

VERSION 1

Community Development Toolkit

CONNECTING IDEAS AND PROCESS

A PRACTICAL RESOURCE FOR
NEIGHBOURHOOD HOUSES
AND COMMUNITIES

Developed by Kylie Eastley Consultancy,
in partnership with Tasmania Medicare Local
and Neighbourhood Houses Tasmania



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Contents

Introduction	5	Marketing and telling your story	35
<hr/>		<hr/>	
Community development	7	What can a good marketing plan do?	35
<hr/>		Telling the stories	35
Benefits of successful community development	9	How you connect	36
Challenges in community development	9	Being creative	36
		<i>Action</i>	36
		<i>Tools</i>	36
What is your project?	13	Documenting your project	37
<hr/>		<hr/>	
<i>Activities</i>	14	Evaluation – is anyone better off?	39
<i>Tools</i>	14	<hr/>	
Why are you doing it?	15	So how do we know we're making a difference?	39
<hr/>		How?	40
Tips for gathering your evidence	16	Bringing process and outcomes evaluation together	40
<i>Tools</i>	17	Remember why evaluation is important	42
Who?	19	Resource Toolkit	43
<hr/>		<hr/>	
Your team	19	An Action Plan	45
Other stakeholders	20	Brainstorming	47
Invite and invest	22	Community Consultation and Engagement Tools	50
<i>Activities</i>	22	Mind mapping	56
<i>Tools</i>	22	Big Picture Plan	58
Where and when?	23	How will we get there?	59
<hr/>		Action notes	60
When will the project happen?	23	Project Skills Audit	61
<i>Activities</i>	24	Stakeholder Analysis Template	62
Reflection	25	SWOT Analysis	63
How do we make it happen?	27	Group Introductions	64
<hr/>		Conducting effective community meetings	66
Developing an action plan	27	Important points for facilitators	67
<i>Example of an Action Plan</i>	28	Budget Templates	68
How will we get there?	29	Community Skills and Passion Audit	69
<i>Activities</i>	30	Skills and Passion Survey	70
How do you resource your project?	31	Self Care for Neighbourhood House and community volunteers and staff	72
<hr/>		Relationships Australia resource	73
Your project budget	32		
<i>Activities</i>	33		
<i>Tools</i>	33		

Introduction

Tasmania Medicare Local has developed this toolkit in partnership with Kylie Eastley Consultancy, Neighbourhood Houses Tasmania and the Tasmanian Government Department of Health and Human Services to provide tools to communities that may assist in the design, delivery, marketing, documentation and evaluation of community development programs.

This toolkit provides a snapshot of community development, some considerations when developing and delivering a community development project and some tools that may assist. It certainly doesn't cover everything, but it captures some of the learning and key points that resonated with 23 Neighbourhood Houses that undertook community development training in mid-2014.

The information includes research and resources from individuals and organisations who have spent years researching and documenting the challenges and outcomes of community development.

While it has been specifically developed for community and Neighbourhood Houses in Tasmania, much of the information is applicable to any community, not for profit, individual, or company, wishing to take this approach.

The aim of this toolkit is to provide relevant and practical information for communities and individuals wishing to develop and deliver a community development project. It is designed in three sections:

- 1 Community development – an overview
- 2 Your project – key ingredients and considerations
- 3 Toolkit – practical tools and templates to support your work.

To make it easier we have included examples and activities with some chapters. We hope that this provides immediate access to the information you are seeking, when you need it.

An excerpt from Kylie Eastley

On writing and developing both the training and this toolkit I have sourced existing resources and reflected on my own practice and experience as a project manager. Some of the best tips came from colleagues, community members and participants. I hope some of these are as useful to you in designing and delivering a community development project as they have been to me.

Thank you to the many individuals and organisations that have participated in community development training and to those and others who have provided their own tips and tricks along the way.

This toolkit is not exhaustive and it is highly recommended that community volunteers, workers and managers research and explore a range of approaches and material on community development projects.

Community development

There are as many definitions for community development as there are differences in communities. The concept joins the idea of 'community' and 'development'. This combination signifies that the community takes the lead in its own development. Community development involves processes and ways of working which empower individuals and groups of people to make changes in their community, on issues that affect them.

- ✓ *Community development is an inclusive, fair and responsive approach to creating solutions with communities. It encourages active participation, consultation and involvement from the broad community in the design, development, delivery and evaluation of the project.*
- ✓ *Community development improves the ability of communities to collectively make better decisions about the use of resources such as infrastructure, labour and knowledge.*

WHY WE USE THIS APPROACH

Neighbourhood Houses bring people together to work on what is important in their community. Part of this bringing together is to facilitate personal and community development. This could be through developing social skills, making new connections, or working towards new options for work or study by participating in some aspect of a Neighbourhood Houses activity.

Community development is not just service delivery; it is not a worker running a project for the community. It is drawing people together to unite and run with a POSSIBILITY.

COMMUNITY DEVELOPMENT IS NOT JUST ABOUT SERVICE DELIVERY

One of the greatest challenges facing Neighbourhood Houses is the potential to get dragged into 'service delivery' rather than community development. At times, to build the capacity of the community a Neighbourhood House may get grants and deliver a service, or collaborate with an organisation to deliver a service need locally. This is ok if meeting identified community needs, but Houses must never forget their core function is community development. Neighbourhood Houses are not intended to be proxy government service delivery outposts. Rather, our programs must engage and grow the skills, strengths and capacities of participants for their own, and their community's benefit.

As one Neighbourhood House coordinator said: "if a project only keeps running because there is a paid worker to run that group/project/program, and we haven't been able to bring out potential volunteers to continue to drive that project, then why would we continue with it?"

Irrespective of where you find the definition, there are some agreed principles and values that embody community development practices and programs:

- ▶ It all starts with existing concerns or situations. Community development provides the vehicle for people to act on such concerns. Community comes together to discuss concerns, assess options and arrive at their own conclusions. They may seek expert advice but this is considered along with other sources of information and with their own experience to make decisions that are right for them.
- ▶ The enthusiasm, passion and drive for the project has to come from local people. Community development provides a democratic, inclusive and non-authoritarian process to work from.
- ▶ Community development builds on the existing skills, experience, potential and passion of the community while continuing to foster leadership, entrepreneurship and collaboration.
- ▶ Community development is a holistic approach that builds human, social, economic and environmental aspects of community.
- ▶ Diversity of opinions and perspectives are welcomed.
- ▶ Successes, both big and small, are recognised and celebrated. The process is enjoyable and social.
- ▶ A community development approach is flexible to enable modifications to suit the changes within communities.

‘No matter how far you go down a road, if it’s the wrong road, turn around.’

A community development approach fits when there is:

- ▶ The Community desire and need the project.
- ▶ A belief in the future of the community and conviction that the community can do it.
- ▶ Local leadership and the fostering of shared leadership and responsibility.
- ▶ A strong motivation to cooperate and participate
- ▶ A willingness to experiment, to be opportunistic and open to new ideas and approaches.
- ▶ A willingness to seek, inform and invite others into the process who may be outside the community.
- ▶ A desire to focus on specific actions with short term outcomes and long term goals.

Adapted from Shaffer, 1989

This simple Action Learning Cycle diagram from *Understanding Community Development* (Cavaye 1989) demonstrates the ongoing process for community with development. A situation is observed, ideas are explored, a plan is hatched and actioned and then the outcomes or process are reflected upon, which in turn may create further ideas and plans and so on. This process makes room for reflection and change, providing practitioners and communities the opportunity to learn and respond during the life of a project. If required, a project can be modified to better suit the needs of a community.

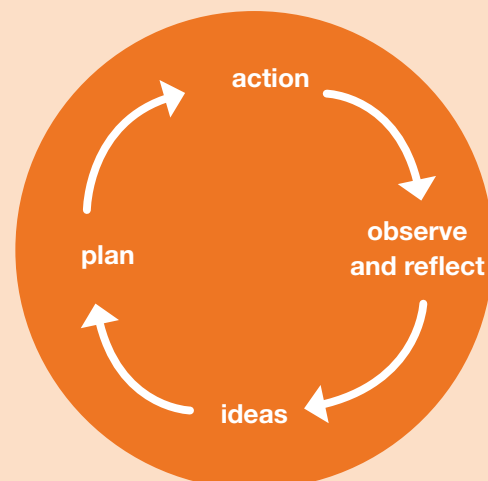


Fig 1

Benefits of successful community development

- ✓ *The outcome of successful community development is communities that are more able to generate wealth, maintain or improve their competitive position, preserve and use community resources and adapt to change (Shaffer, 1989).*

OUTCOMES OF COMMUNITY DEVELOPMENT

- Increased sense of confidence, participation and ownership by the community through developing solutions to address self-identified issues.
- Strengthening the skills of individuals, organisations and communities.
- Nurturing an environment that supports leadership.
- A shared vision and plan for the future of the community.

Challenges in community development

When undertaken with adequate resourcing, coordination and support, the community development approach can be very successful. However, there are some things to consider when going down this road.

BURN OUT

This is a major issue for individuals working in community. Often community workers and volunteers place themselves in the centre of a project, feeling extreme pressure to make it work and do everything themselves. There can be an unwillingness to delegate or ask for help. The result can be devastating for the project, the individual and ultimately the community.

HOW TO AVOID BURN OUT

Even the most experienced and seasoned community worker knows that there are times when they need support, guidance or access to other resources and skills. Due to the complex and diverse nature of issues that most Neighbourhood Houses deal with, it is vital for volunteers, coordinators and workers to take time to recognise when they need to ask for help.

While the idea and passion for a project may come from one individual, it is unrealistic to expect one person has the skills and capacity to design, develop, deliver and maintain that project.

The diagrams below show two different approaches. **Fig 2** illustrates how many projects are delivered. The coordinator, manager or leader of the project places him or herself squarely in the centre of the project. They ARE the project. We have all heard the expression...*“if John goes on holiday that project will fall over”* or *“I don’t know what we would do without such and such”*.

The alternative is that rather than being the centre of the project, you join others to develop and deliver the project. **Fig 3** illustrates a model of practice



Fig 2



Fig 3

where the project is in the centre with the team working collaboratively to deliver it. There may be a project coordinator/manager in place, but tasks are identified and allocated to various members of the group. The responsibility for designing, delivering and evaluating the project is shared, thus reducing the stress on one individual or organisation. Some project managers find it difficult to step back out of the centre of a project, for fear that it will fail or the task won't get done. However, there are dangers to not stepping out of that central space that include:

- ▶ Increased potential of burn out for the manager/ coordinator by not delegating.
- ▶ If other team members aren't given additional responsibility nothing will change and they won't have the opportunity to learn new skills.
- ▶ What happens when the manager leaves and a new person steps in? They are entering an unsupported environment.
- ▶ The project is probably unsustainable working in this way.
- ▶ The project misses out on opportunities that will come by inviting others into be part of the team. Other individuals bring varied skills, experience and resources.

Delegation can help manage these environments and is an incredibly important skill to learn. It can feel quite foreign and uncomfortable for community workers and managers who are used to doing everything themselves, but the positive outcomes for projects, organisations and individuals can be quite profound. Learning to delegate requires a commitment and a plan, but this small investment of time can have positive outcomes for individuals and projects.

There is a great deal of information about self-care when working or volunteering on community projects. Some of these are listed below. In addition, there is specific support to all Communities or Neighbourhood Houses in Tasmania, provided by Relationships Australia at subsidised rates.

More information about this support service is available by contacting Neighbourhood Houses Tasmania on 03 6228 6515. A list of some self-care ideas can be found in the Toolkit on page 72.

FOCUSING ON THE SYMPTOM

Another risk for communities is to focus on the symptom, rather than the cause of an issue. It can be tempting to react to a situation without taking a moment to ask the simple question: Why is this happening? What is causing this?

So, it is about digging a little deeper to think about the cause of an issue.

'One of the simplest yet most profound pieces of advice I was given as a young community development worker was to pause. To take a breath, consider what was happening and then quietly ask some questions to find out exactly what the back story was.'

Sometimes the best approach is to do nothing, to observe and then respond, rather than to feel pressure to react.'

Eastley, 2014

TAKING ON TOO MUCH

Starting too big or expecting things to happen too quickly can impact negatively on communities. When undertaking new projects, it is vital that they do not have a drain on existing healthy projects, unless that is written into the plan.

For example; some communities may have a viable, financially sustainable project that can help fund a new project that is less financially viable, but much needed and wanted by the community. If it is in the plan and the sharing of resources is accommodated then that can work quite effectively.

If however, a big idea places pressure on the business of an organisation and other projects, this puts the organisation at risk. Thinking too big can also create unrealistic expectations in communities.

‘Lasting community development processes grow steadily depending on patience and stamina, not a ‘change the world’ approach. It is usually incremental improvement – evolution, not revolution.’

Jim Cavaye

PLANNING WITHOUT ACTION

While planning is important when organising a project, there comes a point when the rubber has to hit the road... so to speak. The risk of not acting to move a project forward is that members of the community will become despondent, cynical and tired. This can result in volunteers and stakeholders leaving a project and increases the risk of them not returning for future projects.

ASSUMING THE COMMUNITY IS REPRESENTED

If we truly wish to engage with and involve the community, we need to ensure that they are given every opportunity to attend a meeting or gathering. How, when and where we schedule meetings can influence whether they can attend. It is important to consider issues of safety, disability access and cultural nuances when planning community consultation or a meeting to discuss a project. People need to feel comfortable, safe and respected when stepping into a new space or environment.

For example, if you were trying to connect with young people, it would not be advisable to call a meeting at 10am in the morning, unless it is on the weekends. Instead of holding a formal meeting in council offices or a Neighbourhood House, you might choose to hold the meeting at the park next to the skate park or in the local youth centre.

A community development approach to project delivery can reap immense rewards for participants, organisations and the broader community. It is important to realise that they require thought, skills, resources, commitment and time to fully prosper.



COMMUNITY
DEVELOPMENT

YOUR
PROJECT

TOOLS

What is your project?

The first chapter discusses the elements and considerations when undertaking a community development project. The next stage is to focus on the planning of your project and consider the various ingredients that can help make it a strong, relevant and sustainable initiative. When we are planning a project we can overcomplicate things but all project management/project planning tools boil down to certain key questions you need to be able to answer.

- ✓ *WHY are we doing it?*
- ✓ *WHAT are we going to do?*
- ✓ *HOW are we going to make it happen?*
- ✓ *WHERE and WHEN will the project happen?*
- ✓ *HOW do we resource the project?*
- ✓ *MARKETING and TELLING YOUR STORY?*
- ✓ *EVALUATION? Did we achieve what we wanted? Is anyone better off?*

Answering these questions will provide you with the basis for a project plan, a business plan, a funding application and a pitching document for investors. It also gives you much greater clarity.

It might seem obvious but it is vital for you and others to have a clear idea of what your project is and why you are doing it. It will show you what the difference is you are trying to make, clarity is important when planning a project.

A great way to gain clarity is to work through the above questions through visualising the project and therefore what it could look like. This is particularly useful if you are part of a committee or team, and knowledge and understanding about the project is varied between individuals. It can help get everyone on the same page.

The process of working together to capture your project in images and words leads to important informal discussion and questions and can also help to develop a strong committed team to work on the project.

Activity 1

- ✓ *Step 1: Working on large pieces of paper and with your team or stakeholders take 2-3 minutes only to write down key words that best capture the elements and essence of your project.*
- ✓ *Step 2: Now work in groups of 3-4 to use these words to come up with a simple short description of what your project is. Avoid using jargon. Keep to the point.*

FOR EXAMPLE We will work with the local community and school to create a shared food garden to teach young children and families the health and taste benefits of growing and cooking fresh food.

This process is useful later when you are developing a marketing plan for your project.

Activity 2

Creative mind mapping your project

- ✓ *Step 1: Take between 7-15 minutes. Working on large butchers paper and using coloured pens, crayons, textas, images from magazines and pen, draw a picture of what your project might look like.*

Imagine you are a giant looking down on it from above; who is involved, where are the connections, opportunities etc. Get creative and use this tool as a way to explore possibilities. There are no rules in this process and you can firm up details as you progress the planning of your project.

TOOLS TO USE

- Brainstorming
- Mind mapping
- Facilitating a brainstorming session
- Running a meeting

Why are you doing it?

This is the most important question to ask in relation to your project. It is the heart of what you are doing and will help guide your team in identifying some key goals and objectives.

Asking why are you doing a project will uncover whether there is a need and to identify and demonstrate how you know that there is a need. This is incredibly important, because if your community doesn't want or need your project, the chances of them being part the project are reduced enormously. Delivering a project that nobody wants can actually be quite damaging to your relationship with the community. It may leave individuals and communities feeling frustrated, unheard and if funds are being spent on unwanted projects, it can lead to resentment.

Knowing the rationale or reason for undertaking a project is important for your team, for the community and for investors and supporters. It is also important to recognise that not every project needs to be about 'saving the world'. The key is to know what it is about, so that you can clearly articulate the aims and goals of the project to stakeholders and be confident that there will be community participation and support.

If you are undertaking a project to engage with a particular group in the community or to address a particular issue, it is important to understand the needs of those groups and the broader community. This is about doing your homework to ensure that your instincts or assumptions are correct, or if in fact you are working with a perceived need as opposed to a real need.

There are two parts to this discussion:

- 1 Gathering evidence that can justify and support the need for the project
- 2 Building this evidence into the project to strengthen the project and attract support

Gathering evidence is about expanding on your 'gut feeling' and looking for documentation, research, observations or figures to back it up. This is important as it strengthens your case. So where do you find such evidence?

- ▶ Jane is a Neighbourhood House coordinator who is keen to provide greater adult learning opportunities in her local community because she believes that there is a lack of services in the area. To satisfy her board, funding bodies and to ensure that it is successful she spends a day seeking some evidence to back up the project.
- ▶ Her research includes gathering statistics, anecdotal evidence and other research in related areas such as adult literacy, school age leaving information and participation in existing services, such as the local library. She gathers this information from:
 - ▶ *The Australian Bureau of Statistics*
 - ▶ *State Government figures on literacy and participation in education program*
 - ▶ *Local Council*
 - ▶ *Libraries*
 - ▶ *Interviews with existing clients to the Neighborhood House*

Why are you doing it?

- ▶ Jane also conducts an environment scan; a simple process that explores the cultural, social, environmental and political history and major decisions that have influenced the physical layout of the neighbourhood and culture of the community. Using a simple mind mapping and brainstorming process with her team, they identify a number of factors that have impacted on the capacity of the community to access education programs. These included:
- ▶ Reduced funding from both state and federal governments for all adult learning programs.
- ▶ The sale of facilities that were once used for workshops and education programs.
- ▶ The reduction of funding to services that accessed and delivered education programs to the local community.
- ▶ While Jane discovered that the services and resources to adult learning processes had reduced, she also identified that there had been an increase in population to the town in the last two years and resident feedback had indicated increased need and desire for specific education programs. This information backed up her observations and provided valuable evidence to approach local council, state and federal government and business for sponsorship and funding to support a program.

Tips for gathering your evidence

You could spend weeks and months researching your community, so it is vital to develop a plan for gathering your information. This plan should include:

- ▶ Timeframe
 - ▶ Access
 - ▶ Consult
 - ▶ Document
- a A timeframe** – when do you plan to have the research completed and how much time can you allocate to it. Use the size and scale of your project as the guide for how much research time you need to allocate.
 - ✓ *For example; if you are undertaking a major education program that will cover the whole region and will require funding above \$100,000, then you might need to allocate a week or two to research and may even need to employ someone else to do the research. Whereas, if you are developing a small education program as part of other Neighbourhood House activities, either a worker or committee member might spend a day or two.*
 - b Access existing research via other organisations/groups** – Talk directly or email other organisations that may have information that is relevant.
 - ✓ *For example; You might email or visit your local library, schools and Centrelink offices seeking information about any existing courses on offer and the success of those courses.*
 - c Consult with your community** – Conduct a survey, undertake individual brief interviews and access people via other programs that you might run. Whatever approach you take, make it relevant and allocate adequate time to consultation. Quality is often much more useful than quantity. Ask questions that will assist you in developing your program, such as:
 - ▶ Are you interested in undertaking education courses in your local community?
 - ▶ What type of course would you be interested in undertaking?
 - ▶ What are the barriers to you undertaking courses?

d Document your research – think about how you want to document what you find and what you want to do with it.

- ✓ *For example; interviews can be audio recorded and used for ongoing support for education programs. A 1-2 page overview of key findings is great to have on record and can be also included in the organisations strategic plan to help justify the direction you may have taken in project delivery.*

This type of information gathering can also uncover something that you may not have been aware of. For example, in this scenario, the unexpected outcome was discovering that a high proportion of the community have very low literacy levels. Uncovering this can then give you some extra insight into how to develop an education project.

- ✓ *For example; all literature and written material may need to be written clearly and simply with possible inclusion of audio books. In addition, you might include additional resources in the project budget to employ a literacy coach or teacher to support individuals who require additional support.*

The next step in progressing your project is a SWOT analysis to identify Strengths, Weaknesses, Opportunities and Threats. The SWOT has been around for many years and is a valuable tool for any project undertaken.

Instructions for undertaking a SWOT Analysis are in the Toolkit.

TOOLS TO USE

- Community Consultation
- Brainstorming
- S.W.O.T. Analysis



Who?

Connecting to and attracting stakeholders is important for any project. Having a strong project team is vital in the set up and planning of the project.

Your team

Reflecting back to one of the challenges of undertaking a community development project, ie; burn out, it is vital to gather a team of skilled and enthusiastic individuals who can work with you to deliver the project. There may already be a small team engaged, so often it is about identifying the skills you need to deliver the project, the skills you have and the skills you need to invite into the project to build the capacity of the project team.

By matching the skills and resources required with the audit of your team's capacity, you can determine your resourcing needs.

PROJECT SKILLS AUDIT

Activity	Skills required	Capacity	Still need to get	From?
Community Consultation	Communication (written and verbal) and time	Julie and Tom can undertake	1 more volunteer to help	Contact local library and school
Complete a budget	Finance and budgeting	No-one	Finance officer for project	Approach treasurer of football team to help set up budget and invite onto the team
Logo design	Graphic design	No-one	Designer to work on project material	Allocate \$ from budget and advertise

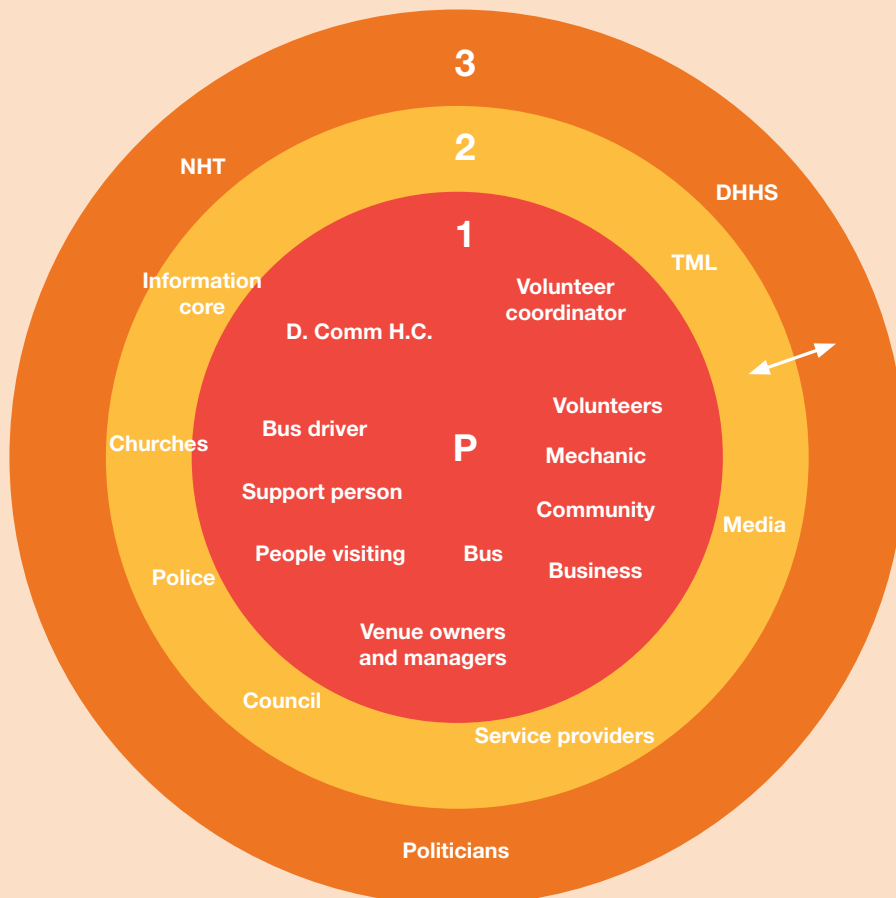
Other stakeholders

This is about identifying who needs to be at the table to work on the project and who are you trying to connect or engage with in your community. These individuals and groups are called stakeholders and include anybody directly, or indirectly impacted by the project.

Throughout the life of a project there may be individuals who begin as external stakeholders who come onboard the project team or committee. This is a great outcome and opportunity to share and build skills and include broader representation on the project team.

Many projects under-estimate the reach and often miss inviting stakeholders who would love to participate and who would be useful in the project. Stakeholders in community may include:

- Local residents
- Neighbourhood House committee and staff
- Local council
- Businesses
- Schools
- Health services
- Police
- State Government departments
- Welfare organisations
- Specialised workers such as youth workers, carers, nurses etc.
- Volunteers – both in and out of area



The key is to look at your community and your project to identify who else to invite to the table and to be open to possibilities. Be creative, inclusive and strategic; stakeholders are there to deliver the project, support and promote the project, connect with other partners and funding bodies and lobby for the project. The key is to look for the expertise and skills you need to best deliver your project.

Brainstorming is a useful process to identify stakeholders and how they will be involved in the project. In this illustration **P** is for project. The circles outside of the **P** highlight:

- 1 The stakeholders who are directly involved in the project delivery
- 2 The stakeholders who are important and may be invited in at various stages to be involved in some of the delivery
- 3 The stakeholders who are important to keep in the loop but will probably not have any major practical involvement in the delivery.

Once stakeholders have been identified it is useful to think about the following questions:

- How important are they to the project? (low-med-high?)
 - What is the current level of support?
 - What do you want from the stakeholders?
 - What's important to the stakeholder?
 - What is your plan for building greater stakeholder support?
- ✓ *A Stakeholder Analysis template is available in the Toolkit and provides a good structure for determining stakeholder engagement.*

Of course, it isn't always easy to engage individuals and groups in a project as a team member, participant or supporter, however, there are some strategies that can help.

TIPS FOR WORKING WITH STAKEHOLDERS AND DEVELOPING YOUR TEAM

- Complete the Stakeholder Analysis template included in the Toolkit. It will help you identify and understand your stakeholders – who you need, what they need and what you need to do to engage them.
- People are busy – be open to engaging stakeholders or team members for shorter periods to work on specific tasks or projects. For example; a community member might be willing to volunteer to work on a project plan which has a deadline and specified outcome, but may not be able to contribute to the whole life of the project.
- Match the skills with the task. Once you have a team together, it is important to do a skills audit to highlight what skills people have and what activities to direct them to. The Skills Audit in the Toolkit can assist with this.
- Keep meetings as brief as possible – this means having a very good chairperson who can run the meeting efficiently. It is important to encourage discussion and debate and involve everyone, but there is also the need to stay on track. See Running a Meeting in the Toolkit.
- While you may have a long term vision, look for short term goals to enable the group to feel they are achieving and that there are tangible outcomes.
- Celebrate the achievements; even if they are small, it is important to recognise and celebrate the wins.
- Be supportive of individuals; for teams to prosper they need support and encouragement.
- Remember it is not just about the stakeholders, but their networks that they can bring with them.

Invite and invest

'Years ago I remember hearing a major international film producer speak about the process for individuals to submit scripts for film production. He would annually receive about 15 000 scripts through the post. These would usually go via a team of administration staff who would cull them, leaving only a handful that would actually get through to the producer. He was amazed that only about three people each year called him directly to discuss a script. His number was publicly available and he couldn't understand why his phone didn't ring more.'

Eastley

His lesson was to ask directly for what you want and need; to be specific and direct. We often make the assumption in community work that individuals, organisations or businesses don't want to be involved; that they are too busy or just not interested. We make assumptions, when often, these individuals, organisations and businesses are just waiting to be invited or asked. The key is to ensure that you are pitching your project in the right way to capture the attention of the stakeholder you want and that the time they commit is achievable for them and workable for the project.

✓ *'Our project is a social enterprise working with homeless fathers and we think your experience as an entrepreneur will position you perfectly to help us set up the structure for this social business. We know you are busy and believe that your investment of time would be best directed in the set up stage which would be over the next six weeks.'*

This example outlines exactly what is needed and the timeframe. More details can be added in follow-up conversations. But the key is to make it relevant, attractive and achievable.

TOOLS TO USE

- Brainstorming
- Running a Meeting
- Stakeholder Analysis Template
- Mind mapping
- Project Skills Audit

Activity 1

- ✓ *Gather your team and conduct a brainstorm using the Stakeholder Analysis template.*
- ✓ *Now choose three of your most important stakeholders and do a Stakeholder Analysis to identify their existing relationship and what needs to be done to strengthen their support.*
- ✓ *Gather your team and together undertake the Project Skills Audit. This identifies the skills you believe that you need for the project, the skills you have in your team and the skills and resources you require that you currently don't have.*

NB: There are times when an existing team member may have the skills, but they just don't have any time to undertake further duties. It is very important to acknowledge this and address it, rather than burdening a team member with more work and risking overload.

Where and when?

Thinking about where and when your project will be delivered helps to identify and understand the opportunities and challenges for the team. The characteristics of the community may influence how your project is embraced in the community?

This needn't take up a great deal of time, but it is important as it links to how you meet your goals and can also influence some of the practicalities of delivering the project.

In the previous chapter that addressed **Why you are doing the project**, we included information on an environmental scan with the following...

- ▶ Jane also conducts an environment scan; a simple process that helps identify the cultural, social, environmental and political history and major decisions that have influenced the physical layout and culture of the community. Using a simple mind mapping and/or brainstorming process with her team, they identify a number of factors that have impacted on the capacity of the community to access education programs. These included:
- ▶ Reduced funding from both the state and federal governments for all adult learning programs.
- ▶ The sale of facilities that were once used for workshops and education programs.

When will the project happen?

As they say, timing is everything, so it is important in a community to consider the following when planning and scheduling a project:

- ▶ Do you want the project or activity to be part of an existing event?
- ▶ How do you develop a relationship with the other event to make sure everyone is happy?
- ▶ The weather; it's something we can't do much about, so ensure that you factor in the unpredictability of the weather when organising your project or activity.
- ▶ Avoid times of the year when everything is on, such as Christmas, Easter etc. Think about whether it is a positive to hold it in the school holidays, weekdays, weekends or other times.
- ▶ Time of the day and week can influence who is available to participate or help. Take a moment to consider the most convenient times for the groups or individuals you want to target. Just because it suits you doesn't mean it will suit your community.

Activity 1

Brainstorm your community

Gather your team and have one person take responsibility for managing the session with 10-20 minutes allocated to discussing the following points, in regard to how they have positively and/or negatively, influenced the culture and life of the community:

- › Political decisions over the last 50 years
- › The physical design of the community; roads, placement of business or community spaces, parks etc.
- › Economic trends
- › Major or minor community projects
- › Investment from private business or others
- › Arts and creative activities
- › Changes within your own organisation.

This session can provide a fascinating insight into your community. It is important for it to be managed and for the team to understand it is just a discussion and that it is important to maintain the rules of the group.

Activity 2

Brainstorm what is on

- › Working with your team take 5-10 minutes to write up on a big piece of paper or the whiteboard a list of the months from January to December and then all the projects, events and activities that are held throughout the year in the community.
- › Once you have listed them all, take three minutes to discuss the weather, holidays and other factors that may influence the success of your project.
- › Make a decision about the date, record it and work towards it. If you discover later that there is a clash, then you may have to change it, but it is important to make decisions.

TOOLS

- › Brainstorming
- › Running a Meeting
- › Action/notes template

Reflection

Reflection is important for any project or activity, so make a cup of tea and take some time as a team and individually to reflect on the previous chapters and think about how it relates to your project.

By now you have discussed several elements of designing, developing and delivering a community development project. These have included:

- Community development – what it is and some of the challenges and benefits?
- What your project is
- Why you are doing it?
- Who are the key stakeholders?
- Where and when is the project going to take place?

The Tools you have used to do this have included:

- Brainstorming
- Mind mapping
- Running a Meeting
- Rules of the Group
- Stakeholder Analysis Template
- SWOT Analysis
- Facilitating a Brainstorming Session

It is very important that you document all of these processes and allocate someone within the team to write up notes as you go. It is also important to keep notes brief and to the point. Funding bodies, government departments, your committee and community members don't want to have to read through hundreds of pages to get to the key information.

The simple information you have already collected through undertaking this process is forming the basis of a business or project plan, funding application or pitching document to investors. It can leave you with a basic document that can serve many purposes and can alleviate some of the stress associated with submitting project plans or applying for funding.

Remember the old adage:
How do you eat an elephant?
One bite at a time.



How do we make it happen?

One of the keys to a community development project is getting an idea for a project moving forward to actions, so to assist this is important to have a clear Action Plan that can outline:

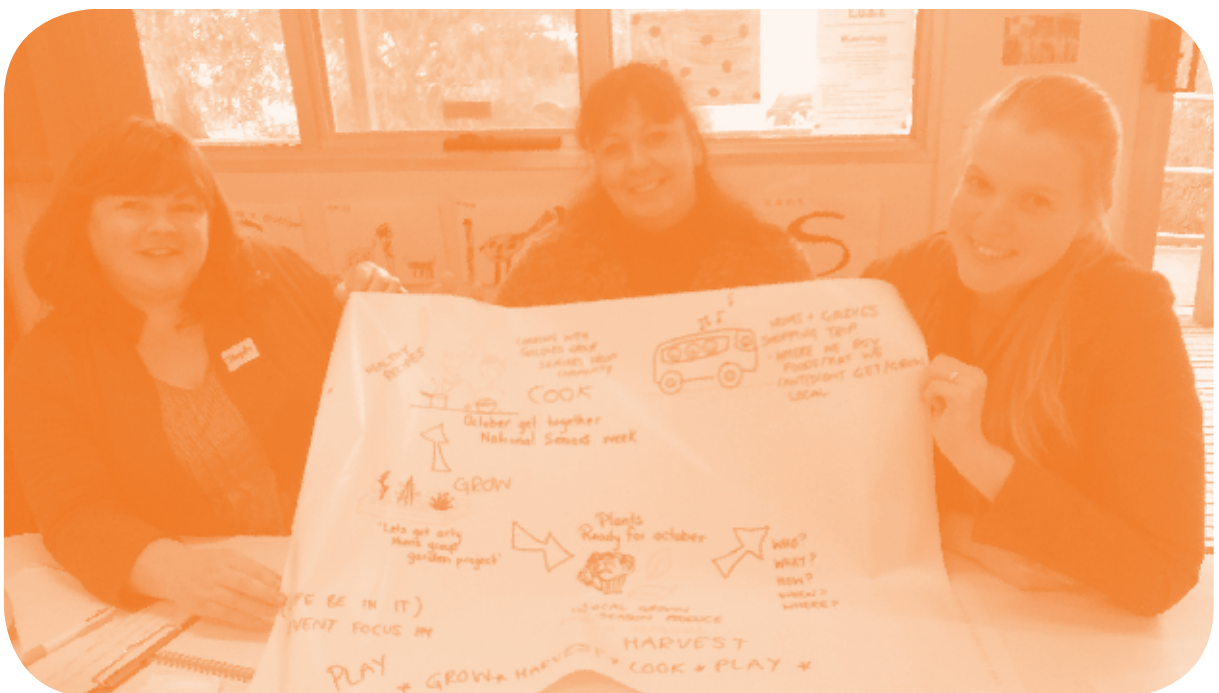
- What are the goals of the project (objectives)
- What actions do you need to take to meet the goals (strategies)
- Who is going to do the task or action
- When are you going to have the actions completed.

This part of the project development can feel a bit messy and uncomfortable. Participants in this process can feel overwhelmed and have a sense of 'where do I begin?'.

Developing an action plan

An Action Plan is a list of tasks that you need to do to complete a simple project or objective.

A one page plan is a simple tool where you can set goals for your project and note down actions your team will need to take to achieve these goals. Once you have completed it, email to all team members and post it up somewhere where you and your team can see it regularly (the fridge in the kitchen or on the notice board). The goals and actions should be front of mind for everyone involved in the project.



Example of an Action Plan

The following is a good starting point for firming up the details of your project.
(Action Plan Template is in the Toolkit)

Action Plan					
Project name		Community bbq			
Date					
Task	Action	Who	By when	Comments	Resources
Book venue	Contact House and check availability in May Book a date for bbq	George to visit House, talk to Coordinator and book best available date	End of March	George to confirm date with other members of organising committee	
Promote the bbq	Develop and print flyers Distribute flyers in local area	Jess and Joy to develop flyers.	Beginning of April	Once flyers are printed organise group to letter box drop in local area	Paper for flyers Photocopying
Order meat	Calculate meat quantities and order at Sams' Butcher	Fay and Stan to order, and to collect on day of bbq	Week before bbq	Ensure vegetarian options	
Check gas bottle in bbq	Ensure bottle is full before bbq and spare is available				
Seek donations	Approach Senator Goodfellow for a donation	Peta and George	End of March	Ask for donation towards photocopying and/or food	

This information gives your team some clarity in where they want to be in a few months, a year or longer. The next question is, how do you make it happen?

A project timeline is another effective tool for visualising how your project might progress and thinking about the steps you need to take. This diagram shows a simple example of a timeline. The key is to keep it simple.

How will we get there?

A long term vision and timeline is great, but how do we ensure that things keep moving in the project and that the team feel that they are achieving along the way?

An **Action Plan** helps us achieve our long term or overall aims on a project. It is where we work out our goals, the project tasks, who is responsible for undertaking the tasks and when we need them completed.

If we take the overall project aim as being to improve community health in the case of the example used above, an Action Plan could include the following:

Goals	Action plan (how)	Person responsible	Timing – completion date
Increase access to fresh vegetables	Plan out a vegetable patch on the existing land	Tom, Lucy and Jane	By end of January



Activity 1

Brainstorm every step or task you will need to undertake to complete your project. You can either randomly list all the tasks, create a mind map or you might like to try to start from the very first action and move on, a step at a time. Once that task is complete, what comes next?

Think about steps that should be prioritised to meet specific deadlines, or limits on other people's availability that might need to be considered?

- Use large pieces of white paper or a whiteboard for this process.
- Take a 5-10 minute break and encourage the team to reflect on the tasks, get some fresh air and come back with a clear focus.

Activity 2

Discuss the listed tasks, analyse them and see if there are any that can be pruned, or delegated and then...

Activity 3

Use an **Action Plan Template (see Toolkit)** draw up a table like the one above and choose one of the goals you want to meet in the project.

- Identify three prioritised actions that will be required
- Who has the skills or what skills do you need to complete the actions
- When do they need to be done by?

TOOLS

- Brainstorming
- Mind Mapping
- Action Plan Template

How do you resource your project?

This part of the process is about asking the questions:

- What do we need to be able to plan and deliver our project?
- What do we already have that we can use to be able to plan and deliver our project?

Resourcing a project comes in a variety of ways including:

- Skills – existing or skills that you ‘buy-in’
- Money
- Resources/support – both within your organisation and by accessing the resources and support of other organisations, government, business and community members.

In previous chapters, we have talked about skills that you might need, so let’s focus on resources and money.

All projects require a budget; a plan that highlights two things:

- What the project will cost?
- What money and resources do/will we have to cover those costs?

A common mistake that people make is in thinking about the second question first. A serious problem can arise when someone thinks about squeezing a \$5000 project into a \$1700 bucket of money that you have sitting in your account. The impact of not allocating sufficient funds and resources to a project can be:

- Burn-out from over worked and under paid staff
- Inadequate results due to insufficient resources to do the job properly
- If the project is seen by outsiders as successful, it creates a false reality to your community, who may wish to replicate the project
- It is not valuing the skills of your team and your community.

So, what is the alternative? Embrace your project budget. Many individuals and teams are fearful when the conversation comes around to issues of finance, but see it as an opportunity to build strength into the project and even look for potential income generating ideas. A useful tip when thinking about how to cost out your project is to think about this scenario...

It is two years after your project was completed and someone from another community approaches you. They ask how much it cost for you to deliver your successful project and because you and your team were ‘real’ with your figures you can confidently discuss the budget and even give feedback around hidden costs, pitfalls, challenges and opportunities.

Your project budget

Example: Expenditure (the cost of the project)

Item	Details	Cost
Project manager	Employed part time for 5 weeks	\$5000
Office rent	5 weeks @ \$150 p/w	\$750
Hire car	5 weeks @ \$200 p/w	\$1000
Parking	5 weeks @ \$100 p/w	\$500
Accommodation	5 weeks @ \$1000 p/w	\$5000

This list should include all the costs of putting on your project. Remember, what would it cost if you were starting it from scratch. Now it is time to think about what resources you have to support it.

Resourcing can come in several forms, but the most common are:

- ▶ **Cash or grants** – money given to fund the project or specific parts of your project with some acquittal or reporting once project is completed
- ▶ **In-kind** – where an organisation, business or individual provides services or goods to support the project or
- ▶ **Sponsorship** – where an organisation, business or individual provides services or goods to support the project in return for public acknowledgement and publicity.

Other options can include loans, which are not often taken on by community-based projects and pro bono services, where a business provides services for no public acknowledgement.

Example: Income (the resources to cover the cost of the project)

The source	Details	Cash	In-kind	S'ship	Total
Neighbourhood House	Fundraising	\$1000	\$1000		\$2000
State Government	Grant to support project management role	\$5000			\$5000
Speedy Rentacar	Car hire sponsorship	NA	NA	\$1000	\$1000
Local Council	Office rent	NA	750	NA	\$750

Activity 1

With the project team brainstorm for 3-4 minutes, writing all the ingredients of the project:

For example:

- Costumes
- Car hire
- Room hire
- Food and refreshments
- Printing
- Design of a flyer
- Distribution costs.

Next write a figure next to each of these. For the first stage of working through your project budget, the figure doesn't have to be perfect...just a ballpark figure. If you have no idea...ring up and get a quote or do a little research. It is important not to under-estimate the costs in this process.

Remember; even if you are a Neighbourhood House with rooms available it is important to write venue costs on the list and ensure you are listing yourselves as an in-kind contribution to the project.

It is all about keeping it real!

TOOLS

- A Budget Template is included in the Toolkit



Marketing and telling your story

Marketing is often one of the key ingredients of a project that is missed completely or given only cursory attention, when in fact, it is one of the most powerful tools in capturing support for your project. Put simply, marketing is about finding ways to tell your story.

What can a good marketing plan do?

- Raise the profile of your organisation within your local and the wider community
- Increase the number of people who use your service
- Attract funding, sponsors and supporters
- Provide opportunities for change in government policies and practices.
- ✓ *It is about identifying how people get their information, deciding on the best ways for you to get your message across and doing it very very well.*

Telling the stories

- Capture the story and get it out there
- Who is your audience, what is the demographic, what is the most appropriate path to take with the resources you have? What are you trying to achieve?
- How to market – social media, mainstream, print, radio, TV, council newsletters etc...be creative
- Use words, images and approaches that fit with your targeted group. Reduce the amount of jargon or if you must use it, don't assume that everyone will know what it means.
- Mainstream marketing talks about the 6 Ps: **Product-Place-Price-Promotion-People and Process**. There is a wealth of information about this online. For those designing, developing and

delivering a community development project, it may be a little more complex; as it is not necessarily a mainstream product that you might be selling or wanting to promote.

One way of exploring the possibilities is this:

- Think about the story of your project – how could you describe it to a visitor.

For example, it is a theatre production specifically targeted at attracting disadvantaged youth in the area. Now think of who your stakeholders are and how they want to hear the same story.

How you communicate the project message will be different for each group. For example;

Local residents

- ✓ *'A Theatre Show that will premiere in your community involving your young people.'*
- ✓ *This message is about encouraging confidence, enthusiasm and pride. There is also a tangible outcome for residents.*

Local Council

- ✓ *This project supports Council's strategy to support young people, encourage more creative engagement and projects and develop a positive relationship between young people and the local community.*
- ✓ *This is about encouraging financial and in-kind support from Council and bringing them on as a partner and supporter.*

Media

- ✓ *We know that there are some incredibly talented young people in the community and this production will be a perfect vehicle to engage with them and support them to develop their skills.*

Young people

- ✓ *The media can often focus on the more negative aspects of young people, so it is important to give the project a positive spin to encourage positive reporting. Invite the journalist to rehearsals, introduce them to the cast and crew and develop a relationship with them. It will pay off.*
- ✓ *Want to act like Channing Tatum or Emma Stone? Well they had to start somewhere, just like you... Tuesday 6-8pm at Youth Centre, pizza included.*

For some groups, including young people, it isn't just the language but the approach and the offer that you are making. It needs to be something that entices them. For example; rather than asking young people to come to you, go to them. Invite a local youth centre to be part of the steering group, get them on board and involve them, their staff and young people in the development of the project. This will carry much more weight and increase your chances of attracting young people.

The key is to find the positive message that resonates with each of your stakeholders. It is the same project, but worded in a way that encourages support and participation.

How you connect

Ask yourself; how do people source their news and information and then modify your message, the language and delivery to suit.

For example; most young people access information via social media and they prefer language that is more informal and accessible. If in doubt, involve a young person on the team to help out with this approach.

Focus on 2-3 mechanisms and do it well, one of the biggest mistakes is promoting and advertising everywhere and everything, but missing your target market because it hasn't been executed well. A little extra time planning can save the running around later.

Being creative

For those wishing to connect to community and market an event there are so many options. These include some of the more conventional approaches including posters, flyers, newsletters and advertising. Other more creative and interesting approaches include social media, blogs, video and audio recordings, banners and street signs and even electronic notice boards through councils and businesses.

The key is that no matter what you are trying to do; STOP, think about your message, and how your audience or target group would want to hear that message and then determine how best to connect with them.

Action

- how can you tell your story? – be creative.
- Work in small groups or individually to think of a campaign for one of your existing projects.
- How could you tell the story to your community, your government, a sponsor, a participant?
- What would the promotion look/sound like?
- Think about the key messages you need to get across.
- This Tasmanian project from the southern midlands is an example of a community arts initiative produced by a volunteer involved in the project:

🔗 <http://vimeo.com/50725504>

TOOLS

- Brainstorming
- Marketing Plan Template

Documenting your project

If you don't write about, film, photograph or record your project, how do you know it happened?

This is a question worth considering when you are setting up your project. Documenting a project doesn't have to be time consuming or arduous. In fact, it can often be included in existing roles and responsibilities.

For example; the project coordinator may seek permission from participants to be able to take photographs at every session. These can then be used for publications, websites and reports. This matched with some short quotes and observations from the project workers, can make reports much more interesting and engaging.

The increase in smart phones means that most of us have recording equipment. One of the best tools to capturing feedback is using a voice or video recorder. These files can be uploaded to social media sites and other online platforms. The key is to keep them short and relevant to the message you are trying to convey.

Documentation doesn't have to be difficult. In fact, it can often link to marketing and evaluation, and much of the material can be used for a variety of purposes. It can be particularly useful as a means to present your project in a much more interesting and dynamic manner to funding bodies and sponsors.

However you choose to capture and document your project, make sure you also have a plan for using it. There is nothing worse than producing a report or film that nobody gets the chance to see.

So, in short, people access and engage with information in a variety of ways. It is a busy world and we have a short time to get our message across. If you are using film or recordings, keep them brief, relevant and interesting. Include a photo and, if it is a documentary or overview of your project, keep it under three minutes.

Documenting a project provides you with valuable information and feedback from workers and participants. It can be useful for accessing future funding, conveying your message to government bodies and is a wonderful tool to use as part of the celebration with your community when the project is completed.

Evaluation – is anyone better off?

It's all very well planning a project to work on with your community, but how will you know if it is making a difference?

When setting up a project it is important to think about how you are going to evaluate that project or piece of work. You know why you're starting out on a project and what you're hoping to achieve, so even at the very beginning it's important to consider – 'how will we know this project has made a difference?'

Evaluation often considers questions like:

- 'what were the outcomes for the community and participants?'
- 'how much did we do?'
- 'how well did we do it?'
- 'how do we know if anyone is better off?'
- 'what did we learn?'
- 'how might we do things differently next time?'
- 'overall is this worth doing again?'

Evaluating community development and its outcomes is not an easy process - there may have been positive changes during a project, but how can you with hand on heart say or know that the House or the project definitely 'caused' it.

What we can do is evaluate with participants and ourselves. We can engage them in what the House offers and then try to gauge from them the impacts of the project they were part of. By digging deeper into what people say about their experiences we can paint a picture of what's working or not, and why.

Often we've told ourselves that it's too formal to 'evaluate' with participants and that it will 'scare' people off. However if people know why we are asking questions they are generally very happy to share. People's confidentiality is important to them, so ensure the information you gather is de-identifiable and participants are aware of this.

A further step could be to ask participants to sign consent forms about collecting their feedback which explains about the confidentiality, and that only with their permission would you share any direct quotations or information from them. Neighbourhood Houses Tasmania has evaluation consent form templates you could utilise.

So how do we know we're making a difference? And how do we ask that?

Remember, the participants are your community - they are the experts in their own lives and are key to understanding what matters locally. You could even suggest that if we don't ask them we're not fair dinkum about wanting to know if we've made a difference or not. Evaluation can happen with groups, individuals or participants, measuring different kinds of impact.

Evaluation of any project has two main elements:

1 OUTCOME EVALUATION

Is anyone better off? By asking some simple questions of participants, partners and yourselves, you will get a good idea of how, and in what ways, your work is impacting on people and the community.

Questions might include:

- What did you get out of being part of 'the project'?
- What will be different/what changed for you because of 'the project'?
- Are you more confident/skilled/connected etc because of 'the project'?

Measuring change involves trying to get a sense of what has shifted for participants through the process. That is why knowing the difference you are trying to make at the beginning means you can identify a few areas/measures that you want to explore with participants. Ideally you could ask people to make ratings at the beginning of a project and then at the end.

- ▶ For example you could ask On a scale of 1 to 5 – how confident do you feel at XXXX? (with 1 being not confident at all and 5 being very confident.)
- ▶ By doing this at the beginning and the end for all participants you can really see what change there might have been.
- ▶ Alternatively you may feel it's only possible to ask people to 'self-assess' (which is what we're doing through this method) at the end of the project.
- ▶ In this case you'd ask the same question framed in a different way. Eg. "When you think back to how confident you felt at the beginning of the project compared to how confident you feel now – where would you rate yourself on a scale of 1 to 5 where 1 is much less confident now and 5 is much more confident now?"

2 PROCESS EVALUATION

How well did we do it? Asking ourselves, partners and participants questions like:

- ▶ what worked well?
- ▶ what didn't work well?
- ▶ what would we do differently next time?

It is so important for us to reflect on our processes with a project and to document the key steps in a project and our learnings from the process. If there are great outcomes from a great project you want to record what you did and how... so you can do it again and share it with other communities. Equally when things don't work – and that's okay – you want to consider why a project didn't work for you or your community and record what the learnings are from that.

How?

You can do this through feedback forms that you ask people to fill out or by informally interviewing them to ask them the questions, if you think they're not comfortable with filling out a form.

Just like in the Outcomes evaluation you might ask participants to assess how well the 'process' of the project worked for them. Asking them to rate things like: How welcome and comfortable did they feel? How organised was the project? Would they enroll in a similar project if it happened again?

Another method of reflecting on the project process (by the organisers not the participants) was suggested in the initial CIP project. "Journaling" is where some of the project workers/volunteers are given a notebook to record along the way, and they make an entry after specific activities or meetings. Each journal entry answers four questions: What was the action/activity or experience?; What happened? (Describe the activity); Reflection – How did I/we feel about it?; What did I learn from this?

These journals can be very helpful to come back to at the end of the project when evaluating the process and what we learnt.

Don't wait till the end! Evaluation should occur throughout the project. It's important to reflect on how it is progressing, and identify what changes need to occur to improve the project for participants.

Bringing process and outcomes evaluation together

There are many different forms of evaluation but Neighbourhood Houses in other states have adapted *Results Based Accountability™* (by Mark Friedman and Associates) which is a framework that asks people three key questions (which you will have noticed in the text above):

- ▶ How much did we do?
- ▶ How well did we do it?
- ▶ Is anyone better off?

Table 1: Sample Neighbourhood House program evaluation questions in an RBA framework. You would not ask all of these questions but a few in each category.

How much did we do?

People

- # participants from a non-English speaking background
- # participants aged X-Y
- # participants who were men/women

Activities

- # people completed the program
- # people enrolled
- # people regularly attended
- # guest speakers/excursions or activities

How well did we do it?

- % of people rating the program or activity highly on feedback forms
- % of people who said they felt welcomed and comfortable
- % of people who said the program was worthwhile
- % of people who said the venue was accessible
- % of people who enroll in another program

Is anyone better off?

- #% people who said they felt the program increased their community connections
- #% people said they felt more confident
- #% people said they now have greater awareness of available choices
- #% people who learned a new skill
- #% people who said the program gave practical skills they now use at home.

Key: # = number, % = per cent

Adapted from the Local Community Services Association (NSW) Social Inclusion Program Evaluation Template

An example completed. Anywhere Neighbourhood House Play group Project.

How much did we do?

People

- 14 Parents – 10 females, 4 males
- 9 of these were aged from 17-25 years

Activities

- 11 parents completed the program
- 14 parents enrolled
- 11 parents regularly attended
- 6 specific sessions on parenting topics held over six months of weekly play group

How well did we do it?

- 80% of people who said they felt welcomed and comfortable
- 75% of parents want the program to continue

Is anyone better off?

- 70% of parents said they are more connected
- 80% of parents said they felt more confident as parents
- 80% people said they now have greater awareness of available support services

Remember why Evaluation is important

Evaluation is a valuable and important process that assists with insight into the work, its impact and reach.

Evaluation is important to funding bodies, our communities and our own management, because it demonstrates that we are measured, (considered) reflective and thoughtful about our work and its aims.

Remember

By having well-considered planning, backed by evaluation processes that measure the impact of projects and programs, Houses can work more effectively towards achieving program goals and building their community's capacity.

Evaluation is important so you can measure if you achieved what you set out to do. It can involve gathering feedback from participants and stakeholders and analyzing or comparing that feedback with why the project was started.

Communities are complex. It can be hard to judge how or if one thing has affected another, so having a clear set of goals and purposes for a project that are linked to ways of measuring change, are important in order to gauge if an activity, process or project contributes to a change.

2015

Resource Toolkit

CONNECTING IDEAS AND PROCESS

Developed by Kylie Eastley Consultancy,
in partnership with Tasmania Medicare Local
and Neighbourhood Houses Tasmania

Toolkit

An Action Plan	45
Action Plan Template	46
Brainstorming	47
How to Brainstorm?	48
Choosing engagement methods	49
Community Consultation and Engagement Tools	50
Discussion groups and Workshops	51
Survey Research	51
One-on-one interviews	52
Marketing Plan Template	54
Agenda Template	55
Mind mapping	56
How to mind map	57
Big Picture Plan	58
How will we get there?	59
Action notes	60
Project Skills Audit	61
Stakeholder Analysis Template	62
SWOT Analysis	63
Group Introductions	64
Conducting effective community meetings	66
Important points for facilitators	67
Budget Templates	68
Community Skills and Passion Audit	69
Skills and Passion Survey	70
Self Care for Neighbourhood House and community volunteers and staff	72
Relationships Australia resource	73

An Action Plan

An action plan helps you to take your organisation or community's vision and make it happen. It describes the way your group will use its strategies (actions) to meet its objectives (aims). An action plan consists of a number of action steps or changes to be brought about in your community by members of the group or the whole group.

Each action step or change to be sought should include the following information:

- **What** actions or changes will occur
- **Who** will carry out these actions
- **By when** they will take place, and for how long
- **What resources** (i.e., money, staff) are needed to carry out these changes

WHAT ARE THE CRITERIA FOR A GOOD ACTION PLAN?

The action plan for your initiative should meet several criteria.

Is the action plan:

- **Complete** Does it list all the action steps or changes to be sought in all relevant parts of the community (e.g., schools, business, government, faith community)?
- **Clear** Is it apparent who will do what by when?
- **Current** Does the action plan reflect the current work? Does it anticipate newly emerging opportunities and barriers?

WHY SHOULD YOU DEVELOP AN ACTION PLAN?

There is an inspirational adage that says, "People don't plan to fail. Instead they fail to plan." Because you certainly don't want to fail, it makes sense to take all of the steps necessary to ensure success, including developing an action plan.

There are lots of good reasons to develop an action plan, including:

- To lend credibility to your organisation. An action plan shows members of the community (including grantmakers) that your organisation is well ordered and dedicated to getting things done.
- To be sure you don't overlook any of the details
- To understand what is and isn't possible for your organisation to do
- For efficiency: to save time, energy, and resources in the long run
- For accountability: To increase the chances that people will do what needs to be done

Action Plan Template

Action plan					
Project name					
Date					
Task	Action	Who	By when	Comments	Resources

Brainstorming

Brainstorming can be used as part of mind mapping or stand-alone. It is a great way to explore issues, ideas and solutions.

Brainstorming is the free, uninhabited generation of ideas, in this case, in a group setting. The key to a successful brainstorm is to provide an environment free of criticism, where each person can present or state their opinions. A brainstorm is used to explore or develop ideas and can be used at all levels from kindergarten to executive level. It's a great way to break away from old ideas and to explore new thinking.

WHY BRAINSTORM?

This tool is a simple strategy, which:

- Can produce a large number of ideas in a short time
- Encourages inclusively by enabling everyone an equal say
- Encourages creativity through stimulating the expansion of ideas
- Ensures a sense of ownership as all participants will see their ideas included in the list

When used during problem solving, brainstorming brings team members' diverse experience into play. It increases the richness of ideas explored, which means that you can often find better solutions to the problems that you face.

It can also help you get buy-in from team members for the solution chosen – after all, they're likely to be more committed to an approach if they were involved in developing

it. What's more, because brainstorming is fun, it helps team members bond, as they solve problems in a positive, rewarding environment.

While brainstorming can be effective, it's important to approach it with an open mind and a spirit of non-judgment. If you don't do this, people "clam up" and the number and quality of ideas plummets, and morale can suffer.

TIPS

- Make it playful
- Keep to a short time frame and don't let it drag on. 3-4 minutes is ideal. You can brainstorm for intense short periods of time to achieve a great deal.
- Don't dismiss anything
- Be open to all

How to brainstorm?

- A time limit is set (10 mins max)
- Participants are invited to give their ideas. This can be done in a structured manner where each person is asked to contribute and nominates to PASS if they cannot think of an idea when it is their turn, or alternately participants can freely call out their ideas.
- ALL ideas are recorded and displayed exactly as they have been stated
- No judgments (neither positive or negative) are allowed by either the facilitator or other participants
- After the brainstorm, go over the list to make sure that all of the class understands the ideas. Remember this is only a clarification time not an opportunity for comment
- Collate all ideas into readable sentences or statements on displayable sheet(s), eliminating any duplication. These statements should also be the work of the class not the teacher. There will be a range of discussions at this stage.
- Ask students to select one or more of the statements on the display as the focus of their learning and research. Either as a prove/disprove statement or as a challenge to establish the fact(s).

This is an example of brainstorming using images and words, undertaken by two different Neighbourhood Houses during community development training in 2014. In Diagram A, the focus was on what the project could look like, while in Diagram B, the group brainstormed their understanding of community development.



Diagram A



Diagram B

Choosing engagement methods

	Objective	Promise to stakeholders	Methods
Inform	To provide the stakeholders with balanced and objective information to assist them in understanding the problem, alternatives or solutions.	We will keep you informed.	Presentations Media briefing Public notices Website Print Exhibitions and other promotions
Consult	To obtain stakeholders feedback on analysis, alternatives, or decisions	We will keep you informed, listen to and acknowledge your concerns, and provide feedback on how stakeholder input influenced the decision	Citizens' panel Consultative meetings Focus groups Public hearings Surveys Networking Needs analysis Interactive website
Involve	To work directly with the stakeholders throughout the process to ensure that public and private concerns are consistently understood and considered	We will work with you to ensure that your concerns and issues are directly reflected in the alternatives developed and provide feedback on how stakeholder input influenced the decision	Facilitated events Stakeholder forums Networking Games and simulations
Collaborate	To partner with the stakeholders in each aspect of the decision including the development of alternatives and the identification of the preferred solution	We will look to you for direct advice and innovation in formulation solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible	Advisory committee Facilitated events Collaborative design events Policy round table Search conference
Empower	To place final decision making in the hands of the stakeholders	To place final decision making in the hands of the stakeholder	Citizen jury Search conference Joint venture

Community consultation and engagement tools

The best way to find out what communities want or need or how they feel about an issue is to ask them. The challenge is to find the best approaches that fit your organisation and community. Consider how members of your community access information, where they gather and what is important to them.

✓ *Example: A health project wanted to access the men in the local community, but knew that if they advertised a health forum to consult with local blokes, the men would probably not come. The town has a local football club with a strong local following, so the Neighbourhood House contacted the President of the club and asked if they could have a display and informally interview on site during an upcoming game. The club agreed. The consultation was very successful with the crowd and it became an annual event with additional health checks.*

DO LESS, BUT DO IT VERY VERY WELL

Most community and Neighbourhood Houses don't have time to be constantly undertaking consultation. It is important to consider what is the intention of the consultation; what do you need to know?

Discuss what approaches are most realistic and appropriate and factor it into your annual business plan. It is better to schedule 2-3 different approaches over a year and doing it very well.

Most community based organisations already have access to volunteers and community members via other programs that they may be offering and may find that one on one interviews, linked with a broader annual survey and/or an annual community workshop may be all that is required.

There are various community consultation strategies, with some listed below, and additional websites that provide more detailed information.

DISCUSSION GROUPS AND WORKSHOPS

This involves participants who are either selected randomly or who represent a particular demographic, region or interest. It can draw out a range of opinions and views and these workshops usually.

Tips

- ▶ Value your participants by making it inviting, interesting, comfortable, at a convenient time and remember to feed people.

Strengths

- ▶ targets specific groups
- ▶ can be structured in a number of ways to achieve a range of outcomes
- ▶ harnesses community energy and knowledge to generate innovative options
- ▶ can build capacity, consensus, ownership and relationships and
- ▶ can be iterative or cyclical, evolving in scope over the course of a project.

Weaknesses

- ▶ participants may not be representative
- ▶ produces qualitative not quantitative information which may not be easily understood or valued and
- ▶ consideration regarding the collection and analysis of qualitative data is required, and may sometimes require skilled expertise in qualitative analysis.

References and websites

- ▶ Citizen Science Toolbox, Cooperative Research Centre for Coastal Zone, Estuary and Waterway Management
🔗 www.griffith.edu.au
- ▶ COSLA (1998) Focusing on Citizens: A guide to Approaches and Methods.
🔗 www.communityplanning.org.uk
- ▶ International Association of Public Participation (IAP2) 🔗 www.iap2.org

SURVEY RESEARCH

Surveys involve posing a standard set of open and/or closed questions to a range of people. They are a popular method of collecting qualitative and quantitative information from a population at certain a point in time. Surveys can be conducted through face-to-face interviews, self-completion written forms, over the telephone, or electronically via the internet or email.

Tips

- ▶ Careful planning is needed for surveys to be successful. It may be helpful to seek assistance from skilled researchers in designing a survey tool to ensure that it generates useful and reliable information.

Questions must be clear, impartial, easily understood, and unambiguous, and should ideally be trialed before the survey is distributed. Sampling strategies need to match engagement objectives. Care should be taken when using self-completed, telephone or computer-aided techniques as they may bias a sample by excluding people such as those with low literacy, no telephone or low computer skills respectively.

Strengths

- ▶ can be used to gain feedback from large and diverse groups of people
- ▶ can often be produced and distributed in large quantities relatively cheaply
- ▶ enables comparison between groups in the community, or between different stages of the process and
- ▶ can provide large amounts of qualitative and quantitative data.

Weaknesses

- ▶ many groups in the community feel they have been over-consulted by government and may react negatively to being asked to complete 'yet another survey'
- ▶ may not be accessible for people with limited literacy, English as a second language or with visual impairments
- ▶ analysing the data provided via surveys requires time, resources and skill and
- ▶ often only useful for providing and collecting information on a limited number of topics.

ONE-ON-ONE INTERVIEWS

One-on-one interviews involve a person who has been thoroughly briefed on their task posing a standard set of questions to individuals within a community.

One-on-one interviews can be conducted in public places, at events, via telephone and doorknocks. Two or three days may allow enough time to talk with a cross-section of people. Interviewing provides important qualitative information at a level of detail that is difficult to obtain any other way.

Tip

- ▶ When selecting the interviewer and interviewee consider their role and influence in the community, other time commitments and personal circumstances. In an engagement process run over a extended period of time there may be a need to conduct a round of interviews near the beginning of the process to gather information, and one or two other rounds at key points in the process to inform progress.

Providing opportunities for community members to act as paid or voluntary interviewers can be an important capacity and relationship building strategy.

More in-depth interviewing, carried out on a one-to-one basis over a period of one to two hours, can provide a more detailed understanding of people's thoughts, feelings, and behaviour on important issues. The aim of in-depth interviews is to explore the reasons underlying a problem or practice in a target group and to gather ideas and information.

Strengths

- ▶ people will often provide much more detailed information in a one-on-one interview or discussion than they will in a public forum
- ▶ is useful to gain views on sensitive or complex issues
- ▶ can be conducted in languages other than English
- ▶ is effective when working with people with limited literacy and
- ▶ has the ability to be empowering and/or therapeutic for the participants because of the narrative response.

Weaknesses

- ▶ expertise in qualitative analysis is required to produce a quality report
- ▶ you need to find interviewers with the required skills
- ▶ it is generally not possible to interview all community members and
- ▶ can be resource intensive

References and websites

- ▶ COSLA (1998) *Focusing on Citizens: A guide to Approaches and Methods*.
📄 www.dundee.gov.uk
- ▶ Mahoney C (1997) *Indepth Interview Guide*
📄 www.ehr.nsf.gov
- ▶ Queensland Health (2002) *The Methods Manual – Engaging Communities in Participatory Action Research*: Southport Public Health Services
- ▶ Sarantakos S (1998) *Social Research*. 2nd edition, Melbourne: MacMillian Education Australia.

Marketing Plan Template

<Business name and year> Marketing tactics

Tactic	Description	Monthly cost	Priority 1-5	Target completion date

Mind mapping

This is a useful tool that can be used in any element or stage of the project. It is great for planning the project and problem solving throughout it.

Mind mapping is a simple technique for drawing information in diagrams, instead of writing it in sentences. The diagrams always take the same basic format of a tree, with a single starting point in the middle that branches out, and divides again and again. The tree is made up of words or short sentences connected by lines. The lines that connect the words are part of the meaning.

Why trees? Trees reflect how our minds work, because we always seek patterns and trees encourage and capture this thought process efficiently and clearly.

Tips, Benefits and How To...

TIPS FOR MIND MAPPING:

- ▶ Make mind mapping interesting by using colour, pictures, shapes and symbols
- ▶ Stick to key words
- ▶ Emphasis links and connections
- ▶ Encourage input from everyone in the group and clarify points if need be.

BENEFITS TO MIND MAPPING:

- ▶ It allows planning before writing
- ▶ Focuses on the main themes and ideas
- ▶ Captures a huge amount of material on one page
- ▶ Doesn't waste time
- ▶ Allows ideas to flow
- ▶ Additions can be made easily.

How to mind map?

- **Step 1** Write or draw your main idea in the middle of the page and frame it. Use Colour.
- **Step 2** Draw a branch off your main idea, on it write or draw a main topic related to your main idea.
- **Step 3** Continue to branch off from your main topic.
- **Step 4** From your main topics, branch off with sub-topics (continue to use colour)
- **Step 5** Continue to add more details – you are free to add more topics, sub-topics or any other items.



Big Picture Plan

(Name of project)

(Name of organisation or team)

This is your project vision... (For example; to improve community health by greater usage of fresh grown vegetables in the region)

Timeline	Description
Where our project is now	
Where our project will be in six months' time	
Where our project will be in twelve months' time	
Where our project will be in three years' time	

Action notes



Name of the meeting _____ Location of meeting _____

Date of meeting _____ Time of meeting _____

Meeting attended by _____

S.No.	Action points	Who	By when
1			
2			
3			
4			
5			

Stakeholder Analysis Template

Stakeholders name and roles	How important? (low-med-high)	Current level of support (low-med-high)	What do you want from stakeholders?	What's important to stakeholders?	What is your strategy for enhancing stakeholder support?

SWOT Analysis

A SWOT analysis is a simple tool to help you work out the internal and external factors affecting your project, organisation, business or event. It is one of the most commonly used analysis and decision-making tools. A SWOT analysis helps you:

- build on strengths (**S**)
- minimise weakness (**W**)
- seize opportunities (**O**)
- counteract threats (**T**).

To get the most out of a SWOT analysis, you need to conduct it with a particular project, idea or venture in mind. For example, a SWOT analysis can help you decide if you should introduce a new product or service or change your processes.

A SWOT analysis is often part of strategic planning. It can help you better understand your business and work out what areas need improving. It can also help you understand your environment, including your competitors, funders, and predict changes that you will need to address to make sure your project is a success. It is also a particularly useful step in your marketing planning process.

A SWOT analysis can be used professionally and personally as a tool that can assist in making decisions and planning. Some tips will help you get the most out of it.

Keep your SWOT short and simple, but remember to include important details. For example, if you think your staff are a strength, include specific details, such as individual staff and their specific skills and experience, as well as why they are a strength and how they can help you meet your goals.

When you finish your SWOT analysis, prioritise the results by listing them in order of the most significant factors that affect your organisation to the least.

Get multiple perspectives on your project or organisation for your SWOT analysis. Ask for input from your employees, suppliers, clients, volunteers and partners.

Apply your SWOT analysis to a specific issue, such as a goal you would like to achieve or a problem you need to solve, rather than to your entire organisation. You can then conduct separate SWOT analyses on individual issues and combine them.

Ice breakers, warm-ups and group activities: Group Introductions

Most of us have been involved in training or group activities that invite us to introduce ourselves and say a little bit about us. The danger with this is that it can go on and on at times, eating into valuable project development or planning time. The best way to manage this is through assertive but friendly facilitation. Providing specific questions and directions can also help manage people's time. For example... 'Please take just a minute to tell us... etc'

- Name, connection with the project and something outside of the project that most people wouldn't know about you.
- Name, organisation and favourite film or book

ACCEPTING CIRCLE

Get everyone in a big circle. One player starts by making a little gesture, perhaps with a little sound. His or her neighbor then tries and does exactly the same. And so on. Although we expect the gesture/sound not to change, it will.

Notes: Watch for movements that suddenly change left/right arm or leg. This is not really supposed to happen, but it will. Once happened, it should be accepted by the next player. Also watch/listen for little moans or sighs that players might make before or after their turn – these should also be taken over by the next player.

ACTION SYLLABLES

This is a great warm-up that also helps a new group to learn each other's names.

Instructions: Everyone in a circle. First person says his/her name, making a gesture (an action) for every syllable. Mary has 2 syllables, so she does something like "Ma-" (wave right hand) "-ry" (claps in hands). Everyone repeats this. Then the second person calls his name, again with a gesture per syllable. Group repeats, and then repeats all previous names and syllables.

LETTING GO

A task where an individual is asked to start something – a poem, story, a sculpture or drawing and then they are interrupted and they have to hand over their creation to someone else to keep working on it. This is an exercise in letting go and sharing; it explores ownership and the importance of investing passion and energy interest in a project, but to maintain some objectivity and some distance so you don't become the project.

- Instructions: Have materials ready for each person to use; paper, pens, clay etc... Invite everyone to think about something that is very important to them and then to start creating a piece based on this. Do not tell them that they will be handing it on to someone else. Give them around 5-10 minutes depending on how they are going and then ask them to stop and to move to the seat to their left and start on the work in front of them. Give them about 3-5 minutes on this one and keep going if you feel the group is okay. If it's a struggle then finish after the second move and then get the group to debrief on how they felt about the activity.

Note; some people may really struggle with this. It is vital to allow adequate debriefing after the activity to discuss how it relates to projects.

INSTRUCTING OTHERS

Giving instruction and how we communicate. Two people sitting back to back and one has a simple diagram and the other has a blank piece of paper and one has to give instructions as to how to draw. It is all about verbal communication.

- ▶ Instructions: Sitting back to back and without looking around at each other, one sifter takes the responsibility for giving instructions as to how to draw the diagram they are looking at. Instructions must be literal as opposed to describing something as something else. For example; place your pen in the top right hand corner and move it down and around in a curve until you reach the bottom left corner. Avoid instructions such as... draw a circle in the middle of the page and a large D in it. The drawer can ask questions that have a yes or no answer to clarify instructions or ask for them to be repeated.

This is a great exercise when working with a large group. At the end of the exercise all can hold up their completed works, which bare little resemblance to the original diagram, but prompt quite a lot of laughter from the group.

VISUALISATION

At the end of the training, either sitting at the seat or lying down visual how the project will look, the journey, the faces of people involved, the celebration, the feeling...

WOOL GAME

Individuals pass a ball of wool around the group with the first holding onto the end of the wool. As each is handed the ball of wool they they commit to how they are going to engage and support the project. Each is given a piece of the wool as a momento/reminder of their commitment.

There are many many warm-up exercises that are useful when working within groups. The key is to choose the right one for the group and follow it through to the end. Even if it doesn't quite go as it should, it can be a useful team building exercise.

Conducting effective community meetings

MEETINGS

Community meetings are an important tool to solicit and maintain community interest and involvement in community economic development. To ensure effectiveness, attention needs to be given to many aspects before, during and after the meeting. Suggestions:

Before the meeting

- Determine a date and time which you believe is the most convenient for members of the community. Avoid clashing with other regular community meetings or major sporting events. Consider the most convenient time to ensure maximum participation.
- Determine the best venue. Keep in mind issues like comfort, temperature, opportunity to socialise, acoustics, transport, parking and accessibility.
- Consider the possibility of offering child care facilities.
- Ensure community members received adequate notice - use every creative means to inform and encourage attendance - mailouts, pamphlets, posters, personal invitations, announcements at churches, statements in school bulletins, radio, announcements, press statements.
- Make sure any outside speakers or resource people receive written notification, a map and background information. Ensure they arrive well before the meeting - provide them with a (written) briefing.
- Select an experienced chairperson - who understands the purpose, has excellent public speaking skills and demonstrates a positive approach.
- Ensure an adequate PA system is available.
- Arrive early to set up appropriate room arrangements. People participate best when they can see each other and are close to speakers or resource people. Generally chairs arranged in a horseshoe formation close to speakers is best. Avoid straight rows and placing presenters and leaders on stages or behind tables!

- Ensure adequate seating, but do not put out all chairs, otherwise front rows will remain empty.
- Ensure a layout style which has participants with their backs to entry point.

During the meeting

- Provide name tags, and have people to welcome participants on arrival.
- Organise decor, entertainment and refreshments which reinforce a warm, welcoming and interacting atmosphere, eg, pre-meeting tea or coffee, background music, displays, post meeting refreshments to encourage people to stay around afterwards.
- Start on time.
- Provide a warm welcome to all, and any special guests. Clearly state purpose of meeting (use overheads or flip chart paper to reinforce key points and agenda where possible).
- Encourage audience reaction and contribution.
- If meeting involves controversial issues and/or brainstorming functions, ensure ground rules are mentioned and/or distributed.
- Example of ground rules.
 - 1 Check in old disputes, feuds and ideologies at the door!
 - 2 Anything goes! Don't be afraid of new ideas. Respect the opinion of others.
 - 3 Keep ideas, opinions and comments short.
 - 4 Allow everyone to contribute.
 - 5 Focus on the positive. Avoid spending time blaming others and dwelling on what has not happened in the past.
- Appoint someone as scribe to record the key points and decisions.
- At the end of the meeting, provide a summary of any agreed outcomes and future actions.
- Thank people for coming, and if post meeting refreshments are provided encourage them to stay on and enjoy it.
- Acknowledge individuals/groups who have contributed to the organisation of the meeting.

After the meeting

- Make sure outcomes of meetings are communicated to participants and the wider public via press, mailouts, flyers or pamphlets, use of radio talk shows and phone in programmes.
- Seek feedback from participants.

Important points for facilitators

WHAT IS A FACILITATOR?

A facilitator is many things:

- Someone who organises the work of a group.
- An advisor to bringing out the full potential of working groups.
- A provider of processes, tools and techniques that can get work accomplished quickly and effectively in a group environment.
- A person who keeps a group meeting on track.
- Someone who helps resolve conflict.
- Someone who draws out participation from everyone.
- Someone who makes sure that the goals are met.
- Someone who provides structure to the work of a group.

WHAT A FACILITATOR ISN'T!

Signs that someone is manipulating the situation:

- Changing the wording of a participant.
- Refusal to record an idea (looks tired, got distracted, too many ideas coming at once).
- Getting involved in the content of the group work.
- Getting emotionally attached to outcomes.
- Judging comments of the group, liking some ideas better than others.
- Flip flopping the agenda and work processes.
- Manipulating people and behaviors through their own feedback.
- Monopolising conversation.
- Taking sides on issues or people.
- Being closed to group suggestions on the process.
- Trying to have all the answers.

Resource Toolkit

Template for Budget Expenditure

THE COST OF THE PROJECT

Budget expenditure

Item	Details	Cost	Total
Overall Total Cost		\$	

Template for Budget Income

THE RESOURCES TO COVER THE COST OF THE PROJECT

Budget income

The source	Details	Cash	In-Kind	Sponsorship	Total
Overall total cost					\$

Community Skills and Passion Audit

Our organisation seeks to inspire and support local residents to discover the strengths and opportunities of our local community, and engage in community projects that 'make a difference'. This audit sheet seeks to identify community residents who may be able to share their interests and experiences.

Name _____ Today's Date _____

Position _____

Address _____

Contact No _____ Email _____

Please list 2-4 things in each category – things you are happy for us to know about you.

HEAD (things I know something about, and would enjoy talking about, or teaching to others about, e.g. local history, conservation, business management etc)

HANDS (things I know how to do and enjoy, e.g. project organisation, gardening, painting, rock climbing, cooking, jewellery making, using the internet, sign language etc)

HEART (things I care deeply about, e.g. environment, intergenerational activities, animal welfare, women's rights, youth unemployment etc)

COMMUNITY INVOLVEMENT (groups / committees / clubs I am a part of)

Skills and passions survey

Name _____

Address _____

Phone _____

Email _____

1 Specific knowledge/skills that you would be willing to share and/or teach:

2 Specific knowledge or skills that you would like to learn from others (e.g.; weeding, art, computer skills):

3 Groups/Clubs/Associations that you belong to:

4 Please indicate by ticking the community development strategy themes that are most important to you.

<input type="checkbox"/> Community building	<input type="checkbox"/> Positive ageing
<input type="checkbox"/> Infrastructure and transport	<input type="checkbox"/> Healthy lifestyles
<input type="checkbox"/> Tourism development	<input type="checkbox"/> Education and lifelong learning
<input type="checkbox"/> Business development	<input type="checkbox"/> Environment
<input type="checkbox"/> Child services	<input type="checkbox"/> Heritage and cultural development
<input type="checkbox"/> Youth development	<input type="checkbox"/> Sport and recreation

5 Would you like to identify any mainland based 'island lovers' who have particular skills or talents that they may wish to share with our community?

Name

Contact details

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

6 Would you like to make any additional suggestions or comments or share with us any other life interests, motivations, and passions?

Thank you for taking the time to complete our survey.

If you have any questions please contact _____

and return this form to the _____

Self-care for Neighbourhood House and community volunteers and staff

- ✦ Organise sessions to learn simple relaxation techniques. Meditation, breathing techniques or going for a brief walk can all help.
- ✦ Have a buddy system at the house so that everyone has one or two people they can talk to about things that worry them.
- ✦ Encourage each other to look after themselves – not the ‘suck it up’ or martyr mentality.
- ✦ Work as a team with shared responsibilities, tasks and skills. If you are working solo on a project, create your own team by including mentors, supervisors or colleagues who can be a sounding board.
- ✦ Create a good working environment. Take time off in lieu and holidays when scheduled. Avoid dropping into the house when you are off work.
- ✦ Learn how and when to delegate. Passing on tasks or activities to others is positive for both the worker and others as it builds skills, leadership and long term capacity of paid and unpaid staff.
- ✦ Celebrate wins as a house, no matter how small and make them fun. Laughter is great medicine.
- ✦ Take time to reflect on failures or challenges and celebrate the learning from them.
- ✦ Don't try to do everything. The strategic plan you have in place can be a stress management tool by setting limits on what you work on in a particular timeframe. Sometimes the most profound outcomes are the smallest.
- ✦ Encourage each other. If someone did or is doing a good job – tell them.
- ✦ Give permission to be finding it tough. Provide opportunities for people to talk openly about issues and debrief.
- ✦ Ensure a committee member is appointed as a staff (paid or unpaid) liason.
- ✦ Don't push for the house to be always open. Shut the centre and have a day to fix up the small stuff that never gets done.
- ✦ Get out of the house. Neighbourhood Houses are all about community, so get out and about and chat with the locals, other organisations and businesses.
- ✦ Make time for staff, committee and volunteers to catch up as a team at the end of the week. The stronger and well supported the team is then the better they can perform.
- ✦ Do the pamper stuff, the fun stuff, organise relaxation sessions, go for a walk together, kick the footy, throw frisbee, play twister even. Create the fun stuff for yourselves that you do all the time for your community.
- ✦ Have a budget and plan for dealing with critical support if it is required. Be prepared!
- ✦ Have a budget and plan for inviting in external facilitators, mediators or counselors for staff, committee or volunteer support if needed.
- ✦ Access services that can support staff, committee members and volunteers. Resources are available via Neighbourhood Houses Tasmania, Relationships Australia, Volunteering Tasmania and other government and not for profit organisations.

Neighbourhood Houses Tasmania (NHT) have negotiated a heavily discounted group rate to support Neighbourhood Houses across the state.

Services offered by Relationships Australia (RA) Tasmania include:

🔗 **Counselling**

Which can support your workers to perform well in their job. This can be done in RA offices, your office, over the phone or even Skype.

🔗 **Professional Supervision**

As a community worker you use the services of another experienced and qualified worker to reflect on your work with the community and develop new perspectives on how to get on with that work. Supervision also considers the ethical professional development and often the personal development, of the worker.

🔗 **Group Supervision**

RA have already been working with NHT and have conducted group supervision with a group of Neighbourhood House volunteers and staff to think through some difficult situations they have been dealing with, This can be a great way to debrief, learn from experiences and come up with new ways of working together

🔗 **Other Services**

RA can also assist your House in team building, conflict resolution and critical debriefing. RA also offers a range of workshops on issues such as depression, addiction and financial counselling.

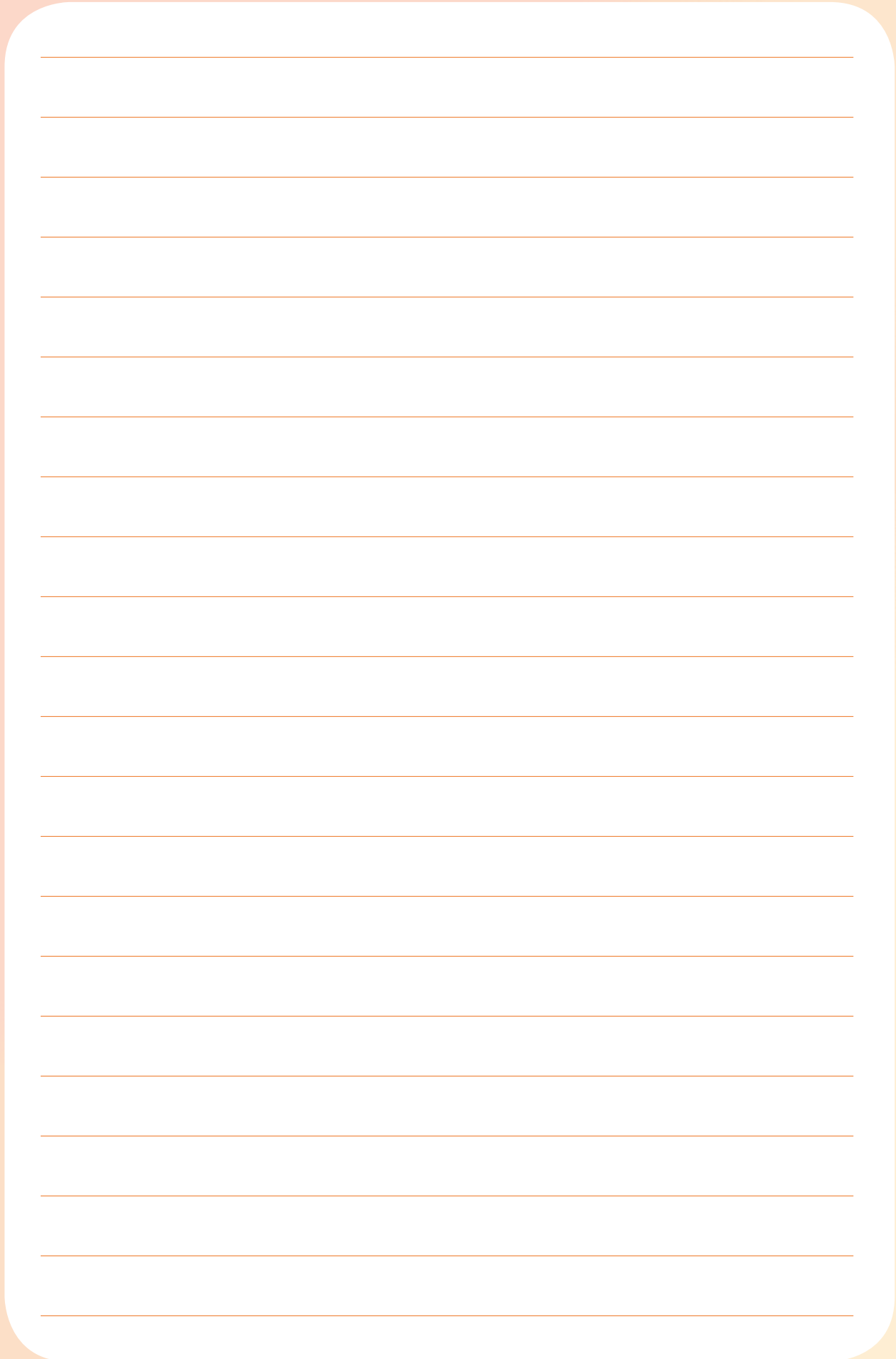
This is a great offer at reduced rates. From the phone calls received by NHT and the crises that happen in Houses we know that we must put these sort of arrangements in place to support our staff and volunteers. External supervision helps you to think through the challenges of your role. Preventing burn-out and people working more effectively in your organisation saves money.

NHT strongly urges each House to take up this offer by calling RA and signing the Memorandum of Understanding (MOU) around this, which doesn't commit you to any financial spend but sets up their system to be ready to respond to you/your staff when needed.

There is a heavily discounted rate for the following services for houses once they have signed the MOU with Relationships Australia.

🔗 **If you are interested contact Jules Carroll email julesc@reltas.com.au or phone 1300364277 at Relationships Australia, or contact Neighbourhood Houses Tasmania office email nht@nht.org.au or phone 6228 6515.**

Resource Toolkit



A large white rounded rectangle with horizontal orange lines, serving as a writing area. The lines are evenly spaced and extend across the width of the rectangle. The corners of the rectangle are rounded.

