name of participatory design, that took place within the scope of the project.

**Introductory Social.** In a continual reflection of the values of co-design and participatory action research, the planning committee saw an opportunity to strengthen our outreach and connection efforts by hosting a social for those interested in participating in the Black Hills Civic Academy before we begin the application process. The introduction of the social was a new element not in the original timeline. However, in true action research, the planning committee identified an opportunity to better exemplify the objectives of the program and thus altered the direction by incorporating a welcome type social into the outreach strategy,
thereby adjusting the timeline. The purpose of the social was to gather those who are interesting in participating in, or funding, the program for an opportunity to connect and dialogue about the design and potential impact of the Academy.

The goal then was to create a robust outreach and recruitment strategy that attracts broad interest in the program and generates attendees to the introductory social. The planning committee would plan to secure a venue to hold the social that is conducive to networking and conversations. They would coordinate the event flow and organize introductions and speakers in a way that is welcoming and informative. And they would survey attendees to ascertain the effectiveness of the outreach efforts, attendee demographics, and the individuals’ interest in participating in the program in some capacity.

The social was an introduction to the entire Black Hills Civic Academy. A critical piece that needed to be developed before the social was the application process for those interested in participating in the cohort.

**Participant Application.** A firm outline of the characteristics, experience, and profile of people the group wishes to target for participation in the program is essential. While the ideal class would be comprised of a diverse group of participants with many different experiences and backgrounds, a more focused effort to recruitment would be needed to avoid the risk of a scattered approach and the loss of effectiveness. The application process needed to be in place for those who attend the social who would like to apply for the program.

The group designed an application and selection process that is accessible and understandable for applicants while ascertaining the qualifications determined by the group to be needed in order to gain worthwhile experiences from the program. The application helps to
identify applicants experience and background, as well as the characteristics of openness and willingness to learn and apply the lessons gained through participation in the academy. To ensure unbiased selection of applicants, a fair grading scale and rubric was created so that each applicant is judged on the same criteria and expectations. Appendix C shows the Black Hills Civic Academy application form.

**Communication.** Communication tools are essential to any outreach strategy. Marketing materials should be informative and speak to the benefits of the class and what participants can expect to gain from attending. The first phase of creating marketing and communication tools is to synthesize the value proposition that informs potential participants about why the Black Hills Civic Academy is worth their time. The value proposition, or What’s In It For Me (WIIFM), should clearly state the tangible, personal, and altruistic benefits of the course.

“Think about the end users, about how busy they are and how they are bombarded every day with thousands of messages volleying for their attention. They have a filter and if what you’re saying doesn’t break through the clutter to address a need they face… you’ll have a hard time getting through.” (Decker, 2010). The broad outreach goals may create challenges when defining a focused WIIFM message that resonates with different demographics of people. The planning group may consider creating targeted marketing pieces to give to specific groups and delivered via different communication platforms.

The value proposition communicated in the marketing materials can also be used in a way that will attract participants who are interested in being empowered to drive valuable outcomes (Weil, 2013). By honestly reflecting the values and goals of the Black Hills Civic Academy, the planning committee can ensure those people recruited and interested in
participating share the goals of civil discourse and community engagement and wish to strengthen their skills in order to increase their effectiveness when interacting with others.

**Create partnerships to build awareness.** Diverse outreach is a key element in the recruitment strategy for awareness of the overall program, but the initial outreach would focus on invitations to the Introductory Social. The planning committee developed a stakeholder map that identifies potential partner organizations and groups who can help facilitate outreach to different audiences and people throughout the community. The planning committee used their networks and relationships to cultivate the partnerships needed to reach the identified audiences. The Black Hills Civic Academy is a new program, and while the program itself has not developed credibility, the planning committee would need to use the credibility and influence of its members to facilitate the connections needed to increase exposure and recruitment efforts.

“Relationships have the power to multiply the trust and authority of a company’s message. Relationships can also provide reach and influence within a certain group of people. For these reasons, building relationships is a strategy employed by big enterprises, non-governmental organizations, start-ups and middle-sized companies alike.” (Villeumier, 2015)

The influence and ability of stakeholders to help reach targeted audiences should be considered when developing the stakeholder map and outreach plan. By incorporating others into the outreach strategy, the Black Hills Civic Academy can capitalize on their relationships, influence, and social capital. The below figure shows the equal importance the company, the influencer, and the audience play in reaching targeted groups. Meaning that stakeholders should be identified based on:

- Their ability to either influence others to participate – Influencer
• The potential of them personally participating – Audience

• Their access to a larger audience to help market the program – Company

The planning committee spent time compiling a list of potential organizations, people, and, groups based on their connection to potential cohort candidates, their interest in the topic, and their ability to further the mission of the program. Appendix B shows the complete list of stakeholders identified as well as their designation as an influencer, audience, or company. The comprehensive approach to outreach shows the multiple levels of consideration needed when building a strategy to attract diversity.

Figure 3. Targeted Outreach (Villeumier, 2015)
Measurements

Participatory action research methods encourage all parties to analyze and evaluate the solution to a problem, incorporating perspectives from different stakeholders, and at different times in the research. To take a true measure of the change and success achieved by the outreach strategy, the planning committee should establish benchmark actions throughout the research. These benchmarks can provide an opportunity for reflection and course adjustment as needed. The benchmarks will allow the committee to evaluate the effectiveness of the strategy development while it is in progress, as well as ensure the values of the program are being reflected in all facets of the project.

The following benchmarks will be used by the committee to gauge the progress of the strategy creation as well as the effectiveness once it is implemented:

1 – The creation of a diverse and influential planning committee

2 – The development of an application and process that may cultivate diverse participants who demonstrate a desire to improve the way they interact with others.

3 – Connections made with a diverse demographic of stakeholders and stakeholder organizations to help generate interest in the Black Hills Civic Academy, and specifically the Introductory Social, by a broad group of people.

4 – A measure of the overall success of the developed outreach strategy, through a survey of those who attend the Introductory Social. The survey would include demographic information as well as how the attendee learned of the program.
Every component of the outreach development and implementation will reflect the values of diversity, collaboration, and engagement that has become the foundation for the entire Black Hills Civic Academy. Without an outreach and recruitment strategy that engages a diverse and passionate cohort the Black Hills Civic Academy will not come to fruition. The work of this capstone project is critical to the success of the overall program.
CHAPTER 4 – Results

The vision and flexibility of participatory design drove the results of the outreach strategy development for this capstone project. The collaborative nature of action research methods allowed the timeline and actions taken to reach the final objective to evolve over the course of the project. In every shift, the plan and potential outcomes were strengthened and better aligned with the values of the project. The participation of community members, service club leaders, the planning committee, and potential cohort participants within the design of the outreach strategy will lead to a more comprehensive and impactful program for the community.

Timeline

Right away the timeline for the completion of the outreach project was altered. The original objective of the outreach strategy was to create an application and outreach process that attracted a diverse pool of applicants for the Black Hills Civic Academy. The end goal was to have selected a cohort by early September to participate in the November Black Hills Civic Academy Pilot session. Almost immediately, the planning committee felt there was an opportunity to bring potential participants together in a way that facilitates connections from the very beginning rather than have their first interaction with the program be through an impersonal application process. In response, the group shifted the end goal for the capstone project from a selected cohort to a welcome social for those interested in applying for the program. Potential applicants would be invited to learn more about the program and offer their input on curriculum development.

In the following weeks, the planning committee shifted the focus of the social slightly to an Introductory Social with an opportunity to invite potential participants as well as donors, and
speakers/facilitators. To continue to emphasize the importance of participatory design, the committee included during the social the chance for attendees to share feedback and ideas to enhance the program.

The final timeline below reflects the shifts from the original timeline. The shifts exemplify the impact of participatory design and how the committee was able to adapt their actions as input was gained in order to achieve results more consistent with the overall mission.

Table 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Original Timeline</th>
<th>Updated/Final Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 8-12</td>
<td>1</td>
<td>Develop selection committee</td>
<td>Develop selection committee</td>
</tr>
<tr>
<td>July 15-20</td>
<td>2</td>
<td>Create participant matrix, application, and selection criteria</td>
<td>Create participant matrix, application, and selection criteria</td>
</tr>
<tr>
<td>July 22 – 27</td>
<td>3</td>
<td>Create participant outreach plan.</td>
<td>Create participant outreach plan.</td>
</tr>
<tr>
<td>July 29 – 3 Aug 3</td>
<td>4</td>
<td>Create marketing materials</td>
<td>Create marketing materials</td>
</tr>
<tr>
<td>Aug 5 – 10</td>
<td>5</td>
<td>Create marketing materials</td>
<td>Create marketing materials</td>
</tr>
<tr>
<td>Aug 12 – 17</td>
<td>6</td>
<td>Implement outreach and marketing</td>
<td>Develop Stakeholder List</td>
</tr>
<tr>
<td>Aug 19 – 24</td>
<td>7</td>
<td>Implement outreach and marketing</td>
<td>Finalize sponsorship request materials</td>
</tr>
<tr>
<td>Aug 26 – 31</td>
<td>8</td>
<td>Review Applications and select cohort members</td>
<td>Schedule Introductory Social and get invitations out</td>
</tr>
<tr>
<td>Sept 2-7</td>
<td>9</td>
<td>Notify cohort members of their selection</td>
<td>Finalize survey, social presentation and agenda</td>
</tr>
<tr>
<td>Sept 9-14</td>
<td>10</td>
<td>Final reflection Due. Final paper Due.</td>
<td>Host Introductory Social</td>
</tr>
</tbody>
</table>

It is to be noted that in order to include the data collected at the social in the capstone project, an extension was applied for and granted by CLU administration. In addition, the
conversation with service club members is not reflected above because it happened outside the official capstone timeline.

**Service Club Leadership Conversations**

The Service Club leadership conversations offered insight into the difficulty local clubs were facing with engagement and, therefore, impact in the community. While the session was outside the capstone timeline, the discussions helped frame the challenges current organizations were facing regarding outreach, engagement, and community involvement. The discussions offered insight into ways the planning committee might interact with stakeholders differently in order to see different results in recruiting efforts. Attendees to the conversation were leaders of the various local Service Clubs. These people have demonstrated commitment and passion for community service, engagement, and impact for the greater good. Their thoughts on how people are currently being recruited to engage in community offered valuable insight for our project going forward.

The discussion also brought to light the incredible potential we have within our community to help people engage differently. The impact local service clubs have on society through service projects, philanthropy, and community building is undeniable. However, participation continues to decline. The decline has brought frustration to many of the people still engaged in Service Clubs because the need is still there, the missions feel relevant, but they have not been able to find a way to shift their organizational model to still fulfill the important work they do, while meeting the changing needs of the newer generations.
Using an abbreviated World Café facilitation format, the group exchanged ideas on how to capitalize on connections to build synergy and increase recruitment and, ultimately, impact within the community. Key take-aways from the conversations include:

- There seems to be a perception of duplication in community engagement organizations and opportunities. When personal time and resources are limited, outreach strategy for the Black Hills Civic Academy should be very specific in how the program is different. Conversely, there may be an opportunity to combine efforts of other organizations with the Black Hills Civic Academy to ease perceived duplication.

- Outreach actions that have seen some positive results in recruitment of the younger generations include social media, personal referrals from friends, and task specific outreach. Task specific outreach includes requests for specific tasks such as reviewing bylaws, creating marketing, volunteering for set amounts of time. These tend to be actions that impact the overall long-term goal but have definitive start and stop times and shorter-term goals.

- Clubs and associations were once how community members connected with others who shared like interests. Monthly meetings and social events were used for connecting with others and staying up to date on current events. With the emergence of social media and digital connections, the way people are interacting with each other has changed drastically. Monthly meetings are a time burden when people are connecting with friend groups in different ways.

Applying these important observations will help the planning committee better understand how to format, and then market, the program in a way that resonates with a person’s desire for community impact in a format that fits the demanding lifestyle of younger generations.
Volunteer Planning Committee

The foundational element of the Black Hills Civic Academy is the people; the community, the participants, but most importantly, the planning committee. This amazing group of community leaders has given of their time, influence, and experience to create a program that will change the way community members interact to solve problems and effect change. The group came together around the ambiguous desire to increase the capacity for civil dialogue in our community. The vague nature of the goal offered an opportunity to co-create a program that has surpassed expectation.

The collaborative nature of the planning committee meetings organically created a microcosm of the environment the group hopes to cultivate in the Black Hills Civic Academy through their outreach efforts. Planning committee meetings were exercises in open-mindedness, flexibility and contributory conversations. The group’s deep-seated value of diversity and civil discourse has offered a great example of the experience of connection, dialogue, and deliberation we wish to create for participants of the civic academy.

While the diversity of opinion led to greater impact and more meaningful work, there were many times during meetings where the discussion felt like a step back as we went again over concepts we had previously covered. While somewhat frustrating, the exercise always proved to align the group and further solidify in their minds the idea being discussed. While each person’s perception of the work being done may differ slightly, the overall commitment to community engagement and civil discourse is consistent throughout all members of the planning committee. Two perceptions were apparent.
First, there are a couple of committee members who are passionate about recruiting citizens to run for elected positions. While the Black Hills Civic Academy outreach strategy is not specifically designed as a candidate recruitment tool, the potential for a program participant to feel empowered and want to seek change in an elected capacity is high. Furthermore, the ability of elected officials to engage in dialogue in a civil and productive manner leads to a more effective government.

Second, some members of the planning committee have a deep passion for furthering the engagement and empowerment of minority populations. Again, while not the only drive of the program, outreach and engagement of a diverse population is key to cultivating the capacity of people to engage in critical conversations with differing viewpoints in a constructive, and respectful, manner. In reflection of value placed in diversity by the planning committee, the outreach strategy for the Black Hills Civic Academy will put intentional focus on outreach to minority and underserved populations.

In a reflection of the learning environment the planning committee hopes to create in the Black Hills Civic Academy cohort, the planning committee themselves have meshed and melded their different viewpoints, priority issues, experiences, and connections in a way that has been respectful and enhances the overall product. Through their willingness to listen to other ideas and find common ground in an open-minded and accepting manner, the Black Hills Civic Academy outreach efforts are more inclusive in nature and will result in a broader reach and deeper impact.

**Black Hills Civic Academy Introductory Social**

The final piece of the capstone project was the coordination and execution of the Introduction Social. The planning committee reserved space at a local theater that provided
seating, stage, audio/visual equipment, and space for attendees to mingle. The venue provided a mix of seating options that allowed the planning committee to be flexible in the execution of the social agenda and adjust to the flow of the crowd.

The social was a success in a few areas. The social offered the committee the opportunity to gage the effectiveness of the outreach strategy, but also brought some validity to larger work of the committee. The social was the first time the committee had presented the Civic Academy concept to a larger audience and the response was encouraging and proved to validate the work being put into the project. Leading up to the social, the committee organized the location logistics, executed the communications plan, gathered attendee information at registration, and conducted the introductory social.

**Communications outreach.** After event details were secured, the committee created a digital invitation to be shared with contacts and organizations. With budget constraints, the committee chose not to print or mail invitations but rather email the digital copy to personal contacts, interested parties, and the diverse stakeholder group identified at a prior committee meeting. Committee members also made personal calls to select individuals who they felt might
have interest in the topic of civil discourse.

Figure 5. Introductory Social Invitation

A few months ago, a group of people came together concerned with the trend of negative discourse we see growing in the local, state, and national level. We know that as a community we can do better. Out of many conversations developed the Black Hills Civic Academy.

Black Hills Civic Academy is a non-partisan cohort learning experience designed to cultivate and invigorate the skills of dialogue and collaboration. Where participants are inspired to act as a force for change through an increased capacity for effective and civil discourse.

We are ready to take this idea to a larger audience and hope you can join us next week to learn more about the Black Hills Civic Academy and the change we are trying to promote.

The committee capitalized on social media outreach and created a Facebook event to allow people to extend the invitation to a broader network. The committee chose to make the invitation open to anyone on Facebook rather than limit the audience. The presence on social media also allowed the committee to post updated information about the location as well as posts to continue to pique interest in the topic.
Table 3

*Social Media outreach results*

<table>
<thead>
<tr>
<th>Event Shares</th>
<th># Going</th>
<th># Interested</th>
<th># Invited</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>6</td>
<td>21</td>
<td>69</td>
</tr>
</tbody>
</table>

While a worthwhile venue for outreach that spurs interest, social media outreach should supplement a strategy that encompasses more personal methods of outreach. However, many committee members found that having a social media presence helped direct their personal invitation as well. It gave them a place to direct people to go for more information.

**Registration Data.** Attendees were asked to sign in at the beginning of the social and provide basic identifying and contact information. They were also asked for the following information which gave the committee a general idea of who attended as well as a contact list for further outreach opportunities.

Table 4

*Introductory Social Registration Sheet*

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Email Address</th>
<th>How did you hear about the event?</th>
<th>Would you like to be included in an email list for further information about the Black Hills Civic Academy?</th>
</tr>
</thead>
</table>

By simply asking attendees how they heard about the event, the planning committee was able to gain a better perspective on the effectiveness of the outreach strategy. As is reflected in Figure 5, the most effective outreach method was a personal invitation by members of the
planning committee. Either through telephone or email invitation. General observations by the committee regarding the success of personal outreach included a few different factors:

1) The program is very new and lacks credibility. However, the planning committee members bring with them influence and social capital that resulted in positive response to a personal invitation.

2) The environment the committee attempted to create at the social was one that encouraged dialogue and conversation around the topic of civil discourse. Those objectives are hard to summarize in a way that is conducive to social media outreach. It lends itself much better to the one-on-one personal outreach.

3) Social media outreach and emails can often get overlooked in the daily digital traffic that people must sort through regularly.

4) Future outreach strategies should include personal invitations from planning committee members to key leaders, organizations, and segments of the population. The committee cannot rely on social media and other non-personal communication means alone to attract diverse interest.
While attendance to the social was small – 10 people other than committee members - the group shared very in-depth conversations regarding the topic of civil discourse and the need to reverse the trend we see in how people handle, and work through, disagreement. The success of personal invitations may have helped cultivate the level of conversation that ensued because committee members were able to explain more about the program when extending the invitation. As the larger project progresses, the planning committee will emphasis the importance of personal outreach on connections to increase engagement, interest, and participation.

**Introductory Social Summary.** The Introductory Social was a success in many aspects. While the numbers were small, the engagement and interest by those who attended was large. The evening began with light socializing as the committee welcomed attendees. The
environment was inviting and the committee members in attendance did a wonderful job of engaging attendees from the very onset of the event.

The committee started the social with a brief presentation outlining the concept of the academy. In a reflection of the capstone co-design process, the social flow was led by the participants. The planning committee had created an agenda for the evening that included smaller group conversations after the initial welcome and overview. However, attendees were comfortable engaging in the larger group and had a very thoughtful exchange of ideas, questions, and feedback.

Those who attended were diverse in background and occupation. It was obvious, however, that outreach efforts failed to engage attendees from various ethnic populations, socio-economic status, and age. Namely, the Native American population which the committee had hoped to involve. One attendee commented on the lack of participation from members of different ethnic groups, rightly emphasizing the importance of intentional and one-on-one conversations about the program with local Native American leaders. Moving forward, outreach and recruitment efforts will need to have greater emphasis on personal outreach to minority populations.

Even though attendance was minimal, the outreach efforts did attracted a nice mix of people interested in participating in the program, who could be speakers or facilitators, as well as a couple who could potentially fund the program in the future. A handful indicated that they would be willing to fill out the application and participate in the pilot program.

Similarly, the planning committee was able to gain valuable input from people who attended the social who could potentially offer funds in the future. These people oversee granting
Organizations and their input will be a resource as the committee moves forward. One attendee also offered to host a small fundraising event. While not part of the capstone project, funding for the entire program has weighed heavily over the planning committee as we have progressed in the process. Therefore, the discussions and interest that took place at the social gave the committee hope that funding will be achieved.

The interactions of those who attended the social reflected the foundational principles of diversity, civility, and collaboration that the planning committee has abided by from the beginning. Attendees engaged with open hearts and a true interest in the program and the questions from other attendees. The planning committee was impressed by the dialogue exchanged and is incorporating the feedback offered as the project progresses.

Table 5

*Introductory Social Attendee Breakdown*

<table>
<thead>
<tr>
<th>Attendee #</th>
<th>Demographic</th>
<th>Funder/Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>Native American, Female, 25-35 yrs</td>
<td>Participant</td>
</tr>
<tr>
<td>M1</td>
<td>White, Partner Org, Male, 55-65 yrs</td>
<td>Partner/Funder</td>
</tr>
<tr>
<td>F2</td>
<td>White, Female, 55-65 yrs</td>
<td>Participant</td>
</tr>
<tr>
<td>M2</td>
<td>White, Male, 55-65 yrs</td>
<td>Participant</td>
</tr>
<tr>
<td>M3</td>
<td>White, Male, Military, 35-45 yrs</td>
<td>Participant</td>
</tr>
<tr>
<td>M4</td>
<td>White, Male, Service Club, 55-65 yrs</td>
<td>Participant</td>
</tr>
<tr>
<td>F3</td>
<td>White, Female, Service Club, 55-65 yrs</td>
<td>Partner/Funder</td>
</tr>
<tr>
<td>F4</td>
<td>White, Service Club, 65-75 yrs</td>
<td>Funder</td>
</tr>
<tr>
<td>M5</td>
<td>White, Male, Nonprofit, 55-65 yrs</td>
<td>Funder</td>
</tr>
<tr>
<td>F5</td>
<td>White, Female, Nonprofit, 55-65 yrs</td>
<td>Partner</td>
</tr>
<tr>
<td>F6</td>
<td>White, Female, Consultant, 65-75 yrs</td>
<td>Committee Member</td>
</tr>
<tr>
<td>F7</td>
<td>White, Female, 35-45 yrs</td>
<td>Committee Member</td>
</tr>
<tr>
<td>M6</td>
<td>White, Male, 35-45 yrs</td>
<td>Committee Member</td>
</tr>
<tr>
<td>M7</td>
<td>White, Male, 65-75 yrs</td>
<td>Committee Member</td>
</tr>
<tr>
<td>M8</td>
<td>African American, Male, 55-65 yrs</td>
<td>Committee Member</td>
</tr>
<tr>
<td>F8</td>
<td>White, Female, 45-55 yrs</td>
<td>Committee Member</td>
</tr>
<tr>
<td>F9</td>
<td>White, Female, 35-45 yrs</td>
<td>Committee Member</td>
</tr>
</tbody>
</table>
Conclusion

The benchmarks identified in Chapter 3 are guideposts to measure the results of the implemented Black Hills Civic Academy outreach and recruitment strategy.

Table 6

*Benchmark Outcomes*

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The creation of a diverse and influential planning committee</td>
<td>The planning committee diverse, influential, dedicated, and passionate about the potential to affect change within the community.</td>
</tr>
<tr>
<td>2. Develop an application and process that may cultivate diverse participants who demonstrate a desire to improve the way they interact with others</td>
<td>The application and process developed by the planning committee helps to identify applicants who could strengthen their skills for effective dialogue, then apply those skills to impact change in their circles and community. The planning committee will need to further implement, then analyze the process access to, and submission of the application.</td>
</tr>
<tr>
<td>3. Make connections with a diverse demographic of stakeholders and stakeholder organizations to help generate interest in the Black Hills Civic Academy, and specifically the Introductory Social, by a broad group of people</td>
<td>A full stakeholder contact list was created and then used to communicate information about the program and invitations to the Introductory Social. The stakeholder list included many local organizations that cater to a diverse audience. Outreach efforts attracted interest in the Introductory Social from a somewhat broad group of people. However, more work will need to be conducted in the future to engage minority populations. The planning committee was able to identify strengths and weaknesses of the outreach strategy.</td>
</tr>
</tbody>
</table>
The results of this capstone action research project, as demonstrated in the above table, show the benefits of the participatory design process when creating an outreach strategy that informs and attracts diverse interest in a community engagement program. We learned that including diverse people in the outreach strategy will be critically important in order to increase the participation of people with diverse demographics. The planning group did not do that to the extent necessary to cultivate the diverse participation hoped for. Equally important is seeking feedback and analyzing the current course of action every step of the way. Every opportunity and interaction should be a way to inform people of the project, as well as a two-way interaction that leaves the planning committee open to ideas that further the goals of the program. This two-way exchange was evident in all the committee meetings, the Service Club leadership conversations, and finally, in the Introductory Social.

The contributions from the diverse interactions and people engaged throughout the capstone project led to a more comprehensive outreach strategy which culminated in an Introductory Social that increased awareness, interest, and participation in the Black Hills Civic Academy. The planning committees use of participatory design methods aligned perfectly with the values of diversity, collaboration, and broad outreach resulting in the creation of a process that was inclusive, adaptable, and ultimately richer in impact potential than would have otherwise been.

The culmination of the Introductory Social gave the planning committee an opportunity to test their process and identify areas for improvement. The key learnings include a greater emphasis on personal outreach was more successful than generic invitations through mediums
like social media. As well as, the need to engage more diversity within the group with people who can then help guide and increase outreach to their communities and connections.
CHAPTER 5 – Reflections

Project Reflections

The capstone journey has been an exercise in leadership and change management. The project has led to deeper appreciation for the progress that can happen when people come together to develop and implement a vision for community improvement based on the principles of diversity, civility, and collaboration. The planning committee members share a passion for increasing the capacity of members of our community to interact and communicate in a manner that embraces civil discourse. Being able to disagree in a way that respects different points of view while moving towards a positive solution, is essential as our community contends with the important issues of a diversified society. The committee determined from the beginning that the steps within the design process would be reflective of the values they were trying to cultivate in others. Therefore, a strong emphasis was put on participatory design in order to create an outreach strategy that attracted a diverse group of people who were open to the concepts of the Black Hills Civic Academy.

Participatory design. Participatory design is a theory that places emphasis on the input and engagement of all the stakeholders. The planning committee embraced the co-design concept inherent in participatory design and the result was the cultivation of a group who felt respected as valued contributors to the creation, development, and success of the project. Regardless of how far along in the process, the planning committee welcomed suggestions and questions. This constant feedback loop led to richer results and an outreach strategy the entire committee was proud of.
Being open to change takes a level of flexibility and adaptability that was occasionally difficult to balance within the time constraints of the capstone project. The ability to reframe the process while adhering to the desired outcome challenges even the most seasoned project manager. Occasionally, the constant evaluation of the co-design process left the group feeling like only small movements of progress were being made. The committee would have meetings where the discussion circled back to topics previously settled on. Knowing when the discussion was truly redundant and when the repeat discussion was needed to solidify a concept with the whole group could be tricky. Although worth the effort.

**Outreach Strategy.** While building the outreach strategy, the goal of the planning committee was to create the foundation for a process that would set the stage for future classes. Therefore, the strategy was comprehensive in its identified outreach opportunities and methods. However, the implementation of the outreach strategy did not result in the diverse engagement we had intended. More time and resources should have been spent personally reaching out to the groups and organizations identified as potential stakeholders. There were a smaller number of attendees than we had hoped which led to many population sectors not being represented. In the future, attempts to engage identified populations should include the personal outreach and education on the Academy. Also, time needs to be spent cultivating relationships with identified groups. Attendance at the Introductory Social proved how a concept such as the Civic Academy is best promoted by personal outreach and relationship building.

Teaching the skills of civil discourse is a harder topic to communicate than you may think. The skills that people need in order to be thoughtful and respectful, yet effective, while talking about difficult topics can seem like soft skills that are easily taken for granted. If that
were the case, then we would not see the current level of contention in community discussions. Regardless, the soft nature of the skills being enhanced through the Civic Academy were viewed by some as merely ‘feel good’. This mentality added a level of difficulty to the outreach strategy. While challenging, the skepticism forced the committee to look at the language being used and be more specific on the tangible benefits of participating in the program. Therefore, rather than be discouraged by the negative feedback, the committee used it to further develop the message and marketing.

As was evident from the social, there is interest in the opportunity to cultivate the skills of civil discourse at a grassroots level throughout the community. However, as we also saw, the most effective way to engage people in the concept and program of the Black Hills Civic Academy will be personal outreach to targeted people, segments, organizations, and audiences. A personal invitation and welcome to participate is a tremendous sign of respect. And when you consider that civil discourse is a respectful exchange of ideas, then it makes perfect sense that the first step in engaging people to the Civic Academy should begin with a personal invitation.

**Project take-aways.** There are a few key elements of the project that deserve special mention regarding the success of co-designed outreach programs developed for the purpose of attracting diverse engagement.

*Gather an influential group willing to take the time on the project.* As mentioned in Chapter 1, conversations regarding the topic of civil discourse and the opportunity to change the negative trend had been taking place among different people in the community for a while. When it was time to move from casual lamentations to more formal discussions, consideration was put into having the right people involved. While anyone interested was welcome to join the
conversation, key people were identified for their influence, connections, and experience. Through many meetings the Black Hills Civic Academy took shape and became a project they were willing to expend social capital to see to fruition. The reputation and influence of the committee members has lent credibility to the outreach efforts and program.

**Find the balance between flexible and goal driven.** We have talked extensively about the benefits of participatory design and being continually open to changes that strengthen the outcome. It is important to note that there must also be a balance established that keeps the project on track and goals accomplished in a timely manner. There can be such a thing as too much deliberation, especially if it prevents the progression of the project. Planners must be cognizant of when to cultivate discussion and when to push for action.

**Never forget the values and mission of the work.** It can be easy to get excited about a new idea or thought and jump to incorporate it into the project flow. It is good practice to evaluate changes against the established mission and values of the project. This will help keep the committee and progress moving forward in the right direction.

**Leadership.** While collaboration and a sense of shared leadership was a foundation of our group dynamics, it took one person to lead the charge. The coalition relied heavily on that one person to schedule, coordinate, and facilitate meetings. This person was the focal point for information flow and was responsible to creating the volunteer group. Leadership looks different depending on the situation. In this case, leadership took organization and the motivation needed to keep encouraging the entire group.
Personal Reflections

The work of the capstone action research project was a learning experience on many levels. The paper would not be complete if there was not reflection on the personal journey undertaken in the process. To gather a group of people, present an idea, and lead the steps to the desired outcome was an experience that challenged my skills, and both humbled and lifted me. To engage in work that hopes to spark lasting change such as civil discourse and diverse engagement, the character of the people involved is, and will always be, the secret to success.

To that end, co-creating change takes patience and persistence. You must be willing to admit your weaknesses while also promoting your strengths for the good of the cause. As with most leadership moments, there is a dichotomy of confident humility that is needed to both feel productive in a conversation, yet humble enough to listen and accept other perspectives. You must also be willing to roll with changing timelines and actions and while maintaining focus on the end vision. The good news with group engagement and participatory design is that you share the responsibility of leadership with others. As true team experiences and learns together from the ups and downs.

Conclusion

Discourse that results in positive and effective action regarding community engagement and issues, is rooted in the ability for those involved to come to the table with passion for an overall cause. Not just passion for their personal idea. Open-mindedness to other and diverse input, along with the willingness see your idea change and develop with the support of others, is essential to participatory design as well as to effective and civil discourse.
This capstone project focused on creating an outreach strategy that attracted diverse interest for the Introductory Social for the Black Hills Civic Academy. The project resulted in many great observations and take-aways regarding the outreach strategy implemented to be included in the future development of the overall project. The lessons learned through the action research will strengthen the engagement efforts of the entire program.

Equally as important was the experience in bringing people together to create a program using a value-centered process of respectful participation. Incorporating co-design methods throughout the process resulted in rich and thoughtful engagement by committee members and other stakeholders. To increase civil discourse in a community, the change must begin at the grassroots level and every step in the process should reflect the values and skills of respect and collaboration. Therefore, by using participatory design that included planning committee members, potential participants, potential speakers and facilitators, as well as possible funders the capstone action research project helped solidify the foundation for the future of the Black Hills Civic Academy.
REFERENCES


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https://gladstone.uoregon.edu/~asuomca/diversityinit/definition.html


Gutierrez, B. (2018, 11 15). Have we lost the art of civility? Retrieved from University of Miami School of Education and Human Development: https://sites.education.miami.edu/have-we-lost-the-art-of-civility/


## Appendix A: Collaboration Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Purpose</th>
<th>Participants</th>
<th>Actions/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>Gain support from the Chamber of Commerce. Update on progress. Ask for feedback</td>
<td>LR</td>
<td>Linda has agreed to offer staff support and organizational structure to the project. She believes it aligns well with the work I’m doing already and the mission of the Chamber of Commerce.</td>
</tr>
<tr>
<td>April 2017</td>
<td>Gain insight on feasibility, impact, and structure of project</td>
<td>NS</td>
<td>NS and I spoke at length about the content and outreach a program such as this could/should have</td>
</tr>
<tr>
<td>December 2017</td>
<td>As a candidate and elected official, I wanted insight about benefit of such a program</td>
<td>JS</td>
<td>JS suggested we incorporate an element of core values.</td>
</tr>
<tr>
<td>June 15, 2018</td>
<td>Interview about what civic engagement looks like to her</td>
<td>HU</td>
<td></td>
</tr>
<tr>
<td>Ongoing</td>
<td>Learn more about the dialogue that could take place as a program like this</td>
<td>MC</td>
<td>Malcom challenged me to think bigger</td>
</tr>
<tr>
<td>April 2018</td>
<td>Met to visit about funding</td>
<td>BM</td>
<td>Beth encouraged me to put more details and firm timelines into place and gave positive feedback on the likelihood of receiving a Bush Grant.</td>
</tr>
<tr>
<td>Aug. 15, 2018</td>
<td>Met to gain impact from a candidate and elected official</td>
<td>RN</td>
<td>RN was very interested in the idea and helped me cultivate ways to reach minority populations</td>
</tr>
<tr>
<td>Aug. 31, 2018</td>
<td>Visit regarding program, input and potential fiscal sponsorship</td>
<td>RY</td>
<td>They cannot offer fiscal sponsorship for the grant, but he would like to be a part of the planning group and will send examples of other programs he knows about.</td>
</tr>
<tr>
<td>Aug. 20, 2018</td>
<td>Service Club Discussion</td>
<td>MC, PTT, Myself</td>
<td>Facilitated discussion with Service Clubs about their work, impact, and future regarding engagement.</td>
</tr>
<tr>
<td>Nov. 2018</td>
<td>First gathering of planning group</td>
<td>KK, LK, RN, NS, JS, WB, TB, MC, RT, HU</td>
<td>This was the first meeting of the group and was a deep conversation about the values and objective potential of the program</td>
</tr>
</tbody>
</table>
## Appendix B: Stakeholder Outreach List

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Category</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>RC YMCA</td>
<td>Company</td>
<td>Access to potential candidates. Also, a potential host</td>
</tr>
<tr>
<td>Rapid City Area Schools</td>
<td>Company</td>
<td>Potential participants. Student government. Athletes.</td>
</tr>
<tr>
<td>Black Hills State University</td>
<td>Company</td>
<td>Potential participants. Political Science Department. Student Government</td>
</tr>
<tr>
<td>South Dakota School of Mines</td>
<td>Company</td>
<td>Student Government. Entrepreneur program.</td>
</tr>
<tr>
<td>Oglala Lakota College Parent Teacher Organizations</td>
<td>Company</td>
<td>Student council.</td>
</tr>
<tr>
<td>Candidates for office</td>
<td>Audience</td>
<td>Hesitance as this group already has established agendas.</td>
</tr>
<tr>
<td>Local philanthropist Planning Committee</td>
<td>Influencer</td>
<td></td>
</tr>
<tr>
<td>Local AAUW</td>
<td>Company/Influencer/Audience</td>
<td></td>
</tr>
<tr>
<td>Teen Up</td>
<td>Audience</td>
<td></td>
</tr>
<tr>
<td>Black Hills Community Foundation</td>
<td>Influencer</td>
<td></td>
</tr>
<tr>
<td>South Dakota Community Foundation</td>
<td>Influencer</td>
<td></td>
</tr>
<tr>
<td>SD Public Broadcasting</td>
<td>Influencer</td>
<td></td>
</tr>
<tr>
<td>Zonta</td>
<td>Company</td>
<td>Women’s networking group</td>
</tr>
<tr>
<td>Large employers</td>
<td>Company</td>
<td>Development opportunity for their employees</td>
</tr>
<tr>
<td>Leadership Rapid City</td>
<td>Influencer</td>
<td></td>
</tr>
<tr>
<td>Leadership South Dakota</td>
<td>Influencer</td>
<td></td>
</tr>
<tr>
<td>Rural American Initiatives</td>
<td>Company/Influencer/Audience</td>
<td></td>
</tr>
<tr>
<td>Service Clubs</td>
<td>Company/Influencer/Audience</td>
<td></td>
</tr>
<tr>
<td>Career Learning Center</td>
<td>Company</td>
<td>Broad audience of users already interested in self improvement</td>
</tr>
<tr>
<td>Chamber of Commerce</td>
<td>Influencer</td>
<td></td>
</tr>
<tr>
<td>MOA Group</td>
<td>Company/Influencer</td>
<td></td>
</tr>
<tr>
<td>Local governments</td>
<td>Audience/Company</td>
<td>Government employees may be interested in this course.</td>
</tr>
</tbody>
</table>
Appendix C: Cohort application developed as part of the outreach strategy

Black Hills Civic Academy

APPLICATION FORM:

WHO SHOULD PARTICIPATE: We are looking for a diverse range of motivated, driven, and excited individuals who are committed to improving our community through effective collaboration and dialogue...

Leaders, managers, supervisors, volunteers, future leaders, students etc.

Each Applicant Needs...

1. Reference: Name and contact information of reference or letter of reference.

2. Essay: Answer the following:
   - Why are you interested in participating in the Black Hills Civic Academy? Include: What do you hope to gain from this course? (250 words or less)
   - What makes a meeting, group project, or initiative successful? Include: What has been your role in past group successes? and What have you learned about yourself through that process? (300 words or less)
   - If you could implement any change within your community, what would it be? Include: How would you achieve it? (300 words or less)

3. Agrees to Attendance Requirements:
   5 weeks, 5 sessions, with 15-20 participants. To be held in Rapid City, SD. Saturdays, 9am-1pm November (2, 9, 16, 23, 30) 2019. **Note childcare and food will be provided.

We hope we can count on you to choose to champion our Civic Academy cohort!

Be Part of the Change!

Black Hills Civic Academy is a community initiative founded by Lynn Kendall 605-484-7754.

CONTACT INFORMATION
(For questions or notifications regarding the entry, as well as where the entry will be returned, if requested.)

NAME:

COMPANY:

STREET ADDRESS (NO P.O. BOXES):

CITY/STATE/ZIP:

PHONE: ____________________________ E-MAIL: ____________________________

PLEASE SIGN SHOWING YOUR COMMITMENT TO ATTEND ALL 5 SESSIONS OF THE BLACK HILLS CIVIC ACADEMY. SATURDAYS 8 A.M. - 1 P.M. NOVEMBER 2, 9, 16, 23, 30.

SIGNATURE: ____________________________ DATE: ____________________________

PERMISSION TO TAKE AND USE PHOTOS INITIAL: ___

SEND THIS FORM, REFERENCE AND ESSAY TO LYNN KENDALL - KENDALL87@GMAIL.COM
Appendix D: Applicant Grading Rubric

<table>
<thead>
<tr>
<th>BHCA Applicant Grading Rubric</th>
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</thead>
</table>

The structure of each cohort is a critical component of the success of the Civic Academy. Therefore, each application is carefully considered for qualifications that contribute to the accomplishment of the overall goals and mission of the course.

BHCA Applicants should demonstrate the following characteristics:

**Preparation** – Adequate preparation and thought put into the application

**Motivation** – sincere interest, enthusiasm and commitment to attend the BHCA

**Potential to be a productive participant** – willingness to learn new perspectives, ability to contribute, commitment to participate.

**Open mindedness** – evidence they are open to being developed in a personal and professional capacity. To consider different ideas and views.

**Potential to work effectively with people** – demonstrate an ability to work well with others and to communicate effectively. Grow in working with others across differences, to receive feedback, and to make decisions with

**Potential for future impact in community** – demonstrated engagement or desire to engage in a way that positively influences the larger community.

*Thank you for your careful consideration of these applicants!*

**QUALITY OF APPLICATION**

1-2-3-4 Completed
1-2-3-4 Reference included
1-2-3-4 Correct grammar and spelling
1-2-3-4 Clear and concise answers

**Score: /16**
BHCA Application Rubric PAGE 2

Applicant Name: __________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential to be productive participant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open-Mindedness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potential to Work effectively with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potential future impact in community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

_____ / 16 Total Points from Application

_____ / 20 Total Points from Rubric

_____ / 36 Total Points

Reviewer Recommendation:

__________________________________________
__________________________________________
______________________________________________________________________________
______________________________________________________________________________
Appendix E: Introductory Social Presentation Slides

1. **Black Hills Civic Academy**
   
   Strengthening our capacity to connect and communicate

2. **Civil Discourse is BROKEN**
   
   Leaders throughout the country model ineffective dialogue techniques that promote a ‘winner takes all’ mindset.

   As a society we accept argument and stalemates as acceptable resolutions.

   78% of Americans think incivility and political dysfunction prevent our nation from moving forward.

   This is the behavior we are modelling for the next generation.

3. **Create a learning experience that initiates and invigorates conversation and collaboration.**

   
   Inspires and encourages participants to make change through effective and civil discourse.

   Empower people to engage in ways they may not have previously considered.

   Nonpartisan

4. **Who Should Participate**

   Motivated individuals who are committed to improving our community through effective collaboration and dialogue.

   Leaders, managers, supervisors, volunteers, future leaders, students.

   The goal is to select a cohort comprised of diverse backgrounds and experiences.

   We hope to reduce the barriers to participation and offer this class free of charge, with childcare and meals provided.
Program Schedule (pilot)

Know yourself, Know your class: empowering people to engage without waiting for permission. Values based personal branding. Identify your personal strengths.

Civil Discourse: Setting the state: current events, issues, and topics. Personal influences and finding common ground.

Black Hills of Tomorrow: The changing face of the Black Hills communities and planning for the future.

Community and Civic Engagement: What is community and civic engagement and how does it apply to you? Discussions on barriers to engagement and opportunities for change.

Putting it all together: What we know now (after the course) and how to apply it.

Networking luncheon with community leaders.

Funding
Spread the word
Volunteer

Richer community engagement
Solutions focused leadership
Personal and professional development
Appendix F: Committee Informed Consent Form
Participant Information and Consent: Black Hills Civic Academy Planning Committee

Invitation
You are being asked to take part in an action research project that focuses on cultivating civil discourse. It is being conducted by Lynn Kendall who is studying towards a M.A. Organizational Management at Claremont Lincoln University.

What Will Happen
Over the course of this Capstone project, we will be researching the impact participatory design has on the creation of an outreach program designed to attract diverse interest in a civil discourse program.

Potential Risks/Benefits
We will be asking all committee members for their honest input in the development of the outreach process. Therefore, there may be situations were people disagree and conflict in created. We will address any conflict that may arise in a respectful, open and transparent manner. All participants are asked to be open to new and different ideas.

By participating in this project, you will be exposed to new perspectives and have the opportunity to model the kind of discourse we hope to cultivate throughout our community.

Time Commitment
Meetings will be held on a regular basis and will not exceed one hour per meeting. Days and times will vary according to the need of the project.

Participants’ Rights/Confidentiality
I will give priority to your interests at all times. To protect your interests in my final report, I promise the following:

- Your identity will be protected at all times in my final report unless you give me specific permission to use your name.
- You are free at any time to withdraw from the research project, whereupon I will destroy all data relating to you. I will report that a participant decided to leave the project.

Cost, Reimbursement, and Compensation
Your participation in this study is voluntary. You will NOT receive any compensation, nor will you be asked to pay fees of any kind.
Informed Consent Signature Line
By signing below, you agree that: (1) you have read and understood the Participant Information Sheet, (2) questions about your participation in this study have been answered satisfactorily, and (3) you are taking part in this research study voluntarily (without coercion).

Researcher’s Name: Lynn Kendall Date____________________

Participants Name (Printed) ______________________________
Signed ____________________ Date ____________________

Follow Up After Completion of the Project

☐ I would like follow-up on this project. Please email me the final report of the CAP.

☐ Do nothing. I absolve the researchers of any obligation to contact me about this project.

NOTE: If at any time you have any questions or concerns about the project, you may contact the Dean of Capstone Studies at Claremont Lincoln University, Dr. Stan Ward. Please contact him by email: sward@claremontlincoln.edu.