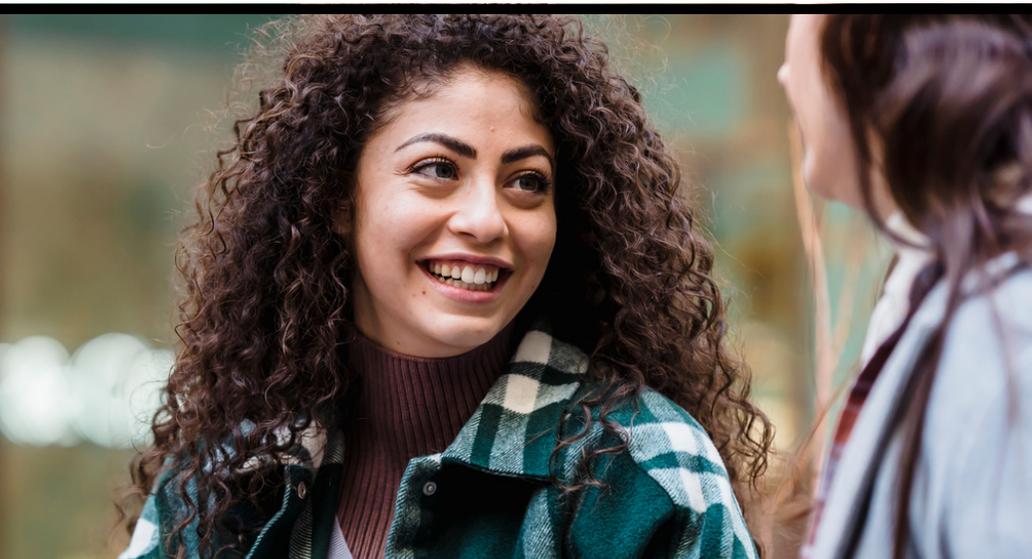




PEER-TO-PEER COMMUNITY ENGAGEMENT GUIDE



A project of The Youth Harbour, in partnership with Regenesis



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**A kudos to our incredible staff that made
this happen and a standing ovation to
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guide, and Kathryn Hoffart, for the
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This guide was created in partnership with [Regenesis](#), a youth-serving community environmental organization. We are very grateful for this opportunity to collaborate.



We would like to recognize, here, the contributions made by our focus group participants who are youth leaders throughout what's currently referred to as Canada. We would like to extend a big thank you to: Lauren Castelino, Sarah Syed, Martin Edwini-Bonsu, Jennifer Hong, and Biboye Aganaba.

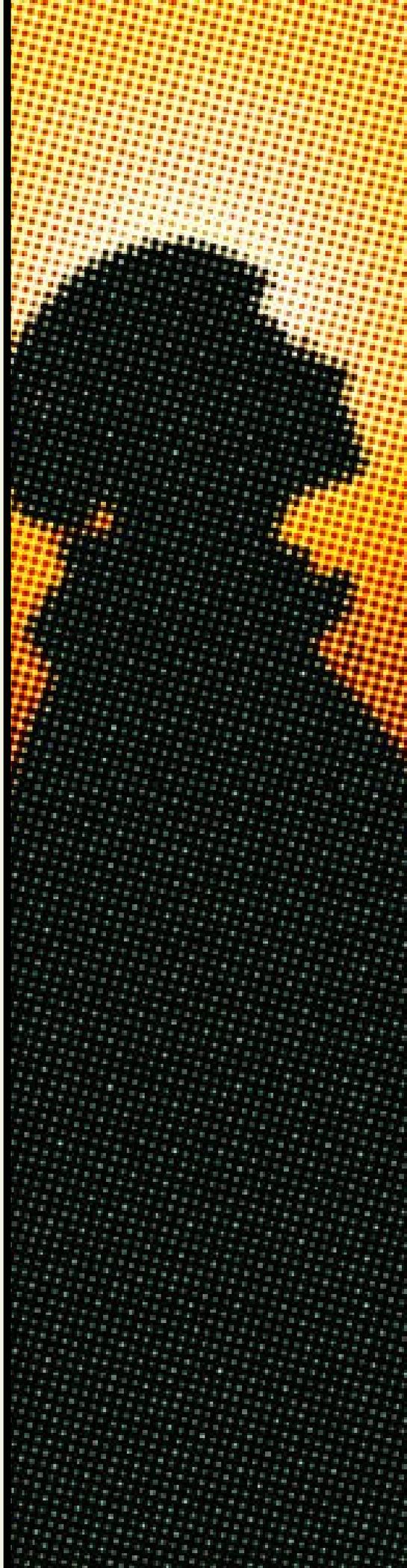


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INTRODUCTION

THE PURPOSE OF THIS GUIDE

Often, when we think about community engagement, the first thing that comes to mind are top-down approaches. Top-down approaches typically look like an organization coming into a community to learn how to best tailor the work they do to assist the community, or as a way to build relationships between an organization and those they serve.

However, in many cases, engagement strategies with our peers and collaborators are not approached in the same thoughtful way. This is especially true in youth spaces, where the main way of joining together is through informal networks, conferences, meetings, and relationships. In addition, generally speaking, many young people have not had opportunities to gain experience in human resources, people management, and/or conflict resolution. This skill gap can lead to mismanaged partnerships and sometimes tensions between people who were assumed to be friends.

This guide outlines how to develop meaningful relationships with your peers through good peer-to-peer engagement practices, boundary setting, and trust building. It can also serve as a starting point for you and/or your group to implement proactive strategies to foster positive bonds and build productive and respectful working environments.



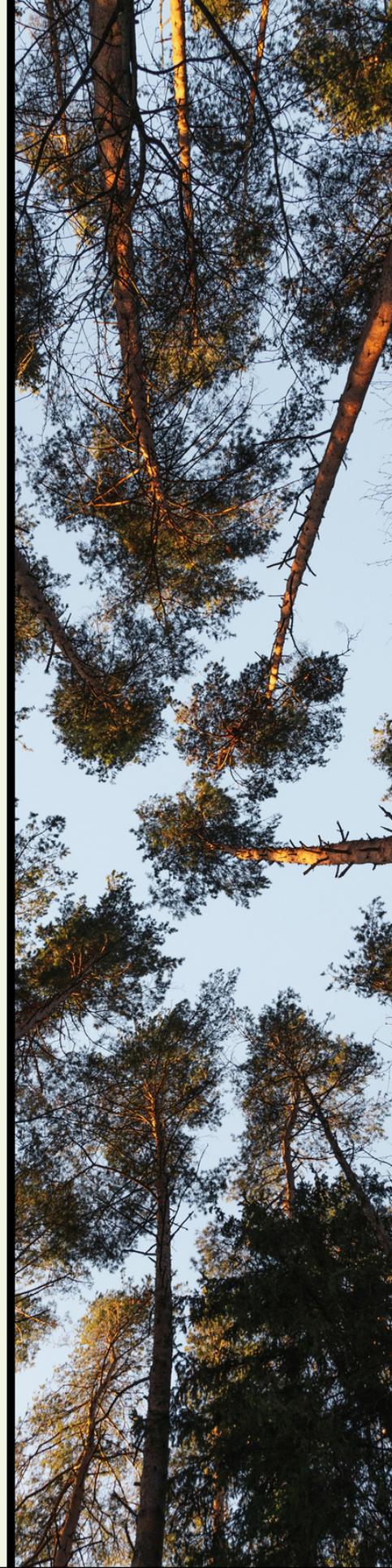
METHODOLOGY

The methodology was to break down peer-to-peer relationships, and establish a definition of them tailored to the specifics of the guide. We identified the key components which have an impact on, and form peer-to-peer relationships, social dynamics, the context individuals interact within, and personal experiences. Part One of this guide focuses on what peer-to-peer engagement is, what makes it difficult, and what good examples of it looks like. Part Two focuses on assisting youth in developing a skillset to establish and maintain strong peer-to-peer relationships, and what to do when conflict arises.

To help shape and inform our guide, we hosted a virtual focus group with five youth who have experience in movement spaces. A focus group is a diverse group of individuals gathered to participate in a guided discussion about a particular topic, providing feedback and sharing personal experiences. We decided to facilitate a focus group rather than conduct individual interviews, as some people may be more confident and comfortable sharing their thoughts when others do so as well. Secondly, listening to others speak about their experiences can often spark further ideas or perspectives that may have not surfaced in an individual interview. Finally, it allowed us to connect with one another and engage as peers within the youth space.

In addition to our virtual focus group, we made available an online survey for interested youth to provide their feedback. We provided this option to increase accessibility but recognize that having an online survey might not have been accessible to folks in remote and/or rural communities or those with limited technology and/or resources. However, due to pandemic restrictions to meeting in person and our large scope of reach, there was limited opportunity to do more than a virtual focus group and survey.

These forms of primary research were key in helping us to establish guidelines which will help steer youth towards strengthening peer-to-peer relationships from both a proactive and reactive point of view (See Appendix A for focus group questions and Appendix B for survey questions).





PART ONE: UNDERSTANDING PEER-TO-PEER ENGAGEMENT

WHO IS THE GUIDE FOR?

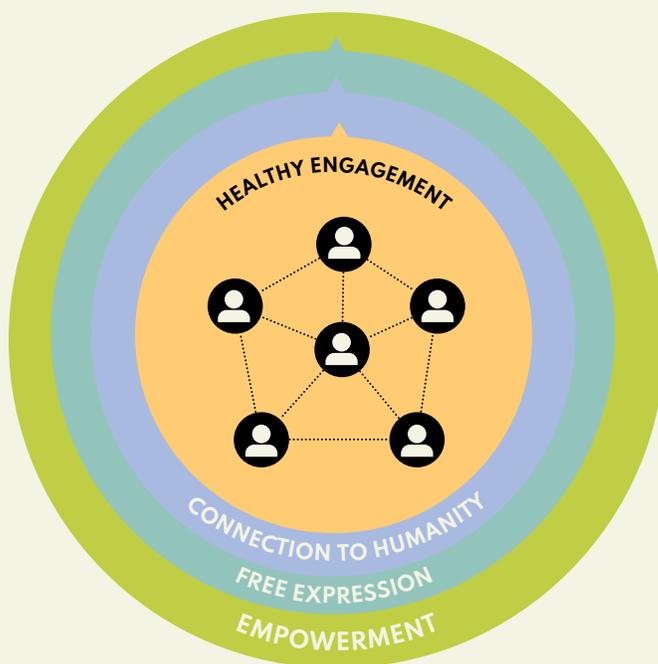
This guide is for young movement builders that are seeking to develop and/or co-create a project together, and through the work together nurture an ongoing relationship/partnership.

WHAT IS PEER-TO-PEER ENGAGEMENT?

Peer-to-peer engagement is interacting with another person in a shared environment. Some examples of shared environments are: school, the workplace, and public spaces such as recreation centres and libraries.

When thinking about peer-to-peer engagement, focus on the engagement as a whole and the energy created through relationships. For example, an ecosystem is built on the relationships between organisms and the environment which creates biodiversity and other benefits. This same analogy can be applied to relationships between human beings. These healthy engagements help us connect with humanity, express oneself more freely, and foster empowerment (Biboye Aganaba's focus group answer).

Figure 1: Energy Created Through Healthy Peer to Peer Engagement, inspired by feedback in our youth consultation sessions.





WHY CAN PEER-TO-PEER ENGAGEMENT BE DIFFICULT?

Strangers are motivated to come together to find solutions for systemic issues such as the climate crisis and income inequality. Such problems are faced on a local, national and/or global level. When working towards solving large-scale issues, we tend to focus more on the big picture which can mean we are not always taking the time to think about how certain factors impact the way we build relationships with one another.

Reason 1: Lack of context and positionality setting

People’s opinions are typically or primarily defined by their social context. This informs their perspective and, sometimes, may not provide them with the tools to relate to people from different backgrounds. Different perspectives can lead to spaces feeling less welcoming since it is more difficult to relate to one another and feel comfortable sharing and discussing differences. These dissimilarities can lead to competitive energy and an increase in one’s pride in being right, which impedes relationship building and community organizing. It is important to note that it is normal to disagree and it is possible that not everyone will be on the same page. The more we focus on these differences, the more difficult it is to move forward and be productive. Instead, use these differences to your advantage by sharing and listening to various stories, perspectives, positionalities, and lived experiences (Biboye Aganaba’s focus group answer).

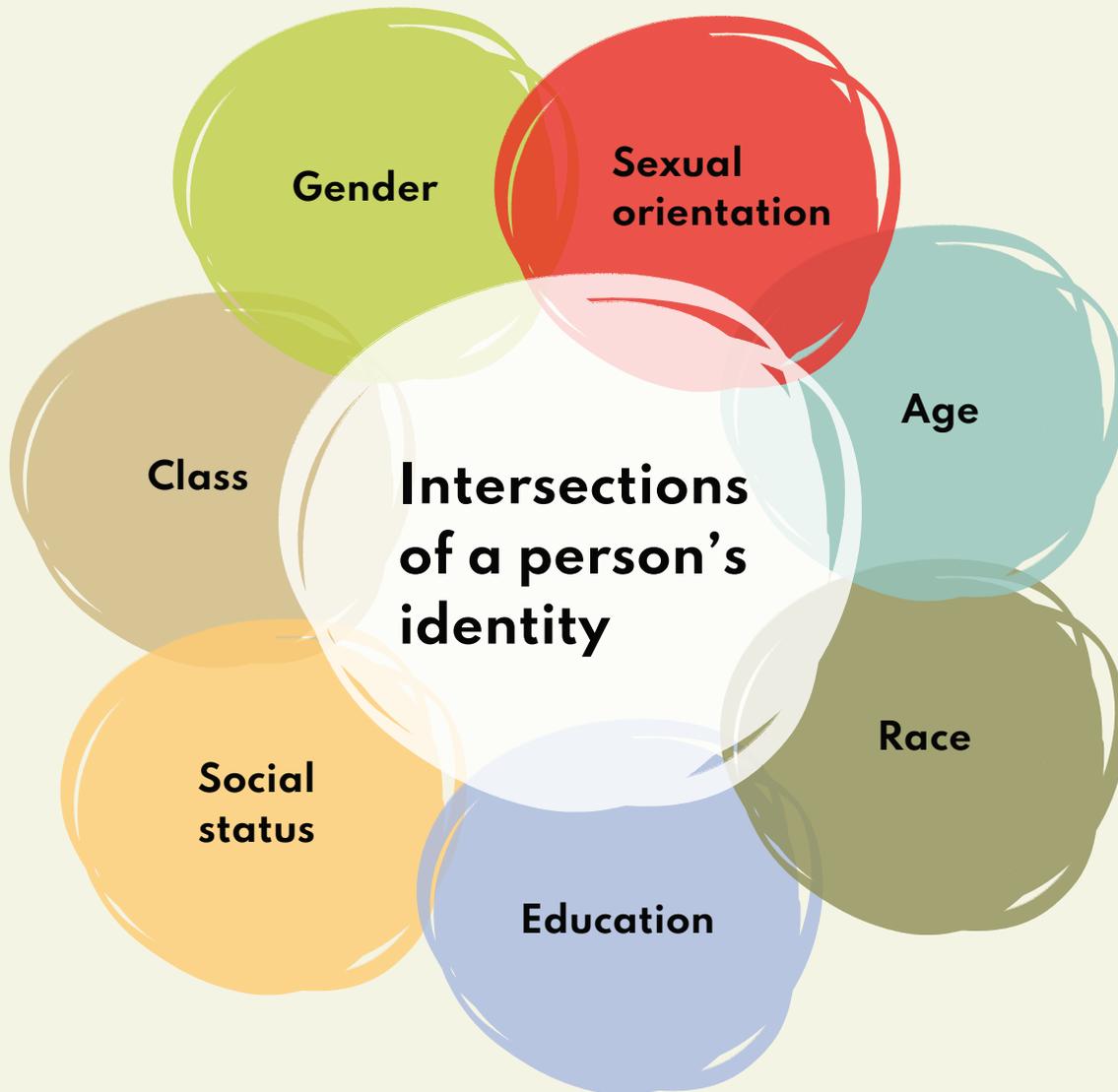
Figure 2: How relationship building can be impeded



Reason 2. Power imbalances

Power imbalances, related to the intersections of a person's identity, can also be another barrier to communication and establishing the basis of a strong relationship.

Figure 3: Intersectionality Map



This example shows a few of the many intersections that contribute to a person's identity.

Reason 3: We do not necessarily uphold other people's boundaries in the face of urgency

Peer-to-peer engagement can also be difficult if an individual has strict and/or loose intrapersonal boundaries (boundaries that we create within ourselves).



Strict boundaries tend to prevent us from being vulnerable and open to new opportunities and thoughts. If someone has strict boundaries, oftentimes they have been set for a particular reason. Although sharing can be difficult for these individuals, meaningful engagement is built on vulnerability and being your true, authentic self. Sharing your thoughts can be productive for yourself and your peers. It provides an opportunity for self-healing and to bond with others who might be dealing with something similar. It allows us to connect with one another and build a sense of belonging to our community (Biboye Aganaba's focus group answer).



On the other hand, having loose intrapersonal boundaries can also be an issue for meaningful engagement. Individuals with less experience in youth movement spaces are likely to hold looser boundaries as a way to prove themselves to their peers. These individuals might be taken advantage of, pushed around, overcommit, and take on too much responsibility as they have a hard time saying no. This can lead to burnout and a lack of healthy communication regarding their challenges (Jennifer Hong's focus group answer).

It is important to note that individuals can switch between having strict and loose boundaries, or fit somewhere in the middle based on their previous experiences. For example, someone may have had loose and open boundaries, but after being and/or having their work exploited with no compensation or credit, became more hesitant when sharing their knowledge and support.

Within movement spaces, there are two different languages that are commonly used to set and maintain boundaries. These two different languages influence the dynamic of a space, along with the boundaries one sets for themselves and amongst a team. It is important to be aware of these different languages, and we should all learn to identify when someone may be speaking using a "different tongue".

Figure 4: Languages to maintain boundaries

 <p>Lower Energy and Strategic Language</p>	 <p>Higher Energy and Activist Language</p>
Rooted in boundary setting	Maintains strict boundaries, rooted in frustration and willingness to act
Being intentional about words and actions	Gets things done
Focuses on how we can fix things	Calls attention to important issues
It focuses on protecting oneself and their reputation	Powerful in collective settings

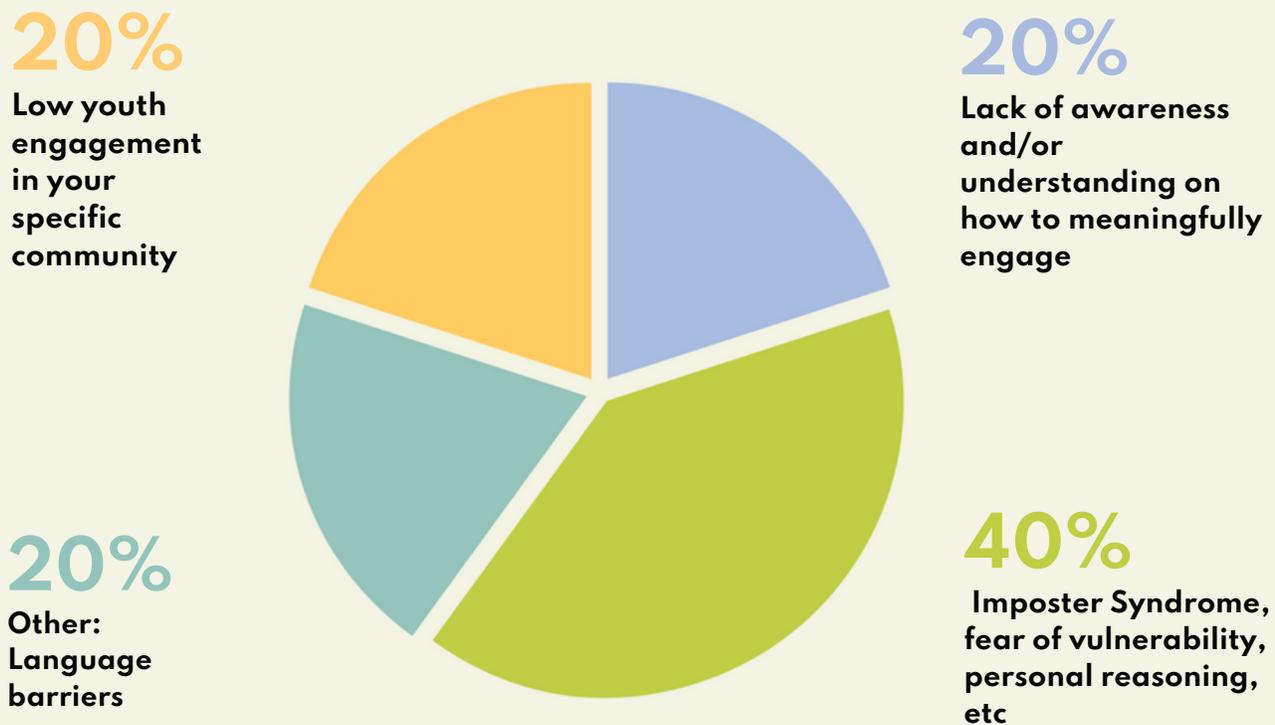
Reason 4: Structureless and negative spaces

While there may be intrapersonal boundaries that can complicate peer-to-peer engagement, the environment they happen in can also bear an impact. When engaging with other individuals in a space with no structures that foster positive communication, seeing one another as peers may be difficult. Additionally, if the spaces where parties are interacting in have historically been sites of inequity, it can result in a hostile environment.

Reason 5: Additional reasonings gathered from our online survey

These are just a few of the many reasons why peer-to-peer engagement can be difficult within youth spaces. Our online survey* highlighted a few others after asking survey participants what was the biggest barrier they faced towards participating in meaningful engagement. Responses included: a lack of awareness and/or understanding on how to meaningfully engage, personal reasoning such as imposter syndrome and/or fear of vulnerability, low youth engagement within their community, and language barriers. *Survey size: 5 participants

Figure 5: What is the biggest barrier to participating in meaningful engagement?



RELATED RESOURCE: [Building Up: Shared Issues, Organization and Leadership: Understanding Power](#)

WHAT DOES GOOD PEER-TO-PEER ENGAGEMENT LOOK LIKE?



All good peer-to-peer engagement begins with regular self-reflection. It is important to have people outside of movement spaces you can speak openly with, who will call you in (or out) as necessary and/or build habits where you check in with yourself about how you are showing up in a certain space. Everyone has strengths and weaknesses and everyone has high points and low points. The goal in building a habit of self-reflection is so you can more easily recognize your individual shifting needs and capacities, and how they may impact the way you navigate peer-to-peer engagement. Doing so does not necessarily mean you will be able to avoid conflict or tensions, but ideally, it will make you more proactive and responsive to constructive feedback about your behaviour.

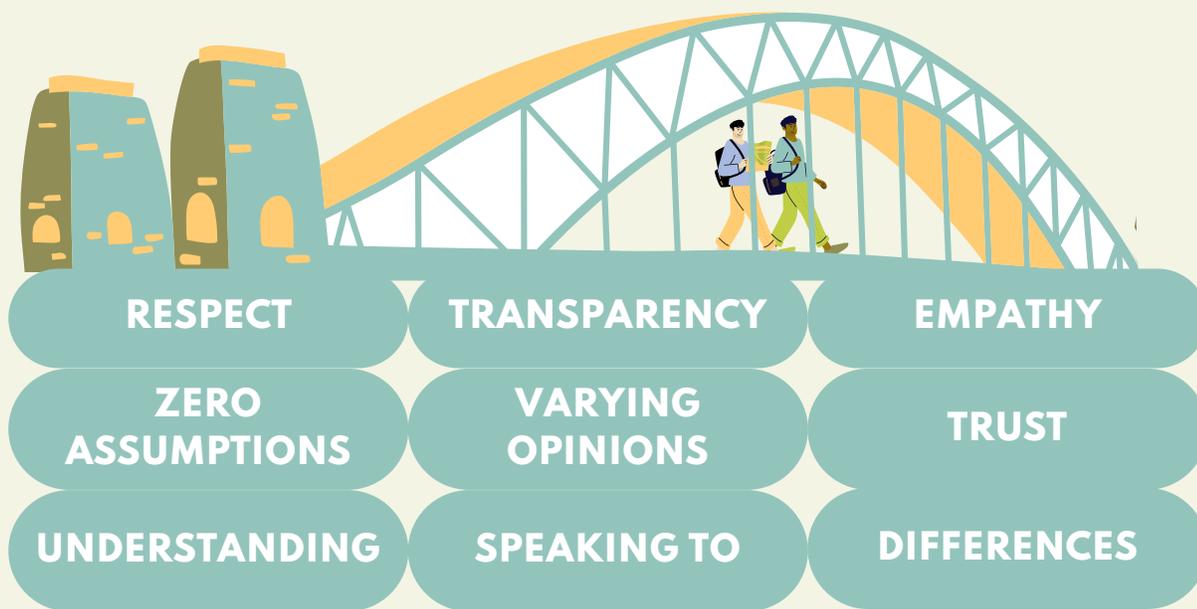
RELATED RESOURCE: [Self-Reflection for Community Organizers](#)

One thing which will be continually emphasized throughout this guide is that strategies and best practices will look different for everyone; something which ideally, will be kept in mind as you make your way through this resource. Taking that into consideration, there are still traits that can be identified, which form a universal basis of what good peer-to-peer engagement looks like. Interactions should begin by considering this:

- 1. Remain open to differences in background and experience.**
- 2. Do not assume a shared cultural context.**
- 3. Do not assume an understanding of certain concepts you may take as a given.**

In summary, ensure all interactions are built on a foundation of respect, transparency, and empathy, one that includes trying not to make assumptions, trusting that a person knows their needs best, and avoiding speaking at, instead of speaking to someone. Related to this is the fact you will encounter people whose opinions vary from your own - as such, try not to enter conversations attempting to change the other person's mind, but striving to understand their perspective. It is important to note this does not extend to discriminatory behaviour, but difference of opinion in strategy.

Figure 6: Foundations of interactions



RELATED RESOURCE: [Reset 5: Building Relationships & Power for Transformation Relationships are the Glue of Organizing](#)

2

**PART TWO:
STRATEGIES FOR
INTENTIONAL
PEER-TO-PEER
COMMUNITY
ENGAGEMENT**

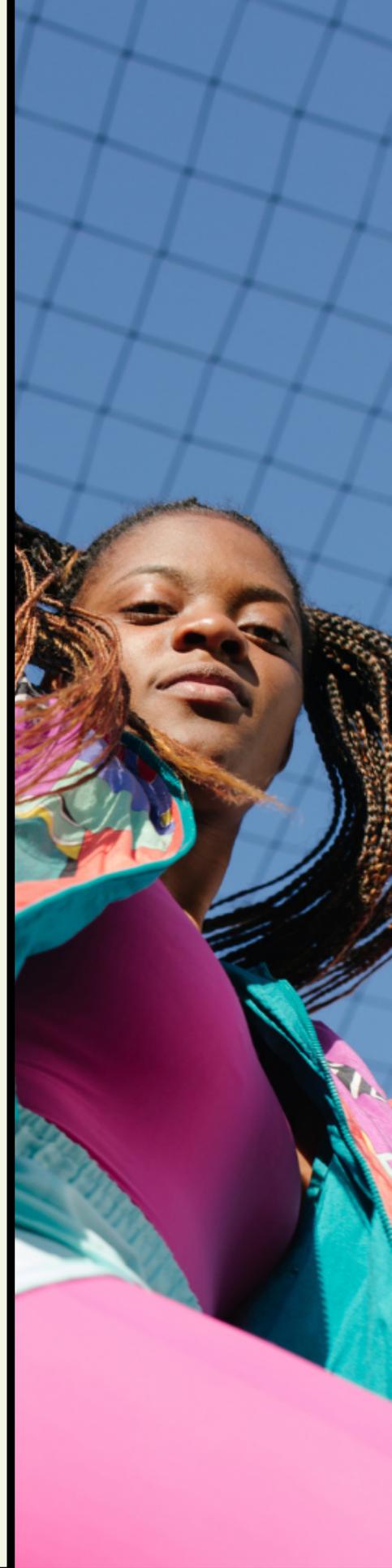
HOW CAN I BETTER UNDERSTAND MY OWN POSITIONALITY TO BE A GOOD PEER TO MY COMMUNITY?

Understanding your own positionality means thinking through the intersections of your identity as well as considering your relationship to the groups which you serve. Many social groups have had their voices ignored or minimized and trust broken over the course of time. To break these patterns of inequity, having an understanding of your positionality can assist you in deciding when you need to pass the mic. This can look like being mindful of how much you are speaking in a meeting, encouraging others to share, or allowing others a chance to step up and into certain leadership opportunities. Additionally, a knowledge of your positionality will help you understand why some people you encounter may take longer to build trust with you. If there is a history of their trust being broken by people of certain groups, you have to be willing to meet them where they are at.

Factoring in your positionality will help to foster an environment where everyone feels they can contribute. The diversity of movement spaces comes from the distinct talents and points of view people possess. Additionally, it will also help you get a better sense of the best way you can provide support to marginalized groups which you may exist outside of, and how to be a true accomplice by prioritizing their needs and goals as necessary.

RELATED RESOURCES:

- [Positionality](#)
- [Pass the Mic](#)
- [Why It's Important to Think About Privilege — and Why It's Hard](#)



WHAT ARE SOME PROACTIVE STRATEGIES WE CAN IMPLEMENT TO ASSURE GOOD PEER-TO-PEER ENGAGEMENT?

Peer-to-peer engagement can be as varied as the perspectives and needs of the people involved. It is important to adopt a dynamic approach that can grow in line with shifting needs. Five proactive strategies will be identified to help steer these interactions in a positive direction.

Create relational & operational community agreements

The first component of good peer-to-peer engagement is collaborating to establish community agreements, which will help to make clear what positive interactions amongst peers should look like. These guidelines allow people to come together and bond through discovering shared values. It provides an opportunity to set clear boundaries, discuss regular feedback, and bring light to any overlooked areas which need to be addressed and included.

Community agreements can be categorized in two ways: relational and operational. Thinking about which of the two are best suited to a particular peer-to-peer engagement can ensure the guidelines are built to best serve the most current needs.

Figure 7: Types of community agreements

Relational	Operational
“[is] about how we want to be in relationship with each other (e.g. speak your truth, be present).”	“identif[ies] procedures or structures we all agree to use (e.g. have a process observer for each meeting).”

RELATED RESOURCE: [Developing Community Agreements](#)



Build a strong organizational framework

The second component of good peer-to-peer engagement is building an organizational framework that creates an environment where positive relationships between individuals can thrive. Groups should come together, using their community guidelines, to figure out a structure best suited to their needs. The idea of group structure can be intimidating for many, especially if they have negative experiences with them in other areas of their life such as school, work, and home. Recognizing this is important, but should not stop parties from doing the necessary work of building a structure. Without one, simple processes can be delayed and goals left unclear.



There are three approaches to organizing: broad-based, social movement issue based, and community development informed. However, these are by no means the only examples of frameworks but are strong jumping-off points to assist in navigating which structure is best suited to your organization. It is important to find a framework that helps people feel empowered in expressing their thoughts and opinions - especially if it differs from a group's current stance.

Examples of group structuring include outlining clear roles and responsibilities, defining your organizational culture, and incorporating fun experiences and events that amplify team bonding.

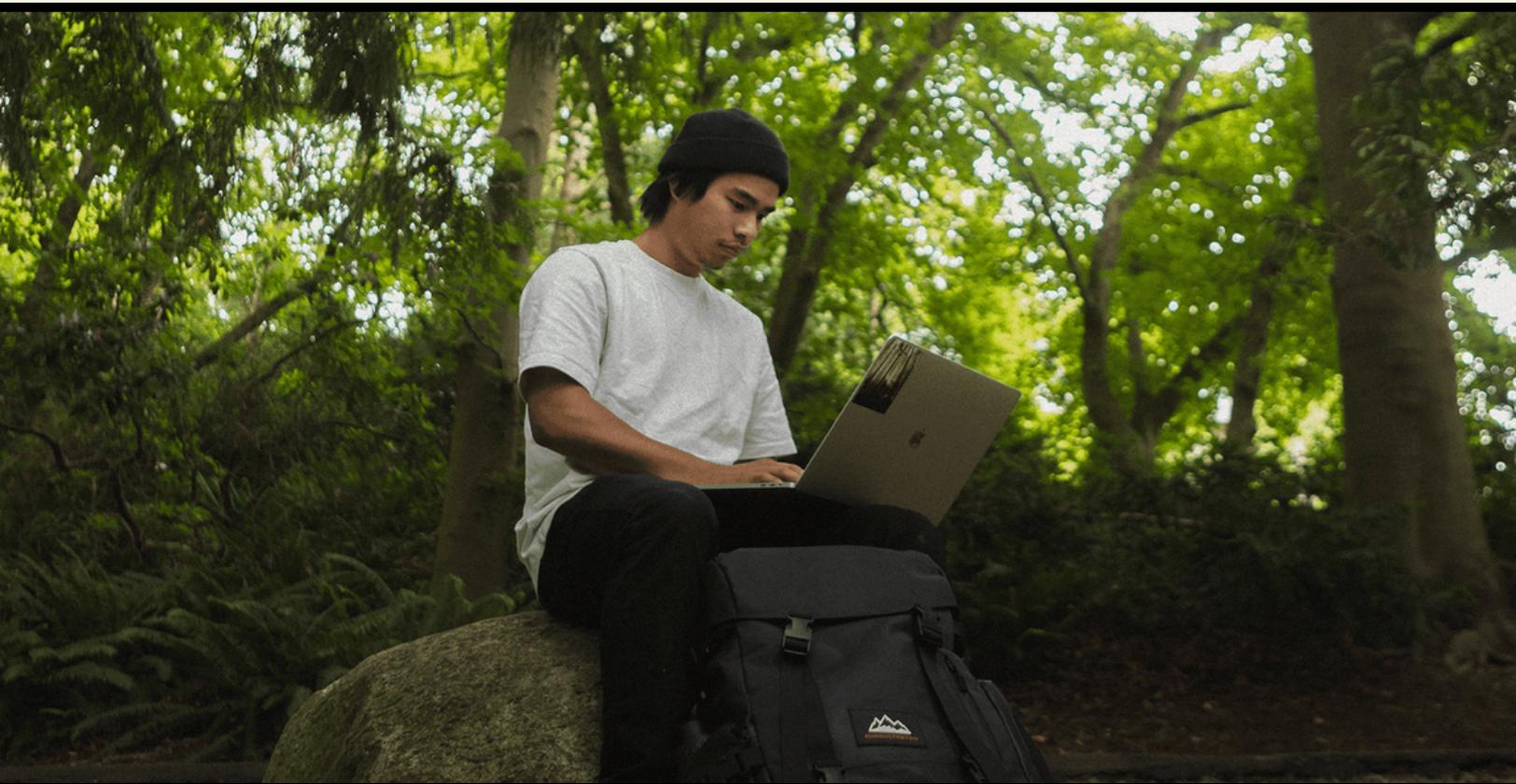
RELATED RESOURCES:

- [How To Structure Teams for Organizing](#),
- [Three Approaches to Organizing](#)

Create spaces of rest and joy in movement spaces

The third component of good peer-to-peer engagement is creating spaces for rest, outside and within movement spaces. The nature of community work trends towards being physically and emotionally demanding, and burnout is common. Many people begin their endeavors with a positive and enthusiastic mentality, but due to slow solutions, this quickly leads to one feeling disengaged and uninspired. To sustain these movements long term, or at least to ensure they are able to meet the goals during the timeline which was set, making time to renew oneself is key.

Doing this amongst communities, also powerfully challenges notions of individuality, which can remove people from a sense of their responsibility to others. People's lives can change drastically, from when they first become involved with a group, to the present. Building a comfortable environment where people can be transparent with regard to the difficulties they are facing, is another way to honour what they may be experiencing, while letting others know they will still be supported if they encounter a similar situation.



It is important to note that the concept of time may look differently for everyone. A statement made by [Future Ancestors on Decolonized Time](#), reflects on time as an instrument of colonial power and a medium for anti-colonial resistance. The way people culturally understand, use, and relate to time has been weaponized as a tool of colonization for centuries. Our contemporary societal, organizational, and personal practices may continue this legacy without evening knowing it.

Therefore, it is important to consider how diverse cultural understandings of time can be incorporated outside and within movement spaces.

In practice, this can look like:



RELATED RESOURCES:

- [Statement on Decolonized Time, Shared Expectations: Future Ancestors, Services Inc.](#)
- [Stronger Together: When Self-Care Becomes Community Care](#)
- [How Do We Keep Going? Activist Burnout and Personal Sustainability in Social Movements](#)

Focus on building relationships outside of your immediate group

The fourth component of good peer-to-peer engagement is to focus on building relationships beyond your immediate group. In our virtual focus group with youth, they identified that a scarcity of resources have led to toxic peer-to-peer dynamics due to hyper competition. In response to this, participants in the focus group mentioned that it is healthy, productive, and conducive to creating systemic change to foster engagements and form further collaborations outside of your team as well.

Instead of duplicating ideas or pointing fingers at others who may be doing something differently, try merging with peers from other organizations to focus on common issues that arise in youth movement spaces and how we can collaborate to address them (Lauren Castelino and Martin Edwini-Bonsu focus group answers).

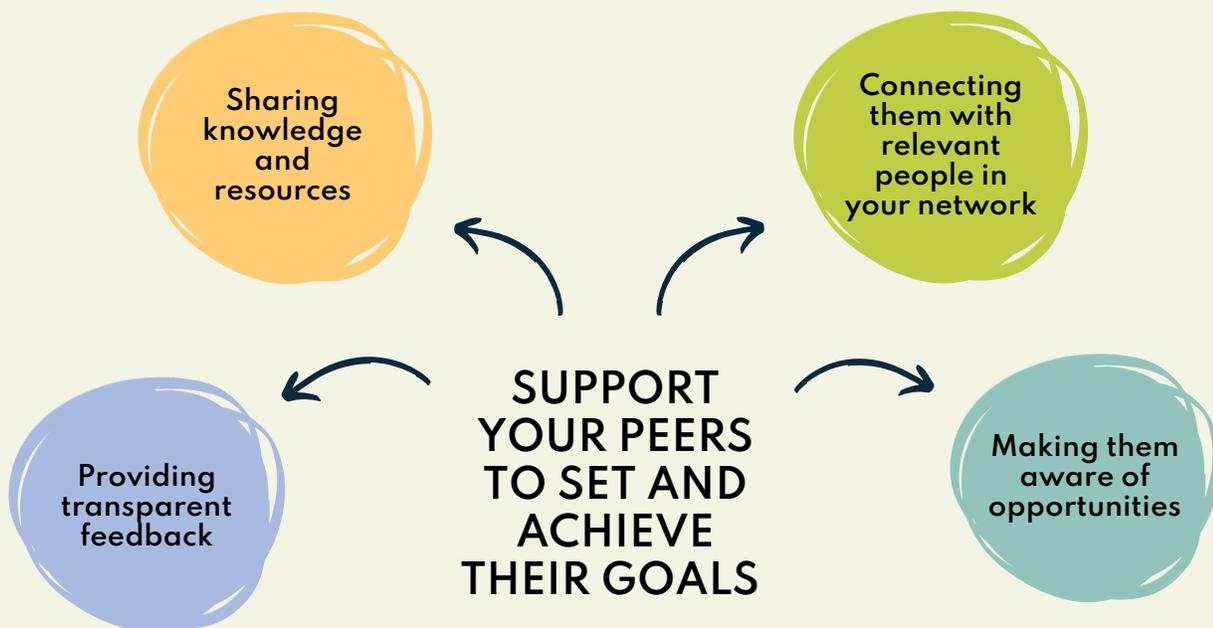


Build goals and share opportunities with one another

The final component of good peer-to-peer engagement, which participants identified in the focus group, is building goals and sharing opportunities with one another.

One of the most important things, and a great base to have in any healthy relationship, is to think beyond what your peers can do for you and instead focus on the relationship as a whole. Take a step back from your needs and wants and listen to other's personal and professional goals. As well, relationships should not be based on how much someone can give you and the expectation that nothing is owed in return, but instead how certain actions and/or gestures can be reciprocated between one another. This is known as reciprocal relationships, which are the mutual exchange of energy and support between peers.

Figure 8: How to support your peers with their goals



As a courtesy, when someone gives an individual access to these resources or shares opportunities, it is important to ensure that credit is being given in some form. If not, it may appear that the relationship is not being reciprocated and instead being taken for granted.

To avoid this one-way support, occasionally communicate goals with one another to discover possibilities of alignment and collaboration. Not only will these things help your peers work towards their objectives, but it will also strengthen the relationship as a whole and your ability to engage meaningfully, not just within, but across youth spaces (Sarah Syed's focus group answer).

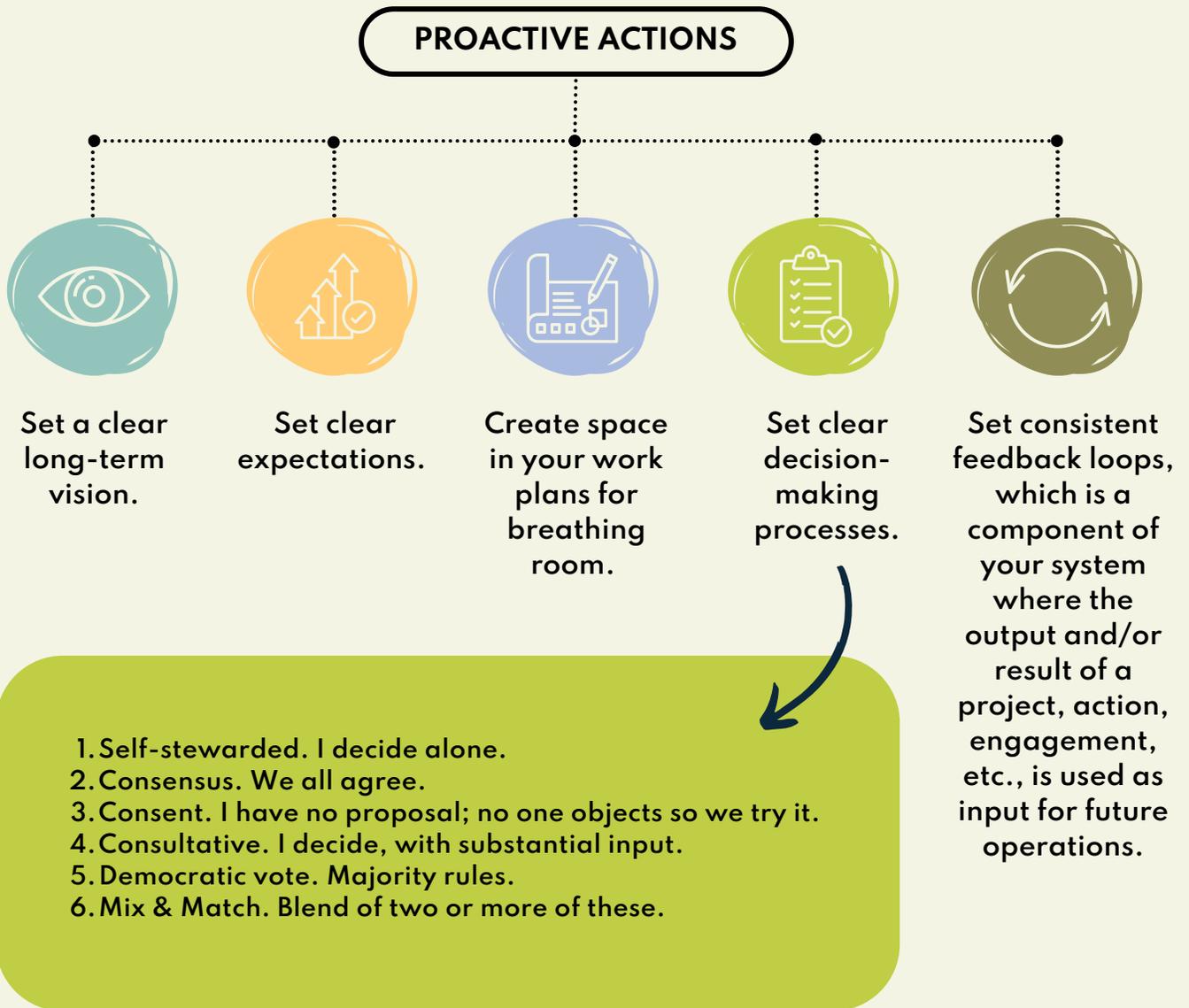
RELATED RESOURCES:

- [10 Ways To Help Others That Will Lead You To Success](#)
- [What is Reciprocity?](#)
- [How to Motivate Others to Achieve Their Goals](#)



WHAT SHOULD BE DONE PROACTIVELY?

Figure 8: How to act proactively



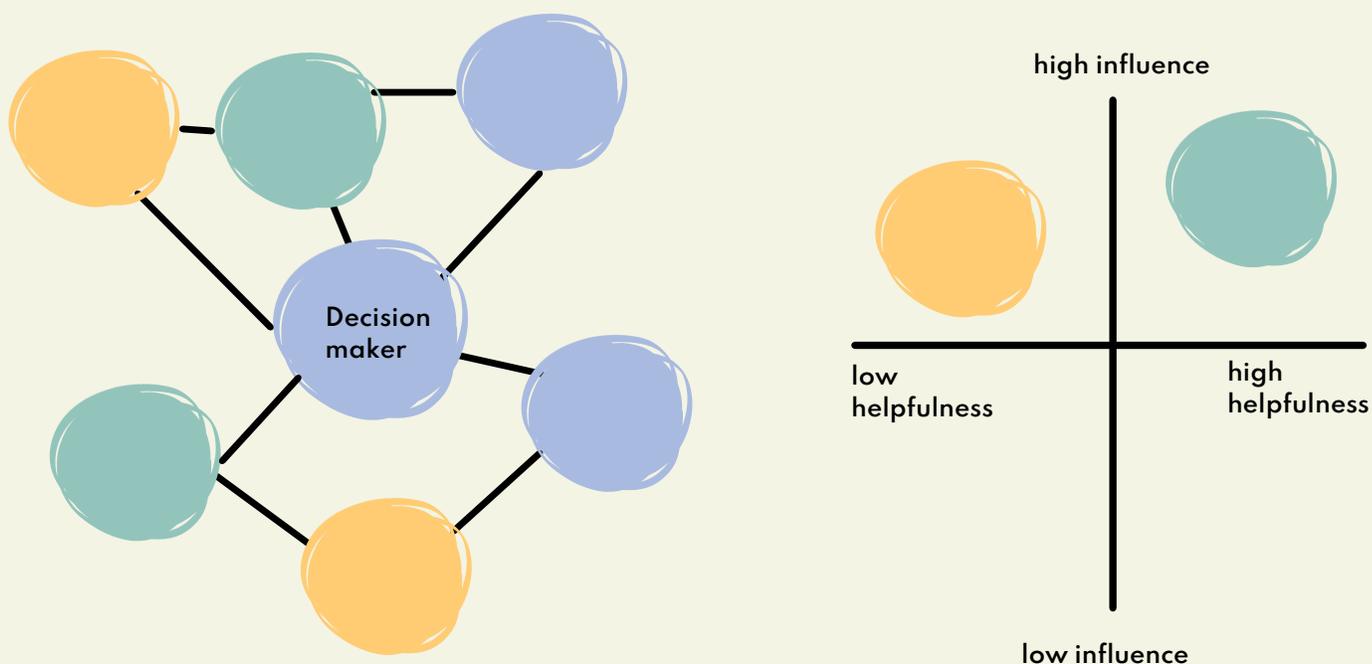
WHAT ARE SOME REACTIVE STRATEGIES WE CAN IMPLEMENT IN RESPONSE TO POOR PEER-TO-PEER ENGAGEMENT?

Outlined below are some tools which you or your organization can use to strengthen peer-to-peer relationships and adapt to your specific situation.

Identify Key Roles

Who are you in the context of the relationship? How is power mapped in the relationship? Is the intent of the power mapping what actually happened as the relationship developed and emerged?

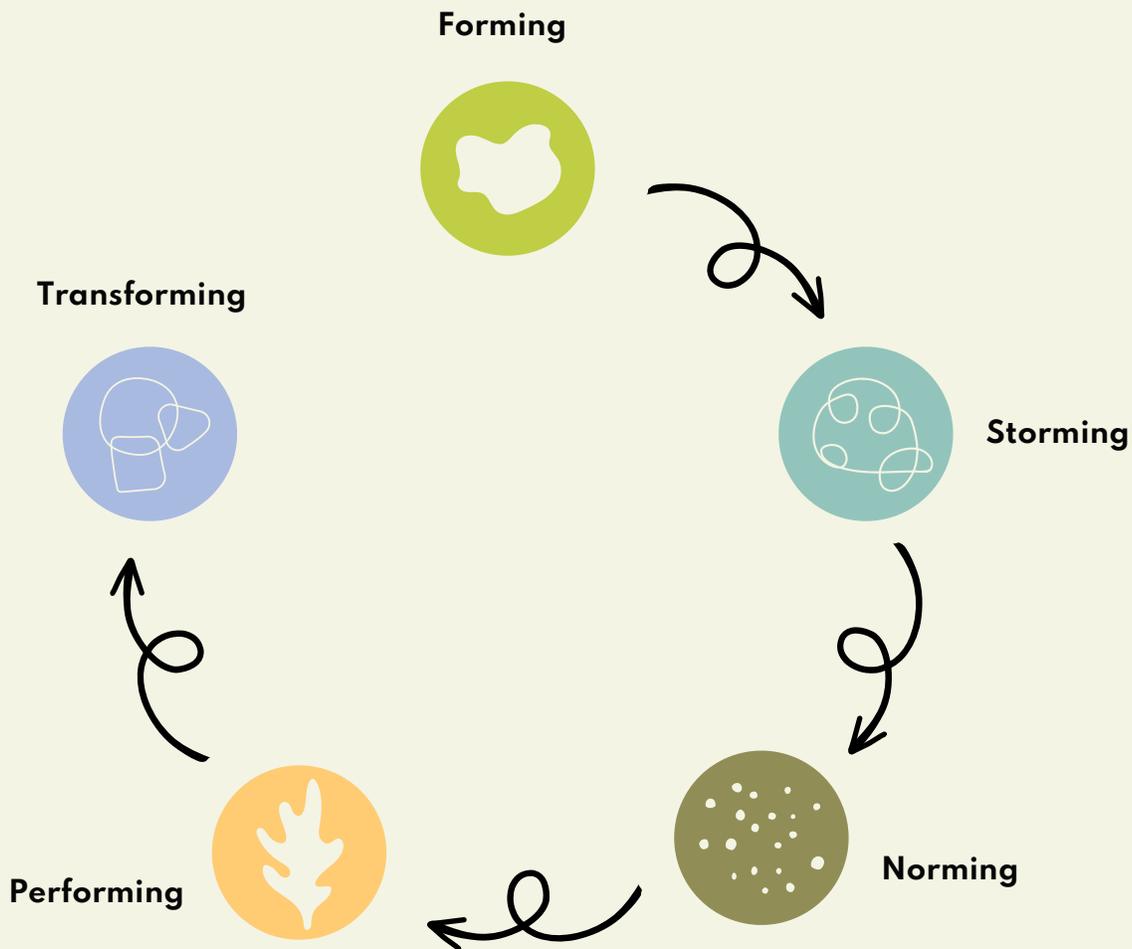
Figure 9: Power Map Examples



RELATED RESOURCES:

- [‘Power Map’ To Influence Decision-Makers](#)

STAGES OF GROUP DEVELOPMENT



Forming

When folks first come together and orient to each other and the group's purpose and practices. Group members are often on their "best behaviour" though still figuring out what shared expectations are. In this stage, understand your own positionality and dominant conflict/interaction style. What is your "conflict archetype". What is your personal conflict management style and the conflict style of those who you are working with?

Storming

In this stage the group is sorting out how to work together. Different opinions are expressed and the group may face conflict for the first time as they sort out disagreements. For some groups this can be intense, and for others, it's just another conversation.

Norming

Working through differences builds trust. The group finds their ways of working together. Focus on relationship maintenance, which includes developing strong communication guidelines with your peers. These guidelines will ensure that you are communicating with youth across spaces in the most efficient, effective, and engaging way while adhering to personal and professional boundaries, preferences, and differences.

Performing

With the group's roles and relationships established, the group is able to focus on achieving their goals.

Transforming

The group transforms, which can mean the project is complete so the group disperses, or it may mean that the initiative is reshaped, with new goals and/or group members added.

TALKING ABOUT RACE, POWER, AND HOW THEY SHOW UP IN CONFLICTS

Our world is built on years of collective and structural harms that have greatly influenced the culture we live in. These patterns have shaped us and the relationships in which we engage in. To let go of these historical and harmful patterns, it is important to acknowledge how we may have internalized them and are unconsciously acting them out in our daily lives and interactions. The below resources are based on Tema Okun's work on dismantling white supremacy culture.

The first resource recognizes Dominant Culture Patterns:



Exceptionalism, power, & control.

Such as paternalism (authority figures know best), power hoarding (power is concentrated in a few), and individualism (“everyone for themselves, I am the only person who can do this”).



External validation: Quantification and measurement.

Progress = bigger and more. If something cannot be measured, it has no value. Verifiable facts and linear analysis are valued over subjective experience.



Binary thinking: Right vs. wrong.

Focusing attention primarily on what is wrong in order to avoid “flaws”, being defensive and protecting of these flaws, avoiding conflict, and identifying that there will always be only one right way of doing something.

The second resource reflects on the above patterns and how we can become more aware of when our behaviours are shaped by dominant cultures and how we can choose regenerative practices instead.

Here are some practices that cultivate mutuality:



Acknowledge power differentials (in all its manifestations).

Support individual freedom/autonomy, sit with personal discomfort with differing opinions, welcome feedback on a regular basis, and cultivate a culture of learning.



Lead with purpose, practice values.

Develop a long-term vision, clarify and make space for what we are saying yes to, define goals that speak to how the group wants to collaborate, leave space in work plans for reflection, and create realistic work plans/timelines.



Appreciate our diverse strengths & evolve together.

Create opportunities to reflect, embrace tensions in the group as opportunities, explore mistakes as learning opportunities, and practice giving and receiving concrete feedback.

WHAT SHOULD BE DONE WHEN TRUST IN THE RELATIONSHIP HAS BEEN BREACHED?

Detailed below are some steps which you or your organization can use to guide you in figuring out how to move forwards and address an instance of breached trust.

Conflict habits that lead to trust breaching:

Personal criticism (blaming and attacking one's' character)

Defensiveness (deflection, self-protection, and justification)

Boundary breaking

Contempt (demeaning and disrespect)

Stonewalling (avoidance, withdrawal, silent treatment)

Instead, do these things to generate trust:

Affirm valid feelings and needs (name discomfort when it happens)

Practice appreciation (express gratitude for positive actions)

Take responsibility (accept the other persons description of their experience)

Soothe and create boundaries (design safety conditions so that feelings and requests can be expressed)

GIVING AND RECEIVING FEEDBACK

Giving useful feedback:

1

Regular & timely

Feedback is the strongest when the experience is fresh. Plus, if we do it often in low-stakes situations, we will get comfortable doing it, and it will be easier to do it in high-stakes situations.

2

Description

Use language such as “I saw, I heard, I noticed...” and verbs to describe the action you observed. This ground your observations in specifics.

3

Appreciative

Feedback about what works is incredibly useful, especially when we let each other know why or how it worked well.

4

Constructive

Offer specific suggestions to get stronger. Language such as, “I wish or what if” ... can be helpful to communicate options.

Receiving useful feedback:

1

Consider it a gift

Your teammate took time and energy to support your learning. They may have also taken emotional risks to share their experience with you.

2

Listen actively

Start by seeking to understand what they are saying, then ask clarifying questions, and finally summarize what you heard to check that you understand.

3

Kernel of truth

Feedback is not absolute truth, it is one perspective. If more of what your teammate shared feels strange to you, look for what you can learn from it, even if it is a small piece.

4

Work with it

Look for opportunities to apply the lesson you heard in the feedback. Even small adjustments can create big changes over time.

If a problem and/or conflict arises due to poor peer-to-peer engagement, ensure there is enough space for all individuals involved to be independent and self-explore the issue. In this situation, 100% of our respondents indicated that they like to be given a bit of guidance as opposed to direct instructions. From here, a little bit of guidance is usually incorporated into the problem solving process while also using personal freedom to try and tackle the issue on their own. The opportunity for this independence supports personal development and self-confidence in oneself (taken from survey responses).

HAVING TOUGH DISCUSSIONS AND ADDRESSING PAIN POINTS

In times of conflict and/or breached trust in a relationship, having tough discussions and addressing pain points with peers may be difficult, especially when dealing with peers who identify more as a giver or receiver in a relationship. A giver is usually a person who devotes their time, efforts, and energy towards others, while a receiver is a person who often gets and/or accepts time, efforts, and energy from others. Therefore, it is best to address these tough discussions knowing and understanding these differences.

Take these two conflict examples to better understand how to handle and resolve a particular situation when engaging with a giver and/or receiver.

Conflict #1



Someone in a position of power and privilege asks a peer who is not in this same position for a favour and support on a specific project, which then the person of privilege passes off the work as their own without giving credit to the other person.

Conflict #2



Not giving leadership positions and/or opportunities to BIPOC/Women/LGBTQ+ folks to make decisions or have the mic.

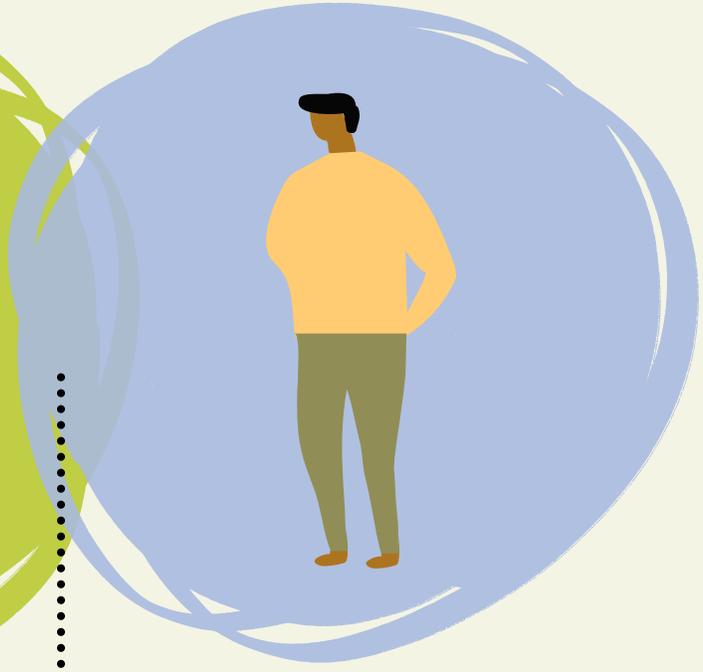
HAVING TOUGH DISCUSSIONS AND ADDRESSING PAIN POINTS

Person A - Giver



1. Begin with affirmation of shared commitment as context.
2. Share specifics of what activated the pain points and underlying needs.
3. Share further impacts: group, personal, or goal-oriented consequences.
4. Express curiosity: find out what might be underlying this behaviour; check your assumptions and possible projections.
5. Share concrete actions and requests kindly, without demanding.

Person B - Receiver

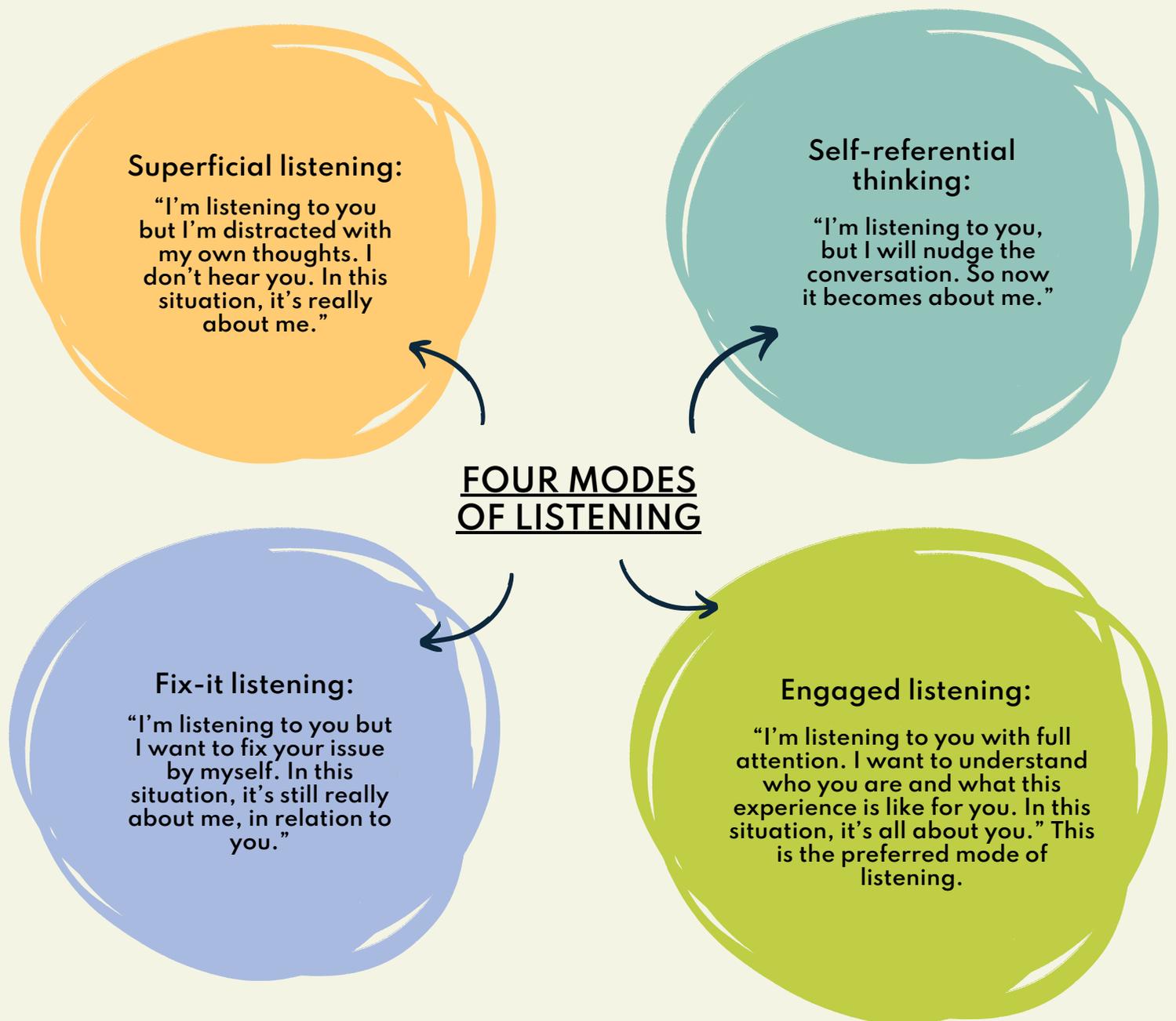


1. Check that you understand by confirming what you heard and asking clarifying questions.
2. We all know intent is different from impact, focus on acknowledging impact and apologizing for it.
3. Respond to questions/curiosities and ask if they want other relevant context (offer it only if it is welcomed, and check within yourself that you are not motivated by defensiveness).

Together

1. Explore options and land on what makes sense for both of your requests. Agree on and commit to next steps and set a timeline to check-in.
2. Appreciate each other.

Additionally, when having tough discussions and addressing pain points, it is important to consider modes of listening. When it comes to meaningful engagement, “Engaged Listening” is the preferred mode of listening. Ideally, this is the stage you should reach when interacting with your peers, whether that is during tough conversations, regular interactions, and/or receiving feedback.



QUESTIONS TO ASK YOURSELF AND OTHERS

All of this being said, here are some base questions that you should consider and reflect on when engaging with a peer to ensure that both parties are being respected:

1	Are there some forms of privilege you are more comfortable acknowledging and claiming? What about types of oppression that you experience?
2	Intentional community building - what are the ways we can foster trust?
3	How can we think of relationships beyond how we can maximize each individual's benefit but the relationship as a whole?
4	We talk a lot about "fostering dialogue" but how can we actually go about doing this in an intentional way? Identify your starting points: Are you here to... a) Learn and ask questions? b) Develop a relationship? c) Create a connection? d) Get something out of the other person? e) Reciprocate?
5	How can we communicate healthy boundaries when there are imbalanced power dynamics? Imbalanced power dynamics refers to the unequal distribution of power, decision making, and control within a relationship.
6	What are community building "innovations" that you have noticed over the past few interactions? What worked virtually? What worked physically?

7	What are community building practices that failed for you? Why do you think they did not work?
8	What spaces do you feel safe, comfortable, and respected in? Can you give us an example?
9	How can we talk about common barriers within communities? (Use the public participation barrier checklist under resources and tools)
10	How can we move from “small talk” to partnership?
11	Understand what you are comfortable sharing, and then gauge what your counterpart is comfortable with sharing.
12	How can we imagine a new way of organizing and being? What are the ways to operationalize this?
13	How can we initiate? How do we evaluate? How can we check-in on each other?
14	How do we respond to tension or conflict?
15	How can we give and provide proactive feedback?
16	What are we bringing to the table here? How do we carry it with us through these interactions?

RESOURCES AND TOOLS

Inquiry Based Coaching:	https://www.compasspoint.org/sites/default/files/documents/HANDOUT_Coaching%20Model.pdf
Active Listening Techniques (US-based resource):	http://cdncf38.usip.org/Courses/Introduction+to+Peacebuilding+2016/Active-Listening-V100715-One-Page.pdf
10 Tips on Receiving Critical Feedback: A Guide for Activists:	https://medium.com/@brookeanderson/10-tips-on-receiving-critical-feedback-a-guide-for-activists-e51689c59d81
How to Recover After a Difficult Conversation:	https://www.groovnow.com/blog/how-to-recover-after-a-difficult-conversation
After Conversations:	https://headspace.org.au/assets/Uploads/Centres/Sunshine/Section-3.5-After-Conversations.pdf
Self Care for Activists:	https://www.activisthandbook.org/en/wellbeing/self-care
10 Great Resources for Activist Self-Care:	https://commonslibrary.org/10-great-resources-on-activist-wellbeing/
<u>Public Participation Barrier Checklist:</u>	https://insights.socialpinpoint.com/hubfs/Public-Participation-Barrier-Checklist-Social-Pinpoint.pdf?_ga=2.47602471.1476933048.1661971782-547875330.1661971782

APPENDIX A

Focus Group Questions

Question 1:	<p>Person A has strict boundaries, they may be more hesitant to ask others for help, are protective of their personal information, and avoid establishing close relationships. What do you believe are the impacts of having rigid boundaries and how might it impede one's ability to engage meaningfully/build relationships?</p> <p>Person B has very loose boundaries. They usually overshare personal information, have difficulty saying "no" and are usually overly concerned with others. What do you think are the impacts of having limited boundaries and how might it impede their ability to engage meaningfully/build relationships?</p>
Question 2:	<p>What does inclusive and meaningful engagement mean to you? What does it look like? Does this look different depending on who you are chatting with (youth vs. adult, leader vs. follower) or no?</p>
Question 3:	<p>How can we think of relationships beyond what the other person can do for us, but the relationship as a whole? (Eg. moving beyond transactional thinking)</p>
Question 4:	<p>What are some struggles that are related to peer-to-peer engagement, particularly in horizontal movement structures?</p>
Question 5:	<p>What is one problem you continually see arise in youth movement spaces, and how would you solve it?</p>

APPENDIX B

Survey Questions

1	What types of spaces do you feel safest and most comfortable in?
2	What do you expect your peers to do to ensure that you're comfortable and safe in your engagements? <ul style="list-style-type: none">• a. Show respect towards one another• b. Be transparent• c. Be trustworthy• d. Engage with integrity• e. Be empathetic• f. Other: _____
3	If you selected other, please write your answer below.
4	What is the biggest barrier you face towards participating in meaningful engagement ? <ul style="list-style-type: none">• a. Inaccessible tech and/or resources such as strong internet, zoom, etc.• b. Imposter Syndrome, fear of vulnerability, personal reasoning, etc.• c. Accessibility to location and/or space to engage within• d. Lack of awareness and/or understanding on how to meaningfully engage• e. Lack of representation, equity, and/or inclusion• f. Low youth engagement in your specific community• g. Other: _____
5	If you selected "other", please write your answer below.
6	What is the first step you take when working with someone new, to cultivate and nurture an intentional connection? <ul style="list-style-type: none">• a. Learn and ask questions• b. Develop a connection and relationship• c. Get something out of the other person• d. Reciprocate• e. Other: _____
7	If you selected "other", please write your answer below.

8	<p>When someone is asking you for a favour, what are the things that they do that make you feel most inclined to offer your help or support?</p> <ul style="list-style-type: none"> • a. Nothing, I'll help them out no matter what! • b. They say they will return the favour to you in the future • c. They give you the opportunity to say no and don't guilt trip you into saying yes. For example "I understand if you're not able to do this now". • d. They are polite, respectful, and appreciative • e. Other: _____
9	<p>If you selected "other", please write your answer below.</p>
10	<p>Would you be interested in having access to a database of facilitators, who can provide training or conflict resolution as necessary?</p> <ul style="list-style-type: none"> • a. Yes • b. No • c. Somewhat
11	<p>If you've been in a conflict within an organization and/or individual before, what tools did you wish you had access to?</p>
12	<p>What is your personal conflict management style?</p> <ul style="list-style-type: none"> • a. Accommodating: You put the concerns of others before your own • b. Avoiding: You continuously postpone / dodge the conflict as it comes up • c. Compromising: You attempt to find a solution that will at least partially please all parties • d. Collaborating: You attempt to find a solution that will meet the needs of all parties • e. Competing: You take a firm stance and refuse to see the perspectives of the other parties
13	<p>Do you suspect that most of the peers you work with have a similar conflict management style as you?</p> <ul style="list-style-type: none"> • a. Yes • b. No • c. Somewhat

14	<p>Which conflict management style do you think is the most common among your peers? (Please rank) 1 = not common at all, 2 = somewhat common, 3 = common, 4 = very common, 5 = extremely common.</p> <ul style="list-style-type: none"> • a. Accommodating 1 - 2 - 3 - 4 - 5 • b. Avoiding 1 - 2 - 3 - 4 - 5 • c. Compromising 1 - 2 - 3 - 4 - 5 • d. Collaborating 1 - 2 - 3 - 4 - 5 • e. Competing 1 - 2 - 3 - 4 - 5
15	<p>What proactive strategies do you believe are necessary in an organization to help avoid potential conflict?</p> <ul style="list-style-type: none"> • a. Group Structuring (ex. Outline clear roles and responsibilities, define org culture, including fun experiences). • b. Ongoing Learning (ex. Individual reflection, get to know/understand peers) • c. Communication Guidelines (ex. Provide regular feedback, set clear boundaries) • d. Collaborative Agenda Setting (ex. Create work plans/expectations with breathing room) • e. All the above • f. Other:-----
16	<p>If you selected “other”, please write your answer below</p>
17	<p>What actions do you associate with being a good giver? (Please rank the following) 1 = not at all, 2 = somewhat, 3 = neutral, 4 = yes, 5 = this is definitely a good giver!</p> <ul style="list-style-type: none"> • a. Showing kindness and care towards other 1 - 2 - 3 - 4 - 5 • b. Not being afraid to ask for help 1 - 2 - 3 - 4 - 5 • c. Doing small favours 1 - 2 - 3 - 4 - 5 • d. Accepting of no's / unwanted giving 1 - 2 - 3 - 4 - 5 • e. Sacrificing own needs/desires 1 - 2 - 3 - 4 - 5 • f. Providing ongoing support / help 1 - 2 - 3 - 4 - 5 • g. Giving all at once 1 - 2 - 3 - 4 - 5 • h. Respecting everyone's boundaries 1 - 2 - 3 - 4 - 5 • i. Other: -----

18	<p>What actions do you associate with being a good receiver? (Please rank the following) 1 = not at all, 2 = somewhat, 3 = neutral, 4 = yes, 5 = this is definitely a receiver!</p> <ul style="list-style-type: none"> • a. Being self-focused rather than other-focused 1 - 2 - 3 - 4 - 5 • b. Accepting of constructive feedback 1 - 2 - 3 - 4 - 5 • c. Showing gratitude and respect towards givers and their gestures 1 - 2 - 3 - 4 - 5 • d. Ask questions and show curiosity 1 - 2 - 3 - 4 - 5 • e. Reciprocating favours, feedback, gestures, gifts, etc. 1 - 2 - 3 - 4 - 5 • f. Active listening and follow-up 1 - 2 - 3 - 4 - 5 • g. Don't over take / be afraid to say no 1 - 2 - 3 - 4 - 5 • h. Other: -----
19	<p>When dealing with a problem, do you like being told exactly what to do or would you prefer figuring it out on your own?</p>
20	<p>Have you been able to collaborate or build solidarity with similar local organizations, how have you gone about doing so?</p>
21	<p>What is one problem you continually see arise in youth movement spaces, and how would you solve it?</p>



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