2015

Resource Toolkit

CONNECTING IDEAS AND PROCESS

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

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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 hem 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.dundeecity.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.

OTHER CONSULTATION CAN BE HELD THROUGH

- Open days
- Polls
- Roadshows
- Web-based consultation utilizing social media, websites and blogs.

Marketing Plan Template

<Business name and year> Marketing tactics

Tactic	Description	Monthly cost	Priority 1-5	Target completion date

Agenda Template

Name of meeting	
Date of meeting	
Time of meeting	
Location of meeting	
Agenda	
Attendees	
Apologies	
Absentees	
Introduction	
Previous minutes	
Agenda item 1	
Agenda item 2	
Agenda item 3	

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.

Look for relationships
To show connections between ideas, use:
- Branches
- Arrows
- Colours
- Groupings

Draw quickly
Use unlined paper or a chalk/white board so there are no boundaries. This is a brainstorming activity, so ideas are expressed quickly.

Put main idea in the centre

Leave lots of space
This makes it easier to add more later.

Use capitals
Use of capital letters helps some students concentrate on writing key points.

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	

How we will get there?

A strategy is a plan of action designed to achieve a long term or overall aim. So if we take the overall aim as being to improve community health in the case of the example used above.

Your overall vision may be **to increase access to fresh vegetables**. The action plan is about listing all the tasks that will be required to make that possible and putting realistic resources and timelines to ensure it happens.

Strategy	Action plan (how)	Timing – completion date	Person responsible
Develop a volunteer run vegetable and fruit garden next to community house	Permissions from council	By end of March	Neighbourhood House coordinator
	Seek sponsorship from local hardware shop	By end of March	Project manager
	Install raised garden beds	First week of April	Volunteer 1

Action notes

COMPANY LOGO

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			

Project Skills Audit

Activity	Skills required	Your team's capacity	Still required	Attain from?
Eg: Produce brochure	Writing	Tom can write copy but will need an editor	editor	via library or writers centre
	Graphic design	no capacity to do design work	graphic designer	use designer who works on other projects
	Printing	allocate $ from budget	finalise printer	seek quotes from 3 printers

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 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 sitter 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.

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					$

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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.

_____ Community building

_____ Infrastructure and transport

_____ Tourism development

_____ Business development

_____ Child services

_____ Youth development

_____ Positive ageing

_____ Healthy lifestyles

_____ Education and lifelong learning

_____ Environment

_____ Heritage and cultural development

_____ Sport and recreation

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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.

Relationships Australia

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.**